

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1909-1910.



CALCUTTA:

THE BENGAL SECRETARIAT BOOK DEPOT.

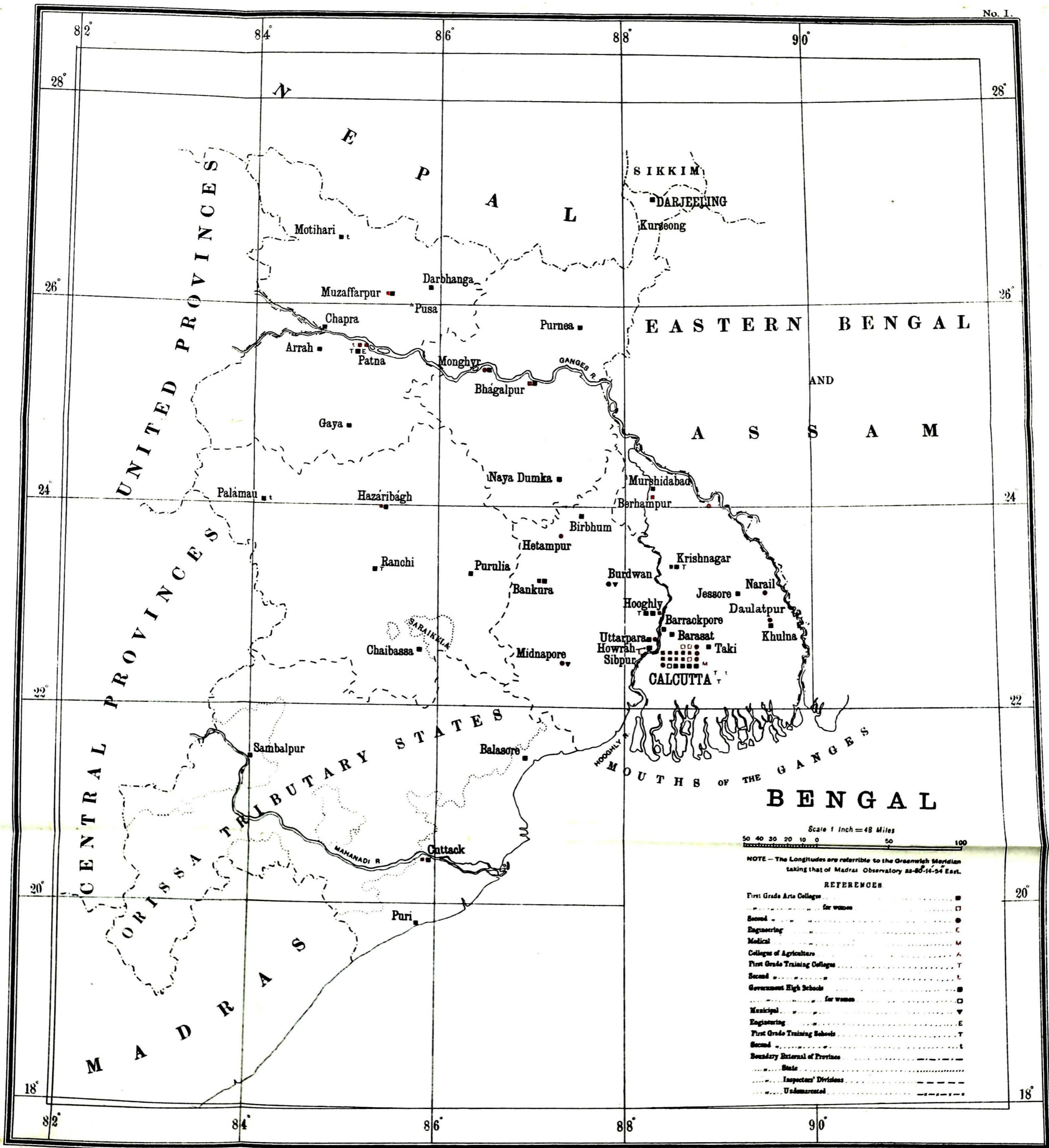
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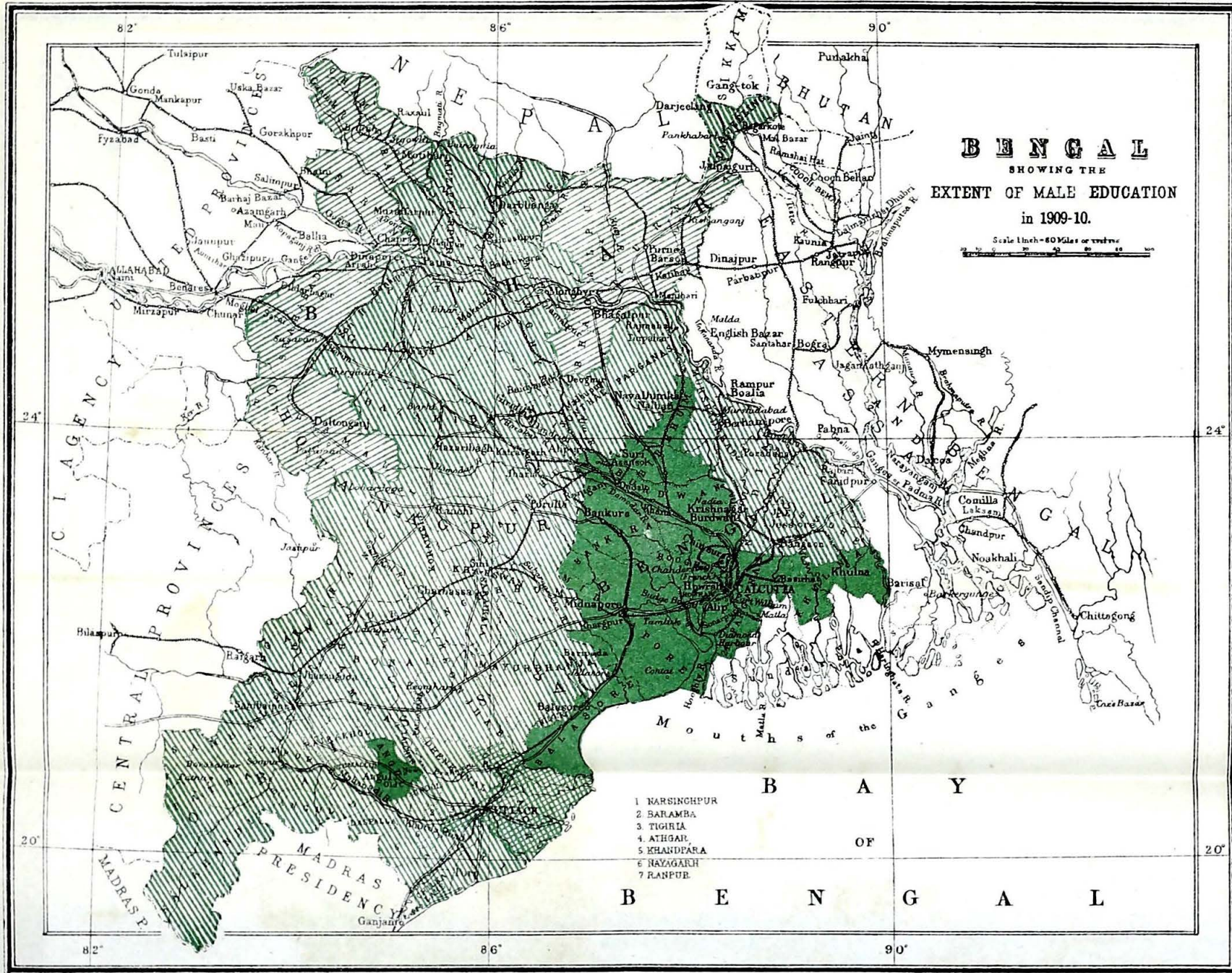
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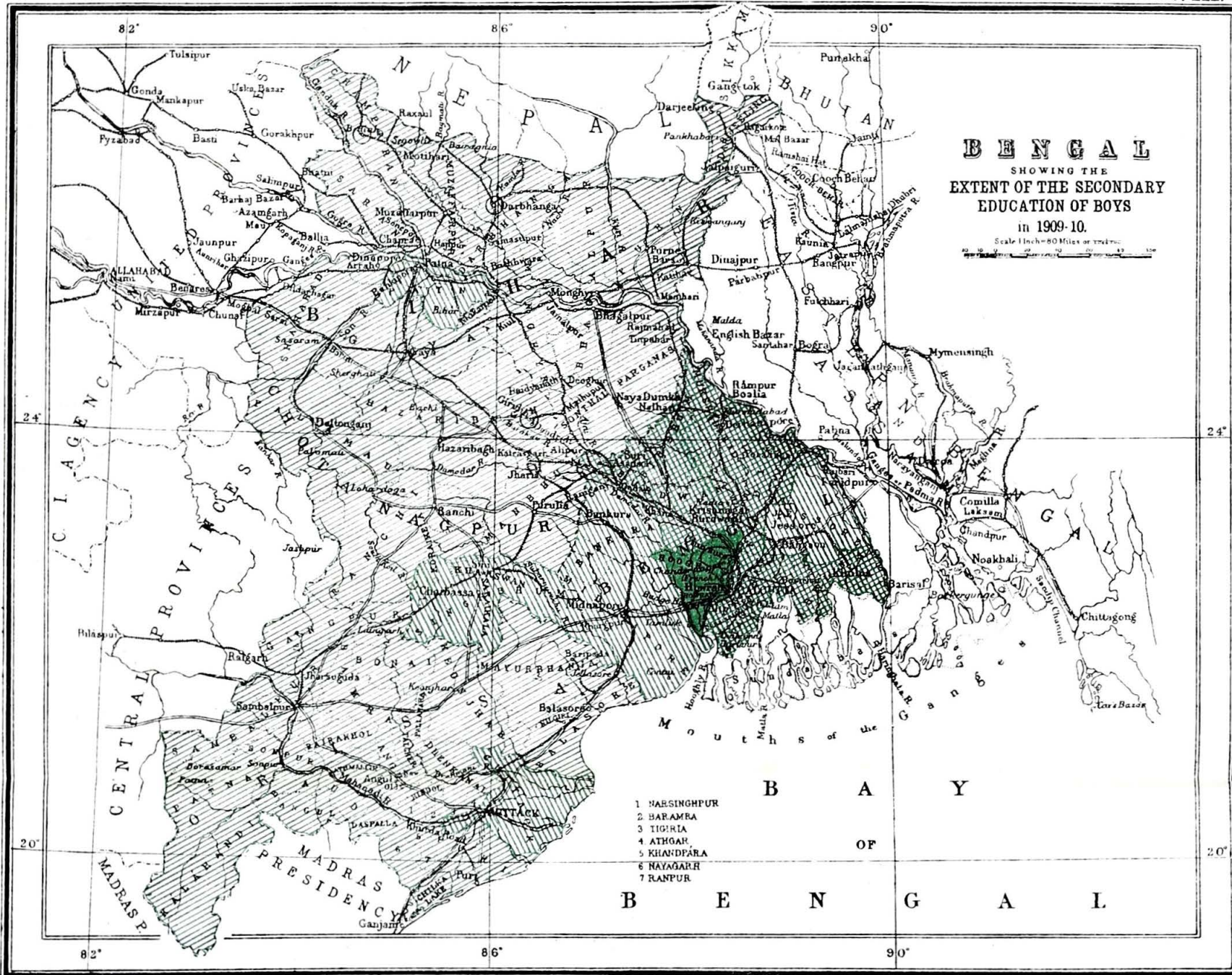


(Excluding Schools for Europeans)

REFERENCES.

Percentage of children of school-going
age under instruction—

- Class I. Above 25 per cent. [Solid Green]
- .. II. Between 20 and 25 [Diagonal Lines /]
- .. III. ,, 10 and 20 [Diagonal Lines \]
- .. IV. ,, 10 and 6 [Cross-hatch]

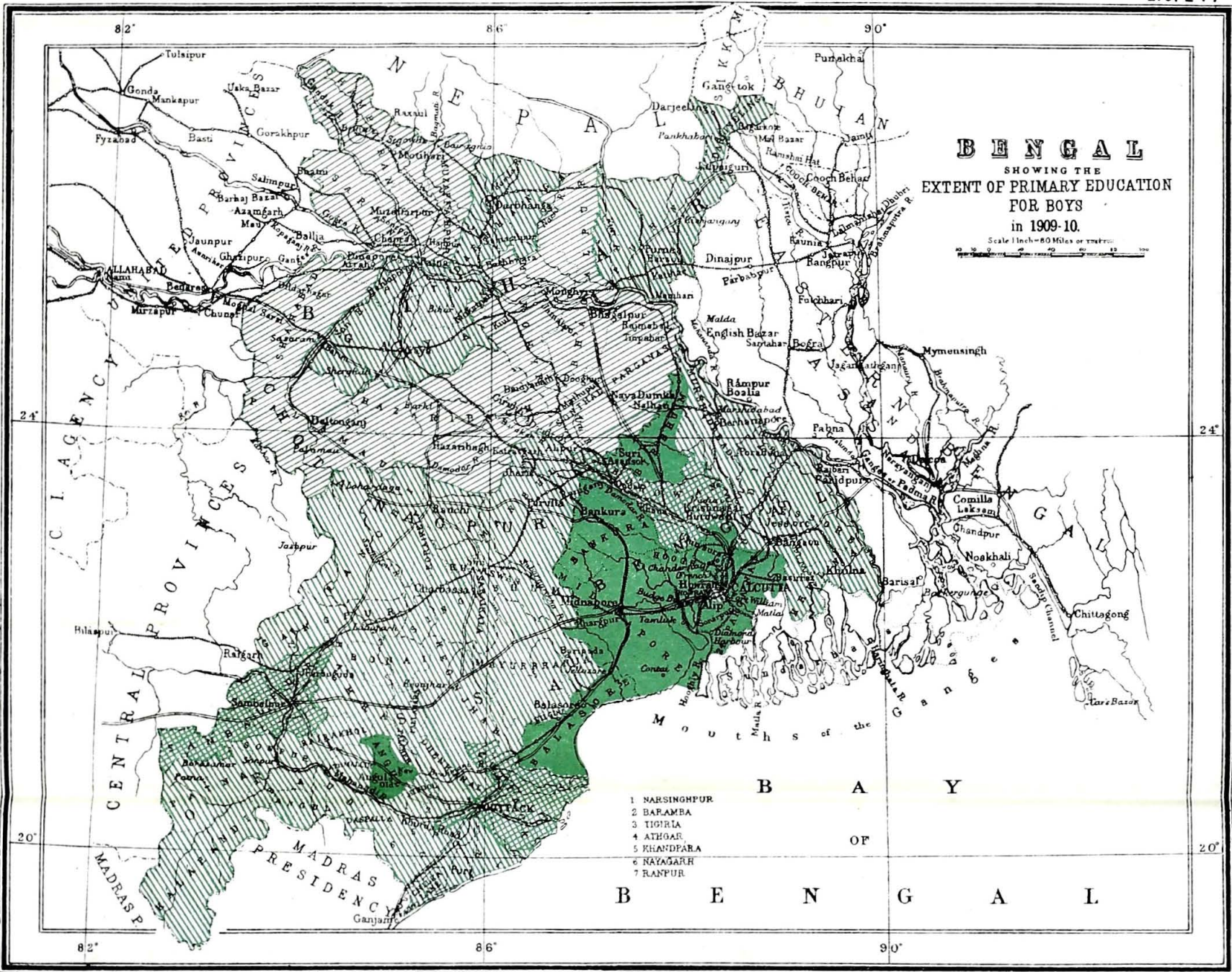


(Excluding Schools for Europeans.)

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 "







BENGAL
 SHOWING THE
EXTENT OF PRIMARY EDUCATION
FOR BOYS
 in 1909-10.

Scale 1 Inch = 80 Miles or more

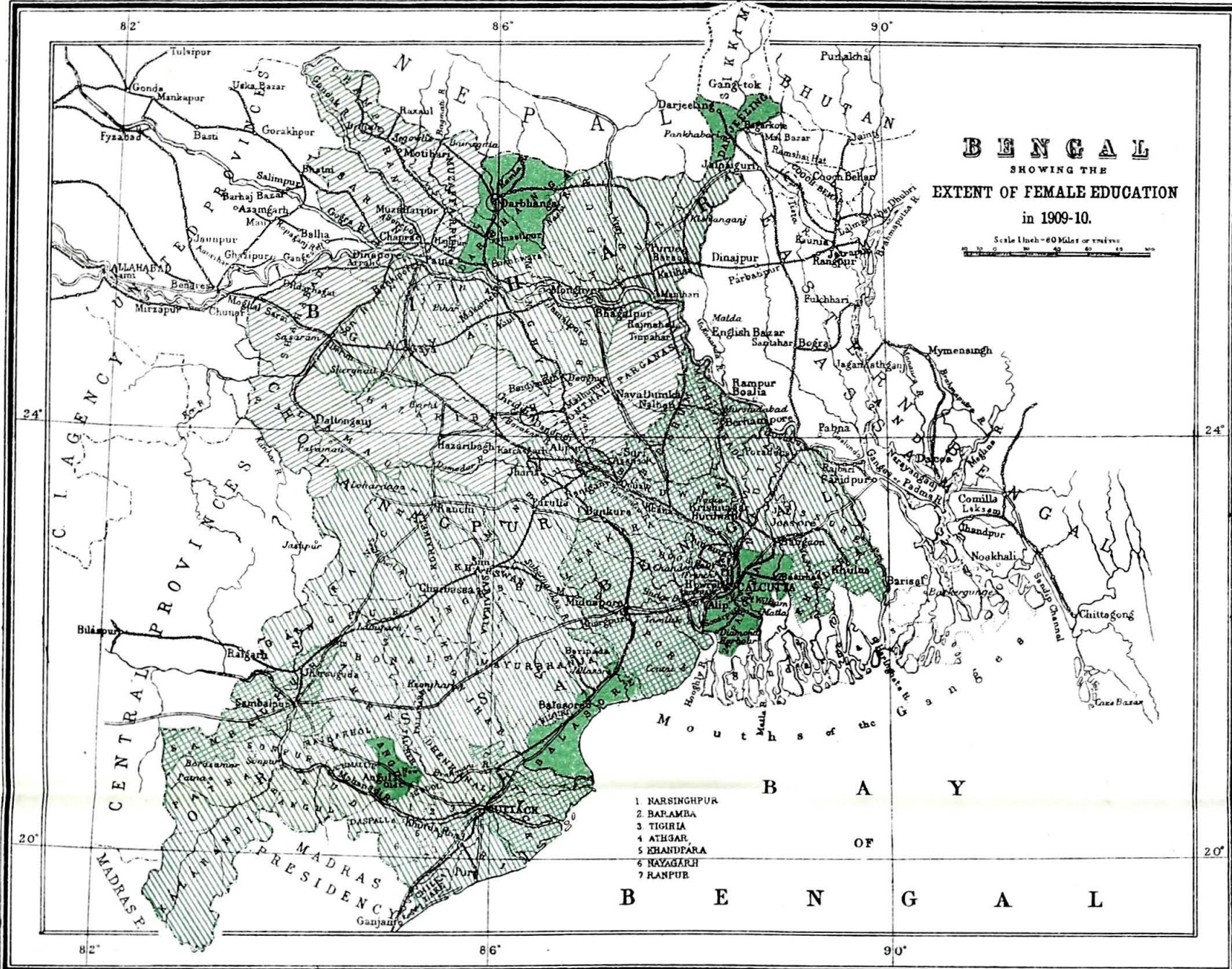
(Excluding Schools for Europeans.)

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 BARAMBIA
- 3 TIGRIA
- 4 ATGAR
- 5 KHANDPURA
- 6 NAYAGARH
- 7 RANPUR



B E N G A L
 SHOWING THE
EXTENT OF FEMALE EDUCATION
 in 1909-10.

Scale 1 inch = 60 Miles or 96 Kiloms.
 0 10 20 30 40 50 Miles

(Excluding Schools for Europeans)

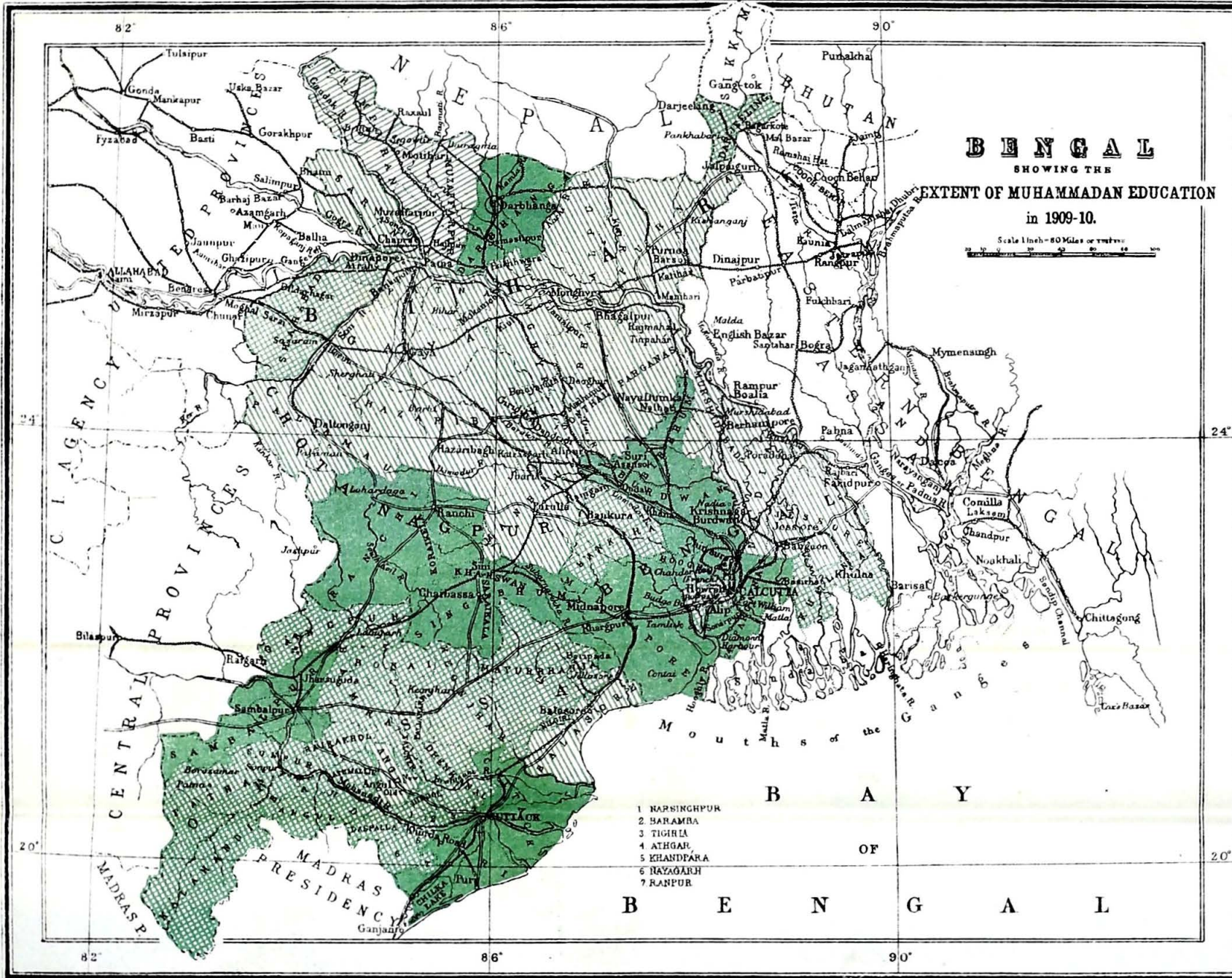
REFERENCES.

Percentage of girls of school-going age

who are under instruction—

- Class I. Above 7 per cent. [Solid Green Box]
- .. II. Between 4 and 7 „ [Diagonal Lines Box]
- .. III. „ 2 and 4 „ [Horizontal Lines Box]
- .. IV. Below 2 „ [Vertical Lines Box]

- 1 NARSINGHPUR
- 2 BARAMBHA
- 3 TIGIRIA
- 4 ATHGAR
- 5 KHANDPARA
- 6 NAYAGARH
- 7 RANPUR



REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1909-1910.

CHAPTER I.

INTRODUCTORY.

1. For the first time last year a systematic attempt was made to reconcile the statement of educational expenditure from Provincial Revenues, as compiled from the annual returns, with that furnished by the Accountant-General. Monthly returns of expenditure were obtained from all the treasuries in the Province and also from all disbursing officers under the Department; and these were carefully checked, discrepancies being reconciled in correspondence with the officers concerned as soon as they were noticed. How far this attempt has been attended with success will appear from the fact that whereas in 1908-1909 the Accountant-General returned a total expenditure which was in excess of the Departmental figures by as much as Rs. 2,42,150, the difference this year has been reduced to Rs. 48,247 only. It may be remarked, however, that the grand total of expenditure under Provincial Revenues in General Table IV tallies exactly with that of the treasury returns, and this office is now in correspondence with the Accountant-General to ascertain why his total shows the slight excess referred to above.

Reconciliation of Departmental Figures with those furnished by the Accountant-General.

2. To explain the position more clearly the budget grant for the year 1909-1910 under "22. Education" was Rs. 55,57,000, and the actual expenditure reported by the Accountant-General amounted to Rs. 55,68,241. Out of this, Rs. 5,79,564 represents Government contribution to District Boards for education and Rs. 5,97,708 fees, etc., in Government institutions. The net Departmental expenditure from Provincial Revenues thus stands at Rs. 43,90,969, to which is to be added Rs. 2,26,051 for the Medical College, Rs. 82,427 for Medical Schools, and Rs. 3,41,762 on account of educational buildings, which was spent through the Public Works Department; and the total works out at Rs. 50,41,209, which is just Rs. 48,247 in excess of the grand total in column 34 of General Table IV.

General Statistics.

3. In spite of the exclusion of statistics for five Feudatory States in Orissa, which did not furnish any returns during the year under report, the total number of institutions has risen from 46,585 to 47,797 and the pupils attending them from 14,21,389 to 14,75,376. The increase is exclusively confined to public institutions, private institutions having rather gone down from 4,280 with 53,109 pupils to 4,206 with 52,957 pupils.

Statistics of all Institutions including those not conforming to Departmental Standards.

Schools and
Attendance.

4. Of the total number of pupils on the returns, 18,03,807 were males and 1,71,569 females. Thus 33·2 boys and 4·3 girls of school-going age out of every hundred were at school during the year. There was one school on an average for 3·1 villages and 2·6 square miles of area.

Expenditure.

5. The total expenditure for the year in institutions of all kinds shows an increase from Rs. 1,44,57,808 to Rs. 1,50,88,678. The contributions from public funds do not show much fluctuations. The cost to Provincial revenues (including the Imperial grant of Rs. 20,000) stood at Rs. 49,92,962 against Rs. 49,79,133 in the preceding year,—an increase of Rs. 13,829, and that to Municipal Funds at Rs. 1,40,516 against Rs. 1,31,769,—an increase of Rs. 8,747; but District Funds show less expenditure by Rs. 19,403 (Rs. 11,36,354 against Rs. 11,55,757) and the Native States by Rs. 89,944 (Rs. 96,763 against Rs. 1,86,707), the falling off under this head being more than accounted for by the exclusion of the figures in the five Feudatory States for the reasons explained above. The major part of the increase in the total cost was thus met from fees, which rose from Rs. 52,71,439 to Rs. 56,18,827, and from subscriptions, etc., which rose from Rs. 27,83,003 to Rs. 31,03,256.

Public
Institutions.

6. Public institutions of all classes numbered 43,591 against 42,305 in 1908-1909,—an increase of 1,286, for which primary and “miscellaneous” schools, such as *tols* and *maktabs*, are mainly responsible, showing as they do an advance during the year by 757 and 505 respectively. Of the total number of public institutions, 49 were arts and professional colleges, including 4 colleges for teachers, 1,562 secondary schools, 38,266 primary schools, and the rest special schools, such as training schools for teachers, the School of Art, and so forth, the most numerous among them being the training schools, which numbered 225, the industrial schools, which numbered 70, the madrasas, which numbered 28, and a nondescript class shown as “miscellaneous,” which numbered 3,365.

Management.

7. Classified according to management, 967 of the public institutions (including 20 colleges, 232 secondary schools, 467 primary schools, 208 training schools and 40 other special schools) were maintained by the Department, District or Municipal Boards, or Native States, against 1,488 in the preceding year. The primary schools under public management, despite the return under this head of 55 model primary schools for girls for the first time, have gone down from 989 to 467. The reason of this was that many primary schools in the Orissa Tributary States which used to be shown under public management in previous years, were really aided institutions and have been now returned as such.

Attendance in
Public
Institutions.

8. The number of pupils returned on 31st March 1910 as attending public institutions of all classes was 14,22,419 against 13,68,280 on the corresponding date of the preceding year. This shows an increase of 3·9 per cent. As the number of these schools rose by 3 per cent. only, there was apparently a slight increase in the average numerical strength of these institutions.

CHAPTER II.

CONTROL.

Educational Services.

Indian Educational
Service.

9. The strength of the Indian Educational Service rose from 36 to 44 appointments, the 8 additions being all in connection with the scheme for strengthening the college staffs, which received the sanction of the Secretary of State during the year. There were still 3 members of the old graded Educational Service; 4 were on special rates of pay; the remaining 37 appointments, of which 13 remained unfilled at the close of the year, being on the usual terms.

The number of personal allowances for officers of the Indian Educational Service remained at 6, the same that it has been since the reorganization of 1896, when the service consisted of 30 appointments only. It would therefore have been necessary to consider the question of increasing the number of these allowances in view of the fact that the total number of appointments has increased by about 50 per cent. were it not in contemplation to improve the prospects of this branch of the service by an entire revision of the present scale of pay.

There are nine appointments outside the grades on salaries which are, or will in due course be, above Rs. 500, but some of these will ultimately be included in the cadre of the Indian Educational Service.

10. The strength of the Provincial Educational Service, exclusive of the temporary appointment for the Professor of Philosophy at Ravenshaw College, was 109 against 100, in the preceding year. Nine additions were sanctioned for strengthening Government Colleges and two for the Hooghly Madrasa; while two appointments were abolished on Mr. Davis, Superintendent of the Hazaribagh Reformatory, and Mr. A. N. Tagore, Vice-Principal of the School of Art, being placed outside the grades. The proposals for improving the condition of the Provincial Educational Service are now under consideration, and it may be hoped that when these are sanctioned, greater facilities will be provided for officers of approved merit to hold appointments in the higher service.

11. The Subordinate Educational Service consisted of 810 appointments against 792 in the preceding year, the additions being due to the necessity of strengthening Government colleges and the madrasas at Calcutta and Hooghly.

12. The number of appointments in the Lower Subordinate Educational Service fell off during the year from 768 to 759. This was because 9 Maulvis at the Calcutta and Hooghly Madrasas who had belonged to the Lower Subordinate Educational Service were given special rates of pay outside the grades on account of the Madrasa improvement scheme. The condition of this branch of the Educational Service is most unsatisfactory. Vacancies in the higher grades, few as they are, have to be often filled with new recruits, as properly qualified men cannot be had in these days on the minimum salary offered (Rs. 15—1—20); and the lowest grade, therefore, which consists of no less than 250 appointments, which is one-third the entire strength of the service, is unduly congested. During the year under report only one officer from this grade could be promoted to the next higher grade (Rs. 20—1—25). Nothing short of the entire abolition of the present graded system and a reversion to the former ungraded appointments is likely to give any perceptible relief, and it is proposed to take up the consideration of this question shortly.

Direction.

13. Orders were received during the year sanctioning the retention of the post of the Second Assistant Director of Public Instruction till the end of March 1911; and the continuance of the appointment beyond that date will depend upon the extent to which the present heavy pressure of work will be reduced by delegating powers to Principals of Colleges and Inspectors of Schools. It is impossible to foresee what the result will be. Delegation will not dispense with supervision, and however much it may ensure despatch, the variety of work and its volume are likely to remain much as they are. It is not unlikely, however, that it may render possible a reduction in the clerical staff of the Director's office.

General Inspecting Agency.

14. The strength of the higher general inspecting staff remained the same as before, viz., six Divisional Inspectors, an Inspector of European Schools, and five Additional Inspectors. For a short time only, from 1st July to 28th idem 1909, there was an Additional Inspector in Orissa; but since the retirement of Rai Madhu Sudan Rao Bahadur on the latter date the post has not been filled up, as the requirement of the Division for higher inspection was considered to be amply satisfied with the Inspector alone.

15. As stated in the last report, there is no separate arrangement for superior inspection in the Tirhut Division yet, the work being done by the inspecting staff of the Patna Division, of which it hitherto formed an integral part. Government decided in April 1909 that Tirhut should continue under the Patna Inspector as now, but that it should have an Additional Inspector of its own, the post of the Assistant Inspector of the Patna Division being at the same time abolished. This scheme could not be given effect to for want of funds.

16. Inspectors and Additional Inspectors are mainly responsible for the inspection of high schools; while Assistant Inspectors have specially to look after middle schools, though they are often employed on the inspection of high schools also. As the Bhagalpur, Orissa, and Chota Nagpur Divisions have separate Inspectors, and as the number of high schools in them is very small (less than 25 in each), it is mere waste of money and energy to keep Additional Inspectors in these Divisions. It is for this reason that Mr. Cunningham, Inspector of Schools, Chota Nagpur Division, recommends the abolition of the Additional Inspectorship under him. Mr. Fawcus, Inspector of the Bhagalpur Division, suggests the abolition of the Additional Inspectorship and the appointment of an Assistant Inspector for the better supervision of middle schools, the Assistant Inspector so long posted to this Division having been transferred since the close of the year to be the Special Inspecting Officer for the Muhammadans in the Patna and Tirhut Divisions. Similar proposals have also been received from Mr. MacLean, Inspector of Schools, Orissa Division. The Presidency and Burdwan Divisions, on the other hand, which have 180 and 121 high schools respectively, are in need of more Additional Inspectors, and the question of readjusting the posting of these officers is at present under consideration.

Additional clerical
aids for Deputy
Inspectors.

17. The Inspectors of the Patna, Bhagalpur, Orissa, and Chota Nagpur Divisions again urged the necessity for providing the Deputy Inspectors with additional clerks. As none of the districts in these Divisions have got Additional Deputy Inspectors except the Sonthal Parganas, the demand seems to be reasonable. The office work has greatly increased during recent years owing to the increase in the number of Sub-Inspectors and Assistant Sub-Inspectors, and, as the Magistrate of Puri thinks, to "the tendency to waste time and strength in reporting results instead of attaining them"—an evil which is perhaps unavoidable so long as superior officers require reports and statistics to work out the various schemes which are continually engaging their attention. "It would certainly be an economy of effort and money," writes the Inspector of Schools, Orissa Division, "to leave the Deputy Inspector as free as possible for the real work of inspection and supervision, and to give him an additional clerk when the work of his particular district—for all districts are not on the same footing in this respect—necessitates that step." Reports have been called for with a view to deciding in what respect the Deputy Inspector's clerical work is capable of reduction and which of the officers are really in need of additional clerks, and as soon as these are received necessary proposals will be submitted to Government for sanction.

Sub-Inspectors.

18. The total number of Sub-Inspectors, including officers who are still in the Lower Subordinate Educational Service, was 310. Some of them are graduates, while others, especially those employed in Orissa and other backward places, are men of inferior qualifications, as there are very few local graduates, and those that are graduates are attracted by other services affording better pay and prospects. Nearly all the Sub-Inspectors require special training for their work, but it has not been yet found possible to provide them generally with anything better than what the six weeks' deputation to a first grade training school affords, the accommodation in the two training colleges being for the present very limited. Steps are being taken, in consultation with Mr. Griffith, Principal of the David Hare Training College, to devise a better system of training for the subordinate inspecting agency as well as for the junior teachers of secondary schools.

Assistant
Sub-Inspectors.

19. Assistant Sub-Inspectors are still considered as officers of doubtful efficiency. The Inspector of Schools, Patna Division, thinks that the appointment of additional Sub-Inspectors even to the extent of the money spent on Assistant Sub-Inspectors would yield better results. "Their cheapness

is their only justification" writes the Inspector of Schools, Orissa. The same view is also held by Mr. Cunningham of Chota Nagpur, who considers the position of Assistant Sub-Inspectors as "an essential anomaly." It appears that their position is not the same in all the Divisions; in some they are in charge of separate circles and are therefore called upon to undertake the same kind of responsibilities as are the Sub-Inspectors, for which, however, they are not really competent; while in others their circles are conterminous with those of Sub-Inspectors, to whom they are subordinate. The Inspector of Schools, Orissa Division, is in favour of placing the Assistant Sub-Inspectors in independent charge of circles, as regards inspection, as it will fix the responsibility and will not permit the superior officer to throw the burden of his work on his subordinates, as he might be tempted to do. However sound this view may be, the inferior qualifications of Assistant Sub-Inspectors, unless they are very carefully selected, are likely to stand in the way of carrying it out for some time to come.

20. The *Guru* instructors, or Inspecting Pandits, on the other hand, are *Guru-instructors*, generally well spoken of. The only note of dissent is heard from Chota Nagpur, which seems to have got too many of them in some places.

21. While it is admitted that the substitution of daily allowances for mileage, which came into force from September 1909, has unquestionably improved the quality of work, some Inspectors urge that the monthly limits should be abolished and only the annual allotment retained, for the obvious reason that some months of the year are more favourable to touring than others. Moreover, "fixed daily allowance limited to 20 days per month has the effect," as Mr. Cunningham points out, "of discouraging the officers from ever doing more than 20 days' work during any month of the year, and of thus causing a wastage of 20 per cent. of our available teaching energy." The desirability of making the allowances annual has been represented to Government and is now under their consideration.*

22. The complaint is often heard that as compared with what we spend on schools the cost of inspection is undoubtedly heavy. Mr. Cunningham rightly observes that "it is largely a question of words." "If instead of 'inspection,' he continues, "we had used the term 'training,' it would be recognized that we are endeavouring to organize an extensive and pervading system of training at a most economical tariff." In a country like India, where the majority of teachers are untrained men and where our educational system has touched but the fringe of the population as yet, the inspecting officer cannot afford to be a mere policeman. He must teach and preach. He should not merely detect faults, but show how they are to be mended. He should mix with the people, and persuade them to open new schools or finance the existing ones. If all inspecting officers are inspired with such a conception of their duties, the present staff, which costs about 17 per cent. of the total expenditure from the public sources, need not be considered as too dear.

23. But inspection, however efficient, cannot effect adequate improvement, if schools are not properly financed. When we see that the aided lower primary schools get from public sources not more than Rs. 2 a month on an average and that over 7,000 schools of this class do not receive any aid at all, we feel how feeble is the control we can exercise over their working, in spite of the most elaborate machinery of inspection that can be devised.

Special Inspectors.

24. Dr. A. du Pré Denning, the newly appointed Superintendent of Industries and Inspector of Technical and Industrial Institutions, joined his post on 28th January 1910. He has no office staff for the present as distinct from that of the Director. His expert help will be invaluable in dealing with the various important questions that are daily arising in connection with technical and industrial matters, and in giving shape to and controlling the manifold schemes that are being constantly brought forward for the industrial regeneration of the country.

25. The measures that were adopted for the improvement of madrasas and *maktabs* necessitated the appointment of special officers for their inspection, and this was secured without incurring any extra cost. In the Presidency

* Since sanctioned with certain restrictions.

and Burdwan Divisions two Muhammadan Assistant Inspectors, one in each, were detailed from the general staff to look after Muhammadan education exclusively, and the same course was followed in respect of two Muhammadan Sub-Inspectors in the Orissa and Chota Nagpur Divisions. For the Patna and Tirhut Divisions, on the other hand, the Muhammadan Assistant Inspector of the Bhagalpur Division was transferred with his post from Bhagalpur, and designated the Special Inspecting Officer for Muhammadan Education, with his head quarters at Bankipore. The Bhagalpur Division also was provided much in the same way, an Additional Deputy Inspectorship having been transferred there from the Burdwan Division.

26. There were two Inspectresses and six Assistant Inspectresses as before. The appointment of an Assistant Inspectress in the Tirhut Division, though already administratively approved, had to stand over on financial grounds, and the proposal to create a similar post for Calcutta and Howrah could not be entertained for the same reason. The functions of the Divisional Inspectors and of the Inspectresses for the administration of female education still require clearer definition. At present there is in some cases too much dual control, though in the matter of high schools and of training schools for mistresses the Inspectress has been constituted the sole authority subordinate to the Director. In regard to the other girls' schools, too, her voice preponderates, but the exact relation of her work to that of an Inspector has as yet not been satisfactorily detailed.

Co-operation of
Executive and
Judicial Officers,

27. As in previous years, the Department is much indebted to the executive and judicial officers of the Province for the great assistance which they ungrudgingly gave for furthering education. Their co-operation in enlisting the sympathy of zamindars and other well-to-do people is of very great value.

District Boards
and Municipalities.

28. The relations between the Department and District Boards continued harmonious. The Deputy Inspector is a member of the District Board in all the districts except Murshidabad, where he had to make room at the last nomination for the District Superintendent of Police. Considering what a large proportion of the Board's work is educational, it is desirable that the chief educational executive officer of the district should be more intimately connected with it than merely as a member of its standing Education Committee. The matter is now the subject of correspondence between this office and the Commissioner of the Presidency Division.

29. The District Fund expenditure on education, as already shown, went down by a little over Rs. 19,000.

There was an increase in the Tirhut Division, but this was more than neutralized by reduction in the Presidency, Burdwan, Orissa, and Chota Nagpur Divisions. The remarks of the Officiating Inspector of Schools, Patna Division, in this connection are quoted below:—

“The District Board is to meet its expenditure on education from its income from pounds and ferries. But the income from these has decreased and will decrease with the advance of civilization. As people grow in civilization, they will more and more respect the rights of property, and the cases of cattle trespass will therefore be fewer and fewer and the income derived from that offence will thus be a constantly diminishing quantity. The same will be the case with the income from ferries, for the extension of the railway system, followed as it always is by the extension of the steamer service in connection therewith, will constantly reduce the income from ferries.

“In these circumstances, we are confronted with the problem of meeting the ever-growing demands of education from what is at best an inelastic source of income, and the situation is only saved by Government grants made from time to time. There is, however, a limit to Government grants. In these circumstances the ear-marking of the road cess, which is an ever-growing source of income, levied as it is on the land revenue of the country for roads, might perhaps be reconsidered; for there seems to be no reason why the people who have cattle and who use ferries should pay for the education of the people who possess lands; nor do I think these latter can have any legitimate grievance if a portion of the road cess levied from them is diverted to meeting the demands of education, which they require no less than roads, if not more, for their material and moral well-being.”

It is not likely, however, that the ear-marking of the road cess will be reconsidered, and there are undoubtedly strong reasons in its favour. It should also be noted, with regard to the remarks of the Patna Inspector, that in many districts the income from pounds and ferries has largely increased, and

that there are other factors than those mentioned by the Inspector tending to increase these sources of revenue.

30. It is satisfactory to notice an increase in the municipal expenditure on education by about Rs. 9,000 during the year. Theoretically the mufassal municipalities have hitherto been required to set apart at least 3·2 per cent. of their ordinary income for primary education. But this has not always been the case in practice. The responsibility of the Calcutta Municipality in this respect has from the outset been undefined. It spent during the year Rs. 25,322 against Rs. 20,977 in 1908-1909, and this sum was distributed generally in accordance with the recommendations of the Deputy Inspector of Schools.

31. All schools aided from the grant-in-aid fund, as well as all zilla and collegiate schools, have Managing Committees. In the case of unaided high schools also the University insists that there should be such Committees. The Committee consists of the representatives of the teaching staff and of the local public, and in the case of zilla schools is presided over by the District Magistrate.

32. There are besides Visiting Committees organized for the periodical inspection of secondary schools under public management. They are intended only as a kind of Advisory Board, and have nothing to do with management. Except in the case of a few schools, like the Hare and the Hindu Schools in Calcutta, the work done by the Visiting Committees is not generally well spoken of, the members taking hardly any interest in the duties entrusted to them.

33. Governing Bodies have now been constituted for all the Government colleges, with the exception of the David Hare Training College at Calcutta and the Patna Training College at Bankipore, and have taken up the duties and responsibilities which have been assigned to them. It has not been considered necessary to establish Governing Bodies in connection with the two institutions just named, as they are as yet only on an experimental basis. The Governing Bodies of Presidency and Sibpur Colleges have been invested with wider powers than those of the other colleges in matters of appointments, transfers, etc., and in the administration of a lump sum allotment of funds for expenditure on the colleges.

CHAPTER III.

COLLEGIATE EDUCATION.

Statistics.

34. On the 31st March 1910 there were 32 arts colleges as against 31 on the same date in 1909, owing to the Diocesan Girls' School having this year been returned as a college for the first time. Of these 32 colleges, 7 were under Government management, 2 under Joint Committees of District and Municipal Boards, 10 aided and 13 unaided. The total number of college students increased from 4,655 in 1908-1909 to 7,154 in 1909-1910.

35. The total expenditure for all 32 colleges in Bengal increased by Rs. 2,78,853, that is from Rs. 8,15,858 to Rs. 10,94,711. This increase was distributed amongst the different sources of income as follows:—

	Rs.
(a) Provincial Revenues	27,587
(b) District and Municipal Funds	200
(c) Fees	1,54,966
(d) Subscriptions and Endowments	96,100
Total	<u>2,78,853</u>

The greatest increase consequently was from fees, and was due to the large influx of students attending the colleges. The increase of Rs. 96,100 under "Subscriptions and Endowments" is very encouraging.

41. The Officiating Principal arranged for the admission of a larger number of students than usual, with the result that there were 952 students on the rolls of the college on 31st March 1910 against 681 on 31st March 1909. These were distributed as follows:—1st and 2nd year Arts and Science students 379; 3rd and 4th year B. A. students 168; 3rd and 4th years B. Sc. students 189; 5th year students 132; and 6th year students 84. The average monthly number on the rolls was 865 against 690 in the preceding year. The Principal reports that during the year 4 research scholars were at work as follows: Chemical Laboratory 1, Physical Laboratory 2, Observatory 1. Numerical Strength.

42. At the I. A. examination 63 candidates were sent up and 33 passed as against 54 and 27 in the preceding year; at the I. Sc. 87 candidates were sent up and 64 passed against 81 and 41; at the B. A. examination, of 86 candidates 54 passed, against 82 and 62. There were no candidates for the M.A. or M. Sc. this year owing to the change in the time and conditions of examination; in the previous year there were some 122 candidates, of whom 65 passed. Examination Results.

43. The Officiating Principal was not able to submit a very favourable report on the working of the recently introduced tutorial system. At first a lecturer took a few students only at a time, with the result that the staff thereby only came into contact with individual students at long intervals. Subsequently the Officiating Principal tried the experiment of increasing the tutorial classes to about 30, but was not satisfied with the result, since he found classes of such size were too large for effective tutorial work. The question of the most advantageous method of giving tutorial assistance to the students consistently with considerations of economy of staff is still engaging the Principal's attention. The Tutorial System.

44. The question of the removal of the college to the suburbs again came under consideration last cold weather, when it was finally decided not to remove it to another site but to extend and improve the existing accommodation. As a result of this decision steps were at once taken to carry out the long deferred extension scheme as quickly as possible, and funds were assigned for a Physical Laboratory as the most appropriate and urgent among the various projects. The construction of this block, which is estimated to cost Rs. 2,52,225, is now being vigorously pushed on. The Improvement Scheme.

Patna College.

45. Mr. C. Little took over charge of the college from Mr. Jackson in the beginning of November, at which time the developments undertaken during the period of Mr. Jackson's strenuous management were nearing completion. A considerable addition had been made to the college accommodation owing to the removal of the collegiate school to other quarters. Furniture was being got ready to equip the additional rooms for tutorial classes. The old laboratory buildings had been extended to the utmost extent of their very limited accommodation, and the residential quarters for the Principal and Senior Professor were almost finished. Buildings and Rearrangements.

46. The number on the rolls at the beginning of the year was somewhat in excess of 250, but shrunk to 226 by the end of the year. The 3rd year class was again conspicuously small. The average daily attendance rose from 156 to 206, though the percentage of individual attendances fell slightly, namely from 85 to 84. Of the 36 students sent up for B.A. 20 passed, and of the 2 for B. Sc. 1 passed; of 38 for I. A. 28 passed; of the 21 for I. Sc. 18 passed. The entire absence of M.A. and the almost entire absence of Honours candidates in Science and Arts subjects was an unusual feature. The number of B.A. and Intermediate candidates increased by nearly 50 per cent. Numbers.

47. This year again the complaint is raised that little advance can be reported as to the condition of the laboratories, because the limit of expansion possible in the existing buildings had already been reached. A very satisfactory students' common-room has been provided. The hostels have been in regular working order, though the Principal is not entirely satisfied with their supervision. General Remarks.

Ravenshaw College, Cuttack.

48. Mr. R. Shaw, M.A., was appointed Principal of the College during the year.

Development during the year. 49. The number of students during the year was the highest on record, and the college is evidently gaining ground. There was much difficulty at the beginning of the session in providing for the large number of students who applied for admission. To make room for tutorial classes and to provide additional space for practical work in the Chemical and Botanical Laboratories, the Principal removed his office to the collegiate school building, the Professors giving up their common room and accepting in lieu of it a small room in the school building.

Numbers. 50. There were 242 students on the rolls on the 31st March 1910 against 213 on the same date of the previous year, of whom 136 were Uriyas, 30 domiciled Bengalis, 57 Bengalis, 19 Muhammadans. The average monthly roll number during the year was 211 against 147, and the average daily attendance was 210 against 137. Of the total number of students on the rolls on the 31st March 1910, 2 were non-aboriginal Native Christians, 53 Brahmans, 166 non-Brahmans, 1 Eurasian, 19 Muhammadans, and 1 Sonthal; of the number on the rolls on the 31st March 1909, 2 were non-aboriginal Native Christians, 50 Brahmans, 148 non-Brahmans, 13 Muhammadans.

Discipline. 51. The Principal reports favourably on the discipline of the college and the various features of its social life.

Hooghly College.

Progress during the year. 52. Of all the Government colleges in this Province, the Hooghly College appears to have suffered most in numerical strength as well as in the average quality of students since the new regulations of the University came into force. The college has just completed the third year under the new system, and no very decided change for the better is yet noticeable in spite of the strengthening of the staff in accordance with Mr. Earle's scheme. The apprehension of the Principal in his last year's report of a drop in the number of students in consequence of the introduction of the new regulations has been to a large extent realized in respect of the B. A. classes. This falling off in the number is attributed mainly to (a) the restricted affiliation of the college, and (b) frequent changes in the teaching staff. The college being affiliated in the B. A. in only Pass English, Mathematics, Sanskrit and History, many boys naturally leave it for colleges in Calcutta. Also during the year ending 31st March 1910 the teaching of all subjects in which the college is affiliated, except Physics and Persian, suffered materially owing to the transfer, resignation or removal of one or more Professors in each of those subjects. Since the year 1907 the Principal of the college has been four times changed. These frequent changes have disturbed the continuity of the work of the college, prevented the growth of a corporate spirit among the teachers, and retarded the development of that sympathy between the teachers and the taught on which the success of an educational institution so largely depends.

Numbers. 53. There were 141 students on the 31st March 1910 against 117 of the same date of the previous year. The rise in the number was mainly due to the affiliation of the college in the Intermediate Science course. But the strength of the 3rd and 4th year classes is not yet hopeful. From 1904 to 1907 the college was steadily gaining in the number as well as in the quality of its students. In 1907 and 1908 (before the restriction of affiliation) there were not less than 50 students in the 4th year class alone; and in the latter year more than 50 per cent. passed the B. A. examination, 6 obtaining Honours in different subjects. In 1909, however, the number fell to a third of that number, and no improvement was visible in 1910.

54. The proximity, however, of the college to Calcutta and the malariousness of the locality make it improbable that any great expansion of number could be hoped for even with a large addition to the affiliation in arts subjects, and any increase of expenditure with the object of strengthening the staff would at present be a measure of doubtful expediency.

Needs of the College.

55. The want of a lecture theatre for the physics classes is strongly felt. The Principal also considers the early removal of the collegiate school to a separate building a matter of urgency, since it appears to be the only way of securing proper accommodation for the library and for the college classes, some of which are now held in the hall, as well as for providing the second lecture theatre so strongly recommended by the University Inspector.

Krishnagar College.

56. The number of students on the rolls of the college was 111 on ^{Numbers.} March 1910 against 86 on the same date of the previous year. With the exception of a single Muhammadan, the students were all Hindus. Four candidates appeared at the B. A. examination and 3 passed. At the B. Sc. examination 12 appeared and 2 passed, and at the I. Sc. 12 also appeared but 7 passed. Twenty-four appeared at the I. A. examination and 14 passed.

57. The subject of the discontinuance of the college, or alternatively of ^{Future of the} a change in its status, was under consideration during the year. The matter ^{College.} was very carefully gone into by a Committee specially appointed by Government for the purpose, and as a result of their report orders have recently been issued that the college shall continue as a Government institution subject to certain conditions as to local support. Among other proposals for rendering the institution more attractive than it has hitherto been, it has been decided to appoint at an early date a Principal in the Indian Educational Service.

Sanskrit College.

58. During the year under review the status of the Sanskrit College has ^{Numbers.} been raised, and it is now regarded as a full college. The B. A. classes were opened in June: it is hoped that the affiliation of the college in the several branches of the M. A. degree examination in Sanskrit will follow at no distant date. A Professor and a Lecturer in English, as well as three additional Lecturers on Nyaya, Vedanta, and Grammar, have been appointed.

59. On 31st March 1910 the numerical strength of the college was 54, compared with 29 in 1909 and 36 in 1908.

The Bethune College.

60. This college is considered in Chapter VIII on Girls' Education.

Professional Colleges.

61. The Patna Law College, the various College Law classes, and the Civil Engineering College are dealt with at some length in Chapter VII on Professional and Technical Education.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

62. This chapter deals with what are known as high and middle ^{The Scope of the} schools. The latter are subdivided into two groups, according as ^{Chapter.} English is or is not taught in addition to the other subjects of the curriculum, which are taught through the student's own vernacular. The vernacular course above the infant stage consists of six progressive standards, the last four being intended for primary (lower and upper), and the first two for middle schools. A middle school is thus an important link, on the strength of which depends the whole system of general education—secondary and primary. It is an upper Primary school with two classes added at the top, and when it teaches English, it corresponds exactly to the lower section of a high school, the upper section in the latter, in which English is used as the chief medium of instruction, leading the learner on to Matriculation. And even when it does not teach English the importance of a middle school is almost as great, as it is from here that pupils for first grade training schools and teachers for primary schools are generally recruited.

Improvements.

63. None of the reports except those for the Tirhut and Chota Nagpur ^{Direct Method} Divisions contain any comments on the direct method of teaching English which ^{of teaching} is being gradually introduced in the Province through the instrumentality of ^{English.}

the two training colleges. It is an interesting experiment, and the measure of success which we achieve should be carefully weighed and compared with the cost. The remarks made in this connection by Mr. Cunningham, Inspector of Schools, Chota Nagpur Division, are quoted below :—

“ Mr. Tipping has made a brilliant success of the English teaching at Ranchi, and Principal Griffith having explained the procedure in detail, the majority of the Deputy Inspectors and Head Masters of the Division have co-operated most loyally in a united effort amongst all the middle and high schools. And the result, as I have said, is apparent in a considerable improvement in the character of the teaching all round and, of course, as a second and no less hopeful fruit, in its moral influence as a moulder of strong characters amongst the boys. There has been a marked step forward in the quality and soundness of the education imparted during the year, owing to the introduction of the ‘ Direct Method.’ This achievement—and I think, from a close observation of the process, the making of a real beginning can be claimed as an achievement even if in too many cases the new method has only afforded a new disguise for the old unthinking routine of acquiring parrot-lore—is primarily due to a luminous course of lectures delivered at Ranchi in August 1909 before a gathering of Schoolmasters and Inspectors by Principal W. E. Griffith of the David Hare Training College; and also to the convincing practical example set at the Ranchi Zilla School by Mr. Tipping.”

With this may be compared what an Indian Inspector, Babu Bhagavati Sahay of Patna, says on the subject :—

“ The introduction of the direct method of teaching English is a move in the right direction, but it requires intelligence and resource in the teachers,—two commodities seldom found in men drawing salaries ranging from Rs. 15 to Rs. 30. Again the direct method of teaching English is not compatible with the vernacular basis of instruction in the lower forms of high schools. To be successful, the whole atmosphere of the school, and not only of the class room where English is taught, should be English, and English should be the medium of general conversation in the school. Another factor entering into the success of the direct method is its introduction in the school at the very commencement of school life; as it is, it is deferred until the boy has reached Class 7th-B.”

Babu Bhagavati Sahay's view, however; that the direct method of teaching English is not compatible with the vernacular basis of instruction in the lower forms of schools, is clearly unsound. It amounts in fact to the contention that a boy cannot learn two languages at the same time. No doubt according to the present method his knowledge of the vernacular will at this stage be more complete than that of English, but there are very weighty reasons, which it is unnecessary to detail here, why this should be so. Later on, when a boy comes to the four upper classes and consequently receives his instruction through the medium of English, his mastery of the latter will advance more rapidly, and he will soon be able to speak and write it with the same fluency as he does his mother tongue; but this fluency must not be acquired at the sacrifice of his own vernacular, which should ever be the natural vehicle of his thoughts. Were Babu Bhagavati Sahay's recommendations adopted, we should not improbably experience a speedy reproduction, though not perhaps to the same degree, of the conditions prevailing before the introduction of the vernacular system of education, when the majority of the pupils of Indian High Schools learned neither English nor their own vernacular, nor even the ordinary subjects of the school curriculum which were taught through the medium of the former.

Improvement of
Secondary
Education.

64. The history of the main features of this scheme was outlined in paragraph 75 of the last annual report. As indicated there, the Government of India, while approving the scheme as a whole, were unable to acquiesce in the view that the scheme should be entirely financed from Imperial revenues. They also suggested that the cost of the scheme might properly be reduced without materially affecting the character of the proposed reforms, either by curtailing the number of private schools to be aided, or by imposing upon them a larger share of the cost of working under the improved conditions. These points were carefully considered during the year under review, and it was decided that it would be impracticable to demand from the managers of private schools a larger share of the additional expenditure involved in raising their schools to the desired standard than that proposed. A reconsideration of the details of expenditure showed however that the total ultimate recurrent cost of the scheme could, without prejudicing the character of the scheme, be reduced by about Rs. 2,06,302. The cost of the modified proposals would thus amount to about 14 as against 16 lakhs originally estimated. The revised

scheme was submitted to Government shortly after the close of the financial year 1909-1910. It was also explained to Government that the whole expenditure would not require to be provided at once, but could be conveniently spread over 7 to 8 years.

Statistics.

65. Secondary schools of all classes for Indian boys rose from 1,457 Schools and to 1,473, or by a little over 1 per cent., and their attendance from 1,56,096 Attendance. to 1,66,510, or by 6·6 per cent.

66. Classified according to the progress in study, 69,554 of the pupils Stages of in secondary schools for boys were in the secondary and 88,525 in the Instruction. primary stage of instruction, and 8,431 have been returned as not reading any printed books. Those in the secondary stage, again, are subdivided into 33,425 belonging to the high stage (reading in the four top classes of high schools) and 36,129 to the middle stage. It follows, therefore, that even in high schools proper the pupils in the middle and primary stages far outnumber those in the high stage, representing as they do about 80 per cent. of the entire numerical strength of these schools.

67. The total expenditure on secondary schools for Indian boys was Expenditure. Rs. 28,99,795 against Rs. 27,97,584,—an increase of about 3·7 per cent. The expenditure from public funds fell off by Rs. 15,247, or about 2·5 per cent., but it was more than counterbalanced by a rise of Rs. 1,17,458 (5·4 per cent.) from private funds.

High Schools.

68. There was a loss of 1 high school (an unaided school); but the Statistics. existing ones (387 in number) were better attended and financed, their average numerical strength having risen from 208 to 220 and their average monthly expenditure from Rs. 428 to Rs. 445.

69. Both these are healthy signs, showing as they do that the income is still on the increase and that the various improvements required by the University are being gradually effected. That there has been no increase in the number of high schools is no disadvantage; it is consolidation and not mere expansion that is required at present, and the gradual weeding out of weak schools is undoubtedly a sure remedy with which to invigorate the rest. Their wants are many—better staff, better accommodation, and better appliances. Many of the high schools under private management have been recommended by the Inspectors only for temporary recognition by the University, their defects in one or more respects for want of funds making it undesirable to place them on a permanent footing. Most of them have failed as yet to make due provision for teaching the various optional subjects for the Matriculation examination,—for geography and mechanics in particular, which require a fairly large initial as well as recurring expenditure. The advantage of option is thus lost to many boys when the schools in which they read have not the means to teach the particular subject or subjects for which they may have a special aptitude.

70. It is but natural in such circumstances that there should be a pressing demand for increased grants, which it is impossible to meet without a substantial addition to the grant-in-aid allotment. In the present state of the Provincial finances any addition on a large scale cannot be looked for in the immediate future, and it is for this reason that the process of improvement must needs be slow. It is hoped, however, that Government will see its way to make an addition to next year's grant-in-aid allotment sufficient to enable the Department to help a few selected schools for the present.

71. In connection with the question of optional subjects, it has been Matriculation reported that in some schools subjects which the boys are not taught for Matri- Curriculum. culation are neglected in all the stages. Geography, it seems, has been the Geography. greatest sufferer on this account, because most of the schools have not yet obtained the permission of the University to teach this subject for want of appliances. Option is allowed only in the first two classes, and there

is no reason why important subjects such as history and geography should not be read by all boys up to the 3rd class, even though they may eventually give them up when reading for Matriculation. If this be not insisted on, the education imparted in the schools in question will be seriously defective. Inspectors will have to scrutinize strictly the curriculum followed by each high school under their charge, especially those under public management and aided, and see that no such omission is in future permitted.

Drawing.

72. As regards drawing, it is not even an optional subject as defined in the University Regulations. Yet it is a subject of very great educative value, and there are adequate arrangements for teaching it in all Government and aided schools. There is nevertheless a tendency in many schools to neglect it more or less because it does not pay at the examination, and it has accordingly been departmentally decided that it shall be a compulsory part of the school course at least up to the 2nd class. The Inspector of Schools, Chota Nagpur Division, has issued orders to the schools in his Division that drawing is to be taught in all high schools two periods in the week, and that success in that subject is to be a condition of promotion from class to class.

Hygiene.

73. Another subject which, as concerning the boys' health, is also of importance, but which has no place in the University curriculum, is elementary hygiene. The Drainage Committee laid special stress on the desirability of teaching in public institutions the principles of the origin and spread of malaria and the use of quinine as a prophylaxis, and advantage was taken of this suggestion to include these topics in the hygiene course for the new syllabus of studies for the upper primary and the middle standards which is to be introduced from January next. Arrangements have also been made to deal with hygiene as a science in greater detail in the Teachers' Manuals which are to form the basis of instruction in the vernacular training schools of the Province. Satisfactory provision has thus been made for the practical teaching of elementary sanitation in the vernacular standards of all grades, but it would be a pity if boys in the high stage—the most intelligent part of the school population—were overlooked in such a scheme of useful instruction, and Government has accordingly sanctioned the proposal that for boys in the upper section of all zilla and collegiate schools arrangements should be made for the delivery of a course of lectures on malaria by qualified medical men. This, it is hoped, may be given effect to from the next year and gradually extended to aided schools as well, if means permit.

Agriculture.

74. A third subject outside the Matriculation course deserves a passing notice. Elementary lessons on plant life are now a recognized part of the vernacular syllabus, and these are being given in almost all secondary and primary schools at little or no extra cost. Six agricultural gardens are being maintained in connection with as many selected high schools; but as these are a little more costly than others which it is proposed to start, it is in contemplation to bring them down to some common level, the cost in each case not exceeding Rs. 50 to Rs. 60 a year.

75. But the time does not seem to have come yet for a more advanced course of instruction in agriculture for the pupils in the high stage. An experiment has been tried by posting a few special officers, designated "Teachers of Agriculture," to five selected high schools in the Province where there were special facilities for teaching this science. But except at Gaya and Dumraon the classes did not thrive, and have now been abolished on the recommendation of the Director of Agriculture. At Gaya and Dumraon, also, the teaching of agriculture as a special subject has been discontinued, and although the teachers are to be retained in these places they will for the present confine themselves to "Nature Study" alone. It is gradually being recognized that the technical teaching of agriculture cannot be suitably introduced at any stage of a school course, and that what is there wanted is the elementary study of plant life followed, in the higher classes, by instruction in elementary chemistry. This will be borne in mind in framing the courses of study for the proposed School Final examination; but unfortunately there is a practical bar at present to the introduction of even elementary science into the school curriculum, in the difficulty experienced in obtaining suitable teachers and the expense of providing laboratories for practical work.

Examinations.

76. In view of the many important points of difference between the old Entrance and the new Matriculation course it was decided by the Senate of the Calcutta University to hold a supplementary examination of those who had been unsuccessful at the Entrance examination of 1909, which was the last examination under the old course. The supplementary examination was held in December, and out of 1,664 boys who appeared at it from the high schools in this Province, 985 were successful. Supplementary
Entrance
Examination

77. The first Matriculation examination under the new University Regulations was held in March 1910. The number of boys who went in for it was 2,143, a decrease of 3,515 as compared with the candidates for the Entrance examination in the preceding year. The fact was that in consequence of the supplementary examination above referred to there were fewer boys this year in the Matriculation class, and the novelty of the scheme also induced the Head Masters to exercise more than ordinary caution in making their selection. The result however was most satisfactory, as many as 1,632 boys (76.2 per cent.) having been declared to have come up to the standard. The Matriculation
Examination.

78. During the year under review an arrangement was arrived at under which the inspecting officers of the Department not below the rank of an Assistant Inspector were required to conduct on behalf of the Calcutta University the periodical inspection of all high schools recognized by that body for the purposes of the Matriculation examination. This arrangement is likely to become permanent, the University having practically agreed to accept as suitable for their purpose the ordinary inspection reports of Inspectors of Schools, provided that specific attention is paid therein to the requirements of the University as a condition of recognition in the case of each school. It will throw very little, if any, additional work on the superior inspecting officers. The Inspection
of High Schools
on behalf of the
University.

Middle Schools.

79. Middle English schools rose by 28 (from 677 to 705); while Middle Vernacular schools fell off by 11 (from 392 to 381). As pointed out in the previous report, the popularity of middle vernacular schools is waning. This is extremely to be regretted, as the class of boys for whom a primary vernacular education is suitable should be encouraged in every way to carry their school work beyond the upper primary standard, which forms a very incomplete termination to a sound elementary education. Middle vernacular schools moreover are the recruiting ground for the vernacular training schools; and as the demand for efficient vernacular teachers is likely to increase in the future, it is essential that the field of selection for these teachers should be as large as possible. The indiscriminate conversion, therefore, of these schools into middle English schools, the effect of which in many cases is merely to give the pupils of the higher classes a smattering of English at the expense of their general education, is to be deplored. It is not intended, however, that the establishment of efficient middle English schools should be discouraged, as they are an important link in the scheme of education which terminates in the upper classes of a high school. But it is to be feared that in the future the cost of maintaining these schools will increase, as the enlarged syllabus for the teaching of English will necessitate the employment of more and better teachers. Schools.

80. The average cost in a middle English school shows a slight increase from Rs. 73 to Rs. 75, probably because of the demand for better qualified, and therefore better paid, Head Masters. In middle vernacular schools, on the other hand, the cost was, if anything, a trifle less,—Rs. 43.5 against Rs. 44. Average Cost.

81. It may be observed that of the middle vernacular schools on the returns 46 are "Circle Fund" schools, which still exist, mostly in the Presidency Division and partly in the Burdwan Division. Their position is as anomalous as their constitution is primitive. Though returned as aided schools they work under head teachers, who are pensionable servants of the Department and are each in charge of a "circle" of two or three schools within a convenient distance of each other, which they visit by turns twice or thrice in the week for the purpose of teaching as well as assisting the *gurus* or second teachers. Originally the idea was to have at the minimum Circle Schools.

possible cost a number of middle schools in this way in places which were too backward to take advantage of the ordinary grant-in-aid system. However necessary such an arrangement may have been when the system of public instruction was in its infancy in this country, it is false economy now to keep them up. They are all, more or less, inefficient. They are neither Departmental schools proper, as the Department is not responsible for any expenditure over and above the Circle Pandit's pay and the *guru's* allowances; nor are they aided schools in the strict sense of the term, as no fixed contribution is required from the villages in which they are located. It has accordingly been decided to abolish the circle system as opportunity arises.

The Middle School Examinations.

82. The people appear to be not yet reconciled to the abolition of a public examination for middle schools. The system of examination for awarding scholarships,—for which there is a preliminary selection of candidates made by Deputy and Assistant Inspectors, who show due consideration to those of the poorer classes,—works well enough, though some are of opinion that open competition, subject of course to a maximum number of candidates from each school, would be a much better plan, as it would be free from the element of uncertainty which is inseparable from the personal equation of the selecting officer. Mr. Ezechiel, Magistrate of Nadia, observes that “the suggestion regarding open competition is worth consideration; that under present circumstances the best boys do not get scholarships; and that he has received complaints on this score.”

83. For the rest of the pupils in Standard VI there are an annual examination for promotion to the high stage and an examination for what are called primary certificates to be awarded to such as do not want to proceed with a further course of instruction. It is this latter that has been the subject of much adverse criticism. It has been alleged that, conducted as it is by local teachers and other private gentlemen in whom it is idle to expect a high sense of responsibility, the public has no confidence in it as a test of success, and that ever since the abolition of the public examination the efficiency of middle schools has been seriously impaired, the teachers confining their attention nowadays to the one or two boys of Standard VI who may be selected for the Scholarship examination, and not caring a straw for the rest. A reversion to the old state of things is accordingly advocated in the hope that it will revive the incentive for healthy emulation and systematize working. As an alternative it has been suggested that even as a private examination it may be conducted wholly by the officers of the Department. But this would probably require a further addition to the inspecting staff—a course which it is impossible to follow for some time to come. The whole question is fraught with complications, and it will require very careful consideration to arrive at a satisfactory solution.

84. The returns show that out of 13,479 pupils examined for primary certificates, 10,520 (78 per cent.) were successful, the corresponding figures in the preceding year having been 11,061 and 8,424 (76·2 per cent.) respectively.

Privilege of High Schools to compete for Middle Scholarships.

85. The propriety of allowing high schools to present candidates for middle scholarships has been called in question in some quarters. Middle schools, it is said, can hardly compete on equal terms with high schools, which have the advantage of a more efficient staff. The privilege was extended to high schools as a condition of their constituting themselves on the vernacular basis, and the Inspector of Schools, Orissa Division, fears that if this be withdrawn now, that inducement will be gone. But the other side may urge that this object is being served even more effectually by the place that has been assigned to the vernaculars of the country in the Matriculation syllabus enforced by the University.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Statistics.

Primary Schools.

86. The number of primary schools for Indian boys shows an increase from 34,472 to 35,190. One hundred and seventy-six primary schools maintained by five of the Orissa Feudatory States have disappeared from the returns; but

we have got more aided and unaided schools elsewhere during the year—668 of the former and 622 of the latter—a doubtful gain, inasmuch as the greater the number of aided primaries, the less the *guru's* income from the public funds, which are in a stagnant, if not shrinking, condition; and unaided schools of this class are of very little value from an educational point of view. Yet the growth is a sign of the people's effort, however feeble, to provide some sort of education for their children. A good agricultural year brings such schools into being by hundreds; a bad year sweeps them out of existence: but the desire is there, and given the requisite amount of support, mass education is sure to spread rapidly.

87. The upper primary schools for boys have very slightly fallen off from 3,203 to 3,200; but when it is remembered that 63 schools of this class in the district of Sambalpur had to be reduced to the lower primary status in the interest of efficiency, and 42 more have been excluded for non-submission of returns, the apparent loss in this respect is turned into an actual gain.

88. The above figures give one primary school for boys to serve 4·2 villages and 3·5 square miles of area. But these averages are misleading. In Sambalpur it is said that the area per school is as much as 16 square miles, and in some parts of Chota Nagpur a boy has to travel 3 to 7 miles and back to attend school every day.

89. The pupils attending primary schools for boys have been returned at 10,58,308, of whom 9,89,266 were boys and 69,042 were girls.* Add to these 2,238 boys and 75,468 girls attending primary schools for girls, and 96,836 boys and 3,658 girls belonging to the primary stages in secondary schools, and the totals work out at 10,88,340 boys and 1,48,156 girls receiving primary education,—an increase of 29,833 boys and 5,538 girls respectively over the figures for 1908-1909. Compared with the total population of school-going age, the above show a percentage of 27·7 for boys and 3·7 for girls as against 26·5 and 3·5. But a comparison of this kind is seriously vitiated by the fact that we are just on the eve of the next decennial census, which is sure to show a rise in population that will bring down the percentages to a comparatively lower level. It is possible that we may then find that the progress of education has been no more than able to keep pace with the increase of population.

90. The total direct expenditure on primary schools for Indian boys was Rs. 28,83,533, of which 32·5 per cent. was contributed from Provincial revenues and District and Municipal Funds taken together. The grant from Provincial revenues includes a small amount for schools in Government estates which, calculated at the rate of 1 per cent. of the collections, fluctuates from year to year. The orders defining the nature of the 1 per cent. grant, that it is paid by Government as *zamindar* and that it should accordingly be given to schools in *khas mahals* in addition to what they may be entitled to from the District Fund, seem to have been overlooked in some districts. Steps are being taken to remedy this mistake.

91. The municipal expenditure on primary schools for Indians was Rs. 64,902 for boys' schools and Rs. 14,714 for girls' schools—total Rs. 79,616—against Rs. 61,701 for boys' schools and Rs. 13,047 for girls' schools,—a total of Rs. 74,748,—in the preceding year. As explained before, the rule† that Municipalities are to spend 3·2 per cent. of their ordinary income on primary education was not everywhere strictly observed, and had never been applied by the Calcutta Municipality. The practice of the latter has been to allot annually for primary education a small sum of about Rs. 20,000 to be spent in capitation grants, and it has sometimes happened that schools which were deemed unfit for aid by the officers of the Education Department figured on the municipal list as aided by the Corporation. In addition, exemptions from the payment of rates, amounting approximately to another Rs. 20,000 a year, were enjoyed by many educational institutions, and these too were not judiciously granted, as not only primary and technical schools, which alone are legally entitled to municipal support, but also high schools, were included among the recipients of this favour. These defects, as well as the general question of starting a number of model primary and industrial schools in the town under the immediate management of the Corporation, were discussed by a Sub-Committee convened by

* Of these, 12 girls were in the middle stage.

† This rule has been abrogated by Government during the year now current.

Mr. Earle, the Chairman, in January 1910, to which the Director of Public Instruction, the Inspector of Schools, Presidency Division, and the Inspector were invited. It was decided (1) that the municipal grant should in future be distributed in consultation with the Education Department; (2) that there should be no exemptions in the case of schools, but that the amount formerly given as exemptions should be added to the grants; and (3) that 20 schools for Indian boys and 10 schools for Indian girls with industrial annexés in close proximity, should be opened at convenient centres within a period of ten years, the boys' schools being intended for about 400 pupils each. The first of these resolutions came at once into operation, and a sum of Rs. 22,748 was distributed during the year against Rs. 18,208 in 1908-1909, generally on the recommendations of the Deputy Inspector of Schools for the town. The larger scheme for opening model schools is still under the consideration of the Commissioners.

The Average Cost. 92. The average annual cost of a boys' upper primary has risen in two years from Rs. 188 to Rs. 205, which is satisfactory, but that of a boys' lower primary has gone down during the same period from Rs. 70·5 to Rs. 69·7, which is rather disquieting. Taking the aided schools alone, the average for an upper primary goes down to Rs. 187 for two teachers, and that of a lower primary goes up to Rs. 78 for one teacher, the contribution from the public funds standing at Rs. 78·3 for the former and Rs. 25·2 for the latter, the average annual cost of an unaided school being Rs. 148·3 for an upper primary and Rs. 39·7 only for a lower primary.

Teachers and their Remuneration.

93. The foregoing statistics are instructive. They show how inadequate is a *guru's* remuneration even when the fees paid by the pupils and the other occasional sources of income open to him are taken into consideration. It is true that his qualifications are not up to the mark;—that out of the 38,349 teachers employed in the primary schools for Indian boys as many as 9,700 possess no certificates of efficiency at all, and that 12,484 can boast of qualifications no higher than the lower primary standard: but would a *guru* care to conduct a school on the poor pittance he is given if he were a better qualified man? *Guru*-training schools and a well-staffed inspecting agency, an up-to-date syllabus and an exhaustive Teachers' Manual, are undoubtedly good in their way; but these alone will not succeed either in inducing a better type of men to take to village school-masterships or in improving the existing workers, and it is necessary that better prospects should be offered in the shape of higher remuneration, both from public and private sources.

94. The obvious remedy is to increase the grant for primary education; and as it has been ruled that the road cess cannot be diverted, and as moreover the income from pounds and ferries, which is mainly devoted to educational purposes, is for the most part inelastic, the only solution appears to be an additional allotment from Provincial or Imperial revenues. Mr. Bompas, Magistrate of the 24-Parganas, suggested that the number of aided primaries should be reduced, so that with the money set free thereby the deserving among them might be bettered and strengthened. But as this would have been a retrograde step, it was decided that the existing aided schools should be allowed to continue as they were, but that there should not be any further additions to their rank. Mr. Bradley-Birt, Magistrate of Khulna, is also of the same view; he sees no choice between reduction of schools and making an additional grant to the primary fund. In fact there can be no two opinions as to the immediate necessity for some relief. The situation is most graphically described in the following extract from Mr. Cunningham's report on the Chota Nagpur Division:—

“The most prominent feature which impresses me is the vastness of the harvest that is even now ripe and waiting only for the reapers. While, of course, there are still numerous tiny little *pathshalas* kept only just alive by the energy and enthusiasm of our Sub-Inspectors, I have been greatly struck by the very numerous large and prosperous lower primary schools, where one capable teacher is struggling to keep some 50 or 60 and occasionally 100 children simultaneously occupied, and where I have been immediately

besieged by a crowd of eager villagers with petitions for a second *guru* that their school may be raised to the upper primary status. And the earnest of their humble sincerity may often be seen in half a dozen boys reading the upper primary readers 'privately' with the already overworked *guru*. At many other places I have been waylaid by the roadside with the complaint that children from this village had to travel 3, 5, or even 7 miles to the nearest school; and incredible though it may seem I have investigated cases where they actually did go the longest distance during many months: and of course even 3 miles, twice a day, is too far for small boys in the Indian climate. It will perhaps be answered that the remedy is in the villagers' own hands. Let them subscribe amongst themselves the necessary stipend for an additional *guru* or a new school. But those who know the Indian villager know how hopeless it is to expect that amount of co-operation amongst them in their present condition of disorganization. It is one of our hopes that when a little education has done its work, the people's power of co-operation may be developed. But in the meantime the beneficent Raj has done too much for the people to escape making them depend upon it also for this first, most fundamental, instruction.

"In every district of Chota Nagpur there is a steady demand for just a little more money. If the funds at the disposal of the District Boards could be permitted to grow at a normal rate of 10, or even 5, per cent. per annum, every anna of that money could be most wisely spent. The present financial stagnation is most wasteful of our limited human resources. Schools spring up under this local impetus, and in the hope that at the end of the year some stipend may become available. When no help from above is forthcoming the chronic poverty of the village reasserts its sovereignty over the intellectual ambition; and the *guru* and his pupils relapse in disgust. Next year another village tries its luck, with only the same result.

"I venture to put in a most urgent appeal on behalf of these poor people, not for any dramatic, or immediate, establishment of free, much less compulsory, education; but simply for permission to let our struggling little plant of rural education grow at a normal rate of healthy development."

The Inspector of Schools, Orissa Division, also echoes the same opinion. He says:—

"There seems to be no reason to doubt that a fairly efficient system of primary education can be established in this Division on the grant-in-aid basis. The grant-in-aid must, however, be large enough to enable the Department to exercise some control over the schools. The Magistrate of Cuttack thinks 'that the stipends, which are less than Rs. 2 a month, are of no practical value,' and the Magistrate of Puri writes in a similar strain. There can be no question that the efforts of the subordinate inspecting staff are unavailing owing to the small stipends,—annas 8 to Re. 1 monthly in the majority of cases,—which are granted by the Department to these schools. Small wonder in such circumstances that the inspection of lower primary schools is perfunctory, or that the strengthening in recent years of the subordinate inspecting staff has been unproductive of results. The District Board of Cuttack in an attempt to get control over at least some of the lower primary schools was for granting no stipend less than Rs. 2 a month, but as such action would necessitate a large reduction in the number of aided lower primary schools, the proposal was not endorsed by the Department. At the same time it is clear that the only alternative, if anything is to be done for lower primary schools, is the granting of more funds to the District Boards that they may increase the grants-in-aid to deserving schools. In the event of this being done the work of organizing and improving lower primary schools seems to me far from hopeless."

95. The remarks made by the Chairman of the Bhagalpur District Board as quoted by the Inspector of Schools, Bhagalpur Division, afford a very striking illustration of how gloomy the prospects are even of a trained teacher:—"Here is a *guru* (Bind Lal Sahu)," the Chairman writes, "who has passed the Final examination of the Madhepura *Gurus*' School. He gets Rs. 2 a month and what he can earn by fees—a precarious amount. Whilst under training, he got a regular stipend of Rs. 5 per month. This is not an encouragement to other *gurus* to undergo training. But I do not think that a District Board can afford to pay all *gurus* Rs. 7 a month. The matter of the pay of the trained *gurus* will be a difficulty which Government will have to face." Rupees 7 a month, it may be added, is considered the minimum rate of pay which should be guaranteed to a *guru* who passes through a training school.

96. The present system of payment to *gurus*, which has been in vogue since 1902, is one of quarterly stipends or subsistence allowances supplemented, at the close of the year, by what are known as "deferred allowances," which are determined by a variety of considerations, such as attendance, progress, the neatness of the records, and so forth. The Officiating Inspector of Schools, Patna Division, considers this a much better system than that of payment-by-results, which it has superseded. He writes—

"The revival of the stipendiary system has already been attended with results that bid fair to realize all the good that was anticipated to accrue from it. Schools are now more

The System of Payment.

stable, the work is more regular, and the outturn is decidedly of a superior order; and, were the stipends substantial enough to secure the whole time and attention of the *guru*, this system would have worked a revolution in primary education. I do not know of any system, including that of abolition of fees unaccompanied by the system of compulsory education, that is so well calculated to bring about the much-wished-for consummation of universal primary education in India, for it is after all, at all events in its early stages, a problem of willing and enthusiastic teachers, and not of the want of means in the pupils to avail themselves of the services of the teachers knocking at their doors; for the necessity to earn the substantial stipends advocated above will impel the teacher to remit the fees rather than forego the stipend for want of sufficient pupils. I know that this is the case even now when the stipend is so slender. Not even one-third of the money that is shown by the teacher as his earnings from fees in our returns does he actually collect from that source. The abolition of fees, if it is not accompanied by sufficient compensation to the teacher, will, on the other hand, tend to throw back the cause of primary education, while even one-half of what Government may think right to give as compensation to the teacher for the abolition of fees, if devoted to adding to the stipend of the teacher, will, under proper safeguards, extend education to almost the whole of that class of the people who can avail themselves of free education without compulsion. Not till education has touched the outer fringes of the population that earns a living wage need the question of free education arise, for such is the devotion of the Indian people for the teacher even in these degenerate days that they would gladly contribute their humble mite towards his food; indeed, that is an act, with them, not only of social duty but of religious merit."

Coming as the above does from an experienced Indian officer, it gives strong support to the opinion already so widely expressed, that it would be wiser to utilize such additional funds as may in future be available for the betterment of the position of the *guru* and the gradual extension of primary education than for the introduction of a universal system of free education. As to the stipendiary system itself, though it is an accepted fact now, it is not altogether above criticism. An analysis of its weak points made by Mr. Lambert, Inspector of Schools, Burdwan Division, demands attention. He writes—

"One of the merits of the present system of grant-in-aid no doubt lies in the fact that the generality of the teachers in primary schools are, under this system, sure of receiving some help from public funds, and to this fact must be ascribed, at least in part, the general increase in the number of primary schools noticed above. There is, however, one great drawback in the system as it is being worked at present. Under the reward system previously in vogue, a *guru* who took great pains with his pupils and succeeded in passing a large number of them at the public examinations received a remuneration far in excess of the amount received by less able and painstaking men, while the idlers went without any aid at all. Under the operation of the several tests by which District Boards now estimate the further allowance to be paid to a *guru*, even a *guru* who knows nothing or takes no pains with the boys can get a comparatively fair allowance, if he manages to show a fair muster-roll. This aspect of the case requires careful consideration, and, though theoretically the defect ought to be removed by allotting a larger number of marks to efficiency of teaching than is done at present, probably in practical working the problem is not so easy of solution. It is indeed a question whether, in trying to avoid the mechanical system of the reward examination, we have not hit upon another method not less mechanical, viz the system of awarding marks for six or seven tests in order to estimate the deferred allowance, and whether it would not be possible to modify the existing rules so as to give real encouragement to efficient *gurus*."

97. The whole question of the distribution of the primary grant by District Boards and by the Department is now under consideration, and will be finally settled along with the proposed delegation of powers to subordinate officers, with which it is to some extent connected.

Revised Syllabus—Examination and Scholarships.

The Syllabus.

98. The revised syllabus up to Standard I was introduced in January 1910, and it will be extended to Standard II next session. Meantime the textbooks under this scheme are also ready for the four higher standards, and will be introduced in Standards III and V in January next and in Standards IV and VI in 1912, when the whole course will be in full operation. The characteristics of the scheme may be thus summed up: it has reduced the duration of the infant section from 3 to 2 years, and easy general literature, well printed and attractively illustrated, has taken the place of the dry science readers which were formerly in use in the two lower standards and which the children were in the habit of learning by rote. But though science finds no place in the textbooks for Standards I and II, there is ample provision in the Junior Teachers' Manual for teaching the children how to observe natural phenomena, and this, interspersed with oral lessons on elementary hygiene, will, it is

hoped, be a fitting preparation for more systematic instruction in nature study, hygiene, and geography in the four higher standards, in which special textbooks in these subjects are going to be introduced. The whole scheme is in fact one of the best that can be devised; but as pointed out before, there is a lamentable lack of qualified teachers to make it a success.

99. As in the case of middle schools, so in the case of primary schools, **Examination.** there is no public examination now at the close of any standard. The old public examinations for upper primary and lower primary schools, at which the best boys were awarded scholarships and the next best certificates of proficiency, are still remembered with a sigh, and their abolition is held responsible for a new set of evils.

100. The examination for the award of upper and lower primary **Scholarships.** scholarships is conducted much on the same lines as that for the award of middle scholarships. High schools conducted on the vernacular basis and all middle schools may present candidates for upper primary scholarships. This, it is said, adversely affects the interests of the primary schools proper, which are seriously handicapped in the race for want of competent teachers. During the year under review middle schools carried off as many as 8 upper primary scholarships out of the 23 sanctioned for the Patna Division, against 1 only awarded to a high school boy.

101. As the new curricula for Middle English and Middle Vernacular schools differ more widely than before, and as English is to be an optional subject even at the Upper Primary Scholarship examination, the present rules for the award of scholarships and their distribution among the several classes of schools will soon have to be completely recast. Connected with this, again, is the question of the inadequacy of the present scholarships in number, value, and period of tenure as the means of effectively helping poor boys. In respect of lower primary scholarships specially is the numerical insufficiency most keenly felt, there being so many classes,—such as girls, Muhammadans, aborigines, and backward Hindus,—for whom separate provision is necessary. The District Boards are conscious of this want, and every now and then applications are received for Government sanction to the creation of additional lower primary scholarships out of the savings in their scholarship allotment.

Free Primary Education for Depressed Classes.

102. The Department has been fully alive to the necessity for the free education of the depressed classes. A sum of Rs. 4,600 a year is given to the Magistrate of Birbhum for a number of free schools for Sonthal children. A scheme is also on the anvil for the Pans and other indigent tribes of Orissa. It has been taken up in four parts,—one for the Tributary States, one for the Mogulbundi districts, one for Angul, and one for the district of Sambalpur, where the conditions are different from those obtaining in the other parts of the Division. The proposals for the Tributary States matured since the close of the year; the Chiefs came up with the offer to bear all the initial charges and half the recurring charges on condition that the other half was met by the Department; and as this arrangement had the strong support of the Divisional Commissioner, Government has been moved to sanction for the purpose an annual grant of Rs. 1,910.

103. Nor should we forget to mention here the work which the various **Missionary Agencies.** Christian missions have been doing to elevate the moral and intellectual level of the aborigines and other backward races. Their schools in Chota Nagpur, Sonthal Parganas, Midnapore, and other places are all well spoken of, and the Department helps them as far as possible with suitable grants-in-aid.

Night Schools and Night Continuation Schools.

104. Every Division has returned a number of night schools. They are **Night Schools.** intended for day-labourers; but where supervision is lax they are apt to degenerate into mere private tuition classes. Several night schools in the Gaya district are said to have been found on surprise visits as doing little or no work. The presumption is that many night schools elsewhere are in the same condition as those in Gaya, and inspecting officers should be careful to

ascertain by surprise visits whether these schools are justifying their existence. Babu Bhagavati Sahay of Patna writes:—

“I am afraid that so long as the labourer for whom this class of schools is intended can earn a decent living without education, there will not be any real demand for such schools, and a night school in the sense of ‘continuation school’ is out of the question so long as education is not regarded as an end in itself.”

Night Continuation
Schools.

105. Such being the case, the question to be decided is whether the night continuation schools in the Presidency Division, which have been working as an experimental measure since 1902, are worth the money they cost (Rs. 15,258 a year from the Provincial revenues). A perusal of the divisional report suggests an answer in the negative. The Inspector does not express his own opinion, but quotes, with apparent approval, what has been said by some of the Deputy Inspectors under him. None of these officers speaks well of them. In Nadia “they worked indifferently and no report of satisfactory progress was received.” The Deputy Inspector suggests as the remedy close supervision by himself and frequent inspection by the Sub-Inspector, and “the issue of some more definite rules for the guidance of the teachers.” The Deputy Inspector of Murshidabad is more outspoken. He says that “these schools are eating up a large sum annually and are undoubtedly doing some good. But we must not forget that Rs. 2,072 a year would maintain as many Middle schools as there are continuation schools in a state of tolerable efficiency, and educate nearly five times as many pupils.” The continuation schools in Jessore were “on the whole showing good work”; and those in Khulna “might have been better under properly qualified teachers.” The conclusion is all but irresistible, therefore, that the trial has failed, and that it is high time to withdraw the grant and devote it to some more useful object.

School Post
Offices.

106. There is nothing special to say about this system. So long as the postal duties do not interfere with teaching duties, it is welcome as a source of relief to the poor schoolmaster, and whenever there is any chance for such interference, the matter has simply to be brought to the notice of the postal authorities to be rectified. The postal remuneration is said to be in some cases less than Rs. 5, but this is a question to be settled between the Postal Department on the one hand and the school-postmaster on the other.

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

Scope of the
Chapter.

107. This chapter deals with institutions for the training of masters for Indian schools, those for mistresses being dealt with in Chapter VIII along with the general question of the education of Indian girls and women, with which they are intimately connected.

108. The institutions for training masters fall under three main heads—(1) Colleges for training men who teach in English; (2) Vernacular training schools, first and second grade; and (3) schools for training *gurus*.

Training Colleges.

109. There are three training colleges in the Province, the David Hare Training College at Calcutta, which prepares the pupils for the B. T. degree, and the Patna Training College and the Bhawanipur London Missionary Society's Training College, which teach up to the L. T. standard only. The first two are maintained by the Department and the third is aided.

The David Hare
Training College.

110. This college passed through the second year of its existence in 1909-1910. It remained undermanned throughout the session. The staff consisted of three members, of whom Mr. Griffith, the Principal, was the sole European, the other two, who had obtained the B. T. degree in the preceding year, being Indians. Mr. Fawcus, who came to India in November 1909 as an Inspector of Schools, was attached to the college for about two months, and delivered a course of lectures dealing with the system of education in England, Germany,

America and Japan. Mr. W. C. Wordsworth, Professor of Political Economy in the Presidency College, also volunteered his co-operation, and delivered lectures twice a week throughout the session on the section of the syllabus entitled "Psychology relating to Education." Proposals are at present before Government for strengthening the permanent staff of the college, the present arrangements being of a purely temporary character.

111. Only 18 students were received into the college last year, all of them being Government servants. Of these 13 were Teachers and 5 Sub-Inspectors, and classified according to their previous academic qualifications, 3 were M.A.'s and 15 B.A.'s. One of them was seriously ill at the time of the B. T. Examination held in April last, and of the rest, as many as 15 obtained the degree, 5 (including the 3 M.A.'s) with distinction. The Sub-Inspectors, moreover, received special training in the duties of an inspecting officer.

112. Mr. Griffith thinks that with a slight addition to the cost accommodation can be provided for about 30 students; and he recommends that candidates for admission should be selected not only from educational officers as at present, but also from students who have recently obtained the University degree, the latter being given a small scholarship—a sum of Rs. 15 a month each. The matter is under consideration in connection with the question of the future scope of work and general lines of development of the college. At present, the most urgent requirement is obviously the training of the teachers already in Government service.

113. Much inconvenience was felt during the last two years by the teachers deputed for training owing to their allowances having been fixed at three-quarters of their ordinary salaries. The question has now been satisfactorily settled, as Government has sanctioned from the current session the payment at the full rate when this is considered necessary. It is now possible for the Department to insist on teachers proceeding to the college for a course of training, while under the previous conditions their deputation for this purpose was more or less voluntary. That the teachers stand in need of training is apparent from the defects which Mr. Griffith noticed in most of them at the time of their first admission into the college. They seemed to be wanting in a feeling of responsibility; they were not capable of giving methodical lessons or maintaining discipline; and in dealing with essays they failed to grasp the heart of the question, and wrote in high-flown language without driving at a definite aim.

114. Interesting experiments were conducted during the year in the direct method of teaching English. A class of boys in the Hindu School who knew little or no English was selected for the purpose, and lessons were given four times a week. "The results," says Mr. Griffith, "have been surprising, as the boys now follow any lesson of a simple character which is given in English."

115. The total cost of the college was Rs. 25,260, the whole of which was paid from Provincial revenues. The average cost of training each pupil was Rs. 1,403.

116. This college continued under the principalship of Mr. J. H. Thickett, who was assisted by one other officer, a Muhammadan. Unlike the David Hare Training College, it admitted during the year both members of the Education Department and private students, the latter drawing stipends of Rs. 35 a month. The admission is at present limited to 12 students, and of these 6 last year were teachers in Government schools. Of the total number 7 were graduates.

117. At the L. T. examination held in 1910 all the 12 students appeared and 9 passed. The college bids fair to become popular in Bihar, several of the ex-students having obtained comparatively lucrative posts in private schools.

118. Mr. Thickett takes exception to the L. T. course prescribed by the University. Too much attention has been paid, he says, to theory, and too little to practice, the marks assigned to the two branches being 400 and 300 respectively. Again, the theoretical course includes English literature up to the B. A. standard, which it is more appropriately the function of an Arts College to teach. A short course of English is no doubt desirable,

but the time of a training college should be better employed than in teaching the full B. A. course in English literature. The result was that although the Principal had at first intended to give three lessons per week to practical work, he had subsequently to cut it down to two. This defect in the curriculum will no doubt be remedied by the University.

119. The college hostel had five inmates, and was under the charge of the Muhammadan Professor. This gentleman is said to have shown much zeal in organizing excursions for the purpose of visiting places of interest in the vicinity, and the knowledge thus acquired was utilized in illustrating model lessons in history, geography and composition.

120. The total cost amounted to Rs. 15,277, paid from Provincial revenues. The incidence per pupil was Rs. 1,273.

The London
Missionary
Society's Training
College at
Bhawanipur.

121. The aided college at Bhawanipur under the London Missionary Society had four pupils on the roll. It did not present any pupil at the University Examination. The total cost was Rs. 7,630, of which Rs. 540 was paid by Government and the rest by the Mission. The average cost per pupil was Rs. 1,907.

Training Schools for Vernacular Masters.

First Grade
Training Schools.

122. There are six first grade training schools for vernacular masters,—those at Calcutta, Hooghly and Krishnagar for Bengali, at Patna and Ranchi for Hindi-speaking, and at Cuttack for Uriya students. Five of them are maintained by Government, and one (the school at Krishnagar, which is managed by the Church Missionary Society for the training of Christian Teachers) is aided.

123. Much has been said as regards the shortcomings of these schools,—that they were manned by teachers who had themselves never been trained, and that, under these conditions, they were hardly in a position to impart to the pupils a sound knowledge of the art of teaching. The charge is no doubt well-founded, but at a time when there were no colleges in the Province for the higher training of teachers it was impossible to make any better arrangement, and it must be said to the credit of the several schools that for many years they supplied the middle and high schools of the country with fairly capable vernacular teachers. A deterioration however set in when the period of training was reduced from 3 to 2 years in 1901 and the public examination for middle schools was abolished. Both of these causes acted prejudicially on the quality of the teachers turned out by the schools. The abolition of the public examination at the end of Standard VI undoubtedly resulted in poorer material being admitted into the training schools, and the reduction of the period of training from 3 to 2 years did not leave sufficient time for remedying the defects in the general education of the pupils as well as preparing them for the work of teaching. The remedial measures that have been recently adopted will help much, it is hoped, to improve the outturn of the vernacular training schools. Some of them have been brought more or less in contact with the Training colleges, those at Calcutta and Patna being placed immediately under the supervision of the local Principals. They are also being manned, as vacancies occur, with teachers who have passed out of these colleges. The course of studies has been revised so as to give not only more prominence to the art of teaching, but also to supplement the inadequate general education which the pupils have received previous to their admission. To provide sufficient time for the extended curriculum it has been proposed to restore its former duration of 3 years. The revised syllabus has already been introduced, but the question of the prolongation of the course and of increasing the value of stipends is still under the consideration of the Government.

124. The Inspector of Schools, Bhagalpur Division, draws attention to the extreme youth of the students who pass out of the first grade vernacular training schools, and suggests that the minimum age for admission into such schools should be fixed at 17 years, preference being shown to actual teachers who have acquired some experience. "Concurrently with all this," he concludes, "improvements must be effected in the system of the new Primary examinations, which have much deteriorated in worth since the abolition of the old system of Middle examinations, as the success at these give a passport to the candidates seeking admission in the first grade training schools."

125. The number of the students who passed out of the training schools with final certificates during the year was 102. Considering that it is these men who are to be the Head Pandits of middle schools, and have besides to fill the ranks of *Guru*-instructors, Assistant Sub-Inspectors and Second Pandits and Drawing Masters of high schools, the supply is not certainly in excess of the demand; and as some of the schools are overcrowded, notably that at Patna, the necessity has been felt for opening two more first grade training schools,—one for the Bhagalpur Division, and the other for the Tirhut Division. The Bhagalpur proposal emanated from Government. His Honour was of opinion that the three divisions of Bihar required more than one first grade training school. The matter was considered in consultation with the Commissioners of the Patna, Bhagalpur, and Tirhut Divisions, and it was decided that a divisional school should be opened at Bhagalpur. A scheme has been drawn up, and it is hoped that the sanction of Government will be received in sufficient time to enable the school to be opened from the beginning of the year 1911-12. In respect of the Tirhut Division the initiative has been taken by the District Boards. There is already a second grade training school at Motihari (*vide infra*) which it is proposed to raise to the first grade status with 40 stipends of Rs. 6 each. The different District Boards in the Division are endeavouring to raise this money. The Champaran and the Muzaffarpur Boards have already sanctioned Rs 60 each, and the Saran and Darbhanga Boards have promised to consider the matter at an early date.

126. The practice of sending batches of lower teachers in secondary schools, subordinate inspecting officers, and *guru*-instructors to first grade training schools for a short course of training in modern method and kindergarten work continued as before. The arrangement is far from satisfactory. The school authorities complain that this extra work interferes with their ordinary duties, while the deputed officers do not consider that the training they receive is of much value. The question has now been taken up by Mr. Griffith, the Principal of the David Hare Training College, and he has promised to draw up a comprehensive scheme, under which better training may be secured for these officers with less interference with the training school work.

127. All the training schools, except that at Hooghly, suffered more or less for want of accommodation. The Calcutta school has not even a house of its own. It occupies rented premises which, having been originally designed for residential purposes, do not suit its requirements. Improvements in this respect will involve a considerable expenditure from Provincial revenues, but the matter is of great importance, and proposals for housing these institutions more suitably will shortly have to come under consideration.

128. The total expenditure on the five first grade Government training schools was Rs. 63,233, of which all but a sum of Rs. 140 was paid from Provincial revenues. The aided training school at Krishnagar drew a grant of Rs. 2,400 from Government, and spent Rs. 5,757 more from the Church Missionary Society's Fund.

129. The constitution of second grade training schools is peculiar. They teach up to the 1st year course for the first grade training schools, and are intended to turn out *gurus* for upper primary schools and Second Pandits for middle schools. There are two schools of this class under Departmental management, one at Motihari and the other at Daltonganj. It is yet to be decided what the future of these schools is to be when the revised scheme for the first grade schools comes into operation. The Motihari School will be probably raised to the first grade rank as explained above. With regard to Daltonganj, the Inspector agrees with the Deputy Commissioner of Palamau that it "really does fulfil a useful function in a peculiarly isolated and backward district," as it is practically impossible to get Palamau men to go away even to Ranchi to undergo a prolonged course of training, and it is still more impossible to persuade outsiders to come to Palamau to be schoolmasters on any reasonable salaries. He suggests an independent two years' training course developed in this school. The question is still awaiting final decision.

Casual Students
in the First Grade
Training Schools.

Accommodation
for First Grade
Training Schools.

Expenditure on
First Grade
Training Schools.

Second Grade
Training Schools.

Expenditure on
Second Grade
Training Schools.

130. The two second grade training schools together cost Rs. 3,221, of which Rs. 2,315 was paid from Provincial revenues and Rs. 902 from District Funds.

131. There is an unaided second grade training school at Serampore under the management of the Baptist Mission for which no returns have been received.

Guru-training Schools.

132. The total number of *guru*-training schools was 199 under Government, the same as in the preceding year, and 2 aided. The number of Departmental schools sanctioned by Government is 202; but 3 of them have not been opened yet. The pupils attending Government schools declined slightly from 2,964 to 2,935, owing probably to the fact that in some schools in Bihar which it is intended to convert into *mianji*-training schools no fresh *gurus* were admitted into the 1st year class. Three of the schools in the Chota Nagpur Division were exclusively reserved for the *gurus* of aboriginal races.

133. The total direct expenditure on the Government *guru*-training schools has been returned at Rs. 2,81,440, of which Rs. 12,592 is shown as being met from fees. The latter item, however, is no part of the receipts in the training school proper, being the fees paid by the boys of the attached practising school.

Construction of
buildings.

134. The construction of the *guru*-training school buildings continued to be a source of trouble. In some cases the contractors threw up the work before it was completed, as the rates were unremunerative; in one case the workmanship was so bad that the structure had to be rebuilt. The want of professional knowledge on the part of educational officers who supervised the construction has undoubtedly been a serious handicap from the outset; and it has, after careful consideration, been decided to entrust the work in future to the Public Works Department.

Accommodation.

135. Of the 202 sanctioned schools, 8 are in the Orissa Tributary Mahals, for which the Chiefs themselves have built houses at their own cost. The number of buildings which the Department succeeded in completing by the end of the year under review was 81, while 62 more were under construction. All these, as well as new buildings that will hereafter be constructed, are now to be transferred to the Public Works Department.

136. The total cost to Government on *guru*-training school buildings during the year amounted to Rs. 1,34,693 out of a sanctioned budget grant of Rs. 2,00,000.

137. The services of the Head Pandits were, during the course of the year under review, declared pensionable, and this step has materially improved the position of these officers.

138. The returns show that 1,182 *gurus* left during the year with certificates of proficiency, while the number of trained *gurus* actually employed in schools of all classes increased by 585 only. It is thus clear that nearly half the *gurus* who pass out with final certificates do not return to their schools, and the money spent on their training is thus lost to the Department. In Chota Nagpur only 49 *gurus* out of 89 who had got certificates could be induced to resume their work, and this only owing to the persevering efforts of the Deputy Inspectors of Schools. In Orissa 390 *gurus* had been trained up to the end of 1909-1910, but only 293 of them were employed in schools. Similar leakage is reported from the other Divisions also. The explanation is, as indicated in a previous chapter, to be found in the unremunerative character of a *guru's* work.

139. Some of the Inspectors complain of the poor abilities of the trained *gurus*. And there is no doubt that their capacity in many instances leaves much to be desired. The cause is partly the unsatisfactory nature of the raw material that is dealt with in these institutions, but still more the poor quality of the teaching staff. The Head Pandit for instance, by whom these men are trained, is often a man of poor qualifications. He is indeed a vernacular master holding a first grade certificate. But that certificate is generally one issued under the present two years' curriculum, the imperfections of which have

been pointed out above. More than one Inspector speak of him as a raw stripling, sadly deficient in the knowledge of the general subjects, and incapable of exercising proper control and giving really practical lessons on class management and school discipline. Two conditions seem to be necessary to improve the character of the work done by the *guru*-training schools—(1) to make the *gurus*' remuneration sufficiently attractive, and (2) to staff the training schools with better teachers. The latter condition will be easier to satisfy when the efficiency of the first grade training schools is improved.

140. With regard to the *Guru*-certificate examination there is a general Examination consensus of opinion that it should be placed on a more systematic footing than at present. It is at present conducted by the Deputy Inspector *in situ*, and there is a separate set of questions for each school. As this officer has to hold the Primary examination at the same time, the work is perfunctorily done and the test is far from thorough. It has been suggested, therefore, that the final examination of *guru*-training schools should be a public examination uniform for the whole Division.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

Law.

141. The year under review saw the opening of the Patna Law College, Patna Law College. which is staffed and equipped to train students for the Bachelor of Law degree of the Calcutta University.

142. The college is for the present located in rented premises situated at a conveniently short distance from the Patna Arts College. Hostel accommodation is provided for about 20 students. The staff consists of a whole-time Principal on Rs. 500 a month, and four law lecturers on Rs. 200 a month each. An additional lecturer is employed for the pleadership classes which are attached to the college. Government however accepts no responsibility as to the salary of this officer, who is paid out of the fees received from the pleadership students. The college is intended primarily for Biharis, and is open only to *bonâ fide* students. During the period under review there were 37 Hindu and 17 Muhammadan pupils in the college, including the pupils of the pleadership classes.

143. B. L. classes were also conducted at the University Law college and the Ripon College, Calcutta, the Midnapore College, and the Tej Narayan Jubilee College, Bhagalpur.

144. Pledership classes continued to exist at the Government Colleges at Hooghly, Krishnagar and Cuttack, and also at the City, Metropolitan and Ripon Colleges, Calcutta, Midnapore College, Tej Narayan Jubilee College, Bhagalpur, and Berhampore College. As explained in paragraph 135 of the last Annual Report, these classes now work under the governance of the High Court and hardly come within the scope of report by this Department. Pledership Classes.

Pleader's Survey Examination.

145. During the year under report this examination was held as usual. Out of 11 candidates who presented themselves at the examination in February, only 1 passed. The scheme for providing a special course of practical instruction in surveying for pleaders and for remodelling the examination for the Pleaders' Certificate of Proficiency in Surveying was sanctioned during the year under report. This new scheme comes into force from April 1910, and was published with notification No. 3157, dated 25th November 1909. Classes for practical instruction of six weeks' duration will be opened in January and February 1911 at the Civil Engineering College, Sibpur, Bihar School of Engineering, Bankipore, Cuttack Survey School, and the Dacca School of Engineering. The examination under the new scheme will be held for the first time in 1912.

Engineering, Weaving, etc.**Civil Engineering College, Sibpur.**Removal of the
College.

146. During the year the scheme for the removal of the college to Ranchi has made very slow progress. The result of this long delay is keenly felt by the Principal, whose remarks in this direction are noted below:—

“Slow progress has been made with the removal scheme in the direction of getting out the detailed estimates, and they are not even yet ready to be sent to the Government of India. In my last report I dealt with the serious nature of the situation that this college now finds itself in—unable to expand at Sibpur and with insufficient accommodation for the increasing numbers now being attracted to the college. It is much to be hoped that an early and favourable decision may be granted by the Secretary of State when the case reaches him. Meanwhile work at Sibpur is being carried on under increasing difficulties.”

Health.

147. The general health of the college is reported to have been good. There was a slight increase in the number of patients treated owing to the prevalence of malarial fevers amongst the candidates who stayed at Sibpur for arboricultural training during the months of August and September 1909.

Strength of the
College.

148. On the 31st March of this year the number of students in the Engineer Department of the College was 92, 15 less than on the 31st March 1909. The maximum strength of the Apprentice Department classes during the year was 230 against 234 in the previous year. Of these 230, there were 101 in the Sub-Overseer section, 120 in the Overseer and 9 undergoing a Practical Workshop Course in their 5th year. The number of artisans in the Industrial classes varied between a maximum of 52 and a minimum of 24: 3 artisans only completed their full course. These drew the sum of Rs. 480-8 which had accumulated to their credit under the participation-in-profits system recognized in this department of the college.

149. The Principal in his Annual Report comments on the number of B.A.'s and B.Sc.'s who seek admission into the B.E. classes, and states that he “would rather catch the student at an earlier stage of his educational career before he gets tired of a student's life and his energies begin to flag. The bulk of students we are now turning out have to accept posts other than those for which their training is designed to fit them.” They go into the subordinate grades of the Public Works Department and other Government and quasi Government concerns, that is into positions for which the training of the Apprentice Department is “specially designed.”

Public
Examination
Results.

150. The examination results for the year were less satisfactory than usual. The percentages of passes for 1909 and the average percentages of the three previous years were as follows: University Examinations—F. E. 28.5 per cent. and 56.2 per cent. respectively; B. E. 33.3 and 82.9; Sub-Overseer examination—42.2 and 81.9; Overseer examination—19.4 and 79.5. According to the Principal these results were due to (i) a general spirit of inattention to study throughout the college in all departments; (ii) the changes in the conduct of the examinations; and (iii) the setting of stiffer examination standards.

Technological
Chemistry Classes.

151. The recently appointed Professor for the Technological Chemistry (Dyeing) classes is expected in November next,* when the classes will be opened. The rules for admission to the classes have been revised during the year. The main changes introduced are: the number of stipends to be awarded each year has been increased from 14 to 17; the duration of the course has been reduced from 3 years to 2 years: actual residence at Sibpur College is not insisted upon.

Expenditure.

152. The cost of the up-keep of the college during 1909-1910 was Rs. 2,73,257. In the previous year it was Rs. 2,32,227.

Motor Mechanics
Class.

153. The question of the continuance of this class is still under consideration.†

Mining.Mining Classes
in the Civil
Engineering
College.

154. There were 19 students in the Mining classes—13 attending the 1st year course, 6 the 2nd year course. There were 2 candidates for the Diploma in Mining, of whom 1 passed. The overcrowding of the students and the apparatus in this department, which was noticed in last year's report, has this

* Professor R. N. Sen joined on 2nd November 1910.

† Since the above was written, orders have been received directing the discontinuance of the class.

session been removed to a great extent by the addition of an extra room, which is being used as a model or specimen room and will be useful as an overflow drawing office.

155. The equipment of the mining laboratory which was being proceeded with last year is now nearly complete in so far as machinery goes. The building in which the machines are housed is, however, rather small for the purpose, owing to its being built with the idea of a speedy dismantling and easy removal to Ranchi. It is then hoped to make it larger by the addition of two bays, each 14 feet in depth. This laboratory is capable of dealing with coal or ore in sufficient bulk to show by experiment the commercial possibilities of various seams, etc., though the machines in it are practically only of model size. It is hoped that mine managers will be willing to send their mineral to the college in sufficient quantities for these tests. Several managers have already expressed their willingness to do so. Obviously such testing with a definite object in view will be of great educational value to the students who assist in carrying out the tests. The Professor of Mining Engineering is preparing a scheme to place the laboratory on a still better footing.

The Mining
Laboratory.

Mining Instruction in the Mining Districts.

156. The report from the Mining Instructor, Mr. W. T. Griffiths, covers a session lasting from November 1909 to June 1910. With this session the experimental five years expires. Government has been addressed for the continuance of the scheme for another two years.

The Instructor's
Report.

157. Mr. W. T. Griffiths has resigned his appointment, and consequently the appointment of 4 local lecturers for the 4 centres at Sijua, Jherria, Charanpur, and Deshergarh has been recommended.

Resignation of
Mr. W. T. Griffiths.

158. The total number of attendances shown in the registers amounts to 325, and the average number of students who attended the courses was nearly 20 per lecture; and 74 students (15 Europeans and 59 Indians) made 50 per cent. or more of the possible number of attendances. During the session the coal trade has been much depressed and many small collieries have been closed. This has had the effect of reducing the number of attendances in comparison with the previous session. The sessional examinations were held in June 1910. Of the 74 eligible candidates, 28 presented themselves and 18 were successful in obtaining the necessary number of marks to qualify for certificates. The examiners report a steady improvement in the quality of the work, but state that the sketches continue to be defective, being executed in a crude manner with but little sense of proportion. The four lecture rooms were kept in efficient order during the session.

The work of the
Year.

Bihar School of Engineering.

159. During the year under report the Bihar School of Engineering has been raised to the Upper Subordinate standard. This has enabled the Bihar School of Engineering to prepare students for the Upper Subordinate or second grade Overseer standard: the higher certificates can be secured by the school's students undergoing a further year of training on actual work of construction under an Executive or District Engineer after they have passed the final examination. More recently the school workshop has been recognized as a place of training for a few students seeking higher certificates. The institution is now also allowed to send up two candidates for the Public Works Department competition instead of one. The designation of the Head Master has been changed to "Principal," and the nominal control hitherto exercised by the Principal of the Patna College discontinued.

160. Proposals for further equipping the workshops of the Bihar School of Engineering are under consideration. For two reasons the workshops need attention: *firstly*, because much of the machinery is worn out; and *secondly* because they are not, in their present condition, recognized as suitably equipped for imparting practical training to students who desire to qualify for the Upper Subordinate or Foreman Mechanic's certificate by serving their fifth year in a school or college workshop. The expert committee, who inspected the school on behalf of the Technical Examination Board in February last, unanimously

Workshop
equipment.

Numbers and
Expenditure.

agreed that new machinery and some increase of the staff of workmen is urgently needed.

161. The total number of students in August was 188 as compared with 180 in the last year. The expenditure on the school was Rs. 47,466 as compared with Rs. 44,842 in 1908-1909.

Examination
Results.

162. The school maintained its lead as to percentage of passes among the premier institutions sending up candidates for the Joint Technical Examination Board's examinations. The percentage of Bihar School passes in the Overseer examination this year was 75, and in the Sub-Overseer examination 53. The Principal considers that the competitive element introduced by the adoption of a common examination standard for these institutions has produced a greater keenness among his students and staff.

Cuttack Survey School.

163. There were 99 students in this school against 102 last year. At the Survey Final examination 45 appeared and as many as 43 passed: 30 of the candidates were Uriyas and domiciled Bengalis; of these 28 passed. The expenditure on the school was Rs. 4,455 as against Rs. 4,706 in 1908-1909, and the amount received from fees was Rs. 1,279 against Rs. 1,343 in the previous year. The proposals for the reorganization of the Survey Schools at Cuttack and Patna have been approved by Government. The new scheme will be introduced when funds are available.

164. The scheme for providing Orissa with a School of Engineering has not advanced much since last year.

Government Weaving Institute, Serampore.

Numbers in
attendance.

165. The Principal, Mr. Hoogewerf, was in charge of the Weaving Institute during the whole of the year under review,—the first of the institute's existence.

166. The classes opened in January 1909 with 30 students in the higher class and 1 actual weaver in the artisan class. During the course of the next two months the numbers gradually swelled to 75; of these 70 belong to the higher class and 5 to the lower class. At the first sessional examination the idlers were weeded out from the higher class. With the commencement of the new session in January 1910, 22 students, who had passed the first annual examination held in the previous December were promoted to the 2nd year's course, while 27 new students were admitted to the 1st year course. There was thus a total of 49 in the higher classes. The numbers in the artisan classes are constantly fluctuating, but in June of this year there were 45 in attendance, thus proving that the actual weavers are also being attracted to the institute.

City and Guilds
Examination.

167. Fourteen students of this institute appeared at the City and Guilds Examination (London) held in Bombay. The result was very creditable, since 8 out of 13 passed the examination in cotton weaving and 6 out of 12 in cotton spinning. Proposals are under consideration for the establishment of a local centre for these examinations in Bengal.

Health.

168. The general health of the students was not satisfactory owing to the frequent outbreaks of diarrhoea, fever, cholera, and malaria in Serampore and its neighbourhood.

Subordinate
Outlying Weaving
Schools.

169. One of the five outlying subordinate weaving schools sanctioned by Government as a part of the weaving instruction scheme was opened during the year under report. This is in Bihar, and is in charge of a teacher trained at the weaving institute.

Sambalpur
Weaving School.

170. During the year under report a weaving school was also established at Sambalpur in the interests of the Gondas of that district. This school is under the management of a District Committee, with the Deputy Commissioner of Sambalpur as Chairman. It will in future work under the advice of the Superintendent of Industries and the Principal of the Serampore Government Weaving Institute. The school was recently visited by His Honour, Sir E. N. Baker, who gave his approval to the recommendations advanced for its extension. The school largely owes its success to the present Deputy Commissioner, Mr. A. N. Moberly, and to the sustained interest of Subadar Abdul Razak.

Minor Technical and Industrial Schools.

171. The minor technical schools teach up to the Sub-Overseer **Technical Schools.** standard of the Joint Technical Examination Board. Since the creation of this Board it has become necessary for the schools to fulfil certain requirements of the Board before they can secure the necessary affiliation for their students to appear at the Sub-Overseer examination. During the year various small improvements have been made both in the matter of equipment and buildings. The pressure which was brought to bear at Midnapore has had good effect, and there would appear every indication of its being made a really good technical school. The Ranchi School also has building extensions in hand. The two other technical schools in the Province preparing Sub-Overseers, namely Khulna and Burdwan, are well conducted. Most of these schools nominally teach artisan pupils, though this section of their work has not been satisfactory in the past.

172. The position as a whole in regard to industrial education has not **Other Schools.** changed much. As stated in last year's report, the principal centres of industrial education at the present time are Kalimpong, Hazaribagh, Ranchi, certain Missions, and Sibpur. The industrial schools usually teach carpentry, and frequently blacksmithy, weaving or book-binding, etc. There are lace schools at Kalimpong, Ranchi, Chaibassa and Bettiah, and a few small struggling commercial schools dotted about the Province. There is also an Industrial School for the Blind in Calcutta which receives Government assistance: its industrial work is, however, of little value.

Commerce.**The Government Commercial Classes.**

173. Babu Girindra Kumar Sen remained in charge of the classes up to 22nd December 1909, when Mr. Chapman resumed charge on his return from leave.

174. The number of pupils in the day class was 79; of these 17 were **Numbers in** in the 2nd year and 62 in the 1st year. The evening classes were attended **attendance.** by 170 students. The total who joined the classes was thus 249. For some of those who entered the day classes the Principal reports that the work proved much too difficult. The evening classes were fairly successful: the Modern English class begun with 19, but dwindled to 2 in December; the history of the Mercantile Law class was also inglorious; the attendance in the Banking and Currency class was not satisfactory.

175. The Commercial Course Final and Special examinations were **as Examination** usual conducted by the Commercial Course Advisory and Examination Board. **Results, &c.** The number of candidates examined was 108, of whom 65 passed,—6 in the Commercial Course Final Examination, 29 in Shorthand, 18 in Typewriting, 5 in Book-keeping, 4 in Modern English, and 1 each in Banking and Currency, Annuities and Insurance, and Political Economy.

176. The following institutions sent up candidates for the Government Commercial Class Examination: the Calcutta Commercial Institute; the Calcutta Business School; the Calcutta Free School; La Martinière College, Calcutta; Messrs. Ghosh and Mitter's Institution and Mr. W. Hill's Classes, Calcutta; the Commercial Academy, Dacca; and the Church Missionary Society's Commercial Institution, Bhagalpur. The work of the Board as an examining body is steadily growing in importance.

177. Proposals for putting the Commercial class on a permanent basis **The Permanency of** and for converting it into a college were submitted to Government during the **the Commercial** course of the year.* **Classes.**

Art.**The School of Art, Calcutta.**

178. The Principal, Mr. Percy Brown, was in office throughout the year. **Staff.** The Vice-Principal was on leave during the months of November and December in 1909 and March and April 1910. His place was taken by the Head Master.

* They have since been sanctioned.

The teacher of engraving being on furlough, his post was temporarily filled by an engraver engaged for the purpose.

Student strength.

179. The number of students on the rolls on 31st March 1910 was 227, a slight decrease on the numbers for the previous year. The decrease, however, is compensated for by a great improvement in the regularity of the students and their general attendance. Of these students, 3 were Europeans or Eurasians, 3 Native Christians, 3 Buddhists, 8 Muhammadans, 90 Hindu Brahmans and 120 Hindu non-Brahmans. It may be noted here that 2 out of the above number are from Madras, 1 from Mysore and 1 from Ceylon.

Work of the School.

180. During the year under report the internal arrangements of the school were reorganized, a complete new course of study drafted, and revised prospectus issued. The main feature of the new arrangement is the division of the school into five departments as follows :—

- (1) Elementary Department.
- (2) Industrial Department.
- (3) Draftsman's Department.
- (4) Teachers' Department.
- (5) Fine Arts Department.

A student joins the school in the Elementary Department, and works there for two years. Having successfully passed this stage, he then decides in which of the other advanced departments he will complete his course, the average time required therefor being about three years.

Fine Arts Department.

181. In this section the art of picture painting is taught, and efforts are made to train the students as artists. Twenty-four young men were attending, and some showed much promise. At the Annual Exhibition of the Indian Society of Oriental Art held in February a very impressive collection of paintings in the Indian style, contributed mainly by the students of this department, was displayed. In connection with the Fine Arts Department a special feature has also been made of the preparation of indigenous pigments. The results of this action are being watched with some interest, as the old Indian colours are remarkable for their brilliancy and permanence.

The Teacher's Department.

182. The Teachers' Department has not been very popular, and only attracted one student. It is understood that the attitude of the Calcutta University with regard to the subject of drawing has adversely affected this department, since students think that there will shortly not be many openings in this direction. The matter is, however, being taken up, and it is hoped to report more definitely and favourably next year.

Scholarships.

183. Steps have been taken to extend the system of local scholarships, and sanction has been accorded to the issue of a circular to all officers, local bodies, societies and communities likely to be interested in the movement. It was felt that much native talent for art in some form or other lies in places at present beyond reach of the school without means of pursuing its aspirations. A circular pointing out the aims and objects of the school and certain important details was freely circulated, with the suggestion that it might be possible to provide a small scholarship from public funds to any very deserving youth who showed special aptitude for drawing or an artistic handicraft.

Industrial Art Pattern Books.

184. This work has been taken in hand: the full staff of draughtsmen has been engaged and a number of good drawings produced. The silver-work of Dacca has recently been taken up, and it is expected this interesting and artistic industry will shortly be fully illustrated by a series of drawings. The work has been entrusted to the charge of Munshi Gholam Hussain.

Modelling Studio.

185. During the year under report proposals for establishing a modelling studio in connection with the Government School of Art, Calcutta, were formulated, and were recently submitted to Government for consideration.

Joint Technical Examination Board.

Board's Report.

186. The report of the first year's working of the Board was received in March last. The Overseer and Sub-Overseer examinations were conducted by the Board for the first time in the previous March, when Sibpur passed 44.4 per cent. of its Sub-Overseer candidates against 84 per cent. in the

previous year; Bihar School of Engineering 66·7 against 62·9; Burdwan Technical School 54·5 against 50; Midnapore 15·6 against 90; Victoria School, Kurseong, 40 against 60; and Ranchi 50 against 25. In the Overseer examination Sibpur passed 19·5 per cent. of its candidates against 77 in the previous year, and the Bihar School 51 against 51: the only other institution which sent in candidates was the Dacca School of Engineering, and of its students 27·4 per cent. were successful against 74·5 in the previous year.

187. The Board submitted revised syllabuses for the Sub-Overseer and Overseer courses, and fresh rules for the conduct of these examinations. Owing to these proposals being bound up with questions of increase of staff at the Sibpur College, delay occurred in their consideration while the financial effect of their introduction was being worked out. In future it is proposed to conduct the Overseer examination in two branches instead of one, namely (i) Civil Engineering, and (ii) Mechanical and Electrical Engineering.

Technical Education in Collegiate and Zilla Schools.

188. There is nothing new to add about the B and C classes in these schools. B classes continued during the year at the zilla schools at Khulna and Bhagalpur, at the Ranchi Industrial School, Midnapore Technical School, and Patna Collegiate School. C classes continued at Hooghly, Uttarpara, Barasat, Ranchi, Calcutta Madrasa, South Suburban High English School, and the C. M. S. High School, Krishnagar, but were only very poorly attended.

189. Out of 21 candidates of this Province who sat for the B Final examination 10 passed, and out of the 6 candidates only who sat for the C class examination 4 passed. The results of these B and C class examinations were published in the Gazette: 10 B class scholarships and 1 C class scholarship were awarded. Again this year the examiners gave expression to some severe comments on the examination work of the B class candidates, more especially with regard to points of deficiency in their general education. One examiner believes that very few good students join the B classes; another suggests that it would be much better not to send up candidates for the B Final examination who are so lamentably deficient in elementary education.

190. The members of the B Final Examination Board submitted proposals during the year for the better conduct of the examination and for more systematized admission rules for the classes. These proposals have since received the approval of the Governments of both Bengals.

Agricultural Education.

191. As noted in the last year's Report (paragraph 164), higher or college education in agriculture has ceased to be the concern of this Department since November 1908, by the abolition from that date of the Agricultural classes at Sibpur College and the establishment of the Provincial Agricultural College at Sabaur under the control of the Director of Agriculture. The scheme for teaching agriculture in schools and the measure of success that has as yet attended it have been dwelt upon in the Chapter on Secondary Education (paragraphs 74 and 75).

Reformatory School, Hazaribagh.

192. During the year under report the Board of Management was replaced by a Superintendent and a Committee of Visitors with the supreme authority vested in the Director of Public Instruction.

193. The number of boys at the school on 31st December 1908 was 429, but on the 31st December 1909 it was 481; of these 313 were Hindus, 147 Muhammadans, 13 Christians, and 8 aboriginals. The City of Calcutta and immediate neighbourhood contributed 162 of the boys.

194. The expenditure on manufactures was Rs. 37,519 in 1909 against Rs. 42,572 in 1908. The total credits amounted to Rs. 32,909 in 1909 against Rs. 41,802 in 1908. The larger deficiency was to some extent incidental on the recent removal. The total cost of maintenance including cost in Manufactory Department was Rs. 1,01,668 in 1909 against Rs. 82,018 in 1908.

Buildings and
Accommodation.

195. The school can properly accommodate only 416 boys, whereas the average attendance during the year was 454. Plans and estimates for increased temporary accommodation are under consideration. The present buildings leave very much to be desired from the point of view of the purposes which they are intended to serve. This has been represented to Government.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

Statistics.

Institutions and
Pupils—a
satisfactory
advance.

196. This chapter takes a brief survey of the whole field of education for Indian girls and women, including colleges and training institutions. The number of public institutions of this class rose from 3,075 to 3,109 and the number of Indian girls and women under instruction, including those attending boys' schools, from 1,55,724 to 1,63,522. The year thus shows a slight progress in both these respects; but when it is remembered that over 95 girls out of 100 of school-going age are still outside the pale of our educational operations, we are compelled to acknowledge that the problem of female education is still far from solution. Though, moreover, the increase of 42,327 girls (that is, by 35 per cent.) in the brief span of three years from 1907-1908 to 1909-1910 is no small gain numerically, it has to be noted that it is confined almost exclusively to the primary stage; that as many as 78,930 girls at school, that is, over 48 per cent., have not learnt even to read a printed book; and that 67,340 girls, or over 41 per cent., have just emerged out of that stage.

Hindrances to
progress.

197. The various opposing influences at work,—the strong conservatism alike of the Hindus and Muhammadans, the system of early marriage which shuts up a child in the *zanana* as soon as she has gone through a printed primer or two, the inveterate indifference of the great majority of guardians to female education, even when it is given free, the lack of female teachers, trained or untrained,—have all been dealt with at large in previous reports. To be able to make any headway under so many adverse circumstances must require time.

198. At the same time, there are many enlightened men among the Indian community who are fully alive to the importance of the question of female education, and who are pressing their views with unremitting ardour on their fellow countrymen; and it is not impossible that the attitude of the Indian mind on this subject is wavering, and that the change for the better, when it does come, will come with unexpected suddenness.

Schools according
to Management.

199. Classified according to management, 90 of the institutions, namely 1 arts college, 1 training college, 1 training school, 1 high school, 27 upper primaries, and 59 lower primaries, were under the immediate control of the Department, against 29 in all during the preceding year. This large increase was due to Government having assumed the direct management of what are known as the model primary girls' schools, and to the establishment of 21 lower primary schools for peasant girls in the Presidency Division.

Pupils according
to Creed.

200. As is to be expected from the social conditions of the various communities, Native Christians take the lead in training institutions, in which they constitute almost the whole population, numbering as many as 175 against only 22 Hindus, 13 Muhammadans, and 4 Brahmos. The Muhammadan community is as yet very poorly represented in girls' schools, the total number of Muhammadan girls under instruction being returned at 25,061 in the entire Province.

Finance.

201. Public expenditure on female education is relatively large, on account of the present reluctance of parents and guardians to pay fees for this purpose; and limited as the budget is, the Department is ever ready to help institutions for girls and women with more and more money, as funds permit.

Direct expenditure under this head from Provincial revenues shows therefore a steady advance from year to year. In two years it has risen from Rs. 1,99,515 in 1907-1908 to Rs. 2,40,411 in 1909-1910, or by 20·4 per cent. But the demand is still for more money. Both the Inspectresses regret that many important schemes cannot be carried out and many useful schools cannot be aided for lack of funds. In the case of the schools aided by the Department the provision is by no means inadequate. For high schools generally and for middle schools and primary schools in or near Calcutta it is even liberal; but the condition of girls' schools aided by District Boards is hard. The returns do not give the statistics of schools aided exclusively by these bodies; but even if we take all aided lower primary schools together, including those which are aided on a liberal scale by the Department, the average expenditure per pupil from public funds is found to be only Rs. 56 a year, and from private funds Rs. 31.

202. The schools aided by Municipalities are a shade better off, and if instead of attempting to aid too many, as they do in some places, the Commissioners lent their support to a select few, the conditions of these schools should be still further improved. Speaking of the grant-in-aid system for girls' schools in Calcutta and its neighbourhood, the Inspectress says that it is more generous than anywhere else in Bengal, but its chief defect is that being based on a very inaccurate test of progress combined with attendance, it ignores such important matters as the condition of the buildings, the sanitary arrangements, and the efficiency of the staff. It thus happens that a school with 70 out of 90 girls attending the infant section gets a much higher grant, if it can but show a single girl in Standard IV, than a really efficient Standard III-school well equipped and well taught. The present rules, therefore, stand in need of revision with a view to secure a more equitable distribution of the grant-in-aid allotment.

The Bethune College.

203. The number of girls in this college rose from 31 to 35, but in the attached school again fell off from 163 to 149. The school has thus lost 50 girls, or just a quarter of its pupils, in two years. This is rather serious, and the explanation that it is due to the restriction of numbers imposed under the University regulations is not sufficient. The matter will receive careful consideration.

204. The results of the University examinations were satisfactory. Four girls attended the B. A. examination, and all passed; and at the Intermediate in Arts 8 passed out of 13. But the school department compares rather unfavourably in this respect also, as it could not present more than 2 candidates at the Matriculation examination, both of whom, however, were successful.

205. The Lady Principal again urges the need for increased hostel accommodation. "Many applications," she says, "had to be refused for want of accommodation." It is apparent, therefore, that the loss of pupils in the school was due to a falling off in the number of day scholars.

High Schools.

206. Besides the Bethune Collegiate School there were 10 high schools for Indian girls under private management, of which 7 were aided and 3 unaided. Seven of them were in Calcutta, 2 were in the town of Cuttack, 1 was at Barrackpore, and 1 at Bankipore. The attendance in girls' high schools was 1,170, including 85 boys, against 1,067, including 68 boys—an increase of 86 girls compared with the preceding year. Six high schools, including one at Barrackpore, are under missionary management, and one is conducted by the Brahma community of Calcutta. The mission high schools continued to do most satisfactory work, having the great advantage of a good European staff in addition to a well-qualified Indian one. The four aided mission schools in Calcutta as well as the Baptist Zanana Mission Girls' School received, as before, a special additional grant of Rs. 100 each for the entertainment of qualified European teachers. The Brahma Girls' School, which gets a grant of Rs. 500 a month, is also said to have been doing useful work.

207. Both the schools at Cuttack have been recognized by the University, though neither of them presented pupils at the last Matriculation examination.

One of these schools—the Ravenshaw Girls' School—is undoubtedly in a flourishing condition, having as many as 170 girls on the rolls, of whom 17 belong to the high stage. It thus justifies the high grant of Rs. 500 that it enjoys. The maintenance charges are high, as the vernacular classes have to be duplicated to suit Uriya as well as Bengali girls. It is to be regretted that the authorities of the two schools do not see their way to combine and concentrate their energies. The fact is clear, however, that although there may not be any room for two high schools for girls at Cuttack at present, there is a demand for high education among the Uriya girls—so much so indeed that even married girls are being sent to the Ravenshaw School as boarders. The other school at Cuttack, known as Mrs. Reba Roy's School, was also fairly well attended, having 90 girls on the roll at the close of the year.

208. The Bankipore School has 70 girls,—41 Bengalis and 29 Biharis, including 2 from the United Provinces. It is satisfactory to learn that the Bihari section is making a steady progress.

The Matriculation Examination.

209. The Bethune Collegiate School and four of the aided schools in Calcutta presented 9 candidates at the Matriculation examination, of whom 8 were successful. There were besides 2 Indian girls who passed from Loreto House, which is managed as a school for Europeans.

Middle Schools.

210. Altogether 32 middle schools for girls—13 middle English and 19 Middle Vernacular—have been returned, of which 29 were aided and 3 unaided, as contrasted with 31 schools in the year before. The number of pupils attending them shows a slight increase from 2,853 to 2,934.

211. The middle schools for girls fall under three main heads according to management: boarding schools under missionary agencies; middle English schools under Brahmos; and vernacular schools, which are of a shifting character, rising to or reverting from the middle standard from year to year, according as there are or are not a girl or two above the upper primary stage. It has been pointed out that, with very few exceptions, the mission schools are middle Vernacular and not middle English, the object being to give a sound vernacular training to such children as will never have the chance of getting high education. It is these schools that supply the bulk of pupils to our training schools for mistresses, and as such, their importance in our system of female education in this country is very great.

212. With regard to middle schools of the third type it has been suggested that if the number of upper primary scholarships for girls could be increased, it would probably induce girls to remain at school longer than they do at present, and this might not only increase the number of middle schools but also ensure their steadiness.

Scholarships.

213. There are no reserved middle scholarships for girls, nor does the present state of progress warrant such reservation. In the Calcutta scheme there are a few money prizes for middle schools, which are eagerly competed for. As in the preceding year, all these prizes were won by missionary schools except one, which was awarded to a girl of the Binapani School.

Primary Schools.

214. There were in all 218 upper and 2,831 lower primary schools for Indian girls against 212 and 2,802 respectively in 1908-1909. Primary schools for boys had nearly as many girls as those exclusively reserved for the latter, the number in the boys' schools being 69,042 and in the girls' 75,468. Both these figures are higher than the corresponding ones in 1908-1909; but while the rise in the former was by over 5 per cent., the latter moved up by 2 per cent. only. This shows that many villages are too poor to maintain separate schools for girls, but are content to send their daughters to boys' *pathsalas*. The education of such girls cannot be expected to rise higher than the infant stage, as they must be withdrawn from school at a much earlier age than if they read in schools intended for girls alone.

215. The condition of the aided primary schools has already been described. The most important measure adopted during the year was that a number of them, known as the model primary girls' schools, was placed under the immediate control of Government. This, it is hoped, will have the effect of infusing new life into the cause of female education in the neighbourhood of each school. There were 55 such schools in existence during the year. Their staffs have been strengthened and all old appointments carefully scrutinized. They are under the close supervision of the Assistant Inspectresses. Attempts are being made to introduce female teachers where possible, so that kindergarden and needlework may be more satisfactorily taught. They have in fact been so thoroughly reorganized that, as one of the Inspectresses observes, "many of them would be hardly recognized as the same institution." She points out the necessity for erecting suitable quarters for female teachers.

Model Primary
Girls' Schools.

216. The model primary schools are practically for Hindu girls; for Muhammadans, although they may not marry their girls so early as the Hindus, are much stricter observers of the *parda* than the latter. Hence a project is under consideration for establishing on similar lines a few primary schools for Muhammadans in which it is intended to teach a syllabus up to Standard IV which has been specially drawn up and approved for the purpose.

Proposed Model
Primary Schools
for Muhammadan
Girls.

217. The peasant girls' schools, to which reference has been already made, are intended, as their name implies, for teaching the girls of peasants and other poorer classes. They are still in an experimental stage and have been opened in the Presidency Division alone, where they numbered 21 at the close of the year. They are conducted on a very economical basis, each costing Rs. 10 a month as the Pandit's pay, and Rs. 3 for contingencies.

Peasant Girls'
Schools.

218. As stated before, there are no special upper primary scholarships for girls anywhere; but the desirability of creating or reserving some for this purpose has again been urged by the Inspectresses. In every district girls have the right to compete for primary scholarships along with boys; but the contest is unequal and they can hardly come out successful. Many District Boards, however, have reserved for them a certain share of the lower primary scholarships, and this may be done elsewhere. The existing number of lower primary scholarships is, however, considered inadequate even for boys.

Scholarships.

219. In the Calcutta scheme there were 8 money prizes for Standard IV, 10 for Standard III, and 20 for Standard II. The competition evoked the usual enthusiasm. All the prizes except 3 were carried off by missionary schools; 2 were won by the Benapani School, which appears to be the best girls' school in the town under Hindu management. Only 1 prize fell to the lot of a Brahmo School. Miss Brock considers the poor result of the Brahmo schools as very disappointing.

Zanana Teaching.

220. Since Hindu and Muhammadan girls cannot remain long at school attempts must be made for teaching them in the *zanana*. There are at present three distinct methods followed by the Department for this work. There are 30 lady teachers for house-to-house visitation, teaching *parda* women, each in her own residence; there are central gatherings in populous villages where people have no objection to allow grown-up girls to gather together at some common place for the purpose of being taught by lady teachers; and lastly there is a class of Muhammadan female teachers known as *A'tus*, 12 of whom are being employed for teaching Muhammadan women in Patna City.

Different systems
of *zanana* teaching.

221. There are besides two mission *zanana* agencies in the Burdwan Division and 1 in Orissa, which entertained 16 and 19 teachers, respectively, for *zanana* teaching. A Hindu mistress in the Howrah district is also said to have 22 *zanana* pupils in her charge. In all the number of *zanana* teachers of the various kinds returned during the year rose from 65 to 72 and the pupils from 1,449 to 1,650, and these are exclusive of the 19 teachers and 232 pupils not shown in the Orissa returns.

222. Both the Inspectresses are of opinion that the peripatetic system is the most popular, and possibly the only means for reaching girls and women in the *zanana*, especially in the large centres of population. It is also capable of indefinite expansion; but it is rather costly, as each teacher has to be paid Rs. 30 a month. The absence of qualified female teachers is another difficulty.

Central gatherings can be successful only in villages where Indian women lead a much freer life and may without objection be gathered into a class. The teacher of such a gathering gets Rs. 20 a month, and the contingent charges come up to Rs. 10.

223. The peripatetic teacher requires constant supervision of her work; and this is by no means an easy task, as each pupil has to be examined in her own house. It is on this ground that the Inspectresses have been pressing for the appointment of an additional Assistant Inspectress for each circle exclusively for *zanana* work.

224. The *A'tu* was originally a private governess, often a relation, in a well-to-do Muhammadan family; but the *A'tus* who are now working under the Department generally hold their classes in their own houses. The majority of the pupils are mere children, but these children would probably not attend any school were it to be conducted by a male teacher. As an *A'tu* is given a monthly stipend of Rs. 5 and a capitation grant of annas 4 per pupil, she is much less costly than either of the other two classes of teachers; but her qualifications are inferior, and it has accordingly been necessary to appoint a Superintendent, whose duty is to teach the *A'tus* themselves and to supervise their work.

Special Measures for encouragement of Female Education in Bihar.

225. The above are the various systems that have been tried for the propagation of female education. Persuasive measures have also to be adopted where orthodoxy is still strong. It was suggested, for instance, that a Muhammadan gentleman of position should be engaged to popularize female education among his co-religionists in Bihar, and the services of Maulvi Hafiz Mohibul Huq were engaged on Rs. 200 a month for this purpose. He worked for a full year; but it was found that no material results followed from the appointment, and it was abolished from the middle of January 1910.

226. At the instance of the Advisory Committee of the Badshah Nawab Razvi Training College at Bankipore, a similar appointment on Rs. 40 a month was also created for six months for the Hindu community of Bihar; but the Brahman gentleman whom the Committee selected to hold this post died shortly after his appointment, and no step has yet been taken or suggested to appoint a successor.

Industrial Education.

227. The need of industrial education among Indian women is urgent. Poor *parda* women, numbers of whom, says Miss Honeyburne, Inspectress of Schools, Patna, Bhagalpur and Chota Nagpur Divisions, are on the verge of starvation, require some means by which they can earn an honest living. As in other branches of female education, this philanthropic work is being mostly carried on by Christian missions, the most notable exception being the Mohila Silpasram of Calcutta and the Women's Technical Class at Baranagore, which are under Hindu management. Lace-making has been introduced in several of these institutions; but it has still to be shown that it is a suitable industry, and that its products can command a ready sale on considerations other than those of charity.

228. Other more likely industries which are being tried are machine-stocking-knitting, dress-making, weaving, dyeing, and jam and *chutney*-making, the last two being taught in the Women's Home at Intally. Needlework is a very favourite occupation, but great difficulty is experienced in getting suitable teachers, especially in the mufassal, the *durzee* who is occasionally employed on Rs. 3 or Rs. 4 a month being a miserably inefficient teacher of this art.

Training of Teachers.

229. Altogether there were 16 training institutions for mistresses (including 1 college) against 19 in the preceding year. Two of them are maintained by Government and 14 aided. Only one of the latter,—the Brahma

Number of
Training
Institutions for
Mistresses.

Training Class,—is under Indian management; the rest are under Missionary Societies. Eight of the schools are for training Bengali mistresses, 3 for Uriyas, and 4, including the college, for Biharis. The number of pupils under instruction fell off from 291 to 214.

230. The decrease in the number of aided training schools is considered by Miss Brock, Inspectress of Schools, Presidency, Burdwan and Orissa Divisions, only as a matter for congratulation. "Five years ago," she writes, "almost every religious denomination had training classes of its own, each class often containing less than 6 students, the small results obtained being out of all proportion to the amount of time, energy, and money spent." They have now realized that it would be better to send their pupils to one or more central institutions. This concentration of energy has been specially noticeable in Calcutta. The Baptist and the London Missions combined during the year, and the outcome was the establishment of the Christian Normal Training College in January last with a substantial grant-in-aid from the Department. The formation of this institution has been a great step in the direction of efficient teaching, inasmuch as with its strong staff, excellent buildings, and up-to-date equipment it is sure to succeed. Though denominated a college its work will, for the present, be confined to the training of vernacular mistresses. It is expected that other missions also will gradually join this movement, especially the Wesleyan and the American.

231. "The Badshah Nawab Razvi Training College at Bankipore has now completed more than a year of its existence; and although in the teaching and training of its students there is still much to be desired, the work of the past year was on the whole more successful than one could possibly have hoped it would have been in the beginning of the year 1909, when we first begun"—so writes Miss Parsons, the Lady Principal. Properly speaking it cannot be called a college. The pupils who join have to be taught reading and writing as well as the art of teaching. It is satisfactory, therefore, to hear that in the course of one year all the pupils,—13 Muhammadans and 9 Hindus,—have reached the upper primary stage and are fairly well able to manage their classes in the practising school. They are expected to leave at the close of the current session with certificates of teaching. The Lady Principal is assisted by two Mistresses of Method,—a Hindu and a Muhammadan. The Hindu Mistress has been compelled by ill-health to resign since the close of the year, and it has been decided to appoint in her place another lady graduate, who will be sent to the Lahore Central Training College for a course of special training, on her giving an undertaking to serve the Department for at least three years. If she agrees to this, suitable arrangements will in the meantime be necessary to conduct her duties in the college during her deputation.

232. Some inconvenience is still being felt for want of suitable accommodation. The Hindu students have to live in a rented house 2 miles away from the college. But thanks to the generosity of the Maharani of Bettiah, to whom the Department is already indebted for the loan of the college buildings, this defect will shortly be removed, as she has offered a munificent donation of Rs. 10,000 for the construction of a Hindu Hostel within the college premises.

233. The practising school run in connection with the college has two sections,—one for Hindus consisting of 19 pupils, and the other for Muhammadans consisting of 23 pupils. The number would have been much greater but for the distance of the Bettiah House from both Patna and Bankipore. The difficulties instanced in Mr. James's report of last year in connection with the working of the college are being gradually removed, and the distrust with which it was originally regarded in some quarters is fast disappearing.

234. Started tentatively in September 1908 the Hindu Female Training School in Calcutta is reported to have surmounted some of the initial prejudice in the matter of training Indian *parda* women. The number of students under training rose during the year from 4 to 6, 5 of whom received stipends from the Bengal Educational Department and 1 from the Eastern Bengal Board of Revenue. All the 6 pupils are women of the higher castes.

235. As is the case with the Badshah Nawab Razvi Training College, the chief defect in the students is their great need of preliminary education;

but despite this drawback two of the pupils will be presented for the Junior Teachership this year. This reflects great credit on the Lady Principal, Mrs. Saralabala Mitra. On the whole, this institution has made a very successful start, and everything points to a great development in the future. Applications for admission are steadily increasing, and in order to increase the sphere of usefulness of the school, the following proposals have been made by the Committee which was appointed by Government to supervise its work—(1) to remove the school from its present site at Bhawanipur to the northern part of the town; (2) to open a day class with a few stipends of Rs. 5 each; and (3) to raise the initial qualifications of the pupils step by step to Standard III or IV.

The Brahma
Training Class.

236. Miss Brock is not satisfied with the condition of the Brahma Training Class. Its whole cost,—Rs. 60 for teacher and Rs. 40 for 10 stipends,—is borne by Government; but the teacher is inefficient, and more than 3 stipends were seldom taken up. The school authorities propose to send a Brahma lady graduate to England for training, and have in the meantime expressed their willingness to accept a fully qualified Christian teacher, the Department in its turn having agreed to help the school with a higher grant. There was a proposal to amalgamate this class with the Hindu Training Class; but as this would have been inconsistent with the nature of the latter institution, as intended exclusively for Hindu women, it could not be entertained.

Number of
Certificates issued.

237. The aided training schools passed during the year 98 students in all—20 by the Senior and 78 by the Junior standard. All the senior as well as 33 junior mistresses were Bengalis, 24 were Uriyas, 11 Sonthals, and 10 Biharis. "The demand for such teachers" says Miss Brock, "is out of proportion to the supply." An interesting extract from her report may be read in this connection:—

"Before the conclusion of the annual examination there is hardly one of the candidates who has not secured a good post. During the year following the examination it is almost impossible to find a trained teacher to fill an appointment, however well paid. Nearly all the teachers attending normal classes are Native Christians, and they are naturally wanted in the first instance in mission schools. They are much sought after, however, in Brahma and non-sectarian institutions also. There is in addition a strong and growing demand for trained female teachers in Hindu schools and model primary schools. The fact that they are Christians in a large number of cases is not considered a bar to their employment. The unfortunate fact is that I can so seldom obtain such a teacher for these institutions. Finally, I am now frequently receiving requests from private households for good teachers. The increasing demand for female education and for improved methods is most hopeful if only there were some way of meeting it. The Dacca Division also is beginning to make an appreciable demand upon our slender resources. Evidently very little in the way of training has yet been attempted there, and every effort is being made by means of higher salaries to secure some of our teachers. This year I have noted the fact that some institutions in the New Province are offering stipends to girls in our training classes if they will promise to accept posts in them after training."

Training of Elementary Teachers for Village Schools.

238. Besides the foregoing, 4 elementary training schools for school-masters' wives and Hindu and Muhammadan widows used to be maintained by Government as an experimental measure. They proved a complete failure, one and all. No school masters' wives ever joined the schools, the only pupils being widows, who had no intention of becoming teachers. There was no training work proper, but only ordinary teaching of the most elementary standard, and the cost was comparatively heavy. Both the Inspectresses condemned them as utterly worthless and they had to be abolished, 3 of them at the beginning of the year and 1 since its close.

Training of *Gurus'*
Wives.

239. As an alternative and less expensive measure, another experiment is now under trial with the approval of Government, viz. that of training *gurus'* wives in Miss Honeyburne's area, in which female teachers are said to be wanted even for elementary girls' schools. The plan is to give a *guru* a stipend of Rs. 4 a month on condition that he will educate his wife so as to enable her to take charge of the village girls' school. A limited number of stipends has been sanctioned for the purpose, and the next report will show how far the scheme will be attended with success.

Need of Training for High School Teachers.

240. Miss Brock again draws attention to the need of training lady teachers for English secondary schools, for which there is no provision now. She suggests the development of the Hindu Female Training Class by the appointment of an English Lady Principal.

CHAPTER IX.

EDUCATION OF EUROPEANS.

The New Code.

241. Reference was made in last year's report to the suspension of the new Code by order of Government, and during the year under review the energies of those concerned with the education of the domiciled European community in Bengal have been directed towards a settlement of the grading question, as the dissatisfaction with the Code in certain quarters, to which its suspension owes its origin, turns largely upon this question.

242. It was feared that very few schools would be able to meet the requirements of the secondary grade under the Code, and that consequently all the schools formerly graded as middle schools, and a large number of high schools also, would have to rank as elementary only. The demand for a more popular kind of secondary school has been met in the proposed modifications of the Code set forth in Government resolution No. 2332, dated 25th June 1910. His Honour the Lieutenant-Governor is prepared to recommend to the Government of India that in place of the two standards at present laid down in Chapter II of the Code, there should be four standards as follows:—

- (1) Elementary.
- (2) Higher Elementary.
- (3) Secondary.
- (4) Higher Secondary.

The introduction of the higher elementary grading simply amounts to giving a name to a class of schools for which provision has already been made in the Code, viz. an elementary school with a continuation course of a type likely to fit its pupils for their future career. The secondary school is to have for its final examination the Cambridge Junior Local, and is intended to provide for the needs of those pupils who would leave school at the age of 16 or 17.

243. It will thus be seen that the objections which have been made to the Code can be met by the modification of certain rules, and that no alteration of the main features of the Code is necessary. It is gratifying to note that this should be so, and that the time and trouble bestowed in the revision of the Code have not been in vain.

244. The resolution of Government referred to above was printed as a supplement to the *Calcutta Gazette*, and the opinions of school managers and all bodies and individuals interested in European education in Bengal were invited upon the proposed changes.

245. At the time of writing this report a Departmental Committee, with the Director of Public Instruction as President, is actively engaged in compiling a provisional list of schools graded according to the proposed modifications. Many of the original high schools which could not aspire to the rank of higher secondary and a number of schools formerly classed as middle are now being graded as secondary schools, and ample opportunity is being given to those school managers who desire to raise the standard of efficiency of their schools in order to meet the requirements of the secondary grade.

246. The controversy, if it may be called so, which has raged round the new Code has not been without its good results. There has been a free expression of opinion from all quarters, and attention has been drawn, not only to the needs and aspirations of the upper classes of the domiciled

community, but also to the burning question of educating and uplifting the lower strata of our fellow countrymen living in India. The Code with its revisions and modifications is an endeavour—and, it is confidently hoped, a successful endeavour—to meet both the needs of the majority and the aspirations of individuals, and at the same time to uphold sound principles of education.

247. It must not be thought that the suspension of the Code and the difference of opinion regarding its merits has led to any paralysis of the ordinary daily work of our European schools. On the contrary there has been a distinct improvement in general efficiency noticeable during the year under report: well qualified trained teachers are being engaged from England for the higher secondary schools; mufassal elementary schools are endeavouring to secure the services of trained teachers, so that the number of students who complete their course yearly at the Government training classes at Kurseong is quite insufficient to meet the demand; and altogether there is a more hopeful outlook for European education in 1911 than there has been for many years.

248. The debt which the European community owes to the unselfish efforts of the various religious bodies, both Protestant and Catholic, is worthy of mention here;—notably to the good work done by the Calcutta Christian Schools Society; by the Clewer Sisters, who are responsible for two efficient High Schools for Girls, one at Darjeeling and the other at Calcutta; by the Jesuit Fathers; by the Loreto Nuns with their numerous schools in Calcutta and the Mufassal; and by the Irish Christian Brothers, four of whose schools for boys have now received provisional recognition as higher secondary and secondary schools.

Statistics.

Schools.

249. The total number of recognized schools is now 79,—3 Government schools, 72 aided, and 4 unaided. One school has been removed from the list for general inefficiency, and another for failing to submit manager's returns.

Pupils.

250. The total number of pupils in schools of all classes rose during the year under report from 8,546 to 8,774. There has thus been a general increase of 228, with a decrease of 13 in Government schools and an increase of 224 in aided and 17 in unaided schools. The pupils in each of these three classes of schools number 300, 7,749, and 725 respectively.

251. Below is a comparative table showing the expenditure for this year and last year—

Year.	Fees.	Private Sources.	Municipal Grants.	Provincial Revenues.
	Rs.	Rs.	Rs.	Rs.
1909-1910	8,33,222	5,43,606	2,574	4,96,205
1908-1909	8,27,635	6,26,804	2,769	5,41,633

The falling off in receipts from private sources would be a serious symptom if it were of a permanent character. It is probably, however, merely temporary, though the causes producing it are difficult to trace. Though the conditions of the new Code will automatically impose a slightly increased burden on Provincial revenues, the further development of European education in Bengal should look for its main support to private liberality, especially as the funds allotted from Provincial revenues to European schools when compared with the corresponding allotment for Indian schools are, on account of the greater costliness of European education, disproportionate to the numbers benefited.

Government Institutions at Kurseong.

Total Cost.

252. The three Government institutions at Kurseong—the Victoria School for Boys, the Dow Hill School for Girls, and the Training College for Women Teachers—together cost Rs. 1,36,411, or about Rs. 1,300 less than in the previous year. In the Victoria School the income derived from fees was Rs. 30,042, and the total expenditure on the school, including board, &c.,

amounted to Rs. 76,882, or Rs. 413 for each pupil, the average roll number throughout the year having been 186. The fees realized in the Dow Hill School amounted to Rs. 23,150, and the total cost of this institution, inclusive of boarding charges, &c., was Rs. 48,911, or Rs. 415 for each pupil, the average roll number having been 118. The separate expenditure on the Training College was Rs. 10,619, or Rs. 531 for each student, there having been an average of 20 students on the roll throughout the year. These figures do not differ to any great extent from last year's.

253. Doubt was expressed in last year's report as to the suitability of the proposal to grade the Government Schools at Kurseong as elementary. It has now been decided that both the Victoria and the Dow Hill Schools are to be ranked as secondary schools from the beginning of next session. This means that one class (Standard VIII) will be added to the original seven standards, and that provision will be made for preparing pupils for the Cambridge Junior Local examinations. Not only will this meet the needs of a large number of pupils who desire a Secondary education, but will also set a standard of what is to be expected from those schools which have been graded as secondary and which aspire to that status.

254. The usefulness of the training classes for women attached to the Dow Hill School may be judged from the fact that the supply of trained teachers still falls far short of the demand. The Inspector's reports on the middle and primary schools in which teachers who have passed from Dow Hill are employed bear testimony to the excellent work done by Miss Davis and her assistants in spite of the difficulties under which the work is carried on. The proposal to develop these classes into a training college in which provision will be made for the training of both secondary and elementary teachers has by no means been lost sight of, and it is confidently hoped that at least a beginning will be made in the near future.

255. The increased demand for teachers with secondary qualifications in order to meet the requirements of the new Code renders the question of a Secondary Training College for European Teachers in Bengal an urgent one. In their report on the examination of the training classes Mr. Hallward and Miss Brock record the following remarks on the complete scheme of the training college:—

"We have both heard with great regret that there is no immediate prospect of the Local Government finding it possible to provide the necessary funds for the complete scheme of the training college with 30 students and a staff of 4 well qualified teachers, for which we have now been waiting for six years. We trust that the scheme will not be allowed to drop out of sight, but that it will be placed high on the list of provisionally approved schemes for which money will be found at the earliest opportunity when the financial conditions of the Province are favourable. The demand for the certificated teachers is as great as ever, and the competition for the few vacancies at Kurseong increases every year: no less than 28 applications have been received for the 12 vacancies in 1910.

The examiners do not overestimate the urgency of the case.

256. There were altogether 20 students under training last year at the annual examination held in November 1909: 8 out of 9 students passed in the senior class, and 9 out of 11 in the junior class. On the whole the exercises submitted by the students in the theoretical portion of the examination were considered satisfactory, but the examiners express their disappointment with the results achieved in the practical work.

Examinations.

257. At the Calcutta and Darjeeling centres the Cambridge Senior Local examination was held both in July and December 1909, and 50 candidates were presented, of whom 32 passed. Last year 20 passed out of 45 sent up.

258. During the year under report no candidates appeared from Bengal at the Cambridge Higher Local examination. From 1910 the Cambridge Senior Local examination will take the place of the Departmental High School examination as the examination for the award of high school or secondary scholarships. With the concurrence of the Cambridge Syndicate the Inspector of European Schools has assumed the position of General Secretary in Bengal for the Cambridge Local examinations, and the work

in connection with these examinations will in future be conducted through his office.

Departmental
Examinations.

259. In the High School examination the number of candidates decreased from 39 in 1908 to 33 in 1909. Of these 27 passed,—1 in the first division, 8 in the second, and 18 in the third. In the Middle School examination also the number of candidates decreased from 90 to 81, of whom 40 passed,—1 in the first division, 11 in the second, and 28 in the third.

Departmental
Scholarships.

260. As a result of the High School examination in 1909, 8 scholarships were awarded, 7 to boys and 1 to girls. Fifty-two competitors under 15 years of age were examined for the Middle Scholarship examination, of whom 12 obtained scholarships—5 boys and 7 girls. Out of 44 competitors under 12 years of age for the Primary Scholarship examination, 20 were successful—11 boys and 9 girls. In the High School Scholarship examination the percentage of successes of girl competitors was lower than in the previous year. In the Middle Scholarship examination there was a very noticeable rise in the successes of girl candidates: in the previous year only 2 succeeded in winning scholarships, while this year 7 were successful.

261. Owing to the suspension of the revised Code, the old Middle and Primary Scholarship examinations will be held as heretofore in 1910; from 1911 the new Code examinations will take their place.

Technical and
Commercial
Education.

262. Three schools, all situated in the Darjeeling district, have technical classes attached to them, viz., the Victoria Boys' School and the Goethals Memorial Orphanage, Kurseong, and the Bourdillon School, Kalimpong. The Technical Department of the Victoria School has been affiliated to the Joint Technical Board for a further period of five years with effect from 10th March 1910. The Goethals Memorial Orphanage and the Bourdillon School have each been affiliated for one year, with effect from the commencement of the session 1910-1911, to the Sub-Overseer class of the Joint Technical Examination Board.

263. During the year under report there were 10 students in the technical classes of the Victoria School—9 in the 1st year class and 1 in the 2nd year class. Owing to the removal from the school of the one 2nd year student before the end of the session there was no candidate to present at the Sub-Overseer examination held in April 1910.

264. The Goethals Orphanage presented 4 candidates at the Sub-Overseer examination, all of whom were unsuccessful.

265. The continuation class at the Dow Hill School, Kurseong, has been in the hands of a competent teacher throughout the year, and good work has been done. The subjects taught in this class are shorthand, typewriting, book-keeping, and business methods.

266. The Young Men's Christian Association and the Young Women's Christian Association continue to do useful work for commercial and technical education in Calcutta. Shorthand and typewriting are taught in the classes connected with both Associations, and the Young Men's Christian Association also gives instruction in Public Works Department 4th grade accounts and in the practical work of driving motor-cars.

267. During the year under report there were 69 pupils in the Young Men's Christian Association classes against 48 in the previous year, and 111 in the Young Women's Christian Association classes against 73 in the previous year. Much credit is due to Miss Laura Radford for her capable and energetic management of the women's classes.

268. The development of these practical forms of education among Europeans is a healthy sign, and there is still much room for improvement and further development. It is hoped that the technical classes attached to the schools classed as higher elementary will prepare many for useful careers in the commercial and technical line.

Engineering.

269. During the year under review the number of students classed as Europeans and Eurasians at the Civil Engineering College, Sibpur, increased from 28 to 33.

Law and Medicine.

270. There were 2 European and Eurasian students in Law Colleges against 3 during 1908-1909. In the Medical College there were 75 male and 13

female students. Last year the numbers were 73 and 19. Four women passed at the different examinations held during the year. There were also 3 European students in the School of Art, of whom 2 were women.

Arts Colleges.

271. The number of candidates presented at the Calcutta University Entrance examination dropped from 28 to 9. This decrease is due to the fact that St. Xavier's College, which alone sent up 19 out of the 28 candidates of last year, had none to present this year owing to the reorganization of its classes in accordance with the terms of the new Code. All the candidates sent up this year passed; 5 were from the Calcutta Girls' High School and 4 from the Armenian College.

272. The number of European and Eurasian students studying in Arts Colleges was 25, including 4 women. In the Intermediate examination the number of passes was 5 against 7 (including 2 in the supplementary F. A. examination) in the preceding year. There were no passes in the B.A. examination.

CHAPTER X.

EDUCATION OF MUHAMMADANS.

Statistics.

273. The total number of Muhammadan boys in educational institutions of all kinds rose from 2,13,945 to 2,25,692, or by 5.5 per cent. during the year. As the other boys at school increased from 10,44,076 to 10,78,115, or by 3.3 per cent., it shows that owing to the many special facilities offered to them Muhammadans are moving faster than the rest of the population in the general race for improvement. Judged by mere numbers they are now not less advanced than the other communities taken together, either absolutely or relatively; for while they form 17.1 of the total population, they contribute 17.3 per cent. of the boys at school, and the percentage of Muhammadan boys under instruction is the same as that for the rest of the population, being 33.3 in each case. In some places Muhammadans are even ahead of Hindus. In the Patna Division, for instance, though they constitute only 10.2 per cent. of the population, they contribute as many as 14.9 per cent. of the pupils at school.

274. The most satisfactory feature of the year's increase is that it took place in public institutions: in Arts Colleges from 299 to 494; in Law Colleges from 38 to 46; in the Engineering College from 6 to 9; Secondary Schools from 16,998 to 18,924; in Primary Schools from 1,31,657 to 1,34,129; and in Special Schools from 51,761 to 59,935. There was a decrease of about 1,000 Muhammadan boys in private institutions, owing to the fact that many *maktabs* adopted the departmental standards and were returned in consequence as Public Institutions—Special.

275. At the different public examinations on the other hand the Muhammadans showed a distinct falling off. At the Matriculation examination (including the Supplementary Entrance) there were 204 passes against 301, at the B.L. 2 against 8, at the B.A. and B.Sc. 28 against 36, and at the M.A. none against 10 in the preceding year. Even at the Madrasa Central examination there was a decrease from 123 to 116. The results of the Intermediate examinations, however, were better, 51 Muhammadans having passed against 36 in 1908-1909. At the preliminary B.L. examination, too, the number that passed rose from 1 to 8.

Schemes for Improvement.

276. These were clearly set forth in paragraphs 240 to 249 of the last report. Financial stringency interfered with carrying out all the proposals in their entirety, but advantage was taken of such funds as were available to take them up in part at least.

I.—Improvement of Madrasas.

277. The new scheme of studies embracing an 11-year course—6 years for the Junior and 5 years for the Senior section—was introduced during the year both in the Calcutta and Hooghly Madrasas. The 1st and 2nd year classes of the new title course, which will be taught only at the Calcutta Madrasa, were also opened with effect from July 1909. The Hooghly Madrasa has got the full staff as sanctioned in accordance with Mr. Earle's scheme, but the post of the Superintendent was held during the year by the Arabic Professor of the local college in addition to his own duties, as delay was unavoidable in selecting a suitable man for the appointment. In the Calcutta Madrasa one appointment in the Provincial and four appointments in the Subordinate Educational Service are still in abeyance. Two of the latter, however, are being represented by temporary appointments, and the rest will be filled up when the title classes are in full working order.

Non-Government
Madrasas.

278. Khan Sahib Maulvi Muhammad Ibrahim, Additional Inspector of Schools, Burdwan Division, was placed on special duty for two months,—July and August 1909,—to inspect the 14 non-Government madrasas mentioned in paragraph 37 of Mr. Earle's letter No. 246 T., dated the 10th June 1908, with a view to ascertaining to what extent they should be aided in order to bring them up to the sanctioned standards. One of these schools has since ceased to exist, and five were described as not falling within the definition of a true madrasa. The authorities of the Sasaram Madrasa, which was the only private institution of Bengal which was authorized to send up candidates for the examinations of the Bengal madrasas, undertook to adopt the new constitution and curriculum prescribed for higher grade madrasas. They were however in a position to effect the change without assistance from Government. Of the remaining institutions three were taken over on the grant-in-aid list, and the question of aiding the rest is still under consideration. The amount spent in grants-in-aid to madrasas, under the new scheme, inclusive of indirect charges, was Rs. 4,032 during the year.

II.—Improvement of Maktab.

279. As stated in paragraph 245 of the previous report, a special course of studies has been designed for *maktabs*. The course will extend over a period of four years (including the Infant stages), at the end of which it will be possible for a boy of ordinary intelligence to proceed to Standard III of an upper primary school. It was not found possible to introduce the new syllabus into all *maktabs* during the year under review, owing to the fact that the *Maktab Teachers' Manual* was not ready and that there were not sufficient funds to enable the Department to help *maktabs* to adopt the new standards. Under the present system *maktabs* are divided into three classes for the purpose of distributing grants. When the new curriculum is introduced *maktabs* will be "recognized" or "unrecognized" *maktabs* according as they do, or do not, adopt the course prescribed by the Department, and will be aided in accordance with the following scale:—

1st year class.	—50 per cent. of the ordinary grant for a lower primary school.
2nd „ „	—the full lower primary school grant.
3rd „ „	—25 per cent. more than the full lower primary school grant.
4th „ „	—50 ditto ditto ditto.

280. In the case of a *maktab* in which instruction is given through the medium of a vernacular other than Urdu and in which it is found necessary to employ an additional teacher for the purpose, 100 per cent. in excess of the full lower primary school grant will be given. Pending the adoption of the new syllabus and classification it was decided to extend the aid given under the existing system as widely as funds permitted, and a sum of Rs. 38,353 against Rs. 20,266 in 1908-1909 was distributed as grants-in-aid. The result was a rapid secularization of many of the existing *maktabs* and the establishment of new ones. The total number rose from 3,077 to 3,607, and those in receipt of aid from 2,096 to 2,504. The *maktabs* of the highest class, *i.e.* those of class III, which teach the full departmental primary course, alone show an increase from 1,531 to 1,830.

281. It has been pointed out by the Inspector of Schools, Burdwan Division, that in consequence of the increased provision for *maktabs* from the Provincial revenues, some of the District Boards have curtailed their grants to such schools. This is to be regretted, as the additional grant is intended not to relieve the District Fund, but to supplement it

282. Of the other proposals for improvement, the conversion of 17 *guru-* Mianji-training Schools; Model *Maktabs*; Additional Inspecting Maulvis. training schools into as many schools for training *mianjis* had to be postponed, chiefly because the special *Maktab* Teachers' Manual, which is to be the basis of instruction in the new class of training schools, could not be completed during the year, and also because it was not practicable to complete the preliminary arrangements essential to the successful inauguration of the scheme during 1909-1910. Owing to the inability of Government to provide the necessary funds it was not found practicable to give effect to the scheme for the establishment of additional model *maktabs* and the appointment of additional Inspecting Special Muhammadan Inspecting Officers, Maulvis. Steps were taken, however, for setting free some of the existing officers in the different divisions for the purpose of inspecting Muhammadan schools only. This has been described in full in the Chapter on Control.

Government Madrasas.

283. The Calcutta Madrasa had 547 pupils in the Arabic and 500 in The Calcutta Madrasa. the Anglo-Persian Department against 550 and 420 in 1908-1909. The English Department is really a High School for Muhammadans, and its steady growth is a sign of its increasing popularity. The Arabic Department presented 126 candidates at the Central examination of the Bengal Madrasas and 11 at the annual examination of the Title Course classes, of whom 96 and 9 respectively were successful. The students have the option of attending the English classes of the Anglo-Persian Department, but their appreciation of this privilege appears to be diminishing, the number availing themselves of it having declined from 154 to 90.

284. The new hostel for the accommodation of 100 University students has been completed since the close of the year. The Elliott Hostel has 132 inmates, of whom 62 were madrasa students.

285. The total expenditure in the Arabic Department was Rs. 36,239 and in the Anglo-Persian Department Rs. 20,824, of which Rs. 33,088 and Rs. 16,145, respectively, were paid by Government.

286. The number of pupils in the Hooghly Madrasa declined from 141 Hooghly Madrasa. to 95 owing, it is said, to the proposal to use as a hospital the out-houses attached to the madrasa hostel, in which a number of students used to live in previous years. The removal of the collegiate school hostel to another building has however set free some rooms, and as these have been placed at the disposal of the madrasa hostel, the number is expected to rise again.

287. The accommodation of the madrasa itself, consisting as it does of three rooms and a verandah in the Hooghly College buildings, is obviously inadequate. The matter is engaging the attention of the Department, and arrangements are being made for extending the accommodation.

288. Thirty students appeared at the final examination, of whom 13 passed. In 1908-1909 the number of candidates was 51 and of passes 15. No explanation has been offered for this heavy decline. The total expenditure was Rs. 5,107, of which Rs. 4,475 was paid from the Mohsin Endowment and Rs. 632 from fees.

Education of Muhammadan Girls and Women.

289. All that is of any interest in connection with the education of Muhammadan girls has been already said in the Chapter on Female Education. The number of Muhammadan girls at school forms as yet a very insignificant part of the female population of school-going age, being only 25,061 out of a total of 6,76,631. The question of starting a number of model primary schools for Muhammadan girls will shortly be taken up. The special readers for them which were under preparation last year have not yet been completed.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

Education of Chiefs and Nobles.

290. There is no separate school in the Province for the education of chiefs and nobles. The Nawab Bahadur's institution at Murshidabad, however, has special arrangements for teaching the boys of the Nizamat families, 26 of whom were under instruction during the year. They were accommodated in a separate-boarding house reserved for them. In Orissa the sons of chiefs are educated chiefly at the Ravenshaw Collegiate School; and in the Chota Nagpur Division they are mostly sent to the Government high schools, there being a special hostel for them at Hazaribagh, which continues to flourish under the patronage of Mr. Radice, the Deputy Commissioner. As observed in paragraph 262 of last year's report, young men of rank from both these Divisions are occasionally sent for education to the Raj Kumar College at Raipur.

Education of Aborigines.

Pupils at School. 291. The number of pupils at school of aboriginal parentage, both Christians and non-Christians, again shows an increase from 53,252 to 58,644. The progress has, moreover, been continuous, the net gain during the last three years being about 12,000 pupils, or little short of 30 per cent. The increase has been shared by all the Divisions, in which there is a large proportion of aboriginal population, and is mainly attributable to the untiring efforts of Christian missionaries.

Means of Advancement. 292. "When the Muhammadan population demands so much attention it is all the more incumbent to take up the cause of such poor and backward subjects as these aborigines"—so writes Mr. Fawcus, Inspector of Schools, Bhagalpur Division. The Department, is, however, fully alive to the importance of the subject, and careful consideration is given to the claims of the aborigines for special facilities in the matter of education. There are special inspecting officers for these tribes in the Chota Nagpur Division and the district of the Sonthal Parganas. There is one Assistant Sub-Inspector for the Sonthal schools in the Burdwan Division, and the question of appointing another is under consideration. Sanction was also received during the year to the confirmation of a special Sub-Inspector for the Lepcha and Bhutia Schools in the Darjeeling district. Three *guru*-training schools in Chota Nagpur have been set apart for aboriginal *gurus*, and Committees have been appointed for the translation of most of the lower primary textbooks into some of the important aboriginal languages of the Province.

Scholarships. 293. In the matter of scholarships, too, efforts are being made to offer special encouragement to aborigines. The question of reserving a fair share of scholarships for them has been discussed in detail, but final orders have not yet been passed. Meanwhile Government have decided that when Muhammadans fail to win the middle scholarships reserved for them, the aborigines should have a preferential claim to them. Moreover in Chota Nagpur they enjoy the privilege of free tuition in all Government and many Missionary high and middle schools.

294. As no aboriginal pupils belonging to Chota Nagpur passed either of the Intermediate examinations last year, the two special senior scholarships for them had to be awarded to aborigines from other Divisions. The two special Junior scholarships for this Division were obtained, one by a boy from St. Columba's Collegiate School at Hazaribagh, and the other by a boy from the German Mission High School at Ranchi. The Junior scholarship reserved for this community in the Burdwan Division had, however, to be awarded to a Hindu boy, as no aborigines in that Division passed the last Matriculation examination.

Education of Indigent Classes.

295. These classes again record an increase from 76,435 to 78,683 pupils. Steps are being taken for the free education of the Pans in Orissa.

There are 30 special schools for them in Angul, and 20 such schools are going to be opened in the Tributary States.

296. Some lower primary scholarships were awarded during the year to the children of indigent classes in the Burdwan, Presidency, and Orissa Divisions.

Tea Garden Schools.

297. There are no tea plantations in the Province except in Darjeeling and a few in the district of Ranchi. The children of the labourers in the gardens in the latter district go to the nearest village schools, there being no separate schools for them. There is but little progress to report in respect of tea garden schools in the district of Darjeeling. The number of schools rose from 38 in the preceding year to 42 in 1909-1910, but the number of pupils showed an increase of 15 only. A great deal remains to be done in regard to the extension of the scheme; and as far as can be judged by the experience hitherto gained, progress must continue to be slow until the tea garden authorities can be induced to take a genuine and active interest in the movement. The actual state of education in the tea districts has been detailed at length in a letter which has been addressed to Government after the close of the year under review.

Colliery Schools.

298. Mr. Cunningham, Inspector of Schools, Chota Nagpur Division, has rightly drawn attention to the omission of special mention of colliery schools from the annual report. For the Province of Bengal at any rate their importance is as great as, if not greater than, that of the tea garden schools. Nothing is known as to what the rich mine-owners in Kaniganj, Barakar and Jherria do to educate the children of the labourers they employ; but very interesting statistics are given for the Giridih fields. The sub-joined extract is from Mr. Cunningham's report on the excellent work done here by the East Indian Railway Company:—

“Within the area of their own collieries and connected railway works, the East Indian Railway have established, not only compulsory and free, but actually subsidised, primary education for the children of their labourers and coolies. All boys that pass through the lower into the upper primary standards receive stipends of 4 or 8 annas a week for attending school. Within a radius of 6 miles round Giridih the Railway Company maintains 34 primary schools educating 2,408 children on the 31st March last. One upper primary school was staffed with four highly qualified masters, while many of their lower primary schools employ two *gurus*. The whole system is supervised by a special Inspecting Pandit employed by the railway, and the local Superintendent takes a personal interest in its development.

“During the year the East Indian Railway spent Rs. 3,894 on their schools and received Rs. 1,295 in aid from District Funds, Rs. 144 from the Municipality, and Rs. 24 from Provincial Revenues.

“The Railway Company also runs an industrial school for the children of its own employes on very superior lines.”

Education of Defectives.

299. There is a School for the Blind at Calcutta with 17 pupils and another at Ranchi with 23 pupils, the number in the preceding year having been 15 and 19 respectively. The Leper School at Purulia had 128 pupils against 153 in the previous year. The only other school for defectives is the Deaf and Dumb School in Calcutta, which had 51 pupils on its rolls on 31st March 1910 against 50 in the preceding year. Pupils come here from all parts of the Province, and many of them are helped with stipends paid by the various District Boards by whom they are sent. There is a special lower primary scholarship attached to this school.

Reformatory Schools.

300. The only institution of this kind is that at Hazaribagh, which had 478 boys under detention on the 31st March last against 443 at the close of the preceding year. The younger boys are given an elementary instruction in the “three R's,” and the older ones are drafted to the farms or the workshops to learn various trades. Further details about this school have been given in the Chapter on Professional and Technical Education.

. CHAPTER XII.

PRIVATE INSTITUTIONS.

301. This somewhat heterogeneous group appears to have a peculiar recuperative power of its own. Numbers are constantly accepting the standards recognized by Government, and therefore passing over to the category of "Public Institutions"; but though individual classes may thus temporarily suffer, as for instance this year the Koran schools, many of which by adopting the departmental syllabus have ceased to be "private," the totals show little diminution. The private institutions numbered 4,271 in 1907-1908; 4,280 in 1908-1909; and 4,206 in 1909-1910. The attendance in them likewise is not subject to much fluctuation, amounting to 52,957 last year and 53,109 and 49,649 in the two preceding years.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

Scope. 302. The subjects that have been included in this chapter for discussion are the following:—

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| (1) Hostels. | | (3) Discipline. |
| (2) Physical Training. | | (4) The Character of the Teacher. |
| (5) Social Influences. | | |

Hostels.

Introduction. 303. The importance of hostels as a means of promoting social life among students, and as a school for the development of character, is being more and more recognized; and the new University regulation that all college students must live either with their natural guardians or under approved supervision in hostels and messes has served to direct public opinion to the necessity of making good as speedily as possible the large deficiencies that at present exist both in the number and the working of these institutions. The number of hostels during the year under review shows an increase from 445 to 534, and that of their inmates from 13,131 to 15,644. Of these 156 were under public management. Though the returns, as observed in the report for 1907-1908, are probably far from accurate, the figures here given are sufficient to show that there has been a very considerable development of the hostel system during the past year.

College Hostels. 304. Hostels for University students are either collegiate or non-collegiate. Of the former the hostels attached to Government colleges are well managed and popular institutions, and the demand for admission exceeds the available accommodation, the overflow being provided for as far as practicable in rented houses. An endeavour is being made in the hostels under Government management to realize as fully as the means admit the benefits of a residential University system, and a measurable degree of success in this respect is likewise being attained in some of the private collegiate hostels, notably those at Bankura, Berhampore, and Hazaribagh, as well as the well-conducted hostels connected with the Scottish Churches College in Calcutta. The only examples, however, of completely residential institutions are Sibpur College, the Bihar School of Engineering, and the Badshah Nawab Training College for Women at Bankipore.

The Eden Hindu Hostel. 305. The Eden Hindu Hostel had 262 inmates, which is about the maximum number that it can accommodate. As additional space was necessary for the large number of students who sought admission, most of the senior students had to be sent out to a mess. Mr. Percival speaks well of the

conduct of the students. "There was a good deal of activity, physical and mental," he writes, "amongst members of the different wards in the shape of ward meetings, ward magazines, games in the quadrangle green, social gatherings, theatricals, etc. Some of the wardens took an active part in these, and much of their spare time was spent for the purpose * I think the hostel should be extended as early as possible * * *." The total expenditure on the hostel was Rs. 34,220 against Rs. 35,742 in 1908-1909; while the total receipts remained unchanged at about Rs. 28,600. The contribution from the Provincial revenues was thus reduced by about Rs. 1,500, and this was due to greater economy in the management and cheaper prices of food-stuffs during the past year.

306. The Muhammadan Hostel attached to the Calcutta Madrasa and the ^{Hostels for Special} ^{Communities.} Uriya Hostel at Calcutta are institutions which may be mentioned as providing for the wants of special communities. The former is intended not only for Madrasa students but also for other Muhammadan students in Calcutta who require hostel accommodation; and the latter is for those students from Orissa who come to Calcutta for the study of law and medicine.

307. The Calcutta Mess Scheme for the benefit of students for whom ^{The Calcutta Mess} ^{Scheme.} accommodation in hostels, collegiate or non-collegiate, was not available, was still further extended during the year under review. There was a large influx of college students, owing to the higher number of passes at the Entrance and other University examinations as well as to the increasing popularity of the Calcutta colleges, due to the belief in their greater efficiency. Additional accommodation was also needed for the University Law College, the Medical College, and the David Hare Training College. Thus the number of houses engaged rose from 21 to 30, and the number of seats occupied from 645 to 931. The result was a further addition to the Government share of the cost by over Rs. 7,000. The steadily increasing cost to Government of the scheme was one of the features to which attention was drawn in the previous report, and an opportunity was taken of the fact that the term for which Government undertook to indemnify the University in respect of the deficit accruing on account of the non-recovery of seat rents was due to expire with the financial year 1910 to reconsider the terms of the scheme so as to render it as far as practicable self-supporting. A revised scheme was accordingly drawn up and submitted to Government before the close of the year under review, the chief recommendations being that the seat rent rates should be raised; that seat rent should be charged for for 12 months in the year; and that the cost of superintendence should be borne by the students. The orders passed by Government on these proposals will fall to be recorded in the next report.

308. The present system of superintendence is far from uniform; the ^{Superintendence of} ^{Government} ^{Hostels.} remuneration also is generally unattractive. The matter received very careful consideration during the last two years, and a scheme was drawn up providing free quarters for all Superintendents and fixing their remuneration on a sliding scale. Assistant Superintendents were also proposed when the number of boarders exceeded a certain limit. These recommendations were sanctioned by the Government of India after the close of the year, and if funds be forthcoming, they will be carried out from April next. The financial effect will be an increase of Rs. 17,788 per annum in the cost to Government.

309. Of the other hostels under Government those attached to the *guru*-training schools are the most numerous. These, however, are hostels in name only, being no better than messes where the *guru*-pupils make their own arrangements for food and cooking.

310. School hostels continue to be unsatisfactory. With the introduction ^{School Hostels.} of the new scheme of supervision referred to above, it is hoped that those attached to Government schools will cease to be mere boarding-houses, and will in future make use of the opportunities, which such institutions afford much more than the day schools to which they are attached, of training the character of their inmates. As for the hostels, however, connected with private schools, aided or unaided, there is little prospect of improvement, except in the case of such as are under missionary management. A considerable awakening of public opinion as to the benefits of the system must take place before funds will be forthcoming from private sources for even the decent

maintenance of hostels, let alone the adequate supervision of the boys living in them. As to the present state of these institutions I may quote the following remark from Mr. Lambert's report on the Burdwan Division:—

“The houses are for the most part ill-lighted, ill-ventilated, and built with little reference to hygienic requirements.”

311. The same officer speaks of “messes” as follows:—

“The mess is a most unsatisfactory substitute for the hostel, and the only good word that can be said for the system is that it enables the poor student to obtain a high school education from which he would otherwise be debarred. Messes are, as a general rule, inefficiently supervised, and inimical to health and comfort and consequently to proper work. Something is being done to ameliorate the state of affairs in this respect at Bankura by the creation of a new hostel in connection with the zilla school; but the system still continues in this and other places, and unless in the course of the next few years it can be replaced by the establishment of good hostels, it would in my opinion be wisest in the long run to abolish it by the simple expedient of refusing to recognize the mess as a fit substitute for the home or hostel. Closely allied is the problem of the fictitious guardian who is in no way related to his ward and who exercises no real control over him, but this is even more difficult of solution.”

Physical Training.

312. There is very little to add to what was said last year about the extent to which physical exercises and games are being practised in our schools and colleges. There is no doubt that they are growing steadily in popular favour, and the only danger is, as pointed out in last year's report, that the healthy spirit which should accompany all sports is not being sufficiently developed at the same time. Athletic clubs have been started at several places where they did not exist before, and Government officials as well as the general public are said to be keen about the welfare of such institutions. Foot-ball, cricket, and other European games are almost universally played, but the boys of out-of-the-way village schools have to remain satisfied with the less expensive country games. Drill continues to be well practised in most of the schools, but gymnastics is almost everywhere neglected.

313. There is still much to be done as regards getting people to take a right view of physical training. Mr. Lambert regrets that even teachers, in the majority of schools in the Burdwan Division, do not fully appreciate the value of such a training for their pupils, and do very little “in the way of better organization of the school games or of taking an active part in them.”

314. Then, again, physical training seems to be regarded too much as a speciality, and is not considered, as it ought to be, as a necessary part of the education of every student. Though there are, as Mr. James pointed out last year, exceptions, the students of this country generally do not know how to combine diligence in studies with activity in sports and games. The neglect into which gymnastic exercises have fallen is also to be regretted. There is of course the want of well-equipped gymnasia which largely accounts for this neglect, but it does not do so wholly. The value of gymnastics in improving the physique and giving agility and litheness to the body is not properly understood, and boys miss in such exercises the keen, and not always healthy, excitement which a game like foot-ball is apt to raise. Further a right spirit of sportsmanship has yet in many instances to be developed, and the absence of it is sometimes painfully in evidence during inter-school or inter-collegiate matches. The following remarks made by Mr. Percival in his report on Presidency College are worth quoting in this connection:—

“Athletics is only a means to an end,—is only meant to secure good health to the student in order that he might be able to devote more vigorous, sustained, effective attention to his studies. This is best done by every student giving a portion of his leisure daily (or frequently in the week) to some sort of physical exercise. But when physical exercise is made to be the means, not of securing health for the sake of study, but of preparing for a match, then the match becomes the end-in-itself, and the student ceases to be a student, and becomes a gentleman-professional-match-player. In this way athletics has been overdone. The reforms I should like to see carried out are two:—every student should be urged—at college we cannot compel—to go in for regular exercise, and annual college sports should be made to take the place of matches. The difficulty with regard to the first is *how* to urge without going the length of compelling. The great gain the second would bring is good feeling among the competitors, to take the place of that ill-feeling among them which, in spite of all good intentions and precautions, but too often breaks out. I do not overstate when I

say that the keen rivalry at these matches—and especially at foot-ball matches—too often has led to very undesirable conduct on the part both of teams and their friends among the onlookers, resulting in serious bodily injury and, what is worse, a demoralising mania, during the season, among too many of the young ardents.”

315. Mr. Percival, however in regarding the acquisition of health as the one end of athletics takes a very one-sided view of the question. Physical well-being is no doubt a valuable possession, but character is at least equally important; and the playing field affords opportunities for the formation and development of many valuable moral qualities, such as self-reliance, sense of discipline, power of organization, love of fair play and what is known as sportsmanlike feeling. Even the spirit of emulation, though it may be carried to excess, is in itself healthy, and there is no harm if in obedience to it students travel, as they are wont to do, long distances from Patna to Berhampore, or Dacca to Calcutta, in search of better players than themselves. The success of such matches depends upon the control exercised by the leaders and their power of organization. The one played at Krishnagar in February last on the occasion of the Lieutenant-Governor's visit to the college deserves special mention. His Honour distributed the prizes, and was so well pleased with the excellent spirit that prevailed, that he presented a sum of Rs. 100 for a substantial cup, to be designated “The Baker Cup,” and to be competed for in the annual sports.

Discipline.

316. What Mr. Percival says of the students of the Presidency College—and his long connection with the higher training of young men in this country lends his testimony a special weight—is also true of others. He writes:—

“In the college premises I was daily able to observe the students between hours, and observed nothing unbecoming in their behaviour, though the number of admissions had been large, and the restriction as to seats had been taken off. Breaches of discipline in the class were reported to me twice, and the steps taken had, I trust, the effect such steps should have—a permanent influence for the better on the student concerned, and not a mere repression of the disposition towards wrong-doing through the motive of fear. In giving these details I have given all that I remember can be stated against my general statement above that the conduct of the students has been good. But in saying this, I do not say that their conduct cannot be better. Little defects in this respect daily come within the notice of us, their educators, which a kindly word, action, look might remedy, and which no rule or regulation can reach. Let me add that many years of observation make me think that in this matter of conduct there has been (on the whole, for exceptions there will always be) a steady upward movement towards the better among the students.”

317. The unfortunate introduction of politics into School and College life has created a new class of offences, and has in some instances been productive of insubordination of a grave nature. Thus, for instance, during the meeting of a Provincial Conference of the National Congress there was unrest amongst the students of the Hooghly College at the instigation of one of the Professors. The situation called for severe measures, and the Professor was immediately removed from the service. A milder view was taken of the conduct of the students, and those of them who had attended the meeting of the Conference in defiance of the Principal's orders were let off with a fine. It is indeed a serious matter when the teacher himself is found wanting, as on him, next to the parent or guardian, devolves the duty of moulding the character of the pupils committed to his charge. The first duty lies no doubt with the parent, and the best results are likely to be attained when parent and teacher work hand in hand. It has been represented that parents have somewhat failed in their duty of late as regards the control of their sons' moral conduct, and that they have shown an unreasonable timidity when the latter have defied their authority, and in some cases even complete apathy to their misbehaviour. On the other hand it is stated that the complete elimination of religion from the education given in our schools has destroyed the traditional reverence which boys have hitherto felt for their parents, and that for this result Government and not the parents are to blame. The whole question of religious or at least direct moral teaching in schools will probably be reconsidered at

The Character of
the Teachers.

no distant date; but in the meantime, whatever be the position of the parent, there is no doubt that even under present conditions the teacher can, and it is his duty to, exercise a wholesome influence over the characters of his pupils, both by precept and example.

318. As an instance of what a teacher may do in the interest of discipline and moral training the following extracts from Mr. Tipping's report on the Ranchi Zilla School may be read with interest :—

"I have this year given a few simple addresses to the boys on truth, honour, courtesy, and so on. They have always been listened to with attention and, I hope, with interest. What their actual result is or will be it is too soon to form any opinion. But I have been very glad to observe the readiness with which the boys have responded to personal appeals, arising out of ordinary incidents in class, to good manners, truthfulness, punctuality and order.

"I have noticed with pleasure that the boys are beginning to take a pride in being courteous and well mannered, and will often draw attention to the fact when a boy fails in any outward expression of courtesy. The appeal to behave like gentlemen is one that always finds a very ready response, especially among the elder boys.

"Punctuality and regular attendance have been encouraged by the monthly award of the Union Jack to the class that has the best record. And the punishment of detention after school for late comers and absentees has acted as a much more effective deterrent than fines, which the boys feel very little. The percentage of attendance for the whole school has risen from 80·3 to 90·3 during the past year. The boys are trained to leave their classes in a regular and orderly manner, and this also has had a good effect on discipline generally.

"The discipline in the school is, I think, showing signs of steady improvement. By this I do not mean that there are fewer breaches of order, for I do not think open defiance of authority has ever been noticeable. But the improvement I see is in the growth of the spirit of ready and willing obedience throughout the school. Orders are obeyed with eagerness and with a gladness that springs from a desire on the part of the boys to please their teachers and earn their good opinion.

"In the elder boys I have been gratified to observe indications of a feeling of responsibility for order, and, in some cases, a pride in their class and the school to which they belong."

Social Influences.

319. There are common-rooms in all Government colleges where students meet together to read magazines during leisure times. Many colleges have got dramatic societies and debating clubs, and a few edit magazines of their own. If conducted on right lines these undoubtedly help the students in acquiring good social habits and the spirit to work for the common good. The Calcutta University Institute, which is patronised by Government, continued its manifold activities on behalf of the student community, not the least important of which was the maintenance of a fund for poor students, which is recouped from time to time by means of dramatic performances organized by the students of the various colleges in the metropolis and patronised by their friends and sympathisers.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Conferences held
in the Provincial
Head quarters.

320. The Special Committee appointed by Government to consider the revision of the syllabus of studies for Standards III to VI and the preparation of textbooks for those standards held five meetings during 1909-1910. Its operations were chiefly directed towards the formulation of a scheme of arrangements for the writing, translation, editing and publication of the Teachers' Manuals and the Science Books for Standards III to VI.

Conference held
in the Mufassal.

321. Mr. Cunningham, Inspector of Schools, Chota Nagpur Division, held a most useful conference of teachers and inspecting officers at Ranchi, at which Mr. Griffith, Principal, David Hare Training College, Calcutta, delivered

a series of lectures illustrated by practical lessons on the direct method of teaching English in its various branches. Other Inspectors held conferences at their head quarters for the purpose of discussing various educational questions connected with their Divisions. Many Deputy Inspectors are also reported to have held conferences of the Sub-Inspectors under them. The *guru* gatherings in some of the Divisions under the supervision of Sub-Inspectors were also helpful, specially in the matter of interpreting the new syllabus of studies for primary schools.

CHAPTER XV.

TEXTBOOKS.

322. Up to the year 1908-1909 the preparation and distribution of textbooks in this Province were left to private enterprise, the function of the Department being limited to selection and approval. In view, however, of the unsatisfactory character of the books that had been prepared to meet the requirements of the former lower primary syllabus, it was decided that the Department should undertake the direct preparation of textbooks in connection with the revised courses. In accordance therefore with the terms of paragraph 8 of Government resolution No. 1028 T.—G. of the 10th June 1907, literary readers for the second year of the Infant section and Standards I and II and an arithmetic book for Standards I and II were prepared by authors selected by the Committee that had been appointed by Government to revise the standards of vernacular education. It was not intended that the Government publications should hold the field to the entire exclusion of the works of private authors. They were mainly intended to act as models, and publishers were, as heretofore, at full liberty to produce their own books and to submit them to the Textbook Committees for approval. In addition to the above publications the Department reserved to itself the production of two manuals for teachers, one corresponding to the lower primary standard syllabus and the other to that for Standards III to VI, as well as of the science readers for the latter standards. On account of the great importance of the subject-matter of these works, it was necessary that they should be prepared directly by the Department.

323.- The literary readers and the arithmetic book for lower primary standards and also the Bengali version of the Junior Teachers' Manual were ready for sale against the date advertised for the introduction of the new curriculum for lower primary schools—1st January 1910. The Hindi and Uriya versions of the manual also have since been published; the production of the Urdu version has however been delayed owing to unexpected difficulties. This volume as well as the Manual for *Maktab* Teachers will not be ready before January next. With regard to textbooks for lower primary standards, it may be observed that private authors and publishers have availed themselves of the opportunity of competing with the Government publications, and some of their books have been approved and are in use side by side with the model textbooks prepared by the Department.

324. The preparation of the Senior Teachers' Manual and the science books for Standards III to VI was taken in hand and completed in manuscript during the period under review. The work, which was in each case entrusted to specially qualified persons, was produced in English, and it now remains to have the books translated into Bengali, Hindi, Urdu, and Uriya. Arrangements for this part of the work were completed at the close of the year, and it is hoped that the books will be ready in their final form early in 1911. The work is by no means an easy task, as a mere literal rendering, however scholarly, is sure to defeat the object which the books are intended to serve; and the translator as well as the editor has to see that the matter is presented in such a style as to be easily understood by those who do not know English. The work of editing the Senior Teachers' Manual in Bengali has

been entrusted to Mr. Phani Bhusan Mukerji, B.Sc. (Lond.), whose services in connection with the Junior Teachers' Manual deserve commendation. In the meantime the other textbooks required for Standards III—VI, the preparation of which was left entirely to private enterprise, are being examined by the Textbook Committees with a view to introduce them from January 1911.

Preparation of Lower Primary Textbooks in Aboriginal Dialects.

Readers for Muhammadan Girls.

The Central Textbook Committee.

The Bihar Textbook Committee.

The Orissa Textbook Committee.

The Calcutta Schoolbook Society.

325. Some of the lower primary textbooks are also being translated into Nepali, Tibetan, and Sonthali; and the arrangements for the preparation of Mundari, Uraon, and Kui versions are well advanced.

326. The work of preparing readers for Muhammadan girls' schools, referred to in paragraph 297 of the previous report, proceeds slowly. The books, as originally composed, were found to be unsuitable by the Special Muhammadan Committee appointed to supervise their preparation, and arrangements were inaugurated during the year to have them remodelled in the light of the criticisms offered in regard to them, and also to have an Urdu alphabet book prepared in accordance with the Committee's recommendation.

327. The Central Textbook Committee held three meetings during the year. The number of books examined by the Committee was 293, of which 167 were recommended for approval.

328. The Bihar Textbook Committee also held three meetings. It examined 57 books, of which 44 were recommended for approval.

329. The Orissa Textbook Committee held one meeting only, at which it considered 10 books and approved them all.

330. The Society's sales for the year 1909-1910 amounted to Rs. 1,61,911 as against Rs. 1,79,397 in the year 1908-1909. The collections during the year amounted to Rs. 1,48,902. The question of the continuance of or dissolution of the Society was considered during the year in connection with a letter from Government in reply to a reference made by Sir Alexander Pedler on the subject in 1906. Government declined to take any measures for the reconstitution of the Society, and left it to the Managing Committee to do as they thought best, *i.e.*, either to carry on the work on the present lines or to take steps to dissolve the Society. But a Society cannot even cease to exist except after application to a Court on the part of three-fifths of its members. Hence the desirability or otherwise of its continuance cannot be considered unless it is reconstituted and placed on a legal basis. It was accordingly decided that the business of legalising the position of the Society should be first taken up, and the President was desired to ascertain whether certain gentlemen resident in India were willing to become members. As the majority of the gentlemen addressed have signified their willingness, the question of reconstituting the Society will now be placed in the hands of the Society's Solicitors, but whether for continuance or dissolution remains yet to be settled.

CHAPTER XVI.

SUMMARY AND GENERAL REMARKS.

Summary for the year 1909-1910.

The Year's Expansion.

331. There was again a satisfactory increase all round—of over 1,200 institutions, of close upon 54,000 pupils, and of 6½ lakhs of expenditure. These figures would have been still better if statistics had been received from the seven Feudatory States which had been transferred to Orissa in 1905 and which returned in the preceding year 212 schools and 16,787 pupils.

The Educational Services.

332. The number of appointments in the Indian and Provincial Services increased by 8 and 9 respectively for the improvement of Government colleges. Two more appointments in the latter service had to be created for the Hooghly Madrasa, but there was a corresponding reduction owing to the posts of Superintendent of the Hazaribagh Reformatory School and Vice-Principal of the School of Art being placed outside the grades.

333. Proposals are under the consideration of Government for improving the prospects of the Provincial Service, and it is also in contemplation to revise the scale of pay in the Indian Service, the number of personal allowances which are now given to the latter being quite inadequate to its present strength.

334. The college and madrasa improvement schemes also necessitated an addition of 18 appointments to the cadre of the Subordinate Educational Service, and advantage was taken of these opportunities to reduce 9 appointments in the lowest grade of the Lower Subordinate Educational Service, the organization of which continues most unsatisfactory.

335. The strength of the inspecting staff, both male and female, remained unaltered, the appointment of an Additional Inspector and an Assistant Inspectress of Schools for the Tirhut Division, which had been administratively sanctioned by Government, having been kept in abeyance for want of funds. In view of the very small number of high schools in the Bhagalpur, Orissa, and Chota Nagpur Divisions, it is in contemplation to transfer the Additional Inspectors sanctioned for these areas to the Burdwan and Presidency Divisions, in which such schools are numerous. Five Muhammadan officers, three Assistant Inspectors, one Additional Deputy Inspector and two Sub-Inspectors were detailed from the general staff for the exclusive supervision of Muhammadan education.

336. Most of the Deputy and Sub-Inspectors of Schools are reported to have done good work during the year.

337. Assistant Sub-Inspectors as a class are not well spoken of, most of them being men of inferior qualifications. The *Guru*-instructor, on the other hand, is believed to be a useful officer, his services having of special value in improving the teaching capabilities of the very large number of untrained *gurus* who still conduct village *pathsalas*.

338. The number of Arts Colleges rose from 31 to 32, the Diocesan Girls' School at Calcutta having been returned as a college for the first time. The increase in the number of college students from 4,655 to 7,154, or by more than 50 per cent. in a single year, is phenomenal, and is no doubt the result of the very high percentage of success at the previous Entrance examination of the Calcutta University.

339. The various improvements effected in conformity with the University regulations necessarily involved increased cost in colleges by about 2 $\frac{3}{4}$ lakhs; but as fee receipts and subscriptions improved by 2 $\frac{1}{2}$ lakhs, the additional burden on Provincial revenues came up only to a little over a quarter of a lakh. The average annual cost to Government of educating a college student was Rs. 55, but in Government colleges it ranged between Rs. 126 in the Presidency College and Rs. 582 in the Bethune College.

340. All Government colleges, including the Sibpur Engineering College and the Patna Law College, have now Governing Bodies of their own, those for the Presidency and Sibpur Colleges being invested with wider powers than others in respect of appointments and in the administration of lump grants for furniture, apparatus, and other contingent charges.

The question of accommodation as well as of affiliation in the various groups of subjects for the University examinations continues to present great difficulty in some of the Government colleges.

341. The Sanskrit College was thoroughly reorganized during the year. The B. A. classes were opened in June 1909, and it is hoped that the institution will be shortly affiliated in the several branches of the M. A. examination in Sanskrit.

342. It was decided during the year to retain the Krishnagar College on its present footing, the local public having offered donations to meet a part of the cost of its future maintenance.

343. The secondary schools for Indian boys were better attended than in the preceding year. There was a steady endeavour to improve the staff of these schools, whether under Government or under private management; and the result was an increase of over a lakh of rupees in their maintenance charges, which were met from fees and subscriptions. Another satisfactory sign of the year's improvement was a growing appreciation of the direct method of teaching English, for which credit is due to the Training Colleges for Indian Teachers.

344. Middle Vernacular schools again showed a decline; but this was more than counterbalanced by a rise in the number of Middle English schools, the growing unpopularity of the former being further marked by a slight decrease in the average annual cost of maintaining them. Nearly all Inspectors have once more drawn attention to the deleterious effect of the abolition of the old system of Middle examinations at the end of Standard VI and advocated its reinstatement.

Primary
Education.

345. The primary schools for Indian boys showed an increase, both in number and attendance; but there is the same complaint of want of funds, the inadequacy of the *guru's* income to secure efficient discharge of his duties, and the consequent weakening of control over his working in spite of a fairly strong inspecting staff.

346. The Calcutta Municipality recognized its responsibility in the matter of making suitable provision for primary education in the town, and the question of opening a few well-equipped and up-to-date schools for boys and girls in the different wards is under consideration.

347. The claims of the aboriginal and indigent classes to receive free primary education were kept in view, and schools were opened for them both in the Tributary Mahals of Orissa and in the district of Angul.

348. As in the case of middle schools, most of the Inspectors recommend reinstatement of the public examination at the end of Standard IV, if not at the end of Standard II as well.

349. The revised syllabus of studies up to Standard II was introduced in the Province in January 1909, and a Teachers' Manual was prepared by the Department to enable *gurus* to deal with the various subjects of the curriculum.

Training Schools.

350. The David Hare Training College at Calcutta and the Bankipore Training College continued to do useful work by training teachers for secondary schools, and the question of further improving their efficiency by strengthening their staffs is being considered.

Vernacular
Training Schools.

351. The scheme for the improvement of vernacular training schools by lengthening the course from 2 to 3 years and raising the value of stipends could not be given effect to during the year; but the revised syllabns of studies was introduced into the 1st year class at the beginning of the session in January last.

Guru-training
Schools.

352. A very important step was taken during the year to improve the status of the *guru*-training schools by declaring the services of the Head Pandit as qualifying for pension. Many of the existing Head Pandits, however, are reported to be inexperienced young men, hardly able to maintain discipline or impart a sound knowledge in the art of teaching to the *guru* pupils they have to train. A better class of officers, it is hoped, will be available when the improvement scheme of the first grade training schools will have been carried out in full. The difficulty hitherto experienced in connection with the construction of buildings for these schools has since the close of the year been solved by Government issuing orders that henceforth the work will be executed by the Public Works Department.

353. The unwillingness of many of the trained *gurus* to resume teaching work, owing no doubt to the poor remuneration they can expect to get, continues, and the loss to the Department of the cost of training these men is heavy. But there seems to be hardly any remedy for this state of things until we can substantially raise the *guru's* income above its present level.

Law Colleges.

354. The year under review saw the opening of the two new Law Colleges—one at Patna maintained by the Department, and the other at Calcutta maintained by the University.

The Engineering
College.

355. The scheme for the removal of the Engineering College from Sibpur to Ranchi made slow progress during the year, and owing to insufficient accommodation work had to be conducted at Sibpur under increased difficulties.

356. The proposal for strengthening the staff of this college in connection with the requirements of the University is now under the consideration of Government. The equipment of the Mining Laboratory was completed during the year, and it is now capable of dealing with coal or ore in sufficient bulk and to show by experiment the chemical possibilities of various seams, etc.

The term of five years for which the scheme of mining instruction in the mining districts was sanctioned expired in June last, and Government has been addressed for its continuance for another two years.

357. The Bihar School of Engineering was raised to the Upper Subordinate standard, so that it can now prepare students to become second grade Overseers. Bihar School of Engineering.

358. Proposals have been approved by Government for the reorganization of the Survey Schools at Cuttack and Patna. This will be effected as soon as funds permit. Survey Schools.

359. The Serampore Weaving Institute completed the first year of its existence. Its popularity was assured from the very start, the number of actual weavers in the artisan class having been as many as 45 in June last. Of the five outlying schools subordinate to this institute which received the sanction of Government, one was opened during the year in Bihar and is in charge of a teacher who had been trained here. There was besides another weaving school started at Sambalpur under the auspices of the District Committee. The Weaving Institute.

360. These classes amply justified their establishment, and have since the close of the year been placed on a permanent footing under orders of Government. Government Commercial Classes.

361. The course of instruction in the School of Art underwent thorough revision. All students will now receive two years' elementary training, and will thereafter be allowed to choose, each according to his own aptitude, a separate department, such as Fine Arts, Industry, and so forth. The Teacher's Department is said to be unpopular, as there are likely to be very few openings in this direction because of the omission of drawing from the curriculum of the Matriculation examination. The School of Art.

362. The B and C classes were as unsatisfactory as ever, especially the latter. A thorough revision of these classes will take place when the School Final examination is introduced. B and C Classes.

363. The agricultural classes in connection with the zilla schools at Gaya, Dumraon, Puri and Hazaribagh, and the Municipal High School at Burdwan have been abolished since the close of the year on the recommendation of the special Board of Examiners to inspect them; but the teachers at Gaya and Dumraon have been retained to give lessons for the present in nature study. Agricultural Education.

364. The number of Indian girls at schools showed a further advance, the rise in the last three years being no less than 35 per cent.—a very satisfactory record of progress—though for obvious reasons the greater part of this accession must belong to the elementary standard, hardly any improvement being yet perceptible in the secondary and collegiate stages of instruction. Education of Indian Girls.

365. The most important measures taken during the year for the furtherance of primary education for Indian girls were the transfer of all model primary girls' schools to Government management and the establishment of a number of peasant girls' schools in the Presidency Division. It is now proposed to start a few schools on similar lines for the exclusive benefit of Muhammadan girls.

366. By far the most serious drawback in the progress of female education in this country is the want of female teachers, especially among the Hindus and Muhammadans. The Badshah Nawab College at Bankipore and the Hindu Training School at Calcutta are still in their infancy. They are expected to send out the first batch of trained mistresses in December next. The scheme for the training of schoolmasters' wives and Hindu widows in mufassal stations proved unsuccessful and has now been abandoned; but an attempt is being made in Bihar to induce *gurus* to train their wives for elementary teaching work in village girls' schools. The vernacular training schools for mistresses, mostly under missionary management and attended by Native Christians, continued to do useful work. The most prominent feature in the history of these institutions during the year was an effort at combination, so as to ensure better economy and more efficient organization; and as an earnest of what may be done in this connection, the Christian Normal Training College was opened in Calcutta in January last under the joint control of the Baptist and London Missions.

Zanana Teaching. 367. The work of *zanana* teaching was fairly satisfactory. Both the Inspectresses are of opinion that though comparatively expensive, the system of house-to-house visitation by peripatetic lady teachers is the most popular means of reaching *zanana* women and is capable of indefinite expansion.

The Code for European Schools. 368. The objections made to the revised Code, to which it owes suspension, are likely to be soon removed by adopting a slightly modified system of classification. It is proposed to recognize the four grades in future,—Elementary, Higher Elementary, Secondary, and Higher Secondary,—ample opportunity being given to managers to raise the standard of efficiency in their schools so as to meet the requirements of the secondary grade. The controversy about the Code, far from prejudicing the interests of European education, has on the contrary served to improve it in many schools where the managers are now engaging well-qualified trained teachers to a much greater extent than before, so that altogether there is a more hopeful outlook for European schools in 1911 than there has been for many years.

369. The Inspector has drawn attention to a drop in the total expenditure on European schools by about a lakh and a quarter, owing chiefly to the falling off in the income from subscriptions and endowments. This is unsatisfactory, as the further development of European education in Bengal should look for its main support to private liberality.

Muhammadian Education. 370. The *madrassa* and the *maktab* improvement schemes were partially carried out during the year under report, and the immediate result was a large increase in the number of *maktabs* which adopted the Departmental course. The unexpected delay in completing the *Maktab* Teachers' Manual interfered with the proposed conversion of some of the existing *guru*-training schools into institutions for training *mianjis*.

371. The increase of Muhammadan pupils in public institutions, especially in colleges and secondary schools, is a very hopeful feature of the year's operations.

The Education of Aborigines. 372. The progress of education among the aborigines has been steadily maintained, the increase in the number of pupils recorded in the past three years being about 30 per cent., and the Department is indebted for this result chiefly to the philanthropic efforts of Christian missions.

GENERAL REMARKS.

373. In last year's report attention was called to the two methods of progression in matters educational which present conditions in Bengal and in fact in India seemed to render necessary. There is first the quiet ordinary extension of education along the lines hitherto laid down and regarded as sufficient for the needs of the country, and there is over and above this the necessity for an advance *per saltum* in order that the wide interval that separates India in almost every branch of education from the rest of the civilized world may be appreciably reduced. But if there is to be a sudden advance in education there must likewise be a sudden increase in the cost, and unfortunately Provincial revenues, as at present constituted, are not in a position to respond to a demand for immediate and large expenditure. It will be difficult enough to provide from these revenues the funds necessary to meet the normal extension of education along existing lines. When it is remembered that the Educational Budget for the year under review amounted to Rs. 59,17,000, it will be seen that an annual increase of merely 2 per cent., which certainly does not represent a very violent rate of progression, would amount to approximately 1 lakh, and would therefore of itself constitute a sufficient tax on the resources of the Local Government. Hence the necessity for looking elsewhere for the greater part of the funds required to finance large schemes of educational improvement, and hence also the necessity, as pointed out in last year's report, of some order of priority in dealing with the claims of different branches of education. As to the sources from which assistance may legitimately be expected, we may in the first place look to

private liberality, and secondly to the Imperial Government. There is no doubt that Bengal is gradually awakening to the necessity of more liberal private benefactions for the purposes of education; but though the prospects are not unfavourable in this respect, private effort is not sufficient nor should it be expected to relieve the State from its legitimate responsibilities in the matter of educational expenditure. The Government of India has in the past made generous grants for the development of specific branches of education in the Province, and it will no doubt continue to follow the same policy in the future. But however largely private effort may be stimulated, and however liberal may be the assistance from the Imperial Government, the advance cannot, for reasons quite apart from those resting on finance, be too rapid, and the necessity for proceeding according to some definite order still holds good.

374. The actual determination, however, of this priority is a matter of considerable difficulty, so pressing are the claims of the various branches of education. Mr. James's views, as stated in the Report of 1909, were that as the immediate wants of collegiate education had now been met, the case for the improvement of secondary education deserved the first consideration, and that a necessary preliminary to this improvement was the development of the present facilities for the training of teachers. Fortunately this question has already been fully thought out, and the only obstacle that stands in the way of our secondary schools being placed on an efficient footing is finance. Should the Government of India see its way to provide the pecuniary help that has been applied for, the scheme that has been drawn up can be put into operation at once and carried out in its entirety within the course of 5 or 6 years. As for the training of teachers, this is a matter that must necessarily proceed slowly; but it is hoped that the proposals for the development of the Calcutta and Patna Training Colleges, which are at present under consideration, will ensure a steady supply of trained teachers in the future both for Bengal proper and for Bihar.

375. But while there is a little doubt about the paramount importance of improving the system of secondary teaching at the present moment, there are two other branches of education whose claims are little less pressing. These are primary education and technical education. In some respects the former deserves even the first consideration, as it has hitherto been the Cinderella of the educational family, and as far as Provincial revenues are concerned, has received but scant support. It is true that on two separate occasions special grants have been made by the Imperial Government towards primary education in Bengal; but these grants have been applied, as already indicated, to the improvement rather than the extension of primary education, and even for the former object, having been practically swallowed up by schemes for the establishment of *guru*-training schools and the provision of more efficient inspection, they have been lamentably insufficient. The extension of primary education on the other hand, by which an increase in the number of schools rather than in the number of pupils attending existing schools is intended, is more immediately the duty of the Local Government, and yet matters in this respect have at present come to an absolute stand-still. Since the Local Self-Government Act came into operation in 1886, and the control of primary schools was handed over to District Boards, practically no addition has been made to the resources which were then placed at the disposal of the local bodies for the purpose of financing this branch of educational work. Before that date a certain amount was spent annually from Provincial revenues on primary education, and when the control of the latter was entrusted to the District Boards, certain sources of revenue in addition to specific grants were allotted to them by the Provincial Government corresponding to the expenditure formerly incurred. It was also stipulated that the amount spent by the District Boards should not in future be less than the funds thus placed at their disposal. No provision however appears to have been made for the normal expansion of expenditure, and the consequence is that, although many District Boards are anxious to promote the spread of education by increasing the number of schools in their area, or by increasing the number of teachers in individual schools, the only way in which they can do so is by reducing the already miserable pittance given to the individual *gurus*. In the absence of any probable large expansion of their present revenues, and in the face

moreover of the recent orders of Government that the road cess shall not be diverted from the purpose for which it is immediately intended, it is obvious that no relief can be obtained except by the grant of additional sums from Provincial revenues. That District Boards have a strong claim for such assistance can, I think, not be disputed, and the question fully deserves the consideration of Government.

376. The claims of technical education are more difficult to adjudicate. The demands for increased expenditure on this head are certainly both loud and numerous, but it is doubtful whether they are always made with a full appreciation of the problems to be solved, or even with a clear understanding of the meaning of technical education. The ultimate intention is of course the industrial development of the country and the provision of occupation other than literary for its unemployed youth. The question is—will such education by itself secure this object? Technical education and industrial progress undoubtedly act and react beneficially on each other; but in other countries they have always gone hand in hand, and there is considerable danger that a premature and ill-considered development of the former may merely help to swell the army of the unemployed and lead to grave disappointment and discontent. The problem is in fact as much an industrial as an educational one, and until there are more certain indications of capital being forthcoming in considerable amount for industrial enterprise in this country, each step forward in the development of technical education should be slow and deliberate. It is not intended by these remarks that a much larger sum than at present might not be usefully spent on technical education, but the application of funds for this purpose must be carefully watched so that the money be not wasted. One aspect of the possible development of technical education in India may here be noted. It has been suggested that as there appears to be some doubt regarding the extent of the future demand for students trained in technical institutions, it would tend to economy if the central technical college of each Province were to specialize in those subjects which local or other conditions seemed to indicate as most suitable for its curriculum. If this were done, and an unrestricted admission of students from other Provinces were allowed, it would not be unreasonable to look to the Indian Government for a large grant from Imperial revenues towards each of the provincial institutions. Under any circumstances the further development in a large scale of technical education in Bengal will probably require Imperial assistance, and there is every reason to hope that if it can be shown that such assistance will promote the industrial welfare of the country as a whole, it will be forthcoming. One of the wants, for example, which will presently have to be satisfied when the Sibpur College is removed to Ranchi, if not sooner, is that of a Government Technical Institute for Calcutta, which will provide for the teaching of Mechanical and Electrical Engineering and of Industrial Chemistry. Subjects such as these can only efficiently be taught in the localities where the corresponding industries are carried on, and Calcutta has already established itself as a recognized centre for the two former and will most likely become the chief centre in the Province for the last-named industry as well.

377. So much for technical education. P purely industrial education is another matter, and there is probably more scope for the development of the latter rather than the former in Bengal, though there is an equal danger that funds allotted for the purpose may be entirely misspent.

378. There are two other heads of education in Bengal which call for notice here. Female education is still in its infancy, but though the total amount at present spent on it is therefore small, this branch of education is relatively expensive, as practically the whole cost has to be borne by the State. When Bengal awakens, as it may do at any moment, to the necessity of educating its girls as well as its boys, the awakening, it is to be hoped, will be thorough, and will not merely take the form of the benevolent neutrality which represents the mental attitude of many of the parents who now consent to send their girls to school provided it costs them nothing. At present it is the duty of Government to encourage female education by every means in its power, even to the extent of providing it absolutely free of cost, but should the numbers under tuition largely increase, a revision of this policy, if only on the ground

of expense, will become necessary; and if the demand is a real one on the part of parents it should readily stand the test of payment for what is received. The matter is, however, not urgent.

379. European education, as has been pointed out in the chapter on the subject, is also a relatively heavy charge, and though the State has definite obligations in this direction, it has even greater responsibilities with regard to other branches of education. The European community would do well to recognize this, and make a strenuous effort to supplement the endeavours which the Local Government is now making to remove the undoubted deficiencies at present existing in the system of European education in Bengal.

G. W. KÜCHLER,
Director of Public Instruction, Bengal.

EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools, and Scholars in Bengal for the official year 1909-1910.

(For details see General Table III.)

AREA AND POPULATION.			Institutions and scholars.	PUBLIC INSTITUTIONS.							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.		TOTAL.	Advanced.	Elementary and other Schools not conforming to Departmental Standards.	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	
1,24,492 (i. e. excluding seven Feudatory States of Orissa).	Towns, including Municipalities. 146 Villages 1,48,494 Total 1,48,640	Males 2,61,24,820 Females— 2,65,45,049 Total 5,26,69,869 Number of population of school-going age:— Males 39,18,723 Females 39,81,757 Total 79,00,480	Institutions.	For males.	29	16	1,492	35,201	209	3,489	40,436	1,072	3,042	4,114	44,550	Institutions to number of towns and villages.
				For females.	3	1	70	3,065	16	...	3,155	2	90	92	3,247	
			Total ...	32	17	1,562	38,266	225	3,489	43,591	1,074	3,132	4,206	47,797	32.1	
			Scholars.	Males	7,107	2,290	1,70,386	9,92,103	3,440	79,588	12,54,914	11,370	37,523	48,893	13,03,807	Male scholars to male population of school-going age.
Females	47	37		7,344	1,45,233	212	14,632	1,67,505	167	3,897	4,064	1,71,569	Female scholars to female population of school-going age.			
Total ...	7,154	2,327	1,77,730	11,37,336	3,652	94,220	14,22,419	11,537	41,420	52,957	14,75,376	18.6				

Abstract Return of Expenditure on 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 { For Males ... ,, Females...	Rs. 10,67,875	Rs. 7,20,646	Rs. 33,66,852	Rs. 29,04,700	Rs. 3,63,208	Rs. 9,34,400	Rs. 93,57,681	
	26,836	14,156	5,65,044	3,77,930	39,264	...	10,23,230	
Total ...	10,94,711	7,34,802	39,31,896	32,82,630	4,02,472	9,34,400	1,03,80,911	
2.—(a) Percentages of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	7.35	11.29	13.98	7.32	7.26	8.84	56.04	
(b) Percentages of District Fund expenditure included in columns 2—23 to total District Fund expenditure on Public Instruction.	21	...	14.44	62.85	11	4.25	81.76	
(c) Percentages of Municipal expenditure included in columns 2—23 to total Municipal expenditure on Public Instruction.	68	...	18.28	57.29	...	11.28	87.53	
(d) Percentages of total expenditure included in columns 2—23 to total expenditure on Public Instruction.	7.25	4.86	26.07	21.76	2.67	6.19	68.80	
(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.	182 0 6	376 7 10	24 1 2	9 12 9	101 3 2	118 0 9	58 7 1	
{ Cost to District and Municipal Funds.	...	...	0 0 7	0 1 2	0 5 6	0 3 4	0 1 5
{ Total cost ...	296 4 0	465 9 1	48 5 10	10 6 10	105 5 8	138 15 5	78 10 0	
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	6 0 7	0 0 10
{ Cost to District Funds.	...	...	5 12 9	2 12 6	...	44 0 9	4 11 10
{ Total cost ...	...	...	9 8 10	3 0 2	...	68 7 7	7 0 8
Municipal institutions. { Cost to Provincial Revenues.	38 1 1	...	4 2 10	...	...	...	6 6 6
{ Cost to Municipal Funds.	10 14 8	...	4 3 2	4 15 0	...	...	4 11 6
{ Total cost ...	150 12 1	79 1 10	21 4 2	6 4 2	...	...	23 7 3
Institutions in Native States. { Cost to Native States Revenues.	...	...	13 13 4	3 3 0	...	15 1 2	8 4 4
{ Cost to District and Municipal Funds.	...	...	...	...	...	...	...
{ Total cost ...	...	...	14 9 9	3 6 10	...	15 2 5	8 12 0
Aided institutions. { Cost to Provincial Revenues.	26 7 9	135 0 0	4 5 3	0 4 5	76 15 8	1 6 7	0 12 7	
{ Cost to District and Municipal Funds.	...	...	1 6 1	0 13 9	...	0 13 2	0 14 4
{ Total cost ...	125 5 5	1,907 8 0	23 6 2	3 2 0	189 15 4	5 12 5	5 6 7	
Unaided institutions— Total cost ...	130 2 6	38 5 5	20 3 6	2 2 0	...	8 6 1	8 3 10	
All institutions. { Cost to Provincial Revenues.	54 4 9	239 8 4	4 2 8	0 5 5	99 9 2	4 12 4	2 1 5	
{ Cost to District and Municipal Funds.	0 7 11	...	1 1 11	0 11 10	0 5 1	0 11 7	0 12 7	
{ Total cost ...	162 14 5	312 13 0	23 4 5	3 1 2	111 0 5	10 8 7	7 12 1	

TABLE II.

GENERAL STATISTICS.

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Bengal for the official year 1909-1910.
(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.
9,52,854	1,85,743	11,38,597	5,64,826	1,15,053	8,76,586	2,72,244	17,40,461	47,07,767	1,50,88,678
9,52,854	1,85,743	11,38,597	5,64,826	1,15,053	8,76,586	2,72,284	17,40,461	47,07,767	1,50,88,678
11.77	2.27	14.04	1.67	2.32	15.62	3.65	6.66	43.96	100.00
1.45	.65	2.03	...	...	7.75	3.76	4.63	18.24	100.00
4.09	1.12	5.21	...	...	2.31	.50	4.44	12.47	100.00
6.31	1.23	7.54	3.75	.76	5.81	1.81	11.53	31.53	100.00

Return of Schools and Scholars in Bengal

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
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	7	1,769	1,627	1,614	2	84
<i>Colleges for Professional Training—</i>						
Law	5	516	477	410	1	15
Medicine	1	566	611	607	...	...
Engineering	1	352	350	321	...	...
Teaching	3	52	52	43	...	...
Total for Colleges ...	17	3,255	3,117	2,995	3	99
SCHOOL EDUCATION.						
(GENERAL)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	39	10,980	9,866	8,227	2	556
{ Middle Schools ... { English ...	7	807	710	559	44	4,107
{ Vernacular ...	16	1,096	1,044	842	98	6,366
Total for Secondary Schools for Boys ...	62	12,883	11,620	9,628	144	11,029
For Girls { High Schools ... English ...	1	149	150	127	...	...
{ Middle Schools ... { English ...	1	110	118	114	...	...
{ Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	2	259	268	241	...	...
Total for Secondary Schools both for Boys and Girls.	64	13,142	11,888	9,869	144	11,029
<i>Primary Schools—</i>						
For Boys { Upper Primary	196	8,708	8,256	6,185	38	3,984
{ Lower Primary	2	30	25	22	71	5,105
Total for Primary Schools for Boys ...	198	8,738	8,281	6,207	109	9,089
For Girls { Upper Primary	27	1,536	1,437	1,074	1	75
{ Lower Primary	59	2,381	2,253	1,640	...	...
Total for Primary Schools for Girls ...	86	3,917	3,690	2,714	1	75
Total for Primary Schools both for Boys and Girls.	284	12,655	11,971	8,921	110	9,164
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Training Schools—</i>						
(a) For Masters	206	3,372	3,357	2,948	...	...
(b) For Mistresses	2	25	25	23	...	...
Schools of Art	1	227	215	201	...	...
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	3	451	467	412	...	...
Engineering or Surveying Schools ...	2	242	249	219	...	...
Industrial Schools	4	199	187	159	6	155
Commercial Schools	1	158	190	120	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Other Schools ... { Madrasas	2	642	655	460	...	...
{ Reformatory Schools	1	478	467	451	...	...
{ Miscellaneous Schools	9	519	471	376	...	...
Total ...	231	6,313	6,283	5,369	6	155
Total for Colleges and Schools of Public Instruction.	596	35,365	33,259	27,154	263	20,447

GENERAL STATISTICS.

TABLE III.

for the official year 1909-1910.

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
87	78	...	...	...	...	10	2,921	2,777	2,469
17	13	...	...	...	...	...	...	...	...
...
...	...	...	...	...	...	1	4	4	3
104	91	...	...	...	...	11	2,925	2,781	2,472
502	399	2	484	442	363	194	35,520	32,995	26,574
3,987	3,184	18	1,639	1,580	1,196	523	42,525	40,522	33,050
6,200	4,983	4	239	231	147	219	13,759	12,869	10,643
10,689	8,566	24	2,362	2,253	1,706	936	91,804	86,386	70,267
...	...	...	...	...	...	13	1,779	1,701	1,451
...	...	...	...	...	...	31	3,308	3,205	2,835
...	...	...	...	...	...	17	1,840	1,742	1,406
...	...	...	...	...	...	61	6,927	6,648	5,692
10,689	8,566	24	2,362	2,253	1,706	997	98,731	93,034	75,959
3,898	2,966	24	1,447	1,370	914	2,862	1,42,625	1,38,061	1,11,257
4,942	3,480	24	677	604	449	24,793	7,40,656	6,96,087	5,77,618
8,840	6,446	48	2,124	1,974	1,363	27,655	8,83,281	8,34,148	6,88,875
60	40	3	143	145	99	193	10,281	9,776	7,437
...	...	22	560	521	365	2,331	54,256	51,735	40,176
60	40	25	703	666	464	2,524	64,537	61,561	47,613
8,900	6,486	73	2,827	2,640	1,827	30,179	9,47,818	8,95,709	7,36,488
...	...	...	...	...	...	3	68	64	59
...	...	...	...	...	...	14	187	179	170
...	...	...	...	...	...	1	73	66	55
...
...	...	...	...	...	...	1	16	15	10
159	128	...	...	...	...	42	1,211	1,142	973
...	...	...	...	...	...	3	224	239	195
...
...	...	...	...	...	...	8	514	465	358
...
...	...	11	151	131	99	2,623	71,416	66,479	55,576
159	128	11	151	131	99	2,695	73,709	63,649	57,398
19,852	15,271	108	5,340	5,024	3,632	33,882	11,23,183	10,60,173	8,72,315

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of institutions.	Grand Total of scholars on 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.		
	19	19	20	21	22	23
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	13	2,380	2,229	1,926	32	7,154
<i>Colleges for Professional Training—</i>						
Law	5	822	838	623	11	1,353
Medicine ... ..	...	...	...	...	1	566
Engineering ... ..	...	...	...	...	1	352
Teaching ... ..	...	...	...	...	4	56
Total for Colleges ...	18	3,202	3,067	2,549	49	9,481
SCHOOL EDUCATION.						
(GENERAL.)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	159	39,469	38,940	29,469	396	87,009
{ Middle Schools ... English ...	123	9,161	8,633	6,900	715	58,239
{ Middle Schools ... Vernacular ...	44	3,390	3,038	2,512	381	24,850
Total for Secondary Schools for Boys ...	326	52,020	50,611	38,881	1,492	1,70,098
For Girls { High Schools ... English ...	3	281	256	198	17	2,209
{ Middle Schools ... English ...	2	106	100	89	34	3,524
{ Middle Schools ... Vernacular ...	2	59	68	55	19	1,899
Total for Secondary Schools for Girls ...	7	446	424	342	70	7,632
Total for Secondary Schools both for Boys and Girls.	333	52,466	51,035	39,223	1,562	1,77,730
<i>Primary Schools—</i>						
For Boys { Upper Primary	89	4,459	4,118	3,526	3,209	1,61,223
{ Lower Primary	7,102	1,51,089	1,36,011	1,16,408	31,992	8,97,557
Total for Primary Schools for Boys ...	7,191	1,55,548	1,40,129	1,19,934	35,201	10,58,780
For Girls { Upper Primary	8	602	545	497	232	12,637
{ Lower Primary	421	8,722	8,078	6,686	2,833	65,919
Total for Primary Schools for Girls ...	429	9,324	8,623	7,183	3,065	78,556
Total for Primary Schools both for Boys and Girls.	7,620	1,64,872	1,48,752	1,27,117	38,266	11,37,336
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Training Schools—</i>						
(a) For Masters ... ..	...	...	...	...	209	3,440
(b) For Mistresses ... ..	...	...	...	...	16	212
Schools of Art	2	324	255	240	4	624
Law Schools ... ..	...	...	...	...	...	...
Medical Schools	4	1,126	1,154	819	7	1,577
Engineering or Surveying Schools ... ..	...	...	...	...	3	258
Industrial Schools	18	381	348	286	70	1,946
Commercial Schools	6	227	222	166	10	609
Agricultural Schools	1	6	7	6	1	6
Other Schools... { Madrasas	18	1,209	1,160	1,028	28	2,365
{ Reformatory Schools ... ..	...	...	...	...	1	478
{ Miscellaneous Schools	722	14,271	13,942	10,987	3,365	86,357
Total ...	771	17,544	17,088	13,532	3,714	97,872
Total for Colleges and Schools of Public Instruction.	8,742	2,38,034	2,19,942	1,82,421	43,591	14,22,419

TABLE III.
for the official year 1909-1910.

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
7,107	47	7,154	3,098	12	3,110	6,416	42	6,458	1	...
1,353	...	1,353	...	...	...	...	...	...	...	...
551	15	566	...	...	...	...	...	...	15	...
300	...	300	...	...	...	52	...	52	...	...
34	...	34	...	...	...	...	22	22	...	...
9,345	62	9,407	3,098	12	3,110	6,468	64	6,532	16	...
81,314	56	81,370	40,623	15	40,638	85,409	10	85,419	65	...
27,301	193	27,494	841	26	867	56,312	190	56,502	358	...
1,759	1	1,760	...	...	...	24,654	196	24,850	196	...
1,10,374	250	1,10,624	41,464	41	41,505	1,66,375	396	1,66,771	619	...
198	1,794	1,992	3	722	725	85	1,085	1,170	...	228
524	2,450	2,974	110	558	668	64	971	1,035	...	572
...	153	153	...	...	...	107	1,792	1,899	...	107
722	4,397	5,119	113	1,280	1,393	256	3,848	4,104	...	907
1,11,096	4,647	1,15,743	41,577	1,321	42,898	1,66,631	4,244	1,70,875	619	907
244	174	418	95	...	95	1,54,671	6,174	1,60,845	6,346	...
84	7	91	5	...	5	8,34,596	62,870	8,97,466	62,877	...
328	181	509	100	...	100	9,89,267	69,044	10,58,311	69,223	...
282	509	791	...	...	...	356	11,498	11,854	...	636
28	39	67	...	133	133	1,882	63,970	65,852	...	1,910
310	548	858	...	133	133	2,238	75,468	77,706	...	2,546
638	729	1,367	100	133	233	9,91,505	1,44,512	11,36,017	69,223	2,546
257	...	257	315	...	315	3,440	...	3,440	...	...
...	65	65	...	...	...	...	186	186	...	...
571	2	573	...	...	...	51	...	51	2	...
...
640	2	642	...	...	...	872	18	890	20	...
242	...	242	...	...	...	16	...	16	...	...
625	11	636	90	6	96	982	447	1,429	23	...
498	111	609	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	...	6	...	...
531	...	531	2,116	...	2,116	799	1	800	1	...
10	...	10	...	...	...	468	...	468	...	...
432	63	495	47,301	7,991	55,292	59,963	12,808	72,771	7,629	341
3,806	254	4,060	49,822	7,997	57,819	66,597	13,460	80,057	7,675	341
1,24,885	5,692	1,30,577	94,597	9,463	1,04,060	12,31,201	1,62,280	13,93,481	77,533	3,794

	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.		
			22	23	24	25	26	27	28	29	30			31	32	33	34
PRIVATE INSTITUTIONS.													
1. <i>Advanced, teaching—</i>													
(a) Arabic or Persian ...	555	6,509	9	...	9	5,903	148	6,051	2,899	37	2,936	146	...
(b) Sanskrit ...	519	5,028	...	...	...	5,028	...	5,028	45	...	45	...	...
(c) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. <i>Elementary, teaching a Vernacular only or mainly.</i>	2,491	26,970	16	...	16	234	20	254	25,935	1,035	26,970	1,035	...
For Boys	18	292	...	8	8	...	8	8	6	278	284	...	6
For Girls	292	4,163	...	...	...	3,503	349	3,852	626	8	634	352	...
3. <i>Elementary, teaching the Koran.</i>	40	554	...	...	...	14	436	450	6	107	113	...	16
For Boys	259	7,827	3,195	6	3,201	625	7	632	7,361	85	7,446	92	...
For Girls	32	1,614	...	19	19	...	280	280	20	1,594	1,614	...	20
Total ...	4,206	52,957	3,220	33	3,253	15,307	1,248	16,555	36,898	3,144	40,042	1,625	42
Grand Total for 1909-1910 ...	47,797	14,75,376	1,28,105	5,725	1,33,830	1,09,904	10,711	1,20,615	12,68,099	1,65,424	14,33,523	79,158	3,836

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1910 in Bengal, classified according to Sex, Race, or Creed.

	Europeans and Eurasians.	Native Christians.*	HINDUS.		Muhamma- dans.	Buddhists.	Parseis.	Others.*	Total.	
			Brahmans.	Non-Brah- mans.						
UNIVERSITY EDUCATION.										
<i>Arts Colleges—</i>										
English ...	Male ...	21	92	2,121	4,366	494	8	3	2	7,107
	Female ...	4	17	6	20	...	...	...	...	47
<i>Colleges for Professional Training—</i>										
Law ...	Male ...	2	...	354	951	46	...	...	...	1,353
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	75	5	168	300	2	...	1	...	551
	Female ...	13	1	...	1	...	...	...	...	15
Engineering ...	Male ...	33	...	116	194	9	...	...	...	352
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	1	4	29	...	...	...	...	34
	Female ...	...	...	...	9	13	...	...	...	22
Total ...	148	116	2,769	5,870	564	8	4	2	9,481	
SCHOOL EDUCATION.										
(GENERAL)										
<i>Secondary Schools—</i>										
<i>For Boys—</i>										
High Schools ...	Male ...	1,585	1,580	23,922	50,260	9,271	89	62	175	86,944
	Female ...	50	...	4	6	...	...	4	1	65
<i>Middle Schools—</i>										
English ...	Male ...	1,568	1,313	12,734	34,912	6,646	7	5	696	57,881
	Female ...	183	11	39	120	4	...	...	1	358
Vernacular ...	Male ...	...	541	4,826	15,740	3,002	...	...	545	24,654
	Female ...	...	48	32	113	3	...	...	...	196
<i>For Girls—</i>										
High Schools ...	Male ...	123	35	14	41	5	1	...	9	228
	Female ...	828	448	157	510	5	2	5	26	1,981
<i>Middle Schools—</i>										
English ...	Male ...	483	23	15	40	...	1	7	3	572
	Female ...	1,932	717	71	194	...	3	30	5	2,952
Vernacular ...	Male ...	...	12	21	74	...	...	...	...	107
	Female ...	...	606	317	848	11	...	...	10	1,792
Total ...	6,752	5,334	42,152	1,02,858	18,947	103	113	1,471	1,77,730	
<i>Primary Schools—</i>										
<i>For Boys ...</i>										
High Schools ...	Male ...	278	7,504	1,06,527	6,95,411	1,33,992	611	12	45,222	9,89,557
	Female ...	176	1,213	12,280	49,868	4,131	43	1	1,511	69,223
<i>For Girls ...</i>										
High Schools ...	Male ...	294	373	344	1,362	137	10	3	23	2,546
	Female ...	514	4,147	16,017	48,732	6,145	21	4	430	76,010
Total ...	1,262	13,237	1,35,168	7,95,373	1,44,405	685	20	47,186	11,37,336	
SCHOOL EDUCATION.										
(SPECIAL)										
Training Schools ...	Male ...	...	130	810	1,917	470	...	...	113	3,440
	Female ...	20	175	4	13	...	...	...	...	212
Schools of Art ...	Male ...	1	3	213	392	8	3	2	...	622
	Female ...	2	...	...	...	...	...	...	...	2
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

* Include Aboriginal Christians.

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1910 in Bengal, classified according to Sex, Race, or Creed (concluded).

		Europeans and Eurasians.	Native Christians.	HINDUS.		Muhammads.	Buddhists.	Parsis.	Others.*	Total.	
				Brahmans.	Non-Brahmans.						
SCHOOL EDUCATION.											
<i>(SPECIAL)—concl'd.</i>											
Other Schools.	Medical Schools	Male ...	5	21	478	878	171	2	2	...	1,557
		Female	16	...	4	20
	Engineering or Surveying Schools.	Male	56	179	23	258
		Female
	Industrial Schools.	Male ...	157	272	140	642	238	2	...	43	1,494
		Female ...	2	295	9	105	20	6	...	15	452
	Commercial Schools.	Male ...	42	8	153	268	25	1	...	1	498
		Female ...	105	6	111
	Agricultural Schools.	Male	4	...	2	6
		Female
	Madrasas	Male	39	2,325	2,364
		Female	1	1
	Reformatory Schools.	Male	14	20	290	145	9	478
		Female
	Miscellaneous Schools.	Male ...	4	256	8,622	6,865	56,530	2	...	32	72,311
Female ...		2	102	127	360	13,455	...	...	...	14,046
Total ...		340	1,302	10,632	11,954	73,411	16	4	213	97,872	
Total for Colleges and Schools of Public Instruction.		8,502	19,989	1,90,721	9,16,055	2,37,327	812	141	48,872	14,22,419	
PRIVATE INSTITUTIONS.											
1. <i>Advanced, teaching—</i>											
(a) Arabic or Persian.	Male ...	...	...	21	1,218	5,103	...	...	...	6,342
	Female ...	...	...	...	...	167	...	...	...	167
(b) Sanskrit	Male ...	...	...	4,840	188	...	...	...	...	5,028
	Female ...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classico.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
2. <i>Elementary, teaching a Vernacular only or mainly—</i>											
For Boys ...	Male ...	...	75	2,290	21,150	1,890	...	...	530	25,935
	Female ...	...	10	118	801	103	...	...	3	1,035
For Girls ...	Male ...	...	...	...	4	2	...	...	...	6
	Female ...	...	...	34	86	90	...	...	76	286
3. <i>Elementary, teaching the Koran only—</i>											
For Boys ...	Male ...	...	...	...	...	3,811	...	...	...	3,811
	Female ...	...	...	...	...	352	...	...	...	352
For Girls ...	Male ...	...	...	...	...	16	...	...	...	16
	Female ...	...	...	...	...	538	...	...	...	538
4. <i>Other Schools not conforming to Departmental Standards—</i>											
For Boys ...	Male ...	...	528	1,135	4,698	1,331	14	...	29	7,735
	Female ...	...	10	16	52	4	5	...	5	92
For Girls ...	Male ...	...	...	1	3	...	16	...	...	20
	Female ...	...	287	470	791	19	23	...	4	1,594
Total for Private Institutions		...	910	8,925	28,991	13,426	58	...	647	52,957	
Grand Total for 1909-1910 ...		8,502	20,899	1,99,646	9,45,046	2,50,753	870	141	49,519	14,75,376	

* Include Aboriginal Christians.

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.									
<i>Arts Colleges—</i>									
English	2,96,165	...	...	1,83,076	...	2,764	4,82,005	3,312	1,200
<i>Colleges for Professional Training—</i>									
Law	33,939	...	...	32,036	...	20,990	86,965	...	...
Medicine	2,26,051	...	...	52,733	...	...	2,78,784	...	...
Engineering	2,49,239	...	...	14,785	...	9,233	2,73,257	...	...
Teaching	51,914	...	...	...	2,680	99	54,693	...	...
Total for Colleges ...	8,57,308	...	...	2,82,630	2,680	33,086	11,75,704	3,312	1,200
SCHOOL EDUCATION.									
(GENERAL.)									
<i>Secondary Schools—</i>									
For Boys { High Schools ... English ...	2,33,196	...	...	2,18,841	2,867	4,525	4,59,429	4,968	250
{ Middle do. { English ...	24,325	...	...	32,710	5	...	57,040	...	18,983
{ Vernacular ...	6,890	...	432	2,205	293	...	9,820	...	36,249
Total for Secondary Schools for Boys ...	2,64,411	...	432	2,53,756	3,165	4,525	5,26,289	4,968	55,482
For Girls { High Schools ... English ...	17,087	...	...	3,813	...	...	20,900	...	...
{ Middle do { English ...	4,642	...	...	23,150	...	...	27,792	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	21,729	...	...	26,963	...	...	48,692	...	...
Total for Secondary Schools both for Boys and Girls.	2,86,140	...	432	2,80,719	3,165	4,525	5,74,981	4,968	55,482
<i>Primary Schools—</i>									
For Boys { Upper Primary ...	85,820	84	...	4,918	26	42	90,890	...	10,634
{ Lower Primary ...	186	13	...	...	...	...	199	...	12,639
Total for Primary Schools for Boys ...	86,006	97	...	4,918	26	42	91,089	...	23,273
For Girls { Upper Primary ...	11,078	248	376	186	718	229	12,835	...	...
{ Lower Primary ...	19,686	92	70	896	162	32	20,938	...	...
Total for Primary Schools for Girls ...	30,764	340	446	1,082	880	261	33,773	...	...
Total for Primary Schools both for Boys and Girls.	1,16,770	437	446	6,000	906	303	1,24,862	...	23,273
SCHOOL EDUCATION.									
(SPECIAL.)									
<i>Training Schools for—</i>									
(a) Masters	3,33,834	1,152	...	12,643	76	189	3,47,894	...	...
(b) Mistresses	8,417	...	...	...	...	...	8,417	...	...
Schools of Art	31,044	...	...	3,655	...	...	34,699	...	...
Law Schools ... ..	...	...	...	...	...	...	...	...	...
Medical Schools	82,427	...	...	15,471	...	505	98,403	...	...
Engineering and Surveying Schools	33,729	...	...	4,018	...	1,970	39,717	...	...
Technical and Industrial Schools	37,234	603	...	1,205	...	270	39,312	960	7,004
Commercial Schools	17,153	...	...	3,959	...	...	21,112	...	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools	1,01,668	...	...	...	...	...	1,01,668	...	...
{ Madrasas	33,088	...	...	3,783	...	4,475	41,346	...	...
{ Miscellaneous Schools	6,111	...	...	314	...	458	6,883	...	...
Total ...	6,84,705	1,755	...	45,048	76	7,867	7,39,451	960	7,004
Total of Direct Expenditure ...	19,44,923	2,192	878	6,14,397	6,827	45,781	26,14,998	9,240	86,959

TABLE IV.
in Bengal for the official year 1909-1910.

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 Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	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	3,368	50	4,236	13,116	...	...	...	...	...	...	...	65,400	...	...
...	1,345	...	...	1,345	...	...	...	...	...	...	...	...	...	...
...
...	...	...	...	...	...	...	...	...	...	...	...	540	...	...
950	4,713	50	4,236	14,461	...	...	...	...	...	...	...	65,940	...	...
2,884	10,601	...	65	18,768	10,249	...	...	1,088	...	...	11,337	1,63,561	2,082	8,346
710	16,425	4,933	7	41,058	19,384	...	...	555	...	24	19,963	69,451	85,827	8,477
1,394	16,209	2,279	78	56,209	1,534	...	...	71	3	18	1,626	15,766	20,583	528
4,988	43,235	7,212	150	1,16,035	31,167	...	...	1,714	3	42	32,926	2,48,778	1,08,492	17,351
...	...	...	...	...	...	...	...	...	...	...	...	69,567	...	420
...	...	...	...	...	...	...	...	...	...	...	...	78,022	...	923
...	...	...	...	...	...	...	...	...	...	...	...	7,791	...	1,580
...	...	...	...	...	...	...	...	...	...	...	...	1,55,380	...	2,923
4,988	43,235	7,212	150	1,16,035	31,167	...	...	1,714	3	42	32,926	4,04,158	1,08,492	20,274
961	1,119	203	...	12,917	3,781	...	...	406	142	12	4,341	47,397	1,55,274	18,693
1,207	830	26	...	14,702	1,410	...	...	...	...	...	1,410	1,06,398	4,61,916	44,107
2,168	1,949	229	...	27,619	5,191	...	...	405	142	12	5,751	1,53,795	6,17,190	62,800
540	91	217	135	983	936	...	...	...	...	...	936	39,544	5,653	4,299
...	...	...	...	...	2,294	...	...	46	...	30	2,370	54,206	67,635	10,247
540	91	217	135	983	3,230	...	...	46	...	30	3,306	93,750	73,288	14,546
2,708	2,040	446	135	28,602	8,421	...	...	452	142	42	9,057	2,47,545	6,90,478	77,346
...	...	...	...	...	...	...	...	...	...	...	...	3,692	...	...
...	...	...	...	...	...	...	...	...	...	...	...	15,015	...	125
...
...
...	...	...	...	...	...	...	...	...	...	...	...	418	...	...
...	...	...	...	...	...	...	...	...	...	...	...	18,702	3,903	1,278
...	1,941	...	983	10,888	...	...	...	...	...	...	...	1,850	...	...
...
...
...	...	...	...	...	...	...	...	...	...	...	...	1,284	120	62
...	...	...	...	...	1,975	...	...	...	...	10	1,985	74,313	36,690	14,388
...	1,941	...	983	10,888	1,975	...	...	...	...	10	1,985	1,15,274	40,713	15,853
8,646	51,929	7,703	5,504	1,69,986	41,563	...	...	2,166	145	94	43,968	8,32,917	8,39,683	1,13,473

GENERAL
Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards— <i>concid.</i>				Unaided.	
	Fees, including fees paid from Mohan Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohan Fund.	Subscriptions.
26	27	28	29	30	31	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.						
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	1,49,068	12,940	82,056	3,09,464	1,01,492	874
<i>Colleges for Professional Training—</i>						
Law ... ..	...	...	...	...	31,928	...
Medicine ... ..	...	...	...	...	...	...
Engineering ... ..	...	...	...	...	...	...
Teaching ... ..	...	...	7,090	7,630	...	...
Total for Colleges ...	1,49,068	12,940	89,146	3,17,094	1,33,420	874
SCHOOL EDUCATION.						
(GENERAL.)						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	5,58,441	1,21,547	84,480	9,38,457	6,90,108	72,779
{ Middle do. { English ...	2,60,771	1,45,448	62,823	6,32,797	30,862	41,687
{ Vernacular...	44,008	27,753	3,663	1,12,301	8,146	7,775
Total for Secondary Schools for Boys ...	8,63,220	2,94,748	1,50,966	16,83,555	7,29,116	1,22,241
For Girls { High Schools ... English ...	1,06,213	23,055	30,744	2,29,999	3,453	4,293
{ Middle do. { English ...	80,368	38,782	36,258	2,34,353	2,740	302
{ Vernacular...	1,665	14,008	3,011	28,055	1,013	63
Total for Secondary Schools for Girls ...	1,88,246	75,845	70,013	4,92,407	7,206	4,658
Total for Secondary Schools both for Boys and Girls.	10,51,466	3,70,593	2,20,979	21,75,962	7,36,322	1,26,899
<i>Primary Schools—</i>						
For Boys { Upper Primary	2,45,912	43,968	40,007	5,51,251	6,162	5,172
{ Lower Primary	10,48,581	1,13,273	1,59,391	19,33,666	2,30,193	17,774
Total for Primary Schools for Boys ...	12,94,493	1,57,241	1,99,398	24,84,917	2,36,355	22,946
For Girls { Upper Primary	13,327	24,442	24,069	1,11,631	240	4,065
{ Lower Primary	7,822	45,753	21,343	2,07,006	2,417	6,054
Total for Primary Schools for Girls ...	21,449	70,195	45,412	3,18,640	2,657	10,119
Total for Primary Schools both for Boys and Girls.	13,15,942	2,27,436	2,44,810	28,03,557	2,39,012	33,065
SCHOOL EDUCATION.						
(SPECIAL.)						
<i>Training Schools—</i>						
(a) Masters ... ..	...	8,257	3,365	15,314	...	...
(b) Mistresses	1,137	11,261	3,434	30,847	...	...
Schools of Art	939	4,391	...	5,945	7,008	...
Law Schools ... ..	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	32,697	60
Engineering and Surveying Schools ...	2	...	...	420	...	...
Technical and Industrial Schools ...	7,808	17,613	14,724	64,028	287	4,457
Commercial Schools	4,556	468	416	7,290	7,865	...
Agricultural Schools ... ..	...	...	...	...	...	...
Other Schools { Reformatory Schools ... ..	...	...	...	...	...	...
{ Madrasas	950	1,303	589	4,308	770	8,712
{ Miscellaneous Schools	80,128	56,631	51,012	3,13,162	15,622	17,693
Total ...	95,510	1,00,424	73,540	4,41,314	64,249	30,922
Total of Direct Expenditure ...	23,11,936	7,11,393	6,28,475	57,37,927	11,73,003	1,91,760

TABLE IV.
in Bengal for the official year 1909-1910.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—							GRAND TOTAL.
MANAGEMENT.		Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohana Funds.	All other sources.			
Unaided.	Total.					Private.	Public.		
							Native State Revenue.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,87,760*	2,90,126	3,64,877	2,400	950	4,37,004	2,89,480	...	...	10,94,711
200	32,128	33,939	...	...	65,309	21,190	...	...	1,20,438
...	...	2,26,051	...	...	52,733	...	...	...	2,78,784
...	...	2,49,239	...	...	14,785	9,233	...	...	2,73,257
...	...	52,454	...	...	...	9,869	...	...	62,323
1,87,960	3,22,254	9,26,560	2,400	950	5,69,831	3,29,772	...	...	18,29,513
1,41,277	9,04,164	4,01,725	2,332	11,230	14,79,079	4,27,540	10,249	...	23,32,155
12,220	84,769	93,776	1,04,810	9,187	3,41,323	2,67,147	19,384	...	8,35,627
3,193	19,114	22,656	56,832	2,354	70,639	45,055	1,534	...	1,99,070
1,56,690	10,03,047	5,18,157	1,63,974	22,771	18,91,041	7,39,742	31,167	...	33,66,852
8,978	16,724	86,674	...	420	1,13,479	67,070	...	...	2,67,623
1,743	4,785	82,664	...	923	1,06,258	77,085	...	...	2,66,930
1,360	2,436	7,791	...	1,580	2,678	18,442	...	...	30,491
12,081	23,945	1,77,109	...	2,923	2,22,415	1,62,597	...	...	5,65,044
1,68,771	10,31,992	6,95,266	1,63,974	25,694	21,13,456	9,02,339	31,167	...	39,31,896
1,868	13,202	1,33,217	1,65,992	19,654	2,58,517	83,088	12,133	...	6,72,601
34,155	2,82,122	1,06,584	4,74,568	45,314	12,79,604	3,08,845	17,184	...	22,32,099
36,023	2,95,324	2,39,801	6,40,560	64,968	15,38,121	3,91,933	29,317	...	29,04,700
...	4,305	50,622	5,901	5,215	14,144	53,234	1,577	...	1,30,693
8,452	16,923	73,892	67,727	10,317	11,181	79,246	4,874	...	2,47,237
8,452	21,228	1,24,514	73,628	15,532	25,325	1,32,480	6,451	...	3,77,930
44,475	3,16,552	3,64,315	7,14,188	80,500	15,63,446	5,24,413	35,768	...	32,82,630
...	...	3,37,526	1,152	...	12,643	11,843	44	...	3,63,208
...	...	23,432	...	...	1,137	14,695	...	...	39,264
1,800	8,808	31,044	...	125	11,592	6,691	...	...	49,452
...
...	32,757	82,427	...	...	48,168	565	...	...	1,31,160
...	...	34,147	...	...	4,020	1,970	...	...	40,137
1,877	6,621	86,896	11,510	1,278	11,241	39,924	...	...	1,20,849
...	7,865	19,003	...	...	16,380	684	...	...	36,267
...	344	...	...	...	...	344	...	...	344
...	...	1,01,668	...	...	...	...	...	...	1,01,668
13,230	22,712	34,372	120	62	5,503	28,309	...	...	68,366
30,812	64,127	80,424	36,690	14,388	96,064	1,54,518	4,073	...	3,86,157
48,063	1,43,234	8,00,939	49,472	15,853	2,06,743	2,59,743	4,117	...	13,36,872
4,49,269	18,14,032	27,87,030	9,30,034	1,22,997	44,53,431	20,16,267	71,052	...	1,03,80,911

* Includes Rs. 120 from District Funds.

GENERAL
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 Madani 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	5,14,899	...	153	...	...	29,899	5,44,951	...	6,058
Furniture and Apparatus (special grants only).	35,256	...	40	50	...	60	35,406	...	1,983
Total ...	5,50,155	...	193	50	...	29,959	5,80,357	...	8,041
University Direction Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in—	...	...	...	...	...	...	...	...	...
Arts Colleges...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...
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 unrecognized Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	5,50,155	...	193	50	...	29,959	5,80,357	...	8,041
Total Expenditure on Public Instruction in 1909-1910.	24,95,078	2,192	1071	6,14,447	6,827	75,740	31,95,355	9,240	95,000

GENERAL
Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards—concd.				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	12,742	26,493	1,79,482	2,99,501	2,977	7,330
Furniture and Apparatus (special grants only).	6,716	10,673	26,080	1,19,598	6,774	3,209
Total ...	19,458	37,166	2,05,562	4,19,099	9,751	10,539
University ... ..	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...
Scholarships or stipends held in—	...	...	...	...	...	...
Arts Colleges...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...
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 unrecognized Tols.	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...
Total of Indirect Expenditure	19,458	37,166	2,05,562	4,19,099	9,751	10,539
Total Expenditure on Public Instruction in 1909-1910.	26,31,444	7,48,559	8,34,037	61,57,026	11,82,754	2,02,299

TABLE IV.

in Bengal for the official year 1909-1910.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—								GRAND TOTAL.
MANAGEMENT.		Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohan Fund.	All other sources.				
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.	
83,055	93,362	5,85,933*	15,982‡	5,750	16,264	3,23,569	5,356	...	9,52,854	
16,483	26,466	1,12,816†	7,000	1,573	13,760	48,428	2,166	...	1,85,743	
99,538	1,19,828	6,98,749	22,982	7,323	30,024	3,71,997	7,522	...	11,33,597	
...	...	1,03,100	...	...	2,67,105	1,94,621	...	...	5,64,826
...	...	1,15,053	...	...	...	...	...	...	1,15,053
...	...	7,76,390	88,063	3,251	...	932	7,950	...	8,76,586	
...	...	87,373	...	...	1,080	29,925	...	...	1,18,378
...	...	7,537	...	...	...	5,697	...	...	13,234
...	...	10,940	1,659	290	...	...	...	...	12,889
...	...	55,057	15,918	140	...	3,693	3,625	...	78,433	
...	...	3,445	16,928	...	...	569	1,034	...	21,976
...	...	8,230	652	...	...	663	...	...	9,545
...	...	5,310	4,800	277	...	486	94	...	10,967	
...	...	3,269	2,832	...	...	493	228	...	6,822
...	...	11,75,704	1,30,852	3,953	2,63,185	2,37,079	12,931	...	18,28,709	
...	...	2,54,064	828	...	7,78,941	3,72,925	413	...	14,07,171	
...	...	6,080	22,031	1,145	...	118	34	...	29,408	
...	...	13,893	321	...	2,757	220	112	...	17,303	
...	54	97	...	...	...	...	151	
...	...	595	44	460	3,288	12	...	...	4,399
...	...	2,438	...	1,566	14,236	9,216	84	...	27,540	
...	...	54,359	29,208	2,970	67,915	95,422	4,615	...	2,54,489	
...	...	3,31,429	52,486	6,238	8,67,137	4,77,913	5,258	...	17,40,461	
99,538	1,19,828	22,05,882	2,06,320	17,519	11,65,346	10,86,989	25,711	...	47,07,767	
5,48,807	19,33,860	49,92,962	11,36,354	1,40,516	56,18,827	31,03,256	96,763	...	1,50,88,678	

* Includes Rs. 3,000 to unaided schools.
† Includes Rs. 7,760 paid to unaided schools.
‡ Includes Rs. 200 to unaided schools.

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

CLASS OF SCHOOL.	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 ...	46	11,787	5,925	...	5,925	2,653	...	2,653
	Vernacular ...	16	1,096	...	...	...	195	...	195
District Fund	English ...	41	3,575	...	...	...	727	...	727
	Vernacular ...	96	6,080	...	...	...	955	...	955
Municipal ...	English ...	5	1,088	301	...	301	248	...	248
	Vernacular ...	2	286	...	...	...	53	...	53
Native States	English ...	20	2,123	177	...	177	341	...	341
	Vernacular ...	4	239	...	...	...	38	2	40
Aided ...	English ...	717	78,045	12,997	2	12,999	17,521	47	17,568
	Vernacular ...	219	13,759	...	...	...	2,011	7	2,018
Unaided ...	English ...	282	48,630	14,312	...	14,312	11,968	1	11,969
	Vernacular ...	44	3,390	...	...	...	415	...	415
	Total ...	1,492	1,70,098	33,712	2	33,714	37,125	57	37,182
FOR GIRLS.									
Government	English ...	2	259	...	34	34	...	73	73
	Vernacular ...	...	...	...	...	...	...	...	...
District Fund	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Municipal ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Native States	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
Aided ...	English ...	44	5,087	...	258	258	28	798	826
	Vernacular ...	17	1,840	...	...	...	7	103	110
Unaided ...	English ...	5	387	...	27	27	...	66	66
	Vernacular ...	2	59	...	...	...	...	6	6
	Total ...	70	7,632	...	319	319	35	1,046	1,081
Total for Secondary Schools both for Boys and Girls.		1,562	1,77,730	33,712	321	34,033	37,160	1,103	38,263
PRIMARY SCHOOLS.									
FOR BOYS.									
Government	...	198	8,738	...	...	...	...	...	...
District Fund	...	102	8,606	...	...	...	...	...	...
Municipal	...	7	483	...	...	...	...	...	...
Native States	...	48	2,124	...	...	...	...	...	...
Aided ...	...	27,655	8,83,281	...	...	...	...	...	...
Unaided ...	...	7,191	1,55,548	...	...	...	...	...	...
	Total ...	35,201	10,58,780	...	...	...	...	...	...
FOR GIRLS.									
Government	...	86	3,917	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...
Municipal	...	1	75	...	...	...	...	...	...
Native States	...	25	703	...	...	...	...	...	...
Aided ...	...	2,524	64,537	...	...	...	...	12	12
Unaided ...	...	429	9,324	...	...	...	...	...	...
	Total ...	3,065	78,556	...	...	...	...	12	12
Total for Primary Schools both for Boys and Girls.		38,266	11,37,336	...	...	...	...	12	12
Grand Total ...		39,828	13,15,066	33,712	321	34,033	37,160	1,115	38,275

TABLE V.

in Bengal at the end of the official year 1909-1910.

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.
2,502	...	2,502	635	...	635	72	...	72	11,787	...	11,787
246	1	247	448	1	449	205	...	205	1,094	2	1,096
1,194	2	1,196	1,405	1	1,406	245	1	246	3,571	4	3,575
1,374	...	1,374	2,939	5	2,944	802	5	807	6,070	10	6,080
259	...	259	264	...	264	16	...	16	1,088	...	1,088
91	...	91	128	...	128	14	...	14	286	...	286
480	...	480	928	3	931	188	6	194	2,114	9	2,123
58	2	60	102	...	102	37	...	37	235	4	239
21,545	64	21,609	22,255	193	22,448	3,384	37	3,421	77,702	343	78,045
3,011	12	3,023	6,837	88	6,925	1,754	39	1,793	13,613	146	13,759
11,198	1	11,199	9,919	59	9,978	1,166	6	1,172	48,563	67	48,630
699	1	700	1,792	29	1,821	450	4	454	3,356	34	3,390
42,657	83	42,740	47,652	379	48,031	8,333	98	8,431	1,69,479	619	1,70,098
...	72	72	...	80	80	...	...	...	...	259	259
...
...
...
...
...
...
85	988	1,073	605	2,068	2,673	46	211	257	764	4,323	5,087
8	214	222	67	921	988	25	495	520	107	1,733	1,840
1	79	80	34	165	199	1	14	15	36	351	387
...	12	12	...	40	40	...	1	1	...	59	59
94	1,365	1,459	706	3,274	3,980	72	721	793	907	6,725	7,632
42,751	1,448	44,199	48,358	3,653	52,011	8,405	819	9,224	1,70,336	7,344	1,77,730
1,931	...	1,931	5,223	12	5,235	1,560	12	1,572	8,714	24	8,738
573	10	583	3,790	281	4,071	3,239	713	3,952	7,602	1,004	8,606
25	...	25	304	6	310	144	4	148	473	10	483
137	1	138	1,090	14	1,104	820	62	882	2,047	77	2,124
22,114	123	22,237	5,14,549	21,942	5,36,491	2,87,682	36,871	3,24,553	8,24,345	58,936	8,83,281
683	4	687	74,867	2,479	77,346	70,826	6,689	77,515	1,46,376	0,172	1,55,548
25,463	138	25,601	5,99,823	24,734	6,24,557	3,64,271	44,351	4,08,622	9,89,557	69,223	10,53,780
...	125	125	19	2,263	2,282	13	1,497	1,510	32	3,885	3,917
...	...	...	...	72	72	...	...	...	...	75	75
...	3	3	...	257	272	16	404	420	31	672	703
...	11	11	15	34,169	35,494	732	27,239	27,971	2,118	62,419	64,537
61	999	1,060	1,325	4,266	4,429	202	4,620	4,822	365	8,959	9,324
...	73	73	...	...	...	...	...	...	...	...	...
61	1,211	1,272	1,522	41,027	42,549	963	33,760	34,723	2,546	76,010	78,556
25,524	1,349	26,873	6,01,345	65,761	6,67,106	3,65,234	78,111	4,43,345	9,92,103	1,45,233	11,37,336
68,275	2,797	71,072	6,49,703	69,414	7,19,117	3,73,639	78,930	4,52,569	11,62,489	1,52,577	13,15,066

Return showing the Results of the Prescribed Examinations in

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				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 ... ..	...	1	...	1	...	2	...	15	17
2. Bachelor of Arts	6	5	6	17	165	299	295	14	773
3. Bachelor of Science	3	3	...	6	116	44	...	...	160
4. Intermediate in Arts	9	10	13	32	285	487	488	...	1,260
5. Intermediate in Science	5	5	4	14	161	247	174	...	582
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
1. Master of Law ... ..	...	...	...	8	2	...	...	...	73
2. Bachelor of Law	2	...	6	8	2	...	71	...	73
2 (a). Preliminary B.L. Examination	5	...	7	12	24	...	717	...	741
(b) Medicine—									
1. Preliminary Scientific L. M. S.	...	...	...	...	...	...	...	...	...
2. First L. M. S.	1	...	...	1	36	...	...	...	36
3. Combined Preliminary Scientific and first L. M. S.	...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examination.	1	...	...	1	97	...	...	...	97
5. Preliminary Scientific M. B.	1	...	...	1	153	...	...	...	153
6. First M. B.	1	...	...	1	81	...	...	...	81
7. Combined Preliminary Scientific and first M. B.	1	...	...	1	17	...	...	...	17
8. Second M. B.	1	...	...	1	18	...	...	...	18
9. Honours in Medicine	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	...	...	...	...	...	...	...	...	...
(c) Engineering—									
1. B. E. Examination	1	...	...	1	21	...	...	...	21
2. F. E. Examination	1	...	...	1	8	...	...	...	8
3. I. E. Examination	1	...	...	1	39	...	...	...	39
(d) Agriculture—									
1. Higher class examination	...	...	...	...	...	...	...	...	...
2. Special ... ..	...	...	...	...	...	...	...	...	...
(e) Teaching—									
1. Bachelor in Teaching	1	...	...	1	17	...	...	...	17
2. L. T. Examination	1	...	...	1	12	...	...	...	12
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation	43	172	133	348	467	719	929	28	2,143
1 (a). Supplementary Entrance.	27	124	100	251	141	526	943	54	1,664
2. B class Examination	5	...	...	5	21	...	...	...	21
3. C ditto	4	...	...	4	6	...	...	...	6
4. High School Honours Examination.	...	...	...	...	...	...	...	...	...
5. High School Examination for Europeans.	...	8	...	3	...	27	...	...	27
6. Middle School Examination.	218	886	263	1,367	2,199	6,917	4,268	...	13,384
7. Upper Primary Examination.	448	3,265	323	4,036	3,188	16,002	4,782	...	23,972
8. Lower Primary Examination.	532	15,842	864	17,238	3,355	52,741	5,725	...	61,821
	47	837	31	915	165	1,994	106	...	2,265

TABLE VI.

Bengal for the official year 1909-1910.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muslims.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23		24
...	2	...	6	8	...	...	3	5	...	...	...	...	...
94	160	114	3	371	...	6	121	217	26	...	...	...	1
49	19	...	...	68	...	1	22	43	2	...	...	...	...
134	252	213	...	599	1	11	207	337	43	...	...	...	...
101	101	67	...	269	4	1	84	169	8	1	...	...	2
...
1	...	35	...	36	...	...	14	20	2	...	...	...	...
15	...	373	...	388	...	...	138	241	8	...	...	...	1
...
22	...	...	...	22	...	...	7	15	...	...	...	...	...
...
46	...	...	...	46	...	3	12	29	2	...	...	...	...
2	...	...	...	2	1	1	...	...	...	...	...	...	...
104	...	...	...	104	...	2	39	63	...	...	...	...	...
1	...	...	...	1	1	...	...	...	...	...	...	...	...
42	...	...	...	42	...	...	13	28	1	...	...	...	...
1	...	...	...	1	1	...	...	...	...	...	...	...	...
14	...	...	...	14	...	1	3	10	...	...	...	...	...
1	...	...	...	1	1	...	...	...	...	...	...	...	...
8	...	...	...	8	...	...	3	5	...	...	...	...	...
...
...
...
...
12	...	...	...	12	1	...	3	8	...	...	...	...	...
5	...	...	...	5	...	...	2	3	...	...	...	...	...
16	...	...	...	16	...	...	7	9	...	...	...	...	...
...
...
15	...	...	...	15	...	...	4	11	...	...	...	...	...
9	...	...	...	9	...	...	...	8	1	...	...	...	...
...
393	580	637	22	1,632	...	12	545	971	104	...	...	...	...
2	10	...	2	14	4	5	1	4	...	...	...	...	...
100	300	546	39	985	...	2	309	574	100	...	...	...	...
2	1	...	...	3	...	...	1	2	...	...	...	...	...
10	...	...	...	10	...	...	4	6	...	...	...	...	...
4	...	...	...	4	...	...	3	1	...	...	...	...	...
...
...	24	...	...	24	24	...	...	...	...	...	...	...	...
...	3	...	...	3	3	...	...	...	...	...	...	...	...
1,848	5,428	3,318	...	10,594	36	155	3,120	6,157	1,068	2	1	...	55
18	139	15	...	172	35	76	13	46	...	1	...	...	1
2,622	11,929	3,964	...	18,515	17	363	4,609	11,383	1,936	4	...	...	203
42	332	14	...	388	12	178	61	137	...	...	...	...	...
2,743	38,399	4,516	...	45,658	...	517	7,844	30,121	6,347	10	...	...	819
111	1,505	88	...	1,704	...	357	350	939	47	1	...	...	10

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 ...	5	1	...	6	350	12	...	41	403
2. Schools of Art Examination ...	...	...	...	...	...	...	...	...	...
3. Vernacular Medical Examination ...	3	...	...	3	78	...	...	...	78
4. Overseer Examination ...	1	...	...	1	66	...	...	...	66
5. Sub-Overseer Examination ...	4	2	...	6	131	30	...	...	161
6. Survey Final Examination ...	1	...	...	1	45	...	...	...	45
7. Commerce—									
(a) Commercial Class { Final ...	1	...	...	1	11	...	...	...	11
(b) Ditto { Special ...					70	...	...	...	70
8. Accounts Examination ...	...	...	...	...	...	...	...	153	153
9. Sanskrit Title Examination ...	1	57		58	17	308		4	329
10. „ Second Examination ...	1	276		277	13	1,318		9	1,340
11. „ First Examination ...	1	423		424	41	2,224		2	2,237
12. Madrasa Central Examination ...	2	1		3	149	11		...	160

GENERAL STATISTICS.

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TABLE VI.

Bengal for the official year 1909-1910.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
200	7	...	34	241	...	4	97	130	10	...	...	...
59	...	...	...	59	...	...	...	Not received.	...	...	...	...
49	...	...	...	49	4	...	14	30	1	...	...	...
56	4	...	...	60	2	...	20	34	4	...	...	...
43	...	...	...	43	...	...	...	Not received.	...	...	...	...
6	...	...	...	6	...	...	5	1	...	...	...	...
59	...	...	...	59	7	1	28	22	1	...	...	...
...	...	...	29	29	2	2	6	19	...	...	...	...
8	70	...	2	80	...	...	76	4	...	...	...	...
10	526	...	2	538	...	...	508	30	...	...	...	...
7	1,031	...	1	1,039	...	...	922	117	...	...	...	...
109	7	...	...	116	...	...	...	...	116	...	...	...

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 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.						Rs.	Rs.	
UNIVERSITY EDUCATION.	Arts Colleges ...	...	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...	...
	Total for Colleges ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	<i>Secondary Schools.</i>							
	For Boys	High Schools English ...	41	3,575	3,528	2,791	...	18,863
		Middle do. { English ... Vernacular...	96	6,080	5,973	4,796	...	36,249
	Total for Secondary Schools for Boys		137	9,655	9,501	7,587	...	55,112
	For Girls	High Schools English
		Middle do. { English ... Vernacular...
	Total for Secondary Schools for Girls	
	Total for Secondary Schools both for Boys and Girls.		137	9,655	9,501	7,587	...	55,112
	SCHOOL EDUCATION, SPECIAL.	<i>Primary Schools.</i>						
		For Boys	Upper Primary ...	34	3,769	3,682	2,800	...	10,634
Lower Primary ...			68	4,837	4,670	3,261	...	12,639
Total for Primary Schools for Boys		102	8,606	8,352	6,061	...	23,273	
For Girls		Upper Primary
		Lower Primary
Total for Primary Schools for Girls		...	...	...	...	...	...
Total for Primary Schools both for Boys and Girls.		102	8,606	8,352	6,061	...	23,273	
SCHOOL EDUCATION, SPECIAL.		Training Schools for Masters
		Training Schools for Mistresses
	Schools of Art ...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	6	155	159	128	960	7,004	
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools { Madrasas ... Reformatory Schools... Miscellaneous Schools	...	...	...	...	...	...
Total ...		6	155	159	128	960	7,004	
INDIRECT EXPENDITURE.								
Buildings ...	...	...	...	...	...	6,058	
Furniture and Apparatus (special grants only).	...	...	...	...	...	1,983	
Total ...		...	...	...	...	8,041	
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 ...		245	18,416	18,012	13,776	960	93,430	

TABLE VII.

Instruction in Bengal for the official year 1909-1910.

ON PUBLIC INSTRUCTION.								
DISTRICT BOARDS.					INSTRUCTIONS MANAGED BY—			Total District Fund expenditure on public instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Govern-ment.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,200	1,200	2,400
...
...	...	...	...	...	...	1,200	1,200	2,400
...	...	...	...	...	...	250	2,082	2,332
...	13,488	4,253	7	36,611	...	120	85,827	1,04,810
...	15,589	2,250	78	54,166	...	...	20,583	56,832
...	29,077	6,503	85	90,777	...	370	1,08,492	1,63,974
...
...
...
...	29,077	6,503	85	90,777	...	370	1,08,492	1,63,974
...	904	203	...	11,741	84	...	1,55,274	1,65,992
...	764	26	...	13,429	13	...	4,61,916	4,74,568
...	1,668	229	...	25,170	97	...	6,17,190	6,40,560
...	...	...	...	...	248	...	5,653	5,901
...	...	...	...	...	92	...	67,635	67,727
...	...	...	...	...	340	...	73,283	73,628
...	1,668	229	...	25,170	437	...	6,90,478	7,14,189
...	...	...	...	...	1,152	...	...	1,152
...
...
...
...	1,941	...	983	10,888	603	...	3,903	11,510
...
...	...	...	...	...	...	...	120	120
...	...	...	...	...	...	...	36,690	36,690
...	1,941	...	993	10,883	1,755	...	40,713	49,472
...	...	2,194	13	8,265	...	...	9,924	15,982
...	...	...	...	1,983	...	...	5,017	7,000
...	...	2,194	13	10,248	...	...	14,941	22,982
...	...	...	...	...	...	...	...	88,063
...
...	...	...	...	...	...	...	...	1,659
...	...	...	...	...	...	...	...	15,918
...	...	...	...	...	...	...	...	16,928
...	...	...	...	...	...	...	...	652
...	...	...	...	...	...	...	...	4,800
...	...	...	...	...	...	...	...	2,832
...	...	...	...	...	...	...	...	1,30,852
...	...	...	...	...	...	...	...	52,486
...
...	32,686	8,926	1,031	1,37,033	2,192	1,570	8,55,824	11,36,354

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 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	
UNIVERSITY EDUCATION.						Rs.	Rs.
DIRECT EXPENDITURE.							
Arts Colleges ...		2	84	87	78	3,312	950
Professional Colleges ...		1	15	17	13	...	...
Total for Colleges ...		3	99	104	91	3,312	950
Secondary Schools.							
For Boys.	High Schools English ...	2	556	502	399	4,968	2,884
	Middle do. English ...	3	532	459	393	...	710
	Middle do. Vernacular ...	2	286	227	187	...	1,394
Total for Secondary Schools for Boys		7	1,374	1,183	979	4,968	4,938
For Girls.	High Schools English ...	...	...	...	...	...	...
	Middle do. English ...	...	...	...	...	...	...
	Middle do. Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls		...	...	...	...	...	...
Total for Secondary Schools both for Boys and Girls.		7	1,374	1,183	979	4,968	4,938
Primary Schools.							
For Boys	Upper Primary ...	4	215	216	166	...	961
	Lower Primary ...	3	268	272	219	...	1,207
Total for Primary Schools for Boys		7	483	488	385	...	2,168
For Girls	Upper Primary ...	1	75	60	40	...	540
	Lower Primary ...	...	...	...	...	...	...
Total for Primary Schools for Girls		1	75	60	40	...	540
Total for Primary Schools both for Boys and Girls.		8	558	548	425	...	2,703
SCHOOL EDUCATION, SPECIAL.							
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 ...	...	...	...	...	...	...
INDIRECT EXPENDITURE.							
Buildings ...		...	...	...	...	...	2,571
Furniture and Apparatus (special grants only).		...	...	...	...	...	231
Total		...	...	...	...	...	2,802
Inspection ...		...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
Total		...	...	...	...	...	...
Miscellaneous ...		...	...	...	...	...	...
Grand Total		18	2,031	1,840	1,495	8,280	11,448

TABLE VII.

Instruction in Bengal for the official year 1909-1910.

ON PUBLIC INSTRUCTION.									
MUNICIPAL BOARDS.					In Institutions managed by--			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
33	24	25	26	27	28	29	30	31	32
Rs. 1,200 ...	Rs. 3,348 1,345	Rs. 50 ...	Rs. 4,236 ...	Rs. 13,116 1,345	Rs. ...	Rs. ...	Rs. ...	Rs. 950 ...	Rs. 3,350 ...
1,200	4,713	50	4,236	14,461	...	...	...	950	3,350
250 120 ...	10,601 2,947 620	... 680 29	65	18,768 4,447 2,043	... ... 432	... ... ...	8,346 8,477 528	11,230 9,187 2,354	13,562 1,13,997 59,186
370	14,158	709	65	25,253	432	...	17,351	22,771	1,86,745
...	...	...	...	...	...	...	420	420	420
...	...	...	...	...	...	...	923	923	923
...	...	...	...	...	...	...	1,580	1,580	1,580
...	...	...	...	...	...	...	2,923	2,923	2,923
370	14,153	709	65	25,253	432	...	20,274	25,694	1,89,668
...	215	...	...	1,176	...	...	18,693	19,654	1,85,646
...	66	...	...	1,273	...	...	44,107	45,314	5,19,882
...	231	...	...	2,449	...	...	62,800	64,963	7,05,523
...	91	217	135	933	376	...	4,299	5,215	11,116
...	...	...	...	...	70	...	10,247	10,317	78,044
...	91	217	135	933	446	...	14,546	15,532	89,160
...	372	217	135	3,432	446	...	77,346	80,500	7,94,683
...	...	...	...	...	...	...	...	...	1,152
...	...	...	...	...	...	...	125	125	125
...
...	...	...	...	...	...	...	1,278	1,278	12,788
...	...	...	...	...	...	...	62	62	182
...	...	...	...	...	...	...	14,388	14,388	51,078
...	...	...	...	...	...	...	15,853	15,853	65,325
...	545	...	...	3,116	153	...	3,026	5,750	21,732
...	...	...	...	231	40	...	1,302	1,573	8,573
...	545	...	...	3,347	193	...	4,328	7,323	30,305
...	...	...	...	...	...	...	...	3,251	91,314
...
...	...	...	...	...	...	...	...	290	1,949
...	...	...	...	...	...	...	...	140	16,058
...	...	...	...	...	...	...	...	...	16,928
...	...	...	...	...	...	...	...	...	652
...	...	...	...	...	...	...	...	277	5,077
...	...	...	...	...	...	...	...	...	2,832
...	...	...	...	...	...	...	...	3,958	1,34,810
...	...	...	...	...	...	...	...	6,293	53,724
1,570	19,733	978	4,433	46,493	1,071	...	1,17,301	1,40,516	12,78,870

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Province of Bengal for the official year 1909-1910.

XX

GENERAL STATISTICS.

Class of Hostels or Boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					EXPENDITURE FROM					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>For Males.</i>													
Managed by Government ...	140	3,565	530	322	902	26	1,785	Rs. 65,270	Rs. ...	Rs. 2,310	Rs. 1,35,834	Rs. ...	Rs. 2,03,414
Ditto District or Municipal Boards.	5	241	...	...	153	88	...	...	180	...	33	...	213
Aided by Government or by District or Municipal Boards.	61	3,185	894	...	2,104	135	52	90,194	550	90,037	2,52,299	...	4,33,080
Maintained by Native States ...	5	98	...	...	49	49	...	...	...	...	...	413	413
Unaided ...	268	7,447	345	7	4,475	1,589	1,031	...	98	1,41,085	1,91,301	...	3,32,484
Total ...	479	14,536	1,769	329	7,683	1,887	2,868	1,55,464	828	2,33,432	5,79,467	413	9,69,604
<i>For Females.</i>													
Managed by Government ...	9	215	16	44	129	8	18	34,338	...	...	3,537	...	37,875
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	31	2,163	...	...	1,822	292	49	64,262	...	53,544	1,70,475	...	2,88,281
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	51	2,574	15	...	1,001	1,307	251	...	...	85,949	25,462	...	1,11,411
Total ...	91	4,952	31	44	2,952	1,607	318	98,600	...	1,39,493	1,99,474	...	4,37,567
Grand Total ...	570	19,488	1,800	373	10,635	3,494	3,186	2,54,064	828	3,72,925	7,78,941	413	14,07,171

EUROPEAN EDUCATION—GENERAL TABLE III.

TABLE III.

Bengal for the official year 1909-1910.

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	1,128	1,159	1,010
...	9	1,636	1,598	1,412
...
...	15	2,764	2,757	2,422
...	6	1,039	969	894
...	19	2,308	2,214	1,968
...
...	25	3,347	3,183	2,862
...	40	6,111	5,940	5,284
...	9	381	373	311
...	2	91	91	88
...	11	472	464	399
...	14	783	759	610
...	2	67	49	33
...	16	850	803	643
...	27	1,322	1,272	1,042
...
...
...
...
...
...	3	164	161	149
...	2	152	140	120
...
...
...
...	5	316	301	269
...	72	7,749	7,513	6,595

TABLE III.

Bengal for the official year 1909-1910.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—										
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.			Number of girls in boys' schools.	Number of boys in girls' schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,727	55	1,782	969	15	984	192	...	192	55	...
1,621	185	1,806	459	26	485	52	17	69	185	...
...
3,348	240	3,588	1,428	41	1,469	244	17	261	240	...
143	896	1,039	3	479	482	...	...	...	...	143
508	1,981	2,489	110	558	668	...	...	...	...	508
...
651	2,877	3,528	113	1,037	1,150	...	...	...	...	651
3,999	3,117	7,116	1,541	1,078	2,619	244	17	261	240	651
207	174	381	...	...	...	1	2	3	174	...
84	7	91	...	...	...	...	...	...	7	...
291	181	472	...	...	...	1	2	3	181	...
280	503	783	...	...	...	...	...	...	...	280
28	39	67	...	...	...	...	...	...	...	28
308	542	850	...	...	...	...	...	...	...	308
599	723	1,322	...	...	...	1	2	3	181	308
...
...	20	20	...	...	...	...	...	...	...	...
...
...
...
...
164	...	164	...	...	...	...	...	...	...	...
41	111	152	...	...	...	...	...	...	...	...
...
...
...
...
205	131	336	...	...	...	...	...	...	...	...
4,803	3,971	8,774	1,541	1,078	2,619	245	19	264	421	959

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1910, classified according to Sex, Race, or Creed.

	Europeans and Eurasians.	Native Christians.*	HINDUS.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.	
			Brahmans.	Non-Brahmans.						
SCHOOL EDUCATION—GENERAL—										
<i>Secondary Schools—</i>										
<i>For Boys—</i>										
High Schools ...	Male ...	1,582	8	11	25	36	...	59	6	1,727
	Female ...	50	...	...	...	...	...	4	1	55
<i>Middle Schools—</i>										
English ...	Male ...	1,566	14	15	4	11	4	5	2	1,621
	Female ...	183	2	...	...	...	...	...	...	185
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
<i>For Girls—</i>										
High Schools ...	Male ...	123	...	5	...	5	1	...	9	143
	Female ...	826	6	34	...	...	1	3	26	896
<i>Middle Schools—</i>										
English ...	Male ...	483	5	9	...	...	1	7	3	508
	Female ...	1,932	3	8	...	...	3	30	5	1,981
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...	6,745	38	82	29	52	10	103	52	7,116	
<i>Primary Schools—</i>										
<i>For Boys</i>										
...	Male ...	277	12	1	...	...	...	1	...	291
	Female ...	176	4	...	...	...	...	1	...	181
<i>For Girls</i>										
...	Male ...	294	3	...	...	...	8	3	...	308
	Female ...	513	16	...	...	...	5	4	4	542
Total ...	1,260	35	1	...	...	13	9	4	1,322	
SCHOOL EDUCATION—SPECIAL—										
<i>Training Schools</i>										
...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	20
<i>Industrial Schools</i>										
...	Male ...	132	9	8	10	3	2	...	...	164
	Female ...	...	...	...	...	...	...	...	...	...
<i>Commercial Schools</i>										
...	Male ...	41	...	...	...	...	...	...	...	41
	Female ...	105	6	...	...	...	...	...	...	111
Total ...	298	15	8	10	3	2	...	...	336	
Total for Schools of Public Instruction.	8,303	88	91	39	55	25	117	56	8,774	

* Include aboriginal Christians.

EUROPEAN EDUCATION—GENERAL TABLE IV.

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER FUNDS								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	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 do. { English ...	12,377	...	...	30,042	...	...	42,419	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	12,377	...	...	30,042	...	...	42,419	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...	...	...	...
{ Middle do. { English ...	4,642	...	...	23,150	...	...	27,792	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	4,642	...	...	23,150	...	...	27,792	...	...
Total for Secondary Schools both for Boys and Girls.	17,019	...	...	53,192	...	...	70,211	...	...
<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 for Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(a) Masters ...	...	...	...	...	...	...	...	...	...
(b) Mistresses ...	4,283	...	...	...	...	...	4,283	...	...
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 ...	4,283	...	...	...	...	...	4,283	...	...
Total of Direct Expenditure ...	21,302	...	...	53,192	...	...	74,494	...	...

TABLE IV.

Schools in Bengal for the official year 1909-1910.

MANAGEMENT.													UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.			
Municipal Funds.	Fees, including fees paid from Mohain Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	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.	
...	69,577	...	...
...	40,397	...	902	
...	
...	1,09,974	...	902	
...	35,438	...	...
...	60,368	...	788	
...	
...	95,806	...	788	
...	2,05,780	...	1,690	
...	6,248	...	66	
...	1,574	...	...
...	7,822	...	66	
...	12,129	...	773	
...	682	...	45	
...	12,811	...	818	
...	20,633	...	884	
...	
...	
...	3,130	...	...
...	1,150	...	...
...	
...	
...	4,280	...	...
...	2,30,693	...	2,574	

TABLE IV.

Schools in Bengal for the official year 1909-1910.

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.	
28,348	75,218	69,577	...	...	1,16,982	77,368	...	...	2,63,927
...	...	52,774	...	902	61,674	87,780	...	...	2,03,130
...	
28,348	75,218	1,22,351	...	902	1,78,656	1,65,148	...	...	4,67,057
...	...	35,438	...	...	86,235	28,589	...	...	1,50,202
1,455	3,955	65,010	...	788	1,01,427	41,732	...	...	2,08,957
...	
1,455	3,955	1,00,448	...	788	1,87,662	70,321	...	...	3,59,219
29,803	79,173	2,22,799	...	1,690	3,66,318	2,35,469	...	...	8,26,276
...	...	6,248	...	66	5,828	5,327	...	...	17,469
...	...	1,574	...	...	1,428	696	...	...	3,698
...	...	7,822	...	66	7,256	6,023	...	...	21,167
...	...	12,129	...	773	6,018	14,308	...	...	33,228
...	...	682	...	45	...	2,400	...	...	3,127
...	...	12,811	...	818	6,018	16,708	...	...	36,355
...	...	20,633	...	884	13,274	22,731	...	...	57,522
...	
...	...	4,283	...	...	...	...	...	...	4,283
...	
...	
...	...	3,130	...	...	3,200	2,029	...	...	8,359
...	...	1,150	...	...	1,351	416	...	...	2,917
...	
...	
...	
...	
...	...	8,553	...	...	4,551	2,445	...	...	15,559
29,803	79,173	2,51,995	...	2,574	3,84,143	2,60,645	...	...	8,99,357

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
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
INDIRECT EXPENDITURE.									
Building ... ..	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only).	198	...	...	...	...	...	198	...	...
Total ...	198	..	...	...	...	...	198	...	...
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 examinations	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas.	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	198	...	...	...	...	...	198	...	...
Total Expenditure on Public Instruction in 1909-1910.	21,500	...	...	53,192	...	...	74,692	...	...

TABLE IV.

Schools in Bengal for the official year 1909-1910.

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 Mونسin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	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.	Rr.	Rs.	Rs.
...	12,033	...	...
...	2,800	...	...
...	14,833	...	...
...
...
...
...
...
...
...
...
...
...
...	14,833	...	...
...	2,45,526	...	2,574

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—concl'd.				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.						
Building	Rs. 9,959	Rs. 4,690	Rs. 16,504	Rs. 43,186	Rs. 2,608	Rs. ...
Furniture and Apparatus (special grants only).	6,711	7,266	10,294	27,071	2,110	...
Total ...	16,670	11,956	26,798	70,257	4,718	...
University ... ..	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...
Scholarships or stipends held in—	...	...	...	...	...	...
Arts Colleges...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...
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 examinations	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized 'ols.	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas.	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	...	...	...
Total of Indirect Expenditure	16,670	11,956	26,798	70,257	4,718	...
Total Expenditure on Public Instruction in 1909-1910.	3,01,783	94,016	1,72,048	8,15,947	50,556	3,532

TABLE IV.

Schools in Bengal for the official year 1909-1910.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—								GRAND TOTAL.
MANAGEMENT.										
Unaided.										
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.				
						Private.	Public.			
							Native States Revenues.	Imperial contributions.		
32	33	34	35	36	37	38	39	40	41	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
23,535	26,143	12,033	...	...	12,667	44,729	...	...	69,329
1,384	3,494	2,998	...	...	8,821	18,944	...	...	30,763
24,919	29,637	15,031	...	...	21,388	63,673	...	...	1,00,092
...	
...	...	20,431	...	...	...	...	...	...	20,431
...	...	2,858	...	...	...	...	...	...	2,858
...	
...	...	8,457	...	...	...	...	...	...	8,457
...	
...	
...	
...	...	31,746	...	...	...	...	...	...	31,746
...	...	1,83,506	...	...	3,64,415	1,28,463	...	...	6,76,384
...	...	9,827	...	...	...	148	...	...	9,975
...	...	4,100	...	...	...	...	...	...	4,100
...	
...	
...	
...	...	...	...	...	63,276	90,677	...	...	1,53,953
...	...	1,97,433	...	...	4,27,691	2,19,288	...	...	8,44,412
24,919	29,637	2,44,210	...	...	4,49,079	2,82,961	...	...	9,76,250
54,722	1,08,810	4,96,205	...	2,574	8,33,222	5,43,606	...	...	18,75,607

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education of Europeans in Bengal at the end of the official year 1909-1910.

CLASS OF SCHOOL.	Number of schools.	Number of pupils on the rolls on 31st March 1910.	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	
SECONDARY SCHOOLS.																					
For Boys.																					
Government	English	1	170	4	...	4	71	...	71	47	...	47	48	...	48	...	...	...	170	...	170
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ...	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	English	15	2,764	141	2	143	731	46	777	692	57	749	960	135	1,095	...	...	...	2,524	240	2,764
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	English	3	654	142	...	142	205	...	205	163	...	163	144	...	144	...	...	...	654	...	654
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	19	3,588	287	2	289	1,007	46	1,053	902	57	959	1,152	135	1,287	...	...	...	3,348	240	3,588
For Girls.																					
Government	English	1	110	...	4	4	...	41	41	...	30	30	...	35	35	...	...	...	...	110	110
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal ...	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Aided	English	25	3,347	...	132	132	27	617	644	79	634	713	528	1,330	1,858	...	...	...	634	2,713	3,347
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English	1	71	...	...	...	...	13	13	1	24	25	16	17	33	...	...	...	17	54	71
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		27	3,528	...	136	136	27	671	698	80	688	768	544	1,332	1,926	...	...	...	651	2,877	3,528
Total for Secondary Schools both for Boys and Girls.		46	7,116	287	138	425	1,034	717	1,751	982	745	1,727	1,696	1,517	3,213	...	...	...	3,999	3,117	7,116
PRIMARY SCHOOLS.																					
For Boys.																					
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	11	472	...	...	...	...	...	...	38	36	74	253	145	398	...	...	...	291	181	472
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		11	472	...	...	...	...	...	...	38	36	74	253	145	398	...	...	...	291	181	472
For Girls.																					
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	16	850	...	...	...	...	...	...	37	130	167	271	412	683	...	...	...	308	542	850
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total		16	850	...	...	...	...	...	...	37	130	167	271	412	683	...	...	...	308	542	850
Total for Primary Schools both for Boys and Girls.		27	1,322	...	...	...	...	...	...	75	166	241	524	557	1,081	...	...	...	599	723	1,322
Grand Total for 1909-1910		73	8,438	287	138	425	1,034	717	1,751	1,057	911	1,968	2,220	2,074	4,294	...	...	...	4,598	3,840	8,438

GENERAL DEPARTMENT

EDUCATION.

CALCUTTA, THE 27TH DECEMBER 1910.

RESOLUTION—No. 5040.

READ—

The Report on Public Instruction for 1909-10.

ALTHOUGH educational expenditure during the year under review considerably exceeded the amounts sanctioned in previous years, it was found impossible to continue the rate of increase in this grant which has been an outstanding feature of educational budgets during recent years. The total annual expenditure from provincial revenues has now reached half a crore of rupees. The number of pupils attending public institutions of all classes has increased in direct correspondence with the increase in the number of such institutions. Mr. Küchler, in submitting the present report, has pointed out that an annual increase of merely 2 per cent., which does not represent an abnormal rate of expansion, would amount to approximately one lakh; and this, therefore, of itself constitutes a sufficient tax on the resources of the Local Government. It is true, however, that Bengal is gradually awakening to the necessity of more liberal private benefactions. Notwithstanding the check on educational expenditure, due to the strain on the provincial finances, it appears from the report of the Director of Public Instruction that there have been laudable efforts to improve educational methods, educational equipment and educational objects.

2. *Controlling Agencies.*—In reply to the complaint that the cost of inspection is heavy, as compared with the expenditure on the teaching staff, Mr. Küchler explains that the majority of teachers are not trained men and that inspecting officers must be instructors also. If this be kept in view, the present incidence of 17 per cent. on the total expenditure upon education from Provincial, District Board and Municipal funds does not appear to the Lieutenant-Governor in Council to be excessive; but the warning contained in the Resolution of last year must be repeated, that further expenditure under this head must be kept strictly under control. The newly appointed Superintendent of Industries, Dr. Denning, joined his post on the 28th January 1910, and his services have proved invaluable in dealing with important questions arising in connection with technical and industrial matters.

Proposals for improving the prospects, both of the Indian Educational Service and of the Provincial Educational Service, are under consideration.

3. *Collegiate Education.*—There was a remarkable increase in the number of students from 4,655 in 1908-09 to 7,154 in 1909-10. An imperial grant was again received for expenditure on private colleges, and was distributed on the advice of the University. Almost the whole of the grant was devoted to the improvement of laboratories. The Lieutenant-Governor in Council agrees that the more pressing wants in this respect have probably now been satisfied, and it is hoped that in future years the Syndicate will be able to assign a larger proportion of the funds to the provision of hostels. As it was decided not to remove the Presidency College to another site but to extend and to improve it, the construction of the new blocks for the Physical Laboratory was taken up with vigour. There was a distinct improvement in the work of the Ravenshaw College in Cuttack. The future of the Krishnagar College was examined by a Committee specially appointed by Government for the purpose; and it has been decided that the college shall continue as a Government institution, subject to certain conditions as to local support. The Sanskrit College has now been raised to the status of a full college.

4. *Secondary Education.*—The experiment of appointing an Indian Educational Service officer as head master of a zilla school was made at Ranchi, and has given most satisfactory results. There is a danger, however, in the introduction of the direct method of teaching English, inasmuch as this method tends to impart fluency in English at the expense of the pupil's own vernacular which, as Mr. Kuchler points out, should ever be the natural vehicle of his thoughts. The Lieutenant-Governor in Council notices with satisfaction many healthy signs in connection with high schools—in particular, a general anxiety to give full effect to the improvements prescribed by the Senate, and a general increase in the average income from private sources. It is not a matter for regret that the total number has decreased, because, as indicated in the report, it is desirable to weed out weak schools in order to invigorate the rest. The Lieutenant-Governor in Council has read with interest the proposals regarding instruction in Hygiene, and agrees with the Director in considering that Drawing is a subject of very great educative value, and that it is unfortunate that it should be neglected, because it has not been prescribed as an optional subject in the University Regulations. The results of the new Matriculation Examination under the new University Regulations, judged by the percentage of passes, have been satisfactory; great caution was exercised by headmasters in sending up pupils, and, in consequence, over three boys out of four who attended the examination came up to the prescribed standard. Government sympathises with the views of the Director of Public Instruction regarding the waning popularity of middle vernacular schools, and agrees with him that the indiscriminate conversion of such schools into middle English schools, the effect of which is to give pupils a smattering of English at the expense of their general education, is a matter for regret.

5. *Primary Education.*—The statistics given by the Director of Public Instruction shew that there was an increase of nearly 30,000 boys and more than 5,000 girls in the number receiving primary education throughout the Province. In Calcutta, a considerable advance has been made in the arrangements for primary education, as a result of the proposals of the Committee convened by the Chairman of the Corporation in January, 1910. The most important problems before Government in connection with primary education are, on the one hand, to institute training schools, to supply a competent inspecting staff and to frame a revised syllabus; on the other hand, to give sufficient remuneration to the *gurus*. The average contribution for an aided lower primary school with one teacher is Rs. 25·2 per annum, while Rs. 84 is considered the minimum which should be guaranteed to any *guru* who has passed through the training school. At the same time, there is no doubt that the system of payment to *gurus* of quarterly subsistence allowances, supplemented by deferred allowances at the end of the year, has given encouraging results. An experienced Inspector of Schools has recorded his view that the schools are now more stable, the work is more regular and the results in general are more satisfactory. The only defect is that the stipend is not sufficient to stimulate the interest which *gurus* are expected to show in their work, or to secure more than half-hearted co-operation. The same officer goes on to say that the abolition of fees, unaccompanied by sufficient compensation to the teacher, would tend to cause a serious set-back in the development of primary education, while even one-half of what Government might think fit to give as compensation to the teacher for the abolition of fees would, if devoted to the addition of the stipend of the teacher, extend education widely. An important change was made by the revision of the syllabus up to Standard I in January, 1910. The revised scheme has reduced the duration of the Infant section from three to two years; and easy general literature, well printed and attractively illustrated, has taken the place of the dry science readers which the children formerly learnt by rote.

6. *Training of Teachers.*—The training college in Calcutta was attended by only 18 students, all of whom were Government servants, and the Patna Training College had 12 students, of whom 6 were private teachers. It is interesting to learn that the college in Patna is becoming popular, and that several of the ex-students have obtained comparatively lucrative posts in high schools. A deterioration in the work of the training schools for vernacular masters has been noticed since 1901, and remedial measures have now been put in operation. The schools have been brought into contact with the training

colleges in Calcutta and Patna, and their staffs are now recruited from teachers who have themselves had instruction in the art of teaching. During 1909-10, 102 students passed out with final certificates. The supply is still below the demand. The *guru* training schools have entailed a large expenditure on the part of Government on account of both buildings and staff, larger than was originally anticipated. It is a matter for regret that, while 1,182 *gurus* left the schools during the year with certificates of proficiency, the number of *gurus* actually employed in schools of all classes increased by 585 only; the explanation seems to be the unremunerative character of the *guru's* work.

7. *Professional and Technical Education.*—During the year under review, special measures were taken to remodel the examination for the pleader's certificate of proficiency in survey; and at the same time a special course was arranged to furnish practical instruction in surveying. The work of the Sibpur Civil Engineering College has been handicapped by the impending change owing to the proposals for the removal of the College to Ranchi. The negotiations for the transfer of the Sibpur site to the Port Commissioners of Calcutta were completed during the year. The scheme for furnishing mining instruction in local centres in the mining areas, is undergoing fresh developments. The Mining Instructor has resigned, and arrangements have since been made for the appointment of four lecturers for the four centres at Sijua, Jheria, Charanpur and Dishergarh. The Government Weaving Institute at Serampore has now been in existence since January 1909. It started with thirty students in the higher classes and one weaver in the artisan class. At the end of the year 1909-10 there were forty-nine in the higher classes and forty-five in the artisan class: it would appear that working weavers are now attracted to the institute. The result of the City and Guilds of London Examination held at Bombay was very creditable, as 8 out of 13 passed the examination in weaving, and 6 out of 12 in cotton spinning. It is proposed to establish a local centre for this examination in Bengal. At the Government Commercial Class Examination 108 candidates appeared, of whom 65 passed. During the year the internal arrangements of the School of Art were reorganised, new courses of study were provided and a revised prospectus issued. Under the existing scheme a student joins the school in the elementary department and works there for two years; thereafter he decides in which of the advanced departments he will complete his course, the average duration of the course being about three years. The advanced departments are the Industrial, Draftsmans', Teachers' and Fine Arts Departments. Want of success has been recorded only in the Teachers' Department. An interesting and useful work has been taken up in the preparation of industrial art pattern books.

8. *Female Education.*—Though much progress has been made within recent years in the education of Indian women and girls, yet the fact emphasised by Mr. Kùchler that over 95 girls out of 100 of school-going age are still outside the pale of the educational operations of Government shows how little, on the whole, has yet been done. The Lieutenant-Governor in Council, however, is disposed to think that the optimism of the Director of Public Instruction as regards the attitude of the Indian mind on the subject is justified. The serious loss in the number of pupils in the school attached to the Bethune College within the last two years deserves the particular attention of the Director of Public Instruction. On the other hand, the Ravenshaw Girls' School in Cuttack is in a flourishing condition, and from the existence of two high schools for girls at the head-quarters of Orissa there appears to be a demand for high education amongst Uriya girls. It is satisfactory to find that the number of Bihari girls at the Bankipore school is increasing. His Honour in Council learns with pleasure that the control of Government has been so successful in the case of model primary girls' schools. Various methods are employed in furnishing instruction in zenanas, the most popular system being house to house visits by lady teachers. The introduction of lace-making as a form of industrial education in female institutions has met with some success; but at the same time it is still to be shewn that the commodity can command a ready sale on considerations other than those of charity. The Director of Public Instruction states that the Badshah Nawab Razvi Training College for female teachers at Bankipore has been more successful than was

anticipated; and the distrust with which it was originally regarded in some quarters tends to disappear. It is also stated that the demand for passed students of the Hindu female training school in Calcutta is far beyond the supply.

9. *European Education.*—The European Education Code was to have come into force at the beginning of 1910; but on account of certain representations which were made to the Lieutenant-Governor in 1909, the promulgation of the Code was suspended until an enquiry had been made into the objections which had been raised. The objections related principally to the grading of the schools; and, since the close of the year, Government has accepted the principle that there should be four grades instead of two, namely, Elementary, Higher Elementary, Secondary and Higher Secondary. It was found that the objections which had been made could be met by the modification of certain rules, and that no alterations in the principles of the Code were required. It is proposed to bring the Code, as further revised, into force from the year 1911. The Director has remarked that the suspension of the Code has not led to any paralysis of the ordinary daily work of the European schools, but that on the contrary a distinct improvement in general efficiency has been noticeable during the year under review. The Lieutenant-Governor in Council desires to record his appreciation of the efforts on the part of representatives of the European community to supplement the resources of the schools in this Province. The further development of European education in Bengal must depend mainly upon private liberality, especially as the funds allotted for European schools from provincial revenues are, on account of the greater costliness of European education, disproportionate to the numbers benefited. The Education Department reiterate the request for the institution of a secondary training college for European teachers in Bengal; but the scheme is one which can only be considered when the financial conditions of the Province are more favourable. The results of the Cambridge Senior Local Examination were satisfactory: 32 candidates out of 50 passed as compared with 20 out of 45 in the preceding year. The Inspector of European schools has assumed the position of General Secretary in Bengal for the Cambridge Local Examinations. The adoption by Europeans of practical forms of education is noticed by the Director of Public Instruction as a healthy sign.

10. *Muhammadan Education.*—The manner in which Muhammadans have taken advantage of educational facilities is worthy of notice. The Muhammadan community form 17·1 per cent. of the total population, while 17 per cent. of the boys of that community are at school. The number of Muhammadan boys in educational institutions has increased by $5\frac{1}{2}$ per cent., but there has been a falling off in the results of the public examinations. Special improvements in Muhammadan education are being undertaken in connection with Madrassas and Maktabas. With reference to the latter, the Director has stated that in consequence of the increased provision for Maktabas from provincial revenues, some of the District Boards have curtailed their grants to such schools. The Lieutenant-Governor in Council shares the regret of the Director in this matter, as the additional grant is intended, not to relieve the funds of the District Boards, but to supplement them. The construction of the "Baker Hostel" for the accommodation of 100 students of Calcutta Colleges was completed after the close of the year. The old hostel known as the "Elliott Hostel" has accommodation for 132 inmates. The Lieutenant-Governor in Council regrets that so little of the promised assistance was forthcoming from subscriptions from the Muhammadan community towards the construction of the new hostel. The total cost was Rs. 1,61,588: the Provincial Government has contributed Rs. 1,22,858; and amongst private subscriptions a sum of Rs. 26,000 was the generous gift of the Nawab Bahadur of Dacca.

11. *Education of special classes.*—The Lieutenant-Governor has perused with much interest the commendation given to the work of the East Indian Railway Company, in the schools which they have established in their Giridih coal-field, where the Railway maintains 34 primary schools educating 2,408 children. On the other hand, much remains to be done in connection with the education of children of labourers attached to the gardens in the tea districts. The Reformatory School at Hazaribagh has now been placed under a Superintendent aided by a Committee of Visitors under the authority of the Education

Department. At the close of the year there were no fewer than 481 boys in the school, to which number the metropolitan areas of Calcutta contributed 162.

12. *Physical and Moral Training.*—The hostel system continues to expand. The number of hostels has increased from 445 to 534, of which 156 are under public management, and the number of inmates from 13,131 to 15,644. The private collegiate hostels at Bankura, Berhampur and Hazaribagh and the Scottish Churches College in Calcutta have been administered with conspicuous success. The Calcutta mess scheme has also been extended, a course which has, however, necessitated an increase in the Government subsidy to the scheme. Hostels attached to schools are, unfortunately, in a generally unsatisfactory condition, and many are condemned as defective in hygienic requirements. The Director declares that physical exercise and games are growing steadily in popular favour, but that at the same time the healthy spirit of sportsmanship has yet in many instances to be developed. It is not sufficiently recognised in schools and colleges that play as well as work is capable of developing character and inculcating discipline. The Lieutenant-Governor in Council has read with gratification the testimony of Mr. Percival in his report on the Presidency College. He states that after many years of observation he is led to believe that there has been a steady upward movement among the students. There have been regrettable instances in which the introduction of politics has led to insubordination of a grave nature. It should be realised in this Province that in this matter parents have responsibilities as well as teachers.

13. *General.*—Government accepts the general proposition laid down by Mr. James in 1909 and confirmed by Mr. Kuchler in his present report, that, as the immediate wants of collegiate education have now been met, the cause of secondary education deserves careful consideration. At the same time, claims for the improvement of primary education and technical education are no less pressing. The resources within the capacity of the District Boards are not elastic; and therefore, in Mr. Kuchler's opinion, no relief can be obtained except by additional grants from provincial revenues. As regards technical education, the demands are numerous; and the Lieutenant-Governor in Council agrees that they are not always made with a full appreciation of the problem to be solved, or even with a clear understanding of the meaning of technical education. While, on the one hand, it is necessary to anticipate reasonable demands, yet at the same time it is necessary to see that in the application of funds on this branch of education there is no waste. The thanks of Government are due to Mr. James and to the Hon'ble Mr. Kuchler for their administration of the department during the period under review, and to Mr. Kuchler for his interesting report.

By order of the Lieutenant-Governor in Council,

J. G. CUMMING,
Secretary to the Govt. of Bengal.

No. 5043.

Copy forwarded to the Director of Public Instruction, Bengal, for information with reference to his letter No. 21195, dated the 22nd December 1910. He is now authorized to publish his report.

By order of the Lieutenant-Governor in Council,

J. G. CUMMING,
Secretary to the Govt. of Bengal.

CALCUTTA,
The 28th December 1910.