

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1908-1909.



CALCUTTA:

THE BENGAL SECRETARIAT BOOK DEPÔT.

1909.

[*Price—Indian, Rs. 2-6; English, 3s. 6d.*]

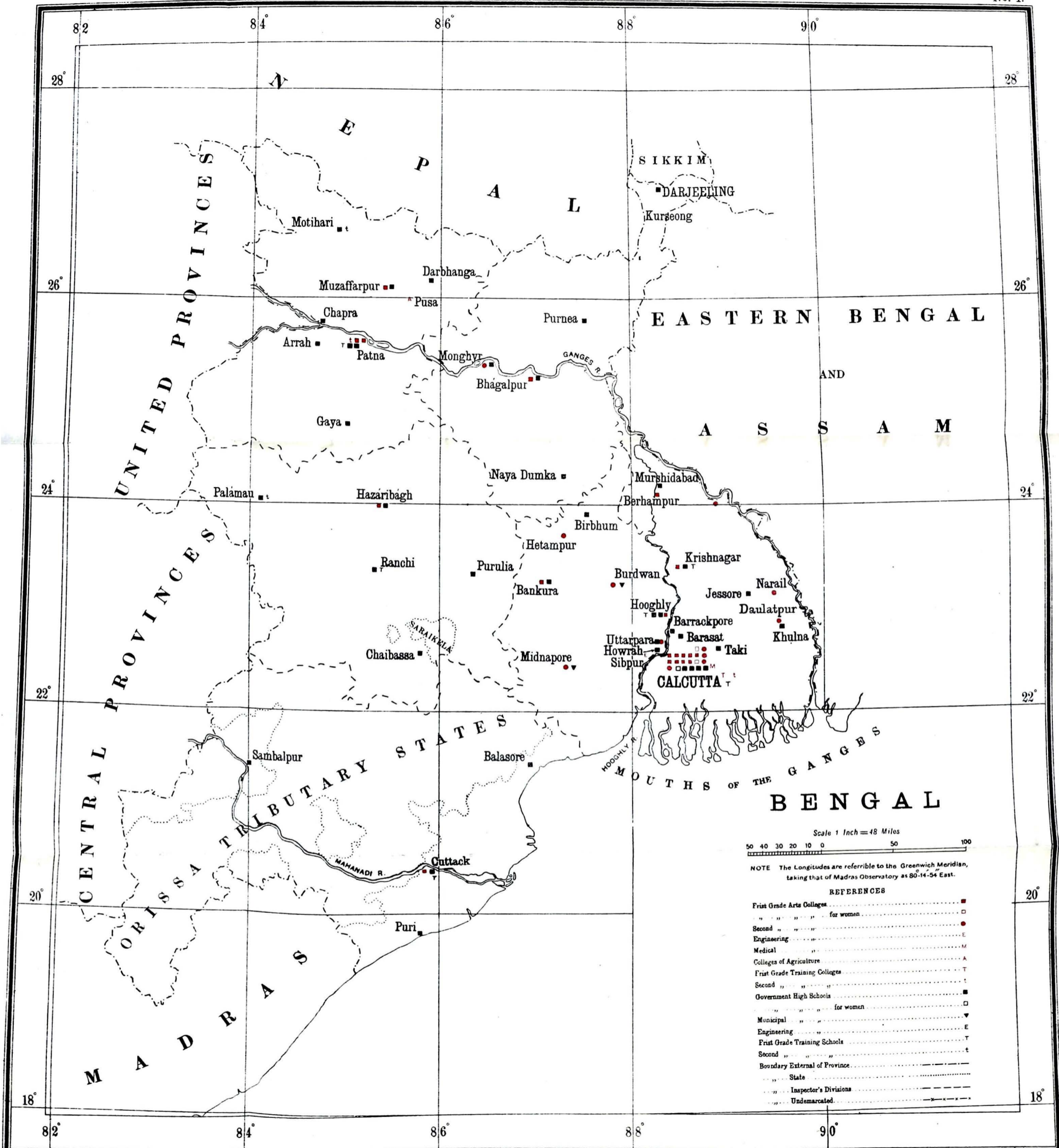
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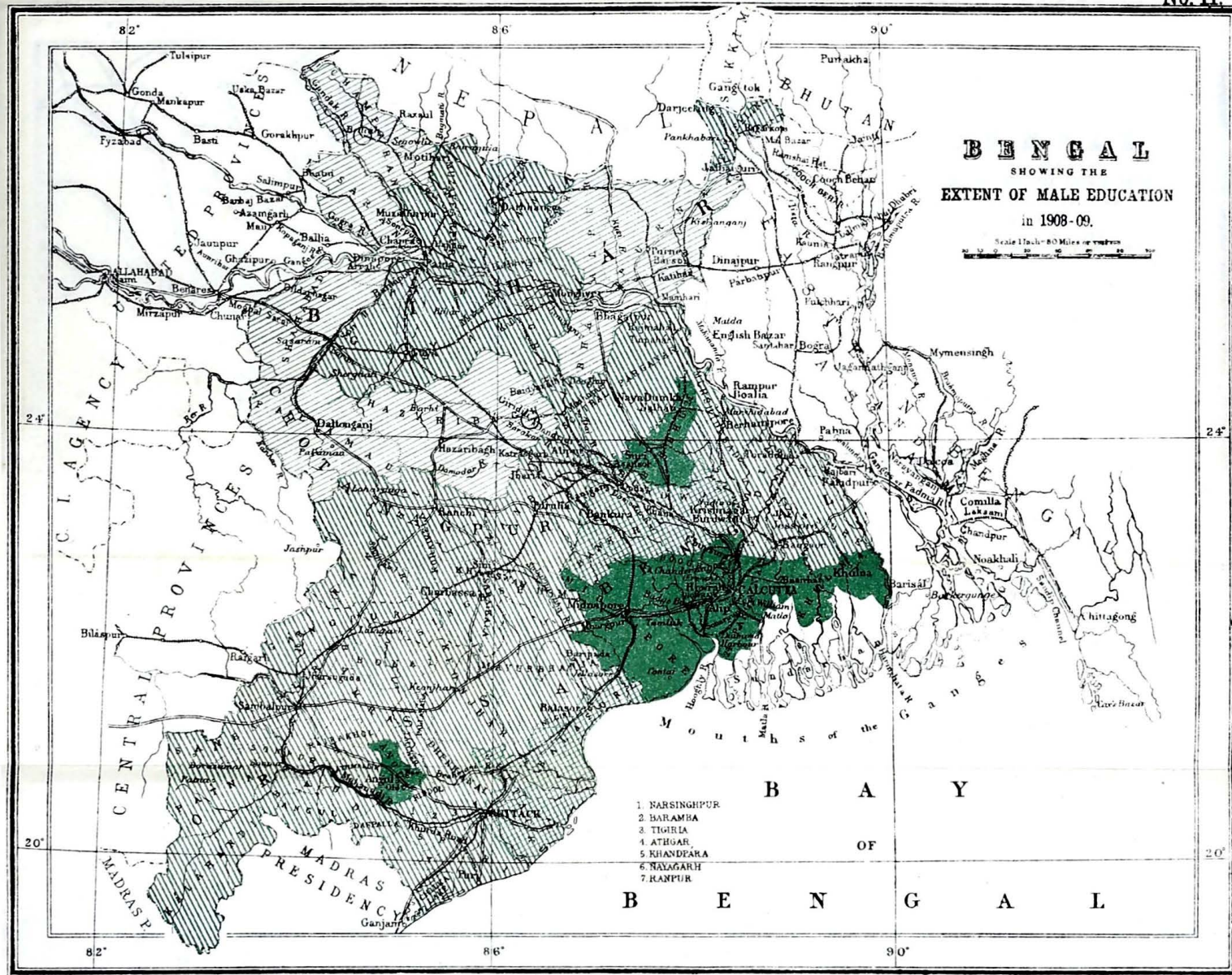
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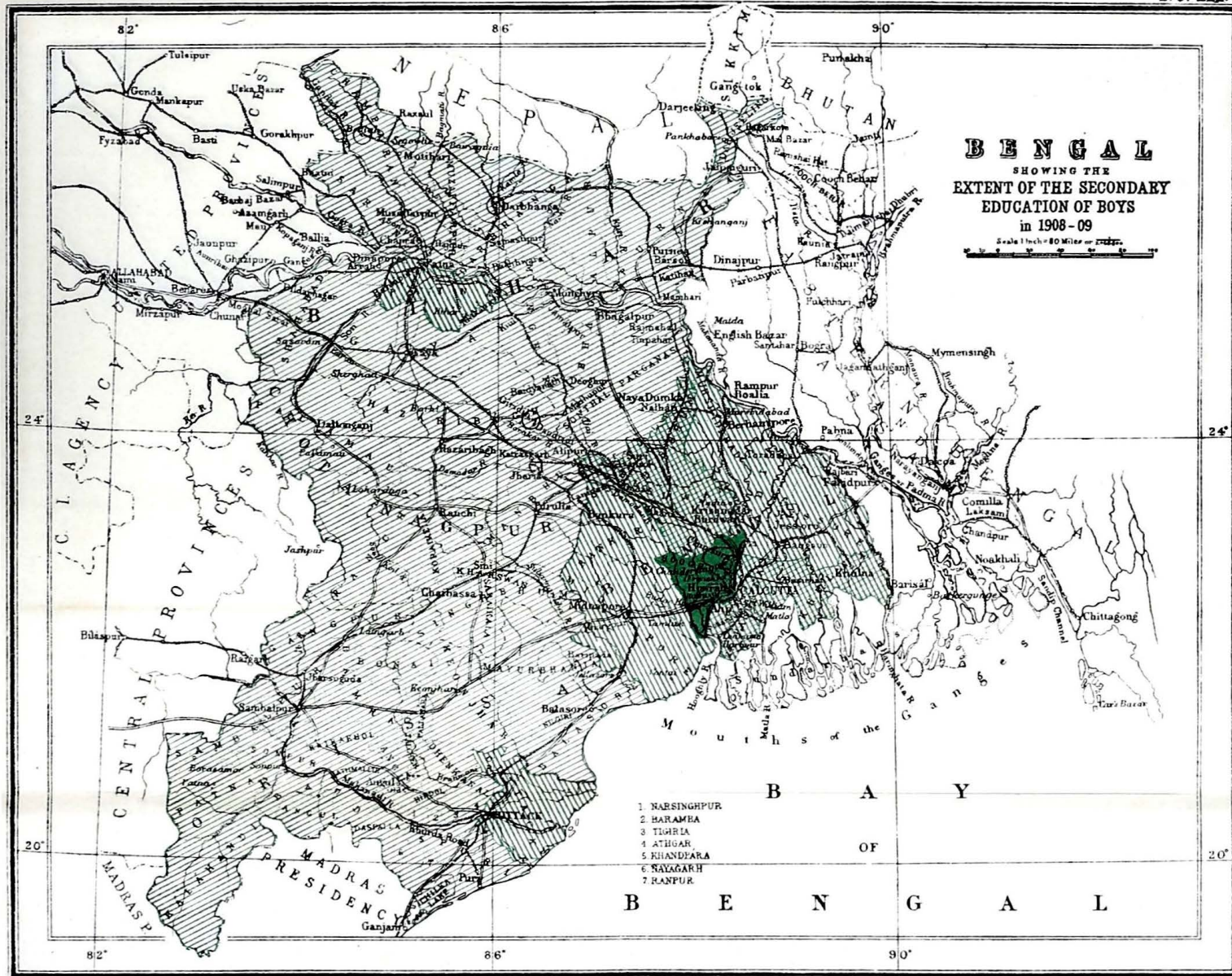
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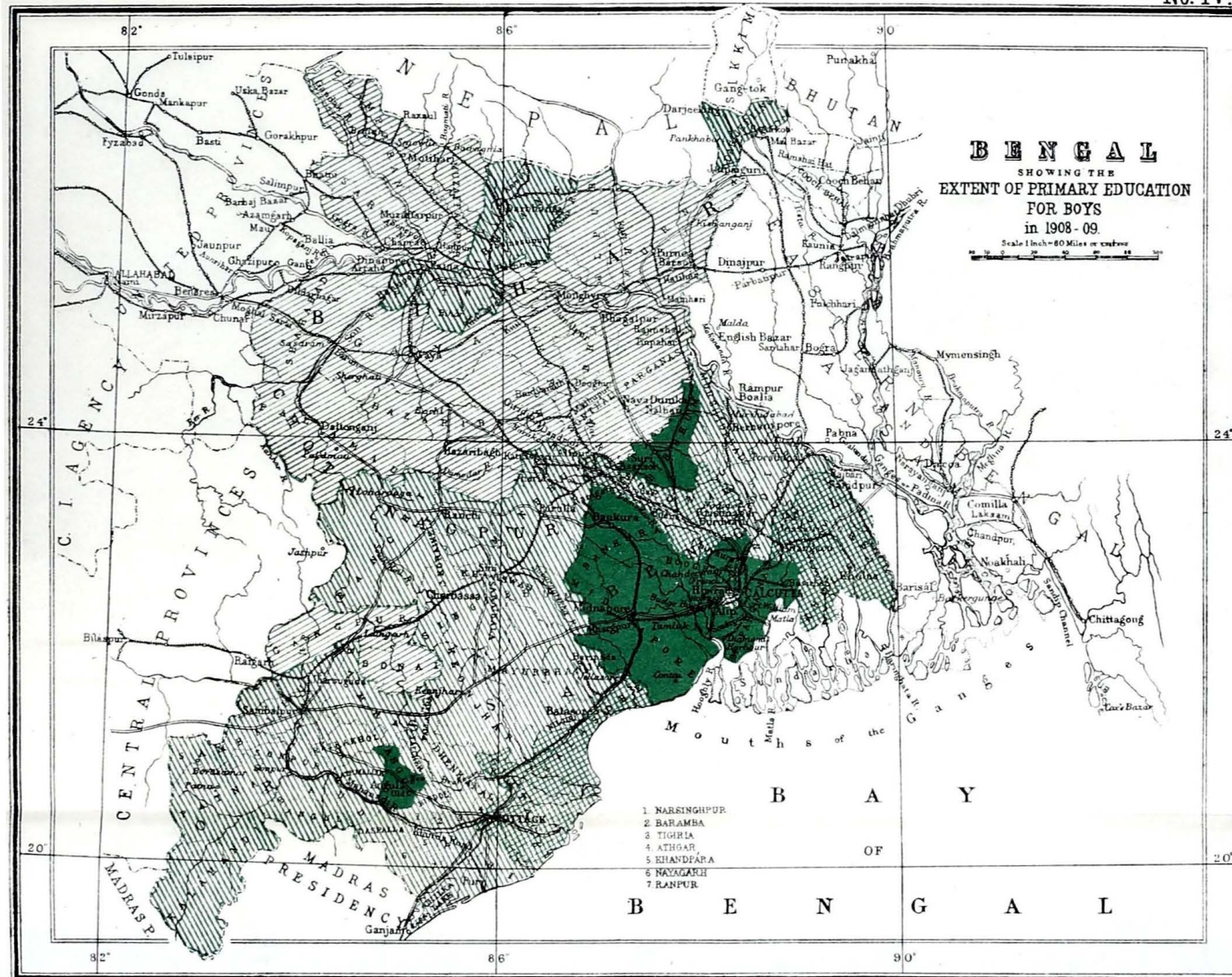


(Excluding Schools for Europeans.)

REFERENCES.

Percentage of boys of school-going age who are in the Secondary stage of instruction—

- Class I. Above 5 per cent. ...
- „ II. Between 3 and 5 „ ...
- „ III. Between 1 and 3 „ ...
- „ IV. Below 1 „ ...



B E N G A L
 SHOWING THE
 EXTENT OF PRIMARY EDUCATION
 FOR BOYS
 in 1908-09.
 Scale 1 inch = 50 Miles or 80 Kilometers

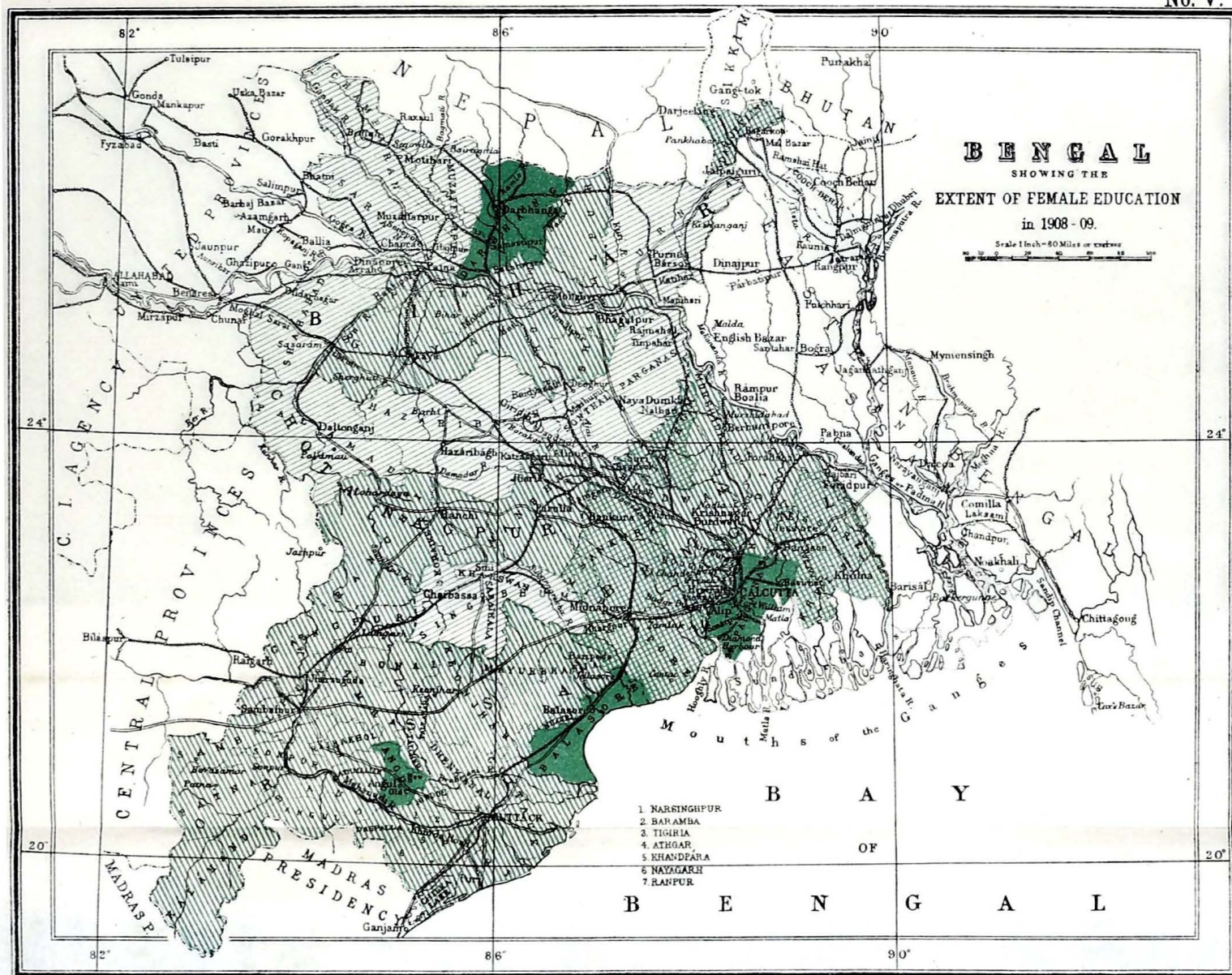
(Excluding Schools for Europeans.)

REFERENCES.

Percentage of boys of school going age
 who are in the Primary Stage of instruction—

- Class I. Above 40 per cent.
- „ II. Between 30 and 40 „
- „ III. „ 20 and 30 „
- „ IV. „ 10 and 20 „

1. NARSINGHPUR
2. BARAMBA
3. TIGRIA
4. ATHGAR
5. EHANDPARA
6. NAYAGARH
7. RANPUR



BENGAL
 SHOWING THE
EXTENT OF FEMALE EDUCATION
 in 1908-09.
 Scale 1 inch = 60 Miles or 96 Km.

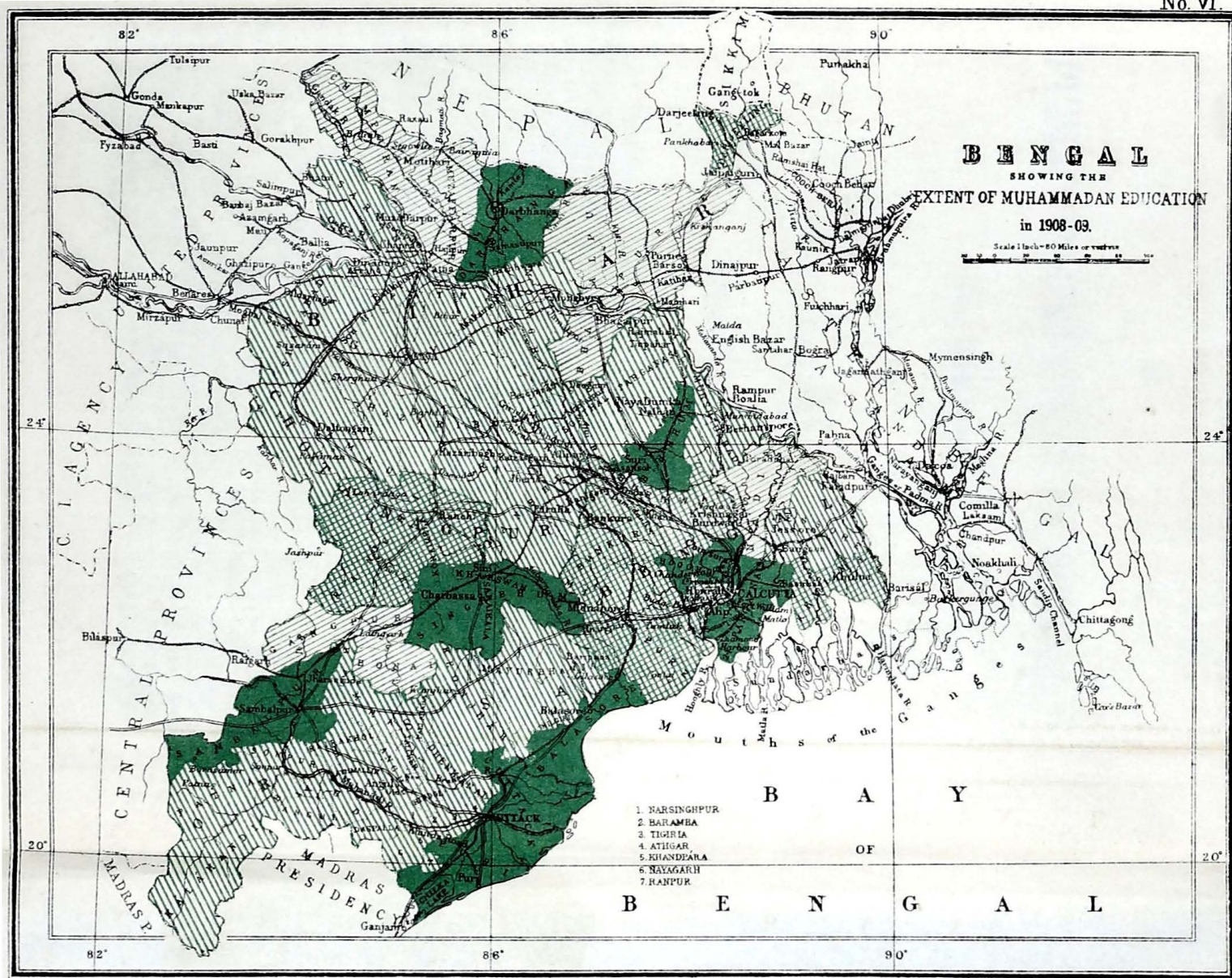
(Excluding Schools for Europeans.)

REFERENCES.

Percentage of girls of school-going age
 who are under instruction—

- Class I. Above 7 per cent.
- .. II. Between 5 and 7 „
- .. III. „ 2 and 4 „
- .. IV. Below 2 „

1. NARSINGHPUR
2. BAHAMBA
3. TIGRIA
4. ATHGAR
5. KHANDPARA
6. NAYAGARH
7. RANPUR



REPORT
ON
PUBLIC INSTRUCTION IN BENGAL
for 1908-1909.

CHAPTER I.

INTRODUCTORY.

1. The dominant factor in education in Bengal at the present time is the financial, and this is to a great extent true of the year under review. We are on the rising crest of a wave of educational progress. The awakening to the increased importance of education, the first public manifestation of which was the Simla Conference of 1901, resulted in the formulation of a number of important schemes, all needing large expenditure to give them effect. University reform has brought the necessity of large expenditure on colleges. It seems that the attempt to raise collegiate education must fail of complete efficacy, unless at the same time very extensive improvements are introduced into secondary schools. Behind this again lies the vast and unwieldy problem of primary education. The educational postulates are in every case now admitted and recognized. What is lacking is money to carry them out practically, and this is true not only of the general claims of the three great divisions of education,—Primary, Secondary and Collegiate,—but also of practically every particular variety and special branch of education, among which stand out prominently technical education, Muhammadan education, training of teachers, education of girls and women and education of Europeans. In each and every one of these cases need of special effort is recognized and special activity has been called for. In each and every case there is a demand for great expenditure, demand far greater than the resources of the public exchequer have been able to meet. The whole of this report therefore should be an eloquent plea for more money for education, eloquent, however, not from the form of expression, but from the facts disclosed. The predications with which the last year's report on Education concludes—the importunity of the problem of money and the need of a policy—are thus of necessity the predications with which this year's begins.

CHAPTER II.

CONTROL.

General Statistics of Public Instruction.

Institutions.

2. The total number of recognized institutions dealt with in the returns of this report is 42,305. Of this total 37,509 are primary schools, 1,545 secondary schools, 236 institutions for training teachers including 4 colleges and 40 arts and professional colleges, or, with 4 training colleges added, 44. Only 1,488 of the above are under public management: namely 12 colleges, 212 training institutions, 235 secondary, 989 primary and 40 schools of other classes.

Pupils.

3. The total number of pupils attending these institutions is 13,68,280. Of this total, 11,08,843 are in primary schools, 1,67,077 in secondary schools, 4,115 in training institutions and 6,673 in colleges: in institutions of other kinds 81,572. Of the whole number 12,08,718 are boys and men; 1,59,562 women and girls.

Comparison with 1907-1908.

4. Public institutions show an increase of 877 over the year 1907-1908; pupils of 79,739. The figures for last year were institutions 41,428 and pupils 12,88,541.

Statistics of all institutions, including those not conforming to recognized standards.

5. The total number of institutions submitting returns, *i.e.*, including those not conforming to recognized standards, is 46,585; and the total number of pupils with the pupils of these institutions added is 14,21,389. These show an increase of 886 institutions and 83,199 pupils over the year 1907-1908. The total expenditure has also increased by Rs. 19,01,581. The figures for 1907-1908 were institutions 45,699, pupils 13,38,190, and expenditure Rs. 1,25,56,227.

Expenditure.

6. The total expenditure for the year 1908-1909, on institutions of all kinds submitting returns has been Rs. 1,44,57,808. Of this sum Rs. 96,75,165 represents direct and Rs. 47,82,643 indirect expenditure. The expenditure from Provincial revenues amounts to Rs. 49,79,133. District Boards, Municipalities and Native States spent Rs. 11,55,757, Rs. 1,31,769 and Rs. 1,36,707 respectively. Income from fees amounted to Rs. 52,71,439 and that from subscriptions, endowments, &c., to Rs. 27,83,003.

The Educational Services.

The Indian Educational Service.

7. The number of appointments in the Indian Educational Service remained unaltered till close on the end of the official year, when an appointment of Lady Principal of the Training College for Women at Bankipore was added to the appointments on special rates of pay. The total was then 35, or together with the appointment of a Professor of the Chemistry of Dyeing sanctioned in December 1908, but not yet filled, 36. Four of these appointments are on special rates of pay. Seven of these appointments remained unfilled to the end of the year, and an eighth is filled only temporarily. Since the close of the year the scheme for strengthening Government colleges has been sanctioned and as a result eight new appointments have been created. Three of the sixteen appointments have since at date been filled by recruitment in England.

Provincial Educational Service.

8. The total number of appointments in the Provincial Educational Service was 100, exclusive of a temporary appointment for the Professor of Philosophy at Ravenshaw College; this is one more than last year. The addition of one appointment was due to the substitution of an appointment in the Provincial Educational Service for one in the Subordinate Educational Service for the Demonstrator in Geology at Presidency College. The unsatisfactory conditions of that service, of which complaint has been so frequently made, are receiving attention, though nothing has as yet been done to improve them. The present relation of the Provincial Educational Service to the Indian Educational Service is perhaps unfortunate, neither definitely co-ordinate, nor subordinate; but a great deal that has been written of the unfairness of excluding Indians from higher appointments is misconceived or without foundation. There is not really any backwardness in recognizing high scholarly and

scientific attainments and general administrative capacity in Indian members of the services. The problem is of a different nature. In the present state of education in Bengal it may reasonably be held that the participation in the work of European Professors and Inspectors is for the solid advantage of the work, in fact necessary for the maintenance of the present organization in a state of efficiency, and that without such leadership the organization would go to pieces. That is at all events the theoretic basis of the present position. To declaim against its fairness on racial grounds is not necessarily either wisdom or patriotism, nor in the real interests of the people of the land. Doubtless the educational services could be much more cheaply organized, if their ranks were filled wholly by educated Indians. We shall come to that in due time: but the state of education is not yet ripe for it, and till the times are ripe Indian members of the services will serve their own interests best by identifying them with those of their European colleagues. Rightly understood there is no antagonism, and should be no jealousy.

9. The number of appointments in the Subordinate Educational Service increased from 612 to 792, that is by 180, the bulk of the increase being due to the creation of 169 new appointments in connection with the provincialization of District Board Sub-Inspectors which took effect in December of last year. Five of the new appointments are for the Howrah Zilla School, which was taken over by Government from March the 1st of this year.

10. Seven additional appointments (including four for the Howrah Zilla School) were made to the cadre of the Lower Subordinate Educational Service, but as one appointment in that service was abolished in connection with the amalgamation of the Madrasa and High School at Murshidabad, the total number of appointments in the service was increased by six only, namely from 757 to 763. The conditions of this service are still unsatisfactory, but a concession of some value has been granted to the members of the service since December last by the decision "that members of the Lower Subordinate Educational Service, when officiating in temporary vacancies in the Subordinate Educational Service, shall receive an acting allowance at the rate of one-fifth of the average pay of the grades of the latter service, subject to the limit of the maximum salary of Rs. 50."

Direction.

11. Final orders regarding the appointment of a second Assistant Director of Public Instruction have not yet been passed. Pending the receipt of such orders, Mr. H. A. Stark's deputation in that capacity has been extended. Conditions of work have not materially changed since Mr. Earle wrote in the report of 1905-1906—

"The work required to be done by the Director and the Assistant Director is considerably more than two men, even working under excessive strain, can accomplish"

The detail of the work has changed somewhat from year to year, but if under some aspects there has been lessening, notably the holding of conferences and committee-meetings and the working up of big schemes, there has been increase in others; for instance in the working out of the schemes and putting them into practical operation. There has also been a definite increase of work of an onerous character as the outcome of University reform and the new relations of the Department to the University. The total bulk has probably rather increased than diminished, and is more than likely to increase further. The appointment of the second Assistant Director has given substantial relief. It is very necessary that the appointment should be continued, until and unless some more fundamental readjustment takes place which might shift the onus and character of "Direction."

The General Inspecting Agency.

12. The number of the higher general inspecting staff remains unaltered at six divisional Inspectors, an Inspector of European Schools and five additional Inspectors. The appointment of Additional Inspector for the Orissa Division was left vacant throughout the year, Rai Madhusudan Rao Bahadur continuing

to officiate as Inspector. The appointment of an Additional Inspector has since been approved for the new Tirhut Division, and the post of Assistant Inspector, Patna Division, will be abolished. There will for the future consequently be 7 Additional Inspectors of Schools instead of 6 and 11 Assistant Inspectors of Schools instead of 12. The question of the adjustment of duties between Inspectors and Additional Inspectors has not been finally settled, but it has settled itself sufficiently for working purposes. The conditions of settlement as at present formulated contain irreconcilable elements, namely that (a) the integral unity of the division for the administrative purposes should be maintained and yet (b) that Additional Inspectors should have special status and independent authority. Before the problem can be solved it must be fully acknowledged that there can be only one administrative head of a division, and that the Additional Inspector, though approximating in rank to an Inspector, is still subordinate to him.

Proposed modification in the posting of Additional Inspectors.

13. Before he went on leave Mr. Kuchler expressed the intention of proposing a modification of present arrangements whereby there is one Inspector and one Additional Inspector in each division. He points out that the Additional Inspector will (along with the Inspector) be mainly responsible for the inspection of high schools. Consequently in divisions where the high schools are relatively few no Additional Inspector is required, whereas in other divisions in which the high schools are very numerous, namely Burdwan and the Presidency, more than one is needed. Consequently he recommends that in future no Additional Inspector shall be appointed to Chota Nagpur and Orissa, and that the two posts thus released shall be transferred to the Burdwan and Presidency Divisions. These proposals seem eminently reasonable and will no doubt be carried out. It is also to be noted that Mr. Prothero has reported that no Additional Inspector is wanted in the Bhagalpur Division.

Proposed District Inspectors in the Provincial Educational Service.

14. A proposal to provide a well-qualified inspecting officer for every district finds place in the scheme for the improvement of secondary education which is described in Chapter IV. At present the chief inspecting officer in a district is a Deputy Inspector of Schools. The proposal is to create a class of District Inspectors who should all hold appointments in the Provincial Educational Service. This would be a most salutary measure. At present it is in abeyance, as the general scheme has been sent back by the Government of India for revision. The need for such an improvement in the status of the Deputy Inspectors of Schools has been pressed by the Inspector of Schools, Bhagalpur.

Need of additional clerks for Deputy Inspectors' offices.

15. Representations have been made that additional clerks are wanted for Deputy Inspectors' offices. These could not be appointed during the year, and the request has been again pressed by the Inspectors of the Patna, Chota Nagpur and Bhagalpur Divisions. Mr. Preston (Patna and Tirhut) also complains that there is no proper office accommodation for Deputy Inspectors in the Patna Division. The total number of Deputy and Additional Deputy Inspectors was 61.

Sub-Inspectors.

16. The total number of Sub-Inspectors, including the Board Sub-Inspectors recently provincialized, was 306. Their present qualifications appear to be lower than is desirable. Inspectors, even subordinate Inspectors, to discharge their functions usefully, must know more practically about teaching and the management of schools than the men whose schools they inspect. Otherwise we have a very inverted order of things,—the less skilled criticizing and guiding the more skilled. Besides having had a good general education, which is the first consideration, Inspectors should, therefore, either be men who have proved their capacity as school-masters, or who have received special training for inspection work. At present little or no pains appear to be taken that this lower class of inspecting officers have the knowledge or experience to fit them for the work they have to do. It is not perhaps surprising if the work is not done very satisfactorily. The remarks of the Inspector of Schools, Orissa Division, are significant in this connection:—

"I regret," he says, "that I cannot report any decided improvement in the organization and efficiency of our primary schools as resulting from the multiplication of Sub-Inspectors in recent years. The majority of these officers are not properly fitted and trained for their duties, and in the absence of frequent and vigilant supervision by superior officers with higher aims, they generally turn out work of an inferior kind. A sort of poor mediocrity being their goal, inferiority in the quality of their work follows as an inevitable result."

And he recommends a six months' course of training "under teachers, thoroughly conversant with actual requirements, and imbued with high educational ideals and principles."

Without doubt this is a sound suggestion, and the attention now being given to training institutions makes the carrying out of the suggestion possible in the near future. The Inspector of Schools, Chota Nagpur, similarly insists on the need of training the men who have been appointed.

17. Assistant Sub-Inspectors of Schools, of whom there are now 70, are unfavourably spoken of in most of the reports. In particular it appears to be held generally that they cannot advantageously take the place of guru-instructors. They are "men of the same type and qualification as the average guru-instructors," says the Inspector of Schools, Chota Nagpur, and the Inspector of Schools, Patna, points out the anomaly which results when these men claim equality with Sub-Inspectors, "though they cannot be entrusted with the duties of any higher responsibility."

18. A deeper question is closely involved here: namely whether the policy followed by the Department of increasing the number of these inferior officers has really been sound. Rai Bahadur Madhusudan Rao (Orissa) at all events thinks not. He calls in question "the tendency to an inordinate growth of expenditure on the maintenance of a largely increased staff" and laments "the woeful lack of funds for the vitally essential work of consolidating and ameliorating our schools." This is the familiar complaint of disproportionate expenditure on inspection and direction. One cannot spend too much on inspection of the right sort, but it is at any rate worth considering whether better results could not be obtained by fewer officers and better qualified.

19. A measure which should prove effective in improving the conditions of work for Sub-Inspectors and Assistant Sub-Inspectors and removing a long-felt hardship is the substitution of a daily allowance when travelling for mileage and halting allowances. This was put forward in the year under review and has since in a slightly modified form been sanctioned.

20. Reports on the expediency of continuing or abolishing the class of guru-instructors have now been received from the Inspectors. Commissioners of Divisions were also consulted. The balance of opinion is that the guru-instructors are still needed.

Special Inspectors.

21. The appointment of a special officer as Superintendent of Industries and Inspector of Technical and Industrial Institutions received the sanction of the Secretary of State just after the close of the official year, and it is understood that an officer has since been selected in England for the appointment.

22. Endeavour is being made to meet the wishes of the Muhammadan community by the appointment of special Muhammadan inspecting officers. Mr. Earle's proposal that in each Inspector's circle one Muhammadan officer, either an Assistant Inspector or a selected Deputy Inspector of Schools, should be set apart for the supervision of Muhammadan education was sanctioned in July 1908: but as no additional appointments have been made for the purpose, the difficulty of supplying the place of the officers who might be designated as suitable has been an obstacle to the carrying out of the proposals. A further proposal, made in connection with the scheme for the establishment of model maktabs, that in each of the seven districts, Saran, Khulna, Purnea, Champaran, Midnapore, Hooghly and 24-Parganas, a special inspecting Maulvi should be appointed on a salary of Rs. 30—1—50 was sanctioned in February of this year, but on the understanding that the proposal could only be carried out as funds become available.

23. No addition was made during the year to the staff of Inspectresses, though both Miss Brock and Miss Honeyburne have pressed for additional appointments. Miss Brock asks for an Assistant Inspectress for Calcutta and Howrah (this appointment has moreover already been recommended to Government) and for a special assistant for zanana work. Miss Honeyburne represents that the appointment of another Assistant Inspectress is absolutely necessary for the supervision of zanana work in the Patna Division. In the report of 1905-1906 Mr. Earle expressed the opinion that

“at least thirteen additional Inspectresses were required,” and he said also—

“I foresee the need, before many years are passed, of an Inspectress for every Division in which there is at present an Inspector of Schools.”

The present staff consists of two Inspectresses and six Assistant Inspectresses, one for each division.

Co-operation of
Executive and
Judicial Officers.

24. The Department owes much to the assistance given to educational work by executive and judicial officers. To this the Inspectors again this year unanimously testify. Mr. Preston notes that the co-operation of District and Subdivisional Officers was most helpful, specially in connection with the acquisition of land for school purposes and the construction of school buildings. The interest of executive officers in educational work was shown by a number of visits to schools of all grades, and in many other ways. Mr. Prothero (Bhagalpur) records:—

“Educational officers of all the grades are unanimous that, but for their hearty co-operation, success in a number of directions in connection with the progress of education would have been impossible.”

In this he may be taken to give expression to the experience of all the divisions, and I beg to tender the thanks of the Department for valuable assistance ungrudgingly given. This active sympathy contributes most sensibly to advance education.

District Boards
and Municipalities.

25. There is nothing of importance to record of District Boards and Municipalities, except that their relations with the Department continued to be cordial. It is a little doubtful whether the rigid rule, that Municipalities are to contribute at least 3·2 per cent. of their ordinary income on primary education, is really defensible, but at all events all but a very few are reported to have done so. A point of some little importance that has been raised is as to the representation of educational interests on District and Municipal Boards. In some cases the Deputy Inspector is an *ex-officio* member, in some cases not. It seems that it would be to the advantage of educational interests if such were everywhere the rule. The Inspector of Schools, Chota Nagpur, reports that this year “due precaution was taken by each district to guard against the lapse of funds at the end of the financial year.”

The Calcutta
Municipality.

In so far as control and management goes along with the provision of funds, attention may be called to what is said in Chapter V, paragraph 114, in respect of the responsibility of the Calcutta Municipality in regard to primary education.

Governing Bodies
for Government
Colleges under the
new University
Regulations.

26. The constitution of Governing Bodies for Government colleges has been searchingly canvassed during the year. The constitution of these bodies, as ordered by Government in the preceding year and noted in last year's report, was not accepted by the Syndicate as fulfilling the requirements of the University regulations in that regard, more especially inasmuch as the constitution under which the Governing Bodies were to work had not been defined by rule. The Director of Public Instruction drew up a revised scheme in consultation with the Syndicate, and this was submitted to Government towards the close of the year. Mr. Küchler's proposals have since with some slight modification been accepted. The Governing Bodies are now in most cases constituted, but have not yet fully taken up their active responsibilities. The Director of Public Instruction is a member of the Governing Bodies of the Presidency and Bethune Colleges, and the colleges are not, it hardly needs saying, altogether removed from the control of the department. But the new form of control, though it has limits, is real and is likely to have far-reaching consequences.

CHAPTER III.

COLLEGIATE EDUCATION.

The Colleges and
the University.

27. For the colleges the main work of the year has been the completion of the necessary adjustment to the requirements of the new regulations. The essential part of this work is now done: the affiliation of each college is for the time being settled, the required staff appointed and all other conditions insisted

upon by the Syndicate either fulfilled or accepted for fulfilment within a specified time. Orders of affiliation were passed and confirmed during the year, though they take effect only from June of the present year. Thus the immediate process of adjustment is now accomplished, and a relative state of equilibrium between the colleges and the new regulations has been reached. The colleges start in the current session under the full working of the new conditions, including the second year of the M.A. courses. One further step only remains to be taken—and that perhaps the most important of all—the introduction of the matriculation under the new rules.

28. The number of affiliated arts colleges is now 31, 3 less than in 1907-1908. On the 31st of March 1909 there were 4,655 students on the rolls as compared with 5,493 the same day of 1908, a decrease of 838. This is mainly to be accounted for by the unfavourable results of the Intermediate and Degree Examinations. Of the 31 colleges, 7 are Government colleges, 2 are managed by municipal authorities, 8 are aided and 14 unaided. The total expenditure had decreased by Rs. 66,438 (from Rs. 8,82,296 last year to Rs. 8,15,858), a somewhat unexpected fact not fully explained by the disappearance of three colleges. The decrease very closely balances the increase in 1907-1908, the expenditure of 1908-1909 being slightly in excess of that of 1906-1907, which amounted to Rs. 8,08,010. The expenditure on Government colleges was Rs. 4,14,638.

29. Grants were made to non-Government colleges during the year to a total of Rs. 68,130. The grants last year amounted to Rs. 1,23,856 in all, Rs. 59,580 being annual and Rs. 64,276 special grants. This marked diminution of grants-in-aid, due to the financial situation, is probably the main reason for the decrease in the total expenditure in arts colleges noticed in the preceding paragraph.

A sum of Rs. 80,000 was again contributed from Imperial revenues for the assistance of private colleges. The amounts distributed for different purposes were—

						Rs.
Hostels	...	...	...	...	...	500
Laboratories	...	...	...	...	...	41,000
Libraries	...	...	...	...	...	6,000
Buildings	...	...	...	...	...	28,000
Furniture	...	...	...	...	...	4,500
						80,000

Government Colleges.

Presidency College.

30. A year of quiet internal development is reported from Presidency College. Some pain was felt at the denial to the college of affiliation to the M.A. courses in Philosophy and History which have been taught at Presidency College since the courses themselves were first instituted; but it is recognized that it is for the advantage of real education that the standard for teaching M.A. courses should be set high, and that the prerogatives of Presidency College in this particular may be recovered when the staff is strengthened. In the absence of affiliation M.A. students were nevertheless prepared at Presidency College and sent up in Political Philosophy; the full M. Sc. course for Chemistry and for Physics was also undertaken in the college laboratories, though at present the laboratory space available does not justify pretension to formal affiliation.

31. The number of students in the college on March the 31st, 1909, was 681. The report speaks more favourably than last year of students' conduct. The simple rules that students are to keep their own seats in classrooms and keep away from the corridors during lecture hours have been found conducive to better order. The College Council has been in full working, and further proved its usefulness. The principal developments have been the building of elementary laboratories for Physics and Chemistry (with additional rooms also, one each, for Physiology and Geology) a thorough re-arrangement

New laboratories. of the Physics Laboratory, and an attempt to found or revive seminars for Arts subjects. The elementary laboratories were needed to meet the requirements of the regulations as regards practical work for the new Intermediate Examination in Science. In the Physics Laboratory the rooms were re-arranged in order to gain space, and all apparatus set in order and catalogued. Dr. Harrison writes:—

Re-arrangement of the Physics Laboratory.

“The entire Physical cabinet has been examined in detail. Useless apparatus has been “scrapped”; valuable but deficient instruments have been repaired, so far as it is possible; and apparatus in good order has been carefully classified and completely re-arranged. Each shelf in each almirah contains a type-written list of all the apparatus on that shelf, so that it is now difficult for any instrument to be lost, mislaid, or misplaced. A new instrument catalogue has been compiled, taking these type-written cards as a basis. The classification of apparatus is according to *subject*, with the almirah and shelf-reference for each instrument. We now know exactly what we possess and where it is to be found.”

This has been useful and necessary work; and may be taken as a pattern for imitation.

Need of extra staff for practical work in Chemistry.

32. It is reported of the Chemical Laboratory by Dr. P. C. Ray that very great difficulty is being experienced in respect of the supervision of practical work:—

“The new University regulations demand that for every 10, 15, and 20 students of the Intermediate Science, B. Sc. and M. Sc. practical class respectively, there should be 1 teacher. In order to cope with the situation we should have therefore at least 11 additional teachers.”

Science subjects and cost.

33. This is a serious demand, and should have been put forward *before* the number of students admitted to Chemistry was so large as to make such a necessity. It would seem that one of two courses must be adopted: either the number of teachers really required must be provided; or the number of students taking Chemistry must be very considerably reduced. In view of the great expense involved in Science teaching and the somewhat reckless way in which students are allowed to take up Science courses, it would seem that higher fees should have been charged to Intermediate Science, B. Sc. and M. Sc. students, or some test have been imposed to ensure that every student for whom the expense is incurred is a fit student. It is obviously out of all reason that a college, even Presidency College, is to provide *without limit* an education far more expensive than the fees paid for it to every applicant without limit of cost or enquiry as to the applicant's fitness to profit by it. The peculiarity of the case is that every student added to a Science class, so far from increasing the revenue of the college, adds disproportionately to its expenses. It is one thing to promote scientific education, and quite another to incur unlimited expense on this account. To be fair, however, it may be pointed out that Presidency College, though greatly the most expensive college in Bengal, is not so relatively to the number of students under instruction and the advanced character of the work undertaken. This will appear from the tabular statement in paragraph 70. A very considerable increase of expenditure on Presidency College is therefore justifiable; and the whole question of staff in relation to subjects and numbers, and not in Science subjects only, still requires careful scrutiny.

Patna College.

Near approach to the residential ideal.

34. It remains true, as was said by Mr. Jackson in 1907, that the Patna College has a start of other Government colleges in possessing in a fairly complete form the essential elements of a residential college. The report this year, which falls to be written by Mr. Jackson as Officiating Principal, shows that the college maintains its lead in this respect, and has indeed rather improved upon it. Mr. Jackson writes:—

“Though the development of the college on the lines detailed in previous reports has proceeded more slowly during the current year than was anticipated, chiefly owing to financial considerations, substantial progress in several directions can be recorded. Most notably the foundations of a proper residential system have been laid by the completion of the Minto Hindu Hostel and the Muhammadan Hostel in the college grounds, which have been occupied throughout the year. In extension of this scheme, houses for the Principal and one European Professor have been under construction and are now almost ready for occupation.”

35. Since this was written the Principal's house has been completed, and a much more important development has taken effect in the removal early in August of the Collegiate School to other premises. This gives the additional accommodation for Arts classes which is so much wanted, and provides ample space for general college purposes. But more than this: Patna College is now, first of the larger Government colleges, quite single and self-contained. For with the end of the last academical year the connection with the Bihar School of Engineering was also severed: the Engineering School is no longer a dependency of the Arts college, and henceforth the Patna College is a single homogeneous institution,—an organic unity,—just an arts college and nothing more.

36. There was a slight decrease in numbers during the year 1908-1909, which has, however, been more than made good in the new session. But we have the right to look for very much more than this. With its singleness of organization and ample opportunity, a marked expansion is to be expected in the next five or ten years. Patna is in many respects admirably suited as an important educational centre. A medical school, an arts college, and an engineering school occupy half a mile of river frontage. The climate is on the whole healthy, living comparatively cheap, and the conditions generally favourable to the growth of a great college. The tradition of Pataliputra, the capital of Asoka, and of a great historical civilization are elements not to be left wholly out of account. A very marked expansion is therefore its natural and proper goal, and should be assisted by promoting the development of the hostel system. The Patna College has at present to provide—in great part—for the higher educational needs both of Patna and Tirhut: a progressive accession of students from other parts of Bihar is therefore to be expected. It is also possible that the exceptional advantages offered by Patna may draw Bengali students in increasing numbers to Bihar. I consider that this tendency is to be encouraged in every way possible—specially by the provision of suitable hostels.

37. The chief remaining need of Patna College is for new laboratories. These were designed as long ago as 1905. Plans and estimates have since been approved, but as yet it has not been found possible to provide funds. The utmost possible has now been made of present resources, and the need for the new laboratories is severely felt. The Principal says:—

“The limit of possible extension has now been reached. But, after everything possible has been done, the accommodation is not nearly sufficient for scientific work of the standard which the college is attempting to teach. Without exception the rooms are too small, and they are inconveniently arranged. Both departments have to share the single lecture-room, and there is no accommodation of any kind for the staff.”

38. All the distinguishing features of college life at Patna have been successfully continued;—regular games, the Students' Common Room, the Archæological Society, the College Magazine; and three plays were again performed at Christmas—in Hindi, Urdu, and Bengali.

Of discipline the Principal remarks:—

“The conduct of the students as a whole, and of the hostel students in particular was quite satisfactory; but several minor cases of misconduct which occurred showed that improper influences were at work. So long as the standard of discipline in the schools remains as low as it is, improvement in these matters is difficult, for it is natural that a young man should object to the curtailment of the liberty which he enjoyed while still a school-boy.”

This remark about schools is of profound significance. In collegiate education—as an education of character—we are still building without foundations.

Ravenshaw College, Cuttack.

39. The growing importance of the Ravenshaw College is recognised, and will be recognised still more in the near future. The Ravenshaw College has to do the same work in the educational advance of Orissa that Patna is doing for Bihar. The college is in many respects well provided, and has done a good year's work under the control of its experienced Principal,—Babu Bepin Bihari Gupta. Satisfactory development is reported in all respects, both on the side of instruction and on the side of collegiate life. A College Council was instituted during the year and was working well. Considerable improvement was effected in the Chemical Laboratory, but there are still deficiencies to be made

good, especially the proper supply of water and gas. A garden has been provided in connection with the work in Botany, but a suitable laboratory is still wanting. Greater facilities are now granted to students for the use of the library and taking out books, and have been taken advantage of.

Hostel system.

40. A new hostel for Hindu students was opened at the beginning of the session with accommodation for 56 boarders, making a total provision, with the old hostel, for 113 boarders. The Ravenshaw College hostel system is specially worthy of imitation. It is based on a small endowment which enables the hostels to be self-supporting. Health and discipline were good.

Growth of the college.

41. The college is rapidly growing. There were 213 students on the 31st of March as against 183 the previous year. In spite of the new blocks added in 1896 and 1904, great need of more space is felt. The Principal writes :—

“Considerable additions have been made to the college buildings during recent years; but our requirements are now so many and various that more accommodation is urgently needed. The removal of the Collegiate and Survey Schools to their new sites can alone put an end to our difficulties. * * We are badly in need of an examination hall, a suitable play-ground, better accommodation for all the college classes, affiliation in History, and quarters for the staff in the neighbourhood of the college.”

Site for a new collegiate school building.

42. The measure which is first called for and which will give immediate relief is the removal of the collegiate school. A suitable site has been purchased, 6 acres in extent; but money is wanted for building. The present congestion in the college and school buildings is serious, and as soon as funds are forthcoming the removal should not be delayed. The end desirable is the same as at Patna,—a single, self-contained arts college.

Hooghly College.

Difficulties arising from revised courses in the Madrasa.

43. The Hooghly College still represents unaltered the old composite system. It contains in one building an arts college, a madrasa, and a high school. Naturally there is congestion and inconvenience,—a state of things which has reached a specially acute phase with the introduction of the revised course of studies at the Madrasa, instituting 11 separate classes instead of 8. The Madrasa has an old-established title to be associated with the College building. Plans for the removal of the school were entertained as long ago as 1907. A large sum of money is required even for the acquisition of a site, and there has not been money.

Decline in numbers.

44. Numbers have again decreased from 149 to 117, a loss of 46 since 1906-1907; and this though the staff has been increased (to ten Professors and two Laboratory Assistants besides the Principal), and the laboratory fitted up for Intermediate Science. This may be partly due, as the Principal suggests, to the restriction of affiliation, consequent on the requirements of the new regulations; but though there are no longer M. A. classes, there is a choice of five groups for the B. A. and eight subjects for Intermediate Arts, five for Intermediate Science, are taught. With concentration on these subjects and efficient teaching, the college with its other advantages ought soon to recover any present loss of numbers.

Work of the year.

45. In other respects the Principal, Mr. Das Gupta, who remained in charge to the end of the year, reports favourably of the college. In spite of the small numbers, the general activities of the college seem to have been kept up with a fair degree of energy.

Krishnagar College.

Advantages and low numbers.

46. In some respects the Krishnagar College has advantages over Hooghly: there is at Krishnagar, besides an ample college building, a spacious park-like compound: it has well-arranged laboratories and is affiliated to the B. Sc. Moreover, since the removal of the school in 1907 the college building and compound have been in sole occupation by the college. The numbers however remain very low; this year a total in all classes of 86 only, 2 less than last year.

Case for History teaching.

47. The Principal, Babu Devendra Nath Basu, has pressed strongly for the provision of History teaching, because with the present affiliation no complete degree course in Arts is possible except English, Sanskrit and Mathematics, and B. A. students can only take Physics or Chemistry at the cost of

excluding B. Sc. students from the laboratories. Similar difficulties are found in Intermediate Arts. It would seem, then, that the request of the Principal for the provision of History teaching is reasonable.

48. In spite of the scanty numbers the Principal's report shows a fair degree of vigour in college life. Examination results were, as the Principal claims, distinctly good. In the B. A. Examination 2 out of 4 candidates passed in the A course, 8 out of 12 in the B course. In the F. A. Examination 17 passed out of 28, 1 in the 1st, 11 in the 2nd, and 5 in the 3rd Division, a percentage of 61. Work of the year.

49. In view of these dwindling numbers at the two smaller colleges, it becomes more than ever advisable to get clear ideas of what their future is to be and of what the Department's policy should be in their regard. One of two courses must be followed: either, as last year's report suggested in the case of Krishnagar, they must be reduced in scope or perhaps converted into schools of the new type advocated in Chapter IV, or they must be greatly strengthened, and the aim must be to make them important residential colleges with a view to withdrawing students from Calcutta and relieving the congestion of students there. There is much of weight to be said on either side. On the one hand, with numbers less than 100 at Krishnagar and not much over 100 at Hooghly, it may be reasoned that local requirements do not justify the great cost necessary under present conditions to keep up an arts college in even moderate efficiency. A small college has now become disproportionately more expensive than a large college. Hooghly last year cost Government over Rs. 30,000, Krishnagar about Rs. 25,000 which works out at Rs. 248 per student at Hooghly and Rs. 273 at Krishnagar, as against Rs. 242 at Patna and Rs. 145 at Presidency College. The considerations put forward in paragraph 57 of last year's report have thus lost nothing of their force. On the other hand, it was decided two years ago that these colleges as well as the Ravenshaw College were to have Principals in the Indian Educational Service. This implied that their status and aim were at all events not to be reduced. But more than that is advisable if they are to continue. Efforts must be made to raise their numbers to between two and three hundred. This could probably be done by increasing the staff and range of studies so as to secure a wider affiliation. Policy towards the Hooghly and Krishnagar Colleges.

Sanskrit College.

50. Important questions as to the future of the Sanskrit College were in abeyance during the year, or rather pending under consideration. Like all other collegiate institutions, the Sanskrit College has come under review as a result of the stimulated educational activity of recent years, and is to be re-organized. A decision has since been reached and is taking effect. Re-organization of the Sanskrit College.

51. In the meantime the year's work has gone on quietly and with fair success. In the Sanskrit Title Examination 5 students passed out of 12,—2 in the 1st Division and 3 in the 2nd Division: and it is noted that this is the first year in which candidates from the Sanskrit College have passed in *Mimansa* at this examination, namely the 2 who passed in the 1st Division and 1 in the 2nd Division. The other 2 successful candidates passed in *Kavya*. At the second Sanskrit Examination 7 passed out of 11: at the first Sanskrit examination 9 out of 16. These results are slightly below the average quoted in the last Quinquennial Review. For the M. A. Examination 8 candidates were sent up and 5 passed,—3 in the 2nd and 2 in the 3rd Division. For the B. A. Examination 1 Sanskrit College candidate appeared from Presidency College, where such students attend lectures in all subjects except Honours in Sanskrit. For the Intermediate Examination 7 appeared and 3 passed,—all, however, in the 1st Division. Two other candidates from the Sanskrit College appeared at the Supplementary Examination in December 1908, and both passed. The year's work.

52. But numbers in the English Department were still dwindling. There were 29 students only in this department at the end of the year as against 36 in 1907-1908 and 43 at the end of 1906-1907. The reduction in numbers since last year may be accounted for by the absence of M. A. classes (the staff not having as yet been strengthened sufficiently to secure affiliation under the new regulations), but there has been a decline from 88 since 1901. The fall in numbers in the English department.

It may, however, be confidently expected that the re-organization that is now being carried out and which will include the restoration of M. A. classes will counteract this tendency and bring numbers up again.

College life.

53. There is healthy activity on other sides of college life. The Sanskrit College has a remarkably good Students' Common Room and two Clubs in connection with it. On the occasion of Dr. Macdonell's visit to Calcutta a very finished performance was given of the Sanskrit drama *Malvikagnimitram*, admirably staged and acted. The historic connection of the college with Sanskrit learning in Calcutta and the growing value of its library make its vigorous re-organization and development of great educational importance.

Retirement of Mahamahopadhyaya Hara Prasad Sastri from the Principalship.

54. This short notice of the work of the year 1908-1909 must not end without a reference to the retirement from the Principalship of Mahamahopadhyaya Hara Prasad Sastri, who has done so much for the advance of Sanskrit scholarship in Bengal and the union of occidental critical methods with the exactness and thoroughness of indigenous Sanskrit learning. Mahamahopadhyaya Hara Prasad Sastri had held the Principalship since 1900, and during his tenure of office has done much to promote genuine research, and to improve the library as well as the better internal organization of the college. The close of his official career is a loss to the institution, but will not end his services to learning and research, which will be continued in a special appointment at the Asiatic Society of Bengal.

The Calcutta Madrasa.

The Calcutta Madrasa.

55. The Calcutta Madrasa holds the status of a college in respect of Arabic and Persian learning, but according to custom finds place in the chapter on the education of Muhammadans.

The Bethune College.

The Bethune College.

56. Similarly the Bethune College has rightfully a place here, but is usually treated in Chapter VIII.

Measure of advance in conformity with the new regulations.

Effects of the new regulations in Government colleges.

57. It was said at the beginning of this chapter that the work of the year had been the completion of adjustment to the new regulations. It would be convenient to take stock of the extent of the advance that has taken place in Government colleges under the pressure of these regulations and the impetus of the reform movement to which they were due. For Government colleges alone this demands a separate report. The general effects can only be glanced at in the space available here. In sum it may be briefly said that the colleges have been profoundly affected, and that a good deal has already been done or attempted in respect of (a) staff; (b) buildings, and especially laboratory accommodation; (c) equipment for science; (d) libraries; and (e) hostels.

Staff.

58. (a) The staffs of the Government colleges have in all cases been strengthened. At present the strengthening has been mainly one of number, and a not altogether satisfactory feature has been the tendency to make additional appointments of Professors and Science Demonstrators on relatively low salaries. The total increase of strength is indicated by the scheme for strengthening the staffs of Government colleges which has recently received the sanction of the Secretary of State. The new appointments number altogether 31, that is an average of 4.4 among seven colleges. All these appointments have already been filled provisionally if not permanently, so that numerically the staffs of Government colleges have already been raised to their full strength. Inasmuch, however, as 15 Indian Educational Service and 9 Provincial Educational Service appointments remained unfilled, it is not equally open to us to predicate advance in quality. In fact, there has in Government colleges been some measure of decline in recent years. For instance, whereas there should under existing arrangements be 9 appointments held by Professors in the Indian Educational Service at Presidency College, only 5 were so held in the year under review; and whereas at Patna the scale is 3, the number of appointments held in recent years has varied from 2 to 1.

59. (b) In respect of buildings the advance has been mainly confined to Buildings. schemes of extension which will be presently considered. Hostels and houses for staff have been built at Patna. Two temporary laboratories have been constructed for Presidency College. Accommodation in this regard has been substantially increased at Patna and Krishnagar by the removal to other premises of the collegiate schools.

60. (c) The most solid advance has been that in respect of equipment for Equipment for Science teaching. In all Rs. 1,33,750 has been spent on the improvement of laboratories since 1906. The grants for apparatus and maintenance have been considerably raised. This amounts in sum to Rs. 47,340. There has also been in this last year a great increase in the grants for contract contingencies,—a rise from Rs. 10,392 to Rs. 23,775 altogether.

61. (d) Much greater attention has been paid to libraries. The library Libraries. grants have been raised altogether by Rs. 2,920, distributed thus:—

		Increase Rs.	Total Rs.
Presidency College	...	1,320	4,000
Patna College	...	700	1,000
Ravenshaw College	...	200	500
Hooghly College	...	200	600
Krishnagar College	...	200	500
Sanskrit College	...	300	900
Bethune College	...	Nil.	300

Besides this it is at all colleges recognized and inculcated that libraries are for use. Greater facilities are everywhere afforded for taking out books, and, in particular, reading in libraries is everywhere encouraged. The provision of facilities for reading in the library has increased, and the abolition of library deposits has removed an obstacle to (or excuse for not) using the privileges of the college library. Better provision has incidentally been made for subscription to scientific periodicals; and special grants have been made to Presidency, Patna, and Hooghly Colleges for the purchase of back numbers. This has been altogether a very important advance.

62. (e) Not much has yet been actually accomplished in the way of Hostels. building new hostels except at Patna and Cuttack. Much greater attention has, however, been given to the regulation of the residence of students, and much has been done for the improvement of the internal organization of existing hostels.

63. It is to be observed that most of these improvements go back to a Eudeavour to period earlier than the new regulations: in fact the effort to improve Govern- improve ment colleges is rather a cause than an effect of University reform, and this Government colleges earlier should be recognised. The new regulations have given precision to the direc- than University tion of effort and in some cases act as a spur; but the effort itself was in activity reform. much earlier.

Scope of further advance. The Extension Schemes.

64. The standard to which the colleges are now adjusted is the bare Measure of requirements of the University regulations. It has repeatedly been said—and approach to the said with truth—that Government colleges aim at more than this. It has been new ideal. admitted in various ways that the accepted aim is the fully equipped residential college. It is advisable before leaving the subject to note what has not been done, that is unquestionably required, and what still remains to do, before the colleges attain to being what we now set before ourselves as the standard to be desired. In the case of the three leading colleges,—Presidency, Patna, and Ravenshaw,—this aim is now definitely embodied in “Extension Schemes.”

65. The Patna College extension scheme was the first to take shape in The extension schemes. 1905. The Presidency College scheme dates its definite inception in its present form from May 1907, and its elaboration from January 1908. A Ravenshaw College extension scheme, though not as yet as definitely unified, exists in a number of projects which, if carried out, will have a similar effect,—the realization of a spaciouly housed and completely equipped residential college.

Progress of these schemes.

Patna extension scheme.

Presidency College extension scheme.

66. The Patna College scheme is in the main already carried out. Land has been acquired which links the grounds of the college to the grounds of the Bihar School of Engineering. Hostels have been built and also two houses, one for the Principal and one for another member of the staff. A large opium godown is ready for conversion into a gymnasium. The collegiate school has (at date) been removed from the college building; and when the new laboratories are built, the scheme will have been fully carried out and Patna College will be a complete arts college of the pattern sought.

67. The fate of the Presidency College scheme has been very different. It began as a proposal to remove the college to ampler spaces in the suburbs. This was abandoned as unwelcome to the classes most interested, and the scheme was worked out for development on the present site. It is a much larger scheme, containing sixteen separate projects, and vastly more costly. The land required was alone estimated to cost 11 lakhs. The scheme as a whole has been postponed indefinitely. Five bighas of land have been acquired (instead of 22) as a site for the new Physics Laboratory, and this is all that has so far been done. Plans and estimates for the building are, however, in preparation; and this project can go on as soon as it is possible to find funds. The land acquired affords room for one or more other buildings. Of several pressing needs it will be difficult to know which to put first: a college hall, hostel extension, quarters for the residence of staff, laboratories for Physiology and Botany. Each of these involves large expenditure, and the total outlay will be very great. While there is little immediate prospect of expansion on the scale designed, it may yet be hoped that in the fulness of time the projects may one by one be taken up and the scheme proceed towards ultimate realization in steady and orderly progress.

Ravenshaw College scheme.

68. Several schemes are under consideration for the Ravenshaw College. The first in importance of these is the building of a new collegiate school, the effect of which will be to bring to the college the benefit of much needed additional space. A Principal's house, the removal of the Survey School, and some extension and improvement of the compound are also contemplated.

The cost of collegiate education.

Further need of the Hooghly and Krishnagar Colleges.

The question of cost.

Table of comparative cost.

69. The cost implied in all this is very considerable. Further, if it is decided to continue to maintain Hooghly and Krishnagar Colleges as arts colleges, similar schemes will be required at Chinsura and Krishnagar. The general question of the cost of collegiate education is one which merits special attention. It is, in view of the limited resources at present available for education, a common-place that too much is spent on colleges. The actual facts, carefully considered, do not altogether bear out this assumption.

70. The following table shows (1) the total *direct* expenditure last year on each of the seven colleges managed by Government; (2) the income from fees and other sources; (3) the net cost to Government; (4) the average number of students through the year; (5) the total cost *per student*; (6) the net cost to Government *per student*:

Institutions.	DIRECT EXPENDITURE.			Average number of students through the year.	Total cost per student.	Net cost to Government per student.
	Total.	Fees and other sources.	Net cost to Government.			
	Rs.	Rs.	Rs.		Rs.	Rs.
Presidency College ...	2,01,664	1,01,399	1,00,265	690	292·3	145·3
Hooghly " ...	39,439	9,150	30,289	122	323·3	248·2
Krishnagar " ...	31,289	6,709	24,580	90	347·6	273·1
Patna " ...	55,555	13,826	41,729	172	323·0	242·6
Ravenshaw " ...	38,730	8,665	30,065	147	263·5	204·5
Sanskrit " ...	25,709	796	24,913	30	857·0	830·4
Bethune " ...	22,252	1,300	20,952	36	618·1	582·0
(for women).						

71. From this it appears that at the present time and relatively to numbers taught, the cheapest education is given at Presidency College, the dearest (among ordinary arts colleges) at Hooghly and Krishnagar. The Sanskrit College and the Bethune College stand on a different footing, and though the cost of education is in these two colleges out of all proportion greater, it must be estimated on different principles. Comparative costliness of education at different Arts colleges.

72. It would be no small advantage, in view of the general educational position, if some rough scale could be settled of a reasonable *limit* of expenditure from public funds in the case of each of these colleges. The recent constitution of Governing Bodies with limited, but independent, powers of control opens up new possibilities. If the Government contribution were ultimately treated as revenue from endowment, the funds so provided might be administered absolutely by the Governing Bodies, subject to the double check of audit and publicity, but free of the embarrassment of reference to a higher sanctioning authority for particular items of expenditure. This would be financial autonomy. Such a development is even foreshadowed by the rules already approved in respect of Presidency College. If the possibility of such a development may be entertained as already within the sphere of the practical, the following scale might be suggested as not unduly extravagant: for Presidency College 3 lakhs; for Patna and Cuttack 1 lakh each; for Hooghly, Krishnagar, the Sanskrit and Bethune Colleges each $\frac{1}{2}$ a lakh: total 7 lakhs. If this were agreed upon, gradual expansion to these limits might be accepted as economically permissible. It is to be noted that the figures given in the table above represent *direct* expenditure only, or expenditure on yearly upkeep. No account is there taken of indirect expenditure, that is capital outlay on buildings and equipment, often very considerable, but incurred irregularly. All expenditure, direct and indirect (with the sole exception of scholarships), would, in the view here presented, be met from these incomes, except in circumstances so exceptional that they need not for present purposes be considered. Development and limit of cost.

73. The advantages of an ultimately autonomous administration would be, firstly, the great simplification of control. The Governing Bodies would administer their revenue to meet, first, the various necessary expenses of up-keep, and would reserve any balance left over for improvements. Secondly, there would be advantage in respect of free development. Those immediately responsible for the welfare of the college and in close touch with its working conditions would, subject to the general regulation of the University, be able to manage expenditure with regard both to present needs and future development. The most important effect, however, would be the growth of a full sense of financial responsibility, which will otherwise be lacking, in the Governing Bodies themselves. They would be free to assign the margin of income beyond necessary expenditure according to their perception of the best interests of the college; but would be definitely limited for all purposes by their actual revenue, which is a natural and wholesome check. In homely phrase they would learn to cut their coat according to their cloth. This is in contrast with the present system, under which demands are made quite irresponsibly on a source of supply apt in unreflecting imaginations to appear as unlimited. Such demands can, of course, as things are, be rejected; but time is often wasted over the consideration of proposals which would never be made if the rigidity of the financial limit were clearly in view when they were put forward. There would be the further advantage that thrift, and good management, and self-denial would bring their natural reward in a bigger surplus for free expenditure or for investment with a view to schemes of future development. These propositions doubtless wear a revolutionary appearance; but the possibility of such autonomy is distinctly opened by the creation of Governing Bodies and by the power to be conferred upon them. Meantime it would be a gain if the expansion of expenditure up to some definite limit were accepted as reasonable. Suggested scale of endowment.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

74. Secondary education in Bengal has reached a critical era in its history. Attention has been effectually called to the importance of improving secondary schools of all kinds; the extent of existing deficiencies is now clearly recognized and their remedy is being diligently sought. Two great measures of relief have been devised. Both reached a culminating point before the end of the year under review. Both are in suspense. The one is the scheme for the general improvement of secondary education elaborated by the Government of Bengal. The other is the scheme for a School Final Examination.

Schemes for the Improvement of Secondary Education.

Scheme for
general
improvement.

75. The scheme for the improvement of secondary education owes its inception ultimately to the recommendations of the Simla Conference of 1901, and more directly to certain suggestions made by the Government of India in a letter dated in October 1906. At the instance of this letter searching enquiries were instituted by the Government of Bengal, and finally a conference was held in December 1908 and January and March 1909 under the joint auspices of the Governments of Bengal and of Eastern Bengal and Assam. The conclusions of this conference were recorded in a note on which the scheme for the improvement of secondary education has been based. The scheme is a large one, co-extensive with the whole field of secondary education as understood in this chapter. Starting from the position that the chief cause of the insufficiency of the schools is weakness and incapacity in the teachers, and that low pay and poor prospects are responsible for this weakness, it directs its efforts first and mainly to the improvement of staff. It accordingly advocates the acceptance of standard scales for the staffing and contingent expenses of high, middle English and middle vernacular schools respectively, differing again according as they are publicly or privately managed. In case of privately managed schools it is proposed that Government should bear three-fourths of the *additional* cost of accepting the standard. The scheme is thorough-going and comprehensive: if adopted it would constitute a great and simultaneous advance in all the secondary schools of the province. It is inevitably costly. The annual expense is estimated at 16 lakhs. Beyond this the further needs of the schools in respect of improved buildings and equipment are glanced at, but not worked out in detail: but the need of capital expenditure by Government to the extent of Rs. 12 lakhs at the least is indicated as probable. In submitting the report which outlines this scheme the Government of Bengal expressed the hope that the Government of India would make an assignment to Bengal of the large recurring expenditure involved, as the only condition on which the carrying out of the scheme would be possible. The scheme was sent to the Government of India in June of last year: the Government of India's reply was received in February of this year. The Government of India, while approving the general lines of the scheme, are unable to acquiesce in the view that the scheme should be wholly financed from Imperial revenues, and make suggestions for reducing the cost. This is how the matter rested at the end of the year under review. The difficulty will be how to modify the scheme so as not to sacrifice one of two essentials: the one being the principle that *all* secondary schools, including those under private management, are to be simultaneously raised; the other that the standard is not so depressed as largely to stultify the reform intended.

School Final
Examination.

76. A School Final Examination was another of the recommendations of the Simla Conference. It has long been acknowledged that the want of some alternative to the Entrance Examination as the goal of the high school course had had a prejudicial effect on secondary education. The enquiries instituted on the impulse of the letter of the Government of India of October 1906 brought out the fact that opinion as to the desirability of a Final School Examination was unanimous. The active consideration of the subject was postponed for various reasons till the end of 1907, when a Committee was appointed to scheme out courses of study for the four higher classes

of high schools, alternative to the Entrance course, as a preliminary to the organization of the examinations. The Committee held its first meeting on January 14th, 1908, when the general basis was settled and five sub-committees were appointed to work out syllabuses in particular subjects. A second meeting was held in August, a third and final meeting on September the 1st, 1908. A complete scheme of five alternative groups was then ready; but it remains to construct the machinery for holding the examination, the problem of most difficulty. The attempt to solve the problem has for the present been postponed.

High Schools and their Improvement.

77. In face of this abortive outcome of so much strenuous planning it is impossible to avoid some sense of frustration. It might seem that after all nothing had so far been accomplished. This impression would be erroneous. Something is gained even in the position reached as regards these two suspended schemes. At the same time in every division much quiet readjustment has been going on, partly as a result of the generally awakened interest in schools, partly under the direct impulse of the University. A systematic inspection of the high schools was carried out on behalf of the University mainly by officers of this department through the latter half of 1907 and the first three months of 1908. In every case the schools' fitness for recognition, whether publicly or privately managed, has been carefully examined, and the results are embodied in a series of reports which fill two stout volumes. We now know more accurately the actual extent to which schools are defective and the nature of the deficiencies. The reports bring into relief the more serious deficiencies of every school and lay down conditions of recognition by the University. This is undoubtedly acting as an efficient spur to effort not only in the case of privately managed schools, but of those also which are administered by the department. We are not able to remedy all defects immediately, but we are more conscious of their existence and more uncomfortable in acknowledging inability to rectify them. Everywhere also *something* is being done, though not all that is required. The inner adjustment to the higher standard has thus been working universally throughout the year, and there has been some advance all along the line.

The year's
advance in High
Schools.

78. This process may be illustrated from the Inspectors' reports. The clearest witness comes from Rai Bahadur Madhusudan Rao, Officiating Inspector of Schools, Orissa, who writes:—

Effects of
inspection for the
University.

"The chief feature of the year in reference to the working of high schools is the undoubted awakening, in the managing authorities, of a keen sense of responsibility in the matter of complying with the requirements of the University. The benefit arising out of the systematic inspection instituted by the University cannot be exaggerated. Improvements along the lines indicated by the University are being carried out in all our high schools, managers finding and laying out as much money as they can be expected to spend on them."

79. Mr. J. A. Cunningham writes to the same purport from Chota Nagpur, but more critically:—

"As a result of the new requirements for the improvement of secondary education, more attention is being given to the accommodation, furniture, teaching, appliances and to the strengthening of the teaching staff in both high and middle schools; but for want of funds a very large number of schools, chiefly of the middle class, have yet benefited little from the movement; they are, as reported in previous years, in many instances miserably housed, insufficiently staffed and lacking some of the most elementary appliances."

80. The general account above given is borne out by the figures. High schools have actually decreased in number by 2. The number of scholars on the rolls on March 31st of this year had increased by 2,228 over the number on the same date last year. The expenditure on high schools has increased by nearly a lakh and a half; in exact figure, by Rs. 1,42,575. These figures may be regarded as satisfactory. They mean that a certain number of weak schools have been closed and that the number of new schools is very limited. It is certainly not desirable that new schools should come into existence until the existing schools have been greatly raised in efficiency. Probably it would have been really a gain if the number of weak schools eliminated had been greater;

High Statistics for
High Schools.

but the authorities cannot be blamed for dealing tenderly with institutions already established and struggling to maintain themselves. On the other hand the increase in number of pupils is wholly satisfactory: it means relatively higher numbers at individual schools, and up to a judicious limit this is all gain; for up to this limit a school works better with full classes and the increase in fees is an aid to higher efficiency. Probably the most favourable numbers for a high school are 300 to 400: and this limit is not reached, for the average works out at 208. The average cost per pupil has risen from Rs. 24·2 to Rs. 25·98, an increase of Rs. 1·78. This is the most satisfactory sign of all. The total number of schools is now 388; the total boys under instruction 80,795.

Influence of Training Colleges.

Influence of
Training Colleges.

81. Another development during the year, which, though only just now begun, may be expected to exercise more and more every year a steady influence towards higher standards of work, is the establishment of the two training colleges for high school masters—the David Hare Training College in Calcutta and the Patna Training College at Bankipore. An account of these institutions more fitly finds place in Chapter VI. The influence which it is hoped the training colleges may exercise is well expressed by the Inspector of Schools, Patna Division (Mr. Preston):—

“The presence of an enthusiastic trained head master or assistant head master will, I have little doubt, be immensely beneficial to the school. The efforts of the inspecting officers in the course of their occasional visits to induce the teachers to discard their antiquated methods and adopt a more scientific mode of teaching can naturally have but little permanent effect, and much is to be effected from the careful and persistent instruction and suggestion given by a trained head master.”

Ranchi High
School.

82. I cannot leave the subject of high schools without referring to one experiment of the highest interest which has been going on during the year. One of the suggestions of the Government of India in their letter of October 1906 was that in each division there should be one school under a head master in the Indian Educational Service. As a first instalment towards the carrying out of this suggestion in April 1908 Mr. L. Tipping was appointed Head Master of the Ranchi Zilla School. The report of the school just received seems to show that the experiment has been justified. Two points will sufficiently illustrate this. In 1907 there were 27 boys on the rolls of the 1st class, 12 were sent up for the Entrance Examination and of these 8 passed; 1 in the first, 4 in the 2nd, and 3 in the 3rd division. In 1908 there were 17 boys in the 1st class: 12 were sent up, 11 passed; 2 in the 1st, 5 in the 2nd and 4 in the 3rd division. This year there were 14 in the class, 14 were sent up, 14 passed; 7 in the 1st, 6 in the 2nd, 1 in the 3rd division. To those who can interpret these figures they speak volumes. Of discipline and moral training the Head Master reports:—

“The discipline of the school has been good throughout the year, and there has been no case of serious misconduct. Boys have been more regular and punctual during the last half year, and the Union Jack awarded each month to the class with the best average attendance is keenly coveted. No direct attempt at moral training by means of set lectures or books has been attempted, but opportunity is taken from time to time, as occasion arises, to impress on boys the importance of being truthful, upright and courteous. The boys on their part appear most ready to respond to such appeals.”

This statement also is full of significance. There is no greater gift we could give to India now than high schools of high tone and quality. The marvel is that the attempt has not more consistently been made before, because, if there was one educational gift which England had to give to India, it was the pattern of her schools. Aligarh has grasped this truth and aims at the reality. If we appreciate all that is involved we shall not grudge Indian Educational Service officers—if we take care to get men of the right stamp—to high and zilla schools.

Need of
higher type.

83. I will even go further. We want an altogether higher and scholastically more advanced type of school. A suggestion of such a type was made in the Report of the Commission of Inspection for the Calcutta University in 1906, a new kind of collegiate school formed by the transformation of a weak second grade college or the combination of such a college with its associated school.

Events have since ripened the opportunity. Ranchi manifestly offers one; Krishnagar possibly affords another. A certain preparation of the public mind is necessary: it must be recognized that a strong school is a better and higher institution than a weak college: and the dignity and importance of the head master's office must be seen not to fall below that of the college professor. The spectacle of one or more head masters in the Indian Educational Service would contribute sensibly to such a change of view, particularly if the advance of the schools so conducted in efficiency and fullness of life were evident, as appears in the present case.

Middle Schools.

84. Turning now to middle English and middle vernacular schools the figures show that the former have increased by 19 and the latter have decreased by 14. The increase of pupils in the middle English schools is 4,807; while in the middle vernacular schools in spite of the net disappearance of 14 schools, there is an increase of 48 pupils (the totals being 406 schools and 24,538 pupils for 1907-1908; 392 schools and 24,586 pupils for 1908-1909). The contrast with totals of the middle English schools have also an interest: schools 677, pupils 50,715, for 1908-1909; schools 658, pupils 45,908, for 1907-1908.

Statistics for Middle Schools.

85. These figures are all significant. The interpretation is plainly given by Mr. Prothero writing of the Bhagalpur Division:—

Tendency to decline in Middle Vernacular Schools.

“There is no gainsaying the fact that for the reasons stated in the last divisional report on education the middle English institutions have been not only holding but steadily gaining ground. The guardians of students actually even prefer a school in which only a smattering of English is taught to an efficient vernacular institution. So strong is this desire, that the attempts to teach English, even in some of the primary schools, had to be put down and the respectable residents of Maheshwari in the Monghyr district were struck with consternation when, on their application for permission to teach English in the local upper primary school, they were told by the Additional Inspector of Schools that this would not be done under the rules. It appears that middle vernacular schools are doomed to a slow decline.”

The significance of this tendency, if, as the figures appear to show, it may be generalized, is heightened by certain remarks of Mr. Preston on the same phenomena:—

“Middle English schools are for the most part privately managed institutions started and kept up by local enterprise and by a desire on the part of the villagers to give their sons the rudiments of an English education. These schools are, in my opinion, very much inferior to the middle vernacular schools in efficiency, and the English learnt in many of them has to be unlearnt when a boy goes on to the high English school. . . . In a middle vernacular school under a vernacular head master of long experience a boy gets a much better all-round training, in spite of the fact that he leaves the school without that smattering of English which he would have gained in the middle English school.”

86. On these facts it would at first appear that the right policy for the Department was to sustain the more efficient type of school and resist the blind and ignorant preference for anything that calls itself English education. Deeper consideration will probably lead to a different conclusion. The movement needs to be very carefully watched. The flood tide of English education has set in, and while it flows it is useless to resist it. If there should be no ebb, the only course will be to concentrate effort upon strengthening and improving the middle English schools and seeing that the teaching of English in these schools reaches a respectable standard. The relative cost of education at each type of school is also not without interest: at a middle vernacular school the cost for the past year was Rs. 8.98 per scholar: at the middle English school it is Rs 12.37.

Policy to be adopted by the Department.

Examinations and Scholarships.

87. For the Matriculation Examination of 1909, 5,569 candidates appeared, of whom 28 were girls, and 3,398 passed, 15 of these being girls. In the previous year 3,789 appeared and 2,258 passed.

The Matriculation Examination.

88. For the Primary Examination, held at the end of Standard VI, 11,061 candidates appeared (174 girls), and 8,424 passed (134 girls). Dissatisfaction with this examination as now conducted continues. The complaints are that

The Primary Examination.

the absence of public examination leaves the school without the incentive of healthy emulation, and that the examinations held locally at the schools are too slackly conducted and wholly wanting in uniformity of standard. The general feeling appears to be voiced by the Inspector of Schools, Chota Nagpur (Mr. J. A. Cunningham), when he says :—

“Under the present conditions there is little hope of the examinations being a uniform test of progress.”

The Inspector of Schools, Bhagalpur (Mr. Prothero) writes :—

“If it was expected in 1901 that the abolition of the examination would discourage cram and parrot-like repetition, the object has not been attained. A *vidé voce* examination held subsequent to the written examination would have served the purpose better. The public opinion about the value of certificates after a departmental examination may be due to a sentiment; but it is a sentiment that will have to be considered sooner or later.”

The percentage of success is certainly high everywhere: in the Patna Division it reaches 89·5 and is nowhere lower than 68·8 (Chota Nagpur).

Remedy proposed. 89. The Inspector of Schools, Burdwan (Mr. Lambert), thinks it desirable that in the conduct of the examinations the masters and managers of the schools should be replaced by the officers of the Education Department. This would even appear to be necessary.

Middle Scholarships. 90. As regards the award of middle scholarships the system in vogue by which candidates are selected from high and middle schools to compete for them has worked fairly satisfactorily. The opinion is however expressed by Mr. Prothero and Mr. Preston that the competition should be confined to middle schools. Mr. Prothero also advocates raising the value of the scholarships. This last question was referred two years ago to inspectors for opinion, and the result was consensus that they should be raised in value from Rs. 4 to Rs. 5.

General Statistics.

Totals for secondary education for Indian boys. 91. The grand totals for secondary education of all three kinds are 1,457 schools, 1,56,096 scholars; a net advance of 3 schools and of 7,083 scholars. The total cost has increased from Rs. 26,24,413 to Rs. 27,97,584, a difference of Rs. 1,73,171. This fact speaks for itself.

This increase of expenditure is distributed as under :—

	Rs.
(1) Provincial Revenues	45,613
(2) District Funds	5,788
(3) Municipal Funds	2,241
(4) Native States Revenues	4,551
(5) Fees	92,050
(6) Endowments, Subscriptions	22,928
Total	1,73,171

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Scope of the chapter. 92. An account of the leading features of primary education in Bengal and of the scope of this chapter will be found in the corresponding chapter of the last Quinquennial Report. General conditions have not altered much. An annual report merely records changes and aspects that have drawn attention during the year under review.

Extent of primary education.

Pupils attending primary schools for boys. 93. The total number of pupils receiving instruction in primary schools for Indian boys is now 10,31,563 or just over a million: 9,66,146 boys and 65,417 girls. This is an increase of 48,309 since last year: of 34,946 boys and 13,363 girls. Of these totals 1,54,025 boys and 6,723 girls were in upper primary schools; 8,12,121 boys and 58,694 girls in lower primary schools.

94. In the above figures no account is taken of girls' schools, which are treated separately in Chapter VIII, and which also contain a small number of boys. This complicates statistics and makes it difficult to represent the extent of primary education simply and accurately. A further complicating circumstance is that this chapter commonly takes account also of children receiving instruction in the primary classes of secondary schools. When the pupils at this stage of instruction in secondary schools are added in the total is 12,01,125; and of these 10,58,507 were boys, 1,42,618 girls. The totals show an increase of 40,868 boys and 12,424 girls: altogether of 53,292. The figures for 1907-1908 were: boys 10,17,639, girls 1,30,194, making a total of 11,47,833.

95. The figures last given work out for 1908-1909 a proportion of 14·9 per cent. of the children of school-going age. The percentage of boys in the primary stage of instruction to boys of school-going age is 26·5 and that of girls similarly to girls of school-going age is 3·5. The corresponding percentages for 1907-1908 were 25·4 and 3·2 respectively.

96. The total number of primary schools, recognized as such, is 34,472; this is 518 more than last year, when the total was 33,954. Of this year's total 31,269 are lower primary and only 3,203 upper primary. Upper primary have increased by 114 since last year; lower primary by 404.

97. There are reckoned to be 1,50,148 towns and villages in Bengal: the proportion of schools to villages is consequently 1 to 4·4. This is the same proportion as in 1906-1907: see paragraph 259 of the last Quinquennial Report.

98. The mass of these primary schools are of an absolutely primitive character as to buildings and equipment. Roughly speaking the upper primary have generally buildings of their own tolerably well equipped: the lower primary have neither buildings nor equipment.

99. The average cost of an upper primary school was Rs. 200, of a lower primary school Rs. 69·8. Last year the figures were Rs. 187·8 and Rs. 70·5 respectively. The average number of pupils in a school was for upper primary 50: for lower primary 28. Consequently the average cost per pupil is for upper primary Rs. 4 for lower Rs. 2·5.

Teachers and their Remuneration.

100. One thing in regard to primary education in Bengal stands out clearly from the reports of divisional inspectors and takes precedence of all other considerations: this is that the immediate endeavour should be to raise the conditions of employment for teachers in primary schools so as to ensure them the means of tolerable livelihood. This is not secured to them under present conditions and, in consequence, the very possibility of sound and efficient elementary education is excluded. The Inspectors speak with no uncertain voice and on this point all are agreed. For instance of the Presidency Division it is said by Mr. Mukherji:—

“The average earning of a lower primary *guru* was Rs. 6-6 per month, that for an upper primary teacher Rs. 13-8. These amounts shew a state of things hardly conducive to efficient teaching. The result is that people who can get better employment elsewhere would not take up teaching as a profession.”

Of the Burdwan Division Mr. Lambert writes:—

“The system in general is working well, but to make it quite satisfactory the funds allotted to primary education should be considerably increased. The average remuneration from public funds of a *guru* of an aided upper primary school is Rs. 45 a year, or Rs. 3-12 per month, and of a *guru* of an aided lower primary school Rs. 16 annually, or Rs. 1-5-4 per month, which are far too low to content the majority of *gurus*; such a miserable pittance is barely sufficient to keep its recipients above starvation.”

Of Orissa Mr. Rao says:—

“The present system of payment to *gurus* by subsistence and further allowances is admittedly an improvement on the system of payment by results which it has superseded, but it cannot be fully successful so long as the allowances continue to be so low. The rates of stipends given to the majority of lower primary schools vary from annas 8 to Re. 1.”

And he adds a very striking statement of the factors that make for inefficiency:—

“These schools are weak and inefficient, and have no stability in them. They are often found to be closed after a few months' existence and the stipends that consequently fall

vacant have to be transferred to other schools, which in their turn are abolished some time in the following year. Thus, the grants are transferred from school to school without benefiting any school or effecting any improvement."

The Inspector of Schools, Chota Nagpur, Mr. J. A. Cunningham, represents the poverty of the teachers and its consequences in even stronger terms:—

"The so-called subsistence allowance, not exceeding Rs. 2 a month in the majority of lower primary schools, can hardly suffice to provide a full meal once a week for the *guru* and his family. *From day to day and from month to month he lives on the verge of starvation*, and he not infrequently yields to the stronger temptation of other more profitable sources of income, and closes his school for an illicit vacation of uncertain season and indeterminate duration."

And again:—

"It cannot be regarded as wonderful if the poor allowances given to the *gurus*, not amounting in many cases even to Rs. 2 a month, have created disaffection among them, and they do not seem to care very much whether or not they remain at their posts. Even those who are miserable or foolish enough to hang on, present so sad a spectacle of dejected humanity that no father who cared for the welfare of his children could willingly allow them to fall under the depressing influence of such schoolmasters."

A more judicial summing up of the good and bad points of the system comes from the Patna Division, which serves however to confirm what has already been quoted of the inadequacy of reward and its disastrous results, and shows further how this inadequacy of payment stands fatally in the way of our attempts at improvement by other means, such as the strengthening of the inspecting staff and building *guru*-training schools. Mr. Preston writes:—

"There is no doubt that the stipendiary system has placed the primary schools under greater control of the departmental officers, who have now various means of enforcing orders and exacting more substantial work. The considerable increase in the number of sub-inspectors would have, under the altered circumstances, resulted in the desired amount of efficiency in the primary schools had it not been for the poor remuneration granted to the *gurus* on account of the very inadequate funds available for the support of primary education. The inability of the subordinate officers to allow higher rates of stipend not only fails to secure the services of capable teachers, but renders futile all their attempts to introduce reforms in the primary schools, the teachers of which turn a deaf ear to all instructions and sometimes resent interference with their long practised method of working, being conscious of the fact that they can ignore departmental orders with impunity, as no better men can replace them, their emoluments being so trifling. It is very desirable therefore that sufficient funds be set apart for primary education, so that efficient teachers may be entertained."

The present system of payment

101. Two conclusions thus stand out clearly from this year's reports—(1) that the system introduced since 1902 is on the whole an improvement and opens the way to much greater improvement, (2) that the poor remuneration offered to the teachers by their profession, even with the aid of the allowances granted under the system, stands in the way of the realization of the improvement that is possible and keeps primary education in what is still a lamentable state of backwardness and inefficiency. A troublesome complicating circumstance is brought out by the Inspector of Schools, Bhagalpur Division, Mr. Prothero, who writes:—

"The people have yet to understand the principles underlying the present system of payment to primary schools. As soon as an amount is paid to a *guru*, as a subsistence or a deferred allowance, *his income from private sources falls off more or less*, as some of the parents and guardians are of opinion that a payment from one of the public funds absolves them from making any payment themselves to the *guru*. It is this which makes many *gurus* unwilling to receive any assistance from any of these funds."

This throws a very significant side-light on the general problem, but the fact itself is baffling.

Remedies.

102. The picture of the state of primary education presented by these quotations from the reporting officers is a distressing one, and it is plain that it must be one of the main concerns of the Department in the years next ensuing to find means to benefit the primary teacher more effectually and to make the conditions of his employment consistent with self-respect and consequently with good work.

One other touch is added from Burdwan:—

"The most striking feature in connection with the payment to *gurus* is that, with the rise in the number of primary schools, so far as those under the District Boards are concerned, there is no increase of the primary allotments of the District Boards. This results in a gradual reduction in the earnings of a *guru* from public funds and the consequent decrease in his

total income from all sources. The circumstances of the *gurus* become gradually straitened, the better class among them, who used to earn handsome amounts under the old system in former years, now work half-heartedly or betake themselves to other means of livelihood."

It thus appears that the extension of the area of primary education from year to year is in some respects a doubtful gain, and the increase in the year with which this report deals of 518 schools for boys and of 48,309 scholars, so far from being necessarily a matter for congratulation, should be regarded with a certain uneasiness. For it may be laid down that one good school efficiently conducted outvalues a hundred poor and inefficient schools; and that a good school is one in which something of real value is really taught. It appears at the present time to be first and foremost a question of funds. Unless funds can be provided for a very large increase of expenditure on primary education, it would appear that the remedy for the state of things revealed in the foregoing portion of this chapter must be sought in the limitation or even in the contraction of the area of primary education, so far as aided from public sources. This remedy is actually suggested by Mr. Rao, one of the most experienced among the reporting Inspectors, who writes plainly:—

"The present state of finances will not allow of an increased grant being made for primary education. The only possible remedy is therefore to increase the rates by reducing the number of aided schools, and in my opinion it is better to have fewer well-managed schools than to have a large number of inefficient and weak institutions."

103. Means must also be taken to ensure that the State aid, great or small, reaches the beneficiaries promptly and regularly. There have been complaints of tardy and irregular payment, and a circular was issued by the department early in March of this year, calling attention to this and asking the co-operation of District Officers and District Boards. Seeing that payment is in almost all cases by postal money order, there can be no excuse for delay and irregularity when once the amount of the assistance has been fixed. Moreover, as at present, there are no detailed rules regulating on principles the distribution of the grant, draft rules were circulated in July last for the opinion of Inspectors. These, when brought into force, should do much to secure improvement. So far as punctual distribution depends on the subordinate inspecting staff, Inspectors should give the whole matter their most careful attention and report at the close of the current year how far matters have improved. As it depends in part also on the District Board offices a suggestion made by Mr. Prothero might with advantage be taken up and acted upon. He writes:—

"As the Inspectors have no means of knowing at first hand whether the subsistence allowances are punctually paid to *gurus* and can at present only ask the Deputy Inspectors to report on the subject, I beg to suggest that the Inspectors should be permitted to inspect District Board Education accounts."

104. We plainly ought not to rest until we can succeed in securing for this important class of teachers, many times the most numerous engaged in educational work, such remuneration as may at least place them above the most sordid kind of want. It is not easy to fix a standard, but if one took Rs. 10 as the minimum earnings for an aided lower primary school when reasonably efficient, and Rs. 15 for an upper primary, I do not think the estimate can be called extravagant.

The revised course of studies.

105. Another aspect of the problem which affords food for grave reflection is suggested by the Inspector of Schools, Chota Nagpur. It concerns the introduction of revised courses of study, which is to take effect for primary schools in 1910. Mr. Cunningham writes:—

"The aim and object of primary education has for some time past been recognised as practically limited to the imparting of the three R's in their most primitive garb to the masses and perhaps, incidentally, so to help them in resisting the tyranny of the money-lender. A new departmental syllabus is, however, now making an attempt to follow the more ambitious paths of a general, soul-expanding education, such as has of late become fashionable in more progressive countries. The attempt, if indeed it can seriously be regarded as such, is foredoomed to failure, unless it can be backed up by a far more vigorous propaganda than there is any sign of at present."

This at least indicates a danger that ought not to be lost sight of. Unless we can very greatly raise the quality of the teachers, and that speedily, the introduction of the new curricula is little likely to prove beneficial.

Improvement of the System of Primary Education.

Effort and
success.

106. But it would be a mistake to suppose that nothing is being done to meet the new situation. After having faced the more discouraging facts of the present time it is a relief to turn to the more hopeful elements in the problem.

Agreement in
approval of the
new system of aid.

107. It has already been shown incidentally that the Inspectors regard the new system of aiding primary schools as a decided improvement on the old. It is consoling also to find that Mr. Prothero, an officer of ripe experience, can say of primary education in his division even under present conditions of working:—

“Considering the inadequacy of their income the efficiency attained by primary schools is astonishing.”

Increased
expenditure.

108. Further it is fair to recognize that it—primary education—has expanded at about the normal rate of increase: the total expenditure of 1908-1909 shows an increase of Rs. 66,118, and the expenditure from public funds alone of Rs. 76,968 (for expenditure from private sources shows a decrease of Rs. 10,850), which nearly, if not quite, balances the increase in schools and scholars; *but not more than balances*, so that, viewed from the present standpoint of quality, there has been no advance, but merely a holding of the ground. It is also not without significance that the average cost of a lower primary school—and the great bulk of schools are lower primary—has actually decreased from Rs. 70·5 to Rs. 69·8, a decrease of 11 annas per school.

Improvement in
Teachers’
qualifications.

109. Taking next the formal qualifications of the teachers (needless to say that qualifications at their best are but low, including 61 teachers who have passed the Matriculation and one who has passed the old F. A. examination): the total number of teachers is 37,402, an increase of 773 over the preceding year: of these 37,402, 2,710 are returned as trained, a gain of 225; 12,319 had passed the Lower Primary examination as against 11,813 in the preceding year; 9,791 are returned as having no qualifications as against 10,071 returned as without qualifications in 1907-1908, an advance of 280. This is no very striking improvement, but it is improvement. It is to be noticed that the *increase* in trained teachers is relatively less than in 1907-1908, which showed an advance of 500 over 1906-1907. This probably only means that the increase in 1906-1907 was the immediate effect of the great expansion of *guru*-training schools in that year, and that proportionate increase cannot be expected to be kept up.

Training of
elementary
teachers.

110. Above all a large scheme has been initiated, and was in active progress during the year, for greatly extending and improving the organization for training primary teachers, thus directly anticipating the introduction of improved curricula. The history of the *guru*-training school, which is so closely associated with the questions discussed in this chapter and cannot indeed be separated from them, more appropriately finds place in the chapter next following. It is this, however, which constitutes the deliberate present effort of the department to cope with the problem of improving primary education, and it is on these schools that the bulk of the increased funds granted to primary education has been spent.

The Teachers’
Manual.

111. Another organized attempt to provide for the introduction of the new courses has been the preparation of a Teachers’ Manual for Primary Schools, the *Junior Teachers Manual*. This is a complex undertaking, for it has involved the concerted labour of 21 writers and 58 translators, working under the general direction of a Committee with the Department as the agency for carrying the decisions of the Committee into effect. The preparation of the various sections was well forward at the close of the year under review, and the onerous responsibility of editing the whole had been accepted by Mr. P. Mukherji of the Indian Educational Service. There is reasonable expectation that the Manual will be ready against the introduction of the new syllabuses for Infants and for Standard I in 1910. The original sections have been written some in English, some in Bengali. The English sections have to be translated into Bengali and the whole into three vernaculars—Hindi, Urdu and Uriya.

The Vernacular Readers and the new Arithmetic books will also, it is hoped, be ready by the beginning of 1910.

The whole subject of the revised courses of study, their aim and the hopes and fears entertained in respect of them, is admirably treated in the Third Quinquennial Review of the progress of Education in Bengal, paragraphs 306-313. The Teachers' Manual is of cardinal importance, as it is designed to give to the primary teacher that practical help in teaching on the new lines which he will so sorely need.

Night Schools, Continuation Schools and School Post-Offices.

112. There is nothing new of importance to be said of these institutions. Night-schools. Continuation schools are found only in the Presidency Division and Calcutta. There is an increase in the number of night schools, but it is confined to the Burdwan Division, where the number rose from 240 to 292, and there was an increase of 723 pupils attending them. Elsewhere there is a slight decrease in the number of schools and in Orissa of pupils also. The night schools serve a useful purpose in a small way and abuses in respect of the system appeared to have been checked. School post offices were greater last year by 24. School Post-Offices. The system though not without objection, is generally spoken of with approval, as it increases poor schoolmasters' earnings. These institutions are all fully described and discussed in Mr. Hornell's Quinquennial Review, paragraphs 299-305.

Finance.

113. It is so obvious that more money, much more money, is wanted for primary education that little need be said about it. The difficulty is the provision. Any advance that is possible from year to year will be matter for thankfulness; to attempt to cope with the problem as a whole scarcely as yet comes within the sphere of the practical. Difficulties of providing adequate funds.

114. In this connection, however, the contrast pointed by Mr. Orange in the 5th Quinquennial Review of the Progress of Education in India, page 105, paragraphs 307 and 308, may usefully be called to mind. In the year 1906-1907 the Bombay Municipality spent Rs. 1,34,904 on primary schools, the Calcutta Municipality on primary and technical schools Rs. 19,485. The Calcutta Municipality has no schools of its own; the Bombay Municipality maintains 93 schools and aids 104 others. This contrast still holds unaltered. In 1907 Sir Charles Allen as Chairman of the Corporation made a suggestion that the Corporation aided by Government should undertake the whole responsibility "for primary education of a literary and vocational character" and perhaps make it free and compulsory. Responsibility of the Calcutta Municipality. Contrast with Bombay.

The question has been taken up by the Corporation and certain information asked for has been supplied by the Department. It is very certain that if the responsibility is adequately met a very great increase of expenditure must be involved. Mr. Kuchler has expressed the intention of going thoroughly into the matter on his return from furlough.

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

115. The importance of training colleges is partly that they teach and spread abroad a higher conception of the responsibilities and duties of the teacher. Men are in need of ideals everywhere; but nowhere more than in India, because the actuals are so little satisfying. This is what gives more than ordinary significance to the opening in Bengal during the past year of two training colleges for high school masters.

The Training of English Teachers.

116. The history of the scheme to which the David Hare Training College owes its genesis, and, secondarily, the Patna Training College also, is luminously told in paragraphs 318-323 of Mr. Hornell's Quinquennial Report. The Training College Scheme.

Opening of the
David Hare
Training College.

and need not be repeated here. The scheme has gone through a series of changes, and the two colleges now established hold but a loose relation to the original scheme of 1902. Something at all events has now been done, and the reports of the first year's work are very satisfactory. As already related in last year's report, the David Hare Training College opened on July the 1st, 1908, in temporary, but reasonably satisfactory, premises. These were part of the Albert College which had recently ceased to be an affiliated Arts College, and which sixty years ago formed the Presidency College building. The new college is on a small scale: the class for the first year was limited to 20; the staff consisted of a Principal and two lecturers. All the students last year were Government servants deputed on three-fourths salary for a year's training, one being from Eastern Bengal and Assam. Of these 20 students, 16 entered for the new B. T. Examination of the Calcutta University and 14 passed, 4 with distinction. The Principal's report shows that the scheme of study was devised on the lines best approved by experience elsewhere, and that the work was thorough in all its details. By arrangement with the Head Masters the Hindu and Hare Schools were used as practising schools, three rooms in the Hindu School and four in the Hare School having been specially fitted up for the purpose. The Head Masters of the two schools cooperated readily, and the useful help given by them and by other members of the school staffs contributed materially to the smooth working of the arrangement.

Difficulties of the
first year.

117. This is only a small beginning, but what has so far been done is good and of good promise. Yet even in this one short year the college has suffered vicissitudes of fortune. The staff in July consisted of three trained and experienced masters of method, Messrs. Griffith, Armitstead and Thickett. In October Mr. Thickett was taken away to be the head of another small training college at Patna: and at the end of the year Mr. Armitstead resigned. Mr. Thickett's place was filled till the end of the year by the deputation to the college of Mr. J. MacLean, who had recently arrived in India in the Indian Educational Service—a measure fully justified by the help Mr. MacLean was able to give. But at the end of the year the position was that of the original staff only Mr. Griffith was left, and temporary arrangements have had to be made for the present year. This has put a heavy handicap on the success of the young institution. Mr. Armitstead's resignation was unavoidable: it rested on dissatisfaction with the terms on which he had been recruited, and at the end of the two years of his contract he decided to return to England, but consented to carry on his work at the Training College to the end of the session. Mr. Thickett was purposely removed to Patna to start a new experiment just when the first experiment in Calcutta was fairly launched. It would be vain to enter upon a consideration of the circumstances which determined Mr. Thickett's removal to Patna. It was unquestionably desirable that Bihar also should have its training college, but the success of the institution first founded, and none too strongly staffed, was certainly endangered by the foundation of a second institution on even weaker supports.

Staff for the
second year's
session.

118. The David Hare Training College has thus had to solve a difficult problem of staff in the second year of its existence. Recourse has been had to the men whom the college itself has trained in its first year of work. Two of the best have been temporarily appointed, and these arrangements have so far been working satisfactorily. Great credit is due to Mr. Griffith, the acting Principal, for the success with which he has organised the first year's work and the courage with which he has faced discouraging circumstances.

Deputation on
three-fourths
salary.

119. There are other difficulties. One is how to fill the class with suitable students. It has been thought that the first obligation resting on the Training college as a Government institution is to train the masters now in Governments schools. By the rules masters deputed for the purpose of training may receive only three-fourths of their salaries. This presses hardly on the men on the lower rates of pay, and that is the younger men whom it is clearly of most advantage to train. If, as was the fact in most cases, the school-master is a man with a family and comes from the mufassal to live as a stranger in Calcutta, not only has he to meet the cost of dearer living in Calcutta, but has also to keep up an establishment elsewhere. As an extreme case I may cite that of a student of the present year whose salary is Rs. 26 and whose stipend on deputation to the college is Rs. 19-8-0.

It is not surprising that there is a marked reluctance to seek deputation to the college, and there was actually a difficulty in obtaining the required number of Government servants for this year's class. This difficulty would have been much lessened had officers been deputed on full salary. It may incidentally also be pointed out that Government and education profit doubly if the younger men are sent for training : the deputation allowance is less and the years of trained service to be given in return are in the natural course of things more.

120. Another problem is how to reward the men who have passed through the course successfully and obtained the Teachers' Diploma without unfairness to experienced and senior officers who have not been trained. Assured prospects of promotion might be expected to act as an incentive and to be more than a set-off to the loss of salary involved in the three-fourths rule : but as yet such prospects are not assured. It has been intimated that promotion will follow in deserving cases ; but what is wanted is a definite system which will give due weight to training as a factor in determining promotion. It is not difficult to devise means which shall secure this end : it may be made a rule, as Mr. Griffith has recently suggested, that, in future, graduates appointed to the Educational Service shall not be confirmed until they have passed through the training course, and the possession of a diploma in teaching may be made a condition of holding the higher posts, head masterships of high schools and training schools and assistant inspectorships, and perhaps some others. The difficulty lies in the period of transition before there is a sufficient number of trained men with the requisite experience and seniority to enable the rules to be enforced in practice. Definite proposals in this regard will shortly be made : as regards the hardship of the three-fourths rule Government has already been addressed.

121. It is not however possible to rest content with the arrangements by which the students trained are school-masters in Government service deputed for a year's training. The students to be desired are graduates intending to make teaching their profession, who go through a year's training and obtain the teaching diploma as a preliminary. Two places were reserved for private students last year and six this, but no private students have as yet come to the college. This shows that faith in training either as a means to professional efficiency or professional advancement is not strong enough in Bengal to bring students at their own charges. In this Bengal is not peculiar : similar difficulties have been met with in other countries. The inducements to training just considered might effect a change if they can be effectively introduced. A system of stipends for deserving candidates would also be worth considering. Another obvious objection to the system with which we have begun is that it disturbs schools by the removal of some of the best teachers for a year and the putting of less capable substitutes in their places. It should therefore be regarded as a temporary and provisional system only.

122. The Patna Training College was started three months later than the David Hare College : it was opened in October. It has two teachers only on its staff, Mr. Thickett as Principal, and one assistant. It is affiliated to the Licentiate of Teaching standard. Twelve students were admitted in the first year. A different system was followed at Patna. The students admitted were not teachers in Government service but selected candidates qualified at least to the Intermediate standard, each of whom received a stipend of Rs. 35. A suitable house was found, and it has been suitably furnished and a satisfactory year's work has here too been done. It was felt that Bihari teachers needed in special the opportunity of training, and that teachers for Bihar could not conveniently be trained in Calcutta. This was perfectly right, provided that two training colleges could be adequately supported : but the Patna scheme has at present serious defects. The decision to make the Intermediate Examination the standard of teaching and follow the course for the L. T. puts graduates at a serious disadvantage ; as several Bihari graduates have sought training, there has been very natural dissatisfaction, and requests have been made to change from the L. T. to the B. T. standard. There does not in fact seem quite clear justification for adopting the L. T. standard for Bihar rather than the B. T., and it is desirable that this should be altered, if possible. It is, I am afraid, undeniable, however, that when the resources wherewith to start this higher form of training were already too

Incentives to training.

Drawbacks of this system of deputation and need of other means of obtaining students.

The opening of the Patna Training College.

limited, it was scarcely wise on general grounds to establish a second training college in Bihar. Bihar needs its training college: but the claims of Calcutta reasonably come first. The whole hope of the success of a training institution turns upon its being well and adequately staffed and equipped. Before founding a second training college it was certainly advisable to ascertain whether resources were adequate for establishing one.

Importance of
the Training
Colleges.

123. These two training colleges, however, have come into being, and the problem now is how to make them a success. Means must be sought to substitute at Patna the B. T. course for the L. T. and the staffs of both institutions must be strengthened. It has to be recognized that to effect the purpose for which it is instituted a training college must involve a good deal of expense. If the expense is grudged as too great, it is better to have no training college at all than to have one poorly and inadequately maintained. In training institutions above all less than the best is nearly useless. It was past failure to recognize this truth that brought upon us the judgment passed in the Government Resolution of February 1908 that none of the work hitherto done by training institutions of any class has been of permanent practical value. The policy adopted towards these two classes will therefore be fateful for the future of education in Bengal. It may with advantage be recalled that the David Hare Training College as now organised is but a fraction of the full scheme put forward by Mr. Earle in 1907, which involved a capital expenditure of Rs. 10,43,781 and a recurring expenditure of Rs. 1,36,445; and that was in the Director of Public Instruction's judgment at the time no more than adequate. This would at least seem a reason for a somewhat generous measure of expense. The present scheme is much more modest; it does not certainly go beyond the minimum necessary. The David Hare Training College as it now exists is a promise, not a fulfilment—an earnest of what is to be, rather than what is. It was distinctly recognized when the class was started in July 1908 that the arrangements were makeshift and temporary. The real college is to arise somewhere in the neighbourhood of Bhawanipur and a large practising school is to arise with it. This is the scheme which holds the field.

The Training of Vernacular Teachers.

Relation to the
Vernacular
Training Schools.

124. The scheme for these two training colleges gathers an added importance when considered in relation to the earlier existing agencies for training, the vernacular training schools and the *guru*-training schools. How little had been really achieved in the 1st and 2nd grade training schools is related at large in the last Quinquennial Report, paragraphs 329-343. The report last year was equally unfavourable. One chief cause of failure is traced to the want of any special knowledge of the art of teaching on the part of men appointed to the staff of these schools. It is just here that the training colleges bring light and hope. For it will be possible in time to appoint to the staffs of the training schools the best men trained in the training colleges: and it is very necessary that this should be done. In the case of two of the schools, the Calcutta Training School and the Patna Training School, good results have immediately been obtained by placing them under the supervision of the Principals of the David Hare Training College and the Patna Training College respectively. This should be more fully reported on next year.

Revision of the
Vernacular
Training School
system.

125. The time has clearly come for a revision of the whole system in the light of training principles and with careful regard to the special needs of vernacular schools. The Committee for the revision of the course of studies spoken of at the end of paragraph 106 of last year's report was duly appointed and held meetings in January and February of this year. Its most important conclusion was to raise the period of training from two years to three. This is justified on general considerations and was in conformity with the opinions several times expressed in Inspectors' reports that the quality of the teachers' trained had suffered since the reduction of the period from three years to two in 1901. Care will, however, be needed to see that the three years' course is really carried through, and that too many students do not slip away after two years. The syllabus of studies was carefully revised, and it was recommended that the stipends offered to pupils should be

raised. Effect is being given to the conclusions of the Committee, but yet another difficulty of a formidable nature stands in the way of effective reform. It is necessary that each one of these institutions should possess suitable buildings and should have joined with it a practising school, which in the words of the Committee's recommendation shall, "in respect of staff, equipment and apparatus, be maintained as a model school." These important conditions are not completely fulfilled at present. For instance the Cuttack Training School, which is as well reported of as any, has certainly not as yet buildings suited for the particular work it has to do. There is a small practising school attached to it and close at hand, but none of the practice teaching takes place in this school itself. Instead of this a skeleton class of five is transported to the Lecture Hall of the Training School, itself but ill-suited for its special purpose. When it is added that the school building of the Practising School is a converted godown and has exactly six rooms for six classes and no spare room of any kind for any special purpose, it is evident that the conditions under which the training of vernacular teachers goes on at Cuttack are not such as conduce greatly to success. The case of the Ranchi Training School appears to be considerably worse. Mr. Cunningham says of it:—

"The school is in a thoroughly unsatisfactory condition owing mainly to the entire inadequacy of the 'so-called practising school,' which is badly housed and miserably equipped."

Things are seldom beyond remedy, and Mr. Cunningham is taking steps to remedy this by inducing the authorities of a large aided middle English school to allow some of the practice teaching to take place in their school. What is wanted in respect of these training schools is a careful report on the efficiency of each and a serious attempt to raise them one and all to a satisfactory level. Among the defects must be reckoned that the Bhagalpur Division has no training school at all, a collateral result of which has been serious overcrowding at the Patna Training School.

126. As regards the deputation to these schools of school-masters and inspecting officers for periods of six weeks or less, I may briefly say that it cannot possibly be effectual enough to compensate for its attendant inconveniences and might as well be discontinued. The existence of one or more batches of such students along with the regular training classes can only complicate arrangements and hinder real work. If such deputations are to be effective they should be for a full year, the third year's course of the revised syllabus. The institution of a six weeks' training course is not to produce trained teachers, but to produce the appearance of training them. Special short periods of training.

Guru-training Schools.

127. Since 1902, as may be seen from paragraphs 351 to 353 of the last Building operations. *Quinquennial Review*, resolute effort has been made to improve primary education by means of *guru-training* schools. The solid work of the year has been building. The construction of new schools continued on a considerable scale, but interruptedly, owing to the critical financial position during the year. Originally in 1907-1908 between 5 and 6 lakhs had been granted for the *guru-training* school scheme; but it was not found possible to spend more than half the grant within the financial year. Sums amounting in all to a total between 2 and 3 lakhs were ultimately surrendered, but it was believed that the money would be granted again in 1908-1909. When, however, the budget for 1908-1909 was prepared, it was not found possible to provide more than Rs. 60,000 for *guru-training* schools. This was altogether inadequate, as buildings were in course of construction requiring some 5 lakhs to complete them. All operations were stopped for a time; but towards the end of the year after great effort a further grant of 4 lakhs was obtained from Government and the work went on again under pressure. Later again the grant was withdrawn; but a large part had then been spent. The net result at the close of the year under review was that 54 groups of buildings out of 191 included in the scheme had been completed: a large number of others were in course of construction, some nearly completed, some just begun: in over 50 cases no beginning had as yet been made.

The schools and their work.

128. The total number of institutions, including 4 aided, 1 unaided and 1 in Native States, is 205. A total of 3,190 *gurus* were under instruction during the year: to 741 of those who went up for examination after a two years' course certificates of competence were granted (as against 431 in 1907-1908. Over a lakh and a quarter more has been spent on the up-keep of these institutions this year than last (Rs 2,67,270 as against Rs. 1,40,892.) The strictures passed upon the system still retain their force, but the schools are a genuine and solid effort for the improvement of primary education. The enhanced stipends, in some cases as high as Rs. 9, have been effective in drawing pupils to the schools, but they have incidentally dug a new pitfall for the system. It is found that many of the men who have taken advantage of these stipends do not return to their work as *gurus*. Thus the Inspector of Schools for Orissa writes:—

“The great drawback of the *guru*-training school system is the absence of sufficient guarantees that the managers of lower primary schools shall re-employ trained *gurus* on the completion of their period of training and that the improvement of their position to which they consider themselves entitled by reason of their increased efficiency will be secured to them. Many instances are coming to light of trained *gurus* betaking themselves to some more thriving line.”

The same thing is said very emphatically by Mr. Cunningham:—

“The fact is that there is no guarantee that a *guru*, after undergoing a course of training in a *guru*-training school, will either return to his work as a school-master, or, having returned to it in the first instance, stick to it for any length of time. While under training they receive the comparatively liberal stipends of Rs. 7 or Rs. 8 a month, but when they return to their schools they are allowed stipends which in many cases do not exceed Rs. 3 a month.”

Need of better prospects for trained *gurus*.

129. We are thus brought back to the question of the remuneration of the teacher in the proper work of his calling. Mr. Lambert writes of the schools in the Burdwan Division:—

“The institutions cannot be made sufficiently attractive unless the prospects of the *gurus* trained in their schools improve; at present they are gloomy. The desirability of making sufficient provision for adequately remunerating the *gurus* when they resume their work after leaving these training schools can hardly be overestimated.”

The more particular consideration of the *guru*-training schools leads to the same conclusion as the general considerations of primary education, the necessity of better pay and prospects for primary school teachers.

The Training of Teachers for Indian Girls' Schools.

130. An account of similar efforts to improve the training of teachers for Indian girls' schools will be found in Chapter VIII—“The Education of Indian Girls and Women”. The two preceding chapters (Chapters IV and V) have dealt only with Indian boys' schools. The training of teachers for Indian girls' schools is so closely bound up with the problem of the schools themselves that they are more conveniently treated together.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

131. This chapter covers wide and important ground,—ground that is ever widening and growing in importance. A somewhat heterogeneous group of subjects is treated in it: education for the professions of Law, Medicine, and Engineering (Medicine is nominally included only); Art education from Mechanical Drawing to Painting and Sculpture; Commercial education; Agricultural education. technical training for weaving, lace-making, motor-car driving, and other industries.

Law.

The new Law College.

132. This year has seen the passing away of the old system of legal education by means of law classes attached to Arts Colleges. All the law

classes attached to these colleges were brought to an end during the year 1908-1909, except at the Ripon College.

133. In Calcutta itself the scheme for a University Law College proposed by the Vice-Chancellor was matured, and all preparations made for the establishment and opening of the college in July of this year. Outside Calcutta, in compliance with the strongly expressed wishes of the people of Bihar, a scheme was put forward for the establishment of a Government Law College at Patna. The needs of Orissa have for the present been provided for by the institution of six law scholarships of the monthly value of Rs. 30, tenable for two years either at the University Law College or the Law College at Patna. This was judged to be sufficient in view of the very small number who have been studying Law at Cuttack.

The University Law College.

The Patna Law College.

Scholarships for Law students in Orissa.

134. These various provisions for legal education were either sanctioned or awaiting sanction at the close of the year, and have since taken effect. Now that the prolonged, and in the end somewhat heated, controversy has ended in the establishment of Law Colleges, no branch of education has been more thoroughly revolutionized than the legal. In place of the Law Lecturers, who under the old *régime* covered singly the whole course in lectures prepared and delivered in their spare hours, there will be in the University Law College a staff of 3 Professors, 8 Assistant Professors and a Principal, whose whole time will be devoted to his work as head of the college. At Patna, where numbers are naturally much less, there will be four Lecturers, and a whole-time Principal. Ample provision has been made in both colleges for a Law Library and Reading Rooms, regular tutorial assistances, and the holding of Moot Courts.

135. In view of local needs Pledership classes have been revived at Hooghly, Krishnagar and Cuttack, and new classes have been opened in connection with the Patna Law College. These classes work wholly under the governance of the High Court. The classes are self-supporting and, while lending accommodation at the colleges named above, Government has no responsibility for them.

Pledership classes.

Pleaders' Survey Examination.

136. This examination was held as usual in February and the results were even more un-satisfactory than last year, as no candidate passed. The number who offered themselves for examination was 18.—10 at the Civil Engineering College, Sibpur, and 8 at the Bihar School of Engineering. It is plain that the scheme for providing systematic instruction to pleaders who wish to qualify in surveying, still under consideration, is badly needed.

Engineering.

The Civil Engineering College, Sibpur.

137. Nothing can be satisfactorily said of, or planned for, the Civil Engineering College till a decision as to its removal to Ranchi is finally reached. Every question of organization, every proposal for improvement, is hampered by the present uncertainty. The college is in the unfortunate position of neither being able to prepare with serious purpose for transference to its new home, or to settle down to make the best of the old. It may be recalled that the scheme for removal was approved four years ago, the site acquired, the main lines of the settlement planned, and materials for building actually collected three years ago. All this is being acutely felt from day to day at Sibpur. The result is graphically depicted by the Principal (Mr. Heaton) in his report for the year :—

“ If the removal scheme had gone forward smoothly we should have about now been moving into our new buildings at Ranchi, which have been devised to provide for the additional accommodation required on account of the natural expansion of the college in all departments. Meanwhile the congestion at Sibpur is going from bad to worse; we have not sufficient room for our present classes, and relief must be given at once if serious injury is not to be inflicted upon the development of technical and industrial education in Bengal and Eastern Bengal and Assam, the sphere of the Civil Engineering College.

“ The irony of the present situation is very great. The removal of the college and its rebuilding upon larger and more generous lines was devised to afford relief to the increasing demand for technical education that has sprung up of recent years. If it had been carried out without a hitch from its first abortive start, then developments could be proceeded

with now; but instead we are still hampered by the clouds of uncertainty: we cannot proceed with the development of the college at Sibpur, and we can hardly prepare any plans for the future. The introduction of the new courses of the University has arrived at the stage at which the provision of extra accommodation and equipment is essential, and some form of temporary arrangements must be made at Sibpur to enable us to fulfil our most urgent and pressing requirements. These will not allow of expansion, and in no way meet the demand that will arise for further extension in the near future.

"In the interests of the college, of Technical education, and of the development of industries in Bengal, it is essential that the removal of the college shall be accomplished without any unnecessary delay. Once the college has been re-established in her new buildings it will be possible to consider schemes of expansion. The present state of uncertainty is heart-breaking and distressing."

Unhealthiness and discomfort of the present site.

138. The reasons already existing for speedy removal have been intensified this year by an outbreak of cholera in February. There was one death among students (a Hindu student of the 3rd year B. E. class); and three servants also died. The cause was in part, or wholly, the failure of the water-supply. Sibpur is unfavourably situated, being at the extreme limit of the Howrah system of supply, which is itself inadequate and defective. The college is consequently liable to run short of water whenever the season is unusually dry. The Principal has put forward a scheme for water storage, which would make the college independent in this necessary matter; but it is inevitably a costly scheme, and with the probability of removal in view it is very undesirable to incur any heavy expense. The year was not, however, an unhealthy one compared with the two previous years, the daily average of cases being 19.12 for 1908-1909, as compared with 28.47 for 1907-1908 and 21.69 for 1906-1907. The decrease was largely in malarial cases (994 compared with 1,492 and 1,303). Another circumstance, which is new, has taken away much of the pleasantness of the river site and changed the physical surroundings very much for the worse. This is the occupation of the foreshore immediately in front of the college for the timber trade, bringing with it piles of wood, an immigrant population of chaukidars and coolies, and noises by day and night. The Port Commissioners by the kind intermediation of the Chairman, the Hon'ble Mr. Slacke, have undertaken to do what they can to regulate and mitigate the nuisance; but the timber ponds remain, and must remain; and the quiet and seclusion which gave a charm to the situation of Sibpur College is gone for ever. It seems strange that such a contingency was overlooked, and that full rights on the foreshore were not secured to the college from the first.

These facts accentuate the advisability of removal. The Principal also reports a continuance, and even increase, of the plague of flies.

Strength of the college.

139. On the 31st of March of this year the number of students in the college was 351, 2 less than on the 31st March 1908; but as of the 353 students last year 13 belonged to the Agricultural classes which have since been abolished, there has been a gain of 11 students in the Engineering College proper, the number last year exclusive of the students of Agriculture having been 340. Numbers in the Engineering Department continue to increase: they stood at 100 in 1907; in 1906 at 94: this year the average number has been 110.

Expenditure.

140. The cost of the up-keep of the college (direct expenditure) in 1908-1909 was Rs. 2,32,227. In 1907-1908 it was Rs. 2,61,038. The cost to Provincial revenues was Rs. 2,13,219, as against Rs. 2,24,463. About Rs. 6,000 of the difference is accounted for by the discontinuance in the latter half of the year of the Agricultural Department.

New course under the revised University regulations.

141. The stage reached at the end of the year in the Engineering Department was that the new courses for the Intermediate Examination in Engineering had been fully introduced, and that the new courses for the B.E. will be followed by the 3rd year class in November. The revised rules for the Engineering Department have been sanctioned.

University inspection and the Inspectors' recommendations.

142. The college was inspected by the University in February. The chief recommendations of the University Inspectors were (1) for the constitution of a Governing Body; (2) for the provision of residence for Indian members of the staff; (3) the addition to the staff of a Lecturer in Mathematics, a Draughtsman Assistant in the Civil Engineering Department, and a permanent mistri for the Chemical Department; (4) for extension or improvement in the laboratories and for a new hall.

Proposals for the constitution of a Governing Body have gone up to Government. Provision of quarters for at least one member of the Indian staff has been desired for many years by the Principal. It is necessary in the interests of the Indian students, who form the great majority. Proposals have been put forward by the Principal for the additional staff in his view required for a re-arrangement of departments which will effect the extensions which are wanted; and these are under consideration.

143. The present has been a time of busy re-organization for the Engineering College, and several large schemes are under consideration. Schemes newly approved or under consideration.

The Board of Visitors has been enlarged and reconstituted since the 1st March of this year. It was originally constituted in 1880, and has up to the present year retained its constitution unchanged. The new Board had its first meeting on the 30th March. It is regrettable that the question of its relation to the Governing Body must arise as soon as that body is also constituted. Reconstitution of the Board of Visitors.

New rules for the Apprentice Department in sequence to the new rules for the Engineering Department have been drafted by the Principal and passed by the Board of Visitors. They will be recommended to Government when the questions as to staff involved in them are settled. New rules for the Apprentice Department.

The scheme for Technological classes has, after drastic reduction in scope, been sanctioned by the Secretary of State. It is now confined to the introduction of a research course in Industrial Chemistry. If a Professor is appointed in time, the class will be started on the reopening of the college after the long vacation.* Technological Classes.

The Joint Technical Examination Board, the constitution of which was finally approved by this Government in March of last year and by the Government of Eastern Bengal and Assam in February, conducted the Overseer and Sub-Overseer Examinations for the first time in March of this year. The report of the first year's work may be expected in November. Joint Technical Examination Board.

Mining.

144. There were 18 students in the Mining classes,—15 attending the first course, and 3 the second. There were 2 candidates for the diploma in Mining, 1 of whom was successful. For the examination in the first course there were 7 candidates and 5 passed. The Mining Classes at Sibpur.

145. A very considerable expansion of the Mining Department by the addition of two rooms is part of the scheme proposed by the Principal. The classes no doubt, as was said last year, justify their existence; but it is to be noted that the Department has already gone beyond its original scope, which was for a theoretic course only. A Practical Mining Laboratory is in course of formation, of which Mr. Heaton writes—

“The equipment of this laboratory is being proceeded with. At the time of writing there have been installed the 10 horse-power C. C. motor, gyratory crusher, disintegrator and dust collector, and Hartz jig, while the centrifugal pump and air-compressing plant are being put in. A coal-washer of the Blakett type is on order, and should be out early in 1910.”

146. The mining camp was held at Jherria in January and February 1909. The Students' Mining Society is reported as having been active during the year and five valuable papers were read. Mr. Heaton remarks—

“The potential value of the work of this Society cannot be overestimated. Teaching, as it does, the students to teach themselves, it is of more value than many lectures.”

The Society has a journal which has completed its third volume.

Mining Instruction in the Mining Districts.

147. The report from the Mining Instructor, Mr. W. T. Griffiths, covers a session lasting from November 1908 to June 1909. With this session the fourth of the experimental five years for which the scheme has been sanctioned is completed, and the question of their continuance will need to be considered next year. A report may be expected from the Mining Advisory Board. Session 1908-1909.

148. The first lectures of the session were undertaken by Mr. G. C. Leach owing to the absence of Mr. Griffiths on medical leave. Mr. Griffiths resumed the charge on January, the 24th. Courses of 27 lectures were delivered, one a The work of the year.

* No further information as to the appointment has at date been received; and it is now, therefore, improbable that the class will be opened during the present year.

week, at each of the four centres at Sijua, Jherria, Charanpur, and Deshergarh ; 107 lectures in all (one short at Deshergarh). Attendance at particular lectures varied from 105 to 11, the average attendance on all four courses being 33. The highest attendance in any one week was 272; the lowest 54. The number who qualified for examination by attending 50 per cent. or more lectures was 110. Of these, 44 presented themselves for examination and 29 passed. The examiners report marked improvement in the quality of the work of the successful candidates, except in respect of sketching.

Lecture rooms have now been completed and fitted up at all four centres, and were in use during the session.

Comparison with other years.

149. The average attendance last year (when cholera cut short the courses before they were completed) was 21; in 1908-1909 it was 35. The total number of students registered was 607 as against 358 last year and 451 in 1906-1907. The great difference between the total number registered and the actual attendance is thus accounted for by the Mining Instructor :—

“The reason for this great difference is in a measure due to the effective method of advertising the course. Letters containing a circular and a copy of the syllabus are sent out about one week before the opening of the session to every colliery in the Jherria and Raniganj coal-fields requesting the Managers to post them up conspicuously or to circulate them. The course is free to all persons, and the result is that for the first few weeks, in addition to *bond-fide* students, some persons attend out of pure curiosity, of whom a few have received no elementary education and others cannot speak a dozen words of the English language, although they may be able to read and write in a Vernacular. There are however a number of persons who travel long distances in order to be present. They make an effort to attend a few lectures, but the difficulties of the journey from and to their homes become too much and so they finally stop. This is especially noticeable towards the beginning of the hot weather, and it clearly points out the necessity of developing the scheme of instruction in the direction of fixing additional centres.”

150. The work has been interesting and successful and has served its purpose: whether the conditions admit equally of permanent usefulness requires to be examined.

The Bihar School of Engineering.

New privileges.

151. The Bihar School of Engineering, keeping its present title, has this year attained its majority. For the future it will be independently controlled by the Head Master as Principal, and will no longer be a dependency of the Patna College. At the same time proposals have been sanctioned with a view to the better encouragement of the students, by which the privileges of the school have been extended—(a) two students who have passed the Overseer Examination, instead of one, are henceforth to be sent to the Public Works Department for practical training and afterwards admitted to the competition for Overseers' post;—(b) Students who receive a year's training on actual work after passing the Overseer Examination are to be eligible for appointment to the Upper Subordinate establishment of the Public Works Department, provided their certificates have been endorsed by the Engineer under whom they have served testifying that they have completed their practical training satisfactorily.

Success of the school at the Overseer and Sub-Overseer Examinations.

152. Mr. Walford, who thus becomes the first Principal of the Bihar School of Engineering, continues to report favourably of the work and progress of the school. The certificate examination held for the first time by the Joint Technical Examination Board for the Apprentice Department of the Sibpur College and the two Engineering Schools at Dacca and Patna has brought the work of the three institutions to a common test. The result is, as Mr. Walford points out, very encouraging to the Bihar School of Engineering. The percentages given by the results are—

		Sub-Overseer.	Overseer.
Sibpur	... ..	42	18
Dacca	... ..	67	26
Patna	... ..	64	47

Mr. Walford observes:—

“The direct comparison with other centres of instruction, which the common examinations now render possible, and the fact that the certificates are granted by an independent authority, will do the school a very great deal of good. Hitherto it has been overshadowed by the name of Sibpur, and passed students when seeking appointments have sometimes found that their certificates were considered of small value in comparison with those of

students from the College, although the courses of instruction in both institutions are identical. There are signs, however, that the school is gaining the confidence of professional engineers (a matter of supreme importance), and I look to the Board to help us still further to establish a good name. A fair field and no favour is all we ask."

153. It is fair to call attention to this in the interest of the younger institution, because as recently as July 1908 a statement appeared in a report of a conference held at Bankipore in respect of the employment of Biharis in the public service: "The training in the Patna School is admittedly inferior to that of the Sibpur College." With justice, Mr. Walford challenges this statement, and further points to the results of the Public Works competition for the last two years. Up to the present the Bihar School of Engineering has been permitted to send in one candidate only, and this candidate has for two years in succession been placed second on the list of the successful. It may fairly be claimed that the Bihar School of Engineering has won its way to recognition on equal terms with the Apprentice Department at Sibpur.

Relative value of the Bihar School of Engineering training.

154. The tone of the school is favourably spoken of: the hostel worked smoothly throughout the year. Health was good except for one (imported) case of small-pox which ended fatally. The Students' Club which has long been a feature of the school, held thirteen meetings and gave three successful performances of Hamlet in December. The Survey Camp was held successfully at Dehri-on-Sone, and besides other work a survey of the river Sone for a length of 3 miles was undertaken on behalf of the Public Works Department. As the river is nearly 2 miles wide, this was a task of some magnitude. A busy year is reported from the workshop. The Principal affirms that its capacity for work has increased, and asks that the addition at present made to the grant on this account may be doubled.

The year's work.

155. The number of students (including 37 in the Amin class) was 185, as compared with 192 (Amin class 44) in 1907-1908.

Numbers and expenditure.

The total expenditure on the school was Rs. 44,842 as compared with Rs. 43,183 in 1907-1908: the cost to Government Rs. 34,077 compared with Rs. 32,396.

The Cuttack Survey School.

156. There were 102 students in this school, being 1 more than last year. At the final examination 48 appeared and 35 passed: 28 of the candidates were Uriya and domiciled Bengalis, of whom 17 passed. The expenditure on the school was Rs. 4,706, as against Rs. 4,923 in 1907-1908, and the amount received from fees was Rs. 1,343 as against Rs. 1,356 in the previous year.

Numbers and expenditure.

157. The proposals for the re-organization of the Survey courses here and at the Bihar School of Engineering have been sent up to Government since the close of the year.

Re-organization scheme

158. Want of funds alone hinders the pressing forward of the scheme to give Orissa its School of Engineering. A most suitable site has been provisionally selected at Jobra, plans have been designed, and the cost worked out. It is accepted that the ripe time has come for this important development at Cuttack. The only thing that is wanting is money to finance the scheme, but that hindrance has so far been insuperable.

The proposed Cuttack School of Engineering.

Technical Education in Schools.

159. At the B Class Final School Examination held at the end of February and the beginning of March of this year at ten centres, five in Bengal and five in Eastern Bengal and Assam, 94 candidates appeared, of whom 39 or 41.5 per cent. passed. In 1908, 43 passed out of 77, or 56 per cent. Thirteen schools sent up candidates. The most successful schools were the Government Industrial School at Ranchi, which passed 75 per cent. (3 out of 4) and the Zilla Schools at Khulna, Comilla and Rangpur, which passed 60 per cent. (in each case 3 out of 5.) From the five schools in this province 25 candidates appeared, and 11 or 44 per cent. passed.

The Joint Technical Examination Board.

160. As already noticed, the Joint Technical Examination Board came into operation this year. The Board held the Overseer and Sub-Overseer Examinations for the first time in March with the results already recorded

under the Bihar School of Engineering. As at first proposed, this Board was also to conduct the B Final School Examination. But as the School Final Examination includes other than technical studies, a separate Board has more appropriately been constituted for this examination.

Art.

The Calcutta School of Art.

161. Mr. A. N. Tagore continued to officiate as Principal for the greater part of the year. Mr. Percy Brown, Superintendent of the School of Art, Lahore, has now been appointed permanent Principal, and took charge of the school on January, the 12th.

Students and
expenditure.

162. The total number of students on the rolls on March, the 31st, was 235 as against 254 on the same date of 1907-1908 and 252 of the year preceding. The decrease is attributed by the Principal to the effects of the small-pox epidemic. Among the students were 2 classed as Europeans or Eurasians, 3 Native Christians, 9 Muhammadans, and 1 Buddhist. The rest were Hindus, and 82 of these Hindus Brahmans.

The total cost of the school was Rs. 27,192: fee receipts were Rs. 5,464.

Work of the
school.

163. The main function of the school has been declared to be, to improve the arts and industries of the country. The work covers a wide range. It has two main sides, an Industrial Art side (Division I) and a Fine Art side (Division II). On the Industrial side good work was done by the advanced design class, and the importance of making Indian ideals the aim is clearly acknowledged and kept in view. No great success is reported of Division II,—the Fine Art side; but the Principal proposes to give special attention to this side during the current year and to introduce "certain obvious improvements." The Principal also intends to establish a register of passed students to test to what extent training at the school leads to employment. During the year under report 32 students are said to have secured appointments.

A full account of the objects and policy of the school will be found in the Third Quinquennial Report for Bengal, paragraphs 394 to 401.

Agriculture.

Technical
Agricultural
training.

164. The Agricultural classes at Sibpur, in accordance with the decision reached last year, closed finally from November 1908. In the Final examination held in that month 5 general students passed out of 7, and 2 special students out of 3. The Agricultural Farm was closed from March, the 31st.

Higher agricultural training is therefore, as noted in last year's report, no longer the concern of the Education Department, but will be carried on at the special Agricultural College to be established at Sabour under the control of the Director of Agriculture.

Agricultural Teaching in Schools.

Agricultural
classes at selected
High Schools.

165. Special Agricultural classes continued to be carried on at five selected High English Schools. From two of these—the Gaya Zilla School and the Dumraon Raj High School—a fair measure of success is reported for the year under review. At the other three schools, the Burdwan Municipal School, the Ravenshaw Collegiate School, and the Hazaribagh Zilla School, success has been so far very limited.

Proposals for
improvement.

166. These schools were established for an experimental period of 5 years, 3 in 1902 and the other 2 in 1904 and 1905. This period having come to an end in case of the three first established (those at Gaya, Dumraon, and Burdwan), proposals for their permanent retention and re-organization were put forward in April 1908. Government sanctioned in June the retention of these classes for a further experimental period of two years and approved of the other proposals made (a) the re-organization of the classes on the lines laid down by the Director of Agriculture; (b) the preparation of a special text-book, as also strongly recommended by the same authority; and (c) for the constitution of a Special Board of Examiners. It is hoped that considerable improvement will at once be effected by these means: but a good deal more is needed to enable the classes to attain the object

with which they were instituted,—the imparting to boys in High Schools of instruction which will be of practical value to them. It was pointed out in April that the classes had not had a fair chance: there was originally no syllabus of studies and no expert supervision. These deficiencies have been made good. A practical working syllabus drawn up by Mr. C. A. Oldham, first Director of the new department of Agriculture, has been followed at all five schools during the year; the classes are now placed under the supervision of the Director of Agriculture. But the text-book, which Mr. Oldham declared to be so indispensable, though ready for publication, is not yet published for want of Government sanction. The reports from the schools reveal that the arrangements for both theoretical and practical study still labour under serious disadvantages. As a school subject Agriculture has little real chance, as things are, until it is incorporated into the regular system of school studies, which at present lead up only to the Matriculation Examination. This will be effected when the School Final Examination is established, but only then. The teaching of Agriculture already forms part of the ordinary school work in three of the schools, and Government has approved of its forming part of the ordinary school course in all; but interest is still likely to be languid until it is definitely part of a recognised course leading up to a leaving certificate. Even more is it necessary that for the teaching of Agriculture in any real sense there shall be ground to be cultivated, on which the boys may make their own experiments and learn practically what cultivation and field labour mean. This indispensable requirement is passably fulfilled at the Gaya and Dumraon schools (though at Dumraon proper means of irrigation are wanting); and that is the secret of the fair measure of success there attained. At Hazaribagh there is land adjoining the schools, but there the weakness is that the Instructor, being Farm Overseer of the Reformatory School, gives only one hour a week to the work of the Zilla School.* At Burdwan the dependence for practical work is mainly (though there is a small school garden) on a farm 3 miles off; at Cuttack on a farm 6 miles off. The successful teaching of Agricultural classes is impossible under such conditions. For an Agricultural class, besides a competent teacher and expert supervision, three material things are indispensably necessary—(1) land, (2) irrigation, (3) funds for working. If these school classes are ever to be a practical success, these three things must be sufficiently supplied.

167. The attempt to teach Agriculture formally at Vernacular Training Schools and in Middle and Primary Schools is definitely abandoned in the revised curricula to be introduced next year. The study of plant life as part of the Science syllabus takes its place. For this school gardens attached to schools and training schools will be specially serviceable.

Agricultural instruction in Vernacular Schools.

Commerce.

The Government Commercial Classes.

168. Mr. J. A. Chapman remained in charge of the classes till September, when he had to take leave on medical certificate. Since September the classes have been in charge of Mr. G. K. Sen, previously Lecturer on Commercial Bengali.

169. Numbers have not increased, but the work has gained in stability. In the day classes there were 48 students,—29 in the 1st year and 19 in the 2nd. In 1907-1908 the numbers were 20 and 45. The evening classes were attended by 116 students. The total who received instruction was 164.

Numbers and examination results.

The figures for examinations are, however, more encouraging. In 1907 there were 30 successful candidates in the Commercial Course Final (7) and Special Examinations: in 1908 there were 43 (Final Commercial 8). The number of candidates in 1908 was 70: in 1909 it is 111. A discouraging fact is that for lack of applicants no evening classes could be formed for Commercial Law, Banking and Currency, or for Political Economy. On the other hand, there is increase in the number of students for the evening Shorthand and Book-keeping classes.

170. These classes have now been in existence for six years. They were re-organized on their present basis in 1905. They are now established in very

Question of permanence.

* This class has since (temporarily) been closed, because owing to increased numbers at the Reformatory School the Farm Overseer could no longer spare time for it.

spacious; convenient, and suitable premises in Bow Bazar. They are in charge of a competent staff, who have most of them gained four years' practical experience. They have won a considerable amount of sympathy and support from mercantile firms, and in particular from the Bengal Chamber of Commerce, which is strongly represented on the Advisory Board and offers liberal prizes. At present the classes are temporary and experimental, and the staff hold temporary appointments. It would seem that the time has come when the classes might be accepted as a permanent institution. This is desirable in the interests of Commercial education, and even more so of the staff.

The classes have attained a certain measure of success, and have fair prospects of attaining a greater. Nothing would more conduce to that desired result than to place the classes on a permanent footing, and I am about to move Government to that end.

171. The officer in charge further asks that the opportunity may be given to him of recommending successful students for vacancies in posts as shorthand-writers, typists, and book-keepers in Government offices, and that these candidates should be allowed a fair chance on their merits. He shows also that the Commercial courses afford precisely the training indicated as required for Government Service by the examinations for the Clerical Service of the Secretariat and the Public Works Department Accounts Branch, 4th grade.

Commercial course
in High Schools.

172. The so-called C classes continued in High Schools at Hooghly, Uttarpara, Barasat, Ranchi and in the South Suburban Unaided High English School, and were introduced also in the Calcutta Madrassa and the C. M. S. High English School, Krishnagar. Nine candidates appeared at the C class Final Examination, and 4 passed against 14 candidates and 9 passes in 1907-1908. These classes seem on the way to extinction, unless some unexpected rally takes place.

Industry.

The Weaving Institute, Serampore.

Opening of the
school and objects
with which it has
been established.

173. A new departure of no little importance was the opening of the Government Weaving Institute at Serampore in January of this year, with Mr. E. Hoogewerf as Principal and Mr. P. N. De as Assistant Principal. This has been the outcome of the efforts of Mr. Havell and others to strengthen and revive the indigenous weaving industry by the introduction of such modern scientific appliances and methods as are suited to the conditions of the hand-loom industry. The objects of the Institute are two—

- (a) to train men of fair education to become teachers of weaving, assistants to manufacturers, or manufacturers,
- (b) to give instruction in improved methods to artisans, adult working weavers and their sons.

174. Not much can be said of the prospects of the Institute after barely three months of work, but the Principal was able in April to report a very promising beginning. There were then 90 students, 23 of whom were boarders living on the Institute premises. The Institute has been actually started in a hired house on the river bank which affords fair accommodation for the purpose, but land has been acquired on which an institute is ultimately to be built, and a house also for the Principal, already occupied.

Proposal to open
branches.

175. It is intended that the Institute shall send out teachers, and that branch schools shall be founded in connection with it at different places in the Province. One such branch school is being organized at Sambalpur; and another is proposed for the town of Bihar.

Other Industries.

Industrial
instruction.

176. The position as a whole in regard to Industrial education has not changed much. Mr. J. G. Cumming's monograph has summed up the position reached, and, as was said last year, indicates the lines of advance. It will be some time yet before full effect can be given to the recommendations in his report (Technical and Industrial Instruction in Bengal, Special Report, Part I).

Industries and
centres.

177. The principal centres of industrial education at the present time are Kalimpong, Hazaribagh, Ranchi, certain Missions, and Sibpur. At

Kalimpong lace making, embroidery, wool-dyeing and wool-weaving, wood-carving and carpentry are taught. In the Reformatory School at Hazaribagh a great variety of handicrafts are taught, and the number has been increased since the removal of the Alipore School to Hazaribagh. The Mission schools teach carpentry, carpet-making, boot-making, weaving. At Sibpur training is given in the Artisan classes in fitting and machine work, blacksmith's work, foundry work and carpentry.

178. The Lace School at Kalimpong is described in the last Quinquennial Lace-making. Review, paragraphs 563—566. The school continues in successful working; but Dr. Graham's larger scheme for a federation of lace schools, of which Kalimpong should be the centre, and a Lace Association has not yet been accepted. Doubts as to its commercial soundness have not been completely dissipated, and the general financial stress has made it difficult to raise the grant from Rs. 2,000 to Rs. 5,400 as asked. The Inspector of Schools, Bhagalpur Division, reports very favourably of the work and its usefulness.

There are successful lace schools also at Ranchi and Chaibassa.

Appointment of a Superintendent.

179. The appointment of a special officer to organize and develop industries Superintendent of Industry and Inspector of Technical and Industrial Education. and industrial education proposed by Mr. Earle in 1907 was under consideration through the year under report. The appointment has since been made in England by the Secretary of State, and the officer is expected to reach India during the coming cold weather. What precisely the function and responsibilities of this officer will be is not fully clear and will need to be determined; as also his precise relation to the Education Department, under which it is intended, at any rate at first, that he should serve: but the appointment should be a momentous one for the industrial future of Bengal and mark an era in industrial progress.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

General Statistics.

180. There were altogether 1,55,724 girls and women in recognized Pupils. schools and colleges at the end of the year: 1,42,618 in the Primary stage of education; 415 in the Middle; 183 in the High; 275 in Training Schools; 72 at colleges. Of this whole number, 72,478 were receiving instruction in boys' schools. The total is greater than last year's by 17,445.

181. There were 3,073 schools and 2 colleges (1 a Training College): 10 Institutions. High Schools, 31 Middle, 3,014 Primary, and 18 Training Schools as against 1 College, 8 High Schools, 35 Middle, 3,367 Primary, and 19 Training Schools in 1907-1908.

182. The total expenditure on institutions for the education of girls and Expenditure. women was Rs. 6,53,481. Of this total, Rs. 22,252 was spent on the Bethune College; Rs. 1,09,909 on High Schools; Rs. 87,735 on Middle Schools; Rs. 3,92,780 on Primary Schools; Rs. 40,805 on Training Schools.

The amount contributed by Government was in all Rs. 2,17,062: Rs. 20,952 for the Bethune College; Rs. 17,461 for the Bethune Collegiate School; Rs. 31,785 as aid to High Schools; Rs. 24,110 on Middle Schools; Rs. 1,00,492 on Primary Schools; Rs. 22,262 for Training Schools.

The Bethune College.

183. Numbers decreased in the year 1908-1909 both in the college Numbers in college and school. and collegiate school; from 35 to 31 in the college, from 199 to 163 in the school: but the decrease in the school was due to the limitation of numbers under University regulations to 30 in each class. A number of applications had to be refused for want of accommodation.

Examination results.

184. The results of college and school in the University Examinations of 1909 were not very satisfactory. At the Entrance Examination, out of 8 candidates 1 passed from the school. For the Intermediate Examination 2 candidates were sent up by the college and 1 passed. For the B.A., 3 were sent up and 1 passed.

Wants of the college.

185. Better provision has been made in the past year for the teaching of Botany,—the only science taught at the Bethune College,—thus meeting (though not even yet fully meeting) the reasonable needs of the college for the subject. It is to be feared that the wants of the Bethune College have so far, since University reform came in, been unduly overlooked. It is true that the small total of students is an argument for economy; but as a Government College,—and the only Arts College in Bengal for women,—the Bethune College is entitled to equal consideration with any other Arts College. The Lady Principal in asking for this consideration writes:—

“At present both the college and the school are much pressed for space. The classes of the college are all held in one hall * * *. The arrangement of the school classes is equally defective. So it is earnestly to be hoped that the proposed buildings should be erected without any delay.”

This state of things has been well known since the first University inspection of colleges in September 1905. It still remains unremedied. It may be hoped that the newly constituted Governing Body for Bethune College may effect that the interests of the college shall not be allowed to fall into neglect.

High Schools.

Schools and pupils.

186. There were 10 high schools for girls this year as against 8 last year: 7 of these are in Calcutta, 1 at Bankipore, and 2 at Cuttack. Last year there were 809 pupils in High Schools for girls (including 42 boys). This year there are 1,067, including 68 boys. In the Bethune Collegiate School, the one Government high school for girls, there were 163 pupils as against 199 last year. The increase is thus in the privately managed schools, 8 of which are aided and 1 unaided.

New schools at Cuttack.

187. The two new schools are at Cuttack. It being more than doubtful if there was scope for two high schools there, every influence has been used to bring about an amalgamation between the two schools, but without success.

Entrance Examination.

188. The number of girls sent up to the Entrance Examination from schools was 28, of whom 15 only were successful. Three girls also appeared as private candidates, and all passed: two of these came from the Ravenshaw Girls' School, which is not yet formally qualified to send up candidates.

Trained teachers for High Schools.

189. Miss Brock presses the importance of securing trained teachers for these schools, and points to the advantage enjoyed by the Mission schools, from the fact that the teaching of the Entrance classes is largely in the hands “of a well qualified and trained English staff.” The Ballygunge High School has, she reports, brought out three well qualified and trained women for the work. She adds:—

“There has been considerable objection raised latterly to this very introduction of English teachers into the entrance classes of high English schools. It has been urged that it would be better to employ well qualified Indian women. I think it is not realised how very few Indian women graduates there still are available. There is certainly no lack of work for them. A great drawback at present is, however, that very few of these ladies consider any training necessary before they begin their professional work. There is a pressing need for an advanced training class for female teachers

Middle Schools.

Uncertainty of returns.

190. Middle schools for girls are shown by Miss Brock to be a shifting and uncertain quantity. There are but very few girls in the higher classes (standards V and VI) and these are subject to sudden removal, with the result that the middle school becomes upper primary. The returns this year give 13 middle English as against 18 last year and 18 middle vernacular as against 17 last year. The number of pupils was 1,078 and 1,175 as contrasted with 1,452 and 1,424: a decrease of 374 in case of middle English and an increase of 351 in case of middle vernacular, and a net loss of 23 pupils.

191. Miss Brock reports the promise of a better type of middle vernacular schools resulting from the proposals sanctioned by Government and taking effect in the year under review for improving "model" primary schools. "With more liberal salaries" Miss Brock says, "a great change has already been introduced for the better this year." Some of these schools are being raised to the middle vernacular standard. She adds:—

"These institutions are of immense importance when properly managed, and are greatly valued by the community. The fact can easily be noted in the Sambalpur district, which only contains seven schools for girls. These schools are practically model girls' schools of middle vernacular standing, entirely supported by the Department. They are well attended and well managed by their local committees and the numbers in the upper standards are astonishing when compared with middle vernacular Hindu schools in other parts of Bengal."

These facts are full of suggestion and promise.

Primary Education.

192. Of the total number of girls in primary schools it is to be observed that nearly half are attending boys' schools. The statistics are further complicated by the fact that a few boys are numbered among the pupils of girls' schools. The figures returned are 76,088 pupils in primary girls' schools including 2,260 boys or, deducting the boys, 73,828 girls; and 65,417 girls in primary boys' schools, making a total of 1,39,245 girls in primary schools. The number of primary girls' schools is 3,014. These included 57 "Model" primary schools, 25 under the direct management of Government, 37 otherwise under public management, 481 unaided; the rest are aided.

193. This is an increase of 12,290 girls receiving education in primary schools, and a decrease of 353 girls' schools. The figures for 1907-1908 were 3,367 schools, with 74,901 girls in them, and 52,054 girls in boys' schools. It thus appears that there are 1,073 less girls this year in girls' schools, but 13,363 more in boys' schools.

State of Primary Education for Girls.

194. The scheme for the improvement of the so-called "model" girls' schools which has been approved and given effect to during the year is one of considerable importance. Miss Brock writes of its effects:—

"The new scale of grant sanctioned by the Department is already putting these schools into a far more efficient condition. A better type of *pandits* is being employed, wherever possible, and the increase of staff is, I am certain, sure to produce better results than in the past. Many of these schools promise to do very good work."

Miss Honeyburne also reports favourably of these schools.

195. Mission schools appear to be invariably well managed, and the importance of training teachers is well understood by the Missions. "There has been a steady movement for several years," Miss Brock writes, "which aims at replacing untrained *pandits* by carefully trained teachers."

196. Miss Brock reports the schools aided by the Department (which are generally in Calcutta or within municipal areas) as in a fair state of efficiency. With the schools aided by District Boards it is very different. "The problem of these schools for girls," says Miss Brock "is simply insoluble." The villages are apathetic; very little is to be got in the way of local subscriptions; no fees at all are paid; and the grant from the District Board sometimes falls below one rupee. The teacher is sometimes the *pandit* of the boys' school, who gives some of his spare time to the teaching of the girls, or he has some other occupation which takes up great part of the day. It is not wonderful if under these conditions the schools are not efficient.

197. The number of girls in boys' schools is not altogether a satisfactory feature. Sometimes the girls are neglected. As to this Miss Honeyburne reports:—

"When the girls are actually taught with the boys the result is satisfactory, but in many such schools the girls are put in a separate corner and given only any stray moment of attention that may please the teacher. In consequence girls often remain several years, nominally reading in the school, without mastering the alphabet."

This might be looked to by inspecting officers.

Scholarships.

Need of more scholarships for girls.

198. Miss Brock again presses for wider recognition of the need of separate scholarships for girls. At present special scholarships are offered to girls in Calcutta; but outside Calcutta girls have to compete on equal, or rather as is urged unequal, terms with boys. The need is admitted, and the desired relief may be expected before long.

The Calcutta Girls Scholarship Examinations.

199. The results of the scholarship examination for girls held in Calcutta demonstrate in an extraordinary way the possibilities of organization and the superiority of order and system. There are 5 scholarships offered at the Middle School stage—3 at the stage for Standard V and 2 for Standard VI: 4 out of the 5 were won by Mission schools; the fifth was won by the Binapani Hindu Girls' School, a school which is described as "working under a Secretary who is indefatigable in his superintendence of its work." To primary schools 38 scholarships in all are offered at three stages (Standard IV, Standard III, and Standard II): 20, 31, and 52 schools competed: of these 36 were won by schools under Mission management, the other 2 by the Binapani Hindu Girls' School.

Training of Teachers.

New Training College schemes.

200. The year under review has been memorable for the attempt to carry out practically the scheme for training Hindu and Muhammadan women teachers, first put forward in the Report on Public Instruction in Bengal for 1905-1906, paragraph 126. In September of last year a Training Class for the training of Hindu women was opened in Calcutta. In January of this year a Training College was opened at Patna under the name of the Badshah Nawab Razvi Training College for orthodox Hindu and Muhammadan women.

The Training Class in Calcutta.

201. The Calcutta Training Class is a provisional arrangement only in place of the residential training college originally planned by Mr. Earle. Mrs. Sarabala Mitter, a graduate of the Calcutta University who went to England in 1906 for a two years' course of training, has been placed in charge of the class. A house has been hired and a practising school has been opened in the same building. There were four students in residence, all of whom were in receipt of stipends, three from the Bengal Government and one from the Board of Revenue. Miss Brock reports:—

"We shall probably have about a dozen students in residence in the course of the next year. Progress will most undoubtedly be very slow and it is much too early to hazard any conjectures as to our ultimate success. The institution is strictly *parda* and every endeavour is made to respect caste prejudices."

The Badshah Nawab Razvi Training College.

202. The Bankipore scheme has come to maturity as a Training College. It is partly endowed by the Badshah Nawab Razvi Khan Bahadur; partly supported by subscriptions (promised for four years) and by Government. The college was opened on January, the 6th, with Miss Wise, Assistant Inspectress of Schools, as Officiating Principal. Miss Parsons, who had been appointed Principal in England, arrived in February; but Miss Wise was deputed to help in the management for a further period of six months with a view to tiding over initial difficulties. These have proved serious.

Initial difficulties, Housing.

203. There have been difficulties as to housing arrangements. The Lady Principal says:—

"The Maharani of Bettiah has lent her house in Patna to Government till such time as Government would provide buildings of its own for the college. The arrangements in the house are by no means ideal: only the Muhammadan section of the college is in residence, and even for them there is hardly sufficient room, as girls in the attached practising school are also admitted as boarders, and there are now eight of them resident in the hostel besides the eight resident college students. For want of accommodation and proper *parda* arrangements the Hindus had to be provided with a house in the city at a rent of Rs. 10 a month, and attend the classes as day students. This is not at all satisfactory, and I trust that arrangements will soon be made in the Bettiah house itself for receiving the Hindus in residence.

"Quarters have yet to be provided for the Principal, as the rooms on the first floor where it has been decided she is to stay are practically unfit for dwelling, being more like huge reception rooms."

The difficulties in finding suitable students for training have been even greater:—

“With one exception all the Muhammadan students are at the lower primary stage in reading and writing, but are very backward in arithmetic.....”

“The Hindu students are very disappointing. In February there were 6 on the rolls; but one was absolutely illiterate and too advanced in years to study, so she had to leave. Of the remaining 5 students, one only is at the lower primary stage, one is just able to read and write, and the remainder are mastering the Hindi alphabet!”

204. These quotations from the first year's report—it covers only the three first months after opening—are of value as illustrating the extraordinary difficulties in the way of making any real advance with an education which shall be adapted to the social needs of the people of this country, indigenous and not exotic. The problem is how to train teachers before there are learners who have progressed beyond a stage which is little in advance of the infant standard.

General difficulties in the way of this attempt to obtain an indigenous type of education for girls.

205. There are difficulties also of management. Naturally the only available students are utter strangers to the order and discipline of school life, sensitive in the extreme to what touches their social status, and quick to misunderstand. Outside is a small public, something less than half persuaded of the good intent of what is being done, and a large public altogether mistrustful, if not positively hostile. There have been complaints without and within since the close of the year under report, and much still remains to adjust. These difficulties are further increased by the dual character of the institution,—Hindu and Muhammadan.

Difficulties of management at Bankipore.

206. One sign at least of good comfort there fortunately is: “If any encouragement is needed in the work,” Miss Parsons writes, “it is found in the eagerness of the women students to learn and their absolute earnestness in all their studies.”

Earnest purpose of the students and eagerness to learn.

207. A need for trained teachers at the opposite, that is the higher end of the scale of schools, is pointed out by Miss Brock: “There is at present a growing need for training students who have had the advantage of a higher education. There is no recognised institution where women can be trained for the Licentiate Teachership or Bachelor Teachership Examination.” “The whole difficulty,” she adds, “would be solved by the appointment of an English graduate as Principal of the Government Training Class—a part of the original scheme of 1906.”

Need of training for high school teachers.

208. The Inspectress reports very unfavourably of the class at present existing for the training of Brahmo teachers; and explains: “At present the Brahmo community does not possess women qualified to do the work of training.” At the same time Miss Brock insists on the need for Brahmo teachers:—

Training of Brahmo teachers.

“There is a great need for the services of Brahmo teachers. Not only are they most urgently required on the staff of Brahmo schools, but they would be most welcome in many Hindu schools where Hindu women are not to be obtained, and I should find them invaluable in *sanana* work where there would be no danger to proselytise.”

209. Another important measure in connection with the training of teachers calls for remark. It is the agreement on the part of certain Missionary Societies in Calcutta to combine together to form a single Christian Training College in place of the training classes which they have up to the present each severally maintained. This should accomplish much for greater efficiency.

A new Christian Training College.

Zanana Teaching.

210. In the existing state of social opinion in India there is obviously very much in favour of home teaching. The figures therefore have special interest. There is altogether, including the system of *atus*, an increase of 11 teachers and of 205 pupils. The total number of teachers is only 65; of pupils 1,449. It is vain, then, at present to hope that any considerable effect is being produced either in the Hindu or Muhammadan community by agency of this kind. Further there is the perplexing doubt whether any form of home teaching can ever legitimately form part of public instruction. Miss Brock says of it: “One of the great difficulties of this kind of work is the enormous amount of time that the inspection of it involves”; and she insists on the necessity of regular inspection and of the appointment of an assistant inspectress for the work. The

Progress of home education: its limitations.

conclusion rather seems to be that the ideas of home education and inspection are incompatible.

Industrial Education.

Industries taught. 211. The principal, and almost the only, industry being taught to women is lace-making, and of this some account has already been given in Chapter VII, paragraph 178. There are three aided technical institutions in Miss Brock's divisions, the Mahila Silpa Asram in Calcutta, the Women's Technical Class at Baranagore, and the Widows' Home at Entally. In Miss Honeyburne's divisions the only schools or classes are connected with Missions. Lace-making, as already noticed, flourishes in Chota Nagpur. The numbers under instruction according to this year's returns have, however, fallen to 493; last year they were 809. The decrease is in non-Brahman Hindus and Buddhists.

Hindrances to Advance.

Outlook in respect of women's education.

212. Both Inspectresses report favourably of improvements effected in certain respects during the year under review, and the returns give an increase of nearly 19,000 pupils under instruction,—an increase of about 13 *per cent.* The position reached and the immediate outlook in regard to the education of girls and women are, however, far from reassuring.

Obstacles in the way of advance.

213. The facts which are obstructive to real advance are two—

- (1) the lack of fit material for training as teachers;
- (2) the unwillingness of those who are able and willing to pay for the education of their sons to pay for the education of their daughters.

As to (1) it is recognized that the first condition of progress is the supply of trained teachers. Much organization for training now exists. The disabling circumstance is that students cannot be obtained in sufficient numbers, and fit students scarcely at all. It is further recognised that whereas nearly all the teachers hitherto trained have been Christians, and that, however well-intentioned and capable such teachers may be, they cannot in the present state of Indian social opinion do the work that is wanted for the orthodox Hindu and Muhammadan communities: that if in the immediate future education is to be extended in any considerable scale among the girls of these communities, it can only be so extended by orthodox Hindu and Muhammadan teachers, working under strictly *parda* conditions and trained without breaking with those conditions. The efforts made in the last three years to train teachers under these conditions have only served to bring out the entire absence for the present of fit material to work with. We are caught in a circle of frustration. Children cannot be taught at all without teachers. Teachers cannot be trained until girls have been taught to a stage at which their training as teachers is feasible. There are no teachers as yet to teach them. We are thus brought up short by the initial difficulty of finding girls educated enough to be trained in our new training classes. We bring out a trained and experienced Principal to our new training college in Bihar, and naturally she expresses surprise and disappointment:—

“To expect all these women to be trained teachers at the end of two years is absurd. All we can do is to teach them the rudiments of reading, writing and arithmetic, and hope that at the end of their training they will be a little wiser than they were when they joined the College. They are certainly very keen and anxious to get on; it is, however, very hard on the Principal of a college to be provided with such material for making good teachers out of. Not one is fit for anything more than a Lower Primary class, and all are certainly very far removed from what one would expect to find in a Training College.”

For the time being it seems that nothing can get over this entire absence of fit material for training. Progress must therefore inevitably be painfully slow, as was already indicated in last year's report, paragraph 164, because it has to wait upon such education of the community itself as will make the education of future teachers possible.

The latter point is forced on attention by the iteration of the proposition that the progress of education among women in India depends wholly upon Government subvention. “The financial stringency,” says Miss Brock, “is

perhaps felt more severely by female institutions, which depend to a much larger degree than those for boys upon grants-in-aid, and can count to a very small extent upon public contributions." While Government may rightly be on the watch to help and encourage every real desire for education in this field, it is not healthy that Government should be expected to do all, or should be expected to do anything apart from practical effort on the part of those for whom the benefit is intended. The reasonable limit for aid is, for instance, overstepped when Government provides horses and grain, and syce's wages and omnibuses to convey the children of well-to-do parents to and from school.

214. There is a third reason, perhaps more disabling still. It is the limited time within which the education of Indian girls has in the majority of cases to be restricted. Except for a very small minority the education of Indian girls means education which hardly goes beyond the infant stage. What possibilities are there for an education which has to end at 9, or 10, or even 12 years of age? What could we do with boys' education on such terms? "It is a surprising and disappointing fact," Miss Brock notes, "that even in Calcutta, in our High schools, so few Hindu girls are allowed to continue their education beyond middle standards. There is no explanation of the fact to be given beyond the general feeling of the Indian community on the subject, and public opinion seems to make very slow advance in the matter." "Standards V and VI in most Indian girls' schools continue to have a very precarious existence. In most cases they contain less than half a dozen girls who are liable to be suddenly removed by marriage" And again: "Few Hindu girls read further than Standard II before they are removed from school." Similarly Miss Honeyburne adverts to "the fact that girls are usually removed from school at an early age before they have finished the Primary course."

Restriction of school life in respect of girls

The residue of hope.

215. These things are not written by way of disparagement of what is being done and attempted. Only it is well to look facts in the face, and not to flatter ourselves that the education of Hindu and Muhammadan girls is advancing to any appreciable extent beyond a stage which is technically classed as lower primary. If, nevertheless, to any who have much at heart the branch of educational work with which this chapter deals I seem in these paragraphs to have played the part of Balaam, let them only apply the figure completely. The last word is benediction for all who are taking part—from the greatest to the least—in the task of bringing instruction and knowledge to the women of India,—perhaps the noblest and most heroic, and destined to be the most fruitful, of all the forms of educational work within the purview of this report.

CHAPTER IX.

EDUCATION OF EUROPEANS.

216. Interest in respect of the education of Europeans has centred during the year in the regrading of the schools in accordance with the provisions of the Code of 1908. As noted in last year's report, paragraph 194, it was settled that the old High, Middle, and Primary Examinations (under the Code of 1905) should be held for the last time in 1909, and that the list of recognized schools should be published at the beginning of 1910. Considerable uneasiness was felt among the classes interested as to the effect of the new classification and of the introduction of revised courses of study. Mr. Hallward's report has since been received, and the decision in respect of each school should have been under consideration at the present time. The whole question of grading has, however, been postponed by the orders of Government, and the full introduction of the new Code is, temporarily, under suspense.

The new Code and the regrading of the schools.

General Statistics of Schools.

Schools. 217. The total number of recognized schools is now 76,—3 Government schools, 68 aided, and 5 unaided. This is 4 less than last year: 1 school has been withdrawn and 2 have been removed from the list.

Pupils. 218. The total number of pupils is 8,546 compared with 8,112 last year. Of this total, 313 are in Government schools, 7,525 in aided, and 708 in unaided schools. There is an increase of 2 in Government schools, of 281 in aided and 151 in unaided schools,—a total increase of 434.

Expenditure. 219. The total expenditure has been Rs. 19,98,841, an increase of over 3 lakhs (Rs. 3,30,302) over the expenditure of 1907-1908. The greater part of this increase comes from private sources (endowments, subscriptions, etc.), namely Rs. 2,34,143,—surely a satisfactory fact. There has at the same time been a substantial increase of Rs. 62,453 from Provincial revenues. There has been an increase of Rs. 33,208 in fees. The small municipal contribution increased by Rs. 498. The figures are worth comparing:—

Year.	Fees.	Private sources.	Municipal grants.	Provincial revenues.
	Rs	Rs.	Rs.	Rs.
1908-1909 ...	8,27,635	6,26,804	2,769	5,41,633
1907-1908 ...	7,94,427	3,92,661	2,271	4,79,180

Direct and indirect expenditure. 220. Direct expenditure increased from Rs. 7,29,337 to Rs. 8,16,957,—an increase of Rs. 87,620: indirect expenditure increased from Rs. 9,39,202 to Rs. 11,81,884,—an increase of Rs. 2,42,682. There has been an outlay of Rs. 2,09,118 on building, which is Rs. 1,21,293 more than last year, over a lakh of this increase being expenditure from private sources (Rs. 1,03,902). Over Rs. 10,000 more was also privately spent for special grants for furniture and apparatus.

Grant-in-aid. 221. The total amount of grants-in-aid this year from Provincial revenues for direct expenditure was Rs. 2,24,639, more than last year's by Rs. 11,426.

Government Institutions at Kurseong.

Total cost. 222. The total cost of the three Government institutions at Kurseong,—the Victoria School, the Dow Hill School for girls, and the Women's Training College,—was Rs. 1,37,727. The fees received amounted to Rs. 51,622: the net cost to Government was therefore Rs. 86,005.

The Victoria and Dow Hill Schools. 223. The expenditure on the Victoria School amounted to Rs. 77,774; the fees to Rs. 29,347: the average number of boys throughout the year was 189. The expenditure on the Dow Hill School was Rs. 50,527; the total of fees received was Rs. 22,275: the average number of girls in the school was 115. The separate expenditure on the Training College was Rs. 9,426. These figures differ little from last year's.

The grading of the Victoria and Dow Hill Schools. 224. The splendid situation of these two schools, the handsome buildings and excellent equipment throughout, and also a consideration of the classes from which the pupils are drawn, make it very doubtful whether the proposal to class these schools as elementary is suitable.

The Training classes, Dow Hill, 225. The Training Classes for Women attached to the Dow Hill School have now been carried on for four years, and the need for them and their usefulness have been proved by the effective demand which exists for the teachers they train. Present arrangements are admittedly unsatisfactory, and the work goes on under difficulty. In a report on this year's examination Mr. Hallward and Miss Brock in their capacity as examiners write:—

“Of the utility of the Kurseong experiment and of the strong demand for trained teachers we entertain no doubt. But we desire to express our united hope that the experiment will not continue much longer to be conducted in the make-shift fashion which has been enforced upon us for five years. Is it too much to expect that Government will soon see its way to provide the necessary funds for the complete scheme of the Training College for 30 students, with a Lady Principal and an adequate staff of teachers? The scheme has now been hung up for three or four years: it is more than time that the institution should be given a fair chance and cease to be an unfledged and provisional nestling under the eaves of the Dow Hill School. Even as it is, the demand for these trained teachers is so much greater than the supply, that they command salaries 50 per cent. higher than the untrained;—many of the second-year students receive offers of employment even before the result of the examination is known. The competition for admission to these classes is also increasing: 16

applications were received this year before the end of November to fill the 10 vacancies which will be available next March."

"At the same time we have to correct a commonly prevailing misapprehension of the scope and purpose of the Kurseong training. It is an elementary, not a secondary, training college; and the passed students are only fitted to become fairly good elementary teachers."

The examiners add later:—

"We cannot close this report without recording our high sense of our indebtedness for the very considerable degree of success that has been attained, under the most unpromising conditions, to Miss Davies,—to her single-minded devotion to duty and to the admirable influence for good which her kindly sympathy and her refinement have exercised upon the students committed to her care."

226. There were altogether 20 students under training last year. In the examination held in November 1908, out of 6 seniors 5 passed, and 9 out of 10 juniors. The general result is considered satisfactory. There was decided improvement both in the theoretical and practical work of the second-year class. Number of students and examination results.

Examinations.

227. For the Cambridge Senior Local Examination there were 45 candidates sent up, of whom 20 passed. This is less satisfactory on the whole than last year's results, when 22 passed out of 42. The examination was held at two centres,—Calcutta and Darjeeling. Eight schools sent up candidates as against six last year: the schools, the number of candidates sent up, and the comparative successes for the two years were as under:— Cambridge Senior and Higher Local Examination.

Schools.	1908.		1907.	
	Sent up.	Passed.	Sent up.	Passed.
La Martinière Boys' School ...	10	8	5	1
St. Joseph's College, Darjeeling ...	13	6	13	9
St. Paul's, Darjeeling ...	3	...	7	5
Pratt Memorial School ...	3	2	2	2
La Martinière Girls' School ...	1	1	4	3
St. Joseph's High School ...	...	...	11	2
Loreto Convent, Darjeeling ...	4	3	...	...
Queen's Hill School, Darjeeling ...	3	...	...	...
Diocesan Girls' School, Darjeeling ...	8	...	...	...

The relative success of the Hills and of the Plains schools in the two years is in marked contrast.

An examination for the Cambridge Higher Local Certificate, which will under the new Code become the leaving examination for recognized secondary schools, was also held in Calcutta, at which 3 candidates appeared,—2 from the Pratt Memorial School and 1 from La Martinière Girls' School. All 3 passed well (in Class II): the La Martinière candidate with distinction also in two branches of history.

228. In the High School Examination, which will cease to be held when the new Code comes into force, there were 37 candidates, 7 more than last year, of whom 16 passed—6 in the First Division, 9 in the Second, and 1 in the Third. Departmental High and Middle School Examinations.

In the Middle School Examination there were 90 candidates (16 more than last year): of these 45 passed—10 in the Second, and 35 in the Third Division.

229. There was a curious falling off in the success of girl candidates in the two higher scholarship examinations. Out of 20 scholarships, 11 last year were won by girls: this year only 5. Scholarships.

230. Three schools only are reported as having technical classes attached to them. Two of these are affiliated to Sibpur College—the Victoria School since 1904, the Goethals Memorial School in the year under review: at the third, the Bourdillon School, the class has only quite recently been started. The Victoria School sent up 5 candidates to the Sub-Overseer Examination, of whom 2 passed: another candidate passed who had been trained at Kurseong, making virtually 3 out of 6. Technical and Commercial Education.

There is a continuation class for type-writing and book-keeping at the Dow Hill School. It was without a teacher for the greater part of the year, but has now been revived. The Young Men's Christian Association

and the Young Women's Christian Association both conduct classes for type-writing and short-hand; and the former has recently started a class for motor-car driving, and also in the Public Works Department 4th grade accounts. There were 38 pupils in the men's classes and 73 in the women's (6 being Indian Christians). Mr. Hallward says of these classes:—

"The want of a good final examination in short-hand, type-writing and book-keeping, at which the students of all these special European schools and classes could qualify for certain certificates, is the one thing needed to give an immense impetus to these studies."

Undoubtedly these practical forms of education for Europeans in India deserve encouragement.

Engineering.

231. At the Civil Engineering College, Sibpur, there were 28 students classed as European. The decline here from 45 in 1907 is not a healthy sign.

Law and Medicine.

232. There were 3 European or Eurasian students in Law Colleges as against 4 last year. In the Medical College there were 73 male and 19 female students. Last year the numbers were 59 and 16. There were also 2 in the School of Art.

Arts Colleges.

233. There were 28 candidates for Matriculation, a decline from 42 last year, and all were successful: 19 from St. Xavier's College, 4 from the Calcutta Girls' School, 5 from Loreto House.

The number of European and Eurasian students studying in Arts Colleges was 27, two of these being women. The remarks made in paragraph 187 of last year's report continue to apply.

The Improvement of Education for Europeans in Bengal.

Present efforts.

234. That the education of the classes from which the pupils of European schools are drawn is still far from satisfactory hardly needs emphasizing again. Very real efforts are being made for improvement, of which the new Code is the systematic embodiment. It is regrettable that its active introduction should be deferred: but delay is preferable to haste which might dis-organize the schools still more to any positive mistake. The vital problem of grading needs final discussion and settlement: but the point in dispute is rather of names than of things. Agreement as to the authoritative definition of secondary education is very much to seek. It is fairly well agreed, however, that it is a question of the age looked to in framing the course of studies. So viewed, any education which from the beginning looks beyond the age of 14 in planning a systematic course of study is secondary. Apart from any question of names, moreover, the real end to be striven for is that, whether two, or three, or more types of school are recognized, they shall, each according to its standard, be thorough and efficiently organized *

The measure of success achieved.

235. There is at all events plenty of vigorous purpose in the management of European schools, and the standard of efficiency of the best will bear comparison with English schools of similar type, as incidentally the results of the Cambridge Local Examinations show. Considerable improvements have actually been introduced into schools, the delay as to the new Code notwithstanding; and improvements, larger and more comprehensive in scale, are being actively pressed. The educational stir has reached "European Education," and reached it effectually. A continuance of the effort is what is now needed. The weak points continue to be the difficulties as to staff and the failure to reach the lowest strata, that in spite of deplorable degradation must still be reckoned as coming within the community whose educational wants are considered in this chapter. These things remain as they were.

* A quotation from Professor Sadler's monthly account of Education in England in "Indian Education" for September is not without bearing on the problem here:—

"It is indisputable that during the last seven years there has been a remarkable improvement in the middle and lower grades of secondary education. The schools are more plentiful; they are better staffed; they are more effectively equipped; they are doing work of a higher intellectual quality."

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

236. The number of Muhammadans in educational institutions of all kinds at the close of the year was 2,36,162. Of these, 1,41,148 were in primary schools, 16,973 in secondary schools: only 300 (including 1 female student) in arts colleges. There were 38 in law colleges, 6 at the Medical College, 6 in the Engineering College, 14 (10 of these female students) in training colleges: 62,880 are returned as in special schools, and 14,797 were in private institutions. There were also 43 Muhammadans in secondary schools for Europeans.

Numbers under instruction.

237. There is an increase of 26,479 of the total under instruction (last year's figure 2,09,683); an increase of 3,058 in primary schools and of 1,889 in secondary schools. There is a decrease unfortunately of 9 in arts colleges and of 5 in law colleges. The numbers in 1907-1908 at the Medical and Engineering Colleges were 7 and 5. There are 22,008 more in special schools (that is chiefly maktabs) and 476 fewer in private institutions.

Increase and decrease over last year.

The explanation of the high numbers and large increase under special schools will be found in detail in last year's report, paragraphs 225—227. It turns on the classification of the Muhammadan schools known distinctively as maktabs. Under the new scheme the maktabs tend to be classed as special schools instead of primary schools and private institutions.

238. Three hundred and one Muhammadans passed the Entrance Examination in 1908 as against 163 in 1907; 25 passed the F. A. and 11 the Intermediate (2 Science) as against 28 in 1906; 36 passed the B. A. as against 29, and 10 the M. A. against 5. At the Madrasa Central Examination 206 candidates appeared and 123 passed; in 1907 the corresponding figures were 121 and 95.

Examination results.

239. This result cannot be considered satisfactory because of the continued decline of numbers at the higher stages, the reverse of what is desired. Every effort must be made to increase the number of Muhammadans at the higher stages of education.

Present state of Muhammadan education.

Schemes for the Improvement of Muhammadan Education.

240. The whole subject of Muhammadan education was vigorously taken in hand by Mr. Earle before he resigned the charge of directing education in Bengal. As already related in last year's report (paragraph 235) a conference, widely representative of Muhammadan opinion and interests, was called together towards the close of the year 1907. It met for the first time on December, the 16th, and referred to sub-committees a number of questions which covered practically the whole field of special education for Muhammadans. The sub-committees held frequent sittings in the course of the next three months, and made their reports in March 1908. The reports were considered and adopted with slight modifications at a second and final meeting of the conference held on April, the 22nd. Mr. Earle's recommendations, based on the work of the conference, were communicated to Government in June. They include a number of proposals bearing on various stages and aspects of Muhammadan education. Two main schemes emerge: one a comprehensive scheme for the improvement of education in Madrasas, including the constitution of a Title examination; the other for the improvement of education in maktabs.

The conference of 1907-1908 and Mr. Earle's proposals.

I.—The Improvement of Education in Madrasas.

241. This scheme takes effect in the year now current: it was matured in the year under review. It remodels the whole work of the Calcutta and Hooghly Madrasas from the lowest class to the highest, and crowns the edifice by the institution of Title courses at the Calcutta Madrasa. The classes are to be re-arranged and revised courses introduced. The objects put forward were to improve the general education throughout, while keeping unimpaired the high standard of Arabic learning. The new classification to be introduced in 1909-1910 provides six junior classes upwards from the 1st to the 6th, and five senior classes from the 1st to the 5th. It aims at giving greater definiteness to the curriculum of the

Government Madrasas. Improved courses of studies.

lower classes and at drawing a clearer distinction between the junior or school classes, and senior or college classes. The Lower Madrasa Standard Examination will be held at the end of the new 3rd year, and the Higher Standard Examination at the end of the 5th: this is however, a change only of names, the stages of education being the same. Above these eleven classes will come the Title course of three years in place of the 5th year of the old system, at the end of which the High Proficiency Examination used to be held. A revised syllabus of studies has been drawn up for both Junior and Senior classes, and a new syllabus for the Title course. The net result will be an improved scheme of studies throughout the Junior and Senior courses and a much more extended scheme of studies for the higher course, which takes the place of the High Proficiency standard and will now lead to a Title. At the same time arrangements have been made for better instruction in English as an optional subject, and small scholarships will be offered for its encouragement. Further, an advanced course is provided for the exclusive study of English for two years either before or after the Title course, the object being to enable Madrasa-trained Muhammadans to make themselves as well fitted for Government service as ordinary University graduates.

Improvement of staff.

242. Important changes are also introduced for the improvement of the staff of the Calcutta and Hooghly Madrasas, and these form a vital part of the whole scheme of improvement. These changes concern themselves with quality rather than with number. Counting 2 temporary appointments previously existing, the net increase on the two divisions of the Calcutta Madrasa is of 1 teacher only,—24 instead of 23. The improvement consists in the addition of 2 appointments in the Provincial Educational Service, of 6 in the Subordinate Educational Service, and the appointment of 6 teachers for the lower classes on special terms of Rs 30—1—50. The improvement of the staff of the Hooghly Madrasa takes the form of the addition of 2 to the staff, or 5 counting the making permanent of 3 temporary appointments; while the improvement of prospects is 2 quite new appointments in the Provincial Educational Service, 2 added appointments in the Subordinate Educational Service, and 4 appointments on the special rate of pay outside the graded services. These improvements are to be introduced gradually as funds permit, and a substantial instalment has been effected before or since the close of the year under review. It was also originally proposed to place at the head of this department of the Calcutta Madrasa an Arabic scholar from Egypt. This proposal was not, however, accepted by Government.

Improvement of non-Government Madrasas.

243. Besides all this an attempt is to be made simultaneously to improve private Madrasas by raising the staffs according to scales of expenditure for higher and lower grade Madrasas respectively. Such Madrasas are to be offered the choice of adopting this scale on the understanding that Government will contribute three-fourths of the increased expenditure required to bring the Madrasas, whether higher or lower, up to the scale proposed. With a view to giving effect to this scheme it was arranged that Khan Sahib Maulvi Muhammad Ibrahim should be placed on special duty for three months in the year now current to inspect all the private Madrasas of this province. This has since been done.

II.—The Improvement of Education in Maktabas.

244. The other is a comprehensive scheme for the improvement of primary education among Muhammadans. A maktab has been authoritatively defined by the sub-committee which dealt with maktabas as a school (presumably a *primary* school) in which the Koran is read and instruction is given in the elements of the Muhammadan religion. Mr. Earle's scheme proposes four measures of improvement:—

- (1) It provides more effective grants in aid to maktabas at an estimated cost of Rs. 70,000.
- (2) It proposes the appointment of additional Muhammadan inspecting officers (inspecting maulvis), where needed, and lays down the Higher Madrasa standard as the proper qualification for holding such appointments. There were 7 already appointed under the scheme of 1904. Mr. Earle's scheme proposes 9 additional appointments,—1 for every district in which there are 90 or more maktabas; and additional appointments later in other districts when this number is reached.

- (3) The provision of 14 new departmental (or model) maktabas.
- (4) The provision of special training schools for Muhammadan primary teachers by adapting a limited number of schools under the *quru*-training scheme to the needs of Muhammadan teachers. It is proposed that one such training school is to be at once converted into a *mianji*-training school in each of 17 districts, and similar schools provided for other districts as need arises. Special salaries are to be offered to the teachers on the staffs of these schools, and the Higher Madrasa standard is taken as the qualification of the head teacher.

245. Besides all this a syllabus of studies has been drawn up for these schools and a special Teachers' Manual,—a Maktab Teachers' Manual,—is to be prepared by adaptation of the Junior Teachers' Manual. The additional cost involved in these various proposals, besides the Rs. 70,000 for additional grants-in-aid, was Rs. 6,360 for the salaries of the inspecting maulvis; Rs. 6,048 for the up-keep of the departmental maktabas (besides Rs. 8,400 initial expenditure); Rs. 5,916 additional cost for the *mianji*-training schools: in all an additional annual expenditure of Rs. 88,324, besides Rs. 8,400 initial expenditure on the establishment of new departmental maktabas.

246. This scheme was formulated along with the general scheme for the improvement of Muhammadan education in Mr. Earle's letter of June 1908. It was approved in principle by Government in August of last year, subject to the understanding that it should be introduced gradually as funds permitted. In February of this year, in accordance with the request of Government for an expression of opinion as to how the gradual introduction of the scheme should proceed, a recommendation was made for a partial introduction of the improvements of the scheme during the present year; but it was not found possible to provide money for the purpose. The introduction of the new syllabus turns upon the publication of the Maktab Teachers' Manual, and that will not be ready till next year (1910).

247. These two schemes together form one great and comprehensive scheme for the improvement of education among Muhammadans at every stage of education from the most elementary to the most advanced. They are interesting also as frankly accepting the distinctive character of Muhammadan education and giving full scope to the elements of value in it; and in particular as aiming at a recognition of the equivalence of the highest Madrasa courses with University standards. The whole forms an educational reform of first rate importance, and, when fully carried out, is likely to prove the most successful and most enduring of the schemes of reconstruction initiated during Mr. Earle's Directorship. The total additional annual cost, if all the proposals are carried out, is Rs. 1,30,804: for the Madrasa schemes Rs. 42,480; for the Maktab schemes Rs. 83,824.

248. There are other measures which the Muhammadan community have had much at heart for the conservation and advance of their special educational interests. One of these is the appointment of special Muhammadan inspecting officers for the inspection of Muhammadan education generally. Mr. Earle's recommendation is for the appointment of a special Muhammadan inspecting officer in each division, thereby reviving a proposal made by Mr. Tawney in 1886. In view, however, of the difficulty of asking for additional appointments in the superior inspecting staff, he recommended that in each Inspector's circle one Muhammadan officer, either an assistant inspector or a selected deputy inspector, should be set free for this special purpose. The proposal has been accepted as already noticed in Chapter II, paragraph 22; but so far it has not been found possible to free special officers for the purpose.

249. In respect of the teaching of Urdu, following the opinion of a sub-committee on the question, Mr. Earle recommended that wherever in the Presidency and Burdwan Divisions the vernacular of Muhammadans is really Urdu (and not Bengali as in most parts of Bengal proper), instruction should be imparted to Muhammadans in Urdu; and that additional teachers should be appointed in high schools, wherever required, for teaching Urdu to Muhammadan boys in the lower classes as a preliminary to their study of Persian in the higher. These views have received the approval of Government.

Progress of the scheme.

Importance of these schemes.

Special Muhammadan inspectors.

The teaching of Urdu.

The Government Madrasas.

Effects of
re-organization.

250. The re-organization noted above must, of course, affect vitally the future of the two Government Madrasas. The new courses of study have been introduced with this year's session, which began in July; and henceforth examinations will be held and scholarships awarded in accordance with the new system. The improvements of staff will be carried out gradually. The changes contemplated did not touch the work of the year under record.

The Calcutta
Madrasa,
1908-1909.

251. The total number of students on the 31st of March 1908 was 901: on the 31st of March 1909 it was 970. Of these numbers 550 were in the Arabic Department or Madrasa proper (which alone the re-organization will affect): 420 were in the Anglo-Persian Department, which is really an ordinary High School reserved for Muhammadans. This is an increase of 50 in the Arabic Department and 61 in the Anglo-Persian Department; altogether of 111. The total cost from Provincial revenues was Rs. 47,778: for the Arabic Department Rs. 30,356; for the Anglo-Persian Department Rs. 17,422. The general report submitted by Shams-ul-ullama Ahmad, who had been officiating for Dr. Ross from the middle of February, as regards discipline, physical training and games, library and hostel, is satisfactory.

The Elliott
Madrasa Hostel.

252. The results of the Central Examination of 1908 were that of 96 candidates sent up, 80 passed: 53 in the 1st Division, 15 in the 2nd; 12 in the 3rd.

253. Besides its function as a college hostel attached to the Madrasa, the Elliott Hostel also, by special permission of the University authorities, serves as a Hostel for Muhammadan students in Calcutta arts colleges generally. Of the 119 boarders resident on March, the 31st, 57 belonged to the Madrasa itself, 62, or more than half, to other institutions. The need of more hostel facilities for Muhammadans was strongly urged at a special conference held in February, and a resolution advocating the provision of new hostels specially for the students of arts colleges was passed. The project has since been taken up by Government and rapidly pushed forward, but belongs rather to the history of next year than of this. When built, it will meet a want long and urgently felt.

The Hooghly
Madrasa.

254. Mr. Das Gupta (Principal, Hooghly College) reports that there were 141 on the rolls at the end of the year 1908-1909. The total expenditure was Rs. 3,887, and Rs. 681 was received back in fees. The results of the Central Examination, 1909, were that of 75 students sent up from the four senior classes, 23 passed: 13 in the 1st Division, 3 in the 2nd, and 7 in the 3rd. In the Muhammadan Hostel, which admits boys from the Collegiate School as well as Madrasa students (but not College students) there were 133 boarders. Mr. Das Gupta writes:--

"The local conditions are such, and the Muhammadan boys who come to Hooghly for purposes of study are so poor, that they cannot open messes on their own account, and every one who joins the Madrasa asks for accommodation in the Muhammadan hostel."

The Hooghly
Madrasa and the
Re-organization
Scheme.

255. The condition of the Hooghly Madrasa in relation to the re-organization scheme is serious and calls for careful attention this year and next. As Mr. Earle remarked in laying the scheme before Government, "This Madrasa has been seriously neglected in the past." It is housed in one wing of the College, and as Mr. Das Gupta pointed out, this accommodation does not admit of expansion. The accommodation was already inadequate (or rather unsuitable, for there is abundant space) for 8 classes. A perplexing situation is necessarily made when the 8 classes become 11 and improved organization and staff is introduced. This has proved to be the case. A solution is being sought, but the difficulties are great. It has to be added, however, that some of the classes are extremely small: the total of the four lowest classes was in August only 23. A circumstance which has to be borne in mind is that the Muhammadan community attaches great importance to the claims of the Madrasa to a share in the College building; and these claims are justified by the fact that the foundation of Hooghly College itself was an outcome of the bequest of Muhammad Mohsin.

The Education of Muhammadan Girls and Women.

Awakening to the
value of education.

256. Signs are manifesting themselves that the opinion of educated Muhammadans in respect of the education of women is undergoing change. Miss Brock notes:--

"There is quite evidently a growing feeling among Muhammadans in favour of the education of their girls and women. This tendency seems to me to have come into being

during the last three years. The fact has been strongly noted by all the Assistant Inspectresses as well as by myself."

Similarly Miss Honeyburne remarks:—

"Although Muhammadan female education is even more backward than Hindu, yet there has been some progress in this direction, and it is an encouraging fact that no difficulty was experienced in filling the Muhammadan section of the Bankipore Female Training College."

257. In connection with the establishment of the Women's Training College a suggestion was made from Patna of the official employment of a Muhammadan gentleman of position to explain and popularize among Muhammadans ideas about the value of female education, and to act generally as an adviser to Government officers in all matters concerned with the subject. Maulvi Hafiz Syed Mohibul Haq was named as one eminently fitted by his deep interest in education and the respect in which he was held by the Muhammadan community at Patna to undertake this delicate mission. The recommendation was accepted by Government, and in December last the appointment made for six months on a salary of Rs. 200 a month. Appointment of a special officer.

258. There are, of course, still great hindrances to progress: difficulties about school buildings;—difficulties in finding teachers;—difficulties in finding money. Miss Brock writes:— Difficulties and hindrances.

"A considerable number of girls' schools and *zanana* classes have actually been started, but it is extremely difficult to know how to assist them. Scarcely a week passes without an application of some kind being sent into my office. On inspecting the institutions, however, I often find that nothing except the mechanical teaching of the Koran is being done. In most cases a woman is in charge of the class, who is capable of teaching Urdu reading, but who has no other qualifications for her task. In many instances she cannot write, and has no acquaintance with either arithmetic or needlework. My own feeling is that at this stage the Department ought to give grants to Muhammadan girls' schools that can teach Urdu reading and writing well in order that we make a start. The continuous refusal to aid these schools will shortly end in their disappearance altogether."

Again:

"There is a proposal to start girls' schools at certain centres under Muhammadan local committees, and attempts are now being made to do this. In most instances strong local sympathy is felt, and members of the community are quite willing to use their influence in overcoming prejudice. They are not willing, however, as yet to show their sympathy in a more substantial way, and I think it is hopeless to think that these schools will be supported by local subscriptions. I believe it would be an excellent plan if Government were to start a certain number of Muhammadan model girls' schools on the same plan as those for Hindus and bear the whole expense."

259. The special syllabus, mentioned last year, for Muhammadan girls and women has been introduced with the help of the books then recommended into *zanas*, where instruction is being carried on, and into the Government Muhammadan schools at Bankipore and Bhagalpur. The special readers are in course of preparation. Special syllabus and special readers.

260. Of the experiment of fostering the *Atu* system in Bihar, noticed in paragraph 185 of last year's report, Miss Honeyburne writes:— Government aid to *atus*.

"These *atus* are *parda-nishin* women and teach a number of girls who come to their houses from the neighbourhood. Their work is superintended by a Muhammadan Lady Superintendent who teaches them arithmetic, of which subject, as a rule, they know nothing at first, and generally supervises their work.

"In one or two cases these *atus* also give instruction in private houses to pupils who cannot come to them. The system is yet in its infancy, but promises to be of considerable value in giving elementary education to young girls of the middle class.

"The chief drawbacks at present are the meagre qualifications of the *atus* and the early age, 11 or 12, at which most pupils leave. But notwithstanding these disadvantages the *atus* are doing useful work, and the scheme deserves encouragement."

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The Education of Chiefs and Nobles.

261. The amalgamation of the Nawab's Madrasa, which has been a school for the boys of the Nizam family at Murshidabad, with the Nawab's High School, as finally arranged in December 1907, received the sanction of Government in September 1908, and has now been carried out. The amalgamation Amalgamation of the Nawab's Madrasa and High School, Murshidabad.

took effect with the new session early in January. The combined schools will henceforth be known as "The Nawab Bahadur's Institution." The Nizamat boys will be separately lodged in the Madrasa building, and will retain all their former privileges. It is desired that the Head Master, who will as before be a member of the Provincial Educational Service, shall be a European officer, or one with European qualifications.

The Ranchi
College Scheme.

262. The arguments of those who advocated the Ranchi College scheme gather emphasis from the fact that no special institution exists in Bengal for the education of Chiefs and Nobles. From Orissa and Chota Nagpur young men of rank are occasionally sent for education to the Raj Kumar College at Raipur. Special efforts have been made at Ranchi and Hazaribagh by the Commissioner and Deputy Commissioner to draw the sons of local Rajas and Zamindars to the zilla schools, and with some success. The plan is to provide special boarding accommodation and place these special pupils under the personal supervision of the head masters. At Ranchi with a European in the Indian Educational Service as head master the conditions are specially favourable.

The Ranchi College scheme itself has been in suspense since the beginning of 1909 owing to the failure of resources sufficient to justify proceeding with it. In September the foundation stone was laid by Sir Andrew Fraser. Though building materials had been collected, no further progress was made.

The Education of Aborigines.

Progress of
education among
aboriginal races.

263. There is progress in bringing education to aboriginal races, but it is slow. The returns show a small increase of 2,032 over those of last year,—53,252 as compared with 51,220. Last year there was an increase of close on 5,000. In Orissa there has been an increase of over 1,000 chiefly, says the Inspector, in additional special schools established for the Khonds in the Khondmals subdivision through the special exertions of Mr. Ollenbach, the Subdivisional Officer. In Burdwan, where last year marked progress was recorded among the Santhals, there has been a decrease of 497, attributed by Mr. Lambert to the rise in the price of food-grains. In this Division an Assistant Sub-Inspector has been specially appointed during the year under report for the supervision of Santhal education in three districts, namely Birbhum, Bankura, and Midnapore. Mr. Lambert describes this as a very heavy charge, and adds that the appointment of a special officer is desirable for Midnapore alone. Of the aborigines in the Bhagalpur Division Mr. Prothero writes:—

"I am not satisfied with the present condition of Santhal and Paharia education, and my proposals on the subject will shortly be submitted."

There were 595 Bhutias and 146 Lepchas under instruction in the Darjeeling district.

Means of
advancing
education among
them.

264. The special means adopted for encouraging the spread of education among the aboriginal races are special schools, special scholarships, and in some few cases special inspecting officers. Fees are sometimes remitted as in Chota Nagpur. For the Santhals, Oraons, Mundas, and Hos of Chota Nagpur the provision of special books was recommended by Mr. Stark two years ago. It is very necessary also that inspecting officers as well as teachers should understand and speak the tribal languages of these peoples. It is worth while continuing and augmenting all these forms of effort since the amiable characteristics of many of these peoples make the work of educating them a happy labour.

Tea Garden Schools.

265. The number of children getting schooling on tea estates has risen during the year by nearly 64 *per cent.*, from 834 to 1,367. This is satisfactory progress, though the number of children at school is still small compared with the total number of children on tea gardens. Three new schools were opened, one being a night school. There are now 18 day and 20 night tea estate schools in the Darjeeling district.

The Education of Indigent Classes.

266. The increase recorded among these classes, about 8·3 *per cent.*, is considerable—from 70,562 to 76,435. Under this head are grouped together the poorest classes among Muhammadans and Christians and some of the lower Hindu castes. A fair number of scholarships were secured by children of these classes.

The Reformatory School.

267. The removal of the Alipore Reformatory School to Hazaribagh, which was recorded in advance in last year's report, was carried out in the year under report between July the 29th and September the 13th. Mr. Davies assumed charge of the amalgamated schools at the end of November. Mr. Walsh held charge from September the 22nd to November the 30th. Previously Mr. Walsh had been Superintendent of the Alipore School and Mr. G. W. Lawrence at Hazaribagh. Amalgamation of the Alipore and Hazaribagh Schools.

268. The total number of boys in the amalgamated schools on March the 31st was 443; 207 from Alipore. A complete scheme of re-organization is in progress; but it will be long before it can be completely carried out. The financial scarcity is an immediate hindrance. A new classification is being tried for school purposes. Boys below 14 years of age attend school for three hours in the morning; boys between 14 and 16 for three hours in the afternoon. Boys over 16 are exempted from schooling and employed only on industries. Teaching is up to the lower primary standard, everything being done to give the institution as far as possible the character of a school and to bring healthy influences to work upon the boys. Re-organization at Hazaribagh.

269. The total cost to Government has increased from Rs. 77,532 in 1907-1908 to Rs. 82,018. The cost for maintenance was Rs. 81,248 as against Rs. 72,387 in 1907-1908. Cost.

Education of Defectives.

270. There is a School for the Blind in Calcutta with 15 pupils and another at Ranchi with 19 pupils,—14 boys and 5 girls. There is a Leper School at Purulia with 153 pupils. There is a school for the Deaf and Dumb in Calcutta (with 50 pupils) for which the District Boards of Patna, Gaya, and other places in the Province grant scholarships.

CHAPTER XII.

PRIVATE INSTITUTIONS.

271. The institutions classed as private in the technical sense of this chapter, which had decreased in number last year and in preceding years, this year show an increase. There are 4,280 institutions returned under this general head, and 53,109 students in them as compared with 4,271 institutions and 49,649 scholars in 1907-1908. Statistics and classes of institutions.

Of the different kinds of institutions thus classed together, 545 with 6,843 scholars are institutions teaching advanced Arabic or Persian; 587 with 5,733 scholars are teaching advanced Sanskrit; 2,325 with 24,541 scholars are classed as "Elementary, teaching a vernacular only or mainly" for boys and 18 with 228 for girls; 351 with 4,865 scholars are "Elementary, teaching the Koran to boys," and 52 with 717 to girls; while under "Other Schools not conforming to Departmental standards," are 384 institutions for boys with 9,119 pupils, and 18 for girls with 1,063 pupils.

272. This is merely a miscellaneous aggregation of institutions, and neither the general head nor the subdivisions can be considered satisfactory. The *differentia* of the whole class is non-conformity to standards recognized by the Department. Obviously institutions of a widely different order and Rationale of classification.

character might be included. They appear to fall into two main classes—I—advanced institutions for the teaching of oriental languages; and II—schools of an extremely elementary character, like Koran schools. There are, however, some quite heterogeneous institutions included under “Other schools,” such as the Music schools described in paragraph 790 of Mr Hornell’s Quinquennial Report, which have a special interest and may before long have a revived importance. These might perhaps be better included under “Art.” For a fuller account of the principle of classification in this chapter generally the whole of Chapter XII in the Quinquennial Review may be consulted. The term “Private” institutions is specially objectionable, as it conveys no distinctive meaning as regards the institutions meant; and has a distinctive meaning, which is different, namely institutions under private management.

Institutions
founded by the
National Council
of Education.

273. The tendency no doubt is, despite the increase of number this year, for institutions of all these kinds to be drawn into conformity with recognised standards; and there is therefore an inherent and abiding tendency for this miscellaneous group to undergo repeated losses on this account. Reaction, or at least temporary reaction, is always possible. This has, indeed, happened in the case of a new class of institutions of some importance not included in the returns on which this report is based, but which should if possible be included in future reports. These are the institutions fostered by the National Council of Education in Bengal, some of which have been, rather inappropriately (for the name has a different connotation in English), been called “National Schools.” These began in a sort of revolt from the Department and all its ways; but time and other influences have softened the antagonism, and it is growing less and less. It would be a happy thing if it ceased altogether. According to information furnished by the Secretary, there are now under the control of the Council 16 schools besides the college and school in Bow Bazar Street. The Council of Education is doing good work, and there is ample room for fresh workers and new kinds of agency in the educational field. Only it will be better that the Department and the Council should work in harmony; or, if there is rivalry, that it should be the rivalry only of honest and friendly emulation.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

Order of treatment
to be followed.

274. The order of topics followed in this chapter will be that of the Third Quinquennial Review which follows that of the Fourth Quinquennial Review for all India:—

- (1) Hostels and their management.
- (2) Physical training and games.
- (3) The personal influence of teachers’ character.
- (4) Discipline.
- (5) Social influences.
- (6) The influence of books.

Hostels and their management.

Collegiate hostels.

275. With the advancing approximation to the residential type of college, the hostels attached to colleges are being steadily improved as well as increased in number and extended. There is a well managed hostel system in connection with the Ravenshaw and Patna Colleges; the Civil Engineering College, Sibpur, and the Bihar School of Engineering are entirely residential; the Eden Hindu Hostel, the hostel of Presidency College, may now claim to be one of the best organized, as with its 260 boarders it is the largest of hostels in Bengal; the Elliott Madrasa Hostel, which as regards its constitution is of a different type, including students of many institutions but united by the bonds of race and religion, has always been a pattern of a well managed hostel.

The elements of true social life, collegiate in character, are found in all. In most there is a measure of self-government, use being made of the system of delegated responsibility by means of prefects or monitors. New rules drawn up last year, and coming into operation with the current session for the Eden Hindu Hostel, aim definitely at the cultivation of a sense of responsibility in the student and respect for communal order. The hostel is divided into wards under prefects, and each has a nucleus of organization in its literary society which meets weekly. The prefects are to enjoy certain privileges and receive a special certificate on leaving the hostel. A certificate of good conduct from the Superintendent is also required by all boarders as a condition of being sent up for examination from the college. This so far is of Government colleges only. The hostel system is advancing also at colleges generally, especially at Berhampore, at St. Columba's, Hazaribagh, in the Scottish Churches Colleges and at Bankura.

276. The organization of messes in connection with Calcutta colleges continues to expand, but there are two troublesome problems connected with it which at present resist solution. One is that the arrangement by which an officer of the Provincial Educational Service has been lent to the University as Inspector of Messes, has not been found to work satisfactorily, and the Syndicate ask to be allowed to make the appointment themselves on the understanding that the Inspector's salary shall still be paid by Government. The other is that the cost of the scheme to Government increases year by year, and last year exceeded the provision of Rs. 9,000 by over Rs. 3,000. And with all this the scheme for messes is only a make-shift and never a satisfactory substitute for college hostels. The only completely satisfactory solution, as was said by Mr. Wann in 1907, is a hostel system which shall find room for every college student who has not a home in Calcutta.

The Calcutta Mess Scheme.

277. The provision of hostels for schools proceeds more slowly. The Divisional Inspectors' returns give an increase of 33 boarding-houses and of 321 boarders. The totals are now 383 boarding-houses, 11,033 boarders. For schools, boarding-houses or hostels (whichever they are called) are not to be looked upon as an end in themselves. The system is a day-school system, and likely to remain so. All that is required is that boarding accommodation should be supplied when wanted, and that a certain standard of decency and comfort should be attained. Neither end is fully secured at present. In connection with many secondary schools boarding-houses are wanted if they could be provided. Some of the existing boarding-houses do not reach a standard which can be approved. For instance Rai Bahadur Madhu Sudan Rao says of those in Orissa :—

Extension of the boarding system in schools.

"The condition of most of these hostels is far from satisfactory. They are, generally speaking, ill-lighted, ill-ventilated small houses, built with little reference to hygienic requirements, and more or less over-crowded."

The boarding-house for the Motihari Training School is described as "a badly ventilated building and not large enough to accommodate the students under healthy conditions. It has no kitchen, and the boarders are put to much inconvenience in consequence of their having to prepare their food in the same house which they occupy." These are examples of what has to be amended. Whether boarding-schools of a high type are to be desired for Bengal and whether there is room for such is a distinct question. Such was the aim at any rate of the school designed as part of the Ranchi College scheme. Only in schools, wholly or partly of this type, is the attainment of a high ideal of social life possible. It is to this type which some remarks made by Mr. Prothero apply :—

"The object of these hostels, so far as the convenience of board and lodging is concerned, has been fulfilled in a manner; but as regards the giving of the benefits of a corporate life, so far as the present circumstances admit, to the boarders, and in respect of making them firm in the practice of good habits during their boarding-house life that may stand them in good stead when their school career is over, a beginning has yet to be made."

This is true of school boarding-houses; but as regards college hostels the ideal, as we have seen, is already in process of realization.

278. A problem of the utmost importance both for college hostels and school boarding-houses, and one very difficult of solution, is that of superintendence. Undoubtedly in the case of a college the desirable superintendent is one of the teaching staff, and for a school hostel one of the assistant masters. Such

The problem of superintendence.

men must give up a good deal if they undertake such arduous responsibility,—leisure and peace of mind out of school hours, and, commonly also, family life. A few men here and there will make the sacrifice from a high sense of duty, or even still more rarely accept such appointments from a natural liking for them. In most cases adequate remuneration is necessary as an inducement. In view of the present inadequacy of the remuneration offered and the lack of uniformity in its regard Mr. Kuchler put forward a comprehensive scheme fixing the rate of pay for hostel superintendents according to a definite scale based on the extent of the charge. Government has desired to be informed of the financial effect of the proposals before coming to a decision. The grant of free quarters to teachers in hostels attached to schools was approved in principle by the Government of India in December: but it is doubtful if in all cases this measure will effect all that is desired.

Physical Training.

Recognition of the importance of physical exercise.

279. There is no ready measure of the exact extent to which from year to year habits of taking exercise and love of games are spreading in schools and colleges. There can be little doubt that they are spreading: such at all events is the impression conveyed as to schools by the divisional reports. For instance Mr. Mukherji says of his division:—

“The utility of physical training side by side with intellectual development is now generally admitted. Physical exercise of some kind or other is now practised in nearly all secondary and in many primary schools. Drill is part of the school course in all primary and middle schools, and is also taught in most high schools. Gymnastic exercises are practised here and there, but they are not as popular as football and cricket. Hockey and lawn tennis are also played at places. Indigenous Indian games are generally practised in the middle and primary schools in the interior.”

Much the same is said of all the other divisions: the uniformity in all the details is quite striking. An interesting development is the inter-school sports of the Darjeeling Terai Schools, held at Bagdogra during the Melâ. This is an example for imitation. Gymnastics are less popular than games, and in many schools the apparatus is very defective, or rather it is nearer the facts to say that in very few schools is the apparatus really satisfactory. The Hazaribagh Zilla School is mentioned as an exception. It is doubtful whether any college even is thoroughly well provided in this respect, though the Patna College has at any rate the building for it.* The best gymnasium accessible to students anywhere is the Young Men's Christian Association gymnasium at the corner of College Street and Harrison Road. Presidency College is at the present time particularly badly off, as its gymnasium was swept away in order to afford a site for the new elementary laboratories. A gymnasium is one of the project of the Extension Scheme.

Drill has greatly improved in many high schools. In primary schools where the *guru* is the instructor it is often, as might be expected, mechanical and lifeless.

Unsatisfactory tendencies.

280. This is in the main satisfactory and matter of congratulation. Unfortunately it is seldom possible in human affairs to attain advantageous results without counterbalancing drawbacks manifesting themselves. The very success of the advocates of many games has brought with it ill tendencies which need to be resisted. One is a tendency to something like professionalism. The other is an excess of the spirit of emulation, which has led in late years to much ill-feeling and sometimes to outbreaks of violence in the football field which form no part of the game. The tendency to professionalism shows itself in the enrolment of boys in schools for the express purpose of qualifying for the team that is to play in Cup or Shield matches: complaints that this is being done often go beyond the truth, and this also is a manifestation of a spirit of emulation which goes beyond healthy bounds. Head masters and assistant masters in schools can best resist these tendencies by setting their faces steadily against them: but the course is not always easy and certainly not popular. The tendency is also arising for boys and students to devote themselves wholly to games to the neglect of the more proper occupation of the student. This is the same athleticism which has attained much

* This building has been fitted up—but not as yet completely—at a cost of Rs. 630, and already forms a gymnasium of quite unusual excellence.

proportions in English schools and colleges. It is of course to be discouraged. Happily the type of student who takes a useful part in school and college games and passes examinations with credit is known also in Indian as in British schools and colleges. The excesses of rivalry showed a marked tendency to increase last year in Calcutta, once at any rate needing the interposition of the police (this was not however an inter-collegiate or inter-school contest), and have for some years been marked at Bankipore. All alike show lack of the true spirit of sportsmanship,—of the chivalry rather which is the code of honour of English games. On this Mr. Preston remarks:—

“The true sporting spirit which takes a beating cheerfully has still to be cultivated among our boys: at present it is quite a common thing for the defeated team to ‘file a petition’ couched in legal language, against the victors, accusing them of some irregularity often of a most trivial kind.”

These considerations are really of a momentous character. For the advocates of games and physical exercise have put forward the ethical effect of what they advocated as the chief consideration. Games are to be a cunning weapon in our hands for the moulding of character. But if the weapon turns out double-edged and to harm character instead of forming it aright, the advocacy of games takes on altogether a more dubious complexion. It therefore behoves all those who share this belief in the value of games, and who have at heart their promotion in Indian schools and colleges, to exert themselves to check these undesirable tendencies. The whole matter demands the earnest concern of school masters and others connected with education.

The Character of the Teacher.

281. Probably the most potent influence that can be brought to bear on the school-boy or college student (apart from the influence of the school or college society in which he moves) is the personal character of his teachers. This makes the appointment of every school-master a momentous act. Adequate tests of character for the special work of school-mastering are difficult to secure. At least it is desirable to exclude the teacher who only takes up teaching to fill a gap in his career until he secures an opening more to his liking. The serious and responsible nature of the school-master's work needs again to be brought to realization. Training colleges, it may be hoped, will effect something towards raising the teacher's conception of the character of his work, as they certainly tend to give the calling greater definiteness as a profession.

Discipline.

282. The reports from all quarters of the discipline of schools and colleges are with one qualification satisfactory. The qualification is that the good conduct is of the negative order,—the absence of offences. It would be misleading to say that the schools and colleges of Bengal are in a high state of discipline. What was said last year is true also of this. There is acquiescent discipline everywhere; of the true spirit of discipline,—active co-operation with authority,—not very much. The cases of serious misconduct reported are few—mostly resort to unfair means at examinations. In 3 cases the severe punishment of expulsion was found necessary, 2 in the Patna and 1 in the Presidency Division. A few cases also were visited with rustication, but not many.

283. The weak points of the position are aptly touched by Rai Bahadur Madhu Sudan Rao:—

“No real moral training is imparted either in our schools or in our hostels. There is very little mutual co-operation between guardians and teachers in the direction of forming the characters of our pupils. Indeed, neither can be said as a class to be truly alive to their responsibility in this matter. There are certainly parents and teachers who take a deep interest in the moral well-being of their children or pupils, but their number is as a drop in the ocean. We need not, however, despair. The continued attention which is being directed to this all-important matter by Government and the action which is being taken in the way of providing friendly and vigilant supervision by teachers is bound to result in an improved state of things.”

The point here made of the importance of co-operation between school authorities and parents and guardians is one of extreme importance. The

father or guardian is left too much aside in the relations between schoolmasters and their pupils. There is need of drawing these two authorities of the home and of the school into association and sympathy. It is more difficult seemingly in India than in some other countries, and has hardly been attempted as yet. But at least the idea has found expression, and it must be the business of schoolmasters to try every means to draw parents into closer association with the school. Prize-givings and other events of the school year offer public occasions. The private and personal occasions must be made by the parent or teacher as the interests of the individual pupil demand it. Teachers on fit occasions should consult parents; parents teachers. In German schools it is a custom for a certain day to be set apart by each class teacher, within certain hours of which he is accessible to visits from the parents of the pupils in his class.

Mr. Prothero's remarks on the state of transition and the need of patience.

284. In respect of this whole question of the discipline in Indian schools and colleges there are remarks by Mr. Prothero in his divisional report for 1907-1908 so apt and pregnant that they may be fittingly recalled before passing away from the subject:—

“There are indications that the foundations of discipline are being sapped, not, as is generally supposed, by an external agent like political unrest; but by the dissolution of the old social ties and the gradual reconstruction of Indian society on the basis of individual as opposed to communal interest. There is indeed outward conformity to the canons of decency and decorum, courtesy and obedience; but there is no more blind submission and inborn reverence: and the discipline that is seen wants the genuine ring about it. This is inevitable in a period of transition from the old to the new order; and it will continue to be so until the reverence for the moral law has fully developed and taken possession of the mind as firmly as blind faith and self-abnegation did. Discipline is the result of the social, moral and religious environments of the people, and until these are conducive to its healthy growth it can never be of the right sort. We must have patience and trust to the operations of natural laws which always work for order and harmony.”

Social Influences.

Students' associations.

285. With occasional sets-back students' social activities tend to increase. There is no college now, Government or other, but has several societies of a more or less social character, at any rate upon paper, and if they sometimes languish, they are at any time capable of revival and renewed activity. Those belonging to Government colleges have been sufficiently noticed in Chapter III. The Calcutta University Institute continues its activities in Calcutta with renewed output of energy in several directions. The Bihar Young Men's Institute is enlarging its borders at Bankipore. An interesting and promising development has taken place in the establishment of a Students' Common Room in connection with the Patna Collegiate School.

Students and teachers.

286. References are sometimes made to a supposed Golden Age, less than twenty years ago, when students and their teachers were more closely in touch and no gulf yawned between them as now. This is probably an illusion, due to the fact that ideas of the responsibilities of teachers towards their pupils have of late grown much more exacting. Those who can look back twenty years are perhaps better able to judge of this than the present generation of students, whose criticisms on the point are sometimes voiced with greater candour than modesty. It may at all events be said with truth that the mechanism of social relations between the students and their teachers was never before so elaborate as now. We have Common Rooms of which professors as well as students are members; and in most of the social activities of students professors take some share, if they do not actually lead them. There are institutions, like the University Institute, in which senior members take a large part in the management, and the tradition of the associations of professors with games is still not infrequently kept up. It is true that social relations might well be extended and deepened: but it is also true that they have never been more extended than now, and doubtfully ever more intimate. It is above all things necessary that to have any efficacy such relations must be free and unconstrained. Their virtue is gone when constraint enters, whether the constraint is that of constituted authority or of students' expectations. In this matter there is great need for the practical application of the maxim “It is more blessed to give than to receive.”

Books.

287. The moral text-book was long ago ruled out, and the efficacy of books with a specifically moral purpose is through the laws of mind limited. Equally the deliberate purpose of setting text-books of literature for their moral tendency may for similar reasons fail of the effect expected. The moral tendency must not be disregarded, but it should not be made too conscious an aim. The supply of wholesome literature to school and college libraries, and more particularly to school libraries, is a point of importance which is being looked to, but which requires a good deal more attention. School libraries are often altogether defective; sometimes when there are a good number of books, few of them have been chosen with a view to supplying books suitable for school-boys' reading. This is being realized, and in several cases the effort to make good this deficiency is being consciously made. It is a point of the very first importance. It should be the aim of school authorities everywhere to secure that the school library contains a good number of books which shall be good reading—that is interesting and wholesome reading—for boys.

CHAPTER XIV.
EDUCATIONAL CONFERENCES.

288. There were no educational conferences properly so-called held at head-quarters during the last financial year except that, as already related in Chapter X, the final meeting of the Conference on Muhammadan Education was held on April the 22nd, 1908.

Several meetings were held of Committees on educational subjects:—

- (1) Six meetings (the 11th to the 16th) of the Special Committee for the revision of the Syllabus for Standards III to VI. The work done in addition to the detail of the Syllabus concerned was the preparation of Vernacular Readers and of Science books for Standards III and IV and Standards V and VI, and arrangements for the writing and translation of the Junior and Senior Teachers' Manuals.
- (2) One meeting of the Executive Committee of the Women's Training College was held on March the 13th, 1909.

A conference of Muhammadan gentlemen interested in education was held in February 1909, and important resolutions in respect of Muhammadan education were passed.

289. The usual conferences were held at divisional head-quarters by Deputy inspectors held conferences of sub-inspectors at district head-quarters. In some districts sub-inspectors also held conferences of *guru*-instructors, and *guru*-instructors presided over conferences of *gurus*. It is agreed that these conferences are useful.

CHAPTER XV.
TEXT-BOOKS.

290. The number of books received for examination during the year by the Central Text-Book Committee was 212: the number approved by Government on the recommendation of the Committee was 127 besides 29 previously approved. Three meetings were held.

An interesting piece of work done under the auspices of the Committee was the preparation by experts of a list of Bengali equivalents of technical scientific terms in chemistry. The undertaking arose out of the necessity

felt for some standard of uniformity in the use of technical scientific and mathematical terms in text-books prepared in accordance with the vernacular scheme of instruction. Since the decision to introduce an entirely new syllabus for elementary education the original purpose has passed away; but it is possible that the lists (and a list of physical terms has also been prepared) may still hereafter be found of use for the preparation of science books, there being at present no recognized standard, each writer using a terminology of his own.

291. The Bihar Text-Book Committee held two ordinary and two special meetings: 84 books were examined; 74 approved as text-books, prize books or library books, and 10 rejected. It is suggested by Mr. Preston that there should be in connection with this Committee a library and a museum of educational appliances.

292. The Orissa Text-Book Committee held 4 meetings (one of which was adjourned for want of a quorum): 16 books were examined; 4 recommended, 2 rejected, while 10 are still under consideration.

Preparation of text-books.

293. The year's work in the actual production of text-books by Government has been varied and important. This is mostly connected with the introduction of the new courses of study in elementary and middle schools up to Standard VI, and has been done through the Special Committees appointed for the revision of these studies. It has continued the work of the previous year.

The Teachers' Manuals.

294. The most important and laborious part of the work has been the preparation of the two Teachers' Manuals,—the Junior and Senior Teachers' Manuals,—which are to help and guide teachers in giving instruction in accordance with the new syllabuses: the Junior Manual for the teachers of classes up to Standard II; the Senior Manual for the teachers of Standards III to VI. As to the Junior Manual, which has already been referred to in Chapter V, paragraph 109, the sections had all been written by the close of the year under report, and it remained to have the whole translated, edited and produced. It is to appear in the four chief languages of the Province,—Bengali, Hindi, Urdu, and Uriya,—and is required by the beginning of the year 1910. It is expected that it will be printed and published by the end of 1909 or very early in 1910. A special Maktab Manual (written in Urdu) is also in contemplation. The Senior Manual is similarly wanted by the beginning of 1911. The work was planned, and at the close of the year under review arrangements had been made, subject to the approval of Government, for the writing of the various sections.

Model text-books for the lower primary standards.

295. Besides the Teachers' Manuals, model text-books are being produced for the lower primary standards, and science books for Standards III and IV and Standards V and VI. The books for the lower primary standards are series of readers in the different vernaculars and arithmetic books. The readers for the infant section and for Standards I and II in Bengali, Hindi, Urdu, and Uriya, and Arithmetic books in the same languages, were completed and in the hands of publishers. They will be ready for distribution in due time before January 1910. It is further intended to translate or adapt the model text-books, as may be required, to suit the needs of the following languages: Nepalese, Tibetan, Santhali, Mundari, Uraon, and Kui. This has mainly still to be done, but preliminary steps were taken in 1908-1909.

Science Readers.

296. It has been decided that it is advisable also to produce at Government expense two science books dealing with natural phenomena, animal life and plant life,—one to correspond with the syllabuses for Standards III and IV, the other for Standards V and VI. These are wanted in January 1911 and have to be written this year.

Readers for Muhammadan girls.

297. A Committee was appointed in connection with a Conference on the subject of the education of Muhammadan girls held in 1907 to arrange for the preparation of special readers for the use of Muhammadan girls. Drafts of four readers (for Standards I, II, III, and IV) have been submitted by the Committee and are now in circulation among the members of the Conference.

The text-books on agriculture.

298. The agricultural text-book so indispensably needed as the basis of instruction for the existing agricultural classes in high schools (see paragraph 166, Chapter VII) has been prepared by Mr. Smith and revised by Mr. Mukherji as arranged, and is now in proof before Government. In view of

what has already been written in Chapter VII, it is clear that it is in the strongest degree desirable that the book should be published without further delay.

299. Literary production by Committees is not without its special difficulties and pitfalls. The work involved for the Department in correspondence and general direction has not been the least arduous and responsible part of the work of the year. The work is also of a very important character, for the success of the new scheme of studies will depend largely on whether it has been well or ill done.

Importance of the production of these text-books.

The Calcutta School Book Society.

300. The Society's sales for the year 1908-1909 amounted to Rs. 1,79,397 as against Rs. 1,88,980 in the year 1907-1908. Collections show a marked improvement, and amounted to Rs. 1,97,809 during the year. The future of the Society is still under consideration, but there is at least a balance of testimony showing that the Society meets a real need in connection with education which could not be provided for as satisfactorily by any other agency.

Transactions of the year.

CHAPTER XVI.

SUMMARY AND GENERAL CONCLUSIONS.

301. In looking to the work of the year as a whole, the aspect which comes most into relief is "effort"—the effort which is being made everywhere to meet the demands for improvement. This effort is not peculiar to this year; it is part of a general movement extending back four or five years, and dating its initiation from the impetus given by Lord Curzon to the widespread desire for reform which had long been struggling to express itself in action; but it has continued through the year with undiminished force, and permeates every division and branch of educational work. This effort is something more than the quiet, steady-going tendency towards expansion which characterizes educational administration since first reports of educational progress were written in Bengal. Nothing now moves in a groove. Everywhere there are new beginnings and a conscious, even painful, effort to bring about improvements, which are acknowledged to be actually needed, but which at present transcend the powers alike of the existing organization and of individual workers to accomplish. It is in relation to this effort that the provision of money has become the controlling factor in education. To the intensifying of effort the Government of India and the University, the Department and the Local Government, individual institutions and individual workers—public and private, official and non-official—are contributing in their degree. In respect of every branch of education and in relation to many single institutions there is a call to the putting forth of energy on some large scheme. In almost every case there comes a check from want of money. It is more than ever necessary, then, as was indicated in the closing paragraph of last year's report, to determine in what direction the movable balance of resources shall be applied,—what schemes may claim the priority. This for the moment is the direction of education.

General aspects of the year under review.

302. Accepting the principles laid down last year, it may be possible and useful to develop the order of priority with greater particularity. The only large scheme of improvement brought to the point of action during the year under report was the general scheme for the improvement of Muhammadan education. This is taking effect in the present year. It is a most important and necessary scheme. A large, but not very large, portion of money will be absorbed upon it. After this I venture to place training college schemes. It is agreed that the need for better trained teachers is imperative. Training institutions are in existence; their importance is recognized: it remains to give them such sustenance and development as will ensure their success. After this I place now the general improvement of secondary schools.

I say this with some difficulty, because the schemes in respect of collegiate education and the University are rather just begun than fully carried out. Nothing could be more gratifying than to see the large extension schemes initiated in respect of Government colleges advanced rapidly towards completion. The determining consideration is that what is *most necessary* has been done in respect of colleges; while what is necessary has not yet been done for schools. This is not to say that schemes of collegiate improvement are to be altogether abandoned; only that the improvement of secondary schools is now relatively the more important. Within the boundaries of secondary education the first claim is for Government high schools. These should first be placed in a state of thorough efficiency as to staff, buildings, and equipment. Their function is not only to take a share in the work of education, but also to set a pattern. Next come Government middle schools. After that aided schools, high and middle. Primary education as a whole can for the present do little more than mark time. Existing schools must be kept up and improved. It is vain at present to look for such an expansion as the extent of population requires. To speak of universal compulsory free education seems as yet meaningless. In one particular, however, the needs of primary education take a high place. This is in respect of the stipends of *gurus*. This, as appears from Chapter V of this report, has a high claim to immediate considerations, and should, perhaps, come first of all. The claims of technical education are sure to be actively pressed and are not likely to be overlooked. The various forms of technical education claim to be economically remunerative. In many cases the claim holds good, but it requires in every case to be critically examined. The economical gain depends generally on the degree of thoroughness, and inefficient tentatives are apt to be wholly ineffectual. European education and the education of Indian girls and women stand in great need of liberal support, and should receive such help from the State as can be given. But both should, I conceive, depend in the main rather on private effort than on Government.

Summary for the year 1908-1909.

The year's expansion.

303. There has again been considerable expansion of public instruction: an increase of nearly 900 institutions, of nearly 80,000 pupils, and of close on 17 lakhs of expenditure.

The Educational Services.

304. A large addition has been made in the number of subordinate inspecting officers: an increase of 180 appointments in the Subordinate Educational Service and of 7 in the Lower Subordinate. Most of the increase is due, however, to the taking over by Government of the sub-inspectors employed by District Boards, and does not represent a real increase in the agency at work. Otherwise the Educational Services were little altered. There was an addition of one appointment to the Provincial Educational Service and of one appointment,—Lady Principal of a Training College at Bankipore,—to the Indian Educational Service. A second Assistant Director of Public Instruction has been appointed from the Provincial Educational Service, but the appointment has not yet been sanctioned permanently. A benefit has been conferred on sub-inspectors by the grant of a daily travelling allowance in place of mileage and halting allowances.

Improvements still needed.

305. It is recognized that an officer of higher rank is wanted as the representative of education in a district, and it is proposed to create a class of *District Inspectors* holding appointments in the Provincial Educational Service. Additional clerks are wanted for deputy inspectors' offices. Complaints are made, apparently with reason, of the poor quality of the sub-inspectors recently appointed.

Governing Bodies for Government Colleges.

306. The new Governing Bodies for Government Colleges have been reconstituted at the instance of the University, and are now about to take up the responsible management of colleges,—a change of far-reaching importance.

Adjustment of colleges to the new regulations.

307. For colleges the business of the year has been the settlement of affiliation and adjustment to the requirements of the new regulations. This has now been accomplished, and a state of equilibrium has (temporarily at least) been reached. The new regulations as affecting collegiate studies come into full operation with the formation of second year classes for the

M. A. and M. Sc. courses next session. The Matriculation Examination will be held under the new regulations for the first time in 1910.

308. Beyond this adjustment to University requirements there is not much change in the state of Government colleges since last year. The Muhammadan Hostel was occupied and a Principal's house has been nearly completed at Patna, and a new hostel has been opened at the Ravenshaw College. The Presidency College scheme remains in suspense; but plans and estimates for the new Physics Laboratory, the site for which has been acquired, are in preparation. Hooghly and Krishnagar Colleges have both again suffered diminution in numbers. The future of Krishnagar College is to be determined in the course of the present year. The alternative is vigorous re-organization, or transfer from Government management.

A large scheme for the re-organization of the Sanskrit College has been approved. An instalment of it takes effect in the current year in provision for the teaching of a complete Arts course.

309. The extension schemes of the Presidency, Patna, and Ravenshaw Colleges lay the lines of expansion and development for many years to come. Similar schemes on a smaller scale seem called for in the case of the Hooghly and Krishnagar Colleges, unless (as is unlikely) a decision is reached to alter their status. The immediate and future needs of the Bethune College have also to be considered. They have so far been unduly overlooked.

310. The constitution of Governing Bodies with independent though limited powers and the further experimental grant of a measure of financial liberty to Presidency College point to the autonomous college, with permanent endowment by Government in the form of fixed revenue, as an ideal which comes already into view.

311. Minor improvements are being gradually introduced into high schools as a result of University inspection, though very much remains to be done.

312. No advance has been made since last year's report, either with the general scheme for the improvement of secondary education or the scheme for a School Final Examination. In both cases the deficiency of material resources is the cause of obstruction; in the case of the former the very large expense involved; of the latter the difficulty of organizing the agency which shall hold the examination.

313. Important results for secondary schools may, however, be expected to flow from the Training Colleges founded during the year in Calcutta and at Patna. The influence of training will in course of time be brought to bear on the staffs of high schools; and higher ideals, it may be hoped, will be disseminated.

314. The steady tendency to decline in middle vernacular schools continues, and there is a converse tendency to increase in middle English schools. Both classes of schools require attention when it can be given to them. Dissatisfaction with the mode of conducting the Primary Examination continues.

315. All the Inspectors' reports give prominence to the fact that the salaries earned by *gurus* in primary schools under the present system of grant-in-aid are insufficient. At the same time it is agreed that the system introduced in 1902 is on the whole an improvement on the system previously in use.

316. Preparations for the introduction in 1910 of revised curricula for primary schools continue. They consist in the preparation of readers and text-books and of a Teachers' Manual which is to help and guide *gurus* in following the syllabus. The *guru*-training schools are also working to fit the teachers for more intelligent methods of instruction.

317. A very important step forward has been taken in the establishment in July and October of the past year of two training colleges for teachers in high English schools,—the David Hare Training College in Calcutta and the Patna Training College at Bankipore. Both colleges have made a good start. It is hoped that the influence of the trained teachers sent out from these colleges will transform first the high schools, and then middle and primary schools also, through influences transmitted to training schools.

318. The course of studies in vernacular training schools has been revised; and the course itself is to be extended to three years,—a return to the system in vogue previous to 1901. Stipends are to be increased in value. There is

further need of a report on the buildings and equipment and practising schools of these institutions. Though not very unfavourably reported of, there is yet evidently in some cases need of considerable improvement in these particulars.

Guru-training
schools.

319. The scheme for doubling the number of these schools has had a somewhat chequered history; but the benefit to be ultimately conferred by it, when the schools are all built and in efficient working, cannot easily be exaggerated. The good intention has been somewhat marred by precipitancy and mistakes of judgment, which possibly though obvious now, could not readily have been avoided. Money has been granted, has lapsed from inability to spend it in time, has been re-allotted, forfeited, given again: while the work has concomitantly been hurried and delayed, stopped short or feverishly pushed on. The original allotment in 1908-1909 was wholly insufficient to complete the work started in every district in 1907-1908, and for a time all operations were stopped. A much larger sum allotted later in the year was subsequently withdrawn, but not before a great part of it had already been spent. The net result at the end of the year was that about half the number of new schools designed had been built or were in course of building. Enough money has been assigned this year to enable most of the buildings already begun to be completed, but not the whole scheme to be carried out.

Law Colleges.

320. In place of the Law classes at arts colleges abolished in 1906-1907, steps have been taken in the year under review to establish a University Law College in Calcutta and a Government Law College at Patna. Pledership classes were to be re-established at Cuttack, Hooghly, Krishnagar, and Patna.

Engineering.

321. No actual advance was made in the year under report towards removing the Engineering College to Ranchi, though plans in other respects are well forward. Consequently things remain in an unsettled and uncomfortable state at Sibpur. Circumstances call for both re-organization and expansion, yet it is unsatisfactory to take in hand schemes involving fresh cost, while the question of removal remains in suspense.

The Bihar School of Engineering has been made independent of the Patna College, and the Head Master takes henceforward the title of Principal. The school continues to prosper. The common examinations held this year establish the claim that the Bihar course of training is equal to the training of the Apprentice Department, Sibpur.

There is nothing satisfactory to report of the B Classes in schools.

The Joint Technical Examination Board conducted the Overseer and Sub-Overseer Examinations for the first time in March of this year. A separate Board has been established for the conduct of the B Class Final Examination.

Commercial
education.

322. While there is no expansion of numbers to be reported of the Government Commercial classes, the report of the work of the year is satisfactory, and there seems no reason to be dissatisfied with the progress of the classes in the six years of their existence. The classes are still on a temporary basis, and it is reasonable to think that the time has now come when a change to a permanent status would be justified. The fact of permanency would itself be an element of success.

The C classes in schools have been even less satisfactory than the B classes.

Technical and
Industrial
education.

323. The Weaving Institute has been opened in temporary premises at Serampore, and has made a good beginning.

324. The appointment of a Superintendent of Industries and Inspector of Technical and Industrial Education has been sanctioned, and the appointment has actually been made since the close of the year.

The Training
of women as
teachers for
Indian girls'
schools.

325. The need of trained teachers for Indian girls' schools is as acutely felt as ever, but two important steps in advance have been made in the past year. The project of training Hindu and Muhammadan ladies under strict *parda* conditions, mooted in 1906, has at length taken effect. The college designed at Patna was opened on January, the 6th. It will train both Muhammadan and Hindu women of good social position for teaching work. In Calcutta the Training College is still deferred for want of adequate funds, but a training class under *parda* conditions has been opened in a hired house along with a practising school. In both institutions,—the Badshah Nawab Razvi Training College at Patna and the Hindu Women's Training Class in Calcutta,—the strictest *parda-nishin* conditions are

maintained, and must be maintained, if the object with which the project was started is to be secured.

The other advance is that a majority of the Missionary Societies in Calcutta who have maintained training classes have agreed to combine and form a training college. This promises at once to be far better economy and to make much more efficient organization possible.

326. The Code for European schools as redrafted was submitted for Government approval during the year and it was fully expected it would come into operation in 1910. The question of the classification of the schools has brought difficulties, and in the end the introduction of the new regulations has been postponed. The new Code for European Schools.

327. There has been an increase of over 3½ lakhs of expenditure in European schools, over 2½ lakhs being from private sources. The number of recognized schools is 76, and of pupils 8,546. A great deal more expenditure is called for before the schools can be raised to the standard required by the new Code. Progress.

328. The large schemes for the improvement of Muhammadan education which have issued partly from the conference held in Calcutta in December 1907 to April 1908, partly from the attempts previously initiated to improve maktabs and train *mianjis*, were at the close of the year ready to come into practical operation this year. One scheme establishes a Title Examination at the Calcutta Madrasa, revises the whole course of studies in the Anglo-Arabic Department of the Calcutta Madrasa, and in the Hooghly Madrasa, provides scholarships for the Title course and for the encouragement of English, and makes provision also for the improvement of education in private Madrasas. Another increases largely the number of model maktabs, provides a more favourable scale of grants-in-aid, provides inspecting maulvis on special rates of pay to inspect maktabs and Koran schools in districts where these institutions are numerous, and provides for the training of teachers for Muhammadan primary education by converting a certain number of *guru*-training schools into *mianji*-training schools. A special Maktab Teachers' Manual is also in preparation to help in the introduction of a revised syllabus of studies. Schemes for improvement.

329. A decided advance in the number of Muhammadans under instruction and the keen interest shown by the Muhammadan community in educational questions are encouraging signs. On the other hand, it is unfortunate that there has been again a decline, though only a small decline, in the number of Muhammadan students in arts colleges. Progress of Muhammadan education.

330. There is no very marked gain or loss in respect of special classes other than those already considered. Education holds its ground among aboriginal peoples, but does little more. This is a most promising field, and it is regrettable that funds do not admit of the work upon it being pressed as much as could be wished. Education among aboriginal peoples.

331. The popularity of games at colleges and schools continues and possibly grows. The undesirable tendencies that have manifested themselves latterly, the tendency to professionalism—that is to the rise of a class of students who will play games and do nothing else—and to contentiousness over games, disputing the umpire's decision and ugly displays of partisan spirit, require to be watched and checked. Popularity of games.

332. As regards moral influences, there is no alteration definite enough to call for remark, unless it is the rather wearisome iteration with which we are told that things are not well with us. The truth probably is that what we perceive in Indian colleges and schools is symptomatic of a state of transition when the force of old obligations is weakening and the obligations of what is popularly called the sense of duty have not gathered strength enough to mould character firmly. It is probably a sign of a real process of change for the better that so much attention is given to the signs that cause disquietude. There is not yet ground enough for loss of faith in education as a great moralizing power. Difficulties of a transition period.

Definition of aims and need of a policy.

333. This brief summary conveys but an imperfect idea of the variety of the activities at work and the intricacy and perplexity of the problems of their right direction. Whether three quarters of a lakh shall be spent on improved buildings for a school; whether a rupee may lawfully be added to

the wages of an inspector's chaprasi; whether a Bihari teacher on Rs 60 or a Bengali on Rs. 30 shall be engaged for the teaching of Geography in a high school; whether Urdu shall have a special teacher at this school; or that be staffed on a bilingual, or even trilingual basis: these are fair samples of the range and character of actual problems. Difficulty arises partly from the want of homogeneity in the educational system; partly from limitation of resources. In India a school for Hindus, a school for Muhammadans, and a school for Europeans are disparate; and different principles apply according as a school is in the Presidency Division, in Bihar, or in Sambalpur. It becomes a difficult matter to decide whether money shall be given to this or that, when funds are strictly limited and there are so many conflicting claims. It is all the more necessary to arrive at broad principles that may control the general movement of the lines of educational advance. Advance should be orderly, deliberate, and in accordance with a well thought out scheme,—not haphazard, irregular, spasmodic, determined more by accident than design. It is probably better to extend the field of operations gradually, taking care in the first place that what is undertaken is well done, than to grasp at the whole field at once, caring not so much how the ground is occupied as that all is somehow covered. The aim has possibly hitherto been too much mere expansion,—to extend the field of public instruction. The aim should, perhaps, rather be to extend only so far as resources enable us to make the occupation effective. It is the contrast in a campaign between the hasty overrunning of a country afterwards insecurely held and orderly and methodical subjection, by which every tract gained is a safe basis for future operations. The work of education in this country is very truly a campaign against the powers of darkness, and he who is not with us is against us. The most careful thought, the most considerate plans, the most sagacious policy are needed for it. Moreover, in view of the strictness of financial conditions, a determination of the relative urgency of the claims of different branches of education has a practical value. No such determination can be absolute, but some clearness of view on the subject would economize forces and make the ineffectual dissipation of resources less possible.

I have permitted myself to say that the financial is the dominant factor in education. In a temporary and limited sense that is true; but not ultimately. In the last resort education depends on the personal factor;—the ideas that permeate the work;—the informing spirit. Success depends on the average integrity and high-mindedness of individual workers, far more than on salaries and equipment. A full budget is, however, a material means, without which complete success is not possible. Therefore it is of moment to ask for education the utmost that can possibly be given, and the suggestion of principles of distribution hazarded in this and in last year's report has its justification.

H. R. JAMES,

The 29th October 1909.

Offg. Director of Public Instruction, Bengal.

EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1908-1909.

(For details see General Table III.)

AREA AND POPULATION.			Institutions and scholars.	PUBLIC INSTITUTIONS.						TOTAL.	PRIVATE INSTITUTIONS.			Grand Total.	Percentage of—		
Total area in square miles.	Number of towns and villages.	Population.		Collegiate education.		School Education, General.		School Education, Special.			Advanced.	Elementary and other Schools not conforming to Departmental Standard.	Total.				
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1,24,432	Towns, including Municipalities, 146 Villages 1,50,002 Total 1,50,148	Males 2,66,75,026 Females 270,97,560 Total 15,37,27,586 Number of population of school-going age:— Males 40,01,215 Females 40,64,613 Total 80,65,828	Institutions.	For males.	29	12	1,477	34,480	213	2,800	39,011	1,127	3,060	4,187	43,198	Institutions to number of towns and villages.	28·7 2·2
				For females.	2	1	68	3,029	19	175	3,294	5	88	93	3,387		
			Total ...	31	13	1,545	37,509	232	2,975	42,305	1,132	3,148	4,280	46,585	30·4		
			Scholars.	Males	4,613	2,030	1,60,030	9,68,939	3,713	69,393	12,08,718	12,299	37,004	49,303	12,58,021	31·4	
				Females	42	40	7,047	1,39,904	350	12,179	1,59,562	277	3,529	3,806	1,63,368	4·01	
Total ...	4,655	2,070	1,67,077	11,08,843	4,063	81,572	13,68,280	12,576	40,533	53,109	14,21,389	17·6					

Abstract Return of Expenditure of Public Instruction in
(For details see

1	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							8
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
2	3	4	5	6	7	8		
1.—Institutions	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
{ For Males ...	7,90,345	5,73,258	31,98,925	28,37,689	3,42,183	8,83,923	86,26,324	
{ „ Females ...	25,512	2,507	5,45,852	4,29,623	45,247	...	10,48,841	
Total ...	8,15,858	5,75,765	37,44,777	32,67,312	3,87,530	8,83,923	96,75,165	
2.—(a) Percentages of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	6.78	8.59	14.42	6.88	6.78	7.88	51.33	
(b) Percentages of District Fund expenditure included in column 2—23 to total District Fund expenditure on Public Instruction.	.19	...	14.54	62.55	.09	4.03	81.40	
(c) Percentages of Municipal expenditure included in columns 2—23 to total Municipal expenditure on Public Instruction.	.73	...	19.85	57.50	...	9.56	87.64	
(d) Percentages of total expenditure included in columns 2—23 to total expenditure on Public Instruction.	5.65	3.98	25.91	22.59	2.68	6.11	66.92	
(3) Average cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Government institutions. { Cost to Provincial Revenues.	211 15 4	438 7 6	27 11 1	9 9 6	101 15 4	121 4 3	61 1 6	
{ Cost to District and Municipal Funds.	...	...	0 3 3	0 1 1	0 5 7	...	0 1 0
Total cost ...	322 2 9	526 13 1	50 1 11	10 2 9	105 15 3	139 0 1	80 9 9	
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	4 9 1	0 0 11
{ Cost to District Funds.	75 0 0	...	7 0 9	3 9 4	...	38 11 11	5 14 2	
Total cost ...	334 4 0	...	10 9 0	3 13 0	...	60 15 2	8 5 4	
Municipal institutions. { Cost to Provincial Revenues.	37 8 0	...	5 0 1	...	...	...	4 5 3
{ Cost to Municipal Funds.	...	...	3 6 10	4 7 0	...	...	3 11 8
Total cost ...	124 6 10	66 6 10	21 13 11	5 3 3	...	...	19 14 7
Institutions in Native States. { Cost to Native States Revenues.	...	...	13 8 2	1 7 3	60 10 8	20 6 9	2 14 3
{ Cost to District and Municipal Funds.	...	...	0 3 4	0 1 9	...	...	0 1 2
Total cost ...	...	...	14 7 11	2 7 3	60 10 8	20 10 7	2 14 3
Aided institutions. { Cost to Provincial Revenues.	36 13 4	...	4 6 7	0 14 10	48 11 2	1 5 6	0 13 0	
{ Cost to District and Municipal Funds.	...	...	1 6 11	0 14 4	0 2 2	0 13 11	0 15 1
Total cost ...	123 8 10	...	23 2 6	3 4 8	117 1 2	5 13 11	5 7 3	
Unaided institutions—								
Total cost ...	115 12 10	22 8 1	20 5 3	2 0 3	96 0 0	11 5 5	8 3 2	
All institutions { Cost to Provincial Revenues.	73 4 1	200 8 7	4 8 9	0 5 3	93 9 1	5 2 9	2 0 2	
{ Cost to District and Municipal Funds.	0 10 11	...	1 3 7	0 12 4	0 5 1	0 12 5	0 13 2	
Total cost ...	177 3 4	269 12 9	31 10 7	3 2 7	107 7 11	11 10 2	7 10 10	

TABLE II.

GENERAL STATISTICS.

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Bengal for the Official year 1908-1909.
General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total.	Total expenditure on Public Instruction.
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,06,627	2,32,660	14,39,287	4,54,766	1,13,390	8,65,640	2,77,845	16,31,715	47,82,643	1,44,57,808
12,06,627	2,32,660	14,39,287	4,54,766	1,13,330	8,65,640	2,77,845	16,31,715	47,82,643	1,44,57,808
17.64	2.78	20.42	1.83	2.27	15.26	3.91	4.98	48.67	100.0
1.53	.72	2.25	...	...	7.79	3.53	5.03	18.60	100.0
3.51	1.46	4.97	...	...	2.37	.40	4.62	12.86	100.0
8.35	1.60	9.95	3.15	.78	5.99	1.92	11.29	33.08	100.0

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District Councils.	
	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 Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	7	1,324	1,287	1,168	2	69
<i>Colleges for Professional Training—</i>						
Law ... ..	...	...	...	...	1	16
Medicine	1	535	555	550	...	...
Engineering	1	351	375	318	...	...
Teaching	3	47	46	37	...	...
Total of Colleges ...	12	2,257	2,263	2,073	3	85
SCHOOL EDUCATION.						
(GENERAL.)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	39	10,534	9,700	7,882	2	532
{ Middle Schools ... English ...	6	638	626	575	40	3,543
{ Middle Schools ... Vernacular ...	17	1,141	1,063	810	98	6,460
Total for Boys' Schools ...	62	12,313	11,389	9,207	140	10,535
For Girls { High Schools ... English ...	1	163	183	126	...	...
{ Middle Schools ... English ...	1	115	116	111	...	...
{ Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	2	278	299	237	...	...
Total of Secondary Schools both for Boys & Girls.	64	12,591	11,688	9,444	140	10,535
<i>Primary Schools—</i>						
For Boys { Upper Primary	194	8,437	7,775	5,660	99	8,314
{ Lower Primary	3	72	57	43	4	366
Total Primary Schools for Boys ...	197	8,509	7,832	5,703	103	8,680
For Girls { Upper Primary	7	468	455	329	1	64
{ Lower Primary	18	579	485	370	...	...
Total Primary Schools for Girls ...	25	1,047	940	699	1	64
Total of Primary Schools both for Boys and Girls.	222	9,556	8,772	6,402	104	8,744
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Schools for Special Instruction—</i>						
<i>Training Schools—</i>						
(a) For Masters	206	3,515	3,026	2,600	...	...
(b) For Mistresses	2	24	24	24	...	...
Schools of Art	1	235	190	182	...	...
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	3	361	399	324	...	...
Engineering or Surveying Schools	2	237	245	210	1	22
Industrial Schools	2	172	165	135	8	198
Commercial Schools	1	113	121	86	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Other Schools ... { Madrasas	2	691	685	485	...	...
{ Reformatory Schools	1	443	346	280	...	...
{ Miscellaneous Schools	9	445	426	333	...	...
Total ...	229	6,236	5,627	4,659	9	220
Total of Colleges and Schools of Public Instruction.	527	30,640	28,350	22,578	256	19,584

GENERAL STATISTICS.

TABLE III.
for the official year 1908-1909.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	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 Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
64	55	...	...	...	...	8	1,739	1,702	1,519
14	10	...	...	...	...	...	...	...	...
...
...
...
78	65	...	...	...	...	8	1,739	1,702	1,519
540	419	2	420	432	330	194	33,148	31,332	24,536
3,310	2,559	23	2,157	1,997	1,483	508	38,806	37,209	29,708
5,938	4,675	6	463	468	285	230	13,585	12,910	10,469
9,788	7,653	31	3,040	2,897	2,098	932	85,539	81,451	64,708
...	...	...	...	...	...	15	1,956	1,807	1,564
...	...	...	...	...	...	30	3,158	3,012	2,635
...	...	...	...	...	...	18	1,775	1,682	1,337
...	...	...	...	...	...	63	6,889	6,501	5,536
9,788	7,653	31	3,040	2,897	2,098	995	92,428	87,952	70,244
7,972	5,426	60	5,146	5,168	3,447	2,777	1,34,944	1,27,374	1,01,567
359	268	567	18,762	17,103	12,099	24,207	7,13,587	6,65,710	5,38,285
8,331	5,694	627	23,908	22,271	15,546	26,934	8,48,531	7,93,034	6,39,852
58	37	1	56	66	43	212	10,937	9,920	7,583
...	...	35	1,162	1,065	762	2,273	53,609	50,392	38,248
58	37	36	1,218	1,131	805	2,485	64,546	60,312	45,831
8,389	5,731	663	25,126	23,402	16,351	29,469	9,13,077	8,53,396	6,85,683
...	...	1	10	9	7	5	236	241	211
...	...	...	...	...	...	17	271	300	264
...	...	...	...	...	...	1	59	40	43
...
...
21	16	...	...	...	...	1	25	18	13
189	147	1	17	15	11	44	1,207	1,227	934
...	...	...	...	...	...	3	224	190	163
...	...	...	...	...	...	1	5	4	3
...	...	...	...	...	...	6	428	425	327
...
...	...	9	109	113	73	2,177	60,515	56,437	47,328
210	163	11	136	137	91	2,255	62,970	58,882	49,285
18,465	13,612	705	28,302	26,436	18,540	32,727	10,70,214	10,01,932	8,06,731

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	UNDER PRIVATE MANAGEMENT—conold.					
	Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	14	1,523	1,551	1,216	31	4,655
<i>Colleges for Professional Training—</i>						
Law	6	1,116	1,139	785	7	1,132
Medicine ... ..	...	...	...	...	1	535
Engineering ... ..	...	...	...	...	1	351
Teaching	1	5	5	4	4	52
Total of Colleges ...	21	2,644	2,695	2,005	44	6,725
SCHOOL EDUCATION.						
(GENERAL.)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	160	37,991	36,386	28,147	397	82,625
{ Middle Schools ... English ...	111	7,402	6,721	5,311	688	52,546
{ Vernacular ...	41	2,937	2,734	2,205	392	24,586
Total for Boys' Schools ...	312	48,330	45,841	35,663	1,477	1,59,757
For Girls { High Schools ... English ...	1	52	54	52	17	2,171
{ Middle Schools ... English ...	2	101	95	88	33	3,374
{ Vernacular ...	...	...	...	...	18	1,775
Total for Girls' Schools ...	3	153	149	140	68	7,320
Total of Secondary Schools both for Boys & Girls.	315	48,483	45,990	35,803	1,545	1,67,077
<i>Primary Schools—</i>						
For Boys { Upper Primary	78	4,057	3,538	3,022	3,208	1,60,898
{ Lower Primary	6,491	1,38,134	1,24,987	1,08,110	31,272	8,70,921
Total Primary Schools for Boys ...	6,569	1,42,191	1,28,525	1,11,132	34,480	10,31,819
For Girls { Upper Primary	4	372	372	287	225	11,897
{ Lower Primary	478	9,777	8,923	7,370	2,804	65,127
Total Primary Schools for Girls ...	482	10,149	9,295	7,657	3,029	77,024
Total of Primary Schools both for Boys & Girls	7,051	1,52,340	1,37,820	1,18,789	37,509	11,08,843
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Schools for Special Instruction—</i>						
<i>Training Schools—</i>						
(a) For Masters	1	7	5	5	213	3,768
(b) For Mistresses ... ..	...	...	...	...	19	295
Schools of Art	2	328	250	215	4	622
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	3	1,083	1,087	773	6	1,444
Engineering or Surveying Schools ... ..	...	...	...	...	4	284
Industrial Schools	18	398	365	318	73	1,992
Commercial Schools	4	166	138	122	8	503
Agricultural Schools	1	6	7	6	2	11
Other Schools ... { Madrasas	9	535	480	384	17	1,654
{ Reformatory Schools ... ..	...	...	...	...	1	443
{ Miscellaneous Schools	665	13,550	12,377	10,205	2,860	74,619
Total ...	703	16,073	14,709	12,028	3,207	85,635
Total of Colleges and Schools of Public Instruction.	8,090	2,19,540	2,01,214	1,68,625	42,305	13,68,230

TABLE III.
for the official year 1908-1909.

NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNAacular LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
4,614	41	4,655	2,000	18	2,018	4,209	30	4,239	...	...
1,132	...	1,132	...	...	...	...	...	...	...	...
511	24	535	...	...	...	...	...	...	24	...
351	...	351	...	...	...	...	...	...	...	...
36	...	36	...	...	...	...	16	16	...	...
6,644	65	6,709	2,000	18	2,018	4,209	46	4,255	24	...
76,733	52	76,785	37,961	20	37,981	80,394	2	80,396	54	...
25,461	220	25,681	409	31	440	50,800	181	50,781	375	...
2,326	...	2,326	15	...	15	24,447	139	24,586	139	...
1,04,520	272	1,04,792	38,385	51	38,436	1,55,441	322	1,55,763	568	...
215	1,715	1,930	12	721	733	67	998	1,065	...	251
419	2,350	2,769	146	475	621	82	996	1,078	...	492
25	150	175	...	...	...	98	1,677	1,775	...	98
659	4,215	4,874	158	1,196	1,354	247	3,671	3,918	...	841
1,05,179	4,487	1,09,666	38,543	1,247	39,790	1,55,688	3,993	1,59,681	568	841
134	60	194	25	7	32	1,54,043	6,734	1,60,777	6,783	...
129	15	144	55	...	55	8,12,121	58,694	8,70,815	58,709	...
263	75	338	80	7	87	9,66,164	65,428	10,31,592	65,492	...
355	704	1,059	...	...	...	276	10,735	11,011	...	608
24	45	69	...	21	21	1,984	63,072	65,056	...	2,004
379	749	1,128	...	21	21	2,260	73,807	76,067	...	2,612
642	824	1,466	80	28	108	9,68,424	1,39,235	11,07,659	65,492	2,612
60	...	60	330	...	330	3,707	61	3,768	61	...
...	40	40	...	...	...	6	269	275	...	6
621	1	622	...	...	...	...	...	...	1	...
...
691	2	693	...	...	...	905	14	919	16	...
237	...	237	...	...	...	47	...	47	...	...
542	21	563	...	...	...	1,063	493	1,556	30	1
429	74	503	...	...	...	36	...	36	1	...
...	...	...	...	...	...	11	...	11	...	...
355	...	355	1,526	2	1,528	557	2	559	2	...
12	...	12	...	...	...	431	...	431	...	...
335	49	384	42,062	6,012	48,074	51,826	10,982	62,808	6,651	130
3,282	187	3,469	43,918	6,014	49,932	58,589	11,821	70,410	6,762	137
1,15,747	5,563	1,21,310	84,541	7,307	91,848	1,18,691	1,55,095	13,42,005	72,846	3,590

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. <i>Advanced, teaching—</i>													
(a) Arabic or Persian ...	545	6,843	...	...	...	6,409	267	6,676	1,253	24	1,277	186	26
(b) Sanskrit ...	587	5,733	...	...	...	5,733	...	5,733	15	...	15	...	...
(c) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. <i>Elementary, teaching a Vernacular only or mainly.</i>	2,325	24,541	11	...	11	40	3	43	23,567	931	24,498	934	...
For Boys	18	228	...	6	6	...	...	...	...	228	228	...	...
For Girls	351	4,865	...	...	...	4,424	439	4,863	438	18	456	439	...
3. <i>Elementary, teaching the Koran.</i>	52	717	...	...	...	36	681	717	14	37	51	...	36
For Boys	384	9,119	2,066	22	2,088	433	12	445	8,517	184	8,701	184	...
For Girls	18	1,063	...	...	...	...	230	230	...	1,063	1,063	...	...
Total ...	4,280	53,109	2,077	28	2,105	17,075	1,632	18,707	33,804	2,485	36,289	1,743	62
Grand Total for 1908-1909. ...	46,585	14,21,389	1,17,824	5,591	1,23,415	1,01,616	8,939	1,10,555	12,20,714	1,57,580	13,78,294	74,589	3,652

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1909 in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Mohammedans.	Buddhists.	Paras.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION.										
<i>(SPECIAL)—concl'd.</i>										
Medical Schools	Male ...	...	41	354	888	144	...	1	...	1,428
	Female ...	...	13	...	3	...	...	...	...	16
Engineering or Surveying Schools.	Male ...	...	2	74	186	22	...	...	...	284
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male ...	154	275	163	684	183	1	2	37	1,499
	Female ...	...	388	7	68	14	6	...	10	493
Commercial Schools.	Male ...	38	12	103	233	41	...	1	1	429
	Female ...	68	6	...	...	...	...	...	...	74
Agricultural Schools.	Male ...	...	...	...	8	...	3	...	...	11
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools.	Madrasas	...	...	...	16	1,636	...	...	...	1,652
	Reformatory Schools.	...	...	...	...	2	...	...	...	2
Miscellaneous Schools.	Male ...	1	5	3	299	102	2	...	31	443
	Female ...	...	...	...	...	...	...	...	...	...
	Male ...	3	154	7,560	6,158	49,132	...	4	15	63,026
	Female ...	...	124	26	341	11,102	...	...	...	11,593
Total ...		287	1,496	9,354	11,369	62,880	14	10	225	85,635
Total of Colleges and Schools of Public Instruction.		8,209	19,267	1,83,855	8,88,257	2,21,408	642	81	46,561	13,68,280
PRIVATE INSTITUTIONS.										
1. <i>Advanced, teaching—</i>										
(a) Arabic or Persian.	Male ...	...	...	29	1,152	5,385	...	...	...	6,566
	Female ...	...	...	...	1	276	...	...	...	277
(b) Sanskrit	Male ...	...	...	5,586	147	...	...	...	...	5,733
	Female ...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
2. <i>Elementary, teaching a Vernacular only or mainly—</i>										
For Boys ...	Male ...	...	11	2,422	19,078	1,936	...	...	160	23,607
	Female ...	...	1	155	718	65	...	...	...	934
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	28	96	104	...	...	...	228
3. <i>Elementary, teaching the Koran only—</i>										
For Boys ...	Male ...	...	...	...	9	4,417	...	...	...	4,426
	Female ...	...	...	...	...	439	...	...	...	439
For Girls ...	Male ...	...	...	...	...	36	...	...	...	36
	Female ...	...	...	...	...	681	...	...	...	681
4. <i>Other Schools not conforming to Departmental Standards—</i>										
For Boys ...	Male ...	...	482	1,189	5,656	1,402	38	1	167	8,935
	Female ...	...	29	7	114	24	10	...	...	184
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	251	241	499	32	...	...	40	1,663
Total of Private Institutions		...	774	9,657	27,465	14,797	48	1	367	53,109
Grand Total for 1908-1909 ...		8,209	20,041	1,93,512	9,15,722	2,36,205	690	82	46,928	14,21,389

GENERAL TABLE IV

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.						Managed by		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohan Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.									
UNIVERSITY EDUCATION.									
Arts Colleges	2,72,793	...	...	1,39,252	...	2,593	4,14,638	1,800	1,200
<i>Colleges for Professional Training—</i>									
Law ... ..	...	...	...	...	...	...	...	...	...
Medicine	2,10,606	...	...	48,028	...	...	2,58,634	...	...
Engineering	1,84,853	...	...	18,870	...	19,331	2,23,054	...	...
Teaching	32,490	...	...	...	...	...	32,490	...	...
Total for Professional Colleges ...	4,27,949	...	...	66,898	...	19,331	5,14,178	...	...
Total for Colleges ...	7,00,742	...	...	2,06,150	...	21,924	9,28,816	1,800	1,200
SCHOOL EDUCATION.									
(GENERAL.)									
<i>Secondary Schools—</i>									
For Boys { High Schools ... English ...	2,35,689	400	1,600	2,21,438	5,609	6,187	4,70,923	5,646	250
{ Middle ditto { English ...	44,357	...	...	9,785	60	...	54,202	...	21,849
{ Vernacular ...	8,132	...	432	2,172	178	105	11,019	...	39,458
Total for Secondary Schools for Boys ...	2,88,178	400	2,032	2,33,395	5,847	6,292	5,36,144	5,646	61,557
For Girls { High Schools ... English ...	17,461	...	...	4,108	...	...	21,569	...	...
{ Middle ditto { English ...	18,082	...	...	10,046	...	...	28,128	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	35,543	...	...	14,154	...	...	49,697	...	...
Total Secondary Schools both for Boys and Girls.	3,23,721	400	2,032	2,47,549	5,847	6,292	5,85,841	5,646	61,557
<i>Primary Schools—</i>									
For Boys { Upper Primary ...	76,339	117	244	4,312	52	85	81,149	...	28,148
{ Lower Primary ...	428	18	...	13	...	4	463	...	47
Total for Primary Schools for Boys ...	76,767	135	244	4,325	52	89	81,612	...	28,195
For Girls { Upper Primary ...	3,918	57	...	...	...	...	3,975	...	...
{ Lower Primary ...	3,472	190	...	12	12	...	3,686	...	...
Total for Primary Schools for Girls ...	7,390	247	...	12	12	...	7,661	...	...
Total Primary Schools both for Boys and Girls.	84,157	382	244	4,337	64	89	89,273	...	28,195
SCHOOL EDUCATION.									
(SPECIAL.)									
<i>Training Schools for—</i>									
(a) Masters	3,04,840	1,079	...	10,702	9	396	3,17,026	...	...
(b) Mistresses	6,140	...	...	...	...	...	6,140	...	...
Schools of Art	21,728	...	...	5,464	...	...	27,192	...	...
Law Schools ... ..	...	...	...	...	...	...	...	...	...
Medical Schools	92,873	...	...	12,355	...	744	1,05,972	...	...
Engineering and Surveying Schools	34,088	...	...	3,726	...	2,055	39,869	...	127
Technical and Industrial Schools	14,221	...	...	805	...	2,278	17,304	960	8,122
Commercial Schools	19,296	...	...	3,164	...	...	22,460	...	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools	94,077	...	...	...	...	7,504	1,01,581	...	...
{ Madrasas	30,356	...	...	3,774	...	3,206	37,336	...	...
{ Miscellaneous Schools	5,865	...	...	270	...	579	6,514	...	...
Total ...	6,23,434	1,079	...	40,260	9	16,562	6,81,394	960	8,137
Total of Direct Expenditure ...	17,32,104	1,861	2,276	4,93,296	5,920	44,867	22,85,324	8,403	99,000

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.														
MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohan Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	3,138	175	4,057	11,320	...	...	...	...	...	...	...	62,697	...	...
...	930	...	...	930	...	...	...	...	...	...	...	...	...	...
...
...
...	930	...	...	930	...	...	...	...	...	...	...	...	...	...
950	4,068	175	4,057	12,250	...	...	...	...	...	...	...	62,697	...	...
1,800	10,609	...	...	18,305	9,742	...	...	1,147	...	...	10,889	1,56,287	2,383	8,498
593	13,157	4,190	...	39,789	27,627	...	...	511	...	...	28,138	60,917	81,900	7,975
1,652	14,957	1,890	...	57,957	2,271	...	617	56	7	14	2,965	15,795	21,793	1,009
4,045	38,723	6,080	...	1,16,051	39,640	...	617	1,714	7	14	41,992	2,32,999	1,06,076	17,482
...	...	...	...	...	...	...	...	...	...	...	...	77,853	...	618
...	...	...	...	...	...	...	...	...	...	...	...	68,925	...	786
...	...	...	...	...	...	...	...	...	...	...	...	8,472	...	1,194
...	...	...	...	...	...	...	...	...	...	...	...	1,55,250	...	2,598
4,045	38,723	6,080	...	1,16,051	39,640	...	617	1,714	7	14	41,992	3,88,249	1,06,076	20,030
773	1,906	15	...	30,842	8,209	...	1,814	1,153	225	9	11,410	43,254	1,51,876	17,214
1,320	70	...	...	1,437	22,755	...	353	17,898	1,059	403	42,468	1,07,182	4,71,713	42,150
2,093	1,976	15	...	32,279	30,964	...	2,167	19,051	1,284	412	53,878	1,50,436	6,23,589	59,364
255	79	141	...	475	237	...	...	...	...	...	237	44,416	6,051	4,284
...	...	...	...	...	2,481	...	432	50	288	50	3,301	63,552	64,726	9,533
255	79	141	...	475	2,718	...	432	50	288	50	3,538	1,07,968	70,777	13,817
2,348	2,055	156	...	32,754	33,682	...	2,599	19,101	1,572	462	57,416	2,58,404	6,94,366	73,181
...	...	...	...	...	546	...	...	...	...	...	546	5,682	...	...
...	...	...	...	...	...	...	...	...	...	...	...	20,664	76	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	125
...
...	68	...	...	80	...	...	...	...	...	...	...	417	...	...
240	2,447	60	888	12,720	1,348	...	...	...	...	...	1,348	21,531	3,507	658
...	...	...	...	...	...	...	...	...	...	...	...	1,750	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...
...	...	...	...	...	...	...	...	...	...	...	...	763	96	...
...	...	...	...	...	1,267	...	...	...	...	10	1,277	54,212	34,444	11,580
240	2,515	60	888	12,800	3,161	...	...	...	...	10	3,171	1,05,019	38,433	12,363
7,583	47,361	6,471	4,945	1,73,855	76,483	...	3,216	20,815	1,579	486	1,02,579	8,14,369	8,38,925	1,05,624

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Moharr Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Moharr Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges ...	81,379	24,083	42,127	2,10,286	58,269	9,033
<i>Colleges for Professional Training—</i>						
Law ...	...	...	...	...	52,957	...
Medicine ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Teaching ...	...	...	...	...	...	6,750
Total for Professional Colleges ...	...	...	...	...	52,957	6,750
Total for Colleges ...	81,379	24,083	42,127	2,10,286	1,11,226	15,783
SCHOOL EDUCATION.						
(GENERAL.)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	5,19,946	1,05,783	73,756	8,66,653	6,85,072	62,118
{ Middle ditto { English ...	2,53,559	1,14,996	41,413	5,60,760	25,203	28,800
{ Vernacular...	45,414	30,697	2,753	1,17,461	6,972	7,475
Total for Secondary Schools for Boys ...	8,18,919	2,51,476	1,17,922	15,44,874	7,17,247	98,393
For Girls { High Schools ... English ...	1,05,355	18,592	32,429	2,34,847	...	...
{ Middle ditto { English ...	90,198	51,712	16,070	2,27,691	3,675	230
{ Vernacular...	1,759	15,999	1,871	29,295	...	...
Total for Secondary Schools for Girls ...	1,97,312	86,303	50,370	4,91,833	3,675	230
Total Secondary Schools both for Boys and Girls.	10,16,231	3,37,779	1,68,292	20,36,707	7,20,922	98,623
<i>Primary Schools—</i>						
For Boys { Upper Primary ...	2,21,961	45,657	35,220	5,15,182	4,179	5,928
{ Lower Primary ...	10,17,166	1,00,315	1,54,164	18,92,690	2,03,371	18,993
Total for Primary Schools for Boys ...	12,39,127	1,45,972	1,89,384	24,07,872	2,07,550	24,921
For Girls { Upper Primary ...	14,767	56,522	21,845	1,47,885	169	...
{ Lower Primary ...	6,357	93,329	16,545	2,54,042	682	7,381
Total for Primary Schools for Girls ...	21,124	1,49,851	38,390	4,01,927	851	7,381
Total Primary Schools both for Boys and Girls.	12,60,251	2,95,823	2,27,774	28,09,799	2,08,401	32,302
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Training Schools—</i>						
(a) Masters ...	...	9,849	8,600	24,131	60	420
(b) Mistresses ...	887	14,542	3,038	39,207	...	...
Schools of Art ...	850	5,252	...	6,227	6,864	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	66,377	...
Engineering and Surveying Schools ...	3	...	...	420	...	...
Technical and Industrial Schools ...	2,779	6,660	31,273	66,408	136	10,798
Commercial Schools ...	7,620	...	50	9,420	6,243	...
Agricultural Schools ...	...	...	...	360	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
{ Madrasas ...	636	986	878	3,359	277	3,958
{ Miscellaneous Schools ...	79,390	35,523	42,161	2,57,310	15,012	22,973
Total ...	92,165	72,812	86,000	4,06,842	94,969	38,149
Total of Direct Expenditure ...	24,50,026	7,30,497	5,24,193	54,63,634	11,35,518	1,84,857

TABLE IV.

in Bengal for the official year 1903-1909.

INSTITUTIONS.		TOTAL EXPENDITURE FROM								GRAND TOTAL.
MANAGEMENT.		Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohan fund.	All other sources.				
Unaided.	Total.					Private.	Public.			
							Native States Revenue.	Imperial contributions.		
32	33	34	35	36	37	38	39	40	41	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,12,312*	1,79,614	3,37,290	2,200	950	2,82,038	1,93,380	...	...	8,15,858
950	53,907	...	...	...	53,887	950	...	...	54,837
...	...	2,10,606	...	...	48,028	...	...	...	2,58,634
...	...	1,84,853	...	...	18,870	19,331	...	...	2,23,054
...	6,750	32,490	...	...	...	6,750	...	...	39,240
950	60,657	4,27,949	...	...	1,20,785	27,031	...	...	5,75,765
1,13,262	2,40,271	7,65,239	2,200	950	4,02,823	2,20,411	...	...	13,91,623
1,28,462	8,75,652	3,97,622	3,033	11,898	14,38,212	3,81,915	9,742	...	22,42,422	
11,939	65,942	1,05,274	1,03,749	8,568	3,02,215	2,01,398	27,627	...	7,48,831	
3,823	18,270	23,927	61,251	3,093	69,571	46,942	2,888	...	2,07,672	
1,44,224	9,59,864	5,26,823	1,68,033	23,559	18,09,998	6,30,255	40,257	...	31,98,925	
...	...	95,314	...	618	1,09,463	51,021	...	...	2,56,416
417	4,322	87,007	...	786	1,03,919	68,429	...	...	2,60,141
...	...	8,472	...	1,194	1,759	17,870	...	...	29,295
417	4,322	1,90,793	...	2,598	2,15,141	1,37,320	...	...	5,45,852
1,44,641	9,64,186	7,17,616	1,68,033	26,157	20,25,139	7,67,575	40,257	...	37,44,777	
1,477	11,584	1,19,593	1,80,141	18,231	2,33,511	80,703	17,988	...	6,50,167	
28,100	2,50,464	1,07,610	4,71,778	43,470	12,38,518	2,95,036	31,110	...	21,87,522	
29,577	2,62,048	2,27,203	6,51,919	61,701	14,72,029	3,75,739	49,098	...	28,37,689	
366	535	48,334	6,108	4,539	15,015	77,732	1,379	...	1,53,107	
7,424	15,487	67,024	64,916	9,533	7,101	1,21,978	5,964	...	2,76,516	
7,790	16,022	1,15,358	71,024	14,072	22,116	1,99,710	7,343	...	4,29,623	
37,367	2,78,070	3,42,561	7,22,943	75,773	14,94,145	5,75,449	56,441	...	32,67,312	
...	480	3,10,522	1,079	...	10,762	19,180	640	...	3,42,183	
...	...	26,804	76	...	887	17,580	...	...	45,347
3,168	10,032	21,728	...	125	13,178	8,420	...	...	43,451
...	
...	66,377	92,873	...	...	78,732	744	...	...	1,72,349
...	...	34,505	12	...	3,797	2,055	...	...	40,369
908	11,842	36,712	11,632	898	6,167	52,865	1,348	...	1,09,622	
...	6,243	21,046	...	...	17,027	50	...	...	38,123
829	829	...	360	...	...	829	...	...	1,189
...	...	94,077	...	...	...	7,504	...	...	1,01,581
7,405	11,640	31,119	96	...	4,687	16,433	...	...	52,335
21,818	59,803	60,077	34,444	11,580	94,672	1,20,692	3,439	...	3,24,904	
34,128	1,67,246	7,29,463	47,699	12,603	2,29,909	2,46,352	5,427	...	12,71,453	
3,29,398*	16,49,773	25,54,879	9,40,875	1,15,483	41,52,016	18,09,787	1,02,125	...	96,75,165	

* Includes Rs. 1,000 spent from District Fund.

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.						Managed by		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Moken Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	7,64,617	86	...	...	...	...	7,64,703	...	7,819
Furniture and Apparatus (Special Grants only).	70,087	...	40	...	...	81	70,208	...	2,586
Total ...	8,34,704	86	40	...	...	81	8,34,911	...	10,405
University Direction	...	...	...	...	...	...	...	...	...
University Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in	...	...	...	...	...	...	...	...	...
Arts Colleges...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
<i>Miscellaneous—</i>									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	8,34,704	86	40	...	...	81	8,34,911	...	10,405
Total Expenditure on Public Instruction in 1908-1909.	25,66,808	1,947	2,316	4,98,296	5,920	44,948	31,20,235	8,406	1,09,494

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.												UNDER PRIVATE MANAGEMENT.			
MANAGEMENT.												Aided by Government or by District or Municipal Boards.			
District or Municipal Boards.					Maintained by Native States.										
Municipal Funds.	Fees, including fees paid from Moosam Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,472	...	25	170	11,486	5,710	...	172	...	3,276	360	9,518	80,451	9,822	1,150	
752	180	27	455	4,000	2,886	...	34	...	629	...	3,549	51,905	5,687	1,134	
4,224	180	52	625	15,486	8,596	...	206	...	3,905	360	13,067	1,32,356	15,509	2,284	
...	
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...	
...	
4,224	180	52	625	15,486	8,596	...	206	...	3,905	360	13,067	1,32,356	15,509	2,284	
11,807	47,541	6,523	5,570	1,89,341	85,079	...	3,422	20,815	5,484	846	1,15,646	9,46,725	8,54,434	1,07,908	

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohan Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohan Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	16,393	1,03,978	1,14,824	3,26,618	614	6,072
Furniture and Apparatus (Special Grants only).	11,514	19,819	26,859	1,16,918	156	3,552
Total ...	27,907	1,23,797	1,41,683	4,43,536	770	9,624
University ... ..	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...
Scholarships or stipends held in	...	...	...	...	...	...
Arts Colleges...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
<i>Miscellaneous—</i>						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas ...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect expenditure ...	27,907	1,23,797	1,41,683	4,43,536	770	9,624
Total Expenditure on Public Instruction in 1908-1909.	24,77,933	8,54,294	6,65,876	59,07,170	11,36,288	1,94,481

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—								GRAND TOTAL.
MANAGEMENT.		Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.				
Unaided.	Total.					Private.	Public.			
							Native States Revenues.	Imperial contributions.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.	
32	33	34	35	36	37	38	39	40	41	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
87,616*	94,302	8,78,068	17,727	4,622	17,007	2,81,343	7,860	...	12,06,627	
34,277†	37,985	1,38,092	8,273	1,926	11,850	69,039	3,480	...	2,32,660	
1,21,893	1,32,287	10,16,160	26,000	6,548	28,857	3,50,382	11,340	...	14,39,287	
...	...	91,619	...	...	3,63,147	...	...	...	4,54,766
...	...	1,13,390	...	...	...	...	...	...	1,13,390
...	...	7,59,994	90,047	3,118	...	372	12,109	...	8,65,640	
...	...	90,128	...	...	...	25,384	...	...	1,15,512
...	...	8,618	172	...	...	5,824	...	...	14,614
...	...	23,548	1,519	183	...	...	...	...	25,250
...	...	51,429	16,829	186	8	3,051	4,113	...	75,616	
...	...	3,847	14,510	...	...	78	1,139	...	19,574
...	...	9,808	717	...	...	676	...	...	11,201
...	...	4,017	4,196	165	...	351	...	...	8,729
...	...	3,257	2,837	...	...	986	269	...	7,349
...	...	11,59,655	1,30,827	3,652	3,63,155	36,722	17,630	...	17,11,641	
...	...	1,92,869	250	...	6,67,872	4,08,412	466	...	12,69,869	
...	...	3,563	24,949	820	90	142	463	...	30,027	
...	...	7,003	481	...	5,481	81	110	...	13,156	
...	...	126	104	111	...	...	...	...	341
...	...	302	...	590	3,720	158	...	...	4,770
...	...	333	5	1,655	...	108	...	...	2,101
...	...	44,243‡	32,266	2,910	50,248	1,77,211	4,573	...	3,11,451	
...	...	2,48,439	58,055	6,086	7,27,411	5,86,112	5,612	...	16,31,715	
1,21,893	1,32,287	24,24,254	2,14,882	16,286	11,19,423	9,73,316	34,582	...	47,82,643	
4,51,291	17,82,060	49,79,133	11,55,757	1,31,769	52,71,439	27,83,003	1,36,707	...	1,44,57,808	

* Includes Rs. 33,000 from Provincial Revenues.

† Includes Rs. 16,100, from ditto.

‡ Includes Rs. 7,524 paid to European cadets.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.			
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.						
			1			2			
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.									
FOR BOYS.									
Government	English	45	11,172	5,807	...	5,807	2,495	...	2,495
	Vernacular	17	1,141	...	...	...	185	...	185
District Fund	English	37	3,124	...	...	...	642	...	642
	Vernacular	96	6,272	...	...	...	972	...	972
Municipal ...	English	5	951	277	...	277	232	...	232
	Vernacular	2	188	...	...	...	50	...	50
Native States	English	25	2,577	169	...	169	429	...	429
	Vernacular	6	463	...	...	...	62	2	64
Aided ...	English	702	71,954	12,800	...	12,800	16,061	57	16,118
	Vernacular	230	13,585	...	...	...	1,775	1	1,776
Unaided ...	English	271	45,393	13,951	...	13,951	10,914	...	10,914
	Vernacular	41	2,937	...	...	...	436	...	436
	Total	1,477	1,59,757	33,004	...	33,004	34,253	60	34,313
FOR GIRLS.									
Government	English	2	278	...	41	41	...	87	87
	Vernacular	...	...	...	...	...	...	...	...
District Fund	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Municipal ...	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Aided ...	English	45	5,114	...	243	243	29	823	852
	Vernacular	18	1,775	...	...	...	6	119	125
Unaided ...	English	3	153	...	10	10	...	32	32
	Vernacular	...	...	...	...	...	...	...	...
	Total	68	7,320	...	294	294	35	1,061	1,096
Total Secondary Schools both for Boys and Girls.		1,545	1,67,077	33,004	294	33,298	34,288	1,121	35,409
PRIMARY SCHOOLS.									
FOR BOYS.									
Government	...	197	8,509	...	...	...	...	...	...
District Fund	...	96	8,167	...	...	...	...	...	...
Municipal	...	7	513	...	...	...	...	...	...
Native States	...	627	23,908	...	...	...	4	...	4
Aided ...	...	26,984	8,48,531	...	...	...	8	...	8
Unaided ...	...	6,569	1,42,191	...	...	...	...	...	...
	Total	34,480	10,31,819	...	...	...	12	...	12
FOR GIRLS.									
Government	...	25	1,047	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...
Municipal	...	1	64	...	...	...	...	...	...
Native States	...	36	1,218	...	...	...	...	...	...
Aided ...	...	2,485	64,546	...	...	...	10	...	10
Unaided ...	...	482	10,149	...	...	...	...	...	...
	Total	3,029	77,024	...	...	...	10	10	10
Total Primary Schools both for Boys and Girls.		37,509	11,08,843	...	...	...	12	10	22
Grand Total		39,054	12,75,920	33,004	294	33,298	34,300	1,131	53,431

TABLE V.

in Bengal at the end of the official year 1908-09.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			3			Reading printed books.			Not reading printed books.		
Boys. Girls. Total.						4			5		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,303	...	2,303	528	...	528	39	...	39	11,172	...	11,172
265	...	265	481	2	483	208	...	208	1,139	2	1,141
878	...	878	1,374	4	1,378	226	...	226	3,120	4	3,124
1,229	1	1,230	3,222	6	3,228	831	11	842	6,254	18	6,272
226	...	226	206	...	206	10	...	10	951	...	951
25	...	25	95	...	95	18	...	18	188	...	188
604	...	604	964	9	973	395	7	402	2,561	16	2,577
77	...	77	214	...	214	108	...	108	461	2	463
19,214	51	19,265	20,340	223	20,563	3,178	30	3,208	71,593	361	71,954
2,871	3	2,874	6,805	50	6,855	2,029	51	2,080	13,480	105	13,585
10,083	3	10,086	9,431	33	9,464	966	12	978	45,345	48	45,393
613	1	614	1,494	5	1,499	382	6	388	2,925	12	2,937
38,388	59	38,447	45,154	332	45,486	8,390	117	8,507	1,59,189	568	1,59,757
...	73	73	...	77	77	...	...	...	...	278	278
...
...
...
...
...
80	974	1,054	561	2,116	2,677	58	230	288	728	4,386	5,114
48	272	320	23	834	857	21	452	473	98	1,677	1,775
1	42	43	13	48	61	1	6	7	15	138	153
...
129	1,361	1,490	597	3,075	3,672	80	688	768	841	6,479	7,320
38,517	1,420	39,937	45,751	3,407	49,158	8,470	805	9,275	1,60,030	7,047	1,67,077
1,704	2	1,706	5,285	11	5,296	1,498	9	1,507	8,487	22	8,509
1,355	24	1,379	3,064	309	3,373	2,906	509	3,415	7,325	842	8,167
19	...	19	331	8	339	150	5	155	500	13	513
634	16	650	10,786	687	11,473	10,426	1,355	11,781	21,850	2,058	23,908
20,611	84	20,695	4,95,314	20,416	5,15,730	2,77,643	34,455	3,12,098	7,93,576	54,955	8,48,531
710	1	711	72,581	1,968	74,549	61,298	5,633	66,931	1,34,589	7,602	1,42,191
25,033	127	25,160	5,87,361	23,399	6,10,760	3,53,921	41,966	3,95,887	9,66,327	65,492	10,31,819
...	51	51	6	527	533	4	459	463	10	1,037	1,047
...	3	3	...	61	61	...	...	...	...	64	64
...	7	7	9	334	343	15	853	868	24	1,194	1,218
52	832	884	1,417	34,655	36,072	877	26,703	27,580	2,346	62,200	64,546
...	62	62	105	4,166	4,271	127	5,689	5,816	232	9,917	10,149
52	955	1,007	1,537	39,743	41,280	1,023	33,704	34,727	2,612	74,412	77,024
25,085	1,082	26,167	5,88,898	63,142	6,52,040	3,54,944	75,670	4,30,614	9,68,939	1,39,904	11,08,843
63,602	2,502	66,104	6,34,649	66,549	7,01,198	3,63,414	76,475	4,39,889	11,28,969	1,46,951	12,75,920

Return showing the Results of the Prescribed Examinations in

NAME OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINEES.					
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	
1	2	3	4	5	6	7	8	9	10	
I.—ARTS COLLEGES.										
1. Master of Arts	4	3	3	10	135	65	8	119	327	
2(a). Bachelor of arts	6	7	7	20	139	161	125	2	427	
(b). Supplementary B.A. Examination	6	8	7	21	185	325	339	83	932	
3. Bachelor of Science	2	2	...	4	80	30	...	1	111	
4. Intermediate in Arts	9	8	13	30	210	309	348	7	874	
5. Intermediate in science	2	4	3	9	96	146	80	...	322	
6. Supplementary F.A. Examination	10	9	14	33	147	288	387	29	851	
II.—COLLEGES FOR PROFESSIONAL TRAINING,										
(a) Law—										
1. Master of Law ... ..	...	...	...	...	...	...	...	4	4
2. Bachelor of Law	3	...	5	8	19	...	496	...	515	
2(a). Preliminary B.L. Examination ...	...	...	6	6	...	...	145	...	145
(b) Medicine—										
1. Preliminary Scientific L. M. S.	Boys ...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
2. First L. M. S.	Boys ...	1	...	1	79	...	...	...	79
	Girls ...	...	...	...	2	...	...	...	2
3. Combined Preliminary Scientific and first L.M.S.	Boys ...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examination.	Boys ...	1	...	1	81	...	...	...	81
	Girls ...	...	...	...	2	...	...	...	2
5. Preliminary Scientific M. B.	Boys ...	1	...	1	137	...	...	...	137
	Girls ...	...	...	...	7	...	...	...	7
6. First M. B.	Boys ...	1	...	1	24	...	...	...	24
	Girls ...	...	...	...	1	...	...	...	1
7. Combined Preliminary Scientific and first M. B.	Boys ...	1	...	1	44	...	...	...	44
	Girls ...	...	...	...	...	...	...	...	...
8. Second M. B.	Boys ...	1	...	1	6	...	...	...	6
	Girls ...	...	...	...	1	...	...	...	1
9. Honours in Medicine	Boys ...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	Boys ...	...	...	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
(c) Engineering—										
1. B. E. Examination	1	...	...	1	20	...	...	...	20
2. F. E. Examination	1	...	...	1	38	...	...	...	38
(d) Agriculture—										
1. Higher class examination	1	...	...	1	10	...	...	...	10
2. Special	1	...	...	1	2	...	...	...	2
(e) Teaching—										
1. Bachelor in Teaching	1	...	...	1	16	...	...	...	16
2. L. T. Examination	1	...	...	1	12	...	...	...	12
III.—SCHOOLS FOR GENERAL EDUCATION.										
1. Matriculation	Boys ...	43	187	144	374	1,007	1,871	2,663	117	5,658
	Girls ...	1	6	...	7	8	20	...	3	31
2. B class Examination	Final ...	5	5	25	25
3. C Ditto	Final ...	2	...	1	3	4	...	5	...	9
4. High School Honours Examination.	Boys
	Girls
5. High School Examinations for Europeans.	Boys	5	...	5	...	24	...	1	25
	Girls ...	1	3	...	4	7	6	...	1	14
6. Middle School Examination.	Boys ...	275	875	218	1,318	1,945	6,448	2,580	...	10,973
	Girls ...	2	52	1	55	22	207	6	...	235
7. Upper Primary Examination.	Boys ...	452	3,111	262	3,825	2,965	14,237	3,032	...	20,234
	Girls ...	8	110	1	119	56	444	4	...	504
8. Lower Primary Examination.	Boys ...	457	15,766	815	17,038	3,074	51,187	4,043	...	5,8304
	Girls ...	8	671	18	692	41	1,891	29	...	1,961

TABLE VI.

Bengal for the official year 1908-1909.

NUMBERS PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	European and Eurasians.	Native Christians.	Hindus.		Mahammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
72	27	5	62	166	1	3	63	89	10	...	...	...
86	67	55	...	208	1	1	69	120	17	...	...	...
86	113	128	33	360	3	5	96	237	19	...	...	...
33	11	...	1	45	...	...	12	33	...	...	...	...
71	90	104	5	270	2	4	90	164	9	...	...	...	1
52	68	18	...	138	3	...	44	89	2	...	...	...
56	113	183	5	307	2	3	98	179	25	...	...	...
...	...	...	2	2	...	...	...	2	...	...	...	...
11	...	252	...	263	...	1	85	169	8	...	...	...
...	...	53	...	53	...	...	21	31	1	...	...	...
17*	...	...	...	17	...	...	10	7	...	...	...	...	* Appeared at the higher examination.
42	...	...	...	42	...	1	17	24	...	...	...	...
2	...	...	...	2	1	1	...	...	...	...	...	...
...	
31	...	...	...	31	...	...	11	18	2	...	...	...
104†	...	...	...	104	1	...	40	56	7	...	...	...	† 14 appeared at the higher examination.
6	...	...	...	6	5	...	...	1	...	...	...	...
†14	...	...	...	14	...	...	5	9	...	...	...	...	† 3 appeared at the higher examination.
...	
6	...	...	...	6	...	...	2	4	...	...	...	...
1	...	...	...	1	1	...	...	...	...	...	...	...
...	
...	
14	...	...	...	14	...	...	7	7	...	...	...	...
21	...	...	...	21	...	...	14	7	...	...	...	...
7	...	...	...	7	...	...	2	5	...	...	...	...
2	...	...	...	2	...	...	1	1	...	...	...	...
14	...	...	...	14	...	...	9	5	...	...	...	...
9	...	...	...	9	...	...	...	8	1	...	...	...
798	1,172	1,428	84	3,482	...	23	1,062	2,085	301	...	...	...	11
1	14	...	3	18	1	11	2	4	...	...	...	...
11	...	...	11	...	...	2	6	3	...	...	...	...
2	...	2	...	4	...	...	3	1	...	...	...	...
...	
...	11	...	...	...	...	...	...	...	...	...	...	...
2	3	...	1	12	9	...	...	...	...	...	...	...
1,496	4,913	1,938	...	8,347	6	...	...	...	...	...	2	...	1
16	139	1	...	156	56	180	2,486	4,764	809	1	...	...	51
2,347	10,266	2,379	...	14,992	20	67	22	45	...	...	1	...	1
36	331	4	...	371	16	280	3,791	9,179	1,527	8	...	...	191
2,407	36,689	2,927	...	42,023	15	168	60	127	1	...	...	...	...
34	1,340	14	...	1,388	...	259	7,282	27,799	5,396	11	...	...	936
...	...	...	...	...	...	...	299	744	77	...	...	...	9

Return showing the Results of the Prescribed Examinations in

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for { English ... masters. { Vernacular ...	7	1	1	9	365	14	6	29	414
2. Schools of Art Examination ...	1	...	...	1	...	...	...	...	...
3. Vernacular Medical Examination ...	3	...	...	3	91	...	...	...	91
4. Overseer Examination ...	2	...	...	2	54§	...	...	...	54
5. Sub-overseer Examination ...	5	1	...	6	122	11	...	...	133
6. Amin class Examination ...	2	...	...	2	88	...	...	...	88
7. Survey final Examination ...	1	...	...	1	48	...	...	...	48
8. Commerce ...	...	...	...	...	...	...	...	...	...
(a) Commercial course final ...	1	...	...	1	16	...	...	...	16
(b) Ditto Special ...	1	...	...	1	54	...	...	...	54
9. Accounts Examination ...	...	...	...	...	...	...	...	204	204
10. Sanskrit Title Examination ...	1	65		66	10	201		...	211
11. " second Examination ...	1	245		246	...	...	...	...	1,200
12. " first Examination ...	1	414		415	2,152
13. Madrasa Central Examination ...	2	2		4	178	28		...	206

GENERAL STATISTICS.

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TABLE VI.

Bengal for the official year 1908-1909.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	European and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...
181	8	1	18	208	...	8	71	114	15	...	...	...	...
26	...	...	...	26	...	1	11	13	1	...	...	...	...
58	...	...	...	58	...	3	17	31	7	...	...	...	...
41	...	...	...	41	3	...	17	21	...	...	...	...	...
80	10	...	...	90	8	...	27	53	2	...	...	...	...
55	...	...	...	55	...	...	18	35	1	...	...	...	1
35	...	...	...	35	...	...	11	24	...	...	...	...	...
...
8	...	...	...	8	...	...	6	2	...	...	...	...	...
35	...	...	...	35	1	...	16	16	...	...	...	...	2
...	...	...	19	19	3	...	4	12	...	...	...	...	...
4	95	...	...	99	...	...	90	9	...	...	...	...	...
...	...	...	...	465	...	...	348	117	...	...	...	...	...
...	...	...	...	1,003	...	...	810	193	...	...	...	...	...
103	20	...	...	123	...	...	...	...	123	...	...	...	...

§ 3 appeared from Civil Engineering College for mining diploma and all passed.

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.		EXPENDITURE OF DISTRICT BOARDS				
		IN INSTITUTIONS MANAGED BY				
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.						
UNIVERSITY EDN.	Arts Colleges ...	1	15	16	13	Rs. 1,200
	Professional Colleges ...	...	...	...	...	...
	Total for Collegiate Education ...	1	15	16	13	Rs. 1,200
SCHOOL EDUCATION, GENERAL.	<i>Secondary Schools.</i>					
	For Boys { High Schools English ...	...	...	...	...	...
	{ Middle ditto. { English ...	37	3,124	2,891	2,212	21,609
	{ Vernacular ...	96	6,272	5,769	4,535	39,458
	Total of Secondary Schools for Boys ...	133	9,396	8,660	6,747	61,067
	For Girls { High Schools English ...	...	...	...	...	...
	{ Middle ditto. { English ...	...	...	...	...	...
	{ Vernacular ...	...	...	...	...	...
	Total of Secondary Schools for Girls ...	...	...	...	...	...
	Total of Secondary Schools both for Boys and Girls ...	133	9,396	8,660	6,747	61,067
SCHOOL EDUCATION, SPECIAL.	<i>Primary Schools.</i>					
	For Boys { Upper Primary ...	95	8,087	7,780	5,278	28,148
	{ Lower Primary ...	1	80	80	62	47
	Total Primary Schools for Boys ...	96	8,167	7,860	5,340	28,195
	For Girls { Upper Primary ...	...	...	...	...	...
	{ Lower Primary ...	...	...	...	...	...
	Total Primary Schools for Girls ...	...	...	...	...	...
	Total Primary Schools both for Boys & Girls ...	96	816	7,860	5,340	28,195
	<i>Schools for Special Instruction.</i>					
	Training Schools for Masters ...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...
Law Schools ...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...
Engineering and Surveying Schools ...	1	22	21	16	12 1/2	
Technical and Industrial Schools ...	8	198	189	147	8,125 1/2	
Commercial Schools ...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...
Other Schools { Madrasas ...	...	...	...	...	...
{ Reformatory Schools ...	...	...	...	...	...
{ Miscellaneous Schools ...	...	...	...	...	...
Total ...	9	220	210	163	8,137 1/2	
INDIRECT EXPENDITURE.						
Buildings ...	...	...	...	...	7,819 1/2	
Furniture and Apparatus (Special grants only).	...	...	...	...	2,586 1/2	
Total ...	...	...	...	...	10,405 1/2	
Inspection ...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...
	Medical Colleges ...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...
	Secondary Schools ...	...	...	...	...
	Primary Schools ...	...	...	...	...
	Medical Schools ...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...
Other Special Schools ...	...	...	...	...
Total ...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...
Grand Total ...	289	17,798	16,746	12,263	1,08,900	

TABLE VII.
Instruction in Bengal for the official year 1908-1909.

ON PUBLIC INSTRUCTION.								Total District Fund expenditure on public instruction.
DISTRICT BOARDS.				INSTITUTIONS MANAGED BY—				
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	815	175	2,208	5,348	...	...	1,000*	2,200
...
950	815	175	2,208	5,348	...	...	1,000	2,200
...	...	...	...	...	400	250	2,383	3,033
...	10,507	3,452	...	35,568	...	240	81,900	1,03,749
...	14,561	1,890	...	55,909	...	...	21,793	61,251
...	25,068	5,342	...	91,477	400	490	1,06,076	1,68,033
...
...
...
...	25,068	5,342	...	91,477	400	490	1,06,076	1,68,033
...	1,787	15	...	29,950	117	...	1,51,876	1,80,141
...	2	...	...	49	18	...	4,71,713	4,71,778
...	1,789	15	...	29,999	135	...	6,23,589	6,51,919
...	...	...	...	...	57	...	6,051	6,108
...	...	...	...	...	190	...	64,726	64,916
...	...	...	...	...	247	...	70,777	71,024
...	1,789	15	...	29,999	382	...	6,94,366	7,22,943
...	...	...	...	...	1,079	...	...	1,079
...	...	...	...	...	...	...	76	76
...
...
...	68	...	...	80	...	...	...	12
240	2,447	60	888	12,720	...	...	3,507	11,632
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	96	96
...	...	...	...	...	...	...	34,444	34,444
240	2,515	60	888	12,800	1,079	...	38,483	47,699
...	...	25	170	8,014	86	...	9,822	17,727
...	...	27	262	2,875	...	...	5,687	8,273
...	...	52	432	10,889	86	...	15,509	26,000
...	...	...	...	...	...	...	...	90,047
...	...	...	...	...	...	...	...	172
...	...	...	...	...	...	...	...	1,519
...	...	...	...	...	...	...	...	16,829
...	...	...	...	...	...	...	...	14,510
...	...	...	...	...	...	...	...	717
...	...	...	...	...	...	...	...	4,196
...	...	...	...	...	...	...	...	2,837
...
...	...	...	...	...	...	...	...	1,30,827
...	...	...	...	...	...	...	...	58,055
1,190	30,187	5,644	3,528	1,50,513	1,947	490	8,55,434	11,55,757

*Lump grant.

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.		EXPENDITURE OF MUNICIPAL BOARDS					
		IN INSTITUTIONS MANAGED BY					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1	17	18	19	20	21	22	
DIRECT EXPENDITURE.						Rs.	Rs.
UNIVERSITY EDN.	Arts Colleges ...	1	54	48	42	1,800	...
	Professional Colleges ...	1	16	14	10	...	...
	Total for Collegiate Education ...	2	70	62	52	1,800	...
SCHOOL EDUCATION, GENERAL.	<i>Secondary Schools.</i>						
	For Boys { High Schools English ...	2	532	540	419	5,646	1,800
	{ Middle ditto { English ...	3	419	419	347	...	593
	{ Vernacular ...	2	188	169	140	...	1,652
	Total of Secondary Schools for Boys	7	1,139	1,128	906	5,646	4,045
	For Girls { High Schools English ...	...	...	...	...	...	...
	{ Middle ditto { English ...	...	...	...	...	...	...
	{ Vernacular ...	...	...	...	...	...	...
	Total of Secondary Schools for Girls	...	...	...	...	...	...
	Total of Secondary Schools both for Boys and Girls.	7	1,139	1,128	906	5,646	4,045
SCHOOL EDUCATION, SPECIAL.	<i>Primary Schools.</i>						
	For Boys { Upper Primary ...	4	227	192	148	...	773
	{ Lower Primary ...	3	286	279	206	...	1,320
	Total Primary Schools for Boys	7	513	471	354	...	2,093
	For Girls { Upper Primary ...	1	64	58	37	...	255
	{ Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for Girls	1	64	58	37	...	255
	Total Primary Schools both for Boys & Girls	8	577	529	391	...	2,348
	<i>Schools for Special Instruction.</i>						
	Training Schools for Masters ...	...	...	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools { Madrasas ...	...	...	...	...	...	...
{ Reformatory Schools... ..	...	...	...	...	...	...
{ Miscellaneous Schools ...	...	...	...	...	...	...
Total	...	...	...	...	...	...
INDIRECT EXPENDITURE.							
Buildings ...	...	...	...	...	...	3,472	
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	752	
Total	...	...	...	...	...	4,224	
Inspection ...	...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...
Total	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...
Grand Total	17	1,786	1,719	1,349	7,446	10,617	

TABLE VII.

Instruction in Bengal for the official year 1908-1909.

ON PUBLIC INSTRUCTION.								Total municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
MUNICIPAL BOARDS.				In Institutions managed by--					
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.					
...	2,323	...	1,849	5,972	...	950	...	950	3,150
...	930	...	...	930	...	...	...	...	...
...	3,253	...	1,849	6,902	...	950	...	950	3,150
250	10,609	...	...	18,305	1,600	...	8,498	11,898	14,931
240	2,650	738	...	4,221	...	...	7,975	8,568	1,12,317
...	396	...	...	2,048	432	...	1,009	3,093	64,344
490	13,655	738	...	24,574	2,032	...	17,482	23,559	1,91,592
...	...	...	...	...	...	...	618	618	618
...	...	...	...	...	...	...	786	786	786
...	...	...	...	...	...	...	1,194	1,194	1,194
...	...	...	...	...	...	...	2,598	2,598	2,598
490	13,655	733	...	24,574	2,032	...	20,080	26,157	1,94,190
...	119	...	...	892	244	...	17,214	18,231	1,98,372
...	68	...	...	1,388	...	...	42,150	43,470	5,15,248
...	187	...	...	2,280	244	...	59,364	61,701	7,13,620
...	79	141	...	475	...	...	4,284	4,539	10,647
...	...	...	...	...	...	...	9,533	9,533	74,449
...	79	141	...	475	...	...	13,817	14,072	85,096
...	266	141	...	2,755	244	...	73,181	75,773	7,98,716
...	...	...	...	...	...	...	...	...	1,079
...	...	...	...	...	...	...	...	...	76
...	...	...	...	...	...	...	125	125	125
...
...	...	...	...	...	...	...	...	...	12
...	...	...	...	...	...	240	658	898	12,530
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	...	...	96
...
...	...	...	...	...	...	...	11,580	11,580	46,024
...	...	...	...	...	...	240	12,363	12,603	60,302
...	...	...	...	3,472	...	...	1,150	4,622	22,349
...	...	...	...	752	40	...	1,134	1,926	10,199
...	...	...	...	4,224	40	...	2,284	6,548	32,548
...	...	...	...	...	...	...	...	3,118	93,165
...	...	...	...	...	...	...	...	...	172
...	...	...	...	...	...	...	...	183	1,702
...	...	...	...	...	...	...	...	186	17,015
...	...	...	...	...	...	...	...	...	14,510
...	...	...	...	...	...	...	...	...	717
...	...	...	...	...	...	...	...	165	4,361
...	...	...	...	...	...	...	...	...	2,837
...	...	...	...	...	...	...	...	3,652	134,479
...	...	...	...	...	...	...	...	6,086	64,141
490	17,174	879	1,849	33,455	2,316	1,190	1,07,908	1,31,769	12,87,526

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1908-1909.

Class of Hostels or Boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					EXPENDITURE FROM					
	Hostels or Boarding-houses.	Boarders— vide Note (1).	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenue.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenue.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>For Males.</i>													
Managed by Government ...	42	2,164	500	342	728	16	578	Rs. 41,906	Rs. ...	Rs. 2,756	Rs. 1,21,383	Rs. ...	Rs. 1,66,045
Ditto District or Municipal Boards.	1	20	...	...	...	...	20	...	9	...	...	...	9
Aided by Government or by District or Municipal Boards.	71	3,235	287	1	2,416	245	286	80,219	241	97,380	1,74,553	...	3,52,393
Maintained by Native States ...	7	116	...	...	97	8	11	...	...	...	30	466	496
Unaided ...	278	6,733	244	...	3,645	1,655	1,189	...	...	1,60,259	1,91,708	...	3,51,967
Total ...	399	12,268	1,031	343	6,886	1,924	2,084	1,22,125	250	2,60,395	4,87,674	466	8,70,910
<i>For Females.</i>													
Managed by Government ...	6	217	15	22	138	...	42	21,029	...	2,330	16,053	...	39,412
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	40	2,524	...	...	2,206	191	127	49,715	...	86,131	1,53,250	...	2,89,096
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	36	1,914	...	...	472	1,337	105	...	...	59,556	10,895	...	70,451
Total ...	82	4,655	15	22	2,816	1,528	274	70,744	...	1,48,017	1,80,198	...	3,98,959
Grand Total ...	481	16,923	1,046	365	9,702	3,452	2,358	1,92,869	250	4,08,412	6,67,872	466	12,69,869

(1) "Boarders" in column 3 means only pupil-boarders.

EUROPEAN EDUCATION.

GENERAL TABLE III.

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	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 Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys { High Schools ... English ...	...	...	...	...	...	...
{ Middle Schools ... { English ...	1	178	189	178	...	...
{ Vernacular ...	...	...	...	...	...	...
Total for Boys' Schools ...	1	178	189	178	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...
{ Middle Schools ... { English ...	1	115	116	111	...	...
{ Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	1	115	116	111	...	...
Total of Secondary Schools both for Boys and Girls.	2	293	305	289	...	...
PRIMARY SCHOOLS.						
For Boys { Upper Primary ...	...	...	...	...	...	...
{ Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls { Upper Primary ...	...	...	...	...	...	...
{ Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Total of Primary Schools both for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters ...	...	...	...	...	...	...
(b) For Mistresses ...	1	20	20	20	...	...
Schools of Art ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering or Surveying Schools ...	...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools { Madrasas ...	...	...	...	...	...	...
{ Reformatory Schools ...	...	...	...	...	...	...
{ Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	1	20	20	20	...	...
Total of Schools of Public Instruction ...	3	313	325	309	...	...

TABLE III.

Bengal for the official year 1908-1909.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	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 Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	6	1,191	1,137	1,021
...	10	1,653	1,522	1,388
...
...	16	2,844	2,659	2,409
...	7	1,104	1,038	913
...	18	2,120	1,996	1,770
...
...	25	3,224	3,034	2,683
...	41	6,068	5,693	5,092
...	5	150	157	127
...	3	106	109	91
...	8	256	266	218
...	13	886	774	682
...	1	42	41	29
...	14	928	815	711
...	22	1,184	1,081	929
...
...
...
...
...	3	162	156	98
...	2	111	100	90
...
...
...
...	5	273	256	188
...	68	7,525	7,030	6,209

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	UNDER PRIVATE MANAGEMENT					
	Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys { High Schools ... { English ...	3	639	485	405	9	1,830
{ Middle Schools... { English ...	...	...	...	...	11	1,831
{ Vernacular ...	...	...	...	...	...	...
Total for Boys' Schools ...	3	639	485	405	20	3,661
For Girls { High Schools ... { English ...	1	61	56	55	7	1,104
{ Middle Schools { English ...	...	...	...	...	20	2,296
{ Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	1	61	56	55	27	3,400
Total of Secondary Schools both for Boys and Girls.	4	700	541	460	47	7,061
PRIMARY SCHOOLS.						
For Boys { Upper Primary ...	...	...	...	...	5	150
{ Lower Primary ...	...	...	...	...	3	106
Total Primary Schools for Boys ...	...	...	...	...	8	256
For Girls { Upper Primary ...	1	8	7	6	13	886
{ Lower Primary ...	...	...	...	...	2	50
Total Primary Schools for Girls ...	1	8	7	6	15	936
Total of Primary Schools both for Boys and Girls.	1	8	7	6	23	1,192
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters ...	...	...	...	...	1	20
(b) For Mistresses ...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	3	162
Commercial Schools ...	...	...	...	...	2*	111
Agricultural Schools ...	...	...	...	...	...	...
Other Schools { Madrasas ...	...	...	...	...	...	...
{ Reformatory Schools ...	...	...	...	...	...	...
{ Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	6	293
Total of Schools of Public Instruction ...	5	708	548	466	76	8,546

* 1 school for males with 49 pupils and 1 school for females with 67 pupils.

TABLE III.

Bengal for the official year 1908-1909.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
English.			A classical language.			A vernacular language.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,778	52	1,830	982	20	1,002	110	...	110	52	...
1,614	217	1,831	145	31	176	43	23	66	217	...
...
3,392	269	3,661	1,127	51	1,178	153	23	176	269	...
183	921	1,104	12	534	546	...	...	...	...	183
410	1,886	2,296	146	475	621	...	...	...	...	410
...
593	2,807	3,400	158	1,009	1,167	...	...	...	...	593
3,985	3,076	7,061	1,285	1,060	2,345	153	23	176	269	593
90	60	150	25	7	32	18	11	29	60	...
91	15	106	...	...	...	...	...	...	15	...
181	75	256	25	7	32	18	11	29	75	...
332	554	886	...	...	...	...	...	...	...	332
20	30	50	...	...	...	...	...	...	...	20
352	584	936	...	...	...	...	...	...	...	352
533	659	1,192	25	7	32	18	11	29	75	352
...
...	20	20	...	...	...	...	...	...	...	...
...
...
...
162	...	162	...	...	...	...	...	...	...	...
38	73	111	...	...	...	...	...	...	...	...
...
...
...
...
200	93	293	...	...	...	...	...	...	...	...
4,718	3,828	8,546	1,310	1,067	2,377	171	34	205	344	945

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1909, classified according to sex, race, or creed.

	Europeans and Eurasians.	Native Christians.*	HINDUS.		Maham- dans.	Buddhists.	Parsis.	Others.	Total.	
			Brahmans.	Non-Brah- mans.						
SCHOOL EDUCATION—GENERAL—										
<i>Secondary Schools—</i>										
For Boys—										
High Schools ...	Male ...	1,548	1	25	8	32	...	10	154	1,778
	Female ...	47	...	...	...	1	...	...	4	52
Middle Schools—										
English ...	Male ...	1,560	7	10	...	8	7	5	17	1,614
	Female ...	217	...	...	...	...	...	...	...	217
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	170	1	5	3	...	1	...	3	183
	Female ...	858	5	14	33	...	2	3	6	921
Middle Schools—										
English ...	Male ...	394	4	2	1	2	1	3	3	410
	Female ...	1,833	2	6	1	...	1	31	12	1,886
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...	6,627	20	62	46	43	12	52	199	7,061	
Primary Schools—										
For Boys ...	Male ...	181	...	...	...	...	...	...	...	181
	Female ...	74	1	...	...	...	...	...	...	75
For Girls ...	Male ...	329	10	...	...	...	9	2	2	352
	Female ...	548	21	...	...	...	10	1	4	584
Total ...	1,132	32	...	...	...	19	3	6	1,192	
SCHOOL EDUCATION—SPECIAL—										
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	20
Industrial Schools...	Male ...	136	3	9	11	...	1	2	...	162
	Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools	Male ...	38	...	...	...	...	...	...	...	38
	Female ...	67	6	...	...	...	...	...	...	73
Total ...	261	9	9	11	...	1	2	...	293	
Total of Schools of Public Instruction.	8,020	61	71	57	43	32	57	205	8,546	

* Include Aboriginal Christians.

GENERAL TABLE IV. (EUROPEAN).

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
<i>Secondary Schools.</i>									
For Boys { High Schools ... English ...	...	...	...	...	...	...	...	...	...
{ Middle ditto { English ...	30,735	...	...	7,409	...	...	38,144	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	30,735	...	...	7,409	...	...	38,144	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...	...	...	...
{ Middle ditto { English ...	18,082	...	...	10,046	...	...	28,128	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	18,082	...	...	10,046	...	...	28,128	...	...
Total Secondary Schools both for Boys and Girls.	48,817	...	...	17,455	...	...	66,272	...	...
<i>Primary Schools.</i>									
For Boys { Upper Primary ...	...	...	...	...	...	...	...	...	...
{ Lower Primary ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls { Upper Primary ...	...	...	...	...	...	...	...	...	...
{ Lower Primary ...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(a) Masters ...	...	...	...	...	...	...	...	...	...
(b) Mistresses ...	4,542	...	...	...	...	...	4,542	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools	...	...	...	...	...	...	...	...	...
{ Madrasas ...	...	...	...	...	...	...	...	...	...
{ Miscellaneous Schools	...	...	...	...	...	...	...	...	...
Total ...	4,542	...	...	...	...	...	4,542	...	...
Total of Direct Expenditure ...	53,359	...	...	17,455	...	...	70,814	...	...

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS.													UNDER PRIVATE MANAGEMENT.		
MANAGEMENT.													Aided by Government.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.			
Municipal Funds.	Fees, including fees paid from Mohala Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	65,195	...	...
...	33,687	...	992	
...	
...	98,882	...	992	
...	46,068	...	90	
...	53,287	...	662	
...	
...	99,355	...	752	
...	1,98,237	...	1,744	
...	2,677	...	...
...	2,955	...	...
...	5,632	...	...
...	14,349	...	965	
...	517	...	60	
...	14,866	...	1,025	
...	20,498	...	1,025	
...	
...	
...	4,754	...	...
...	1,150	...	...
...	
...	
...	5,904	...	...
...	2,24,639	...	2,769	

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.	
MANAGEMENT.		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.				
Unaided.	Endowments and other sources.					Total.	Private.	Public.		
								Native States Revenue.		Imperial contributions.
32	33	34	35	36	37	38	39	40	41	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
10,369	79,449	65,195	...	...	1,46,777	36,074	...	...	2,48,046
...	...	64,422	...	992	56,137	31,744	...	...	1,53,295
...	
10,369	79,449	1,29,617	...	992	2,02,914	67,818	...	...	4,01,341
...	...	46,068	...	90	66,992	13,357	...	...	1,46,507
...	3,456	71,369	...	662	1,00,273	29,397	...	...	2,01,701
...	
...	3,456	1,17,437	...	752	1,87,265	42,754	...	...	3,48,208
10,369	82,905	2,47,054	...	1,744	3,90,179	1,10,572	...	...	7,49,549
...	...	2,677	...	...	2,857	3,953	...	...	9,487
...	...	2,955	...	...	784	681	...	...	4,420
...	...	5,632	...	...	3,641	4,634	...	...	13,907
...	...	14,349	...	965	6,417	12,697	...	...	34,428
627	627	517	...	60	...	1,838	...	...	2,415
627	627	14,866	...	1,025	6,417	14,535	...	...	36,843
627	627	20,498	...	1,025	10,058	19,169	...	...	50,750
...	
...	...	4,542	...	...	...	...	...	...	4,542
...	
...	
...	
...	...	4,754	...	...	2,274	910	...	...	7,938
...	...	1,150	...	...	3,028	...	...	...	4,178
...	
...	
...	
...	...	10,446	...	...	5,302	910	...	...	16,658
10,996	83,532	2,77,998	...	2,769	4,05,539	1,30,651	...	...	8,16,957

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.						Managed by		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Building ... ..	...	..	...	...	...	...	...	...	...
Furniture and Apparatus (Special Grants only).	99	...	...	...	...	...	99	...	...
Total ...	99	...	...	...	...	...	99	...	...
University ... ..	...	...	...	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in									
Arts Colleges...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Technical and Industrial ... Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...
Charges for conducting examination...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas.	...	...	...	...	...	...	...	...	...
Payments to European Cadets	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure	99	...	...	...	...	...	99	...	...
Total Expenditure on Public Instruction in 1908-1909.	53,458	...	...	17,455	...	...	70,913	...	...

TABLE IV.

Schools in Bengal for the official year 1908-1909

INSTITUTIONS,													UNDER PRIVATE MANAGEMENT.		
MANAGEMENT.												Aided by Government or by District or Municipal Boards.			
District or Municipal Boards.					Maintained by Native States.										
Municipal Funds.	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
...	Rs. 56,866	Rs.	Rs.	
...	783	...	...
...	57,649	...	...
...	
...	
...	
...	
...	
...	
...	
...	
...	57,649	...	...
...	2,82,288	...	2,769	

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government— <i>consid.</i>				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	10,880	76,654	28,270	1,72,670	215	1,818
Furniture and Apparatus (Special Grants only).	8,907	6,790	13,547	30,027	...	2,282
Total	19,787	83,444	41,817	2,02,697	215	4,100
University ... ..	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...
Arts Colleges... ..	...	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...	...
Scholarships or stipends held in Secondary Schools ... ..	...	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...
Technical and Industrial Schools. ... ..	...	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ... ..	...	...	...	...	...	...
Charges for abolished schools ... ..	...	...	...	...	...	...
Charges for conducting examinations ... ..	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols. ... ..	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas. ... ..	...	...	...	...	...	...
Payments to other private schools ... ..	...	...	...	...	...	...
Contingencies and Miscellaneous ... ..	...	...	...	...	...	...
Total Miscellaneous charges ... ..	...	...	...	...	...	...
Total of Indirect Expenditure	19,787	83,444	41,817	2,02,697	215	4,100
Total Expenditure on Public Instruction in 1908-1909.	3,35,335	1,23,528	1,21,388	8,65,308	72,751	4,100

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS.		TOTAL EXPENDITURE FROM.							GRAND TOTAL.	
MANAGEMENT.		Provincial Revenues,	District Funds,	Municipal Funds.	Fees.	All other sources.				
Unaided.	Endowments and other sources.					Total.	Private.	Public.		
								Native States Revenues.		Imperial contributions.
32	33	34	35	36	37	38	39	40	41	
Rs. 34,415* 3,072	Rs. 36,448 5,354	Rs. 77,866 882	Rs.	Rs.	Rs. 11,095 8,907	Rs. 1,20,757 25,691	Rs.	Rs.	Rs. 2,09,118 35,480	
37,487	41,802	78,748	...	...	20,002	1,45,848	...	...	2,44,598
...	
...	...	21,221	...	...	...	...	...	...	21,221
...	...	1,753	...	...	...	...	...	...	1,753
...	
...	...	8,699	...	...	...	...	...	...	8,699
...	
...	...	529	...	...	...	...	...	...	529
...	
...	...	32,202	...	...	...	...	...	...	32,202
...	...	1,34,433	...	...	3,53,512	1,74,728	...	...	6,62,673
...	...	4,205	...	...	...	...	...	...	4,205
...	
...	
...	...	7,524	...	...	...	...	...	...	7,524
...	...	6,523	...	...	48,582	1,75,577	...	...	2,30,682
...	...	1,52,685	...	...	4,02,094	3,50,305	...	...	9,05,084
37,487	41,802	2,63,635	...	...	4,22,096	4,96,153	...	...	11,81,884
48,483	1,25,334	5,41,633	...	2,769	8,27,635	6,26,804	...	...	19,98,841

* Includes Rs. 21,000 paid to unaided schools from Provincial Revenues.

GENERAL TABLE V.

Return of the stages of instruction of Pupils in Public Schools for Secondary and Primary Education in European Schools in Bengal at the end of the official year 1908-1909.

GENERAL STATISTICS.

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the rolls on 31st March 1909.	HIGH STAGE.			MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the matriculation examination, or an examination of an equivalent Standard.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<i>Secondary Schools for Boys.</i>																				
Government, English	1	178	...	...	...	80	...	80	60	...	60	38	...	38	...	...	...	178	...	178
Aided "	16	2,844	149	...	149	745	56	801	670	47	717	1,011	166	1,177	...	...	...	2,575	269	2,844
Unaided "	3	639	134	...	134	225	...	225	159	...	159	121	...	121	...	...	...	639	...	639
Total ...	20	3,661	283	...	283	1,050	56	1,106	889	47	936	1,170	166	1,336	...	...	...	3,392	269	3,661
<i>Secondary Schools for Girls.</i>																				
Government, English	1	115	...	...	...	...	50	50	...	34	34	...	31	31	...	...	...	...	115	115
Aided "	25	3,224	...	111	111	27	592	619	77	630	707	481	1,306	1,787	...	...	...	585	2,639	3,224
Unaided "	1	61	...	...	...	...	18	18	1	15	16	7	20	27	...	...	...	8	53	61
Total ...	27	3,400	...	111	111	27	660	687	78	679	757	488	1,357	1,845	...	...	...	593	2,807	3,400
Total Secondary Schools both for Boys and Girls.	47	7,061	283	111	394	1,077	716	1,793	967	726	1,693	1,658	1,523	3,181	...	...	...	3,985	3,076	7,061

<i>Primary Schools for Boys.</i>																					
Government Aided	...	8	256	...	...	...	...	...	...	18	10	28	163	65	228	...	...	...	181	75	256
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	8	256	...	...	...	...	...	...	18	10	28	163	65	228	...	...	...	181	75	256
<i>Primary Schools for Girls.</i>																					
Government Aided	...	14	928	...	...	...	...	...	...	33	120	153	318	457	775	...	...	...	351	577	928
Unaided	...	1	8	...	...	...	...	...	...	...	...	...	1	7	8	...	...	...	1	7	8
Total	...	15	936	...	...	...	...	...	...	33	120	153	319	464	783	...	...	...	352	584	936
Total Primary Schools both for Boys and Girls.	...	23	1,192	...	...	...	...	...	...	51	130	181	482	529	1,011	...	...	...	533	659	1,192
Grand Total for 1908-1909 (for Secondary and Primary Schools).	...	70	8,253	283	111	394	1,077	716	1,793	1,018	856	1,874	2,140	2,052	4,192	...	...	...	4,518	3,735	8,253

GENERAL STATISTICS.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 28TH DECEMBER 1909.

RESOLUTION—No. 4897.

READ—

The Report on Public Instruction in Bengal for 1908-09.

IN the year under review there has been a continuance of the educational activity which was primarily prompted by the Simla Conference of 1901, and a further marked increase in expenditure. The demands of the Department continue to grow, but increasing difficulty is felt on the part of the Government in meeting them. The total expenditure from all sources on institutions of all kinds has risen from 110½ lakhs in 1905-06 to 144½ lakhs in 1908-09, and within the same period the expenditure from provincial revenues has risen from 34 lakhs to 49¾ lakhs, while within the last two years there has been an increase of 13 lakhs in expenditure from provincial revenues. Mr. James, who submitted the present report as Officiating Director, has emphasized the need for further provision of funds and for a clearly defined policy in the Department as to the proportion of total expenditure which the main heads of education should receive.

2. *Controlling agencies.*—The temporary appointment of a second Assistant Director to assist the Director of Public Instruction was made as the work of the head-quarters office continued to expand. It is stated that while there is less work in the preparing of new schemes, there is more work in carrying into operation the schemes already sanctioned. As regards the agency for the inspection of primary education, the department has hitherto devoted itself to increasing the number of sub-inspectors so that they may have units of reasonable size to control. In the Lieutenant-Governor's opinion a sufficient advance has been made under the head of inspection, and it is now necessary for the department to direct its efforts towards the improvement of the teaching staff.

3. *Primary education for boys.*—The number of boys under instruction was about twelve hundred thousand, representing 26·5 per cent. of the total male population of school-going age. The total number of primary schools for boys was 34,472, which is 518 more than in the previous year. Mr. James draws attention to the fact that the allowance of the Gurus in primary schools is inadequate; and that while the stipendiary system has brought the schools under better control, yet at the same time it has furnished an excuse for parents and guardians to diminish the payments from private sources which form a part of the traditional income of primary school teachers. In the opinion of the Lieutenant-Governor the problem is a two-fold one:—the quality of the teachers must be improved, and at the same time it is necessary that the teachers in primary schools should receive a living wage. To achieve the first object the system of Guru Training Schools has been extended throughout the province. The advance must be slow as much leeway has to be made up. A contrast has been drawn in the report between the contributions of the Bombay and Calcutta Municipalities to primary schools. The Bombay Municipality spends one and one-third lakh and possesses 93 schools of its own, whereas the Calcutta Corporation has not a single school of its own and spends only one fifth of a lakh on primary education. It is satisfactory to notice that the Corporation has decided since the close of the year under review to appoint a sub-committee to meet the representatives of the Educational Department and to discuss the subject of the control of education.

4. *Secondary education.*—The proposals which were made by the Bengal Government for the improvement of secondary education and which involve a recurring expenditure of 16 lakhs, are still in abeyance; but Mr. James assures Government that something has been done to stimulate education in high schools through the inspection of these schools by officers of the Department on behalf of the University. During the year scholars in high schools have increased by over 2,000 and expenditure by Rs. 1,43,000; at the same time the number of high schools has decreased by two. This, in His Honour's opinion, gives evidence of more efficient working on the part of the existing schools.

His Honour has learnt with pleasure the good results which have been achieved by the experiment of appointing an officer of the Indian Educational Service as Head Master of the Ranchi Zilla School. The Lieutenant-Governor also agrees with the view expressed by Mr. James that an advanced high school is preferable to an inferior second grade college, but at the same time considers that the natural reluctance to lower the status of an existing college must be respected. His Honour is at one with the view expressed by Mr. James that while at first sight it might appear that the right policy for the Department is to sustain the more efficient type of schools and resist the blind and ignorant preference for anything that can be described as English education, yet it is not feasible to adopt such a policy with absolute strictness. It is to be deplored that there is a tendency to prefer a bad education in middle English schools to a good education in middle vernacular schools.

5. *Collegiate education.*—In collegiate education there has been a steady advance in all directions to conform with the regulations of the Calcutta University. There have been improvements in staff, buildings, science equipment, libraries and hostels. Among Government colleges, much has been done in the Presidency College for the more effective teaching of science subjects; but, as Mr. James remarks, it is obviously out of all reason that a college, even the Presidency College, should provide, without limit, an education costing far more than the fees received for it to every applicant without limit of cost or enquiry as to the applicant's fitness to profit by it. In the Patna College the chief progress made during the year was the establishment of a proper residential system. In the Krishnagar College the number of students has fallen to 86, and at present the report of a Committee which was appointed by the Lieutenant-Governor in April 1909 to advise as to the future of the college is under the consideration of Government. Mr. James has given some interesting comparisons of the net annual cost to Government per student in Government colleges; it varies from Rs. 145 per student in the Presidency College to Rs. 830 per student in the Sanskrit College. The Lieutenant-Governor has perused with interest the views of the Officiating Director on the prospects of autonomous administration which are opened up by the constitution of governing bodies for colleges, and is in full agreement with the Director regarding the advisability of laying down for the different colleges working limits of expenditure.

6. *Muhammadian education.*—There has been an increase in the total number of Muhammadans under instruction of nearly 27,000 over the figures of the previous year. The number of pupils in secondary schools is nearly 17,000, but there are only 300 students in Arts Colleges. Much valuable work was done by Mr. Earle in initiating schemes for the improvement of Madrasas and the improvement of maktabs. During the year under review a scheme for the improvement of Madrasas was matured, and arrangements were made for a detailed inspection of all the private Madrasas in the Province, which has been completed since the close of the year. The scheme for the improvement of maktabs was completed; but it is only possible to bring it gradually into effect. There were 970 students at the Calcutta Madrasa at the end of 1908-09. The Elliott Madrasa Hostel is able to provide for 119 boarders. The Lieutenant-Governor has taken measures to provide another hostel to accommodate 100 students, and towards this the Nawab Bahadur of Dacca has given a liberal donation of Rs. 25,000.

7. *Professional and Technical education.*—The schemes for the University Law College in Calcutta, and the Patna Law College were brought into full working order after the end of the year. Pleaders' classes have been revived

at Hooghly, Krishnagar and Cuttack, and, also in connection with the University Law College and the Government Law College at Patna.

In connection with the Engineering College at Sibpur, the Director presses strongly for the early removal of the college to a new site. There have been unforeseen difficulties in the way, but they are gradually being surmounted, and it is hoped that considerable progress may be effected within the next twelve months. It is satisfactory to note that, notwithstanding the abolition of the agricultural classes, there has been an increase in the number of students at the college. A Board of Visitors has been constituted during the year under review, and the Joint Technical Examination Board conducted the Overseer and Sub-Overseer Examinations for the two Provinces of Bengal and Eastern Bengal and Assam for the first time in March 1909. The sanction of the Secretary of State has been obtained to the appointment of a Professor of Industrial Chemistry. The course of instruction of students in mining districts has been successful and has served its purpose. Mr. James expresses a doubt as to whether the conditions admit of permanent usefulness. On the other hand the Mining Instructor urges the opening of classes for instruction at additional centres. In His Honour's opinion there is no ground for withdrawing these useful and popular classes, which have recently received the warm appreciation of the Indian Mining Association. The Bihar School of Engineering reports a successful year. Further opportunities for advance in the Public Works Department have been given to the students, and the results of the first examination held by the Joint Technical Board were favourable to the school. The Lieutenant-Governor regrets that, although he is fully in favour of the conversion of the Cuttack Survey School into a similar School of Engineering for Orissa, it has not yet been found possible to finance the project.

Mr. Percy Brown, Superintendent of the School of Art, Lahore, was appointed Principal of the Calcutta School of Art in January 1909. Good work is being done in the advanced design class, and the importance of Indian ideals and designs is clearly kept in view. The Government Commercial classes in Calcutta have increased in stability. The successful candidates in the commercial course in special examinations have increased from 23 to 35. Another important departure was the opening of the Government Weaving Institute at Serampore in January 1909. The work is at present carried on in temporary buildings, and a site has been acquired for the permanent institute. In March 1909 there were 90 students, of whom 23 were boarders. This Institute is the outcome of the efforts of Mr. Havell, formerly of the School of Arts, Calcutta, and of others to revive the indigenous weaving industry by methods suited to the actual conditions of the hand-loom industry.

8. *Female education.*—Mr. James has asked for further assistance to the only Female Arts College in Bengal, the Bethune College. At present there are 31 students at the college and 163 at the collegiate school. His Honour trusts that the Board of Management, the constitution of which has recently been amended, will submit proposals which, in the course of time, Government may be in a position to carry into effect. There were at the end of the year 139,245 girls under instruction in primary schools. On the one hand the number of girls in purely girls' schools has decreased, but on the other hand the number of girls in boys' schools has increased. One method which has been found useful for increasing the number of girls under tuition is to make the payment of stipends conditional upon the attendance of a minimum number of girl pupils, but this plan has its disadvantages; for, as has been pointed out by Mr. James, the girl pupils may remain present in the school, but may be altogether excluded from instruction. Nevertheless His Honour considers that the plan should be encouraged. The Training College at Patna for instructing female teachers in the art of teaching was opened in January 1909 and a Lady Principal recruited in England arrived in February. There have been many difficulties in the management, not the least of which is the entire absence of fit material for training. Nevertheless it is reported that the earnestness of the women students and their eagerness to learn are remarkable. Mr. James points out that the obstructions to any real advance in female education are the lack of teachers, the unwillingness of many parents to pay for the education of their daughters, and the early age at which girls are taken away from the schools.

9. *European education.*—The total expenditure on the education of Europeans shows an increase of over $3\frac{1}{2}$ lakhs as compared with the expenditure of 1907-08, but $2\frac{1}{2}$ lakhs of this increase came from private sources. The Code for European Schools in Bengal was revised after prolonged discussion in 1908, and during the year under review interest centred in the regrading of the schools in accordance with the provisions of the Code. Since the close of the year the Lieutenant-Governor has found it necessary, on account of certain representations which have been made to him, to suspend the operation of the Code which was to have come into force from the 1st of January 1910. In connection with the education of Europeans, the Lieutenant-Governor is disposed to agree with the view of Mr. James that any education which from the beginning looks beyond the age of 14 in planning a systematic course of study is secondary education. The Inspector of European Schools and the Officiating Director press strongly for the provision of funds for the completion of the scheme for the training college for female teachers. His Honour while admitting that the present arrangements for the instruction of female teachers at the Dow Hill School are not altogether satisfactory, can hold out no hope that funds will be provided in the near future. His Honour, however, is glad to learn of the good work done by Miss Davies at the Dow Hill School. The successes at the Cambridge Senior Local Examination were 20 as compared with 22 in the previous year. In the departmental high school examination 16 passed during the year under review as compared with 18 in the previous year.

10. *Training of teachers.*—The David Hare Training College, which was opened in July 1908, experienced many difficulties as regards sufficiency of staff and accommodation, but these difficulties have been surmounted to some extent by the zeal of the Principal, Mr. Griffith. It is regrettable that no students, other than teachers in Government schools, have yet joined to undergo a course of training. The Patna Training College was started for Bihari students in October 1908 on modest and experimental lines. The Lieutenant-Governor admits that the interests of the teachers in the Bihar districts cannot be adequately met by a single institution in Calcutta; but the provision of funds for the complete equipment of two training colleges in the Province is a serious demand upon the resources of Government. The vernacular training schools, of which there are nine in the Province, have suffered from the lack of competent instructors and of accommodation. These difficulties, especially the former, are such as only time can remedy.

The Guru training schools form the lever by which in time the whole fabric of primary education may be raised; and considerable expenditure was incurred during the year on these schools. Out of 191 of such schools to be constructed, 54 have been completed; 50 have not yet been commenced, and the construction of the remainder is going on. At the end of the year there were 3,190 gurus under instruction, and 741 of these obtained certificates of competence after a two years' course. The efforts of Government, however, in the direction of improving the quality of teachers for primary schools seemed destined to be frustrated to some extent by the fact that many gurus after their period of instruction do not return to their duties as teachers.

11. *Physical and moral training.*—The hostel system is gradually advancing. The Engineering Institutions at Sibpur and Bankipore are now entirely residential. The Calcutta mess scheme continues to make large demands on Government. As regards schools the same success has not been achieved as in the case of colleges. It is true that board and lodging are furnished, but in many cases under conditions which are unsatisfactory and which do not promote discipline. During the year the Government of India approved in principle the grant of free quarters to teachers attached to hostels of schools. In connection with physical training in schools and colleges, His Honour has learnt with regret that, while there is much for congratulation, yet there is a tendency to professionalism, especially in connection with foot-ball and an unhealthy emulation which shows a lack of the true spirit of sportsmanship. His Honour trusts that the department will use every endeavour to check these undesirable tendencies. As regards discipline in the best sense of the word, it has still to be learnt in many schools. As Mr. James expresses it, there is an acquiescent discipline; that is to say, there is not an active revolt from

discipline. But there is not so much as there ought to be of respect for constituted authority and of the true spirit of active co-operation with authority.

12. *General.*—Of education in the Province during the period under review, it may be said that it has been marked by numerous efforts after progress which have been hampered by the want of money; and for the future it may be said that while collegiate education has demanded in the past, and is likely to demand in the future, a large share of Government resources, nevertheless such education is a superstructure upon weak foundations wherever the education of character and the enforcement of discipline are not binding elements in the secondary schools. His Honour is in full accord with Mr. James's view that there has been of necessity much which might be characterised as mere expansion, and that in the future the aim should be to extend only so far as the occupation can be made effective, especially as finance is the dominant factor in the situation. His Honour has perused with pleasure Mr. James's acknowledgment of the assistance and active sympathy which the Education Department has received from executive and judicial officers throughout the Province. To Mr. Kuchler, who was in charge of the department for almost the entire period of the year under review, His Honour expresses his thanks for his careful and zealous administration of the Department, and he acknowledges the assistance given by the Assistant Director, Mr. J. R. Cunningham. His Honour also expresses his thanks to Mr. James for his full and suggestive report.

By order of the Lieutenant-Governor of Bengal,

J. G. CUMMING,

Secretary to the Govt. of Bengal.

No. 4901.

Copy forwarded to the Director of Public Instruction, Bengal, for information. He is now authorized to publish his report.

Circular No. 40.

Copy forwarded to all Commissioners of Divisions for information.

No. 4902.

Copy forwarded to the Municipal Department of this Government for information.

By order of the Lieutenant-Governor of Bengal,

J. A. L. SWAN,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 28th December 1909.