

GENERAL REPORT

ON

PUBLIC INSTRUCTION

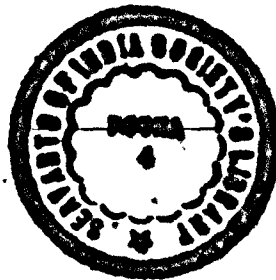
IN THE

LOWER PROVINCES OF BENGAL,

FOR

1870-71.

WITH APPENDICES.



CALCUTTA:

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North-West Division, Mr. Fallon.

PROMOTERS OF EDUCATION.

CLASS I. *Gentlemen who take an interest in education.*—*Tirhút.*—
S. C. Bayley, Esq., judge of Mozufferpur, gives a silver medal to
Tirhút aided vernacular school.

F. M. Halliday, Esq., collector of Tirhút, gives a silver medal
to Mozufferpur aided vernacular school.

Major J. Burn, general manager, Raj Durbangah, encourages
the extension of schools on the estate.

G. J. S. Hodgkinson, Esq., joint-magistrate, Tirhút, uses his
influence in extending and improving schools.

Captain J. H. Farquhar, superintendent, Pusa Stud.

Principal subscriber, Pusa aided English school.

Sayyid Imdad Ali Khan Bahadur, secretary, Behar Scientific
Society, an active supporter of vernacular education.

Gya.—S. H. C. Taylor, Esq., judge of Gya, always ready to
visit and examine a school.

J. F. Stevens, Esq., joint-magistrate, frequently examined the
higher and training schools.

Babu Bemola Charan Bhattacharya, deputy magistrate of
Nowadah, used his influence in obtaining subscriptions for building
a large school-house for the aided English school, a tiled bungalow
79½ feet long by 54 feet wide.

Babu Nepal Chandra Basu, B.L., pleader, showed the head
master of the training school the use of some of the instruments, and
gave weekly lectures on heat. A rare example of a graduate of
the Calcutta university, who has not forgotten what he learnt at
college, communicating his knowledge to the masses, and therefore
especially deserving the thanks of Government.

Reports of Inspectors of Schools.

Shahabad.—L. B. Roberts, Esq., deputy magistrate, takes an interest in Arrah higher school.

J. S. Armstrong, Esq., assistant magistrate, Buxar, takes an interest in the aided school.

J. E. A. Eyre, Esq., deputy magistrate, Sasseram, takes an interest in the aided English school.

Maulvi Sayyid Husain Ali, deputy magistrate, Sasseram, takes an interest in the aided English school.

Maulvi Muhammad Nur-ul Husain, munsif of Sasseram, takes an interest in the aided English school.

Babu Jai Prakash Lal, secretary to the Rajah of Dumraon, takes great interest in the Rajah's school.

Maulvi Abdul Subhan, secretary, Buxar aided English school, takes an interest in the aided school.

Sarun.—Maulvi Abul Aziz, takes an interest in the Pusa middle vernacular school.

Babu Dasrat Ali and Babu Janaki Prasad take an interest in Nyagaon middle vernacular school.

Patna.—C. H. Vowell, Esq., joint-magistrate, Behar, takes a warm interest in the aided higher English school.

H. W. Gordon, Esq., assistant magistrate, Barh, takes a warm interest in the Barh aided English school.

Munsir Furzund Ali, pleader, principal subscriber, Neora English school.

Monyhyr.—G. N. Barlow, Esq., c.s.i., magistrate and collector, Monghyr, visits schools and takes an interest in them.

Shah Abdul Husain, the only zemindar who takes any interest in Shaikhpurah model vernacular school.

North-West Division, Mr. Fallon.

Purneah.—J. B. Worgan, Esq., magistrate and collector, Purneah, visits every school in his district, and gives an hour or two to the examination of the school.

G. G. Dey, Esq., assistant magistrate and collector, Purneah, pays frequent visits to our schools, in which he takes very great interest.

CLASS II. *Small helpers.*—*Tirhut.*—The deputy inspector makes prominent mention of the following gentlemen:—

Babu Nand Kishwar Lal, zemindar, gives a house for holding Pakri lower school, with some school furniture, as benches, &c.

Lalla Sheo Sahai Shah, mahajun, gives a house for Jalalpur lower school, formerly held in a shed.

CLASS III. *Large contributors.*—*Tirhut.*—Babu Paramesvar Prasad Singh of Norhan contributes Rs. 45 a month to the support of an English school, and has commenced building a commodious school-house estimated at Rs. 2,000. Has received the thanks of Government.

Mahant Rajah Ram Das has built a school-house for Jaintpur aided English school, and subscribes Rs. 35 a month towards the school.

Rai Godar Sahay, zemindar, subscribes Rs. 20 a month towards Bakhra aided English school, of which he is secretary, and takes great interest in its welfare. Pays his subscription with rare punctuality.

Babu Lachmi Nath Sahay, a small zemindar, is the principal subscriber to Deogaon aided vernacular school, and its chief promoter. The house given by him having been destroyed by fire with all its apparatus, the Babu has built another school-house at his own expense.

Reports of Inspectors of Schools.

Maulvi Muhammad Taqi Khan, zemindar, has made over the rents of a jageer, amounting to Rs. 1,631 a year, for instruction in Arabic, Persian, and Urdu, in Mozufferpur higher school.

Patna.—Maulvi Wahid-ud-din Khan Bahadur, subordinate judge of Bhagulpur, supports an English school at a cost of Rs. 100 a month, and takes an intelligent interest in English education.

Santhal district.—Rajah of Mohespur supports an English school of the middle class.

Babu Gopi Lal Panday, of Pakour, supports a higher class English school.

Rajah Jai Mungul Sing contributed Rs. 10,000 towards the building of Bhagulpur higher school.

Rajah Lela Nand Singh contributed Rs. 15,000 towards the building of Bhagulpur higher school.

Babu Hurbullabh Narayan Singh contributed Rs. 11,000 towards the building of Bhagulpur higher school.

Shahabad.—Rajah of Dumraon subscribes Rs. 50 a month towards Arrah higher school, and supports an English school at Dumraon, costing about Rs. 150 a month. The Rajah also gave Rs. 750 for enlarging the Arrah school building.

W. Thomson, Esq., has an English school at Jagdispur, costing about Rs. 100 a month.

Mr. Thomson subscribed Rs. 350 towards enlarging Arrah school-house.

Purneah.—Mirza Muhammad Khan, of Purneah, has made over the rents of a jageer, amounting to Rs. 600 a year, for a middle class aided English school.

The following table shows a reduction in the cost of inspection from 15.45 per cent. in 1869-70 to 14.19 per cent. in 1870-71.

Table showing the cost of Inspection and Instruction.

SOURCE OF CHARGE.	From imperial funds.	From local funds.	Total.	Percentage.	REMARKS.
INSPECTOR—	Rs. A. P.	Rs. A. P.	Rs. A. P.		* Government schools Receiving allowances under Grant-in-aid rules Receiving no allowances Total
Salary	12,000 0 0	.....	12,000 0 0	} 6.23
Travelling charges	1,558 9 0	.....	1,558 9 0	
Office charges (including rent, salaries, and contingencies)	2,481 13 9	.....	2,481 13 9	
DEPUTY INSPECTORS—					
Salaries	15,363 15 7	.....	15,363 15 7	} 7.96
Travelling charges	4,034 6 6	.....	4,034 6 6	
Peons and contingencies	1,098 7 4	.....	1,098 7 4	
Total of inspection charges ...	36,537 4 2	.....	36,537 4 2	14.19
INSTRUCTION (including all charges entered in Return No. 24)					
Rewards (not included under the head Instruction)	*92,020 8 8	1,19,878 7 6	2,11,898 11 2	} 82.45	
	349 7 6	.....	349 7 6	
SCHOLARSHIPS—					
Minor	282 2 5	.....	282 2 5	} 2.23
Vernacular	5,455 13 10	.....	5,455 13 10	
Others ... ..	.....	.....	.....
Remuneration of examiners (not included under the head Instruction)	366 10 8	.....	366 10 8	} 1.13
Building charges (not included under the head Instruction) ... ..	.....	.....	.....
Government schools	1,811 8 4	.....	1,811 8 4	
Aided schools ... ..	.....	.....	.....	} 1.18
Book agencies	87 9 0	.....	87 9 0	
Miscellaneous	1,150 0 0	.....	1,150 0 0	
Total of instruction charges ...	1,01,623 2 4	1,19,878 7 6	2,20,901 9 11	85.81	
Grand Total ...	1,37,560 6 7	1,19,878 7 6	2,57,438 14 1	100	

North-West Division, Mr. Fulton.

CENTRAL DIVISION.

FROM THE REPORT OF MR. HENRY WOODROW, M.A.

No alterations have taken place during the year in the extent of my division. It consists of two parts, the old and the new. The old portion contains Calcutta and the three neighbouring zillas, or counties, with an area of 7,228 square miles, and a supposed population of $3\frac{1}{4}$ millions; the new portion contains the country of Chota Nagpur, and has an area of 43,722 square miles, and an estimated population of 4 millions. Chota Nagpur was originally attached to the Behar division, but the arrangement being found inconvenient, it was joined to the south-western division. Orissa, after its great famine, attracted a greater share than before of the attention of Government, and the time and labour of the inspector of schools was increasingly given to the diffusion of education in that province. The vast extent of his division rendered the inspector anxious to get rid of its northern portion, and so Chota Nagpur, that lay between Behar and Orissa, was found an inconvenient appendage to either province. In these circumstances, as I took an interest in the district, I volunteered to take it, and it was accordingly made over to my charge. My division resembles in extent a district which would be made up of Jamaica and Cuba, separated by a hundred miles of land instead of water, for Chota Nagpur is a few hundred miles larger in area than Cuba, and the two zillas of Hugli and Nuddea are together bigger than the whole of Jamaica. I notice in passing that Sir John Peter Grant must feel his present Government very small in size.

On the 31st March 1871 there were in my division 971 schools, either Government or aided, containing 46,656 pupils, besides the unaided but inspected schools. This number does not include 8 Government collegiate schools with 2,414 pupils.

Reports of Inspectors of Schools.

under principals of colleges, nor 41 unaided and uninspected schools with nearly 8,000 pupils. On the same day last year there were 995 Government and aided schools, containing 49,063 pupils. The diminution of 24 schools and 2,407 pupils is due partly to the sickness in the western part of Hugli, partly to the cancelment of old grants for mismanagement, and partly to the stoppage of the issue of new grants.

INSPECTION.—The inspection of the schools, with the exception of zenanas and a few others, is committed to the fourteen deputy inspectors whose names, districts, and dates of appointment, with the schools under their charge, and their travelling, are given in the accompanying table:—

Deputy Inspectors in the Central Division for 1870-71.

DATE OF APPOINTMENT.	Name.	Deputy Inspectorship.	No. of schools under inspection.	No. of schools visited during the year.	No. of miles travelled.
	<i>1st Grade, on Rs. 200.</i>				
29th June 1855 ...	Babu Jagat Chandra Bandyopadhyáy ...	Dpy. Inspr. of 24-Pargis .	80	254	2,530½
	<i>2nd Grade, on Rs. 150.</i>				
7th May 1855 ...	Pandit Madhav Chandra Tarkasid-dhanta ...	Dpy. Inspr. of Howrah ...	60	194	1,571½
1st Mar. 1858 ...	Babu Radhika Prasanna Mukhopadhyáy*	" " of Calcutta ...	69	185	1,089
15th Nov. 1858 ...	Babu Sripati Mukhopadhyáy ...	" " of Nuddea ...	54	189	1,795½
10th Jan. 1862 ...	" Mahendra Nath Ráy ...	" " of Santipur .	70	212	1,977
	<i>3rd Grade, on Rs. 100.</i>				
23rd June 1865 ...	Babu Hara Mohan Bhattacharya ...	Dpy. Inspr. of Barasat ...	76	176	1,569
22nd Jan. 1867 ...	" Nilmani Mukhopadhyáy, M.A. ...	" " of Rajpur ...	86	216	1,486
May 1867 ...	" Biresvar Chakravarti ...	" " of Hazaribag ...	26	78	2,521
9th July 1869 ...	" Sasadhar Ráy, offg. ...	" " of Lohardaga ...	56	211	3,050
	<i>4th Grade, on Rs. 75.</i>				
19th Feb. 1864 ...	Babu Navagopal Mukhopadhyáy ...	Dpy. Inspr. of Baidyati ...	62	226	2,938
10th Dec. 1864 ...	" Kalinarayan Raha ...	" " of Bongong ...	71	173	2,149
24th Apl. 1865 ...	" Gauri Bankar Ghoshal ...	" " of Chuadanga ...	52	176	2,349½
17th July 1869 ...	" Sreenath Datta ...	" " of Manbhum and Singhbhum ...	32	130	2,385
6th Augt. 1869 ...	" Nilmadhav Mukhopadhyáy ...	" " of Muragachha ...	70	293	2,358
		Total ...	863	2,713	30,524

* Employed on special duty during three months of the year.

Central Division, Mr. Woodrow.

Eight hundred and sixty-three schools are visited by the deputy inspectors, the remaining are visited by the inspector, or are not visited at all, as is the case with zenanas.

Each deputy inspector had on the average 62 schools under his charge, and visited 194 schools yearly, so that one with another each school was visited about three times in the year. Two deputy inspectors have 80 schools or upwards under their charge, four have 70, and less than 80; three have more than 60; three have more than 50; and the two deputies in Chota Nagpur have under them 26 and 32 schools respectively, though the wide distance between their schools makes their travelling equal to that of other deputy inspectors. There is one officer in the first grade on Rs. 200 a month; four in the second grade on Rs. 150, each; four in the third grade on Rs. 100; and five in the fourth grade on Rs. 75. Promotion in the inspectional branch of the service is very slow. Pandit Madhav Chandra Tarkasiddhanta, the senior deputy inspector, has been sixteen years on the same salary without any increase.

Till his serious illness I had repeatedly to speak of his excellent services. He is the chief referee on Sanskrit in the division, though high distinctions were gained in that language by Babus Gauri Sankar Ghosal, Hara Mohan Bhattacharya, Nil Mani Mukhopadhyáy, M.A., and Nava Gopal Tarkalankar.

Babu Jagat Chandra Bandyopadhyáy, the deputy inspector in the first grade, is remarkable alike for his great activity and for the accuracy of all his work. He was formerly the chief native teacher in the General Assembly's Institution.

Babu Radhika Prasanna Mukhopadhyáy is a thoroughly excellent officer. He has been as deputy inspector fourteen years, but unhappily during the last eight years has not obtained a single step. It is most discouraging to the whole inspectional branch when so able a man as Babu Radhika waits so long a time for promotion. I forward his report that you may see how clear and

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well expressed are his views, and with a hope that before a year is over he may rise to some higher appointment. Babu Mahendra Nath Ray was formerly a teacher of the Hindu school, but was obliged to resign his place as the climate of Calcutta was prejudicial to his health. He is a valuable officer, though frequently suffering from attacks of sickness. Other deputy inspectors besides these have held high situations in good schools, and the whole form a most useful body of public officers.

The Revd. J. Long, whose experience of schools is extensive, and who has seen more of the deputy inspectors than most other Europeans, values their services highly, and considers their visits of inspection most beneficial to his schools.

The 101 vernacular schools founded by Lord Hardinge in 1845 died out from the absence of proper inspection. They were placed under the charge of the collector of the district, but this officer and his assistants had too much work in hand to attend properly to the schools, and consequently they withered and gradually passed away. Schools have since been established in many of the places where Hardinge schools had decayed, and they have flourished when subject to due inspection. The university entrance examination serves the place of inspection; but it affects only 151 schools of the higher class in the whole of the lower provinces of Bengal, while your lists show 4,118 Government and aided schools, exclusive of unaided schools, so that it is a simple fact that nearly 4,000 schools depend for their efficiency greatly, perhaps I shall say chiefly, on inspection. If that supervision were removed, numerous schools would again decline, for intelligent supervision on the part of managers is the exception rather than the rule. I am never so happy as when I am in the country inspecting schools; but in spite of my wishes, office work and correspondence increase. I visited only 77 schools. The monthly bills for the 971 schools in the central division amounted during the year ending the 31st March to nearly 9,000 in number, and involved a total cost to

Central Division, Mr. Woodrow.

Government of Rs. 3,10,620, while to meet Rs. 2,62,012, the portion spent on schools, Rs. 4,22,229 were subscribed by the people on certain conditions, which I had to see were duly observed. The total expenditure amounted to Rs. 7,32,849. The disbursement of more than three lakhs of public money imposes on me a serious amount of pecuniary responsibility that cannot be devolved on others.

Schools near Calcutta are so accustomed to receive their counter-signed bills quickly, that any delay in transmission owing to my visits to distant schools is followed by numerous letters of inquiry concerning the cause of the delay. The total cost of inspection for salaries, travelling, office charges, and contingencies of the inspector and the deputy inspectors, was, in the central division, Rs. 48,032, or 6·5 per cent. on the total expenditure, and 15 per cent. on the cost to Government. This is much less than the cost of supervision in some other departments. In England the charge for inspection, exclusive of the charges in the central office, was £53,703 in 1869, and the money spent on schools was £4,31,594, so that the cost of inspection was 12½ per cent. on the State expenditure; but in England inspectors are entirely relieved from financial details, which are managed by the central office at a cost of £27,276 a year.

THE REFUSAL OF ALL NEW GRANTS.—A large expenditure on education is maintained, and it is doubtless the object of Government to see that this money is so expended as to promote the greatest good to the people. The refusal of all new grants-in-aid without reservation, and the cancelment of such existing grants as were not properly administered, effected a gradual reduction of the outlay on grants-in-aid. But it may fairly be questioned, whether the mode in which economy was pursued did not diminish the success that without increase of expenditure might fairly have been expected to attend the work of education. If, instead of the order that no increase of expenditure on Government

Reports of Inspectors of Schools.

schools, and no fresh grants-in-aid to private schools, should be allowed, it had been directed that no increase of expense to Government should be allowed, the results would have been useful and salutary, and not as now, mischievous and unpopular. Full scope would have been given for adjustment of grants. When one grant was cancelled, another would have been given; when one aid was diminished, another would have been increased. All the people who wanted new grants, or an increase of their present aid, and had good grounds for urging their requests, would become co-operators in the work of pruning unnecessary expenses. The village that mismanaged its school would obtain no sympathy on the loss of its aid if the money were given to a neighbouring village that could do the work better. The grant that was retrenched in an indifferent school would be known to be given to some other school which would probably make good use of the money. We should have carried the people with us in our reforms, and received their cordial co-operation, whereas now they stand aloof, and give no help in the work of retrenchment. Although it is the duty of a public officer to carry out his orders, yet it is much more satisfactory to him to find the people co-operating gladly and helping him in his work.

A pause now and then in the issue of grants, with power of adjustment while increase of expenditure was forbidden, would be no evil, but a clear gain; but the further restriction that no adjustment should take place, but that the reform should extend to simple reduction and cancelment, eliminates the good which the resolution might effect.

I would venture respectfully to suggest that if Government requires a reduction of the expenditure of public money on any class of school, time should be given for the reduction to be made and for the necessary adjustments to be worked out. The reduction then can generally be carried out effectually. For example, instead of saying that the total expenditure of any school must be

Central Division, Mr. Woodrow.

summarily reduced, the order should run that Government expenditure on any school must be reduced; and then the department, by raising fees in certain forms, and by a judicious change of masters, as vacancies occurred elsewhere, could give effect to the order to reduce expenditure without injuring any teacher, and with the least injury to the school. Still other things being equal, an increase of expenditure on a school is equivalent to an increase of efficiency.

Every inspector will be able to give you numerous instances of teachers leaving aided schools to secure employment on a lower salary in Government schools. This does not arise so much from his being cheated out of part of his salary in the aided school, as from the fact that the tenure of service is for several reasons¹ insecure in aided schools. Good teachers like certainty of employment.* The dismissal of a few men without fault simply to secure a saving of a few hundred rupees a year would cause every one of the four or five thousand teachers of Government schools to feel at once a diminution of security in the tenure of his office. Hence the worth of his appointment would be reduced, his salary would not have the same value that it had before, and therefore could not attract the same amount of ability. The dismissal of a few men without fault would reduce by 20 per cent. the worth of the appointment of every master; and if the sum spent on the salaries of native masters in Government schools is four lakhs of rupees a year, a saving of rupees 1,000 by dismissal without fault would involve a cost of 20 per cent. of the expenditure of such salaries, or of Rs. 80,000 in the efficiency and attractive power of the department. We have heard of the Irishman spending a shilling to save six pence; but our saving would be like spending a pound to save three pence. To reduce expense

* Extract from a letter from a master in a good aided school, to the inspector of schools:—"I would, with the pleasure of a gainer, exchange Rs. 45 in an aided school even for Rs. 30 in a Government school."

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by the dismissal of teachers without any fault would be a policy not only odious and unjust, but short-sighted and imbecile.

THE DIMINUTION OF NUMBERS.—So many tabular statements are necessary for the information contained in the report, that I place in an appendix the table of increase and decrease. There has, I have above remarked, been a diminution of 2,407 pupils in Government and aided schools, or of 5 per cent. on the numbers in 1870. The pupils in higher class schools declined by 573 in 7,409 pupils, or by 7·7 per cent.; the falling off in Government schools was 25 in 1,151; in missionary schools, 171 in 1,532; and in schools under native managers, 357 in 4,623. In the middle class English schools the diminution was 486 on 7,934, or of 6 per cent.—There was an increase of 95 on the 588 boys in missionary schools, and a diminution of 480 boys on the 6,116 boys, that is of nearly 8 per cent., in aided schools under native managers. If both the English schools, higher and middle, be considered together, there is a diminution of 6·7 per cent. on 15,343 pupils. The diminution is nearly equally distributed among the different classes of schools, whether under the management of Government or missionaries, or other Christian bodies or native committees. Hence there is a general decline in all English schools. This is the first time that such decline has been reported in my division.

In vernacular middle class schools there has been an increase of pupils in schools under the management of Government, and of missionaries, but a decline of 804 among the 11,921 pupils, or of 6·7 per cent. in the schools under native gentlemen. Similarly in lower class schools, the decline is confined to schools under native managers and to village schools. In girls' schools the decline is general, but is chiefly found in schools under native managers. Taking together the different kinds of schools under each class of management, we obtain similar results.

The Government schools show an increase of two schools and of 77 pupils. The increase of two schools is due to the

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establishment of the Government normal school for female teachers, and to the division into two parts of the assignment of Rs. 50 a month to the model school at Devagram in Nuddea, by which two schools instead of one were established, and they were placed in parts of the country destitute of schools. The model vernacular school at Devagram had done its work. It had raised such a demand for instruction that nothing but a higher class school, with an aid of Rs. 60 a month to meet Rs. 140 from local contributions, would satisfy the people.

The grant-in-aid schools for boys show 434 schools and 26,892 boys, against 433 schools and 28,249 boys last year. Thus there is an increase of one school and a decrease of 1,357 boys. Missionary aided schools for boys, however, show an increase of 69 boys; similar schools under other Christian bodies are nearly stationary, having lost only twelve boys, hence the whole loss of pupils in boys' schools generally is confined to those under native managers.

The return for aided girls' schools shows 170 schools against 167 last year, but 3,859 girls against 4,255. There is thus an increase of three schools, but a reduction of 396 girls. The loss is distributed over every one of the given different kinds of schools; but the reduction in number is greatest in the schools under native managers, which fell from 1,147 pupils to 976, or by 171 girls. This matter will be more fully discussed in the paragraphs on female education.

In the heading of schools receiving allowances under other rules than those for grants-in-aid, there is a reduction from 351 to 321 schools, and from 11,951 to 11,220, or by 30 schools and 731 pupils. This loss arises principally from the cancelment of the grant to several village schools owing to the death or resignation of teachers, and to the stoppage of all fresh grants.

From the table of social position I see that the diminution is confined to pupils from the lower orders of society and to those whose parentage is not known. There is an increase in the

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attendance of children of the middle and upper classes. These facts, coupled with the facts that the diminution is chiefly in schools under native managers, and in village schools, and that sickness was prevalent in the west of Hugli, lead me to think that the decline is due to three causes—partly to sickness in Hugli district, partly to the contraction of work under the village-school system, for which Government is responsible, and partly to a reduction of the small interest that native gentlemen felt in the education of the masses. When the Government undertook to promote the education of the masses by compulsory taxation, native gentlemen withdrew the little countenance they gave to the work, and a falling off of the attendance of children of the lower orders, both in English and vernacular schools, was the consequence. The uninspected schools in Calcutta and its vicinity have slightly increased, but unfortunately, in the absence of returns from two large schools, I cannot give the increase accurately. The returns received show 6,592 boys in 26 unaided institutions, and 800 girls in 13 schools, which is a slight increase on the number of last year.

There are 2,434 pupils in the four missionary institutions respectively, supported by the Free Church, the General Assembly, the London Missionary Society, and the American Unitarian Society, I regret that I have no information regarding the large schools under the Baptist Missionary Society at Serampur and Intali.

The greater part of the children of the middle class of the Christian population of Calcutta are either sent to England, or educated at St. Xavier's College, the Doveton Institution, the Martiniere, and the Bengal Academy; but few go to Bishop Cotton's hill schools at Simla, Mussourie, and Darjeeling: I suppose not forty in all. It is a mournful fact that European and East Indian parents, who keep their children in the plains of India, care but little for strength of body. They see their sons, from the effects of climate, becoming weedy and flabby; but

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they allow the process of physical deterioration to continue, rather than deprive themselves of the pleasure of their children's company. When want of means is the cause that a lad is kept in Calcutta instead of being sent to the hills, no objection can be urged; but in many cases the difficulty is not from want of means, but from want of will. This want of will arises from several causes: sometimes from a belief that school instruction is better at the large Calcutta schools than at the hill schools; sometimes from a conviction that in religious matters the parents themselves ought to train up their child in the way he should go; sometimes from a fear that the child's delicate health requires a mother's care, but most frequently none of these reasons are felt, and the lad stays in the plains because his parents like his company. This feeling is universal, but is particularly strong in India. Many parents cannot apprehend the depth of love which sends a child away, and sacrifices self for the future good of the son. That the bracing climate of the hills is better for ninety-nine children out of a hundred than the damp heat of Lower Bengal, is a fact that no medical man disputes. The hill schools only want numbers to reduce their charges.

The number of pupils in the four superior Christian schools of Calcutta amounts to 926. Government contributes nothing either in responsibility or money for the support of these Christian institutions, though in Calcutta the middle classes of Mussulmans are educated chiefly at the cost of the State, and a considerable portion of the middle classes of Hindus are in schools managed by Government. The chief unaided schools under native management are nine in number, containing 2,632 pupils with 97 teachers. The Metropolitan Institution, under the management of Pandit Iswar Chandra Bidyasagar, is the best of these schools, and was at the last university examination one of the most successful schools in India. It passed 26 pupils at the last entrance examination. It contains 718 boys, and is the largest school in Bengal, with the

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exception of the Scotch missionary schools, which have 821 and 797 boys, and passed 24 and 17 students at the entrance. The two best Government schools, the Hindu and Hare schools, passed respectively 29 and 38 at the same examination.

The nine unaided girls' schools for Europeans and East Indians have 581 pupils under 40 teachers. The unaided schools for native females are four, and contain 219 girls. The following table gives the details of the unaided schools. The schools for Europeans and East Indians are many times more expensive, pupil for pupil, than the schools for natives.

Unaided Schools in and near Calcutta on the 31st March 1871.

NAMES OF INSTITUTIONS.	Number of pupils.	Number of teachers.	Number of pupils passed at last entrance examination.
<i>Colleges.</i>			
Bishop's College	11	3	.....
Serampore College***
Total	11	3	.....
HIGHER CLASS SCHOOLS FOR BOYS.			
<i>Under Missionary Bodies.</i>			
Bhowanipore L. M. S.	530	16	18
Free Church Institution	821	15	24
General Assembly's Institution	797	19	17
Mr. Dall's Useful Arts' School	275	11	.....
Serampore Collegiate School***
Intali B. M. Institution***
Total	2,423	61	.....
<i>Under other Christian Bodies.</i>			
Bengal Academy	125	6	3
Doveton College	229	8	8
La Martiniere for boys	136	11	10
St. Xavier's collegiate school	436	11	7
Total	926	36

* No returns received.

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NAMES OF INSTITUTIONS.	Number of pupils.	Number of teachers.	Number of pupils passed at last entrance examination.
<i>Under Native Managers.</i>			
Metropolitan Institution	718	19	26
Oriental Seminary	256	11	6
Seal's Free College	373	12	6
Calcutta Training Academy	384	15	6
Calcutta Training Institution	275	10	12
Syam Bazar Preparatory School	143	7	.....
Bhabanipur Union Academy	185	8	3
Bhabanipur Institution	151	8	2
Hindu Charitable Institution	148	7	.....
Total	2,632	97	.....
<i>Middle Class Schools.</i>			
Armenian Philanthropic Academy	48	2	.....
Cathedral Mission School	175	4	.....
St. Xavier's male school	197	6	.....
Mirzapur	36	2	.....
Mirzapur Preparatory	25	3	.....
Khidirpur	53	3	.....
Ardwise's Seminary	68	.....	.....
Total of boys	600	19	.....
Total of boys	6,592	216	.....
SCHOOLS FOR GIRLS.			
<i>European and Foreign Races.</i>			
Baitakhana Girls'	21	1	.....
Bhabanipur Christian girls'	50	.....	.....
Murgihata Loretto	71	2	.....
La Martiniere for girls	117	12	.....
Calcutta Young Ladies' Institution	94	6	.....
Khidirpur Upper Orphan Girls'	8	2	.....
Loretto House	151	12	.....
Bow Bazar Girls' School	50	2	.....
Mrs. Stageman's Institution	19	3	.....
Total	581	40	.....
<i>Native Races.</i>			
Khidirpur Girls' School, c.s.	33	.....	.....
Khidirpur Zenanas'	107	.....	.....
Mrs. Sale's School	31	3	.....
General Assembly Orphanage	48	3
Total	219	6
Total of girls at known unaided schools in Calcutta	800

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It is impossible to obtain an exact account of all the children under instruction, for many learn to write and cypher at home, or at shops, or in small schools scarcely to be called schools. If we take the number educated in unaided village schools of twenty pupils or upwards, we obtain 17,507 pupils at 603 schools. They are scattered over the different zillas according to the following table.

Number of Unaided Guru Pathshalas in the Central Division, containing twenty pupils and upwards.

NAMES OF DISTRICTS.	Number of pathshalas.	Number of pupils.
Calcutta	16	721
Hugli	110	2,410
Howrah	159	5,424
Nuddea	127	3,764
Under Rev. F. Schurr, Nuddea	44	767
Singbhum	4	88
24 Parganas and Baraset	143	4,333
Total	603	17,507

Massing together all the schools of which this department has accurate information, we find the following result:—

Government collegiate schools	...	8	2,414
Government zilla and other schools	...	46	4,685
Aided schools for boys and girls	...	925	41,971
Unaided but inspected schools	...	21	1,833
Unaided and uninspected schools for boys	...	25	6,592
Uninspected village schools	...	603	17,507
Unaided schools for girls of European and foreign			
parentage	...	9	581
Ditto of native parentage	...	4	219
		<u>1,641</u>	<u>75,802</u>

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Colleges are not included in this list: some schools have declined to give returns, and the unaided schools containing less than twenty pupils are numerous, and many children are educated at home, so that the above total of 75,802 is but a first approximation to the number of children at school in Calcutta and the residency division.

As no one knows the population, it is almost a loss of time to consider the percentage of children at school to population; but if there are three millions in the old division, and four millions in the new, then there will be one child at school for every 41 persons in the former, and for every 1,188 persons in the latter.

The statistical tables have columns to show the number of Hindus, Mussulmans, and "others." The Native Christians, as well as children of European and foreign races, and the poor wild Kols of the jungle, are all entered as "others." Still the majority entered under this head are Christians, and whether European or Native, belong to a small section of the community. With this explanation, the tables show 46,656 pupils, of whom 40,316 are Hindus, 3,663 Mussulmans, and 2,667 "others;" or in every 100 pupils, there are 86 Hindus, 8 Mussulmans, and 6 others.

The Mussulmans at school are not one-tenth part of the Hindus, though the revenue survey shows that in some zillas, as in Nuddea for example, they constitute a majority of the population.

At the English schools, out of 14,277 boys, there are 12,967 Hindus, 497 Mussulmans, and 813 "others;" or in every 100 boys learning English, there are 92 Hindus, 3 Mussulmans, and 5 "others." Here the disproportion is much greater than when vernacular schools are included. In every 100 of those learning English, there are but 3 Mussulmans to 92 Hindus, or one in thirty. In this age of educational progress, these figures indicate a mournful feature for the Mussulmans. Assuming that the Government is desirous of showing equal consideration to all classes of its subjects, and has no wish

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to promote the Hindu at the expense of the Mussulman, yet what can a Government officer do when he requires in a post certain qualifications which are possessed by the Hindu applicants, but not by the Mussulmans? He is obliged to take the Hindu, and then he is adding one more instance to the list of Mussulman wrongs. I was present at a large meeting in the Madrasah in 1870, where the question was discussed, why Mussulmans were so few at the university examinations. Some speakers argued that Mussulmans in India have an hereditary dislike to mathematics, and failed in that subject more than in other subjects. Others said that a third of the time of Mussulman students was given to studies which do not "pay" in the university. Mussulman gentlemen frequently learn four languages:—Arabic, on account of their religion; Persian, because it is with them the language of polite correspondence; Urdu, because it is their vernacular; and English, in order to gain a livelihood. The time which would suffice to attain proficiency in two languages is employed in acquiring a smattering of four. There is truth in the argument; but still at the great public schools of England, Latin and Greek, French and German, go on together, and English is not altogether neglected. I was of opinion that successful Mussulman students were few because they are few at school, and they are few at school because pride of race and religion makes them averse to the English language and all the innovations attendant on its study. The Mussulman system of education now leads to no advancement in life, and is not much patronized. Hence pride tends to idleness, and idleness to dissipation, according to the Arabic proverb—"Men are usually tempted by one devil; but the idle man is tempted by a thousand devils." Aversion to the subjects studied, habits of idleness in youth, and their necessary consequence, a tendency to dissipation, are fatal to excellence in the university. Mussulmans are moreover poor and find great difficulty in paying schooling fees.

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Mr. Blochmann, the head master of the Madrasah, corroborated my view as regards the idleness of Mussulman students. He instanced the smallness of the numbers in the two highest classes of the Anglo-Persian department of the Madrasah in comparison with the numbers in the same classes of the Hindu and Hare schools, although the total numbers in each of these Hindu schools are only half as large again as in the Mussulman schools. He deduced from this fact the conclusion that Mussulmans at English schools in the lower provinces are not so industrious as the Hindus. I shall show in another part of this report that the vernacular scholarship examination, where about ten scholarships are annually awarded according to merit in each of the districts of Hugli, Nuddea, Baraset, and the 24-Parganas, the Mussulmans only gained one scholarship out of the 176 scholarships awarded in the last four years. The Christians did not gain a single scholarship, which is partly accounted for by the fact that European and East Indians do not compete for these scholarships, and Native Christian boys of ability learn English. At the vernacular examination this year, out of 438 candidates from the highest classes of 122 schools, there were only 9 Mussulmans and 38 "others," which, in conjunction with other facts, indicates that the Mussulmans in vernacular schools are comparatively more numerous in the lower classes than in the higher. This confirms the opinion that Mussulmans at school do not work hard.

In the minor scholarship examination last November, out of 189 candidates, only 6 were Mussulmans, and they were all placed in the third division, and consequently none obtained scholarships, as was also the case in the previous year. Of the Christians, 6 only passed the last examination, 2 in the second division and 4 in the third; but none obtained scholarships. Hence, neither in English nor in Bengali do the Mussulmans attain the position which their numbers would warrant us in

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expecting; and the Christians are not much more successful than the Mussulmans.

Creed of Pupils in our Schools.

DESCRIPTION OF SCHOOLS.	Hindus.	Mussulmans.	Others.	Total.
<i>Government Schools.</i>				
Normal for masters	223	2	.....	225
Ditto for mistresses	7	.....	.....	7
Higher class English	1,075	36	15	1,126
Middle class English	473	0	26	508
Middle class Vernacular	2,510	89	70	2,669
Lower class Vernacular	78	2	.....	80
Girls'	70	.....	.....	70
Total	4,436	138	111	4,685
<i>Aided Schools.</i>				
Normal ... ..	.....	.....	42	42
Higher class English	5,673	117	20	5,710
Middle class English	5,845	335	752	6,933
Middle class Vernacular	11,214	636	54	11,904
Lower class Vernacular	10,171	2,417	592	13,180
Girls'	3,036	20	1,096	4,202
Total	35,890	3,525	2,566	41,971
Grand total	40,326	3,663	2,667	46,656

The social position of the pupils in our schools is shown in the elaborate return, of which I give a synopsis here. The remarks I have to make on them are not here entered, as it would be a waste of space to add them when they may be required again for a general *resumé* of the results for the whole of the schools in the lower provinces. I notice, however, the general fact that the falling off in numbers is confined to the lower ranks of society, and to those whose parentage is not known.

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TABLE OF SOCIAL POSITION.

UPPER CLASSES OF SOCIETY.

TITLES.	Number of pupils.
Princes, nabábs, rájás, ráy-báhádurs, khán-bahádurs ...	64
GOVERNMENT SERVICE.	
Government servants with salaries of Rs. 10,000 a year and upwards ...	105
LAND.	
Large landholders whose income from land is Rs. 20,000 a year and upwards ...	355
OTHER REALIZED PROPERTY.	
Owners of houses, mines, Government securities, and other realized property, whose income is Rs. 30,000 a year and upwards ...	69
PROFESSIONS.	
Professional men with incomes of Rs. 40,000 a year and upwards ...	7
TRADE.	
Merchants, bankers, &c., with incomes of Rs. 50,000 a year and upwards ...	30
Total of upper classes	630

MIDDLE CLASSES OF SOCIETY.

(Viz., those below the upper classes and above the lower classes, and whose chief social position is derived from Government service, realized property, profession, or trade.

GOVERNMENT SERVICE.

Officers on salaries of Rs. 200 and less than Rs. 833 a month ...	1,061
Officers on salaries of Rs. 50 and less than Rs. 200 a month ...	2,167
Officers on salaries of Rs. 20 and less than Rs. 50 a month ...	2,027
Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pandits, post-masters, amlas ...	723

*Reports of Inspectors of Schools.*Number of
pupils.

ESTATES.

Holders of lands, mines, houses, Government securities, or other realized property, whose income is above Rs. 3,000 a year, and under the limits for the upper classes	1,097
The same when the income is less than Rs. 3,000 a year	2,348
Holders of debatvar, brahmatvar, piratvar, tenures	3,322
Jagirdars, ghatvals	1,071

PROFESSIONS.

Barristers, surgeons, engineers, attorneys, pleaders, clergymen, priests, religious gurus, mullas, kazis, maulavis, professors, high pandits, superior English teachers, authors, editors, higher artists	4,503
Muktars, munsis, amlas, writers, moharers, sarkars, gomastas, nayabs, surveyors, overseers, native doctors, kabirajes, apothecaries, English teachers, pandits, village school teachers, engine-drivers, press proprietors, press readers, catechists, ghataks, kathaks, lower artists	10,500

TRADE.

Bankers, brokers, banians, gold-merchants, money-changers, merchants, mahajans, large traders, contractors, manufacturers of sugar and saltpetre, produce-dealers, factory owners, photographers, coach-builders, engravers	3,616
Shop-keepers, aratdars, kyals, apprentices	2,420

Total of the middle classes ... 34,855

LOWER CLASSES OF SOCIETY OR "THE MASSES."

GOVERNMENT SERVICE.

Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, chaukidars, peons, paiks, barkandazes, chaprasis, darwans, guards, messengers, bhandaries, nagdies, boatmen, gunners, laskars, seamen, cooks, tailors, palki-bearers, bearers, farashes, punkha-pullers, coachmen, syces, elephant-drivers, grass-cutters, shikaries, duftries, bhistics, khansamas, kitmatgars, ayas, washermen, mehters, and other servants, on regular pay	815
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PRIVATE SERVICE.

Such as those named before	1,659
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*Central Division, Mr. Woodrow.*Number of
pupils.

AGRICULTURE.

Cultivators, gardeners, small ryots 9,257

TRADE.

Petty shop-keepers and small dealers and sellers, such as pedlars, kolu, chunari, mudis, moiras, sweetmeat-sellers, sellers of tari, betel, milk, spices, fish, biscuits, opium, stamps, pankhas, fire-wood, baskets, liquor, earthen-ware, vegetables, ganja, goli, &c. . 4,698

HANDICRAFT.

Printers, compositors, pressmen, book-binders 412

Workers in gold and silver, ornament makers 538

Potters, stone-cutters, masons, idol-makers, brick-makers, brick-layers 489

Firemen, stokers, lower engine-drivers 83

Painters of houses, of common pictures, picture frame-makers, dyers 75

Blacksmiths, tinmen, braziers, kansari 510

Carpenters, coopers, wheel-wrights, palki-makers 431

Weavers, blanket-makers 692

Harness-makers, shoe-makers, hat-makers... .. 112

* SKILLED LABOUR.

Tailors, barbers, gharamies, farriers, horse-breakers, shikaris, mid-wives, bird-catchers 854

COMMON LABOUR.

Palki-bearers, garwans, syces, coolies, cowherds, shepherds, fishermen, pig-keepers, cutters of grass and wood 547

MISCELLANEOUS.

Itinerant performers, such as musicians at natches, songsters, male-dancers, bajandars, jatravalas 92

Vagrants, such as beggars, fakirs, bairagis... .. 426

Disreputable classes, such as latials, badmashes, dacoits, thieves, pirates, prisoners, prostitutes. 101

Total of the lower classes or the masses 21,791

Parentage not known 1,623

Grand total 23,414

Reports of Inspectors of Schools.

EFFICIENCY.—In January last, in order to secure uniformity in the valuation of schools, I submitted, for the discussion of deputy inspectors, a system of valuing the merits of vernacular schools. Their suggestions were valuable, and have to some extent been incorporated in a scheme, which, with your permission, I will follow next year. You will observe in the scheme that I give one-fourth part of the marks for the accessories of the schools, and three-fourths for instruction. These accessories refer to the state of the building and premises, to the registers and books, to discipline, and to moral tone.

It will be remarked that in England the first two of these four heads are considered so important, that the grant is withheld altogether if the school is not held in a suitable building, and if the registers and accounts are not properly kept. I cannot find that these four subjects are noticed at all in the Bombay rules. I have endeavoured to give them some weight, but I am afraid that you may think too little weight in the valuation.

I am aware that Dr. Arnold said—"It is not necessary that Rugby should be a school of 300, or 100, or even of 50 boys, but it is necessary that it should be a school of Christian gentlemen." I earnestly desire to follow in the footsteps of my revered master; but Bengal is not England. Without religion we want the sanction to insist on a high moral tone. Moreover, the deputy inspectors, and not the masters, make this valuation; and the deputy inspector in his visits can learn but little of the moral tone of the boys, and the marks are given with reference to his means of judging, and not with reference to the importance of the subject.

Scheme for the Valuation of Middle Class Schools.

Valuation for grade—

Excellent,	75 and up to	...	...	...	100 marks.
Good,	60 and less than	...	...	...	75 "
Fair,	45 ditto	...	...	...	60 "
Moderate,	30 ditto	...	...	...	45 "
Indifferent,	15 ditto	...	...	...	30 "
Bad,	under	...	...	...	15

*Central Division, Mr. Woodrow.*No. of
marks.

I. PREMISES.— <i>House</i> .—Proper ventilation, dryness, neatness, state of repair	
<i>Compound</i> .—If any, its neatness, provision of swings and gymnastic apparatus ...	
<i>Furniture</i> .—Such as black boards, globes, admirals, desks, chairs, &c., and their neatness and state of repair. (Benches for boys are not to be considered necessary; if there are benches, they ought to be low, or to have a ledge for the little boys' feet)	
<i>Necessaries</i> .—Supply of clean drinking water and of water for washing	
A clean privy or some similar ar- rangement	6
II. BOOKS.—Accounts, their state and correctness	
Attendance register neat and well kept	
Admission ditto ditto	
Mark ditto ditto	
Subscription book ditto	
Visitors' book, neat	
Books of reference, maps, &c., and their neatness and state of repair	6
III. DISCIPLINE.—Number on the roll	
Regularity of attendance	
Order of lessons	
Power of master to command attention and obtain silence when he requires it	
Cleanliness of boys' faces, hands, hair, and person Organization of classes according to progress	6
IV. MORAL TONE OF THE SCHOOL.—Proper behaviour of boys to teachers and superiors	
Truthfulness as shown in freedom from prompting, cheat- ing, and underhand ways	
Good manners as indicated by politeness, and in the absence of rude habits, such as spitting, belching, &c.	7
Total of marks independent of instruction	25

Reports of Inspectors of Schools.

	No. of marks.
Brought forward ...	25
V. READING with fluency, proper pronunciation, emphasis, with an understanding of the meaning of words and sentences, and with power to narrate, in their own words, any story in their reading books	20
In higher classes, this head includes grammar and recitation	
VI. WRITING a good legible hand, with ability to spell correctly in writing at dictation, and to direct letters according to the post-office requisitions	20
In higher classes this head includes composition ...	
VII. ARITHMETIC, and in higher classes, mathematics...	20
VIII. OTHER SUBJECTS, such as geography, history, science, drawing, mapping, surveying, &c.	10
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 70
IX. GENERAL.—The deputy inspector may award for gymnastics, such as, running, leaping, jumping, throwing, swinging, swimming, riding, &c., or for any special excellence, which should be mentioned	5
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
Total ...	100
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/>

In middle class schools learning English, the head Reading will include both languages and translation from one language to the other; similarly, the head Writing will refer to both languages.

If a master prompts his boys, or connives at any unfairness, he is to be reported immediately to the secretary and to the inspector, for degradation or dismissal, as the circumstance of the case may require.

When the state of things under any of the above heads is bad, the deputy inspector will give no marks for that head, and generally great excellence will be necessary to secure full marks.

In middle class English schools a good knowledge of the vernacular will be required, and half the marks in reading and writing will be given to it.

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Schools vary considerably, but generally there is too large a number of boys in the first primer, whether English or Bengali. Hence, in awarding the marks allowed to each head, marks for reading and writing will not be distributed among the classes which are still studying the first number reader; and no boy will be allowed to begin the second book till he is well acquainted with the first. The marks therefore will be distributed equally among the higher classes, and the character of any class will be judged by the way in which the boys, after the first two, acquit themselves.

If there are only two boys in a class, no marks will be given; and generally discouragement will be shown to the practice of allowing two or three boys to usurp an undue amount of the teacher's time.

The higher class schools will require a fuller development of the method of awarding marks, and the lower class schools a simpler system than is here indicated.

EFFICIENCY.—The schools are arranged as regards efficiency under the six heads, Excellent and Good for the better sort of schools in each class; Fair and Moderate for middling schools; Indifferent and Bad for the worse sort of schools. Besides these, all the zenana institutions, and some schools about whose classification there was some doubt, are entered as unclassified. Out of the 992 schools, there were—

			No. of Schools.	No. of Schools.
Excellent	...	...	9	
Good	...	...	139	
			<hr/>	148
Fair	...	...	199	
Moderate	...	...	313	
			<hr/>	512
Indifferent	...	...	129	
Bad	...	...	84	
			<hr/>	213
Unclassed	...	...	...	119
				<hr/>
				992

Reports of Inspectors of Schools.

Of the higher class English schools, 44 out of 58 are under the two heads of Good and Fair; five being excellent, and nine moderate or indifferent. Of 127 middle class English schools, 59 are in the classes good and fair, and 68 below them. Of the 221 middle class vernacular schools, 4 are excellent and 118 in the classes good and fair. Hence the middle class schools, both English and vernacular; are nearly equally distributed between the upper and lower halves of the list of efficiency; but in the three upper classes of the list are found more than half the vernacular schools, and less than half the English schools. The inferior English schools are chiefly those managed by native gentlemen; the inferior vernacular schools are chiefly those managed by missionaries. In the 106 missionary vernacular schools, only 11 are in the first three grades, whereas in the 481 vernacular schools managed by Natives, 185 are in the upper grades and 296 in the lower grades. The poorness of the majority of the missionary vernacular schools arises from their locality. They are generally placed where there are Christians, and Christians are often found in the places where high caste families are few, and education, except from missionary societies, is unknown.

Table of Efficiency.

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassed.	Total.
SCHOOLS FOR BOYS.								
<i>Higher Class.</i>								
Government	2	2	3	...	...	...	...	7
Missionary	1	6	2	1	9
Other Christians...	1	1
Native	2	18	14	6	1	41
Total	5	25	19	8	1	58

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	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassed.	Total
<i>Middle Class English.</i>								
Government	3	...	...	...	...	...	...	3
Missionary	1	2	3	2	...	...	...	6
Other Christians...	1	3	2	...	...	...	...	6
Native	16	33	53	2	8	...	...	112
Total	21	38	58	2	8	...	...	127
<i>Middle Class Vernacular.</i>								
Government	1	8	11	8	2	...	...	30
Missionary	2	2	5	4	...	...	...	13
Other Christians...	...	...	...	...	...	...	...	...
Native... ..	3	33	57	61	16	3	...	173
Total	4	48	70	74	22	3	...	221
<i>Lower Class Vernacular.</i>								
Government ... ..	...	...	...	2	...	...	...	2
Missionary ... ..	...	7	23	26	30	7	...	93
Other Christians...	1	...	...	...	...	1	...	2
Native	39	48	117	66	33	...	...	303
Total	40	55	142	92	63	8	...	400
<i>Schools for Girls.</i>								
European and other foreign races ...	...	...	...	3	...	1	5	9
<i>Native Races.</i>								
Government ... ..	...	1	...	...	...	...	...	1
Missionary	1	3	8	6	6	4	...	28
Other Christians...	...	1	4	...	...	4	...	9
Native... ..	2	11	16	6	3	...	...	38
Total	3	16	31	12	10	13	...	85
Zenana instruction ... ..	...	...	...	...	...	96	...	96
<i>Normal Schools.</i>								
For masters, Government...	2	...	...	...	...	...	...	2
Ditto, aided	...	1	...	...	...	...	...	1
For mistresses, Government	...	...	...	...	...	1	...	1
Ditto, aided	...	...	...	...	...	1	...	1
Total	2	1	...	...	...	2	...	5
Grand total	9	139	199	313	129	84	119	992

Reports of Inspectors of Schools.

FEMALE INSTRUCTION.—The Rev. K. M. Banerjee lately summed up his fifty years' experience of the supporters of girls' schools in the telling aphorism—"Long were their speeches, short were their subscriptions."

I cannot claim a fifty years' experience of girls' schools, but I was present when the foundation stone of the Bethune School was laid twenty-two years ago, and from that time to this floods of words have periodically deluged this barren field of labour and have left but little fertilizing influence behind them. The same complaint of the exceeding difficulty of collecting subscriptions, and the utter unwillingness of parents to pay fees, is repeated to this day in nearly the same words as I heard more than twenty years ago. It has even been observed that the very speeches which were delivered fifty years ago are appropriate, without the change of a single word, to the circumstances of the present time. It is evident that the importance of female education has not yet taken a firm hold on the leaders of Hindu society, for if it had, the frequent closing of girls' schools for want of funds, and the poverty-stricken state of those that remain open, would be facts of past history, and not ordinary events of the day.

THE NORMAL SCHOOL.—The Government normal school for Hindu female teachers of good caste was opened in February last, and on the 31st March contained seven students. Unfortunately a few days afterwards the number was reduced to four. The institution has inherently great difficulties to contend against, and the late committee of the Bethune School believed them to be insuperable, and resigned rather than consent to open the normal school. Unhappily the inherent difficulties of the institution have been increased by difficulties both from within and without. Babu Keshab Chandra Sen opened his own normal school, and as the supply for one school was inadequate, two schools could not possibly succeed. But even a greater obstacle arose in the conscientious objection of the lady superintendent to give to adults

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secular instruction only. She felt that by secular instruction she necessarily loosened the restraints imposed by the Hindu creed, while the prohibition to teach religion prevented her from enforcing the sanctions of Christian morality. Hence, by giving secular instruction only, she indirectly promoted evil. There is little doubt about the fate of an institution in which the conscientious head believes success to be a sin. It is unfortunate that this religious scruple was not felt before the appointment was accepted. The Bethune School goes on fairly, and in this department the religious difficulty does not intervene, and the lady superintendent works with pleasure to herself and satisfaction to the parents.

The number of girls under instruction on the 31st March 1870-71 stood thus:—

	1870.	1871.
In Government schools (Bethune and normal schools)	76	77
In aided schools	2,488	2,148
In unaided schools	150	477
In zenana agencies	1,327	1,279
In schools for boys	499	515
	<hr/>	<hr/>
Total	4,540	4,496
	<hr/>	<hr/>

This shows a decline of 44 in 4,496, or one in a hundred. It is the first time that a retrogression has taken place. The excitement caused by the case of Ganes Sundari stopped the increase of zenana visiting, and caused temporarily a decline of numbers. The falling off in aided schools under native managers has, however, been the chief cause of decline. These two causes of decline have been nearly compensated for by the increase of girls in unaided schools and in schools for boys.

From facts that came to my knowledge I believe that the cause of female education is slowly, though steadily, advancing, but that

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the present state of instruction is lower than is generally believed. Female education is a matter in which Government should assist private enterprise rather than attempt a great social innovation itself. In former years I mentioned that inspectresses for female schools and zenanas would become necessary, and the fact has lately been urged on my attention by the early and steadfast friend of female education, Babu Piyarichand Mitra. But the financial pressure of the present year renders it inexpedient to moot the question now. This, and schemes for scholarships and rewards, which are also very desirable, must be postponed for at least a year.

The great defect in all schools for girls is the slow progress made in learning the alphabet. In a school of 30 girls, it will generally be found that 20 at least have not commenced to understand the meaning of easy words and sentences, and that two or three girls at the top are separated by a wide interval from all the rest. In this state of things I am an advocate for the Bombay system of paying by results; but even then the price given for each standard must be very high, otherwise Government aid in female education will be a nominal, and not a real assistance.

In places where zenana agencies exist, the education of adults is carried on; but I have little hope of the education of women by their husbands and brothers. This point is discussed by Babu Nilmoni Mukhurji, B.A. and B.L., formerly a senior scholar of the Sanskrit College. I submit extracts from his interesting report for your perusal. It would be very desirable to know how far this mode of family instruction has proceeded; but in the absence of inspectresses of schools, I hardly know how the inquiry could be conducted. We might certainly question the pupils of our schools and colleges as to their individual exertions; but their answers would not altogether settle the point, for many of them are absent from their homes, and to ask students questions about their female relatives is a matter of doubtful expediency.

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The state of female education stands much at the same point as in last year. The only three girls' schools under my inspection that deserve encouragement are situated at Baripur, Ramnagar, and Kaorapukar respectively.

It is a truism to affirm that the condition precedent of female education in a certain locality is a tolerably improved state of male education therein, and that people who live from hand-to-mouth, and who are not sure of procuring their food on the morrow, can little think of education unless it is calculated to bring to them immediate relief. Female education in this country does not hold out any such relief as may be appreciated and sought by the poor. The males of the places where the missionaries have established female schools are so uneducated and helpless, that they possess very slender means of educating even their boys. They have no inclination, no idea of training up their daughters; but they send them to schools only for the purpose of obliging the missionaries.

In classifying the schools at Baripur, Ramnagar, Kaorapukar, Sarisa, Manderhat, Banipur, Rajpur, Baikantpur, Kodalia, Bonhugli, Balarampur, Salpukar, Raghampur, and Jhanjra, I have taken into account not only the subjects taught and number of pupils capable of reading and explaining, but also the number and progress of such pupils as have learned spelling in Barnaparichay part I and part II. Considering the general condition of female education in this country, I do not take any exception to the first-named three schools. The schools at Sarisa, Banipur, and Manderhat, are conducted according to the circle system, and are taught only two days in the week by the circle pandits. They might, however, be made to assume quite a different aspect if something were allowed them for the purpose of purchasing books and awarding prizes; but the manner in which our operations were restricted by the financial policy last year did not permit me to make any such provision. The next three schools, situated at Rajpur, Baikantpur, and Kodalia respectively, are included in the Rajpur zenana agency. The schools at Rajpur are not now so successful as was the former Rajpur girls' school under the management of Mr. Payne. The last-named five schools are under the superintendence of Mr. D#iberg; they contain each one or two pupils, who read Sarala Charita or Bodhoday; but they read, explain, and spell so indifferently, that they can hardly be

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regarded to have learnt anything. Of arithmetic, geography, and writing, they know absolutely nothing. With the exception of one or two pupils, none is advanced beyond the alphabet. My experience, combined with that of my predecessor, Babu Radhika Prasanna Mukhopadhyáy, proves that they have been in this wretched state for the last four or five years; nor do I see any reason to hope that their past will differ from their future.

From the first cyclone, this part of the district, where the missionary schools are situated, suffered severely for three years. Famine, flood, and pestilence, came in quick succession in the train of the cyclone, and caused great distress to the unhappy people; but the good harvests of the last three years have restored to them peace and plenty. We have given them a fair trial, but it is evident that they have not profited by it, and in many cases it is not possible for them to do so.

The plan of female education mooted by Babu Kesab Chandra Sen, in his able speech recently delivered at the Town Hall, has provoked criticisms from various quarters. The *Hindu Patriot* seems to be content with the present state of female education, and expects good results from it. He overrates the efficiency of family agency for training up adult ladies. No one would deny that a youth would endeavour to impart knowledge to his illiterate partner; but it should be borne in mind that in the present state of our society, his opportunities are so few, and the difficulties in his way are so many, that it is seldom that he succeeds in his attempt. In the first place it is hard to overcome the repugnance of a grown-up girl, and in the second place, it is often found too inconvenient to induce her to steal a few hours from her household occupations in order to devote to study. If, however, one should be so fortunate as to get over such obstacles and place his wife in a fair way to knowledge, the birth of a child would often decide the question. The love for the child would dispel her love for literature, and impose on the mother so many duties that she would find no time for continuing her study.

These considerations make it imperative that the principal school for educating a girl should be her paternal home, and the office of the zenana agencies should consist in guiding her after studies, and instructing her in such arts as might render her useful and ornamental to her family and to society at large. No attentive observer of the times would fail to notice that the marriageable age of our girls has a little advanced, and the general tendency of the present generation is to make it advance still further.

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Moreover, it is not a rare occurrence that girls who evince some aptitude for study are allowed to continue to attend school a year or two after their marriage. This fact should not be overlooked, and may be taken advantage of in prescribing the course of study for girls' schools.

It is therefore evident that two different kinds of agency are requisite to complete female education, one for girls and the other for grown up ladies. One should consist of schools constituted after the fashion of the model schools and supervised by the inspector and deputy inspectors, and the other of zenana agencies formed on the principle of strict religious neutrality and supervised by inspectresses under the directions of the inspector of the division. Both the agencies should be entirely supported by Government, and made effective by the institution of prizes and scholarships. As every useful institution in which Government took the initiative has been crowned with success, there is no reason to favour the supposition that this most beneficial undertaking should miscarry, but on the contrary it might be confidently said that under the plan above adverted to, female education would assume quite a different aspect. Native prejudice is as inveterate as it is apt to take the alarm at the slightest change, but the pliancy with which it yields as soon as it is brought in contact with a useful institution is remarkable, and would be borne out by the history of the last thirty-five years.

The *Hitakari Sabha*, one of whose objects is the extension of female education, is of opinion that I underrate the extent and progress of female instruction. If the extent and progress of female education were great, schools for girls would be maintained with only a little more difficulty than schools for boys. But such is not the case. From among a mass of correspondence showing the difficulty of carrying on girls' schools, I select letters from the managing committee of the Bow Bazar female school, Calcutta, dated the 14th and the 22nd of April 1871. These letters will show that I have but too good grounds for my opinion that much progress has not yet been made. It must be premised that the Bow Bazar committee support a large school of 442 boys, and that they claim for their girls' school a high place among the female schools of Bengal.

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The committee write as follows:—

Prior to August 1867 the Government grant to this institution was Rs. 15 at first, and Rs. 25 after that. In that month a grant in aid of Rs. 30 was conceded, on the condition that a further sum of Rs. 35 would be realized by the managers from local subscriptions, and Rs. 10 from schooling fees.

For a short time after this arrangement came into operation, the required amount of local subscriptions was realized, although not with the hoped-for facility. But after this the subscriptions gradually fell off, and for some time past most of the subscribers have discontinued their assistance. These subscribers for the most part comprised the European gentry, and although some of the native subscribers yet continue to subscribe, they are so dilatory in paying their contributions, that the managers have almost always been compelled to meet from their own resources the failings of the defaulters, which were recouped at their convenience. They have also had to meet the balance of the expenditure needed for maintaining the school.

With regard to schooling fees, the highest amount ever realized from this source never exceeded Rs. 2; and it was lamentable to find that in endeavouring to enforce payment, a sensible reduction in the number of the scholars took place, and that those who left, joined the Rev. Mr. Dall's school in the neighbourhood, where no schooling fees are demanded. The managers were therefore compelled every month to pay themselves the amount fixed to be paid under this head.

This decline in the financial prospects of the institution is traceable to the proverbially marked indifference of the natives (the enlightened few excepted) to educate, or contribute towards the expenses of educating, their female children. They find it conducive to their interests, for manifest reasons, to educate their boys; but they fail to appreciate to their full extent the benefits of educating their girls. To ameliorate this apathy the Government should, the managers submit deferentially, among other concessions for smoothing the barriers to the advancement of female education, relax the rules of the aid system in their monetary bearings.

This school does not profess to advance the interests of Christianity, and has therefore no European supporters. The few it had have withdrawn their aid on the ground that the Natives themselves ought to support such an institution, although the managers believe that the chief cause of their ceasing their assistance is that they have already to assist the institutions

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projected by their European brethren for religious ends. Among Natives the enlightened portion, and their number is not large, do not refuse their aid, but their sympathies with such institutions are of an intermediate character. On the one hand their private connections induce them to believe that they ought to aid the good cause; on the other hand, race and despotism and bigotry damp their good resolves. If therefore the Europeans will not subscribe, and the enlightened Natives exhibit a partial, a frigid, and supine interest in such matters, to whom can we look for support? Certainly not to the masses; for the time has not yet arrived for them to unshackle the inherent objection they have to innovations of any kind which jar against their national and time-honored customs and habits, and to renounce the prejudice and antipathy they entertain against schemes that, whatever their other merits, withdraw their females from the seclusion and security of their zenanas.

*Extract from the report of the "Hitakari Sabha," dated 20th
April 1871.*

All the examiners expressed their satisfaction with the answers of the girls. Babu Bhudev Mukhurji, whose opinion is entitled to great weight, says:—"After having taken part in the examinations of your girls' schools, I have come to believe that the *Hitakari Sabha* of Uttarpara is doing much good to the girls' schools in the neighbourhood. The scholarships of the Sabha are evidently an object to the girls: they learn up much higher than they would do if they had no such prizes to compete for; the *Antaparikai* (zenana students) evidently do nothing." There cannot be the least doubt that the system of awarding scholarships is the best mode of encouraging female education in the present state of our country. It appears that almost all the deputy inspectors under you have recommended that measure as the best and the most effective means for the spread of education among the females. The *Hitakari Sabha* has the satisfaction to observe that experienced educational officers unanimously advocate a measure which the Sabha inaugurated seven years ago. How far the system has succeeded in creating a taste for knowledge in the girls that are annually sent out by the schools connected with the Sabha, the Sabha has not yet been able to ascertain; but one thing is certain, as Babu Bhudev Mukhurji observes, that they would not have made so high progress if these scholarships had not been held out to them. The highest standard of studies fixed by the Sabha for the girls is not far below that fixed for the vernacular scholarship

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examination, so that it may be fairly hoped that with the amount of knowledge acquired by the girls at school, they will become well prepared to increase their stock of knowledge at home with the occasional help of their male relatives. The present circumstances of the country, however, generally bring about a contrary result. So far as the education the girls receive at school goes, it is almost on a par with that received by the boys. The latter, however, continue to prosecute higher studies in superior schools, and thus add to their stock of knowledge; while the former, after they leave school for want of encouragement and assistance at home, generally remain at the same level, and cannot obtain that amount of knowledge which might be of any material advantage to them. The only means to remedy this evil, the Sabha thinks, is the holding out of zenana scholarships and prizes, and the creation of a body of female teachers competent to impart instruction to young ladies in the zenana, and the Sabha is glad to find that the attention of Government has been directed to that subject.

The deputy inspectors make their usual statements of the difficulties which schools for girls experience. An extract from one report will show the opinion of all—

*Extract from the Annual Report of the Deputy Inspector of Schools
for Hughli.*

There are under my supervision four aided and one unaided girls' schools. Of the aided girls' schools, that of Ghutia Bazar only is in an improving state. The numerical strength of the Chandranagar girls' school has fallen off, and the Bora girls' school is declining both in number and efficiency. The Free Church Bansbaria girls' school is yet in its infancy. The unaided girls' school at Chinsurah, supported by the well-known friend of education, Babu Durga Charan Laha, is pretty much in the same state as in the last year in point of numerical strength, but in regard to progress in studies, it is a little on the wane. In justice to this institution, however, it must be admitted that this school is decidedly superior to the other girls' schools in the district in specimens of needlework executed by the girls.

From what has been said above, it will appear that the prospect of girl education in the district is not encouraging. The obstacles in the way mentioned in my last year's report continue to be in force. Of these, early

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marriage and the withdrawal hand-in-hand of pupils from school is the principal. The parents do not yet look upon the education of their girls as a sacred duty incumbent upon them, as much as it is their duty to educate their boys. When the education of boys is sought for more as a future means of gain rather than from any real love of knowledge, it cannot be expected that the education of the girls, who are not, from their secluded state in society to turn it to that account, will receive that degree of attention which its importance demands. Though the hostile feelings formerly entertained against female education have given way in a large measure—though it is no longer believed that education is followed by the state of widowhood, yet female education is still looked upon with no small degree of apathy. The parents in many cases are unwilling to send their girls to public schools, much less to bear part in the cost of their education. Such being the fact, it is impolitic, under the present state of society, to charge any portion of the cost of education, however small, upon the parents of girls. It should be given them free of all cost to their parents. Not only this: rewards in the shape of books and ornaments should be given them from time to time for encouragement. The grant-in-aid rules should be relaxed, and scholarships after the example of the Uttarpara *Hidakari Sabha* be created. The services of the female teachers should be secured; for our females, brought up to habits of seclusion, are unwilling to study long in schools taught by pandits. These done, our girl schools will flourish, and we shall no longer have occasion to take a desponding view of the subject.

THE TOTAL COST OF INSTRUCTION.—The table below shews the cost of instruction, the total cost of inspection, and travelling for fourteen deputy inspectors and myself, have been Rs. 48,032, and the cost of instruction and scholarships has been Rs. 6,81,817. Hence inspection has been 6·5 per cent. of the total expenditure controlled by the department, instruction 91·5 per cent., and examinations and scholarships 2 per cent. The proportions shown in these charges seem to me very moderate. If the expenditure of a large sum of money is necessary for the public good, there must be some control over that expenditure, or it is sure to be abused; and 6·5 for control appears, in comparison with the charges in other departments, to be a modest proportion.

Abstract Return of Expenditure for the year ending 31st March 1871.

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SOURCE OF CHARGE.	From Imperial Funds.	From Local Funds.	Total.	Percentage of total cost.	REMARKS.
INSPECTOR--	Rs. A. P.	Rs. A. P.	Rs. A. P.		Government schools including Bethune and normal schools receiving allowances under the grant-in-aid rules... Receiving no allowance but under inspection... Schools abolished and temporarily closed Special Grants and rewards ...
Salary	18,000 0 0	.....	18,000 0 0	} 2'89	
Travelling charges	648 12 0	.....	648 12 0		
Office charges (including rent, salaries, and contingencies, &c.) ...	2,596 11 9	.....	2,596 11 9		
DEPUTY INSPECTORS--					
Salaries	19,121 4 6	.....	19,121 4 6	} 3'66	
Travelling charges	7,225 5 6	.....	7,225 5 6		
Peons and contingencies	440 9 5	.....	440 9 5		
	*48,032 11 0	.....	48,032 11 0	6'55	
INSTRUCTION (including all charges entered in return No. 24)	2,43,329 5 9	4,21,089 8 3	6,64,418 14 0	} 91'48	
Special grants for furniture, maps, &c., not included in the above ...	565 0 0	.....	565 0 0		
Rewards (not included under the head Instruction)	1,226 15 3	.....	1,226 15 3		
Instruction for schools abolished and temporarily closed during the year	4,222 12 6	.....	4,222 12 6		
SCHOLARSHIPS--					
Minor	2,932 13 9	.....	2,932 13 9	} 1'47	
Vernacular	7,493 13 6	.....	7,493 13 6		
Girls' scholarships (Hitakari Sabha)	162 2 6	162 2 6	324 5 0		
Remuneration of examiners (not included under the head Instruction)	666 10 6	977 9 0	1,644 8 6	} 50	
Service stamps... ..	1,413 0 0	.....	1,413 0 0		
Tents for the use of the office	575 0 0	.....	575 0 0		
	2,62,587 9 9	4,22,229 8 9	6,84,816 13 6	93'45	
Grand total ...	3,10,620 4 9	4,22,229 8 9	7,32,849 8 6	100'00	
					Total ...
					Imperial Funds.
					Rs. As. P.
					66,000 14 10
					1,53,193 14 0
					82,628 1 5
					706 7 6
					4,222 12 6
					1,751 18 3
					2,40,844 1 6
					Local Funds.
					Rs. As. P.
					43,517 7 10
					5,26,083 11 1
					33,224 13 10
					19,224 7 6
				
					4,21,089 8 3

* This includes Rs. 376-10-6 due to Babu Sasadhar Ray, officiating deputy inspector of schools, Hazaribag, from Jessore in south-east division.

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THE AVERAGE COST OF INSTRUCTION.—The table of the cost of each kind of school according to management is a most useful help for judging of the comparative cost of any kind of school. Yet its indications cannot be accepted without reference to locality, which exercises so preponderating an influence in the question of cost that it cannot with safety be ever omitted from consideration; for example, my higher class zilla schools near Calcutta cost Government for each boy Rs. 8-2-8 yearly, while the three schools in Chota Nagpur, the new portion of my division, cost Government for each boy Rs. 30-9-11. There is no doubt that the style of instruction at Howrah and Uttarpara, the two best non-collegiate schools in the whole presidency of Bengal, is higher than that at Purulia, Hazaribag, and Ranchi. On a system of payment by results, the schools near Calcutta would receive from Government more than the schools in Chota Nagpur, yet they actually receive a head only four annas one pice, when the others receive sixteen annas. This utter contravention of the principle of payment by results is in my opinion not only expedient, but necessary; and when more money begins to be available, I must ask you to increase the disproportion, and give an increased assignment to Chota Nagpur. There was a time when schools near Calcutta had to be carefully nursed, in order that they might take root and grow; they have now become vigorous, but Chota Nagpur is still in the state of requiring nurture and care. In a few years cinchona plantations will be firmly rooted in the country, and Government will have accomplished its work and given to fever-stricken Bengal the best febrifuge now known. To give the nation such a boon involves at first a considerable expenditure; so with schools, the destitute regions of Chota Nagpur must at first be dealt with tenderly.

The table also shows that while the best instruction given by Government in my division costs Rs. 8-2-8 a head, the worst instruction costs Rs. 8-3-6. The fact that the worst instruction in the

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division costs more money than the best, is defended solely on the ground that if Government did not give schools to Tardah and Syampur, no one would. There are no Christian converts there to tempt the missionaries to found schools for the instruction of their people; the villagers are sunk in ignorance, and cannot help themselves. Tardah, in the Sunderbuns, was once the chief port of Bengal, in the time of Portuguese supremacy at sea. It is now a poor fishing village, suffering thirst from the want of fresh water. In Tardah's palmy day, Calcutta was Chutanutti, and Raja Pratap Aditya held his court on the banks of the Muni Khal, and thence defied the power of Akbar. Few Europeans have penetrated the Sunderbuns so far as to see the high embankments of Pratap's fort.

From the table we see that the average yearly cost to Government of each boy learning English is Rs. 6-12-9 in a higher class school, and Rs. 7-3-3 in a middle class school. Hence we find that the higher and better the school, the less is the cost to Government. On the other hand, the people paid yearly in fees and subscriptions Rs. 16-12-4 in the former case, and Rs. 13-9-6 in the latter.

The explanation of the anomaly as regard Government paying more for middling instruction than for good instruction, is found in the previous columns. The higher class schools were 54 in number, and held 6,635 boys, or on the average 123 in each. The middle class English schools were 122 and held 7,468 boys, or on the average 61 in each. The average would have been less if two or three of the middle class schools were not very large. As it is, the average middle class school is only half the size of the average higher class school. With double the number of boys in a school, and a fee considerably heavier, the higher class schools pay a staff of teachers that the middle class school cannot afford. The average yearly cost of a boy in a middle class school is Rs. 7-3-3 to Government, and Rs. 20-12-9 in all. Of the middle class schools, the Government schools appear the cheapest of all; but

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this arises because the model schools of the Hugli and Calcutta normal schools are self-supporting; and the sole cost is that of the Chaibassa school, which actually costs Government Rs. 33 a head annually, while the people there give less than Rs. 4. I see no cause for astonishment at this disproportion. It is quite right that in Calcutta Government should give nothing, and at Chaibassa should give Rs. 33, while the people at Calcutta give Rs. 24, and at Chaibassa Rs. 4. I am, however, astonished that while Calcutta and Hugli model English schools have never since their foundation cost Government a penny, an order has lately been passed that when a class becomes too big for one master to teach, and boys have to be turned away, we are prohibited from entertaining another teacher and forming another class, because, though the change would not cost Government a penny, but would bring in actually a profit, Government will not allow money to be earned in this way; no more masters may be entertained, even when they pay their own expenses and bring in a profit besides. I fail after all my efforts to see an adequate reason for such a rule. An order that there should be no increase of expenditure to Government would surely have been sufficient. Government, in the case of the Calcutta and Hugli schools, has given nothing, does not now give, and is not asked to give, yet these schools must not be developed. This stunting process may emerge in crippling our charge, and in causing permanent inability to go alone.

The yearly cost of instruction in middle class vernacular schools is Rs. 3-6-6 a head on the average. The more expensive schools are the Government model school, and the least expensive the native management schools; but the former are in some cases real model schools, and in other cases are planted in barren spots, where none but Government schools or missionary schools could exist.

The average yearly cost to Government of the lower class vernacular schools is Rs. 1-14-2, and the people pay Rs. 1-15-7, or just an equal sum.

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The schools for girls cost Government on the average Rs. 13-3 a head yearly. The most expensive school is the Bethune School, which costs Government Rs. 164-8-3 a head yearly. The yearly cost to Government for 1,079 children in 36 native vernacular schools is Rs. 5-7-5 a head, and for 1,146 ladies, instructed by 96 teachers in zenana agencies, is Rs. 11-11-2 a head; but the supporters of the agencies give Rs. 28-2-6 a head. The total yearly cost of each lady taught in a zenana is Rs. 39-13-8. Till the people become aware of the importance of the education of females, the expenditure to Government will be large, and, compared with the results in boys' schools, unsatisfactory.

Normal schools for teachers are expensive institutions both in England and in India. The revised code has limited the Government contribution to £50 a head for male teachers, and £35 a head for female teachers. In India Government gave yearly for male pupils Rs. 81 in its own schools, and Rs. 56 in the aided missionary schools. The cost for female pupils in an aided school was Rs. 172 a year, and in the Government normal school was, for the two months it had been open, Rs. 47-7-8 a month; that is at the rate of Rs. 569-11-9 a year. Compared with the average cost to Government last year, the cost this year of normal schools and of higher class schools is less, but for all the other kind of schools is slightly greater; but the increased cost a head is no more than might have been expected to arise from the reduction of numbers.

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Table shewing the Yearly Cost of Pupils in each Class of Schools in 1870-71.

GOVERNMENT AND AIDED SCHOOLS.	No of schools on the 31st March 1871.	No. of pupils on the rolls, monthly average.	EXPENDITURE.		ANNUAL COST FOR EACH PUPIL.	
			Imperial.	Total.	Cost to Govern-ment.	Total cost.
Schools for Boys.						
<i>Higher Class—English.</i>						
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government .. {Old ..	4	792	6,448 11 1	26,740 6 2	8 2 9	33 14 2
Government .. {New ..	3	256	7,838 10 9	10,686 6 0	30 9 11	41 11 16
Missionary ..	9	1,400	8,936 0 0	36,612 15 6	6 6 2	26 2 5
Other Christian bodies ..	1	80	408 15 6	2,226 2 0	5 1 10	27 13 3
Native ..	37	4,107	21,465 2 0	80,096 5 3	5 3 7	19 8 0
Total ..	54	6,635	45,097 7 4	1,56,362 2 11	6 12 9	23 9 1
<i>Middle Class—English.</i>						
Government ..	3	516	2,544 9 0	11,258 6 8	4 11 0	21 13 1
Missionary ..	6	648	2,290 0 0	7,791 6 6	3 8 7	12 0 5
Other Christian bodies ..	6	602	13,045 0 0	35,100 13 3	21 10 9	58 4 11
Native ..	107	5,702	35,909 4 2	1,00,185 5 1	6 4 9	17 9 1
Total ..	122	7,468	53,788 13 2	1,54,335 9 6	7 3 3	20 12 9
<i>Middle Class—Vernacular.</i>						
Government ..	30	2,479	11,435 5 1	21,214 6 7	4 9 10	8 8 11
Missionary ..	13	733	2,442 8 0	6,014 0 0	3 5 4	8 3 3
Other Christian bodies ..	..	..	..	..	..	..
Native ..	178	9,581	29,086 15 6	88,582 7 11	5 0 7	8 11 7
Total ..	221	12,793	42,964 12 7	1,10,810 14 6	3 6 6	8 9 4
<i>Lower Class—Vernacular.</i>						
Government ..	2	72	591 13 3	722 13 3	8 3 6	10 0 9
Missionary ..	92	3,514	6,058 12 3	15,810 1 6	1 11 0	4 3 0
Other Christian bodies ..	2	140	402 0 0	1,136 0 0	2 13 11	8 1 10
Native ..	296	9,280	17,481 12 9	32,516 7 10	1 14 2	3 8 1
Total ..	392	13,006	24,534 6 3	50,185 6 7	1 14 2	3 13 9
Schools for Girls.						
Government ..	1	61	10,035 8 3	10,645 0 3	164 8 3	174 8 1
AIDED.						
European and foreign races ..	9	755	16,318 15 0	42,235 11 9	21 9 10	55 15 1
Native Races ..	..	..	..	..	..	..
<i>Missionary.</i>						
English ..	1	55	900 0 0	2,700 0 0	16 6 10	49 1 6
Vernacular ..	25	654	5,410 15 0	14,573 6 7	8 6 10	22 4 6
<i>Other Christian Bodies.</i>						
English ..	1	52	600 0 0	1,668 0 0	11 8 7	32 1 3
Vernacular ..	8	349	2,514 0 0	5,552 0 0	7 3 3	16 3 1
<i>Native.</i>						
Vernacular ..	36	1,079	5,557 10 0	11,862 7 10	5 2 5	10 15 11
Zenana instruction ..	96	1,146	13,404 1 3	43,649 0 3	11 11 2	39 13 8
Total ..	177	4,151	54,741 1 6	1,34,985 10 8	13 3 0	32 8 4

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GOVERNMENT AND AIDED SCHOOLS.	No. of schools on the 31st March 1871.	No. of pupils on the rolls, monthly average.	EXPENDITURE.		ANNUAL COST FOR EACH PUPIL.	
			Imperial.	Total.	Cost to Govern-ment.	Total cost.
NORMAL SCHOOLS.						
<i>For Masters.</i>						
Government Vernacular ...	2	214	17,436 9 8	18,556 10 8	81 7 8	86 11 5
Aided English ...	1	28	1,590 0 0	3,186 13 3	56 12 7	113 13 7
<i>For Mistresses.</i>						
Government vernacular for two Months ...	1	6	569 11 9	569 11 9	.....	.....
Aided English ...	1	11	1,900 0 0	15,460 14 11	172 11 8	1,405 8 8
Total ...	5	259	21,496 5 5	37,774 2 7	84 10 1	148 11 6
UNAIDED SCHOOLS.						
Schools for Boys.						
<i>Higher Class.</i>						
Native ...	4	885	706 7 6	12,391 4 9	0 13 9	14 0 0
<i>Middle Class—English.</i>						
Native ...	5	411	.....	4,520 5 3	.....	11 0 0
<i>Lower Class—Vernacular.</i>						
Missionary ...	1	45	.....	138 2 6	.....	3 1 1
Native ...	7	193	.....	724 11 3	.....	3 10 7
Total ...	8	243	.....	862 13 9	.....	3 8 10
Schools for Girls.						
Missionary ...	2	84	222 6 0	2 10 3
Native ...	2	85	815 10 0	9 10 7
Total ...	4	169	1,037 16 0	6 2 3

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FRIENDS OF EDUCATION IN THE CENTRAL DIVISION.

The London Missionary Society.

The Baptist Society.

The Church Missionary Society.

The S. P. G. Society.

The Free Church of Scotland.

The Hon'ble Justice Phear.

The Hon'ble Justice L. S. Jackson.

CALCUTTA AND ITS NEIGHBOURHOOD.—Babu Rakhal Das

Mukhopadhyáy, deputy magistrate, Diamond Harbour.

Babu Mahima Chandra Pal, deputy magistrate, Baripore.

„ Thakur Das Ráy Chaudhuri and brothers and
cousins, zemindars of Baripore.

Babu Gauri Prasad Maitra of Malaucha.

Pundit Dwarkanath Bidyabhusan of Harinavi.

„ Binayaka Chandra Chattopadhyáy, Khidirpur.

„ Brindaban Chandra Chattopadhyáy of Baraset.

Sheikh Ramzan Noskar, zemindar and merchant of
Mugra.

Babu Srinath Basu, of Baree.

„ Kisory Lal Ráy, zemindar of Tara in Rajshahye.

NADIA.—Ráy Jadu Nath, Ráy Bahadur, Kishnagar.

Babu Annada Prasad Mukhopadhyáy, Ulu.

„ Syama Charan Sarkar, chief interpreter of the
Calcutta High Court.

Babu Radhika Prasanna Mukhopadhyáy, Gosai, Dur-
gapur.

Babu Prasanna Chandra Ráy, M.A., B.L., of Chandeeपुर.

Mr. W. Shirreff, indigo planter, Sinduri.

Srimati Sarnamayi Dasi, Haradham.

Babu Srigopal Pal Chaudhuri and brothers, Ranaghat.

„ Kali Das Bandyopadhyáy, Devagram.

Reports of Inspectors of Schools.

- Babu Siris Chandra Biddyaratna, deputy magistrate,
Bongong.
- HUGLI.—Babu Jay Kishen Mukhopadhyáy, Uttarpara.
Babu Raj Kishen Mukhopadhyáy, Uttarpara.
„ Bijay Krishna Mukhopadhyáy, Uttarpara.
„ Mángobind Biswas, Dashghara.
„ Jagesvar Sinha, Bhastara.
„ Sib Chandra Deb, Konnagar.
- The Hitakari Sabha.
- Babu Modhu Sudan Mukhopadhyáy, Sultangachha.
„ Durga Charan Laha, Chinsurah.
- HAZARIBAG.—Col. H. M. Boddam.
Babu Jadu Nath Mukhopadhyáy.
„ Raj Gopal Ráy.
- Maulvi Gazafar Ali.
- LOHARDAGA.—Col. E. T. Dalton, c.s.i.
Rev. J. Batsch.
- Babu Umes Chandra Sen, Ranchi.
- MANBHOOM.—A. D. Clay, Esq., deputy commissioner.
F. Wilcox, Esq., district superintendent of police.
Rani Hingan Kumari, zemindar of Pandra.
Babu Krishna Mohan Mukhopadhyáy, B.L., munsif of
Chatna.
- Babu Nobin Chandra Pal, munsif of Lakda.
- SINGHBHOOM.—Dr. H. Hayes, deputy commissioner.
Babu Sarada Prasad Ganguli, head master, Chaibassa
Government school.