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19 - APR. 9

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR

1894-95.

MADRAS:
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OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
Madras, 1st October 1895.

No. 10701.

From

THE HONOURABLE MR. D. DUNCAN, M.A., D.SC.,
Director of Public Instruction,
Madras,

To

THE HONOURABLE MR. J. F. PRICE, C.S.I.,
Chief Secretary to Government,
Fort St. George.

SIR,

Introduction.

I HAVE the honour to submit the report on the state and progress of education in the Presidency during the year ending with 31st March 1895. The instructions of Government contained in the last review regarding the preparation of some of the appendices have been observed. Owing to changes in the territorial extent of circles which were made last year, and which may hereafter be made for administrative convenience, the comparison of statistics by circles for two or more years will serve no useful purpose. Wherever such general comparison is considered necessary, I have taken as units the groups of districts which the Government of India, in their letter communicated with G.O., No. 303, Educational, dated 22nd April 1895, accepted as suitable for the purposes of coloured maps for the quinquennial report on education in India :—

(i) Northern Circars (Ganjám, Vizagapatam, Gódávari and Kistna).
(ii) Ceded Districts (Kurnool, Bellary, Anantapur and Cuddapah).
(iii) Central Districts (Nellore, Madras, Chingleput, North Arcot and South Arcot).
(iv) Southern Districts (Tanjore, Trichinopoly, Madura and Tinnevelly).
(v) Inland Districts (Coimbatore, Salem and Nilgiris).
(vi) West Coast Districts (Malabar and South Canara).

As regards the classification of schools for special education other than training schools and schools of Art, Medicine and Engineering, no definite principle has hitherto been followed. In the body of the present report and in its appendices I have classed schools teaching the Art and Industrial standards laid down in the Educational Rules as Industrial schools, and schools teaching up to the standards laid down in the Government Technical Examination notification and syllabuses as Technical schools. In general table III no change has been made in the classification of special schools, as the Government of India have expressly prohibited any alteration.

I.—GENERAL STATISTICS.

General Results.

2. Public and private institutions for which returns have been received for the past two years are compared below, institutions being exhibited according to grades, and scholars, male and female, according to stages of instruction :—

GENERAL STATISTICS.

	1893–94.		1894–95.	
	Schools.	Scholars.	Schools.	Scholars.
Public Institutions.				
University education—				
Arts colleges	36	3,330	36	3,185
Professional colleges	7	798	6	834
School education, general—				
Secondary schools for boys—				
Upper Secondary, English	131	10,800	128	11,889
Lower Secondary { English	259	23,423	251	25,236
Lower Secondary { Vernacular	150	1,981	149	2,360
Secondary schools for girls—				
Upper Secondary, English	24	314	25	347
Lower Secondary, English	39	1,161	31	1,269
Upper Secondary, Vernacular	1	6	2	10
Lower Secondary, Vernacular	148	1,490	146	1,531
Primary schools—				
For boys { Upper Primary	4,209	37,910	4,227	39,461
For boys { Lower Primary	15,008	538,851	14,625	531,555
For girls { Upper Primary	327	3,467	347	3,804
For girls { Lower Primary	480	44,962	420	44,126
School education, special—				
Training schools for masters	57	1,419	56	1,385
Do. for mistresses	17	292	19	309
Other special schools for boys	15	2,342	29	2,876
Do. for girls	7	369	10	543
Total, Public Institutions ...	20,919	672,915	20,507	670,720
Private Institutions.				
Advanced schools teaching—				
Arabic or Persian for boys	36	1,690	40	1,899
Sanskrit for boys	130	2,489	137	2,522
Elementary, teaching { a vernacular only or mainly { for boys ...	3,350	59,035	4,063	78,522
Elementary, teaching { a vernacular only or mainly { for girls ...	25	495	21	576
Elementary, teaching { the Quran ... ... { for boys ...	489	13,353	394	9,257
Elementary, teaching { the Quran ... ... { for girls ...	...	...	8	139
Other schools not conforming to departmental standards ...	...	...	12	719
Total, Private Institutions ...	4,030	77,062	4,675	93,634
Grand Total ...	24,949	749,977	25,182	764,354

The total number of institutions of all kinds advanced from 24,949 to 25,182 or by ·9 per cent., and that of scholars from 749,977 to 764,354 or by 1·9 per cent. as against an increase of 2·6 in schools and 2·1 per cent. in scholars in 1893–94. Public institutions, however, fell in number by 412 and in strength by 2,195. This decrease was not unexpected. Managers of lower primary schools, who had long been told that the relaxation of the rules as to staff and accommodation would be withdrawn towards the close of the year under report, but who could not comply with the conditions, elected to return their schools as private schools until they could fulfil the requirements. This is manifest from the figures in the margin, showing the fluctuation in the number of public and private schools in some of the districts in which there was a marked fall in the number of public schools. The sudden increase in the average strength of elementary vernacular private schools from 17 in 1892–93 and 1893–94 to over 19 in 1894–95 was also a result of this change, public schools being generally better attended than private schools. It is this temporary secession of such schools from the general school list of public schools which chiefly, if not solely, contributed to the decrease in the number of public institutions borne on the departmental returns.

	1893–94.		1894–95.	
	Public schools.	Private schools.	Public schools.	Private schools.
Kurnool	439	14	423	30
Nellore	788	111	736	196
South Arcot	990	233	937	281
Trichinopoly	600	65	434	260
Tinnevelly	1,120	324	1,056	397
Malabar	752	454	718	530
South Canara ...	238	125	227	145

From the figures in the margin showing the variations in the number and strength of the different grades of public institutions, it will be seen that there was a decrease in each grade, special schools excepted, and that secondary and special schools advanced in strength, while colleges and primary schools suffered in this respect. The comparatively small number of successful candi-

Institutions.	Number.	Strength.
Colleges	− 1	− 109
Secondary schools ...	− 20	+ 3,467
Primary schools ...	− 405	− 6,244
Special schools	+ 14	+ 691

GENERAL STATISTICS.

dates at the Matriculation Examination during the past three years explains the steady decline in college population. In the case of primary schools the decline in strength followed that in number. Taking Government, Board and aided institutions alone, Government will be pleased to note that during the quinquennium ended with 31st March 1895, the number of institutions rose from 11,375 to 14,282 or by 25·6 per cent., and that of scholars from 400,205 to 532,809 or by 33·1 per cent., indicating a steady consolidation in schools.

Years.	Institutions.	Scholars.
31st March 1890	11,375	400,205
Do. 1891	12,256	440,541
Do. 1892	13,831	497,755
Do. 1893	14,290	520,720
Do. 1894	14,297	528,291
Do. 1895	14,282	532,809

Distribution of schools by districts.

3. In the following table institutions and scholars are compared by districts :—

Districts.	Area in square miles.	Population as per census returns of 1891.	Number of scholars in 1892–93.	1893–94.		1894–95.		Increase.		Decrease.	
				Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Northern Circars.											
Ganjám	8,370	1,896,803	42,392	1,474	40,221	1,318	37,899	...	...	156	2,322
Vizagapatam ...	17,242	2,802,992	28,397	1,042	29,255	1,079	29,409	37	154	...	...
Gódávari	7,857	2,078,782	40,969	1,438	43,698	1,394	43,845	...	147	44	...
Kistna	8,397	1,855,582	43,003	1,851	45,705	1,845	45,658	...	...	6	47
Ceded districts.											
Kurnool	7,514	817,811	13,459	626	13,551	630	14,696	4	1,145	...	...
Bellary	6,136	911,514	21,575	984	22,072	979	23,002	...	930	5	...
Anantapur ...	5,275	708,549	10,220	506	10,801	510	10,515	4	...	...	286
Cuddapah ...	8,722	1,272,072	17,626	839	17,371	897	18,335	58	964	...	...
Central districts.											
Nellore	8,765	1,463,736	22,788	1,072	23,716	1,130	25,406	58	1,690	...	...
Madras	29	452,518	38,468	560	38,931	565	40,050	5	1,119	...	...
Chingleput ...	2,842	1,136,928	26,684	945	27,922	988	28,288	43	366	...	...
North Arcot ...	7,616	2,180,487	45,299	1,739	47,481	1,679	47,044	...	...	60	437
South Arcot ...	5,217	2,162,851	37,667	1,519	39,271	1,531	39,303	12	32	...	...
Southern districts.											
Tanjore	3,709	2,228,114	53,262	1,656	52,147	1,670	54,440	14	2,293	...	...
Trichinopoly ...	3,631	1,372,717	27,388	897	27,852	926	28,856	29	1,004	...	...
Madura	8,808	2,608,404	46,614	1,447	47,452	1,497	49,083	50	1,631	...	...
Tinnevelly ...	5,387	1,916,095	59,806	1,848	60,477	1,806	59,520	...	...	42	957
Inland districts.											
Coimbatore ...	7,860	2,004,839	30,986	1,119	31,323	1,215	33,305	96	1,982	...	...
Salem	7,529	1,962,591	26,194	1,080	28,934	1,148	30,579	68	1,645	...	...
Nilgiris	957	99,797	3,627	79	3,675	85	4,108	6	433	...	...
West Coast districts.											
Malabar	5,585	2,652,565	77,523	1,603	76,889	1,657	79,105	54	2,216	...	...
South Canara ...	3,902	1,056,081	20,457	625	21,233	633	21,908	8	675	...	...
Total ...	141,350	35,641,828	734,404	24,949	749,977	25,182	764,354	546	18,426	313	4,049

It is satisfactory that 15 districts returned a larger number of both schools and scholars and two districts a larger number of scholars merely. Coimbatore is

GENERAL STATISTICS.

credited with the largest increase in schools and Tanjore with the largest addition in scholars. Four districts, viz., Ganjám, Kistna, North Arcot and Tinnevelly sustained a fall both in schools and scholars, the decrease in Kistna being, however, very trifling. Gódávari lost 44 schools and Anantapur 286 pupils.

Distribution of schools and scholars according to standards and stages of instruction.

4. Institutions, public and private, and scholars are shown below by districts according to standards and stages of instruction. Boys and girls are not distinguished :—

Institutions, Public and Private.

Districts.	Arts colleges.	Professional colleges.	Upper Secondary schools for boys.	Lower Secondary schools for boys.	Primary schools for boys.	Upper Secondary schools for girls.	Lower Secondary schools for girls.	Primary schools for girls.	Training schools for masters.	Training schools for mistresses.	Other special schools.	Total.
Ganjám ...	1	...	3	23	1,239	...	2	27	3	...	...	1,318
Vizagapatam ...	2	...	7	33	1,001	...	6	25	3	...	2	1,079
Gódávari ...	2	1	5	31	1,280	1	16	56	1	...	1	1,394
Kistna ...	2	...	5	31	1,728	...	5	67	3	2	2	1,845
Kurnool ...	...	...	2	5	612	...	...	9	2	...	...	630
Bellary ...	1	...	3	13	938	1	3	17	2	...	1	979
Anantapur ...	...	...	1	14	485	...	...	9	1	...	...	510
Cuddapah ...	...	...	2	12	858	...	1	23	1	...	...	897
Nellore ...	1	...	4	10	1,079	1	8	21	3	2	1	1,180
Madras ...	8	3	17	30	396	14	37	39	1	4	16	565
Chingleput ...	...	2	9	20	907	...	4	42	4	...	...	988
North Arcot ...	...	...	8	17	1,579	...	5	62	5	1	2	1,679
South Arcot ...	2	...	5	42	1,451	...	9	16	5	1	...	1,531
Tanjore ...	3	...	15	64	1,514	...	16	54	2	...	2	1,670
Trichinopoly ...	2	...	3	18	844	...	7	44	1	2	5	926
Madura ...	2	...	7	24	1,428	1	5	25	2	1	2	1,497
Tinnevelly ...	2	...	10	43	1,578	3	18	144	3	2	3	1,806
Coimbatore ...	2	...	6	15	1,146	2	9	32	1	1	1	1,215
Salem ...	1	...	4	21	1,084	...	5	32	1	...	...	1,148
Nilgiris ...	...	...	3	13	57	2	2	7	1	...	...	85
Malabar ...	3	...	11	46	1,530	1	15	40	9	1	1	1,657
South Canara ...	2	...	5	45	567	1	4	5	2	2	...	633
Total ...	36	6	135	570	23,321	27	177	796	56	19	39	25,182

Scholars.

Districts.	Arts colleges.	Professional colleges.	Upper Secondary schools for boys.	Lower Secondary schools for boys.	Primary schools for boys.	Upper Secondary schools for girls.	Lower Secondary schools for girls.	Primary schools for girls.	Training schools for masters.	Training schools for mistresses.	Other special schools.	Total.
Ganjám ...	27	...	210	853	35,526	...	4	1,217	62	...	...	37,899
Vizagapatam ...	122	...	593	1,507	25,466	...	53	1,576	69	...	23	29,409
Gódávari ...	95	15	466	1,515	38,314	3	78	3,289	62	...	13	43,845
Kistna ...	93	...	425	1,275	40,599	...	41	3,105	67	19	34	45,658
Kurnool ...	...	...	79	211	13,970	...	...	386	50	...	...	14,696
Bellary ...	9	...	191	583	21,252	13	29	848	70	...	7	23,002
Anantapur ...	...	...	34	286	9,606	...	...	558	31	...	...	10,515
Cuddapah ...	...	...	80	337	17,190	...	6	689	33	...	...	18,335
Nellore ...	14	...	298	672	22,944	1	90	1,258	70	30	29	25,406
Madras ...	1,564	721	2,198	3,889	20,447	234	914	7,753	27	104	2,199	40,050
Chingleput ...	...	98	443	1,050	24,566	...	48	1,990	93	...	...	28,288
North Arcot ...	...	...	541	1,177	42,063	...	46	2,909	85	19	114	47,044
South Arcot ...	76	...	496	1,531	35,638	...	43	1,422	85	12	...	39,303
Tanjore ...	273	...	1,545	3,770	44,637	...	200	3,841	69	...	105	54,440
Trichinopoly ...	475	...	1,062	1,637	23,006	...	107	2,170	39	28	332	28,856
Madura ...	53	...	541	1,318	45,149	10	82	1,647	79	22	182	49,083
Tinnevelly ...	80	...	902	2,194	49,611	42	537	5,831	83	34	206	59,520
Coimbatore ...	71	...	487	1,223	29,384	15	99	1,905	52	15	54	33,305
Salem ...	12	...	197	1,247	27,189	...	19	1,870	45	...	...	30,579
Nilgiris ...	...	...	29	589	2,847	12	58	566	7	...	...	4,108
Malabar ...	124	...	981	3,101	71,446	13	226	2,922	160	11	121	79,105
South Canara ...	97	...	500	1,583	18,664	14	125	803	47	15	...	21,908
Total ...	3,185	834	12,358	31,548	659,514	357	2,800	48,645	1,385	309	3,419	764,354

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There were fewer professional colleges, upper secondary schools for boys, lower secondary and primary schools for girls, and training schools for masters than in the previous year. The number of arts colleges (36) remained the same, but in 11 out of 16 districts in which they are situated, including Madras, they suffered more or less in strength. The abolition of the Second-grade Training College at Calicut reduced the number of professional colleges from seven to six, but did not affect their total strength. Upper secondary schools for boys and lower secondary schools for girls, though fewer by two and 10, respectively, received an accession of 1,389 and 149 pupils to their total strength. Only in two districts, Ganjám and Salem, were there fewer pupils in upper secondary schools for boys, and in four districts, Cuddapah, Chingleput, North Arcot and South Canara, there were fewer pupils in lower secondary schools for boys, all the other districts having advanced in this respect. The decrease in the number of primary schools for girls and training schools for masters was followed by a fall in their strength.

5. Institutions are classified in the margin according to the agencies by which they were managed. Government, Board and private institutions increased in both number and strength, and aided and unaided schools suffered in both these respects. I have already explained that this decrease is, to a large extent, due to the operation of the Educational Rules, which induced managers of unrecognised schools to return their schools as private schools. For the first time the Native State of Sandúr in the Bellary district furnished returns for the Sandúr Middle School which is annually visited by the officers of the Department under G.O., No. 393, Educational, dated 29th July 1887. The average strength of Government, Board, aided, unaided and private schools was 56, 44, 34, 22 and 20 as against 56, 43, 34, 22 and 19, respectively, during the preceding year.

Institutions according to managing agencies.

Classes of institutions.	1893–94.		1894–95.	
	Institutions.	Scholars.	Institutions.	Scholars.
Government ...	397	22,608	401	22,654
Board ...	3,494	147,806	3,552	156,371
Native States ...	...	...	1	76
Aided ...	10,496	357,877	10,329	353,784
Unaided ...	6,622	144,624	6,224	137,835
Private ...	4,030	77,062	4,675	93,634

Education in relation to population.

6. Districts are arranged in the subjoined table in the order of proportion of scholars to population :—

Districts.	Population.	Scholars.		Proportion of scholars to population.	
		1893–94.	1894–95.	1893–94.	1894–95.
Madras ...	452,518	38,931	40,050	1 in 12	1 in 11
Nilgiris ...	99,797	3,675	4,108	1 „ 27	1 „ 24
Tinnevelly ...	1,916,095	60,477	59,520	1 „ 32	1 „ 32
Malabar ...	2,652,565	76,889	79,105	1 „ 34	1 „ 34
Chingleput ...	1,136,928	27,922	28,288	1 „ 41	1 „ 40
Bellary ...	911,514	22,072	23,002	1 „ 41	1 „ 40
Tanjore ...	2,228,114	52,147	54,440	1 „ 43	1 „ 41
Kistna ...	1,855,582	45,705	45,658	1 „ 41	1 „ 41
North Arcot ...	2,180,487	47,481	47,044	1 „ 46	1 „ 46
Gódávari ...	2,078,782	43,698	43,845	1 „ 48	1 „ 47
Trichinopoly ...	1,372,717	27,852	28,856	1 „ 49	1 „ 48
South Canara ...	1,056,081	21,233	21,908	1 „ 50	1 „ 48
Ganjám ...	1,896,803	40,221	37,899	1 „ 47	1 „ 50
Madura ...	2,608,404	47,452	49,083	1 „ 55	1 „ 53
South Arcot ...	2,162,851	39,271	39,303	1 „ 55	1 „ 55
Kurnool ...	817,811	13,551	14,696	1 „ 60	1 „ 56
Nellore ...	1,463,736	23,716	25,466	1 „ 62	1 „ 58
Coimbatore ...	2,004,839	31,323	33,305	1 „ 64	1 „ 60
Salem ...	1,962,591	28,934	30,579	1 „ 68	1 „ 64
Anantapur ...	708,549	10,801	10,515	1 „ 66	1 „ 67
Cuddapah ...	1,272,072	17,371	18,335	1 „ 73	1 „ 69
Vizagapatam ...	2,802,992	29,255	29,409	1 „ 96	1 „ 95
Total ...	35,641,828	749,977	764,354	1 in 48	1 in 47

Twelve of the districts retained their position in the list. Six districts—Chingleput, Tanjore, Gódávari, Trichinopoly, South Canara and Salem—gained one

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place each; while Ganjám lost three places, and Bellary, Kistna and Anantapur one place each. Bellary would have retained its position but for the inclusion of the population in the Native State of Sandúr in consequence of the submission of a return from the Sandúr school. The positive refusal of the Ganjám Boards to aid schools recommended by the Department led to the closure of a large number of schools in 1894–95 also, which accounts for the serious retrogression of primary education in the district. On the whole, the proportion of scholars to population rose from 1 in 48 to 1 in 47. As in the preceding year there were nine districts, in which not even one in fifty was at school, taking male and female population together.

Education in relation to population of school age.

7. The following table gives by districts the proportion of male and female scholars to the respective population of school age:—

Districts.	Population of school age.		Scholars.		Percentages.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ganjám ...	138,488	146,032	35,583	2,316	25·7	1·6
Vizagapatam ...	210,087	210,362	26,283	3,126	12·5	1·5
Gódávari ...	154,071	157,747	35,210	8,625	22·9	5·5
Kistna ...	140,753	137,585	36,875	8,783	26·2	6·4
Kurnool ...	62,120	60,551	12,589	2,107	20·3	3·5
Bellary ...	69,708	67,019	21,251	1,751	30·5	2·6
Anantapur ...	54,345	51,937	9,558	957	17·6	1·8
Cuddapah ...	96,951	93,860	16,431	1,904	16·9	2·0
Nellore ...	110,491	109,069	21,044	4,342	19·1	4·0
Madras ...	33,873	34,005	29,714	10,336	87·7	30·4
Chingleput ...	85,917	84,623	24,513	3,775	28·5	4·5
North Arcot ...	164,181	162,892	41,665	5,379	25·4	3·3
South Arcot ...	161,870	162,558	36,313	2,990	22·4	1·8
Tanjore ...	159,907	174,310	47,911	6,529	30·0	3·7
Trichinopoly ...	99,535	106,372	25,702	3,154	25·8	3·0
Madura ...	187,735	203,525	46,076	3,007	24·5	1·5
Tinnevelly ...	140,020	147,934	50,467	9,053	36·0	6·1
Coimbatore ...	147,255	153,471	29,687	3,618	20·2	2·4
Salem ...	144,243	150,146	26,849	3,730	18·6	2·5
Nilgiris ...	8,423	6,546	3,232	876	38·4	13·4
Malabar ...	197,154	200,731	61,139	17,966	31·0	9·0
South Canara ...	76,640	81,772	18,419	3,489	24·0	4·3
Total ...	2,643,767	2,702,507	656,531	107,823	24·8	4·0

Compared with the previous year there was an increase of ·2·1 per cent. in male and of only 1 per cent. in female scholars. The increase of 1,052 girls did not affect the proportion of female pupils to the female population of school age, which stood at 4 per cent. But there was an advance in the percentage of male scholars from 24·3 to 24·8. In nine as against eight districts in 1893–94, the proportion of female pupils was equal to, or higher than, the average for the Presidency.

Distribution of scholars according to the classes of the community.

8. In the following summary, scholars are distributed according to the classes of the community to which they belonged:—

Classes of the community.	1893–94.			1894–95.			Population.	Proportion of scholars to population.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.		1893–94.	1894–95.
Europeans and Eurasians ...	3,842	3,362	7,204	4,028	3,595	7,623	49,577	1 in 6	1 in 5
Native Christians ...	36,366	18,633	54,999	38,314	18,826	57,140	825,490	1 ,, 15	1 ,, 14
Muhammadans ...	72,117	14,794	86,911	76,336	16,234	92,570	2,252,254	1 ,, 26	1 ,, 24
Hindus ...	528,520	69,843	598,363	535,315	68,998	604,313	32,007,726	1 ,, 53	1 ,, 53
Aborigines ...	2,197	93	2,290	2,414	61	2,475	472,808	1 ,, 206	1 ,, 191
Others ...	160	50	210	124	109	233	43,473	1 ,, 207	1 ,, 187
Total ...	643,202	106,775	749,977	656,531	107,823	764,354	35,641,828	1 in 48	1 in 47

Each of the main sections of the population was better represented than in the previous year as regards male scholars, but the number of Hindu and aboriginal

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female pupils fell. Muhammadans, Europeans and Native Christians are credited with an increase of 6·5, 5·8 and 3·9 per cent., respectively. The advance made by Muhammadans, which raised the proportion of pupils to population from 1 in 26 to 1 in 24, is especially gratifying. It will also be noted with satisfaction that the aboriginal classes contributed 185 additional male pupils and thus more than regained the loss they sustained in 1893–94.

In the subjoined table will be found the percentages of scholars belonging to the different classes of the community to the respective population of school age:—

Classes of the community.	Population of school age.		Pupils under instruction.		Percentage.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Europeans and Eurasians ...	3,224	2,785	4,028	3,595	124·9	129·1
Native Christians ...	60,863	62,960	38,314	18,826	63·0	29·9
Muhammadans ...	166,796	171,012	76,336	16,234	45·8	9·5
Hindus — Brahmans ...	83,766	86,490	85,450	15,759	102·0	18·2
Hindus — Non-Brahman Caste Hindus ...	1,857,291	1,897,003	419,257	48,705	22·6	2·6
Hindus — Paraiyas and kindred classes ...	431,653	444,988	30,608	4,534	7·1	1·0
Aborigines ...	36,790	34,130	2,414	61	6·6	·2
Others ...	3,384	3,139	124	109	3·7	3·5
Total ...	2,643,767	2,702,507	656,531	107,823	24·8	4·0

The population of school age has been calculated at 15 per cent. of the total population according to the census of 1891, and the annual increment to population has not been taken into account. This explains to a large extent the excessive percentage in the case of European and Eurasian boys and girls and of Brahman boys. It is matter for much regret that Brahman and non-Brahman girls fell in numbers. Muhammadan and Panchama boys and girls received a substantial accession to their number. The non-Brahman classes have to show greater earnestness and perseverance in education if they do not wish to be left behind the other classes in the race of life.

Distribution of scholars belonging to the several classes of the community according to stages of instruction.

9. In the following table will be found scholars, male and female, belonging to the different classes of the community distributed over the several stages of instruction:—

Classes of institutions.		Total of scholars.	Classes of the community.							
			Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus. Brahmans.	Hindus. Non-Brahman Caste Hindus.	Hindus. Paraiyas and kindred classes.	Aborigines.	Others.
Public Institutions.										
University—										
Arts colleges ...	Boys.	3,182	35	252	42	2,136	713	2	...	6
	Girls.	3	1	2	...	...	...	...	...	...
Professional colleges	Boys.	830	18	58	12	579	161	...	...	2
	Girls.	4	4	...	...	...	...	...	...	...
Secondary schools for boys—										
Upper Secondary, English.	Boys.	11,878	290	1,109	353	6,781	3,322	4	1	18
	Girls.	11	7	4	...	...	...	...	...	...
Lower do. do.	Boys.	25,109	971	2,836	1,061	10,602	9,428	156	25	30
	Girls.	127	88	27	...	1	11	...	...	...
Do. do. Vernacular.	Boys.	2,336	5	240	177	1,080	816	18	...	...
	Girls.	24	...	15	...	1	7	1	...	...
Secondary schools for girls—										
Upper Secondary, English.	Boys.	6	6	...	...	...	...	...	...	...
	Girls.	341	228	106	...	1	3	2	...	1
Lower do. do.	Boys.	30	29	1	...	...	...	...	...	...
	Girls.	1,239	568	635	...	8	19	3	...	6
Upper Secondary, Vernacular.	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	10	...	...	...	...	10	...	...	...
Lower do. do.	Boys.	62	...	54	...	...	5	3	...	...
	Girls.	1,469	2	877	18	85	420	67	...	...

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Classes of institutions.		Total of scholars.	Classes of the community.							
			Europeans and Eurasians.	Native Christians.	Muhammadans.	Hindus.			Aborigines.	Others.
						Brahmans.	Non-Brahman Caste Hindus.	Paraiyas and kindred classes.		
Public Institutions—cont.										
Primary schools for—										
Boys	Boys.	521,063	1,801	31,192	53,893	57,005	346,328	28,431	2,358	55
	Girls.	49,953	546	8,822	6,631	8,270	22,285	3,352	43	4
Girls	Boys.	1,881	611	529	313	91	235	92	5	5
	Girls.	46,049	1,636	7,581	4,844	7,208	23,674	990	18	98
Training schools for—										
Masters	Boys.	1,376	...	249	138	539	435	14	1	...
	Girls.	9	...	9	...	...	...	...	...	...
Mistresses	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	309	39	240	16	2	12	...	...	...
Other Special schools ...	Boys.	2,842	262	539	261	570	1,178	24	...	8
	Girls.	577	476	95	3	1	2	...	...	...
Total, Public Institutions ...		670,720	7,623	55,472	67,762	94,956	409,064	33,159	2,451	233
Private Institutions.										
Advanced schools teaching—										
Arabic or Persian...	Boys.	1,809	...	...	1,809	...	...	...	...	...
	Girls.	90	...	...	90	...	...	...	...	...
Sanskrit	Boys.	2,447	...	...	...	1,925	522	...	...	...
	Girls.	75	...	...	...	4	71	...	...	...
Elementary schools teaching—										
A Vernacular ...	Boys.	73,163	...	866	10,188	4,144	56,081	1,860	24	...
	Girls.	5,935	...	83	3,364	178	2,191	119	...	...
The Quran	Boys.	8,128	...	...	8,089	2	33	4	...	...
	Girls.	1,268	...	...	1,268	...	...	...	...	...
Other schools not conforming to departmental standards.	Boys.	389	...	389	...	...	...	...	...	...
	Girls.	330	...	330	...	...	...	...	...	...
Total, Private Institutions ...		93,634	...	1,668	24,808	6,253	58,898	1,983	24	...
Grand Total ...		764,354	7,623	57,140	92,570	101,209	467,962	35,142	2,475	233
Total, 1893–94 ...		*749,977*	*7,204*	*54,999*	*86,911*	*99,186*	*468,175*	*31,002*	*2,290*	*210*

Arts colleges suffered again in strength to the extent of 145 students; and Brahmans, Europeans and Muhammadans were fewer by 140, 10 and seven respectively. Native Christians contributed 10 more students, while Panchamas appeared for the first time with two students.

In professional colleges also, Europeans and Muhammadans sustained a fall notwithstanding the increase in the total strength of the colleges.

Upper secondary forms contained 1,078 male and 48 female pupils more than on the 31st March 1894. All the classes, except Panchamas, participated in the increase under male scholars, Brahmans being stronger by 661, non-Brahman Hindus by 317, Native Christians by 55, Muhammadans by 22 and Europeans by 21. But of the 48 additional female pupils as many as 40 were Europeans and Eurasians. Native Christians sent five and non-Brahmans three more pupils.

Lower secondary forms received an accession of 2,201 boys and 140 girls. With the exception of Panchamas, of whom there were six fewer than in 1893–94, all the classes contributed in varying degrees to the increase in the number of male scholars. The bulk of the increase appertained to Brahman and non-Brahman caste Hindus. As regards lower secondary girls, Europeans and Eurasians and Native Christians advanced in number by 67 and 143, the other classes having more or less retrograded. The loss was heaviest under Panchamas.

In primary classes there were 5,154 boys and 1,090 girls less than at the close of the year previous. The decrease under boys was confined to Brahmans and non-Brahman caste Hindus; but that under girls extended to all classes save Muhammadans, Panchamas and 'Others.' It will be noticed with satisfaction that the number of Panchama boys and girls advanced by 2,881 and 243, and that of

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Muhammadans by 1,085 and 267, notwithstanding the decrease in the aggregate strength.

The percentages of male scholars of the important sections of the population at each stage of general instruction to the total number of male scholars at the respective stage are approximately worked out below :—

Stage.	Europeans and Eurasians.	Native Christians.	Muhammadans.	Brahmans.	Non-Brahman Hindus.
Collegite	1	8	1	67	22
Upper secondary	2	9	3	57	28
Lower secondary	4	11	5	42	37
Primary	1	6	10	11	66

Of the male population of school age, Europeans and Eurasians formed ·1 per cent., Native Christians 2·3 per cent., Muhammadans 6·3 per cent., Brahmans 3·2 per cent., and non-Brahman caste Hindus 70·2 per cent. From a comparison of the above percentages it is interesting to note that Europeans and Eurasians, Native Christians, and Brahmans were represented at each stage in much higher proportion than they should be when viewed in relation of their numbers to the total population; that in the collegiate and upper secondary stages Muhammadans should have been, respectively, six times and twice as strong as they were, and that non-Brahman caste Hindus in the collegiate and secondary stages fell much short of the due proportion.

In the following summary will be found the numbers at each stage of instruction out of every thousand male scholars belonging to the important sections of the population :—

Classes of the community.	Collegiate.	Upper secondary.	Lower secondary.	Primary.	Professional colleges and special schools.
Europeans and Eurasians	9	73	249	599	70
Native Christians	7	30	84	856	23
Muhammadans	1	6	22	964	7
Brahmans	27	85	147	720	21
Non-Brahman Caste Hindus	2	9	28	956	5

At the collegiate stage, Europeans and Brahmans lost three and two of their numbers respectively, but at the secondary stages they were relatively stronger than in the year previous. The other classes have not shown any serious fluctuations at any of the different stages of instruction.

Distribution of scholars according to wealth.

10. The distribution of scholars in the different stages of instruction according to the wealth condition of their parents or guardians is given hereunder :—

Classes of Institutions.		Total of scholars.	Classification according to wealth.		
			Richer classes.	Middle classes.	Poorer classes.
Public Institutions.					
University—					
Arts colleges	Boys ...	3 182	170	2,218	794
	Girls ...	3	...	3	...
Professional colleges ...	Boys ...	830	63	738	29
	Girls ...	4	1	3	...
Secondary schools for boys—					
Upper Secondary, English	Boys ...	11,878	470	7,204	4,204
	Girls ...	11	...	9	2
Lower do. do. ...	Boys ...	25,109	698	12,173	12,238
	Girls ...	127	2	96	29
Do. do. Vernacular	Boys ...	2,336	48	744	1,544
	Girls ...	24	...	6	18

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Classes of institutions.		Total of scholars.	Classification according to wealth.		
			Richer classes.	Middle classes.	Poorer classes.
Public Institutions—cont.					
Secondary schools for girls—					
Upper Secondary, English	Boys	6	2	4	...
	Girls	341	27	197	117
Lower do. do.	Boys	30	2	25	3
	Girls	1,239	50	725	464
Upper do. Vernacular	Boys	...	...	...	...
	Girls	10	...	5	5
Lower do. do.	Boys	62	2	5	55
	Girls	1,469	24	450	995
Primary schools for—					
Boys	Boys	521,063	3,083	85,535	432,445
	Girls	49,953	432	8,711	40,810
Girls	Boys	1,881	28	621	1,232
	Girls	46,049	462	11,032	34,555
Training schools for—					
Masters	Boys	1,376	2	313	1,061
	Girls	9	...	1	8
Mistresses	Boys	...	...	...	...
	Girls	309	3	119	187
Other special schools	Boys	2,842	22	1,039	1,781
	Girls	577	31	261	285
Total, Public Institutions		670,720	5,622	132,237	532,861
Private Institutions.					
Advanced schools teaching—					
Arabic or Persian	Boys	1,809	106	93	1,010
	Girls	90	2	33	55
Sanskrit	Boys	2,447	62	396	1,989
	Girls	75	12	23	40
Elementary schools teaching—					
A vernacular	Boys	3,163	341	9,993	62,829
	Girls	5,935	91	1,101	4,743
The Quran	Boys	8,128	70	1,308	6,750
	Girls	1,268	5	241	1,022
Other schools not conforming to departmental standards.	Boys	389	...	2	387
	Girls	330	...	1	329
Total, Private Institutions		93,634	689	13,791	79,154
Grand Total		764,354	6,311	146,028	612,015
Total, 1893–94		*749,977*	*5,998*	*144,610*	*599,369*

All the classes advanced, the richer classes by 5 per cent., the middle classes by 1 per cent., and the poorer classes by 2 per cent. Of the male scholars in the collegiate, upper secondary, lower secondary and primary stages of instruction, the richer classes were represented by 5, 4, 3 and 1 per cent. and the middle classes by 70, 61, 47 and 16 per cent. respectively. The poorer classes were thus better represented at every stage than in the previous year. It will be noticed that about a fourth of the students in our colleges are of the poorer classes, which goes to prove that colleges in this Presidency afford ample encouragement to deserving young men to continue their studies to the degree examination. The richer and middle classes, respectively, contributed 7 and 58 per cent. of the girls in the upper secondary stage and 3 and 44 per cent. of the girls in the lower secondary stage. These classes have not evinced much more zeal in the promotion of female education.

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Distribution of scholars according to the occupation of parents or guardians.

11. The next table classifies male and female scholars according to the chief occupation of their parents or guardians :—

Classes of institutions.		Total of scholars.	Classification of scholars according to the occupation of their parents or guardians.							
			Officials.	Petty officials.	Traders.	Landholders.	Artisans.	Coolies.	Mendicants.	Others.
Public Institutions.										
University—										
Arts colleges	Boys.	3,182	989	171	158	1,518	12	3	19	312
	Girls.	3	3	...	...	...	...	...	...	...
Professional colleges.	Boys.	830	309	5	49	367	29	...	1	70
	Girls.	4	3	...	...	...	...	...	...	1
Secondary schools for boys—										
Upper Secondary, English.	Boys.	11,878	4,027	1,291	1,146	4,471	151	42	158	592
	Girls.	11	4	2	1	1	...	...	...	3
Lower Secondary, English.	Boys.	25,109	6,296	4,429	3,193	8,114	636	670	419	1,352
	Girls.	127	45	17	4	9	33	5	7	7
Lower Secondary, Vernacular.	Boys.	2,336	265	364	287	988	43	174	149	66
	Girls.	24	3	2	1	4	...	3	2	9
Secondary schools for girls—										
Upper Secondary, English	Boys.	6	4	...	...	...	1	...	...	1
	Girls.	341	162	67	11	8	20	4	18	51
Lower Secondary, English.	Boys.	30	17	5	1	...	...	...	...	7
	Girls.	1,239	624	208	78	85	73	14	55	102
Upper Secondary, Vernacular.	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	10	...	2	5	2	...	...	...	1
Lower Secondary, Vernacular.	Boys.	62	11	14	3	21	4	8	...	1
	Girls.	1,469	266	360	218	203	81	209	59	73
Primary schools for—										
Boys	Boys.	521,063	11,094	37,637	75,934	239,879	45,495	100,230	5,118	5,676
	Girls.	49,953	1,184	4,258	5,815	22,760	4,169	10,473	462	892
Girls	Boys.	1,881	499	260	198	374	105	349	30	66
	Girls.	46,049	5,696	6,366	8,620	9,769	3,988	8,920	920	1,770
Training schools for—										
Masters	Boys.	1,376	82	341	102	664	18	57	40	72
	Girls.	9	1	6	...	...	2	...	...	...
Mistresses	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	309	97	107	15	28	16	15	10	21
Other special schools	Boys.	2,842	662	398	310	520	303	215	137	297
	Girls.	577	134	193	37	34	74	46	12	47
Total, Public Institutions		670,720	32,477	56,503	96,186	289,819	55,193	121,437	7,616	11,489
Private Institutions.										
Advanced schools teaching—										
Arabic or Persian	Boys.	1,809	17	68	560	430	59	628	10	39
	Girls.	90	1	16	30	31	2	10	...	...
Sanskrit	Boys.	2,447	38	51	8	1,435	65	85	515	250
	Girls.	75	...	4	6	47	16	2	...	...
Elementary schools teaching—										
A vernacular	Boys.	73,163	317	1,995	10,584	38,648	5,265	15,291	570	493
	Girls.	5,935	33	127	1,002	2,203	284	2,016	93	177
The Quran	Boys.	8,128	...	255	2,813	2,059	1,121	1,627	176	77
	Girls.	1,268	2	16	446	493	152	150	7	2
Other schools not conforming to departmental standards.	Boys.	389	2	14	6	356	3	8	...	...
	Girls.	330	1	7	...	313	1	6	2	...
Total, Private Institutions		93,634	411	2,553	15,455	46,015	6,968	19,823	1,373	1,036
Grand Total		764,354	32,888	59,056	111,641	335,834	62,161	141,260	8,989	12,525
Total, 1893–94		*749,977*	*32,125*	*61,003*	*111,530*	*335,634*	*62,114*	*126,278*	*9,336*	*12,057*

Petty officials and mendicants excepted, all the classes made more or less advance. The bulk of the increase, however, appertained to the cooly classes, while the progress made by artisans was inappreciable. Landholders and coolies formed respectively 44 and 18 per cent. of the entire strength. Of the male scholars in the collegiate, upper secondary and lower secondary stages 84, 81 and 70 per cent. respectively were contributed by officials, landholders and traders as against 86, 82 and 69 per cent. in the previous year. The fluctuations are comparatively trifling. The proportion of the female scholars of the above-mentioned classes to the total number of such scholars in the upper secondary stage fell again—from 63

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to 54 per cent.—indicating the continuance, if not the increase, of an unsympathetic attitude on the part of the well-to-do classes towards the education of their daughters.

Distribution of scholars according to languages studied.

12. Scholars are distributed below according to the languages they were learning or through which they were receiving instruction :—

Languages.	Boys.		Girls.	
	1893–94.	1894–95.	1893–94.	1894–95.
English	109,435	119,824	9,612	11,354
Latin	1,047	1,163	272	237
Greek	33	20	...	...
French	...	...	60	50
Arabic	31,757	35,555	9,841	12,206
Persian	659	1,105	6	7
Sanskrit	8,946	9,911	86	243
Tamil	299,713	307,659	42,263	41,969
Telugu	189,874	196,364	33,249	32,825
Malayalam	54,662	54,100	14,267	14,531
Canarese	25,346	29,704	3,360	3,579
Hindustani	18,264	18,884	6,666	6,466
Uriya	28,701	26,794	871	848
Tulu	138	142	93	90
Marathi	223	694	182	112

From the above table a further increase of 9·5 per cent. in the number of male scholars and of over 18 per cent. in that of female scholars learning English will be noticed. This is very gratifying and indicates a steadily growing desire for Western education and culture. Sanskrit, Arabic and Persian were also being studied by a larger number of male and female scholars. It is not creditable to the Uriya community that the number of pupils, both male and female, reading that language had fallen. The percentages of male scholars learning Tamil, Telugu, Malayalam, Canarese and Uriya to the total male population speaking these languages were 4·5, 2·9, 4·1, 4·2 and 4·1 respectively.

Protection from small-pox.

13. Though protection from small-pox was not a condition of aid during the year, the proportion of male and female scholars unprotected from small-pox to the total number of male and female students in public and private schools fell from 7·9 and 10·0 per cent. to 7·4 and 8·9 per cent., respectively. Private schools contained 16,168 male and 2,835 female unprotected pupils. Of the 32,142 unprotected male pupils in public institutions, 35 belonged to colleges, 793 to secondary schools, 31,313 to primary schools and one to a Training school; while of the 6,812 unprotected female pupils, 297 belonged to secondary and the rest to primary schools. As Government has decided to reinsert in the Grant-in-aid Code protection from small-pox as a condition of aid, a further reduction may be expected in the number of unprotected pupils in public schools.

Relative extent of education in municipal and non-municipal areas.

Classes of institutions.	Municipalities.		Non-municipal areas.	
	Institutions.	Scholars.	Institutions.	Scholars.
Arts colleges	34	3,116	2	69
Professional colleges	4	736	2	98
Secondary schools { for boys ...	240	40,638	465	28,247
Secondary schools { for girls ...	153	14,780	51	3,753
Primary schools { for boys ...	1,924	85,360	21,397	549,175
Primary schools { for girls ...	274	14,666	522	18,603
Training schools { for masters ...	25	890	31	495
Training schools { for mistresses.	16	261	3	48
Other special schools	32	3,040	7	379
Total ...	2,702	163,487	22,486	600,867
Total, 1893–94 ...	*2,719*	*157,522*	*22,230*	*592,465*

14. From the figures recorded in the margin it will be observed that, notwithstanding a fall of 17 schools in municipalities, the number of scholars male and female therein rose by 3·8 per cent., while schools and scholars in non-municipal areas advanced by 1·1 and 1·4 per cent., respectively. The decrease in the number of schools in municipalities was confined to secondary schools for boys and girls and primary schools for boys. Primary schools for girls in non-municipal areas fell both in number

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and strength. Schools and scholars in municipalities formed 10·73 and 21·39 per cent. of the total number of schools and scholars as against 10·92 and 21·60 per cent. in 1893–94. Appendix S furnishes detailed statistics relating to each municipality. Of the male and female population of school age in all the municipalities, 82·5 and 21·2 per cent., respectively, were at school as against 77·8 and 20·3 per cent. in the year previous. The average percentages of male and female students were exceeded in 29 and 17 municipalities respectively. Eighteen as against 13 municipalities contained less than 1,000 male pupils each.

Summary of receipts and charges from all sources.

15. The following summary compares the expenditure on public instruction from all sources for the past two years. As usual the figures relating to private schools have been excluded :—

Heads of expenditure.	1893–94.						
	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From subscriptions and other sources.	Total.	Percentage to total expenditure.
University education.	RS.	RS.	RS.	RS.	RS.	RS.	
Arts colleges	2,40,453	...	2,453	1,85,956	1,68,865	5,97,727	9·73
Professional colleges	1,59,569	...	...	52,865	4,883	2,17,317	3·54
School education.							
General	6,19,024	6,66,715	1,76,404	13,32,679	10,15,498	38,10,320	62·01
Special	2,94,250	41,221	9,480	29,232	1,10,657	4,84,840	7·89
General.							
University	...	...	...	1,42,421	12,761	1,55,182	2·52
Direction and inspection	3,30,217	88,136	12,329	...	...	4,30,682	7·01
Scholarships	37,830	3,104	27	...	25,142	66,103	1·08
Buildings	1,69,558	23,577	11,216	...	90,770	2,95,121	4·80
Miscellaneous, including grants for furniture	41,466	2,027	9,008	7,111	27,832	87,444	1·42
Total ...	18,92,367	8,24,780	2,20,917	17,50,264	14,56,408	61,44,736	100·00
Percentage to total expenditure ...	30·80	13·42	3·60	28·48	23·70	100·00	...

Heads of expenditure.	1894–95.						
	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From subscriptions and other sources.	Total.	Percentage to total expenditure.
University education.	RS.	RS.	RS.	RS.	RS.	RS.	
Arts colleges	2,46,810	...	3,865	1,81,606	1,80,045	6,12,326	9·53
Professional colleges	1,66,115	426	374	49,854	6,289	2,23,058	3·47
School education.							
General	6,13,944	6,90,589	1,62,363	13,63,714	10,98,284	39,28,894	61·16
Special	2,56,154	57,122	21,178	28,644	1,12,311	4,75,409	7·40
General.							
University	...	...	...	1,41,964	16,972	1,58,936	2·47
Direction and inspection	3,40,309	91,212	13,107	...	...	4,44,628	6·92
Scholarships	35,086	3,806	60	...	20,660	59,612	·93
Buildings	2,65,469	32,263	23,855	...	1,10,803	4,32,390	6·73
Miscellaneous, including grants for furniture	45,450	4,469	2,831	7,314	28,918	88,982	1·39
Total ...	19,69,337	8,79,887	2,27,633	17,73,096	15,74,282	64,24,235	100·00
Percentage to total expenditure ...	30·65	13·70	3·54	27·60	24·51	100·00	...

There was an increase of Rs. 2,79,499 in the total expenditure on public instruction. Public funds contributed Rs. 1,38,793 more than in the year previous, fees Rs. 22,832 more and subscriptions, &c., Rs. 1,17,874 more. Arts

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colleges lost in fee-income to the extent of Rs. 4,350, which was due to a further decrease in the strength of the college department, especially in the F.A. classes, in consequence of the comparatively few passes at the Matriculation Examination during the past three years. The fall in the fee-income of professional colleges is only nominal, for the fee receipts shown in the above statement as having been derived from those institutions do not take into account the surplus fee-receipts yielded by the Law College, amounting to Rs. 21,110. Similarly, the fee-receipts of the University given in the same statement exclude surplus fees aggregating Rs. 19,442.

All the heads of expenditure, except special education and scholarships, shared the increase in the total charges, though the proportion borne to the total expenditure was lower than in the previous year under all the heads except under buildings, in which the increase was 1·93 per cent. A larger outlay was incurred on buildings from Provincial, Local and Municipal revenues on behalf of institutions maintained by Government, Local Boards and Municipal councils and of other institutions aided by them.

Provincial receipts and charges.

16. Particulars of receipts and charges appertaining to Provincial funds are furnished in the subjoined statement. As usual they include the figures relating to the Medical College and to school buildings, but exclude those for the Lawrence Asylum, Ootacamund. Certain scholarship grants have hitherto been included under 'scholarships'; all such grants have this year been shown under 'grants-in-aid' and the figures for 1893–94 have also been altered so as to facilitate comparison :—

Charges and Receipts.	1893–94.		1894–95.	
Charges.	RS.	RS.	RS.	RS.
Direction		52,616		56,340
Inspection		2,77,601		2,83,969
Government colleges and schools { General	3,82,856		3,89,844	
Government colleges and schools { Special	5,05,948		5,02,475	
		8,88,804		8,92,319
Scholarships in colleges and schools { General	11,352		12,661	
Scholarships in colleges and schools { Special	15,227		14,579	
		26,579		26,640
Grants-in-aid to { schools under private management ...	4,79,231		4,66,125	
Grants-in-aid to { schools under Municipal management ...	32,575		32,216	
Grants-in-aid to { schools under Local Boards	* 1,21,282		96,008	
		6,33,088		5,94,349
Registration of books		3,299		3,283
Purchase and collection of Oriental manuscripts		2,056		1,867
Workshop, College of Engineering		13,383		22,886
Refunds and miscellaneous charges		11,959		15,783
Government educational buildings		1,41,012		2,41,344
Total ...		20,50,397		21,38,780
Receipts.				
Fees in colleges and schools (general and special) credited to Government.	1,58,410		1,63,177	
Income on endowments credited to Government	2,342		2,635	
Departmental examination fees	7,111		7,314	
Sale of books	5,787		1,012	
Sales at the School of Arts	12,651		8,227	
Contributions from Local and Municipal funds	18,668		46,119	
Private contributions	2,233		1,265	
Miscellaneous receipts	13,353		13,666	
		2,20,555		2,43,415
Net expenditure ...		18,29,842		18,95,365

* Includes Rs. 15,425, being refund of excess recoveries from Local Funds for training schools.

There was an increase in the gross expenditure of Rs. 88,383, which was debitable to direction, inspection, Government institutions, workshop fittings, miscellaneous charges and the outlay on Government educational buildings. The expenditure on the last head, viz., Government buildings, incurred by the Public Works Department was considerable; and if this charge were left out of account, the gross expenditure would show a decrease of Rs. 11,949. A portion of the

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workshop fittings at the College of Engineering was carried out during 1894–95, and owing to a fall in the rate of exchange the machinery imported from England cost much more than was expected. The increase in the outlay on Government buildings was mainly due to the construction of the new Law College buildings. Under grants-in-aid a decrease of Rs. 38,739 will be noticed. The figure for 1893–94, however, includes a sum of Rs. 15,425, being refund of excess recoveries from Local Funds for training schools taken over by Government. The real decrease is thus Rs. 23,314 only. Of the decrease, approximately Rs. 9,000 related to scholarship grants, Rs. 3,000 to results grants, Rs. 2,000 to building grants, and Rs. 9,000 to grants to Local Boards. This will be explained later on. There was an increase of Rs. 22,860 in the total receipts, to which fees contributed Rs. 4,767. Local and Municipal contributions rose from Rs. 18,668 to Rs. 46,119 or by Rs. 27,451, which more than made up for the marked fall in the sale receipts of books and of the School of Arts. Of Rs. 46,119 mentioned above, Rs. 45,562 represented payments to the Medical College.

Of the total expenditure of Rs. 21,38,780, Rs. 1,65,630 related to the Medical College, including school department and stipends, and Rs. 2,41,344 to the outlay on Government educational buildings met by the Public Works Department. The expenditure proper of the Department was thus Rs. 17,31,806, which is less than the corresponding figure for the previous year by Rs. 6,971. The total net charge, Rs. 18,95,365, similarly includes Rs. 1,06,675, the net cost of the Medical College and school, including stipends, and Rs. 2,41,344, the Public Works Department outlay on school buildings. The net expenditure on education was Rs. 15,47,346, credit being taken for the interest realised from the Mangalore College endowment.

The Accountant-General's statement shows the expenditure as Rs. 17,34,221. The correct amount should be Rs. 17,31,806, which is arrived at by including Rs. 332 (Rs. 315, building grants to Local Fund salary-result schools in Cuddapah shown in the Accountant-General's accounts under 'Adjusting heads—Public Works' and Rs. 17, amount erroneously paid from Provincial funds in the previous year and deducted by the Accountant-General in the accounts of 1894–95) and excluding Rs. 2,747 (Rs. 2,733 Mr. Monro's furlough allowance as Inspector-General of Education, Central Provinces, debited to this Department, and Rs. 14, excess results grants paid by mistake to Salary-results schools in Vizagapatam). The receipts amount to Rs. 1,81,825. This amount and the interest realized on Mangalore endowment, viz., Rs. 2,635, should be deducted from Rs. 17,31,806 to arrive at the net expenditure, viz., Rs. 15,47,346, referred to above.

In column 34 of General Table No. 4, the net Provincial expenditure is given as Rs. 19,69,337. From this figure, Rs. 1,06,675, the net cost of the Medical College, Rs. 2,41,344, the Public Works Department outlay on Government educational buildings, Rs. 48,000, the Provincial grant to the Lawrence Asylum, Ootacamund, Rs. 4,862, grants to orphanages not paid through the Department, and Rs. 21,110, the surplus fee receipts of the Law College, or a sum of Rs. 4,21,991 in all should be deducted to arrive at the net cost of Rs. 15,47,346.

Local Fund operations.

17. Local Boards were maintaining at the close of the year 3,225 schools with 135,514 pupils as against 3,097 schools with 128,801 pupils. Secondary and primary schools had an accession of eight and 119 schools to their number with 1,624 and 5,036 pupils respectively. There was only one secondary school for girls, the number of primary girls' schools remaining the same as in 1893-94. There was also no variation in the number of Special schools under Board management, which has stood at 23 for the past two years. The special schools comprised two training schools for masters (Board Training school, Tinnevelly, and the Technical Institute, Madura) 17 Sessional schools, two Medical schools (at Nellore and Tanjore) and two Industrial schools (Industrial school, Masulipatam, and the Technical Institute, Madura). These institutions were attended by 505 students as against 502 on the 31st March 1894. The net expenditure to the Boards on their schools amounted to Rs. 5,30,052 including building and scholarship charges. The Boards also paid Rs. 422 as stipends in Government Training schools for masters, contributed Rs. 28,445 and Rs. 130 to the Medical College and to Municipalities respectively, and spent Rs. 2,25,947 as against Rs. 2,31,936 on grants-in-aid to schools under private management. The

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gross expenditure from Local Funds under Grant II amounted to Rs. 11,43,274 as against Rs. 11,15,811. Full particulars regarding these items appear in General Table No. 7 appended to the report.

Municipal operations.

18. The number of Municipal institutions rose from 307 to 327 and their strength from 19,005 to 20,857. Of the schools for general education, 26 (23 boys' and 3 girls') were of the secondary and 297 (290 boys' and 7 girls') of the primary grade. Municipal councils expended on their own institutions Rs. 99,122 net, contributed Rs. 17,117 to the Medical College and Rs. 348 (inclusive of a non-departmental payment of Rs. 48) to the Drawing Class, Kumbakónam, paid Rs. 548 and Rs. 86 as stipends in Government and Local Board Training schools for Masters respectively, and Rs. 2,220 as stipends in Local Board Medical and Industrial schools, and expended Rs. 93,665 as against Rs. 1,05,348 in the shape of grants-in-aid to schools under private management. The gross expenditure on education (Grant II) in Municipalities amounted to Rs. 3,19,279 or Rs. 12,655 less than in the year previous. Full details of the expenditure will be found in General Table No. 7.

Receipts and charges of institutions under private management.

19. The following statement furnishes particulars relating to aided institutions :—

Institutions.	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From subscriptions.	From endowments and other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Arts colleges	90,347	...	...	1,21,124	9,615	1,48,171	3,69,257
Secondary schools, including primary departments.	1,94,706	4,224	31,123	5,18,552	62,075	4,64,537	12,75,217
Primary schools	1,01,968	2,19,906	59,433	2,86,797	24,513	3,09,155	10,01,772
Training schools	26,138	...	...	5	10,637	23,108	59,888
Other special schools	16,014	...	...	7,238	22,175	29,918	75,345
Total ...	4,29,173	2,24,130	90,556	9,33,716	1,29,015	9,74,889	27,81,479

Aided institutions received from public funds Rs. 22,808 as building grants, Rs. 13,088 as furniture and other special grants and Rs. 8,268 as scholarship grants; and expended from their own receipts Rs. 97,907 on school buildings and Rs. 14,095 on scholarships. The aid received by these institutions from each source of public funds (Provincial, Local and Municipal) was less than in the year previous by Rs. 6,870, Rs. 6,889 and Rs. 11,481, respectively, and the falling off in the grants paid from Municipal revenues was very marked.

From General Table No. 4 and Appendix Q, it will be seen that the total expenditure of unaided public institutions fell from Rs. 4,58,862 to Rs. 4,31,438 and that Rs. 12,896 were spent on school-houses and Rs. 1,300 on scholarships.

Distribution of expenditure on public instruction among the different classes of institutions.

20. The direct expenditure on education was distributed as below among the different classes of institutions. The figures against primary schools include the cost of primary classes attached to secondary schools :—

Classes of institutions.	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From subscriptions, endowments and other sources.	Total.
Government.	RS.	RS.	RS.	RS.	RS.	RS.
Colleges { general ...	1,51,503	...	...	50,332	1,746	2,03,581
Colleges { professional ...	1,66,115	426	374	49,854	6,289	2,23,058
Secondary schools { for boys ...	16,536	...	...	17,223	2,011	35,770
Secondary schools { for boys ...	*(L.A.) 15,214	...	...	...	32,865	48,079
Secondary schools { for girls ...	17,296	...	...	832	12	18,140
Secondary schools { for girls ...	*(L.A.) 6,760	...	...	...	2,928	9,688
Primary schools { for boys ...	56,186	...	...	3,098	338	59,622
Primary schools { for boys ...	*(L.A.) 16,466	...	...	...	35,299	51,765
Primary schools { for girls ...	70,577	...	...	2,446	31	73,054
Primary schools { for girls ...	*(L.A.) 9,560	...	...	...	3,754	13,314
Training schools	1,13,196	422	548	162	474	1,14,802
Other special schools	91,524	28,445	17,465	18,120	10,879	1,66,433
Total ...	6,82,933	29,293	18,387	1,42,067	21,780	8,94,460
Total ...	*(L.A.) 48,000	...	...	...	74,846	1,22,846

* (L.A.) stands for Lawrence Asylum.

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Classes of institutions.	From Provincial funds.	From Local funds.	From Municipal funds.	From fees.	From subscriptions, endowments and other sources.	Total.
Board.	RS.	RS.	RS.	RS.	RS.	RS.
Colleges, general	4,960	...	3,865	7,444	101	16,370
Secondary schools { for boys ...	43,361	31,165	2,794	1,41,002	1,584	2,19,906
Secondary schools { for girls ...	213	151	95	...	...	459
Primary schools { for boys ...	62,576	4,33,007	65,747	1,51,227	1,012	7,13,569
Primary schools { for girls ...	2,525	2,136	3,171	118	...	7,950
Training schools	5,945	26,773	886	4	334	33,942
Other special schools	3,337	1,482	2,279	1,267	7,492	15,857
Total ...	1,22,917	4,94,714	78,837	3,01,062	10,523	10,08,053
Native States.						
Secondary schools for boys	...	...	...	209	532	741
Primary schools for boys	...	...	...	161	509	670
Total ...	...	...	...	370	1,041	1,411
Aided.						
Colleges, general	90,347	...	...	1,21,124	1,57,786	3,69,257
Secondary schools { for boys ...	88,050	100	21,894	4,06,909	2,01,878	7,18,831
Secondary schools { for girls ...	41,657	...	...	21,273	1,15,135	1,78,065
Primary schools { for boys ...	76,052	2,23,239	68,381	3,45,670	3,17,703	10,31,045
Primary schools { for girls ...	90,915	791	281	31,497	2,25,564	3,49,048
Training schools	26,138	...	...	5	33,745	59,888
Other special schools	16,014	...	...	7,238	52,093	75,345
Total ...	4,29,173	2,24,130	90,556	9,33,716	11,03,904	27,81,479
Unaided.						
Colleges, general	...	...	...	2,706	20,412	23,118
Secondary schools { for boys ...	...	...	...	81,608	37,605	1,19,213
Secondary schools { for girls ...	...	...	...	2,481	13,723	16,204
Primary schools { for boys ...	...	...	...	1,53,800	83,733	2,37,533
Primary schools { for girls ...	...	...	...	4,160	22,068	26,228
Training schools	...	...	...	1	1,550	1,551
Other special schools	...	...	...	1,847	5,744	7,591
Total ...	...	...	...	2,46,603	1,84,835	4,31,438

The gross expenditure of Government institutions, excluding the Lawrence Asylum, rose from Rs. 8,90,617 to Rs. 8,94,460, or by Rs. 3,843, but their net cost declined from Rs. 7,00,932 to Rs. 6,82,933 or by Rs. 17,999. The increase in the total expenditure was contributed by Arts Colleges, the Colleges of Engineering and Agriculture and Training Colleges, which last showed a conspicuous increase owing mainly to the establishment of the Training College, Rajahmundry, in January 1894. The decrease in the net cost noted above is owing to the increased contributions from Local and Municipal Funds to the school department of the Medical College. Secondary and primary schools cost Rs. 1,703 more than in the year previous, while training and other special schools cost less. If credit be taken for the surplus fee receipts (Rs. 21,110) of the Law College, the net cost to Government on its own institutions will be found to have fallen from 77·3 to 74 per cent. of the total cost.

The total expenditure on Board schools rose by Rs. 42,165, of which the advance in fee receipts, viz., Rs. 20,033, met 47·5 per cent. A larger outlay was incurred on secondary and primary schools than in the year previous. The net cost to Local and Municipal Boards for the upkeep of institutions under their direct management had increased from Rs. 5,45,355 to Rs. 5,73,551, or by Rs. 28,196. Provincial contributions covered 12·2 per cent. of the total outlay.

For the first time the English Lower Secondary school in the Native State of Sandúr, which has been under departmental inspection in accordance with the orders of Government, submitted its returns to the Department. Of its total cost (Rs. 1,411), fees covered Rs. 370.

Aided institutions received from public funds Rs. 25,240 less than in the year previous by way of grants-in-aid. This will be explained later on. The fee receipts of aided institutions exceeded those in the previous year by Rs. 19,866,

but in consequence of an increase in the total expenditure of Rs. 1,05,826 and of a decrease under grants-in-aid, the net cost to management rose by Rs. 1,11,200. In other words, contributions from public and private funds and receipts from school fees met, respectively, 26·7, 39·7 and 33·6 per cent. of the total expenditure as against 28·7, 37·1 and 34·2 per cent. in the previous year.

From the figures in the margin it is apparent that Provincial expenditure on secondary education had fallen steadily during the past three years, whilst the outlay on primary education had steadily risen during the period. The Provincial expenditure on secondary and primary schools stood in the proportion of 36·6 : 63·4. The decrease in Provincial expenditure on secondary schools took place among boys' schools only and showed itself conspicuously under Government Vernacular middle schools and under Board and aided high schools, which received less aid from Government than in the year previous. In the case of Government Vernacular middle schools, the fall was due to the reduction of 17 schools in Ganjám from the lower secondary to the primary grade.

Schools.		Secondary.	Primary.
		RS.	RS.
Boys' schools		1,47,947	1,94,814
Girls' schools		59,166	1,64,017
Total ...	1894–95 ...	2,07,113	3,58,831
	1893–94 ...	*2,13,976*	*3,57,048*
	1892–93 ...	*2,26,459*	*3,26,418*

The expenditure from Local funds on secondary and primary schools is given in the margin, from which it will be seen that there was a slight increase in the outlay on the former class of schools and a marked increase in the amount spent on the latter. This is gratifying. The grant of Rs. 791 from Local funds to girls' schools represents results grants paid for boys in the lower primary standards of aided girls' schools.

Schools.		Secondary.	Primary.
		RS.	RS.
Boys' schools		31,265	6,56,246
Girls' schools		151	2,927
Total ...	1894–95 ...	31,416	6,59,173
	1893–94 ...	*30,320*	*6,36,395*
	1892–93 ...	*32,463*	*6,03,747*

It is to be regretted that a smaller sum was spent by Municipal Councils on secondary and primary education than in the previous year as the figures in the margin will show.

Schools.		Secondary.	Primary.
		RS.	RS.
Boys' schools		24,688	1,34,128
Girls' schools		95	3,452
Total.	1894–95 ...	24,783	1,37,580
	1893–94 ...	*29,488*	*1,46,916*
	1892–93 ...	*41,303*	*1,42,357*

The expenditure from public funds on secondary schools for boys fell from Rs. 2,16,947 to Rs. 2,03,900, whilst that on primary schools for boys rose from Rs. 9,64,990 to Rs. 9,85,188. The above figures show that increased attention has been devoted to primary education.

Relative cost of educating each pupil in Government, Board and aided schools for boys.

21. The following summary exhibits the cost of educating each pupil in Government, Board and aided institutions :—

Institutions.	Government.		Board.		Aided.	
	Cost per pupil on average number on the rolls.	Cost per pupil on average attendance.	Cost per pupil on average number on the rolls.	Cost per pupil on average attendance.	Cost per pupil on average number on the rolls.	Cost per pupil on average attendance.
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
Arts colleges	269 4 7	303 6 5	130 14 8	158 14 11	165 7 0	182 4 2
Secondary schools for boys ...	21 10 0	25 6 8	19 14 5	22 15 1	25 2 9	29 4 3
Primary schools for boys ...	8 6 1	10 12 6	4 12 1	5 10 6	3 1 11	3 10 8

Each pupil in Arts Colleges cost more than in the year previous under all the classes of institutions owing to the fall in their strength. The cost per pupil rose in Government secondary and primary schools for boys. In Board and aided secondary schools for boys, the cost per head fell, and in primary schools for boys under the above management, the cost remained the same or fell slightly. The average monthly cost of educating each pupil in Government, Board and aided primary schools for boys was As. 11–2, As. 6–4 and As. 4–2, respectively, as against As. 9–8, As. 6–5 and As. 4–2 in the previous year.

School fees.

22. The following table compares the strength and fee income of all classes of institutions for the past ten years :—

Years.	Institutions managed by Government.		Institutions managed by Municipal and Local Boards.		Institutions maintained by Native States.		Institutions under private management, including private schools.		Total.	
	Strength on 31st March.	School fees.	Strength on 31st March.	School fees.	Strength on 31st March.	School fees.	Strength on 31st March.	School fees.	Strength on 31st March.	School fees.
	NO.	RS.	NO.	RS.	NO.	RS.	NO.	RS.	NO.	RS.
1885–86 ...	9,272	1,31,197	49,220	1,60,011	...	...	397,345	10,08,834	455,837	13,00,042
1886–87 ...	9,359	1,28,841	52,018	1,76,286	...	...	427,565	11,16,987	488,942	14,22,114
1887–88 ...	8,980	1,19,491	56,019	1,96,583	...	...	440,659	11,71,373	505,658	14,87,447
1888–89 ...	9,548	1,22,046	66,467	2,06,423	...	...	476,137	11,97,992	552,152	15,26,461
1889–90 ...	10,443	1,17,236	86,468	2,14,998	...	...	503,640	12,65,891	600,551	15,98,125
1890–91 ...	12,152	1,23,402	108,601	2,18,544	...	...	523,411	12,83,778	644,164	16,25,724
1891–92 ...	19,756	1,26,547	130,479	2,40,571	...	...	543,750	13,01,736	693,985	16,68,854
1892–93 ...	21,766	1,47,158	145,409	2,53,372	...	...	567,229	13,27,428	734,404	17,27,958
1893–94 ...	22,608	1,58,410	147,806	2,81,055	...	...	579,563	12,80,848	749,977	17,20,313
1894–95 ...	22,654	* 1,63,177	156,371	3,01,062	76	370	585,253	13,01,114	764,354	17,65,723

There was an accession to the strength of each class of institutions. The number on the rolls on the 31st March 1895 was in each case the highest on record, and the fee receipts under each head were larger than in 1893–94, and were also in all cases except institutions under private management, the largest ever reached. The total fee receipts increased by Rs. 45,040, leaving out the fee income of schools in Native States. In the case of institutions under private management, the fee income was larger than in any of the years preceding, except 1891–92 and 1892–93. Taking aided and unaided institutions alone into account, the fee receipts rose from Rs. 11,74,198 to Rs. 11,80,319 or by Rs. 6,121. Aided schools, which suffered in their fee income to the extent of Rs. 48,677 in 1893–94, yielded Rs. 19,866 more in 1894–95 than in the previous year, though the average number on the rolls of such institutions fell from 349,058 to 345,850 and thus recovered a portion of the lost ground. Unaided institutions returned Rs. 13,745 less than in 1893–94, but this was chiefly due to the transfer of a large number of public schools to the list of private schools as I have already observed. It is also to be noted that fees in private schools rose from Rs. 1,06,650 in 1893–94 to Rs. 1,20,795 or by Rs. 14,145.

The fee income and the average number on rolls in the different grades of institutions under public and private management for the past two years are compared in the annexed table and the average fee per pupil is also worked out :—

* Includes Rs. 21,110, surplus fees, Law College.

Classes of institutions.	Government.												Board.						Native States.					
	Average number on the rolls.			Fees.			Average fee per pupil.			Average number on the rolls.			Fees.			Average fee per pupil.			Average number on the rolls.			Fees.			Average fee per pupil.		
	1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.	
				Rs.	Rs.								Rs.	Rs.								Rs.	Rs.				
Arts colleges	785	756		52,123	50,332		66·39	66·58		166	117		9,024	7,444		54·36	63·62		...	...		...	...		...	...	
Professional colleges ...	712	788		65,770	70,964		92·37	90·16		...	...		...	...		...	...		...	...		...	...		...	...	
Upper Secondary schools for boys	1,077	979		15,781	17,160		14·65	17·53		3,235	3,326		79,585	85,572		24·60	25·73		...	...		...	...		...	...	
Lower Secondary schools for boys	2,909	1,516		1,098	1,332		·50	·88		8,955	10,486		70,049	80,622		7·82	7·69		76	...		...	370		4·87	...	
Secondary schools for girls.	3,610	3,712		2,335	2,461		·65	·66		403	469		...	...		...	...		...	...		...	...		...	...	
Primary schools for boys.	5,359	5,780		1,522	1,829		·28	·32		131,660	138,455		1,21,108	1,26,035		·92	·91		...	...		...	...		...	...	
Primary schools for girls.	5,893	5,988		716	817		·12	·14		718	802		124	118		·17	·15		...	...		...	...		...	...	
Special schools	2,159	2,236		19,064	18,252		8·71	8·18		494	500		1,165	1,271		2·36	2·54		...	...		...	...		...	...	
Total ...	21,827	21,705		1,58,410	1,63,177		7·26	7·52		145,631	154,155		2,81,055	3,01,062		1·93	1·95		76	...		...	370		4·87	...	

Classes of institutions.	Aided.												Unaided and Private.						Total.					
	Average number on the rolls.			Fees.			Average fee per pupil.			Average number on the rolls.			Fees.			Average fee per pupil.			Average number on the rolls.			Fees.			Average fee per pupil.		
	1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.		1893-94.	1894-95.	
				Rs.	Rs.								Rs.	Rs.								Rs.	Rs.				
Arts colleges	2,342	2,232		1,19,130	1,21,124		50·87	54·27		160	122		5,679	...		...	...		3,453	3,227		1,85,956	1,81,606		53·85	56·28	
Professional colleges ...	...	...		...	...		...	...		...	...		...	...		...	...		712	738		65,770	70,964		92·37	96·16	
Upper Secondary schools for boys	16,659	19,414		3,08,291	3,62,604		18·51	18·68		4,676	4,118		76,809	67,422		16·42	16·37		25,647	27,837		4,80,466	5,32,758		18·73	19·14	
Lower Secondary schools for boys	16,235	16,628		1,10,156	1,09,966		6·79	6·61		6,455	7,297		22,994	24,856		3·56	3·41		33,847	36,003		2,04,297	2,17,146		6·03	6·03	
Secondary schools for girls	13,835	14,543		45,416	45,982		3·27	3·16		419	548		3,704	5,981		8·84	11·30		18,317	19,272		51,456	54,637		2·81	2·84	
Primary schools for boys.	277,779	270,049		3,16,879	2,80,009		1·14	1·04		183,782	203,735		2,54,487	2,63,874		1·38	1·30		588,580	618,019		6,03,966	6,71,747		1·16	1·09	
Primary schools for girls.	20,881	21,137		6,929	6,788		·33	·32		4,546	4,028		1,345	498		·29	·12		32,088	31,955		9,114	8,221		·28	·26	
Special schools	1,277	1,847		7,049	7,243		5·52	3·92		199	214		1,980	1,848		8·64	9·95		4,159	4,797		29,258	28,644		7·03	5·97	
Total ...	349,058	345,850		9,13,850	9,33,716		2·62	2·70		200,237	220,062		3,66,968	3,67,398		1·83	1·67		716,753	741,848		17,20,313	17,65,723		2·40	2·38	

It will be seen that Government institutions of all grades, excepting Arts colleges, special schools, and Board institutions of all grades, excepting colleges and primary schools for girls were credited with a larger fee income than in 1893–94. Among aided institutions, Arts colleges, upper secondary schools for boys, secondary schools for girls, and special schools, showed improvement in fee receipts, while lower secondary schools for boys and primary schools for both boys and girls suffered a loss in fees. The fee income of unaided and private institutions fell under all the heads except lower secondary and primary schools for boys and secondary schools for girls. The fall in the fee receipts of Arts colleges under public management is, as elsewhere stated, due to diminished attendance, but these institutions are expected to return a larger fee revenue for 1895–96 and succeeding years as the enhanced standard fee rates will be brought into force from 1st January 1896. The large increase in the fee income of Professional colleges was shared by the Law and Teachers' Colleges and the Colleges of Engineering and Agriculture. The total average fee per pupil fell from 2·40 to 2·38, though the average fee per pupil showed an improvement in all classes of institutions except 'unaided and private.' As regards Board primary schools, and lower secondary schools for boys in backward tracts, a concession in the matter of fees must continue for some years to come.

Proportion of fee income to total expenditure.

23. In the subjoined table the proportion of expenditure met from fees in each grade of institution is shown. Secondary schools in this statement *include* the figures relating to the primary departments attached to them :—

Classes of institutions.	Government.			Board.			Native States.		
	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.
	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.	
Arts colleges	2,03,581	50,332	25	16,370	7,444	45	1,411	370	26
Professional colleges	2,23,058	70,964	32	...	...	...	...	...	...
Upper Secondary schools for boys	34,566	17,160	50	1,20,113	85,572	71	...	...	...
Lower Secondary schools for boys	1,12,223	1,332	1	1,54,778	80,622	52	...	...	...
Upper Secondary schools for girls	33,800	1,162	3	...	...	...	...	...	...
Lower Secondary schools for girls	35,771	1,299	4	3,264	...	...	...	...	...
Primary schools for boys ...	48,447	1,829	4	6,58,584	1,26,035	19	...	...	...
Primary schools for girls ...	44,625	817	2	5,145	118	2	...	...	...
Special schools	2,81,235	18,282	7	49,799	1,271	3	...	...	...
Total ...	10,17,306	1,63,177	16	10,08,053	3,01,062	30	1,411	370	26

Classes of Institutions.	Aided.			Unaided and Private.			Total.		
	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.	Total cost.	Fees.	Percentage of fees to cost.
	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.	
Arts colleges	3,69,257	1,21,124	33	23,118	2,706	12	6,12,326	1,81,606	30
Professional colleges	...	...	...	...	...	...	2,23,058	70,964	32
Upper Secondary schools for boys	6,14,720	3,62,604	59	1,07,936	67,422	62	8,77,335	5,32,758	61
Lower Secondary schools for boys	2,92,560	1,09,966	38	49,497	24,856	50	6,10,469	2,17,146	36
Upper Secondary schools for girls	1,41,086	26,6[illegible]	19	22,217	5,981	27	1,97,103	33,792	17
Lower Secondary schools for girls	2,26,851	19,333	9	6,249	213	3	2,72,135	20,845	8
Primary schools for boys ...	8,42,596	2,80,009	33	3,75,708	263,874	70	19,25,335	6,71,747	35
Primary schools for girls ...	1,59,176	6,788	4	14,095	498	4	2,23,041	8,221	4
Special schools	1,35,233	7,243	5	9,142	1,848	20	4,75,409	28,644	6
Total ...	27,81,479	9,33,716	34	6,07,962	367,398	60	54,16,211	17,65,723	33

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The figures present slight variations from those of the previous year. Fees in Government, Board, aided and unaided and private institutions met, respectively, 16, 30, 34, and 60 per cent. of their total expenditure as against 15, 29, 34 and 59 per cent. in 1893-94. Owing to increased expenditure and the fall in the fee income, the proportion of expenditure met from fees fell in the case of Arts colleges from 31 to 30 per cent. On the other hand, this proportion rose as regards professional colleges and upper secondary and lower secondary schools for boys from 30, 57 and 34 per cent., respectively, to 32, 61 and 36 per cent. In Arts colleges and in upper secondary schools for boys under the management of Boards, the fee receipts met such a high proportion as 45 and 71 per cent., respectively, of the total cost, the corresponding figures for Government institutions being 25 and 50 per cent., and for aided institutions 33 and 59 per cent., respectively. The proportion of the total cost of all grades of institutions met from fees remained at 33 per cent.

Grants-in-aid.

Year.	Grants from Provincial funds.	Grants from Local funds.	Grants from Municipal funds.	Total.
	RS.	RS.	RS.	RS.
1885-86...	4,73,904	2,59,100	1,04,881	8,37,885
1886-87...	4,47,454	1,99,100	91,217	7,37,771
1887-88...	4,89,405	1,97,346	90,146	7,76,897
1888-89...	4,17,759	2,05,533	95,435	7,18,727
1889-90...	5,02,538	2,02,257	88,751	7,93,546
1890-91...	6,40,341	2,18,520	99,190	9,58,051
1891-92...	6,33,020	2,24,358	96,401	9,53,788
1892-93...	6,15,727	2,32,505	1,01,852	9,50,084
1893-94...	6,17,663	2,31,936	1,05,348	9,54,947
1894-95...	5,94,349	2,25,947	93,665	9,13,961

24. The expenditure from Provincial, Local and Municipal funds on grants-in-aid during the past ten years is shown in the margin, the head 'Grants from Provincial funds' including *all* grants paid to Local and Municipal boards. The total grants-in-aid borne from public funds during the year amounted to Rs. 9,13,961, which is less than the expenditure under this head during the previous four years. In the following paragraphs, particulars of grants-in-aid paid from Provincial, Local and Municipal funds are briefly dealt with.

(i) *Grants-in-aid from Provincial Funds.*

The total expenditure on grants-in-aid from Provincial funds during the year aggregated Rs. 5,94,349, which was Rs. 23,314 less than in the year previous. Particulars of grants paid from Provincial funds are furnished in the following summary :—

Grants from Provincial Funds.	Actuals, 1893-94.	Actuals, 1894-95.	Revised budget, 1894-95, as entered in the civil budget estimate.
I.—Grants to schools under private management.			
	RS.	RS.	RS.
Salary and rent grants	2,56,560	2,55,928	2,60,000
Scholarship grants	32,035	23,175	28,000
Building grants	22,933	20,976	* 33,600
Furniture, library, apparatus and other special grants	9,246	10,027	11,000
Feeding and clothing grants	10,295	10,260	10,000
Grants to eleemosynary schools and miscellaneous grants	1,719	2,543	1,500
Payments by results	1,46,443	1,43,216	1,40,000
Total ...	4,79,231	4,66,125	4,84,100
II.—Grants to Board Schools.			
Salary and other grants to Local Boards	1,05,857	96,008	1,00,000
Salary and other grants to Municipalities	32,575	32,216	{ 20,900 † 5,700
Total ...	1,38,432	1,28,224	1,26,600
Grand Total ...	6,17,663	5,94,349	6,10,700

Salary and Rent Grants.—An expenditure of Rs. 2,55,928 was incurred on salary and rent grants out of an allotment of Rs. 2,60,000 in the revised budget and against Rs. 2,56,560, the actuals of the previous year. The decrease in the actuals, compared with those of 1893-94, was trifling and needs no explanation.

* Includes provision for Board schools also.
† Allotment for payment of net cost to the Municipal High Schools, Kurnool and Cuddapah.

GENERAL STATISTICS.

The amount set apart for salary grants in the practising departments of training schools was not fully appropriated, which chiefly accounts for the difference between the revised estimate and the actuals of 1894-95. In a few instances the salary grants for February were not drawn in March.

Scholarship Grants.—The sanctioned budget and revised estimates for these grants for 1894-95 were Rs. 28,000, and the actuals were less than this allotment by Rs. 4,825. Details of the actuals for the past two years are furnished in the margin.

	1893-94.	1894-95.
	RS.	RS.
Institutions for general education ...	5,660	4,169
Training schools for masters ...	7,580	6,419
Training schools for mistresses ...	11,792	6,594
Gymnastic schools	1,788	1,894
Technical schools	5,215	4,099
Total ...	32,035	23,175

The expenditure on scholarship grants was less in all classes of institutions except in the Gymnastic Training class attached to the Teachers' College, and the amount paid to training schools for mistresses had fallen considerably. The falling off under this latter class of institutions was due in a great measure to a marked decrease in the number of mistresses for whom stipendiary grants were applied. It is probable that some managers, who were required to strictly enforce the terms of the agreement executed by students in cases of default hesitated to apply for aid on behalf of students who were unwilling to bind themselves to serve as teachers for the prescribed period. The decrease under Technical schools is mainly attributable to the reduced rates of scholarships introduced by the revised Grant-in-aid Code.

Building Grants.—The final budget estimate for building grants for 1894-95, as entered in the civil budget estimate, was Rs. 35,600, and the revised estimate Rs. 33,600. These estimates included provision for Board institutions also, though the expenditure under "Grants to schools under private management" relates to schools under private management only.

	RS.
Institutions under private management ...	20,976
Local Fund schools	2,211
Municipal schools	938
Total ...	24,125

The entire expenditure on building grants amounted to Rs. 24,125 as shown in the margin. As managers are required to apply for grants after the buildings have been completed, a larger sum could not be appropriated. Ten institutions received building grants of Rs. 1,000 or upwards.

Furniture and other Special Grants.—The allotment for furniture and other special grants was almost fully utlized.

Grants to Eleemosynary Schools and Miscellaneous Grants.—The expenditure on this head amounting to Rs. 2,543 was composed of Rs. 1,531 grants to eleemosynary schools, Rs. 967 grants to indigenous schools and Rs. 45, grant to the Whitefield Colonial school.

Results Grants.—In the revised estimate for 1894-95, Rs. 1,40,000 were provided under 'grants-in-aid' and Rs. 60,000 under 'adjusting heads,' or Rs. 2,00,000 in all, for payments by results, and the actual expenditure on results grants, including arrears at the close of 1893-94, amounted to Rs. 2,07,215 (Rs. 1,43,216 to aided, Rs. 60,461 to Local Fund and Rs. 3,538 to Municipal schools). The decrease of expenditure on results grants to aided schools, as compared with the actuals of 1893-94, was due to the practising departments attached to training schools being aided on the salary-grant system under the revised Grant-in-aid Code.

Grants to Local Boards.—The grants-in-aid to Loca lBoard schools including building grants aggregated Rs. 96,008, and the allotment had thus been almost used up. Details of the above sum are furnished below :—

		RS.
Salary and rent grants to	ordinary schools	25,006
	training do.	1,917
	technical do.	2,363
Scholarship grants to	training do.	2,965
	technical do.	178
Building grants	... ...	2,211
Grants for furniture and other special objects	... ...	907
Results grants	... ...	60,461

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Grants to Municipal Funds.—Excluding the net cost amounting to Rs. 6,232 of the Municipal High schools, Kurnool and Cuddapah, the actual outlay on Municipal grants was Rs. 25,984, as against an allotment of Rs. 20,900. The excess expenditure (Rs. 5,084) includes Rs. 4,476 building and results grants, for the former of which no separate allotment was sanctioned under 'Municipal grants.' Details of grants to Municipal institutions are as under—

	RS.
Salary and rent grants	19,781
Net cost of high schools	6,232
Scholarship grants	714
Building grants	938
Grants for furniture and other special objects	1,013
Results grants	3,538

(ii) *Grants-in-aid from Local Funds.*

The grants paid from Local funds to schools under private management amounted to Rs. 2,25,947, as against Rs. 2,54,160, the revised estimate. The Accountant-General's statement gives the expenditure as Rs. 2,28,186, and the difference, viz., Rs. 2,239, is due to an erroneous debit to this head of Rs. 2,272, being the charges relating to certain Board salary-results schools in Cuddapah, and to the erroneous omission from 'grants-in-aid' of Rs. 33, being the scholarship grants paid from Local funds to the S.P.G. Boys' Industrial school, Trichinopoly. From the particulars appearing in the margin, it will be seen that the provision for building and furniture grants under the head 'other grants' was again allowed to lapse considerably, notwithstanding stringent instructions from this office to Inspecting officers to induce managers to apply for these grants, with a view to fulfilling the conditions of recognition. The actual expenditure from Local funds under 'grants-in-aid' is compared below with the revised estimate, district by district.

Grants.	Revised estimate.	Actuals.
	RS.	RS.
Salary grants	2,850	2,412
Results grants	2,40,540	2,21,718
Other grants	10,770	1,817
Total ...	2,54,160	2,25,947

Districts.	Actuals, 1894–95 (as per Accountant-General's statement).						Revised budget, 1894–95.			
	Salary grants.	Results grants.	Building grants.	Special grant for furniture.	Miscellaneous grants.	Total.	Salary grants.	Results grants.	Building and furniture grants.	Miscellaneous grants.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Ganjám	...	15,251	...	...	...	15,251	...	17,000	500	...
Vizagapatam ...	...	11,051	40	110	...	11,201	...	9,900	...	440
Gódávari	77	7,895	...	100	...	8,072	210	9,800	...	...
Kistna	...	16,272	...	...	...	16,272	...	14,780	400	1,140
Kurnool	70	4,344	...	...	...	4,414	60	4,600	...	...
Bellary	...	10,970	...	...	...	10,970	...	9,600	...	...
Anantapur	...	5,014	...	...	...	5,014	...	4,600	...	70
Cuddapah	222	10,180	...	...	...	10,402	200	6,870	...	250
Nellore	66	8,089	88	12	...	8,255	100	8,800	600	460
Chingleput	427	12,280	...	...	51	12,758	460	14,700	...	50
North Arcot ...	...	14,026	...	...	20	14,046	...	16,800	...	1,450
South Arcot ...	...	12,984	...	83	...	13,067	...	15,800	...	1,100
Tanjore	15	14,468	140	50	...	14,673	20	14,900	...	750
Trichinopoly ...	...	7,017	...	535	...	7,552	...	6,600	...	...
Madura	...	17,656	...	311	...	17,967	...	19,730	...	560
Tinnevelly	...	21,177	...	...	...	21,177	...	25,310	...	500
Coimbatore	...	14,000	50	...	...	14,050	...	14,250	...	910
Salem	...	6,118	...	15	...	6,133	...	7,250	...	140
Nilgiris	1,535	284	...	...	...	1,819	1,800	300	...	...
Malabar	...	9,106	50	...	...	9,156	...	10,550	...	730
South Canara ...	...	5,737	200	...	...	5,937	...	8,400	...	720
Total ...	2,412	2,23,919	568	1,216	71	2,28,186	2,850	2,40,540	1,500	9,270

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(iii) *Grants from Municipal Funds.*

Grants amounting to Rs. 93,665 were paid from Municipal funds as per particulars in the margin, as against Rs. 1,05,348 in the previous year, and the amount was the lowest during the past five years. The decrease occurred under results grants and was mainly due to several results schools in municipalities being found self-supporting from fees and thus ineligible for results grants under the provisions of the revised Grant-in-Aid Code. Also the Madras Municipality was relieved of the liability for results grants for girls in poor schools. The actual expenditure from Municipal funds on grants-in-aid is compared below by districts with the revised estimate.

Grants.	Revised estimate.	Actuals.
	RS.	RS.
Salary grants	24,140	24,984
Results grants	91,450	65,572
Other grants	*	3,109
Total ...	1,15,590	93,665

* Details not furnished in the printed Budgets.

Districts.	Actuals, 1894–95 (as per statements received from Chairmen).			Revised budget, 1894–95.		
	Salary grants.	Results grants.	Other grants.	Salary grants.	Results grants.	Other grants.
	RS.	RS.	RS.	RS.	RS.	RS.
Ganjám	...	1,044	...	...	1,360	...
Vizagapatam	843	3,367	274	800	4,100	...
Gódávari	803	1,347	...	780	2,250	...
Kistna	1,982	4,483	375	1,910	5,500	...
Kurnool	...	884	116	...	1,000	...
Bellary	301	2,094	...	310	2,500	...
Anantapur	...	209	...	...	250	...
Cuddapah	...	525	...	...	500	...
Nellore	981	1,785	...	1,030	2,000	...
Madras	...	6,943	17	...	8,830	...
Chingleput	721	1,591	...	800	1,800	...
North Arcot	2,112	1,321	...	2,110	1,360	...
South Arcot	1,221	2,611	8	1,160	4,700	...
Tanjore	4,573	11,095	1,243	4,450	13,200	...
Trichinopoly	...	6,217	317	...	19,870	...
Madura	3,774	6,494	432	2,500	7,530	...
Tinnevelly	1,770	3,842	195	1,770	4,960	...
Coimbatore	1,576	2,158	...	1,900	2,200	...
Salem	383	999	...	390	1,150	...
Nilgiris	2,207	371	396	2,210	360	...
Malabar	1,060	3,207	493	1,340	4,030	...
South Canara	677	2,000	228	680	2,000	...
Total ...	24,984	64,587	4,094	24,140	91,450	...

Working of the Results system.

25. In paragraph 680 of its report, the Education Commission recommended that, as a general principle, the grant-in-aid should depend on the locality and on the class of institutions, and that no grant should be given to an institution which has become self-supporting by means of fees and which needs no further development to meet the wants of the locality. Up to 1893–94 these principles were not fully observed, and, under the results rules formerly in force, schools which were situated in

GENERAL STATISTICS.

favourable localities, which were well conducted and which did not stand in need of State aid, were allowed to earn large grants, while many schools which were situated in out-of-the-way localities, which were opened for backward classes and which deserved special encouragement, were allowed to collapse for want of support, as their earnings were paltry and unattractive. It was, accordingly, proposed by me in 1893 to substitute what is known as the 'assignment' system for the 'estimate' system, each school being *assigned* a grant, not with reference to the probable number of pupils it would present for and pass at the grant examination several months afterwards, but with reference to its ascertained net cost and the funds available for expenditure on results grants, schools for backward classes and in backward localities being more favourably treated than others, and schools in villages being more favourably treated than those in kasba stations. Mr. Monro prescribed a scale of salaries for teachers of the different grades of certificates employed in municipal and non-municipal areas, so that the net cost of schools might be ascertained at what was conceived to be a reasonable figure. Managers of schools who had been making profit out of their schools did not welcome the change and complained against the system and the scale of salaries prescribed by Mr. Monro; but it was explained to them that the change could not disorganize results schools as they apprehended and that the system guaranteed more equitable distribution of public funds. The principle of the system has not been fully grasped and one or two more years must elapse before its advantages are fully known and appreciated.

The following statement compares the number of schools for boys and girls admitted to aid on the results system during 1894–95, with the corresponding figures for the previous year :—

Name of district.	Schools registered for aid during 1894-95.		Schools admitted to aid in 1893-94.		Increase (+) or decrease (–).	
	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.	Boys' schools.	Girls' schools.
Ganjám	906	13	980	19	– 74	– 6
Vizagapatam	750	11	715	13	+ 35	– 2
Gódávari	887	31	900	33	– 13	– 2
Kistna	1,268	51	1,243	56	+ 25	– 5
Bellary	529	15	609	14	– 80	+ 1
Anantapur	296	6	230	4	+ 66	+ 2
Cuddapah	456	16	510	11	– 54	+ 5
Kurnool	469	5	464	5	+ 5	...
North Arcot	771	35	963	39	–192	– 4
South Arcot	960	15	884	18	+ 76	– 3
Tanjore	868	72	870	70	– 2	+ 2
Madura	760	29	863	33	–103	– 4
Tinnevelly	1,008	184	1,158	199	–150	–15
Coimbatore	763	29	780	30	– 17	– 1
Nilgiris	11	4	13	4	– 2	...
Salem	544	32	583	26	– 39	+ 6
Trichinopoly	446	44	436	43	+ 10	+ 1
Malabar	933	33	1,020	36	– 87	– 3
South Canara	366	9	396	11	– 30	– 2
Nellore	679	16	739	18	– 60	– 2
Madras	237	41	230	44	+ 7	– 3
Chingleput	598	35	582	36	+ 16	– 1
Total ...	14,505	726	15,168	762	– 663	–36

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It will be seen that there was a net decrease of 663 in the number of boys' schools and 36 in that of girls'. Making allowance for the number of schools supplementally admitted, the decrease cannot be considered as altogether a matter for regret. The schools rejected were those which totally failed to fulfil the conditions of recognition, and no school eligible for aid was excluded unless it was found fully self-supporting from fees and other receipts.

The total amounts of results grants earned from public funds for boys' schools are exhibited in the following summary. The figures relating to the schools which were examined during the year, but which did not draw the grants passed for them before the close of the year, are also included for the purposes of comparison :—

Standards.	Amount of results grants actually earned under each standard.							
	Provincial funds.				Local funds.		Municipal funds.	
	Boys.		Girls.		Boys.		Boys.	
	Merit.	Ordinary.	Merit.	Ordinary.	Merit.	Ordinary.	Merit.	Ordinary.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Infant	233	277	1,661	1,452	5,221	3,925	955	875
First	1,249	2,438	7,749	9,031	32,931	35,657	6,480	7,342
Second	620	3,110	5,982	11,499	24,699	57,501	6,933	13,046
Third	387	3,067	3,017	9,113	16,716	57,802	6,525	17,525
Fourth	16,447	49,860	658	1,789	...	...	4,392	11,112
Fifth	1,167	6,760	53	212	...	...	210	1,044
Sixth	1,087	5,409	45	335	...	...	154	801
Seventh	273	2,299	...	...	...	...	58	387
Total ...	21,463	73,220	19,165	33,431	79,567	1,54,885	25,707	52,132

The total earnings from public funds thus amounted to Rs. 4,59,570 (Rs 1,47,279 from Provincial, Rs. 2,34,452 from Local and Rs. 77,839 from Municipal funds), while the total assignment was Rs. 4,62,292 (Rs. 1,57,759 from Provincial, Rs. 2,31,189 from Local and Rs. 73,344 from Municipal funds). The total assignment was not much wide of the mark, though it was about Rs. 10,000 more in the case of Provincial funds and Rs. 3,000 and Rs. 4,000 less in the case of Local and Municipal funds. In the margin will be found the proportion of grants paid to the grants assigned. The amounts that lapsed in this way, as well as the amounts assigned to schools which were found closed or ineligible for the grant examination were mostly utilized in passing over-earned grants, subject, of course, to the limit of net cost.

	Assignment.	Payment.	Per-centage.
	RS.	RS.	RS.
Provincial funds ...	1,57,759	1,23,363	78
Local funds ...	2,31,189	2,02,566	88
Municipal funds ...	73,344	65,136	89

The earnings of girls' schools are given in the subjoined statement for each standard :—

Standards.	Amount of results grants actually earned under each standard.							
	Provincial funds.				Local funds.		Municipal funds.	
	Boys.		Girls.		Boys.		Boys.	
	Merit.	Ordinary.	Merit.	Ordinary.	Merit.	Ordinary.	Merit.	Ordinary.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Infant	4	4	1,814	1,713	15	13	4	4
First	3	22	7,010	7,200	51	49	6	18
Second	...	...	5,385	10,925	110	125	4	15
Third	...	...	5,209	11,000	17	184	6	12
Fourth	18	40	2,775	6,682	...	...	...	...
Fifth	12	105	1,234	5,083	...	...	...	...
Sixth	...	29	1,045	3,630	...	...	...	...
Seventh	...	...	208	1,124	...	...	...	...
Total ...	37	200	24,680	47,357	193	371	20	49

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The total earnings from Provincial, Local and Municipal funds amounted to Rs. 72,274, Rs. 564 and Rs. 69 as against an assignment of Rs. 70,838, Rs. 700 and Rs. 220, respectively.

Unlike what happened in the case of boys' schools, the total amount earned by the girls' schools from Provincial funds exceeded the total assignment. The percentage of the amount passed to the amount earned was 85 in the case of boys' schools as against 90 in the case of girls'. Of the total amount of Rs. 65,832 passed for payment, Rs. 4,800 were not drawn during the year. Thus, only Rs. 61,032 were drawn by girls' schools out of an allotment of Rs. 71,758; in other words, about 15 per cent. of the total assignment lapsed, while in the case of boys' schools the percentage was nearly 25.

With a view to form a fair idea of the relation of the actual earnings of schools to the assignments sanctioned for them, I called for information from the Inspecting officers as to the number of schools in which the earnings equalled, exceeded or fell short of the assignments. Correct information has been received from only eleven districts, but it may be assumed that the average will approximately be the same for the Presidency. As many as 250 schools in the eleven districts earned amounts equal to the assignments, 3,295 schools earned in excess of the assignments, while 3,996 schools earned less than the assignment. Taking into consideration only schools in which the earnings varied from the assignment, it will be observed that 7,291 schools earned Rs. 2,75,633 as against an assignment of Rs. 2,68,868. The difference between the totals of assignments and earnings must be considered trifling, though it may be marked in individual schools.

About Rs. 28,499 of the total assignments were not utilized owing to the closure of as many as 1,062 schools and the non-examination of 229 schools, which were found ineligible for examination. This amount was available for distribution among the schools which earned in excess of the assignments, subject, of course, to the limit of their net cost. The distribution of the lapses and the preparation of supplemental certifying memoranda have been found to involve much trouble and loss of time, and the fixing of assignments before the grant examination tempted some managers to work up certain standards so as to earn the amount of assignment and to neglect the other standards. I have provided in the revised Grant-in-aid Code for 1896–97 for the assignments of the schools to be fixed after the grant examinations are over and the actual earnings are known.

Distribution of Provincial Grants-in-Aid by districts.

26. Appendix U furnishes particulars by districts of the expenditure on Grants-in-aid from Provincial funds for the past two years. The distribution of the entire expenditure amounting to Rs. 5,88,072, excluding Rs. 45 paid to the Whitefield Colonial school and Rs. 6,232, the net cost paid for the Kurnool and Cuddapah High schools, is given below by district groups:—

	RS.
Northern Circars	62,991
Ceded districts	27,503
Central do.	2,19,504
Southern do.	1,55,628
Inland do.	49,632
West Coast districts	72,814

Nearly 64 per cent. of the grants was appropriated by the Central and Southern districts. The percentages do not present any serious fluctuations, and the remarks in the last report apply to the year under review. Of the entire expenditure, Madras appropriated to itself 24·60 per cent, as against 24·15 in 1893–94 and Tinnevelly and Malabar more than 8 per cent. each. Ganjám and the Ceded districts drew less than 1·6 per cent. Applications for new and increased grants are invariably refused, unless savings in the sanctioned scale are available. Most managers have been complaining of the inadequacy of the amount of aid, and it seems inexpedient to reduce the scale of grants already sanctioned in certain districts, with a view to aid schools in other districts. The extremely unpleasant situation of the Department can only be improved if, in view of the increasing income from general revenues, Government can see its way to sanction an additional assignment for expenditure on Grants-in-aid.

CONTROLLING AGENCIES.

II.—CONTROLLING AGENCIES.

Direction.

27. The Department was administered by Mr. Monro from the beginning of the year to the 27th September, when I returned from furlough and resumed charge. Mr. Monro made a short tour to Kumbakonam in April and to Coimbatore and Palghat in July and August. In November 1894, I proceeded to Calicut to study on the spot a question which had engaged my attention for some time, namely, that of reducing the status of the Second-grade Training College and of opening a School of Commerce. I inspected the Reformatory school, Chingleput, in March, and also visited Madura and Trichinopoly, chiefly with a view to ascertain by personal inspection the condition of the Technical schools in those towns. Press of work in connection with the reorganization of the Medical College and Medical schools and of the School of Arts, the revision of the rules of the Law College and the Lawrence Asylum, and the disposing of Local and Municipal budgets prevented me from spending on tour as much time as was desirable in the interests of education in the mofussil.

Redistribution of circles and divisions.

28. Experience having shown that the Central and Southern Circles as constituted in 1894 were somewhat unwieldy for administrative purposes, the territorial extent of the four circles comprising the Presidency was changed by the transfer of Kurnool from the Northern to the Central Circle, North Arcot and South Arcot from the Central to the Southern Circle, and Trichinopoly, Salem, Coimbatore and the Nilgiris from the Southern to the Western Circle. The charge of Bangalore and Coorg was entrusted to the Inspector of Schools, Central Circle. The Assistant Inspectors' divisions were also re-arranged so as to provide an Assistant Inspector for Malabar and South Canara. The district of Madura was divided between two Assistant Inspectors and the Nilgiris was placed under the supervision of the Inspector of Schools, Western Circle. The last-mentioned arrangement, however, proved a source of no small inconvenience and has, since the close of the year, been given up. I may observe in passing that the nomenclature of the several divisions as first, second, &c., is arbitrary and non-suggestive; and I intend proposing to Government more suitable designations.

Inspectors.

29. Every circle experienced a change of Inspectors during the year. M.R.Ry. Nagoji Rau, of the Northern Circle, was on privilege leave from 10th April to 29th May, Mr. Marsden having charge of the office in addition to his own duties. Mr. Marsden, of the Central Circle, was absent on privilege leave for one month, when M.R.Ry. N. Raghunathachariyar, Assistant Inspector, Fourth Division, was placed in charge of the office without prejudice to his own duties. The Southern Circle was under Mr. Logan till 6th July, on which date Mr. Flanagan took charge. In the Western Circle Mr. Logan proceeded to Europe on three months' privilege leave and M.R.Ry. L. C. Williams Pillai acted for him. The following statement relates to the work done by the Inspectors, permanent and acting:—

Circles.	Inspecting officers.	Number of institutions examined.							Number of pupils examined.	Number of days spent			Number of miles travelled.
		Arts colleges.	High schools.	Middle schools.	Primary schools.	Girls' schools.	Special schools.	Total.		In examining schools.	In other work.	On circuit.	
Northern ...	M.R.Ry. C. Nagoji Rau Pantulu ...	6	12	24	170	15	8	235	11,823	122	159	217	4,077
Central ...	Mr. E. Marsden	8	28	14	7	...	23	80	7,140	74	176	171	2,424
	M.R.Ry. N. Raghunathachariar ...	1	5	1	...	...	2	9	1,015	13	15	29	688
Southern ...	Mr. C. C. Flanagan	8	30	1	1	...	14	54	9,963	113	110	203	3,829
Western ...	Mr. T. T. Logan	4	13	12	15	...	8	52	6,069	81	170	183	635
	M.R.Ry. L. C. Williams Pillai ...	5	10	3	...	...	3	21	4,659	31	45	59	320

As usual, fluctuations will be noticed in the work done by the several Inspectors. The largest number of schools and scholars was examined by M.R.Ry. Nagoji Rau, but the majority of the schools he examined were of the primary grade. Each Inspector spent on circuit not less than 200 days; but the time actually spent on examination work was disproportionate to the time spent on

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circuit. Owing to a redistribution of the circles, as noted above, no useful comparison can be instituted with the figures of the previous year.

Inspectresses.

30. The districts of North Arcot and South Arcot were transferred to the Inspectress of the Southern and Western Circles, in consequence of the change in the areas of the Inspectors' circles, and each Inspectress was thus placed in charge of eleven districts. Mrs. Brander was on privilege leave for two months and 21 days, when Miss Govindarajulu acted. Miss Arnold acted in the Southern and Western Circles till the 6th April, when she was relieved by Miss Carr. The figures given below relate to the work done by the Inspectresses, permanent and acting :—

	Inspectress of Northern and Central Circles.	Inspectress of Southern and Western Circles.
Number of schools examined	134	145
Number of pupils examined	8,711	8,232
Number of days spent in examining	137	172
Number of days spent on circuit	124	216
Number of miles travelled	5,036	4,904

The above figures bear testimony to the onerous duties which have to be performed by the Inspectresses.

Assistant Inspectors.

31. The old Third Division comprised the two districts of Kistna and Kurnool. Kistna was added to Gódávari and Kurnool to Bellary, Anantapur and Cuddapah, with a view to provide an Assistant Inspector for Malabar and South Canara. Five out of nine divisions, the First (Ganjám and Vizagapatam), the Fourth (Nellore, Madras and Chingleput), the Fifth (North Arcot and South Arcot), the Eighth (Coimbatore, Salem and Trichinopoly), and the Ninth (Malabar and South Canara) did not change hands. In the Second Division (Gódávari and Kistna) M.R.Ry. Srinivasa Rau was on privilege leave for two months and nine days and M.R.Ry. P. Krishnamachari acted for him. M.R.Ry. T. Somasundara Rau was transferred to the new Ninth Division and M.R.Ry. Kachayya Sastri succeeded him in the Third Division (Bellary, Anantapur, Cuddapah and Kurnool) on the 21st July. M.R.Ry. L. C. Williams Pillai, Assistant Inspector, Sixth Division (Tanjore and part of Madura) acted as Inspector of Schools, Western Circle, during Mr. Logan's absence on privilege leave. Later on M.R.Ry. L. C. Williams Pillai himself went on privilege leave and M.R.Ry. S. A. Sundaram Aiyar and M.R.Ry. N. Daivasikhamani Mudaliar acted for him. In the Ninth Division (Tinnevelly and part of Madura) M.R.Ry. D. S. Krishnaswami Aiyar was on privilege leave and M.R.Ry. N. Daivasikhamani Mudaliar was posted to the division. The annexed table compares the work done by the Assistant Inspectors :—

Divisions.	Examined for grant.		Examined for improvement.		Days spent on circuit.	Days spent in examining schools.
	Schools.	Pupils.	Schools.	Pupils.		
First	241	6,302	74	3,625	238	160
Second	235	5,229	90	4,615	245	177
Third	179	5,311	48	9,344	227	191
Fourth	150	4,886	30	6,376	188	147
Fifth	224	6,089	77	6,349	208	147
Sixth	233	8,446	30	1,786	164	128
Seventh	151	4,675	43	1,477	216	157
Eighth	188	6,358	50	2,669	183	144
Ninth	117	5,955	84	5,907	168	137
Average ...	191	5,916	58	4,683	204	154

There was a general improvement in the amount of work done. The Assistant Inspector, First Division, examined the largest number of schools, and the Assistant Inspector, Sixth Division, the largest number of pupils for grant. The number of days spent in examining schools was in certain divisions out of proportion to the number of days spent on circuit. The Ninth Division came into existence only in July 1894. In five out of the remaining eight divisions, the Assistant Inspectors were on circuit for over 200 days.

CONTROLLING AGENCIES.

Sub-Assistant Inspectors of boys' schools.

32. There were, as usual, many changes among the Sub-Assistant Inspectors of boys' schools, the total number remaining at 55. One of the Sub-Assistant Inspectors was transferred to my office as Second Assistant. Particulars of the work done by them are furnished in Appendix A, and the subjoined summary gives the averages by divisions :—

Divisions.	Examined for grant.		Examined for improvement.		Days spent on circuit.	Days spent in examining schools.
	Schools.	Pupils.	Schools.	Pupils.		
First	304	5,485	34	1,204	206	156
Second	263	4,685	39	2,755	216	149
Third	174	2,759	74	2,691	187	150
Fourth	262	5,009	55	4,480	168	179
Fifth	231	4,510	49	3,179	183	142
Sixth	231	4,629	26	2,593	216	186
Seventh	252	5,084	22	1,388	180	144
Eighth	188	3,464	33	2,473	186	163
Ninth	217	5,997	23	1,910	186	158
Average ...	236	4,510	43	2,585	192	159

Compared with the figures for 1893–94, a slight decrease will be noticed in the average number of schools and pupils examined for grant, but this was due to the Assistant Inspectors having examined a larger number of primary schools. In 21 out of 55 ranges the Sub-Assistants had to examine over 300 schools each. This is too large a number for efficiency. A Sub-Assistant cannot conduct the examination of more than 200 schools annually if the examination is to be as thorough and searching as the Grant-in-Aid Code contemplates. But the present state of things is unavoidable, funds not being available to permit of an increase in the number of this class of Inspecting officers.

Sub-Assistants of girls' schools.

33. The six Sub-Assistants of girls' schools examined altogether 849 schools and 38,581 pupils, as against 760 schools and 33,035 pupils in 1893–94, and spent on an average over 200 days on circuit. Considering the extent of the ranges of these Sub-Assistants I look upon their work as satisfactory. Fuller particulars are recorded in Appendix A.

Inspecting Schoolmasters.

34. As in the previous year, there were 243 Inspecting Schoolmasters distributed as follows over the different districts :—

Districts.	1893–94.	1894–95.	Districts.	1893–94.	1894–95.
Ganjám	13	12	South Arcot	10	10
Vizagapatam	12	12	Tanjore	16	16
Gódávari	17	17	Madura	14	14
Kistna	19	20	Tinnevelly	15	15
Bellary	9	9	Coimbatore	13	13
Anantapur	4	4	Salem	13	12
Cuddapah	8	8	Trichinopoly	9	9
Kurnool	7	7	Nilgiris	1	1
Nellore	10	10	Malabar	22	22
Madras	3	3	South Canara	7	8
Chingleput	7	7	Total ...	243	243
North Arcot	14	14			

One of them was paid from Provincial funds, 192 from Local funds and 50 from Municipal funds. Eighteen of the Inspecting Schoolmasters were employed for the inspection and improvement of Muhammadan schools. Proposals for the employment of a second Sub-Assistant for the supervision of Mappilla schools and of two Inspecting Schoolmasters for the Ernad and Walavanad taluks of Malabar were under consideration towards the close of the year, and have since been sanctioned. The Inspecting Schoolmasters are reported to have visited 3,468 villages not having schools of their own, to have started or brought under inspection 2,278 schools and to have brought 2,099 schools from the unaided to the aided list. No

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opportunity is missed to improve the qualifications of these officers, and their work was on the whole satisfactory.

Superintendents of Hill Schools.

35. The six Superintendents employed in the Ganjám, Vizagapatam and Gódávari agencies examined on the whole 325 schools and 11,267 pupils. Though the above figures were an improvement on those of the previous year, their work was not in all cases as satisfactory as it should have been.

Sub-Assistant Inspector's tests.

36. In consequence of the alteration in the date of examination from January to July, the Sub-Assistants' tests were not held during the year under review.

III.—UNIVERSITY EDUCATION.

Convocation for conferring degrees.

37. A convocation for conferring degrees was held in March 1895, at which 533 candidates as against 443 in 1894 were admitted to degrees in the several faculties noted in the margin. There was a large increase in the number of candidates for the B.A., B.L. and L.T. degrees, and, for the first time in the history of the University, one candidate obtained the degree of Licentiate in Sanitary Science. Fewer candidates were presented for the degree of Master of Arts, and no candidate secured the M.L. degree. After the degrees were conferred, the Chancellor, His Excellency the Governor, addressed the graduates.

M.A. degree ...	5	M.D. degree*	1
B.A. do. ...	416	M.B. and C.M. degree.	3
M.L. do. ...	...	L.M.S. degree ...	11
B.L. do. ...	59	B.C.E. do. ...	1
L.S.Sc.do. ...	1	L.T. do. ...	36

Changes in by-laws.

38. The bifurcation of the B.L. course to which reference was made in the last report received the approval of Government during the year under review. In Arts, Medicine, and Engineering, candidates for the degree examination are allowed to enter on their final course of study only after passing the First Examination; whereas, in Law, candidates are permitted to proceed with their studies for the degree examination even though they may not have passed the First Examination. The reason for the difference is that at the First Examination in Law, unlike the corresponding examination in Arts, Medicine and Engineering, the subjects are not logically preliminary to the subjects of the degree examination. The examination was broken up mainly to relieve the strain upon candidates in having to carry on the study of so many subjects side by side. The present arrangement is only temporary, pending the final settlement of the courses of study when the Law College building comes to be occupied. Candidates are, however, required to pass the First Examination before appearing for the degree examination. The B.E. degree Examination under the revised by-laws was held for the first time in January 1895, and the examination for the degree of Licentiate in Sanitary Science, instituted in 1888–89, was held for the first time in July 1894.

University Fee Fund.

39. The University presented a more favourable balance sheet than in the previous year, and its financial condition may be expected to emerge gradually from the temporary depression caused by the raising of the standard of the Matriculation Examination. Fees and miscellaneous receipts amounted to Rs. 1,61,406 and Rs. 16,972, respectively, as against Rs. 1,42,421 and Rs. 16,125 in 1893–94, and the charges to Rs. 1,58,936 as against Rs. 1,55,182, so that the year closed with a surplus of Rs. 19,442 as against Rs. 3,364. Charges amounting to Rs. 3,496 due for the previous year were paid during 1894–95, while certain items of expenditure appertaining to 1894–95 remained unpaid at the close of the year. On the 31st March last the University Fee Fund held at its credit Rs. 2,45,000 in Government securities and Rs. 27,165 in cash.

Affiliated institutions.

40. The only addition to the list of affiliated institutions was the Training College at Rajahmundry. In two of the Arts Colleges alone instruction was not given in all the branches of the Science division in which they are affiliated. In the Presidency College no student selected Branch III-A (Botany) or Branch III-B (Animal Physiology) and in St. Peter's College, Tanjore, no one selected Branch V (History). On the other hand,

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instruction was being given in Branch II-B (Chemistry) in the Maharaja's College, Vizianagram, though the institution was not formally affiliated in that branch before the close of the year.

University examinations.

41. In the following summary the results of the various University examinations for the past two years are compared, those of the Matriculation Examination excepted:—

Name of examination.		Number examined.							Number passed.						
		Madras Government institutions.	Institutions in Native States.	Board institutions.	Aided institutions.	Unaided institutions.	Private students.	Total.	Madras Government institutions.	Institutions in Native States.	Board institutions.	Aided institutions.	Unaided institutions.	Private students.	Total.
Arts.															
Master of Arts ...	1894–95.	...	...	...	...	...	23	23	...	...	...	...	...	6	6
	1893–94.	...	...	...	...	...	*23*	*23*	...	...	...	...	...	*7*	*7*
Bachelor of Arts. English Language Division.	1894–95.	200	91	...	479	19	65	854	117	52	...	314	14	26	523
	1893–94.	*165*	*76*	...	*353*	*16*	*87*	*697*	*114*	*53*	...	*213*	*14*	*46*	*440*
Bachelor of Arts. Second Language Division.	1894–95.	194	90	...	381	18	92	775	171	82	...	343	18	84	698
	1893–94.	*161*	*73*	...	*340*	*17*	*122*	*713*	*148*	*65*	...	*291*	*17*	*99*	*620*
Bachelor of Arts. Science Division.	1894–95.	215	83	...	414	16	97	825	123	45	...	278	13	41	500
	1893–94.	*139*	*62*	...	*355*	*17*	*154*	*727*	*89*	*25*	...	*209*	*12*	*62*	*397*
First Examination in Arts.	1894–95.	178	232	79	830	62	487	*1,868	65	104	28	318	23	91	629
	1893–94.	*231*	*247*	*106*	*995*	*67*	*619*	†*2,365*	*71*	*101*	*37*	*372*	*28*	*105*	*714*
Law.															
Master of Laws ...	1894–95.	...	...	...	...	...	7	7	...	...	...	...	...	...	...
	1893–94.	...	...	...	...	...	*6*	*6*	...	...	...	...	...	...	*2*
Bachelor of Laws ...	1894–95.	190	12	...	...	...	...	202	58	1	...	...	...	...	59
	1893–94.	*166*	*15*	...	...	...	...	*181*	*39*	*6*	...	...	...	...	*45*
Medicine.															
M.D.	1894–95.	...	...	...	...	...	1	1	...	...	...	...	...	1	1
	1893–94.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Second M.B and C.M.	1894–95.	4	...	...	...	...	...	4	2	...	...	...	...	...	2
	1893–94.	*2*	...	...	...	...	...	*2*	*1*	...	...	...	...	...	*1*
First M.B. and C.M.	1894–95.	3	...	...	...	...	...	3	2	...	...	...	...	...	2
	1893–94.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Preliminary Scientific.	1894–95.	8	...	...	...	...	...	8	6	...	...	...	...	...	6
	1893–94.	*9*	...	...	...	...	...	*9*	*4*	...	...	...	...	...	*4*
Second L.M.S.	1894–95.	28	...	...	...	...	...	28	11	...	...	...	...	...	11
	1893–94.	*29*	...	...	...	...	...	*29*	*15*	...	...	...	...	...	*15*
First L.M.S.	1894–95.	53	...	...	...	...	...	53	22	...	...	...	...	...	22
	1893–94.	*67*	...	...	...	...	...	*67*	*13*	...	...	...	...	...	*13*
L.S.Sc.	1894–95.	1	...	...	...	...	...	1	1	...	...	...	...	...	1
	1893–94.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering.															
Bachelor of Engineering.	1894–95.	2	...	...	...	...	...	2	2	...	...	...	...	...	2
	1893–94.	*8*	...	...	...	...	...	*8*	*6*	...	...	...	...	...	*6*
First Examination in Engineering.	1894–95.	9	...	...	...	...	...	9	7	...	...	...	...	...	7
	1893–94.	*3*	...	...	...	...	...	*3*	*2*	...	...	...	...	...	*2*
Teaching.															
Licentiate in Teaching. Written.	1894–95.	25	...	...	...	...	20	45	22	...	...	...	...	12	34
	1893–94.	*27*	...	...	...	...	*27*	*54*	*24*	...	...	...	...	*18*	*42*
Licentiate in Teaching. Practical.	1894–95.	20	...	...	...	...	51	71	12	...	...	...	...	32	44
	1893–94.	*24*	...	...	...	...	*30*	*54*	*10*	...	...	...	...	*10*	*20*
Total ...	1894–95.	1,130	508	79	2,104	115	843	4,779	621	284	28	1,353	68	293	2,547
	1893–94.	*1,031*	*473*	*106*	*2,043*	*117*	*1,068*	*4,838*	*536*	*250*	*37*	*1,085*	*71*	*349*	*2,328*

The total number passed rose by 9·4 per cent., while that of examinees advanced by 1·2 per cent. only. Fewer candidates presented themselves for the First Examination in Arts, for the Preliminary Scientific and the two L.M.S. Examinations, for the B.E. degree Examination and for the written portion of the L.T. degree Examination. The number of candidates at the other examinations more or less advanced, except at the M.A. degree Examination, for which 23 entered as in the

* Excludes two candidates disallowed.

† Excludes eight candidates disallowed.

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previous year. Not a single candidate passed the M.L. degree Examination and fewer candidates passed the M.A. degree and F.A. Examinations, the Second L.M.S. and the B.E. degree Examination, and the written portion of the L.T. degree Examination.

In the English Language division of the B.A. degree Examination 61·2 per cent. of the examinees passed as against 63·1 per cent. in the year previous. This was to a large extent due to Government colleges having shown comparatively poor results, 58·5 as against 69·1 per cent., in consequence chiefly of unavoidable changes in the staff. The percentages of passed to examined advanced from 87 to 90 in the Second Language division and from 54·6 to 60·6 in the Science division. The growing tendency on the part of candidates for the B.A. degree Examination to devote one additional year to their Science branch accounts for the steady improvement under this head. In the English Language, Second Language, and Science divisions Government colleges passed 58·5, 88·1 and 57·2 per cent and aided colleges 65·5, 90·0 and 67·1 per cent., respectively, of the candidates they sent up.

Though fewer candidates appeared for and passed the First Examination in Arts, the proportion of passed to examined rose from 31·5 to 33·6 per cent. The decrease in the number of examinees was due to the disastrous results of the Matriculation Examination of December 1892, which was the first examination held under the revised by-laws. Probably the higher qualifications required at the Matriculation Examination explain, to some extent, the improvement at the F.A. Examination. As the Senior F.A. classes contained only 1,214 students on the 31st March 1894, about a third of the candidates for the F.A. Examination held in December 1894 were failures of the previous years.

(a) ARTS COLLEGES.

M.A. degree Examination.

42. The results of the M.A. degree Examination were even more unfavourable than in the year previous, only six passing out of 23 examinees as against seven out of 23. The branches taken up by the candidates were as shown hereunder :—

	Examined.	Passed.
Mathematics	1	...
Physics	5	2
Botany and Physiology	1	1
Mental and Moral Science	3	1
History	5	...
Language	8	2

The poor results and the fact that as many as six out of 29 candidates who registered their names failed to appear suggest the inference that many of the candidates had been engaged in some avocation or other. Of the sixteen Brahman, four non-Brahman Hindu and three Native Christian candidates, four Brahmans and one non-Brahman Hindu met with success.

B.A. degree Examination.

43. In the subjoined table the results of the B.A. degree Examination are exhibited in greater detail:—

Subjects.	Percentages passed in 1892–93.	1893–94.			1894–95.		
		Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
English Language division	77·5	697	440	63·1	854	523	61·2
Second Language division	87·7	713	620	86·9	775	698	90·1
Science division. Branch I. Mathematics	45·3	92	36	39·1	106	51	48·1
Branch II. A. Physics	44·5	158	46	29·1	200	132	66·0
Branch II. B. Chemistry	44·4	32	12	37·5	32	15	46·9
Branch III. (B). Biology and Animal Physiology.	50·0	...	...	...	1	...	...
Branch III. (C). Biology and Zoology.	68·5	29	23	79·3	30	20	66·7
Branch III. (D). Biology and Geology	...	12	4	33·3	16	5	31·3
Branch IV. Mental and Moral Science.	59·2	222	156	70·3	212	145	68·4
Branch V. History	53·9	182	120	65·9	228	132	57·9

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The percentage of passed to examined advanced in the Second Language division and in three branches—Mathematics, Physics and Chemistry—of the Science division; but in Biology, Mental and Moral Science, and History there was some retrogression. Among the different branches of the Science division, Mental and Moral Science passed the largest number (145), and History and Physics passed each 132 candidates as against 46 and 120 in 1893–94. The popularity of Physics is noteworthy, seeing that it is taught in only five out of eleven first-grade colleges, while History and Mental and Moral Science are taught in eight colleges. Of the successful candidates at the examination of 1894–95 only 154 appeared for and passed in all the divisions, while 305 completed the examination, having passed in one or in two divisions in the previous years. In only one or two divisions 954 passed, and they have yet to complete the examination. The corresponding figures for the previous year were 141, 215 and 553, respectively.

The distribution of successful candidates according to the classes of the community to which they belonged was as given in the margin. It will be noticed that Brahmans, while they continued to maintain their numerical supremacy, obtained in each of the three divisions of the examination a lower proportion of passes than non-Brahman Hindus and Native Christians. Muhammadans continued to be poorly represented. Of the entire number of passed candidates in the three divisions, Brahmans constituted 69, 72 and 72 per cent. as against 74, 73 and 71 per cent., respectively, in the previous year.

Classes of the community.	English Language division.		Second Language division.		Science division.	
	Number passed.	Percentage of passed to examined.	Number passed.	Percentage of passed to examined.	Number passed.	Percentage of passed to examined.
Brahmans	362	59·0	506	90·2	360	60·2
Other Hindus	106	62·7	123	90·4	92	64·3
Muhammadans	4	36·3	10	83·3	5	45·5
Native Christians	38	86·6	46	96·2	34	61·8
Eurasians	8	88·9	9	90·0	5	55·6
Europeans	3	75·0	3	75·0	3	37·5
Parsis	2	100·0	1	100·0	1	100·0

44. In the margin will be found the percentages of passed to examined in the several subjects of the First Examination in Arts during the past three years. There was a deterioration under English and Mathematics; but the larger proportion of success in Physiology or Physiography and in History contributed to the advance in the total percentage of passes. Of the alternative subjects Physiology and Physiography, the former was brought up by the bulk of the candidates, and the latter by 155 candidates only. In Physiography 43 per cent. passed as against 68 per cent. in Physiology. At this examination also, while non-Brahmans, Muhammadans and Native Christians succeeded in passing 35·4, 32·0 and 41·4 per cent. respectively of the candidates sent up, Brahmans passed only 31·5 per cent. of the examinees, though they still formed over 63 per cent. of the total number of passed candidates.

First Examination in Arts.

Subjects.	1892–93.		1893–94.		1894–95.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
English	1,243	66	1,401	61·9	1,021	54·7
Optional Language ...	1,423	75	1,796	79·3	1,540	82·4
Mathematics	1,099	58	1,406	62·1	1,022	54·7
Physiology or Physiography.	1,357	72	1,151	50·8	1,233	66·0
History	1,497	79	1,465	64·7	1,327	71·0

Number and strength of Arts Colleges.

45. Eleven first-grade and 25 second-grade colleges furnished returns as in the previous year. Appendix B gives particulars of their strength and the results they obtained at the University examinations. In the following summary will be found the distribution of students in the several college classes for the past four years :—

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Classes.	31st March 1892.	31st March 1893.	31st March 1894.	31st March 1895.
M.A. class	11	13	26	19
Senior B.A. class	531	751	925	974
Junior B.A. class	525	604	548	483
Senior F.A. class	1,288	1,572	1,214	1,081
Junior F.A. class	1,463	597	617	628

Of the M.A. scholars seven were in the Presidency College and 12 in the Madras Christian College. The Senior B.A. classes were stronger than in any previous year, which is to no small extent due to the growing tendency on the part of students to appear for the Science division of the B.A. degree Examination after three years' study. The Junior B.A. class and the Senior and Junior F.A. classes were weaker than in 1892, having been affected by the small number who passed at the Matriculation Examination held in 1892, 1893 and 1894, during which period the revised by-laws have been in force. The steady, though not substantial, increase in the strength of the Junior F.A. class since 1893 is noteworthy. Of the 628 students in the Junior F.A. class 336 belonged to 11 First-grade colleges, and 292 to 25 Second-grade colleges. One Second-grade college had no Junior F.A. class and as many as 12 Second-grade colleges had on the rolls of the Junior F.A. class less than ten students each.

Extent to which the different branches of the Science division were taught in the First-grade colleges.

46. It will be interesting to note here how far the different branches of the Science division of the B.A. degree Examination were represented in colleges. The following table exhibits in how many colleges each of the branches is taught and how many students were receiving instruction in each branch:—

Science Division.	Number of colleges affiliated in or teaching.	Senior B.A. class.	Junior B.A. class.
I. Mathematics	6	86	66
II. A. Physics	5	161	46
II. B. Chemistry	2	19	9
III. A. Biology and Botany	1	...	...
III. B. Biology and Animal Physiology ...	1	...	...
III. C. Biology and Zoology	2	42	28
III. D. Biology and Geology	1	11	4
IV. Mental and Moral Science	8	251	175
V. History	8	232	176

The Junior B.A. classes were weaker than the Senior B.A. classes and, consequently, fewer students in the former class than in the latter took up the several subjects. But the decrease in Physics and Chemistry is very marked. A sufficient number of young men have not sought instruction in Branches III-A and III-B, and no special classes have thus been opened for these branches in the Presidency College, the only institution affiliated to the University in these branches. Taking the Senior classes alone it is encouraging to notice that as many as 233 students selected Physical or Natural Science as their special subject.

(*b*) COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

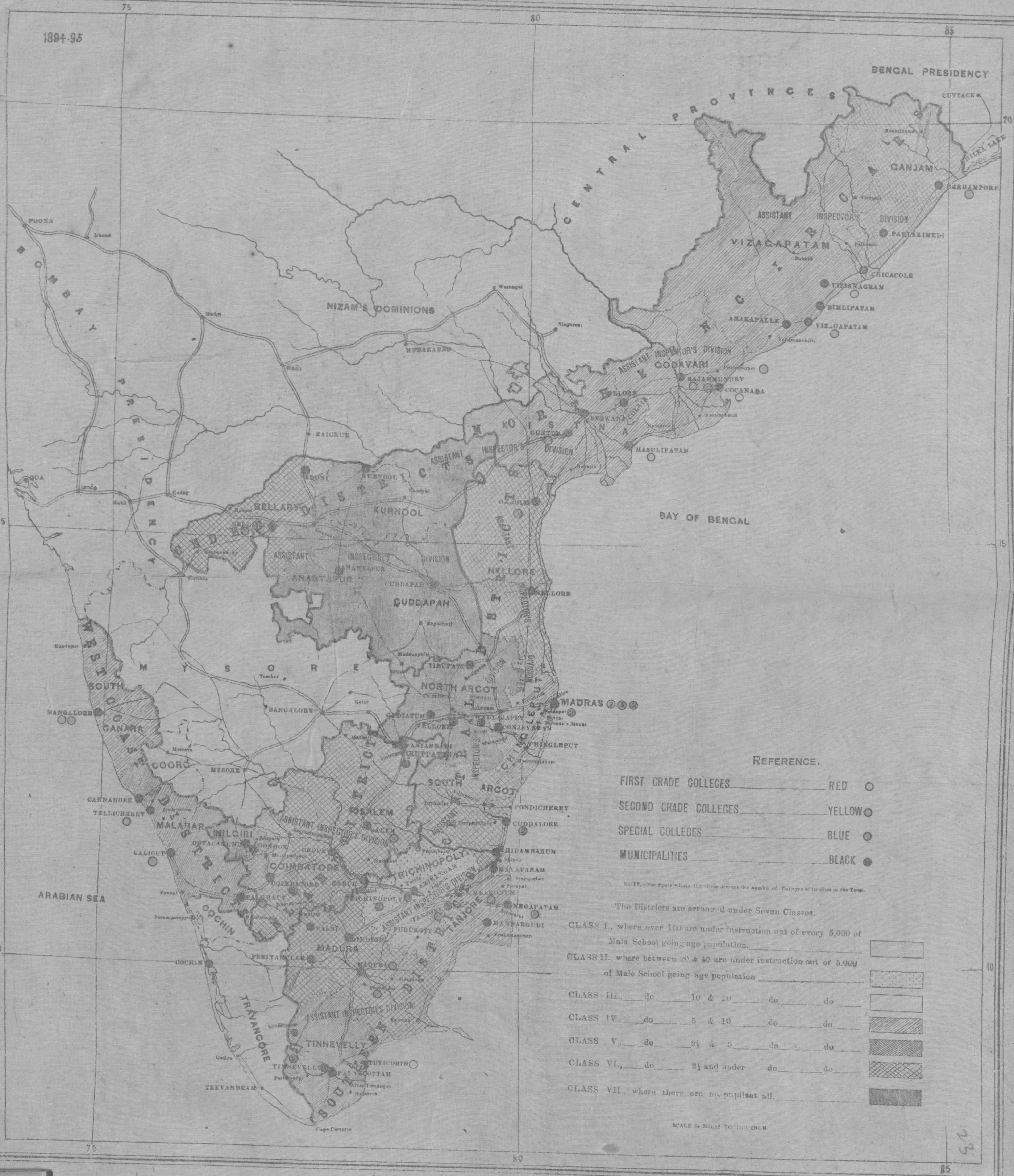
Law.

University examinations in Law.

47. For the M.L. degree Examination seven candidates, all of whom were Brahmans, presented themselves, but not one passed. For the B.L. degree Examination 142 Brahmans, 47 non-Brahman Hindus, 10 Native Christians, one Eurasian and two Muhammadans appeared; of the 202 examinees 59 passed, 45 being Brahmans, 12 non-Brahman Hindus and two Native Christians. It is to be regretted that both the Muhammadan and eight out of 10 Native Christian candidates failed. Of the 12 examinees from the Law College, Trivandrum, only one passed. As many as 74 failed in three or more subjects, which goes to show that many candidates continue to appear for the examination with little preparation.

Madras Presidency:—showing the condition of Collegiate Education.

Map I.



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Law College, Madras.

48. The Law College had 630 students on the rolls (604 B.L. and 26 Pleadership students) as against 561 B.L. and 30 Pleadership students on the 31st March 1894. During the year admission was confined to candidates who had passed the B.A. degree Examination completely or in the English and Science divisions. Had it not been for this restriction the increase in the strength would have been greater. The Pleadership class sustained a further fall, as had been anticipated. Of the 630 students, 467 were Brahmans, 124 non-Brahman Hindus, 27 Native Christians, eight Muhammadans, and four Europeans and others. For the B.L. degree Examination 79 students appeared direct from the senior division and 26 passed—one in the first class, 13 in the second class, and the rest in the third. The results were thus a decided improvement over those of the previous year. The college council held five meetings during the year. Towards the close of the year a revised code of rules to regulate the work of the institution was under the consideration of Government. A special report was also submitted to Government on the progress of the college since its institution on the present lines and on its prospects. Government has recommended to the Secretary of State its continuance under the management of the Department for a further period of five years. The fee receipts amounted to Rs. 60,094 and the charges to Rs. 39,634, resulting in a surplus of Rs. 20,460.

Medicine.

University examinations in Medicine.

Classes.	Examined.	Passed.
Brahmans	18	8
Non-Brahman Hindus ...	32	13
Europeans and Eurasians ...	25	17
Native Christians	18	5
Muhammadans	3	1
Others	2	1

49. An improvement will be noticed in the results of the University examinations in Medicine, 45 candidates having passed out of 98 as against 33 out of 107 in 1893-94. One candidate appeared for the M.D. degree Examination and one for the degree Examination of Licentiate in Sanitary Science, and both passed. The several classes of the community were represented in the medical examinations as per figures in the margin. Europeans and Eurasians passed, as usual, the highest proportion, and Brahmans ranked next, while out of 18 Native Christians only five passed. The percentage of success secured by the Brahman candidates is creditable to that community.

Medical College, Madras.

50. As I anticipated, the strength of the Medical College fell—from 82 to 72. Twenty, including one female student, were in the M.B. and C.M. section, 32, including three female students, were in the L.M.S. section, and 20 were casual students. Only two sought admission into the L.M.S. section as against eight into the M.B. and C.M. section, applicants naturally preferring the M.B. and C.M. course, though longer, to the shorter L.M.S. course with its inferior status. If the L.M.S. course is to be extended to five years, this section of the college will disappear altogether in a few years. Of the students, 12 were Brahmans, 18 non-Brahman Hindus, 17 Europeans and Eurasians and three Muhammadans; 59 belonged to the richer and middle classes. Two former students of the college obtained commissions in the Indian Medical Service, and nine students, including a Native Christian lady, obtained British diplomas. The college did fairly well in all the University examinations except in the Second L.M.S. Examination, the results of which were the most unfavourable of any during the last quinquennium. The expenditure on the college, including the school department, was Rs. 1,65,630, of which fees and contributions covered Rs. 58,955.

Engineering.

University examinations in Engineering.

51. Two Brahmans appeared for the B.E. degree Examination and both of them passed. For the First Examination in Engineering six Brahmans, two non-Brahman Hindus and one Native Christian appeared. The Native Christian, one non-Brahman and five Brahmans passed.

UNIVERSITY EDUCATION.

College of Engineering, Madras.

52. One Native Christian, 15 Brahmans, three non-Brahman Hindus, or 19 on the whole, were on the rolls of the college as against 18 on the 31st March 1894, and, with a single exception, all the students belonged to the richer and middle classes. It is a matter for regret that the Muhammadan community was unrepresented. The admission of this class into the college at half fees as recommended by me will, I hope, encourage them to join. Three Engineers completed their practical course and received college diplomas. Two students appeared for the B.E. degree Examination held for the first time under the revised by-laws and both were successful. They also passed a fairly creditable examination before the college Board of Examiners.

Teaching.

Teachers' certificate examinations of the collegiate grade.

53. For the written and practical portions of the L.T. degree Examination, 45 and 71 candidates, respectively, appeared and 34 and 44 passed. The failure at the practical test was, as might be expected, greater than at the written examination. Of the successful candidates at the practical test, who alone qualified for the L.T. diploma, 28 were Brahmans, 15 were Native Christians and one was a Eurasian. None of the four non-Brahman Hindus who were examined met with success. For the second-grade collegiate Teachers' certificate Examination, 41 candidates appeared, of whom 18 passed, excluding 16 who qualified for untrained teachers' certificates only.

Training College, Rajahmundry.

54. Seven graduates and eight under-graduates of the F.A. standard were on the rolls of the Rajahmundry Training College. The graduate student of the previous year appeared for the L.T. degree Examination, but failed to pass. Of the seven students that appeared for the written test of the second-grade collegiate, two passed for trained and four for untrained teachers' certificates. The above results are far from satisfactory, but it must be mentioned here that 1894–95 was the first year of the existence of the college.

Teachers' College, Saidapet.

55. There were 51 students—two M.A. and 26 B.A. graduates and 23 First Arts under-graduates—on the rolls of the Teachers' College as against 53 in the year previous. All were in receipt of stipends from Provincial funds with the exception of two Maisur graduates who joined the college as paying students. As in the previous year, the European and Muhammadan communities were unrepresented, while the non-Brahman classes contributed two students, Brahmans and Native Christians numbering 40 and nine respectively. All the students are returned as belonging to the middle classes. For the written portion of the L.T. degree Examination, 24 candidates appeared direct from the college, of whom 22 passed, and at the practical test 12 passed out of 20 entrants. These results must be considered good. For the written examination for the second-grade collegiate certificate, 28 candidates appeared from the college direct and 13 passed for trained teachers' certificates. These results compare favourably with those of the preceding year. The Students' Home continued to work with success. The questions of providing such accommodation for a larger number of students and free quarters for the Vice-Principal of the College were under consideration at the close of the year.

Training College, Calicut.

56. The Calicut Training College having failed to attract under-graduates of the F.A. standard in sufficient numbers, and the results not appearing to justify the large expenditure incurred on the institution, its status was reduced to that of an upper secondary training school in February last, and a portion of the saving was utilized in establishing a school of Commerce in Calicut. Five candidates appeared from the college for the written test for second-grade collegiate Teachers' certificate and three passed.

Agriculture.

College of Agriculture, Saidapet.

57. One European, one Native Christian, one Muhammadan, 32 Brahmans and 12 non-Brahman Hindus constituted the strength (47) of the College of Agriculture as against 41 on the 31st March 1894. All the students, with two exceptions, belonged to the richer

SECONDARY EDUCATION OF BOYS.

and middle classes. Only 34 out of 47 students were returned as belonging to the class of land-holders, and officials contributed 10 students. The increase in strength, compared with the previous year, is accounted for by several former students having rejoined the college with a view to completing the tests for the diploma in agriculture. The most important event of the year was the bestowal of recognition on the college diploma by Government, which passed final orders on the various proposals regarding the college. Of the students 14 were from territories outside the Presidency and only 25 were stipendiaries. The senior class made two excursions—the first to the Anantapur district in October 1894 and the second to the Coimbatore district in January 1895. The results of the Advanced Examination in Agriculture were not favourable, only five passing out of 12 examinees. Four students received diplomas during the year. Of the total expenditure of Rs. 34,432 incurred on the institution, Rs. 600 were met from fees and Rs. 4,362 from subscriptions and other sources.

IV.—SECONDARY EDUCATION OF BOYS.

(a) *Upper Secondary and Matriculation Examinations.*

The Upper Secondary Examination notification.

58. The Upper Secondary Examination of December 1894 was the first examination held under the revised notification of September 1893. According to this notification candidates are required to come up in all the compulsory subjects at one and the same examination, failure in any one of the compulsory subjects means failure in the compulsory portion of the examination, a separate minimum is not required for each of the translation papers, the *vivâ voce* portion of the examination is dispensed with, and the number of optional subjects required to complete the examination is reduced from three to two. The above concessions, however, did not produce any marked result, and unless further concessions are granted in the way of dispensing with separate minima for translation and handwriting, the examination seems destined to failure.

Upper Secondary Examination.

59. For the last Upper Secondary Examination 44 candidates appeared in all the compulsory subjects and 48 came up to complete the compulsory portion of the examination, having passed in one or more branches in previous years. Only four of the former and ten of the latter were successful. Of the candidates, 44 belonged to seven High schools and 48 were private students, and eight of the former and six of the latter passed. Eleven out of the 14 candidates who completed the examination were Brahmans, two were non-Brahman Hindus and one was a Native Christian. The percentages of passes in English, Second Language, Mathematics, and History and Geography were, respectively, 35, 86, 28 and 19. This shows that the candidates did worse in Mathematics and in History and Geography than in English. Up to date 17 candidates have passed the examination completely and rendered themselves eligible for superior appointments in the public service.

Matriculation Examination.

60. At the Matriculation Examination held in December last 918 candidates passed out of 4,143 examinees as against 776 out of 3,386 in 1893. The percentage of passes thus fell from 22·9 to 22·2. The increase in the number of passed candidates was satisfactory, though there was not a proportionate advance in the strength of Junior F.A. classes on the 31st March last :—

General results.		Government schools.	Board schools.	Schools in Native States.	Aided schools.	Other schools.	Private candidates.	Total.
Examined	1893–94 ...	*72*	*310*	*604*	*1,541*	*427*	*432*	*3,386*
	1894–95 ..	149	320	729	1,920	416	609	* 4,143
Passed— First class	1893–94 ...	*2*	*3*	*2*	*14*	*7*	*2*	*30*
	1894–95 ...	...	3	13	13	4	...	33
Second class	1893–94 ...	*15*	*82*	*167*	*386*	*77*	*19*	*746*
	1894–95 ...	27	80	191	457	97	33	885
Total passed ...	1893–94 ...	*17*	*85*	*169*	*400*	*84*	*21*	*776*
	1894–95 ...	27	83	204	470	101	33	918
Percentage passed ...	1893–94 ...	*24*	*27*	*28*	*26*	*20*	*5*	*22·9*
	1894–95 ...	18	26	28	24	24	5	22·2

* Excludes seven candidates disallowed.

SECONDARY EDUCATION OF BOYS.

There were nearly 4,200 pupils on the 31st March 1894 in the sixth form of high schools for boys borne on the departmental returns; but from these schools only 2,809 pupils were allowed to appear for the examination. This implies that a selection continues to be made in most schools of pupils having in the opinion of the heads of such schools a fair chance of success. It is, however, matter for surprise and regret that, notwithstanding that a third of the pupils of the sixth form were kept back as in 1893–94, only 22 per cent. of the examinees were successful. The source of the evil is not far to seek, and unless heads of high schools regulate admissions into and promotions from the lower classes and forms with greater strictness and discretion, the efficiency of the sixth form cannot improve. A larger number of candidates appeared from Government, Board and aided institutions, but the percentages of passed to examined were lower than in the year previous. Among private candidates only 5 per cent. were successful as in 1893.

In the margin will be found the percentages of success in the different subjects for the past three years during which the examination has been held under the revised by-laws. There was a substantial improvement under the English language. This is very gratifying, and the standard of instruction will, I hope, be kept up. In Physics and Chemistry the results were very poor, indicating insufficient provision in many high schools for the teaching of these important subjects. A regrettable deterioration will be noticed under Mathematics. Of the successful candidates, 613 were Brahmans, 184 non-Brahman Hindus, 21 Europeans and Eurasians, 91 Native Christians and nine Muhammadans. The decrease in the number of Europeans and Muhammadans, especially the latter, is discouraging. Brahmans and Native Christians passed 23·8 per cent., and non-Brahman Hindus 19·6 per cent., but Muhammadans passed only 7·8 per cent. As in 1893 two-thirds of the successful candidates were Brahmans.

Subjects.	1892.	1893.	1894.
English	36	40	59
Second language	85	87	86
Mathematics	54	69	55
Physics and Chemistry	56	47	37
History and Geography	47	57	65

(b) *Public Upper Secondary or High Schools for Boys.*

Number and strength of Public Upper Secondary or High Schools for boys.

61. Seven of the 131 public high schools for boys existing at the end of the previous year were either closed or reduced in standard. One school, viz., the American Mission school at Ranipet, was transferred to and amalgamated with the mission school at Vellore. High school forms were opened in three middle schools, a new high school came into existence in Tanjore, and the Stane's Day school at Coonoor was transferred from the list of girls' schools to that of boys' owing to the number of male pupils preponderating. There were thus 128 high schools on the 31st March last. In the following tables will be found the distribution of schools and scholars according to the six district groups already referred to :—

District groups.	Strength on the 31st March 1894.									
	Number of schools.	Upper secondary.			Lower secondary.			Upper primary.	Lower primary.	Total.
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.			
Northern Circars ...	19	617	385	503	668	687	702	216	214	3,992
Ceded districts ...	8	120	107	111	174	242	243	47	47	1,091
Central do. ...	41	1,268	921	1,081	1,195	1,259	1,459	885	1,701	9,769
Southern do. ...	32	1,355	998	1,216	997	1,058	1,083	268	408	7,383
Inland do. ...	14	261	180	218	401	342	458	165	243	2,268
West Coast do. ...	17	566	429	464	434	438	526	273	352	3,482
Total ...	131	4,187	3,020	3,593	3,869	4,026	4,471	1,854	2,965	27,985

SECONDARY EDUCATION OF BOYS.

District groups.	Strength on the 31st March 1895.									
	Number of schools.	Upper secondary.			Lower secondary.			Upper primary.	Lower primary.	Total.
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.			
Northern Circars ...	19	705	399	571	718	767	773	322	303	4,558
Ceded districts ...	8	139	96	149	201	224	290	53	55	1,207
Central do. ...	38	1,484	935	1,206	1,281	1,323	1,439	931	1,807	10,406
Southern do. ...	34	1,544	1,092	1,315	1,294	1,337	1,279	448	602	8,911
Inland do. ...	13	277	184	252	377	416	495	130	273	2,404
West Coast do. ...	16	670	405	466	516	510	572	234	353	3,726
Total ...	128	4,819	3,111	3,959	4,387	4,577	4,848	2,118	3,393	31,212

It is a pleasing feature that, notwithstanding the decrease in schools, each department increased in strength. The sixth form was 4,819 strong as against 4,187, showing an increase of 15 per cent.; the upper secondary department was 11,889 strong as against 10,800, showing an increase of 10 per cent.; and the lower secondary department was 13,812 strong as against 12,366, showing an increase of 11·7 per cent. A comparison of the figures of the past two years will also show a wide variation between the strength of the sixth and fifth forms on the one hand, and between that of the fifth and fourth on the other. The relatively large size of the sixth form and the small size of the fifth form seem to be due to the detention in the sixth form of boys who were not allowed to go up for the Matriculation Examination, the return to it of boys who failed to pass that examination, and wholesale promotions from the fifth form. This points, as I have already said, to the need on the part of heads of schools of more judgment and firmness in making promotions from the lower classes. The average strength of the high school deparment advanced from 82 to 93.

Distribution of upper secondary schools according to upkeep.

62. The distribution of upper secondary schools according to managing agencies is given below :—

District groups.	1893–94.				1894–95.			
	Government schools.	Board schools.	Aided schools.	Unaided schools.	Government schools.	Board schools.	Aided schools.	Unaided schools.
Northern Circars ...	1	3	11	4	1	3	11	4
Ceded districts ...	...	5	3	...	...	5	3	...
Central do. ...	2	1	31	7	2	1	28	7
Southern do. ...	...	3	19	10	...	4	24	6
Inland do. ...	...	8	4	2	...	7	5	1
West Coast do. ...	2	4	7	4	1	4	8	3
Total ...	5	24	75	27	4	24	79	21

Government High schools fell in number from five to four on the reduction of the Calicut Training College and its Practising branch. There was no change in the number of Board High schools, the place of the Hosúr Board High school reduced to the status of a middle school having been taken by the Pattukkóttai Board school, in which a fourth form was opened in January 1895. Four of the aided schools of the previous year were closed, but in their place six schools passed from the unaided to the aided list, the standard of one aided middle school was raised, and an aided girls' school was returned as a boys' school.

Upper secondary schools according to districts.

Rajah Muthukistna's High school, Venkatagiri.
Board High school, Pattukkóttai.
Central High school, Tanjore.

63. Appendix C furnishes particulars as to the strength and the results of the Matriculation and Lower Secondary Examinations of each upper secondary school on the 31st March last. All the schools, excepting those named in the margin, were recognized under the Educational Rules. In the following summary are given the number of schools in each district and the number of pupils in the upper secondary forms :—

SECONDARY EDUCATION OF BOYS.

	Schools.	Pupils.		Schools.	Pupils.
Ganjám	3	210	South Arcot ..	4	477
Vizagapatam ..	6	574	Tanjore	14	1,446
Gódávari	5	466	Trichinopoly ..	3	1,062
Kistna	5	425	Madura	7	541
Kurnool	2	79	Tinnevelly	10	902
Bellary	3	191	Coimbatore ..	6	487
Anantapur	1	34	Salem	4	197
Cuddapah	2	80	Nilgiris	3	29
Nellore	4	298	Malabar	11	981
Madras	17	2,198	South Canara ..	5	560
Chingleput ..	8	380			
North Arcot ..	5	272	Total ..	128	11,889

Ganjám, the Ceded districts and Salem continued to be inadequately provided as regards upper secondary education. The best of the lower secondary schools in these districts require to be strengthened and rendered more efficient before they develop into high schools.

(c) *Lower Secondary Examination.*

Lower Secondary Examination.

64. In the subjoined table the results of the Lower Secondary Examination for the past two years are summarized:—

Candidates.	1893–94.						1894–95.					
	Examined.		Passed.		Passed for complete certificates.		Examined.		Passed.		Passed for complete certificates.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Pupil candidates	3,264	356	2,242	324	784	135	4,458	475	2,149	263	1,054	167
Private candidates	595	33	310	20	82	7	1,203	39	493	20	150	9
Total ...	3,859	389	2,552	344	866	142	5,661	514	2,642	283	1,204	176

A general increase will be noticed in the total number examined and passed. But among male and female pupil candidates only 23·6 and 35·2 per cent. passed for complete certificates as against 24·0 and 37·9 per cent. in the year previous. Female candidates continue to appear for the examination better prepared than male candidates. The facts that the examination is not compulsory for promotion to the upper secondary department and that as a service test it is of no higher value than the Primary Examination may partly account for the low proportion of passes. From Results schools 745 candidates appeared for the seventh standard by the Lower Secondary Examination, of whom 331 passed.

The classes of the community to which the male candidates, pupils and others, belonged are given in the margin, with the percentage of passed to examined. Brahmans, Native Christians, and Europeans and Eurasians passed a lower proportion, while Muhammadans did better than in 1893 both absolutely and relatively, though the total number passed forms still too small a proportion of the total population. The unprogressive condition of non-Brahman Hindus, representing 23 per cent. of the total number of passed candidates, is matter for regret.

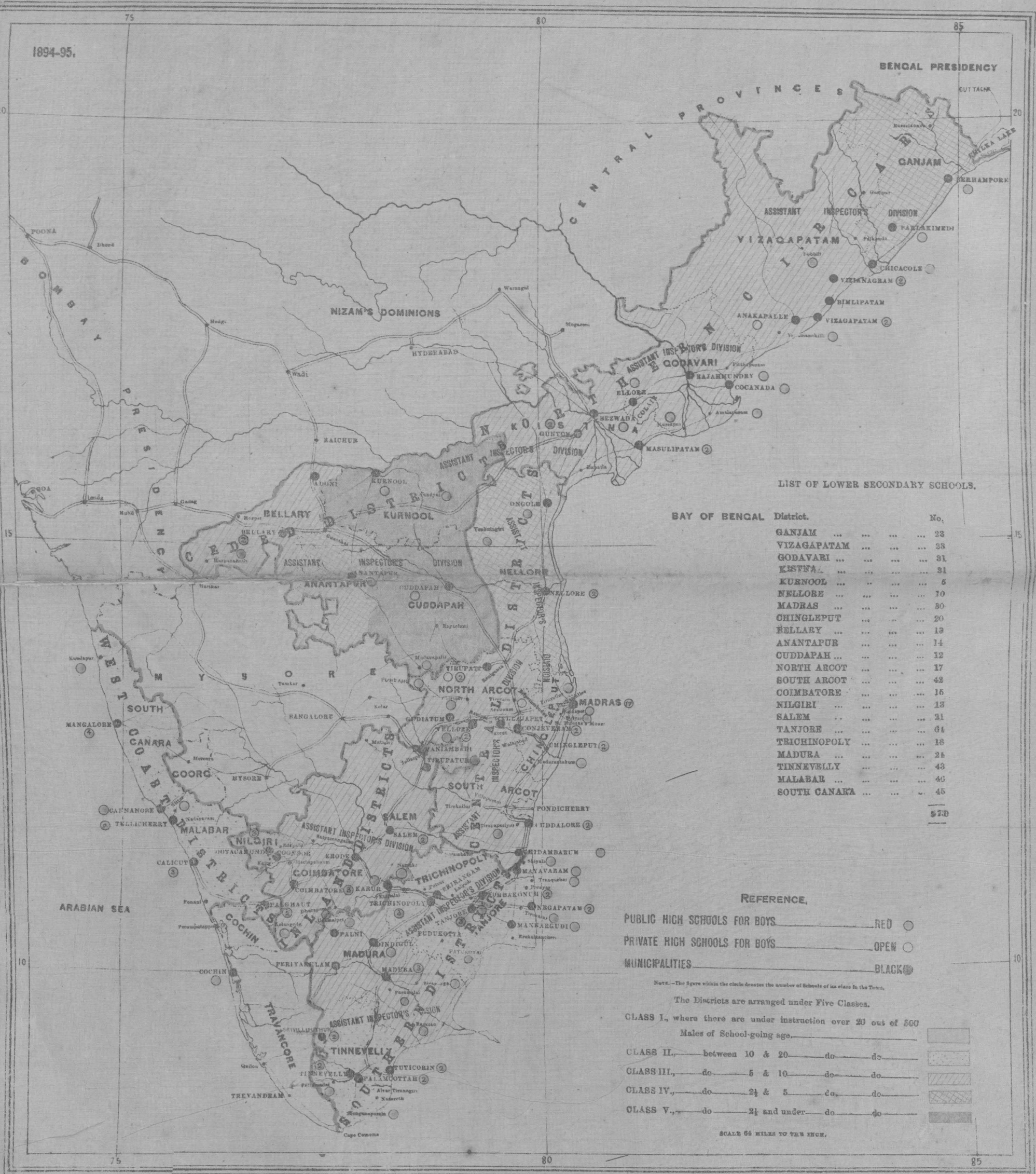
Classes.	Examined.	Passed.	Percentage.
Europeans and Eurasians ...	227	29	13
Native Christians	688	146	21
Muhammadans	211	36	17
Brahmans	2,798	716	26
Other Hindus	1,736	276	16
Persis	1	1	100

Latin, Persian and Sanskrit were brought up by 45, 22 and 511 male candidates, of whom 29, 13 and 275, respectively, passed; these figures compare favourably with those of 1893. The percentages of success in the different vernaculars are given in the margin; except in Malayalam the results deteriorated, especially in Uriya, in which the percentage fell from 93 to 23. In the optional subjects, however, the results were in each case an improvement on those of 1893.

Tamil	72
Telugu	55
Malayalam ...	81
Canarese	90
Hindustani ...	81
Uriya	23

Madras Presidency:—showing the condition of Secondary Education (Male).

Map II.



ALEX: BARREN, LITHOG: MADRAS.

(d) *Public Lower Secondary or Middle Schools for Boys.*

Number and strength of public lower secondary or middle schools for boys.

65. Public lower secondary schools for boys fell again—from 409 to 400; but the strength of both the lower secondary and primary departments advanced—the former from 13,038 to 13,784 and the latter from 18,661 to 19,468, or by 5·7 and 4·3 per cent., respectively. The decrease in schools was not so heavy as in 1893–94. The bulk of petty schools which could not fulfil the conditions of recognition having reduced their standard in the previous year, very few schools in the lower secondary list of 1893–94 withdrew during the year under report. The strength of the several forms constituting the lower secondary department continued to be well graduated. The total number of pupils in the lower secondary stage of instruction in both upper secondary and lower secondary schools for boys rose from 25,404 to 27,596, or by 8·6 per cent. A steady progress will thus be noticed as regards lower secondary education.

English and Vernacular schools are distinguished in the subjoined table, in which lower secondary schools are exhibited by groups of districts:—

District groups.	1893–94.					1894–95.				
	Number of schools.	Pupils in lower secondary department.			Pupils in primary department.	Number of schools.	Pupils in lower secondary department.			Pupils in primary department.
		Third form.	Second form.	First form.			Third form.	Second form.	First form.	
English.										
Northern Circars ...	45	459	598	816	1,128	41	508	679	850	1,354
Ceded districts ...	18	72	106	186	737	13	90	84	110	498
Central do. ...	54	688	829	1,193	3,889	57	753	995	1,312	4,431
Southern do. ...	75	1,184	1,212	1,354	1,450	75	999	1,055	1,365	1,264
Inland do. ...	31	193	267	393	2,067	27	230	283	443	1,858
West Coast do. ...	36	369	468	670	1,940	38	407	518	743	2,049
Total ...	259	2,965	3,480	4,612	11,211	251	2,987	3,614	4,823	11,454
Vernacular.										
Northern Circars ...	63	3	65	412	3,474	56	24	68	443	3,689
Ceded districts ...	13	23	39	116	600	21	29	85	192	953
Central do. ...	28	17	139	341	2,135	26	74	124	275	1,643
Southern do. ...	43	168	195	428	1,071	37	216	244	439	1,316
Inland do. ...	...	...	...	...	...	6	27	41	48	233
West Coast do. ...	3	...	...	35	170	3	...	...	31	180
Total ...	150	211	438	1,332	7,450	149	370	562	1,428	8,014
Grand Total ...	409	3,176	3,918	5,944	18,661	400	3,357	4,176	6,251	19,468

Having noticed a want of uniformity in the classification of schools as English or Vernacular, I issued definite instructions this year as to the correct mode of classifying such schools, and I hope there will be no room for serious fluctuations in future. English middle schools fell by eight; but the average strength of the middle department rose from 43 to 45. As there are three forms constituting the middle department, the latter number is still below the proper limit, but it must be noted here that many middle schools do not contain all the three forms, and some of the schools in remote and backward areas are very poorly attended. The average strength of the middle department of Vernacular schools rose from 13 to 16; this is satisfactory.

On the list of recognized lower secondary schools 213 English and 75 Vernacular schools were borne on the 31st March last as against 219 and 52 schools, respectively, at the close of 1893–94. Every effort is being made by managers of unrecognized schools to completely fulfil the requirements of the Educational Rules with a view to secure the privilege of recognition.

SECONDARY EDUCATION OF BOYS.

Distribution of lower secondary schools according to upkeep.

66. Lower secondary schools are distributed below according to the agencies by which they were managed :—

	Schools.		Pupils in lower secondary department.	
	1893–94.	1894–95.	1893–94.	1894–95.
English.				
Managed by the Department	6	9	272	385
Do. by Municipal or Local Boards ...	79	74	3,289	3,507
Maintained by Native States	...	1	...	22
Aided from public funds	144	132	6,242	5,870
Unaided	30	35	1,254	1,640
Total ...	259	251	11,057	11,424
Vernacular.				
Managed by the Department	29	9	194	50
Do. by Municipal or Local Boards ...	43	57	454	730
Aided from public funds	53	60	927	1,256
Unaided	25	23	406	324
Total ...	150	149	1,981	2,360

The number of schools under the direct management of the Department fell on the whole from 35 to 18, the large decrease being due to the closing of the fifth standard in 17 schools in the Ganjám Agency in which it was tentatively but prematurely opened. Board schools show a net increase of nine schools and 494 pupils. For the first time the Native State of Sandúr returned one school with 22 pupils. Aided schools declined slightly in strength as well as in number.

Lower secondary schools according to districts.

67. Appendix D compares by districts lower secondary schools, English and Vernacular, for the past two years. The number of pupils in the lower secondary departments of all public secondary schools for boys is given below. These figures exhibit the relative progress of lower secondary education of boys in each district. Kurnool, Anantapur and Cuddapah lagged much behind the other districts as regards the lower secondary education of boys. The paucity of persons who have reached the lower secondary standard reacts on the condition of primary education, and partially explains the slow growth of education in these districts :—

Ganjám	766	South Arcot	962
Vizagapatam	1,332	Tanjore	3,341
Gódávari	1,515	Trichinopoly	1,637
Kistna	1,217	Madura	1,155
Kurnool	211	Tinnevelly	2,095
Bellary	522	Coimbatore	1,131
Anantapur	264	Salem	805
Cuddapah	308	Nilgiris	424
Nellore	620	Malabar	2,309
Madras	3,889	South Canara	988
Chingleput	937		
North Arcot	1,168	Total ...	27,596

(e) *Results Standard Examinations.*

Lower secondary results standard examinations.

68. A number of lower secondary schools, chiefly in the Southern districts, were fully self-supporting from fees and could not, therefore, be admitted to the results lists under the provisions of the Grant-in-aid Code of 1893–94, the net cost being *nil*. There were also several schools of this grade in which the net cost to management was very small and the assignment fixed under the Code was correspondingly trifling. The managers had consequently no inducement to present pupils for all the lower secondary standards. The number of schools that presented boys for the fifth, sixth and seventh standards thus fell from 230, 173 and 124 to 171, 121 and 86, and the number of schools that passed pupils from 218, 168 and 116 to 162, 117 and 82, respectively.

PRIMARY EDUCATION.

In the margin will be found the number of boys presented and passed for each of the three lower secondary standards. The decrease in the number of examinees under the fifth and sixth standards was not so marked as that in schools, while for the seventh standard 33 more pupils were presented, notwithstanding the great fall in the number of schools. Of the pupils presented for the fifth and sixth standards 60·6 and 61·6 per cent. were successful as against 69·7 and 69·0 per cent. in the year previous; but under the seventh standard 45·2 per cent. of the examinees passed as against 33·9 per cent. This is satisfactory. Government will be glad to learn that out of 765 male pupils of the seventh standard, as many as 745 were tested by the Lower Secondary Examination and only 20 were examined by the Inspecting officers. Of the successful candidates 331 passed the Lower Secondary Examination, and 15 the grant examination.

Standard.	Presented.		Passed.	
	1893–94.	1894–95.	1893–94.	1894–95.
Fifth ...	1,770	1,704	1,234	1,033
Sixth ...	1,180	1,010	815	622
Seventh ...	732	765	248	346

The classes of schools to which the pupils belonged are shown below :—

Class of schools.	Presented.			Passed.		
	Fifth standard.	Sixth standard.	Seventh standard.	Fifth standard.	Sixth standard.	Seventh standard.
Results schools	1,194	770	567	684	464	242
Salary-results schools	433	195	154	314	134	75
Salary schools	77	45	44	35	24	29
Total ...	1,704	1,010	765	1,033	622	346

The bulk of the pupils were, as might be expected, from results schools; but the salary-results schools secured a higher percentage of passed to examined than results schools proper.

V.—PRIMARY EDUCATION OF BOYS.

(a) *Primary Examination.*

Primary Examination notification.

69. The notification relating to the Primary Examination was revised in 1894, so that its provisions might be brought into harmony with those of the Grant-in-aid Code and the Lower Secondary Examination notification, and the examination in 1894–95 was conducted in accordance with the revised notification. With a view to make the examination more self-supporting, Government approved, towards the close of the year, of my proposal to levy a certificate fee from the successful pupil-candidates.

Primary Examination.

70. The Primary Examination was conducted at 279 centres by 31 boards consisting of 444 members, and 28,999 as against 29,014 candidates were examined, of whom 20,659 as against 21,104 passed for complete certificates or partially. In the following statement particulars are given by districts for the past two years; 3,211 boys' and 224 girls' schools presented pupil-candidates :—

PRIMARY EDUCATION.

Districts.	Examined						Passed.					
	Pupils.		Teachers.		Others.		Pupils.		Teachers.		Others.	
	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.	1893-94.	1894-95.
Ganjám ...	941	1,014	48	55	238	168	776	640	42	52	202	140
Vizagapatam ...	1,423	1,336	81	77	73	77	958	1,030	70	58	61	66
Gódávari ...	2,132	1,914	92	114	453	359	1,435	1,444	74	97	333	301
Kistna ...	1,922	1,685	122	147	353	359	1,233	1,188	86	124	235	288
Kurnool ...	535	521	25	25	92	50	388	321	22	16	87	34
Nellore ...	733	847	80	185	78	132	558	512	66	112	68	99
Madras ...	1,140	1,130	65	69	16	36	708	819	59	63	15	33
Chingleput ...	870	880	77	131	43	53	621	641	66	99	35	41
Bellary ...	435	462	187	191	89	64	332	286	151	116	67	42
Anantapur ...	378	415	15	108	38	35	320	275	15	84	35	26
Cuddapah ...	541	623	46	47	140	100	344	365	38	34	102	83
North Arcot ...	1,343	1,247	111	147	155	195	860	864	78	18	122	158
South Arcot ...	1,256	1,160	39	38	116	221	988	791	37	124	100	151
Coimbatore ...	1,086	1,126	95	103	181	149	774	652	78	76	139	117
Nilgiris ...	94	129	5	4	8	3	62	107	3	4	6	3
Salem ...	863	858	77	94	205	238	677	534	56	63	140	182
Tanjore ...	2,033	2,025	93	107	260	186	1,665	1,596	72	83	194	150
Trichinopoly ...	928	972	30	49	125	144	632	636	21	35	87	95
Madura ...	1,019	999	65	109	163	147	647	678	50	57	113	112
Tinnevelly ...	1,367	1,367	71	84	190	176	956	1,045	47	70	143	137
Malabar ...	1,976	2,030	98	85	136	99	1,419	1,486	89	67	110	85
South Canara ...	1,193	1,209	44	45	88	45	1,036	887	36	33	65	34
Total ...	24,208	23,949	1,566	2,014	3,240	3,036	17,389	16,797	1,256	1,485	2,459	2,377

There was a decrease in the number of male pupil-candidates due to eight districts having presented fewer candidates than in the year previous. As the upper primary classes and departments have been steadily advancing in strength, the above fall is probably the result of the greater care exercised by heads of schools in selecting pupils for the examination. Of the two districts Tanjore and the Nilgiris, which sent in fewer examinees in 1893–94 than in 1892–93, the former sustained a further loss in 1894–95, while the latter district recovered a portion of the lost ground. Among male teacher-candidates a substantial increase will be noticed, consequent chiefly on the successful working of the sessional school scheme. Female pupil-candidates continued to advance steadily, and, as I have recently ruled that, except in the case of Hindu and Muhammadan girls, the Primary Examination should, as far as possible, be used to test female pupils for the fourth standard, a further appreciable increase may be expected in the number of female candidates. Of the pupil, teacher and private candidates who appeared for the compulsory and optional subjects together, 64, 71 and 74 per cent. of male and 72, 74 and 77 per cent. of female candidates passed, as against 63, 81 and 79 per cent. of male and 64, 80 and 93 per cent. of female candidates in 1893–94. The improvement in the proportion of passed to examined under pupil-candidates, especially under female pupil-candidates, is a favourable feature. On the whole, 14,508 candidates, male and female, qualified for public service during the year.

The different classes of the community were represented as shown in the margin among the male candidates that passed for complete certificates. From a comparison with the figures of the previous year, a general improvement will be noticed both in the number of passed candidates and in the percentage of passed to examined. The increase from 69 to 121 in the number of Panchama boys is very encouraging, though this class passed the lowest proportion of the candidates it presented.

Classes.	Examined.	Passed.	Percentage.
Europeans and Eurasians ...	113	69	61
Native Christians	1,946	941	48
Muhammadans	1,665	611	37
Brahmans	8,682	4,112	47
Non-Brahman Caste Hindus.	14,482	5,397	37
Panchamas	344	121	35
Others	2	...	...
Total ...	27,234	11,251	41

There was a further advance in the number of candidates that brought up English, though it is optional with candidates to bring up this language. Of the male candidates that appeared under the other languages, 84 per cent. passed in

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PRIMARY EDUCATION.

Canarese, 78 per cent. in Tamil, 76 per cent. in Hindustani, 73 per cent. in Telugu and Malayalam, and 52 per cent. in Uriya. Here again the percentage of passed to examined fell in Uriya.

Geography and Hygiene continued to be the most popular of the optional subjects, and 70 and 72 per cent. of the male candidates that brought up the subjects were successful as against 59 and 68 per cent., respectively, in 1893–94. In Agriculture and Drawing 783 and 434 male candidates passed as against 543 and 251; this increase is also satisfactory.

(b) *Public Primary Schools for Boys.*

Number and strength of public primary schools for boys.

71. As a consequence of the gradual application of the rules of recognition to public lower primary schools, the number of boys' schools of this grade fell from 15,008 with 367,915 pupils to 14,625 with 356,268 pupils, and, notwithstanding a slight advance in the number and strength of upper primary schools, the total number of public primary schools for boys fell from 19,217 to 18,852, or by 1·9 per cent., and their strength from 553,281 to 546,037, or by 1·3 per cent. This decrease, however, was not unexpected and was, as I have already explained in Chapter I, more than made good by an increase in the number of private schools. Every possible endeavour is being made to enable managers of primary schools to fulfil the requirements of the Educational Rules, and it is under contemplation to grant a further extension of time to certain lower primary schools to fulfil the conditions as to staff and accommodation. If Government and Local Boards can only see their way to place a larger allotment of funds at the disposal of the Department for grants-in-aid to primary schools, there would be an appreciable increase in their number.

Primary schools are classified hereunder according to the managing agencies :—

Schools according to agency.	Standard of schools.	31st March 1894.		31st March 1895.	
		Schools.	Pupils.	Schools.	Pupils.
Under public management.					
Government schools	Upper primary ...	85	3,852	125	4,930
	Lower do. ...	70	1,650	49	1,154
Board schools	Upper do. ...	2,106	94,820	2,178	99,813
	Lower do. ...	1,110	38,186	1,173	39,765
Under private management.					
Aided schools	Upper primary ...	1,716	77,644	1,650	75,707
	Lower do. ...	7,747	205,422	7,666	199,117
Unaided schools	Upper do. ...	302	9,050	274	9,319
	Lower do. ...	6,081	122,657	5,737	116,232
Total ...	Upper primary ...	4,209	185,366	4,227	189,769
	Lower do. ...	15,008	367,915	14,625	356,268
	Grand Total ...	19,217	553,281	18,852	546,037

The increase under Government schools was due mainly to the reduction of 17 lower secondary Hill schools in Ganjám to the status of primary schools. Board schools increased in number and strength chiefly owing to the establishment of new schools, while aided and unaided schools suffered in both these respects. Unrecognized schools could not be aided from public funds; hence the decrease in the number of aided institutions. It will, however, be noticed with satisfaction that the number of upper primary schools advanced from 3,214 on the 31st March 1891 to 4,227 on the 31st March last, or by 31·5 per cent., and that the number of upper primary boys in all grades and classes of schools during the above period rose from 21,382 to 38,376, or by 79·5 per cent., which indicates a rapid improvement in the condition of upper primary education.

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72. The distribution of primary schools for boys by districts will be found in the subsidiary tables appended to the report. The summary in the margin compares the number of upper primary and lower primary schools for the past two years in the various district groups. There was an increase of upper primary schools except in the Northern Circars and the Southern districts, and the decrease in these groups chiefly appertained to Ganjám and Tinnevelly, respectively. As regards lower primary schools the Inland districts alone are credited with an increase, the other groups showing a decrease.

Distribution of primary schools for boys by districts.

District Groups.	1893-94.		1894-95.	
	Upper primary.	Lower primary.	Upper primary	Lower primary.
Northern Circars.	1,304	3,627	1,240	3,508
Ceded districts ...	406	2,212	469	2,189
Central do. ...	799	3,467	844	3,329
Southern do. ...	876	3,286	824	3,074
Inland do. ...	359	1,426	373	1,580
West Coast do. ...	465	990	477	945
Total ...	4,209	15,008	4,227	14,625

73. In the subjoined table the number of boys attending the primary classes of all secondary and primary schools for boys and girls and the proportion of such boys to the male population of school age are exhibited by districts, which are arranged in the order of percentage.

Relative extent of primary education of boys in districts.

Districts.	Boys of school age.	Number of boys on the 31st March in primary schools.	Number of boys on the 31st March in primary classes of secondary schools.	Total of columns 3 and 4.	Percentage of column 3 to column 2.	Percentage of column 5 to column 2.
1	2	3	4	5	6	7
Madras ...	33,873	11,483	5,376	16,859	33·9	49·8
Nilgiris ...	8,423	1,859	814	2,673	22·1	31·7
Bellary ...	69,708	19,209	261	19,470	27·6	27·9
Tinnevelly ...	140,020	36,592	1,673	38,265	26·1	27·3
Kistna ...	140,753	31,517	1,253	32,770	22·4	23·3
Ganjám ...	138,488	31,660	621	32,281	22·9	23·3
Chingleput ...	85,917	18,169	1,312	19,481	21·1	22·7
Malabar ...	197,154	41,230	1,962	43,192	20·9	21·9
Tanjore ...	159,907	33,458	779	34,237	20·9	21·4
Gódávari ...	154,071	29,264	2,080	31,344	19·0	20·3
North Arcot ...	164,181	31,509	1,007	32,516	19·2	19·8
Kurnool ...	62,120	11,421	547	11,968	18·4	19·3
Madura ...	187,735	34,638	707	35,345	18·5	18·8
South Canara ...	76,640	13,107	815	13,922	17·1	18·2
South Arcot ...	161,870	28,763	608	29,371	17·8	18·1
Trichinopoly ...	99,535	17,506	513	18,019	17·6	18·1
Coimbatore ...	147,255	24,536	822	25,358	16·7	17·2
Nellore ...	110,491	17,002	602	17,604	15·4	15·9
Salem ...	144,243	21,783	728	22,461	15·1	15·6
Cuddapah ...	96,951	14,627	481	15,108	15·1	15·6
Anantapur ...	54,345	8,195	140	8,335	15·1	15·3
Vizagapatam ...	210,087	20,994	1,374	22,368	10·0	10·6
Total ...	2,643,767	498,472	24,475	522,947	18·9	19·8

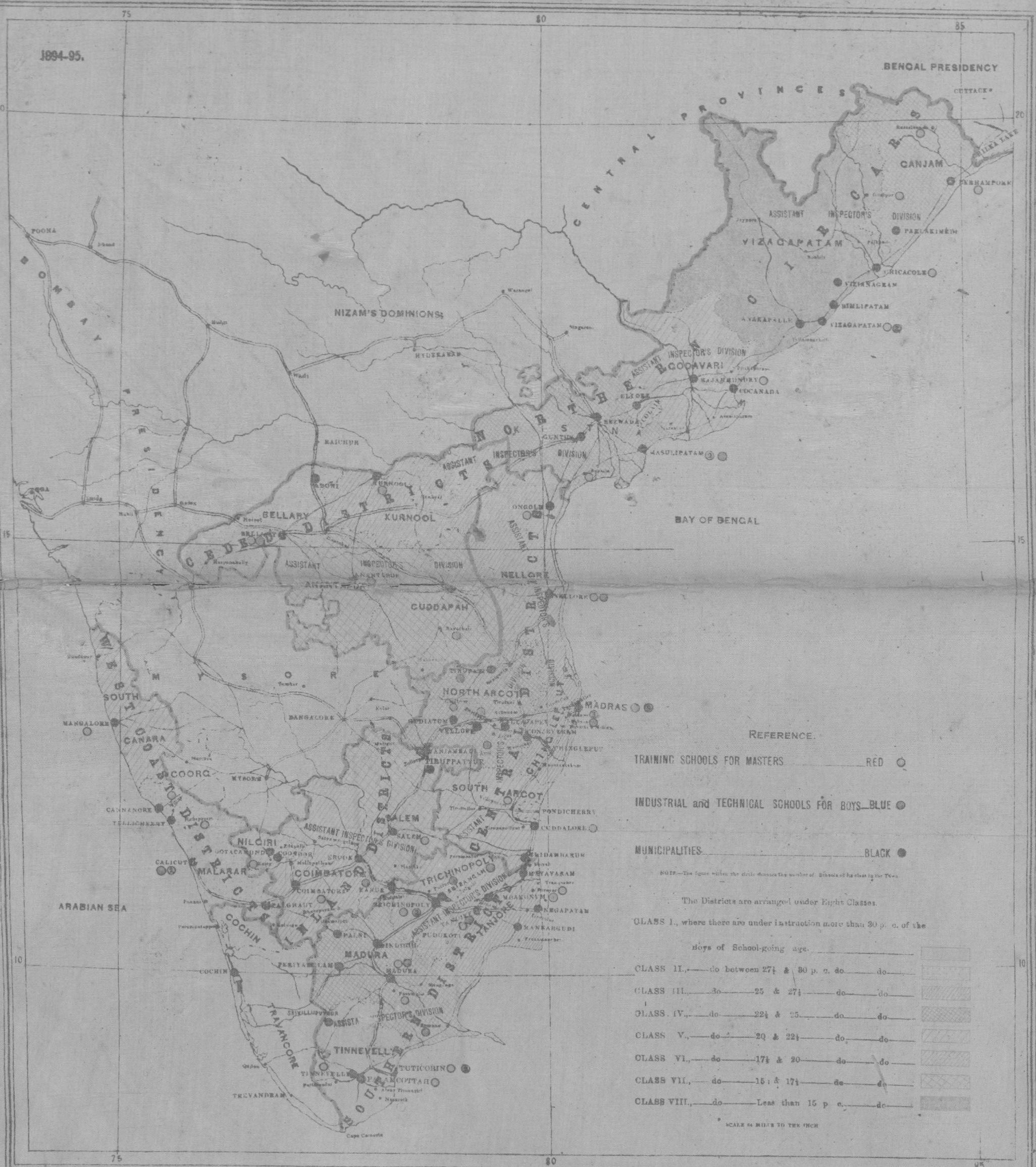
The total number of boys in the primary classes of all public schools fell from 528,098 to 522,947 or by ·98 per cent., and the percentage of such pupils to the male population of school age from 20·0 to 19·8. Ten districts had more primary boys than in the year previous, while the other districts retrograded in this respect. In private schools 81,680 boys were reading as against 67,083 on the 31st March 1894, so that the aggregate number of primary boys in public and private schools advanced from 595,181 to 604,627 or by 1·5 per cent. The sketch map attached shows the extent of primary education among the male population, the districts being distinguished by different shades in accordance with the proportion of boys in the primary stage of instruction in public and private schools to the male population of school age.

74. The number of primary schools for boys under the direct management of the Department rose from 155 to 174 and their strength from 5,502 to 6,084 as per particulars hereunder given :—

Primary schools for boys managed by the Department.

Madras Presidency : showing the condition of Primary Education (Male). and position of Training Schools for Masters and Industrial and Technical Schools for boys

Map. III



A. J. D. : BARREN, LITHOG : MADRAS

Schools.	1893–94.		1894–95.	
	Number.	Strength.	Number.	Strength.
Reformatory school, Chingleput	1	154	1	145
Practising schools attached to Training schools for masters	20	1,622	20	1,750
Hill schools, Ganjám Agency	29	985	46	1,372
Do. Vizagapatam Agency ...	44	978	47	1,193
Do. Gódávari Agency	47	1,130	45	1,098
Muhammadan schools, Madras	14	633	15	526
Total ...	155	5,502	174	6,084

Over 20 lower primary schools had developed into upper primary schools. In the Ganjám agency the fifth standard classes opened tentatively in 17 schools were closed, which accounts for the apparent increase in the number of primary schools in the agency. An additional school was opened in Madras for Muhammadans. Of the pupils 857, or 14 per cent., were in the upper primary stage. This is very satisfactory. Of the 3,663 pupils in the Agency tracts, 729 were aborigines, the corresponding numbers on the 31st March 1894 and 1893 being 644 and 547, respectively.

Primary schools for boys managed by Local Boards.

75. The number of upper primary and lower primary schools for boys under the management of Local Boards constituted under Act V of 1884 rose from 1,965 and 977 to 2,019 and 1,042, and their strength from 85,060 and 32,910 to 88,538 and 34,525, respectively. Appendix E furnishes details of schools and scholars by districts. In 16 districts there was an accession to the list of Board primary schools, in four districts, Ganjám, Vizagapatam, Kistna and Kurnool, the number of such schools declined, and in one district, Tinnevelly, there was the same number of schools as in 1893–94. Upper primary pupils advanced from 11,728 to 12,330 and formed 10 per cent. of the entire strength of Board primary schools.

Primary schools for boys managed by Municipalities.

76. Upper primary schools managed by municipalities rose from 141 with 9,760 pupils to 159 with 11,275 pupils, but lower primary schools under the management of these bodies fell from 133 to 131 and their strength from 5,276 to 5,240. As in 1893–94 there were only three municipalities which did not maintain any school of their own, viz., Madras, Periyakulam and Coonoor. Schools and scholars in each of the remaining 54 municipalities for the past two years are exhibited in Appendix F. Upper primary pupils advanced in number from 1,772 to 1,976 and formed nearly 12 per cent. of the entire strength of Municipal primary schools. Nearly 55 per cent. of Municipal primary schools had reached the upper primary stage. With the gradual improvement in the qualifications of the staff, which under the operation of the Educational Rules is steadily being brought about, there is reason to believe that a much larger proportion of primary schools will be able to work up to the upper primary standard.

Aided and unaided primary schools for boys.

77. Aided and unaided primary schools of both upper and lower grades at the close of the year were fewer than in the year previous owing, as I have remarked elsewhere, to the more stringent application of the rules of recognition. Appendix G furnishes details of schools and scholars by districts. There were 1,650 upper primary and 7,666 lower primary aided schools attended respectively by 75,707 and 199,117 pupils as against 1,716 and 7,747 schools with 77,644 and 205,422 pupils on the 31st March 1894. Unaided upper and lower primary schools also fell from 302 and 6,081 to 274 and 5,737. In aided and unaided primary schools together there were 16,753 upper primary pupils, who formed only 4 per cent. of the total strength of such schools, as against 14 per cent. in Government, 12 per cent. in Municipal and 10 per cent. in Local Fund schools.

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(c) *Results Standard Examinations.*

78. Fewer schools than in 1893–94 presented and passed pupils in the standards, as will be seen from the figures in the margin. The total number of boys' schools fell from 14,684 to 14,228, or by 3·1 per cent., and the decrease, which was solely confined to results schools, must be attributed to the failure of schools to render themselves eligible for aid by fulfilling the requirements of the Educational Rules. A larger number of salary-results schools presented pupils for the grant examination. Of the results and salary-results schools that presented pupils, 76 and 20, as against 69 and 30 in 1893–94, failed to pass any pupils.

Schools represented at the results standard examinations.

Schools.	Number of schools that presented pupils.		Number of schools that passed pupils.	
	1893–94.	1894–95.	1893–94.	1894–95.
Boys' schools.				
Results schools ...	11,288	10,818	11,219	10,742
Salary-results schools	3,387	3,410	3,357	3,390
Combined schools ...	9	...	9	...
	14,684	14,228	14,585	14,132
Girls' schools ...	807	804	801	794
Total ...	15,491	15,032	15,386	14,926

The number of boys' schools that presented and passed pupils for results grants during the past two years under each of the primary standards is recorded in the margin. While more schools presented pupils, except under the first and fourth standards, fewer schools than in the year previous passed pupils, except in the second and third standards. The decrease in the number of schools that presented pupils for the first and fourth standards cannot be accounted for except with reference to the general decrease in the number of aided primary schools. The percentages of schools that passed to those that presented pupils under the infant, first, second, third and fourth standards were 90·7, 95·3, 95·2, 91·3 and 93·5 as against 94·2, 94·1, 95·5, 92·5 and 92·4 respectively. It will be noticed that there was a slight improvement in the first and fourth standards only, in which fewer schools presented pupils than in the preceding year. The fall in the case of the infant standard was marked. Of the schools that imparted instruction in the first standard 20·7 per cent. worked up to the fourth standard as against 20·6 per cent.

Standards.	Number of schools that presented pupils.		Number of schools that passed pupils.	
	1893–94.	1894–95.	1893–94.	1894–95.
Infant	11,407	11,556	10,752	10,485
First	13,593	13,221	12,800	12,606
Second	12,486	12,565	11,924	11,965
Third	9,669	10,021	8,941	9,158
Fourth	2,805	2,743	2,591	2,566

79. Particulars are furnished by districts in Appendix H of the number of boys and girls presented and passed under the several primary results standards. Three districts, Gódávari, Tanjore and Malabar, presented and passed over 1,000 pupils for the fourth standard as tested by the Primary Examination. Only 118 boys in ten districts as against 273 pupils for the above standard were tested by the Inspecting officers, of whom 59 passed as against 207.

Primary results standard examinations.

The total number of boys presented and passed under each standard is summarized in the margin. In consequence partly of the decrease in the number of aided schools the number examined under each standard fell, except under the third standard; while as regards passes there was a decrease all round. Of the pupils presented for the infant, first, second, third and fourth standards, 66·6, 75·5, 75·3, 69·8, and 67·9 per cent. respectively passed as against 77·3, 75·6, 77·7, 71·0 and 67·9. The results in the

Standards.	Number of boys presented.		Number of boys passed.	
	1893–94.	1894–95.	1893–94.	1894–95.
Infant	69,939	69,457	47,082	39,597
First	84,424	78,136	63,892	59,021
Second	67,807	66,631	52,679	50,137
Third	49,319	50,084	35,042	34,937
Fourth	18,142	17,612	12,824	11,955

SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

infant standard compared very unfavourably with those of 1893–94. For all the primary standards 271,920 pupils were presented, of whom 195,647, or 72 per cent., passed as against 211,019 out of 280,631 or 75 per cent. in 1893–94. The variations would not have been so marked but for the heavy failure under the infant standard noticed above.

Number of pupils passed in different subjects in the primary results standards.

80. The results of the primary standard examinations in the different subjects are summarized below:—

Subjects.	Infant standard.		First standard.		Second standard.		Third standard.		Fourth standard.	
	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Compulsory subjects.										
Reading	59,102	56,402	80,387	76,476	65,067	62,653	42,949	43,426	16,479	15,439
Writing	57,231	55,485	79,259	73,940	64,762	61,929	46,834	46,467	17,256	15,901
Arithmetic	46,596	53,672	78,360	75,247	66,484	64,046	41,949	42,951	14,053	13,673
Optional subjects.										
Kindergarten occupations.	3,130	3,605	2,784	2,695	1,571	1,481	...	...	...	...
Object Lessons or Elementary Science.	3,092	2,109	3,838	1,979	3,316	1,500	1,731	451	168	86
Singing, including Action Songs.	2,837	3,397	265	1,096	228	512	116	156	13	17
Second Language ...	51	188	1,050	2,290	2,189	3,866	5,152	6,111	3,847	4,843
Geography	...	...	6	13	5,562	5,872	10,061	13,302	8,923	9,669
Indian History ...	...	...	...	...	...	...	52	5	1,563	1,617
Drawing	...	...	...	...	7	13	170	433	215	298
Hygiene	...	...	...	...	34	9	8,500	8,297	9,279	8,606
Agriculture	...	...	...	...	...	...	...	...	379	546
Mensuration	...	...	...	...	...	...	...	...	100	52
Needle-work	...	5	3,569	3,404	2,679	2,549	1,975	1,824	807	674

The fluctuations in the figures relating to compulsory subjects were brought about by the variations in the number of pupils presented under the different standards. It is to be regretted that fewer pupils passed in Kindergarten occupations and Object lessons; but a larger number passed in Singing and Drawing.

VI.—SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

(a) *Teachers' Certificate and Government Technical Examinations.*

81. The results of the Teachers' certificate examinations of the collegiate grades have been noticed in the chapter on university education. In the following summary are shown the results of the written test for Teachers' certificates of the secondary and primary grades:—

Teachers' Certificate Examinations.

Grade.		Examined.		Passed.		
		Trained Teachers' certificates.	Untrained Teachers' certificates.	Trained Teachers' certificates.	Untrained Teachers' certificates.	Came up for trained, but passed for untrained Teachers' certificates.
Upper secondary	1893–94 ...	274	145	96	52	94
	1894–95 ...	230	96	57	33	94
Lower secondary	1893–94 ...	460	155	137	63	160
	1894–95 ...	469	124	136	38	168
Primary	1893–94 ...	1,060	361	296	111	271
	1894–95 ...	1,808	290	242	104	443
Total ...	1893–94 ...	1,794	661	529	226	525
	1894–95 ...	2,007	510	435	175	705

The total number of examinees advanced from 2,455 to 2,517 and that of passed from 1,280 to 1,315, the increase being wholly confined to the primary grade candidates. Of the candidates examined for trained Teachers' certificates of the upper secondary, lower secondary and primary grades, 25, 29 and 18 per cent.,

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respectively, passed for trained Teachers' certificates as against 35, 30 and 28 per cent. The low proportion of passes is due partly to the high minimum, viz, 45 per cent. required for a pass. In the revised Educational Rules I have proposed to reduce the minimum to 40 per cent. and to do away with the anomaly of permitting candidates for trained Teachers' certificates to pass for untrained Teachers' certificates. Of the 2,007 trained students who appeared for the written test, 435 passed for trained and 705 for untrained Teachers' certificates, or 1,140 in all, as against 1,054 out of 1,794 in 1893–94; while, as in the previous year, 34 per cent. of the candidates for untrained Teachers' certificates were successful at the written test. For the practical test 1,196 candidates appeared, of whom 1,026 passed, as particularized in the margin. These results may suggest that the examiners were too easily satisfied with the teaching power of the candidates; but the Inspectresses inform me that the improvement in the qualifications of the female candidates within the last two years has been very marked.

Grade.	Examined.	Passed.
Upper secondary	157	140
Lower secondary	393	325
Primary	646	561

Eleven Elementary and nine Intermediate Technical Teachers' certificates were granted during the year.

Government Technical Examinations.

82. In the following table the results of the Government Technical Examinations for the past two years are exhibited. A larger number of candidates were successful in each grade though fewer candidates presented themselves for the Intermediate Examinations:—

Subjects.	1893–94.						1894–95.					
	Advanced.		Intermediate.		Elementary.		Advanced.		Intermediate.		Elementary.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Civil Engineering—												
Building Materials and Construction.	...	...	7	4	5	...	...	...	3	3	7	2
Building, Drawing and Estimating.	...	...	6	2	21	4	...	...	18	6	31	8
Hydraulics and Irrigation works.	...	...	1	...	...	...	...	...	...	...	5	...
Earth-work and Road-making ..	*	...	6	2	5	1	*	...	3	2	16	6
Bridge-work	*	...	1	...	1	...	*	...	...	...	...	...
Surveying and Levelling ...	...	...	71	21	8	3	...	...	90	36	27	5
Applied Mechanics	...	...	2	2	...	...	...	...	2	1	...	...
Mensuration	*	...	56	40	40	8	*	...	32	18	48	17
Practical, Plane and Solid Geometry.	...	...	24	20	6	4	...	...	18	6	17	4
Carpentry	*	...	...	...	...	...	*	...	4	1	13	6
Mechanical Engineering—												
Machine Construction	*	...	1	1	...	...	*	...	...	...	1	1
Machine Drawing	...	...	1	1	...	...	...	...	...	...	2	2
Steam and the Steam-engine ...	...	...	...	...	...	...	...	...	...	...	1	1
Fitter's work	*	...	...	...	...	...	...	...	...	...	5	5
Electrical Engineering—												
Practical Telegraphy	...	...	...	...	2	...	...	...	...	...	14	...
Electric Lighting and Transmission of Power.	...	...	...	...	*	...	...	...	...	...	*	...
Electro-Metallurgy	...	...	1	1	*	...	...	...	...	...	*	...
Physical Science—												
Heat	*	...	...	...	*	...	*	...	...	...	*	...
Light	*	...	...	...	*	...	*	...	...	...	*	...
Electricity and Magnetism ...	...	...	...	...	2	...	...	...	...	...	11	2
Inorganic Chemistry	...	...	17	6	13	5	...	...	15	6	9	4
Organic Chemistry	...	...	14	5	...	...	...	...	17	5	*	...
Metallurgy	...	...	...	...	...	...	...	...	*	...	*	...
Physiography	*	...	28	15	1	...	*	...	16	11	1	...
Photography	*	...	...	...	*	...	*	...	...	...	*	...
Geology—												
Geology	...	...	...	...	*	...	...	...	...	...	*	...
Mineralogy	*	...	...	...	*	...	*	...	...	...	*	...
Biology—												
General Biology	*	...	1	...	*	...	*	...	...	...	...	...
Animal Physiology	*	...	...	...	...	...	*	...	...	...	...	...
Botany	*	...	...	...	2	1	*	...	...	...	...	...

* No syllabus is provided in this subject for this examination.

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SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

Subjects.	1893–94.						1894–95.					
	Advanced.		Intermediate.		Elementary.		Advanced.		Intermediate.		Elementary.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Sanitary Science—												
Hygiene	*	...	1	...	2	1	*	...	2	2	4	3
General Biology (Special) ...	*	...	...	...	*	...	*	...	...	...	*	...
Agriculture—												
Agriculture	13	7	...	...	2	2	12	5	...	...	...	...
Agricultural Engineering ...	*	...	11	6	*	...	*	...	12	10	*	...
Botany (Special)	*	...	15	11	*	...	*	...	16	13	*	...
Horticulture	*	...	...	...	*	...	*	...	...	...	*	...
Forestry	...	...	...	...	*	...	...	...	2	1	*	...
Economic Entomology	*	...	...	...	*	...	*	...	...	...	*	...
Tobacco	*	...	...	...	*	...	*	...	...	...	*	...
Veterinary Science—												
Veterinary Science. { First stage ...	...	...	15	11	...	...	1	...	17	10	...	...
Veterinary Science. { Second stage ...	...	...	13	11	...	...	1	...	13	8	...	...
Commerce—												
Book-keeping	1	...	125	55	72	28	1	...	105	79	96	36
Commercial Correspondence ...	1	...	70	29	83	9	2	2	58	38	89	60
Banking	*	...	2	...	2	1	*	...	4	4	12	5
Commercial Geography	...	...	1	1	25	3	...	...	...	...	8	4
Short-hand	...	...	10	3	14	5	1	...	10	5	33	20
Annuities and Life Insurance ...	*	...	...	...	...	...	*	...	...	...	...	...
Music—												
Music	...	...	12	9	28	17	...	...	7	5	35	24
Drawing, &c.—												
Free-hand Outline Drawing ...	9	3	70	44	269	99	6	3	82	49	297	140
Design	...	...	8	4	29	11	2	2	7	7	79	37
Geometrical Drawing	6	3	35	24	166	79	6	2	44	26	173	78
Painting	...	...	5	3	14	5	...	...	3	3	29	25
Modelling	...	...	...	...	4	3	...	...	4	4	1	1
Wood Engraving	...	...	...	...	*	...	...	...	3	3	*	...
Copper-plate Engraving	...	...	3	3	*	...	...	...	...	...	*	...
Jewellers' work—												
Jewellers' work	*	...	...	...	3	3	*	...	...	...	...	...
Silversmith's work	*	...	2	2	1	1	*	...	1	1	6	6
Watch and Clock repairing ...	*	...	...	...	*	...	*	...	...	...	*	...
Printing, Book-binding, &c.—												
Letter-press Printing—												
Compositor's work	*	...	...	...	21	4	*	...	4	...	21	13
Proof-reader's work	*	...	...	...	19	3	*	...	1	...	15	10
Press work	*	...	...	...	7	2	*	...	...	...	2	1
Machine work	*	...	...	...	...	...	*	...	...	...	1	1
Printer's Warehouse work ...	*	...	...	...	...	...	*	...	...	...	...	...
Book-binding	*	...	...	...	...	...	*	...	...	...	...	...
Type-casting	*	...	...	...	...	...	*	...	1	...	...	...
Stereotyping	*	...	...	...	...	...	*	...	...	...	...	...
Electrotyping	*	...	...	...	...	...	*	...	...	...	...	...
Wood-work and Metal-work—												
Cabinet-making	...	...	4	4	18	16	...	...	5	5	33	33
Blacksmith's work	*	...	2	2	10	8	*	...	3	3	10	10
Carriage Building	*	...	...	...	*	...	*	...	...	...	*	...
Leather-work—												
Boot and shoe-making	*	...	...	...	3	1	*	...	...	...	...	...
Tanning Leather	*	...	...	...	*	...	*	...	...	...	*	...
Saddlery and Harness-making ...	*	...	...	...	*	...	*	...	...	...	*	...
Textile Fabrics—												
Cotton-spinning	*	...	...	...	*	...	*	...	2	1	*	...
Cotton-weaving	*	...	2	2	5	4	*	...	3	2	11	11
Bleaching, Dyeing and Printing Cotton.	*	...	...	...	*	...	*	...	...	...	*	...
Silk-dyeing	*	...	...	...	*	...	*	...	...	...	*	...
Silk Manufacture	*	...	...	...	*	...	*	...	...	...	*	...
Carpet-weaving	*	...	...	...	12	7	*	...	1	1	7	3
Lace-making	*	...	9	3	8	4	*	...	4	4	4	4
Glass and Pottery—												
Pottery and Porcelain Manufacture.	*	...	...	...	3	3	*	...	1	1	5	5
Glass-making	*	...	...	...	*	...	*	...	...	...	*	...
Tailoring and Dress-making—												
Tailoring	*	...	...	...	22	4	*	...	...	...	4	2
Dress-making	*	...	...	...	*	...	*	...	...	...	*	...
Cookery—												
Cookery	*	...	...	...	*	...	*	...	...	...	*	...
Bread-making	*	...	...	...	*	...	*	...	...	...	*	...
Total ...	30	13	653	347	948	349	32	14	633	380	1,183	595

* No syllabus is provided in this subject for this examination.

SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

Twenty-two pupil candidates belonging to three institutions and five private candidates appeared for the Advanced Examinations, which were held during the year in the eight subjects mentioned below out of the 32 subjects in which such examinations are provided :—

Agriculture.	Short-hand.
Veterinary Science.	Free-hand Outline Drawing.
Book-keeping.	Design.
Commercial Correspondence.	Geometrical Drawing.

Of the 32 subject-candidates at the above examinations, 14 were successful as against 13 out of 30 in the year previous. One candidate appeared in each of the following subjects: Veterinary Science, Book-keeping and Short-hand, but failed to pass. Four candidates received the diploma in Agriculture and three that in Drawing.

There was an increase of from 411 to 440 in the number of individual candidates for the Intermediate Technical Examinations, which were held in 38 of the 84 subjects in which such examinations are provided. Of the above candidates, 374 were pupils belonging to 24 institutions, the rest being private candidates. The number of subject-candidates, however, fell from 653 to 633, while the number of passed candidates rose from 347 to 389. Fourteen of the passed candidates were women. Also 14 candidates, two of whom were women, obtained the group certificates in Drawing, and one the group certificate in Book-keeping.

The number of individual candidates for the Elementary Technical Examinations advanced from 742 to 938, of whom 760 belonged to 45 institutions, the rest being private candidates. Of the 1,120 male and 63 female subject-candidates, 551 and 44, respectively, were successful.

From the particulars in the margin as to the classes of the community to which the passed subject-candidates belonged, it will be observed that non-Brahman Hindus have done well at these examinations. On the whole, as many as 1,848 subject-candidates appeared for the three grades of the Technical Examinations as against 1,491 in 1892–93 and 1,631 in 1893–94, and 989 passed as against 737 and 709, respectively. The internal development of the technical and industrial schools, which will be noticed later on, and the results above shown, are proof that the subject of technical education is engaging no small attention. As a novel plant, however, its growth is necessarily slow. It is interesting to note that since the institution of the Government Technical Examination scheme in 1886, 246 subject-candidates have presented themselves for the Advanced and 5,607 for the Intermediate Examinations, of whom 155 and 3,372, respectively, were successful.

Classes.	Advanced Examinations.	Intermediate Examinations.	Elementary Examinations.
Europeans and Eurasians	...	17	62
Native Christians ...	3	47	104
Muhammadans	...	12	36
Brahmans	5	167	142
Other Hindus	6	137	251

(b) *Special or Technical Schools and Classes.*

Number and strength of special or technical schools and classes.

83. The number of schools and classes for special or technical education for the past two years is given in the subjoined summary. Special classes, which have been instituted in connection with schools for general education, but which are open to, and attended by, outsiders, as well as by some pupils of such schools, have been classed as separate institutions, since they are provided with a separate and special staff, keep distinct registers and accounts, and are held at hours different from those of the schools to which they are but nominally attached. If they are not treated as separate institutions the outsiders attending them have to be left out of the returns :—

SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

Classes of institutions.	Number on the 31st March		Strength on the 31st March	
	1894.	1895.	1894.	1895.
Training schools for Masters	57	56	1,419	1,385
Training schools for Mistresses	17	19	292	309
Schools of Art	1	1	543	518
Schools of Medicine	3	3	366	384
Schools of Engineering	1	1	229	200
Industrial schools	21	4	1,313	100
Technical schools		30		2,217
Total ...	100	114	4,162	5,113

There was an accession of 14 schools to the list and the number of pupils advanced by 23 per cent. Nearly the whole of the increase in both schools and scholars appertained to industrial and technical schools.

The institutions engaged in art, industrial and technical work in this Presidency are of all grades—from those affording elementary instruction in carpentry and rattan work to those giving advanced teaching in science and its practical applications. For convenience, I usually class these into two groups : the one consisting of schools which do not go beyond the industrial standards A to D laid down in Chapter V of the Educational Rules, the other consisting of schools which teach up to the technical examinations. The former are known as industrial schools, the latter as technical schools. As the School of Arts and the School of Engineering are separately dealt with they are not, though technical schools, included under the heading of technical schools in the above statement. The division into industrial and technical is not, I admit, a strictly logical one : for, though in the former practical application and manual dexterity are the main things aimed at, a knowledge of theoretical principles is not altogether ignored. In the higher or technical schools, more stress is laid on theoretical principles—the knowledge of principles and their practical applications proceeding side by side. The industrial standards have been devised so that the highest (D) leads up to the elementary technical standard. Eleven of these industries are carried on into the Technical Examination scheme as far as the intermediate standard, namely, carpentry, wood-turning, fitter's work, printing, book-binding, boot and shoe-making, pottery, weaving, carpet-weaving, tailoring and lace-making. Instrumental music is also carried on into the technical examination standards. The curricula have been drawn up on the general plan that standards A, B, C, D, and the elementary technical standard shall each afford one year's work, and that the intermediate and advanced standards shall each take two years; so that a lad taking up, say, carpentry, would take, as a rule, seven years to reach the highest standard. By the time he has passed the Elementary Technical Examination he ought to know enough to enable him to gain a living. If he proceeds to the Intermediate Technical Examination and passes it, he ought to have a knowledge and manual dexterity sufficient to enable him, if other things are favourable, to take a good place in the ranks of skilled labour. But only the best of those who enter upon an industrial career go on to the highest examination. Those with little general education and small mechanical ability, or who are held back by poverty, get through only the lower industrial standards and, consequently, take their places in the lower ranks of industrial labour. Those more gifted and more fortunate go a stage further and prove themselves to be fit to serve as skilled journeymen. Those who by reaching the highest stage show that they have the ability to grapple with technical subjects of a high order prove themselves fit to become overseers or managers of works. This is the idea which has guided the Department in its attempts to establish and carry on a sound system of technical education. To carry out the idea in its completeness depends on many conditions, not the least important of which is abundant financial resources.

SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

On the 31st March last four schools did not go beyond the industrial standards laid down in Chapter V of the Educational Rules. Carpentry, rattan-work, lace-making and printing were taught in one or other of these schools. The total number of pupils in these four schools was 100. In the 30 technical schools there was a total of 2,217 pupils in the industrial and technical departments taken together.

(i) *Training Schools for Masters.*

Number and strength of training schools for masters.

84. There were 38 Training schools for masters at the close of the year as against 39 at its beginning, the B.G.M. Training school, opened at Udipi in 1894, having been closed. The number of pupils under training fell in consequence from 1,194 to 1,185. If the figure relating to the Udipi school were left out of account it will be found that the number of students under training was exactly the same as on the 31st March 1894. All the schools but one were recognized. Eight were of the upper secondary, 20 of the lower secondary and 10 of the primary grade, as against eight, 22 and nine in the previous year. Of the students under training 77 were being prepared for upper secondary, 234 for lower secondary and 874 for primary teachers' certificates, as against 95, 260 and 839 in 1893–94. The decrease in the number of secondary teachers is disappointing. Three of the Government Training schools, viz., those at Cuddalore, Ongole and Nadapuram, though provided with the staff for a lower secondary training school, were very poorly attended in their lower secondary department. As there was another lower secondary training school in each of the districts concerned, it was under contemplation towards the close of the year to reduce those three schools to the primary grade.

The distribution of training schools according to district groups is given in the margin. There was an appreciable advance in the number of students under training in the Northern Circars and the Ceded districts. The decrease in the Central and West Coast districts was marked and is to be regretted. As in the previous year, 28 of the schools were managed by the Department, two by District Boards and seven by Mission Agencies with aid from public funds. In the Government, Board and aided training schools 956, 88 and 134 students were under training as against 959, 89, and 126, respectively, on the 31st March 1894. Of the students attending Government, Board and aided training schools 952, 88 and 123, respectively, were in receipt of stipends. The full number of stipends allotted from Provincial funds for secondary teachers was not appropriated.

District groups.	Schools.		Students.	
	1894.	1895.	1894.	1895.
Northern Circars ...	9	9	228	250
Ceded districts ...	4	4	118	142
Central districts ...	9	9	300	269
Southern districts ...	8	8	274	270
Inland districts ...	3	3	94	104
West Coast districts.	6	5	180	150
Total ...	39	38	1,194	1,185

Classes.	1894.	1895.
Europeans and Eurasians	1	...
Native Christians	207	246
Muhammadans	95	97
Brahmans	548	503
Non-Brahman Caste Hindus ...	341	327
Paraiyas and kindred classes ...	2	11
Aborigines	...	1
Total ...	1,194	1,185

The different classes of the community were represented in the training schools as shown in the margin. Native Christians and Panchamas received a substantial accession to their number, while Muhammadans had an addition of only two students. Brahmans and non-Brahman caste Hindus greatly decreased. Of the 11 Panchama students, four belonged to four Government Training schools, five to the Madura Technical Institute and two to an aided school.

SCHOOLS FOR SPECIAL OR TECHNICAL EDUCATION.

85. Of the 143 teachers employed in training schools for masters, four, as in the previous year, were educated in Europe, 121 held trained or untrained teachers' certificates, 14 held general education certificates and four held no certificates. The grades of certificates held by teachers with trained, untrained, or general education certificates are indicated in the margin. There were fewer teachers with first-grade collegiate certificates and a larger number of teachers of the lower grades. These changes were due to transfers and acting appointments in Government training institutions; the qualifications of the staff, however, did not undergo any material change.

Qualifications of the staff.

Grades.	Trained teachers' certificates.	Untrained teachers' certificates.	General education certificates.
First-grade collegiate.	11	2	2
Second-grade do.	25	4	2
Upper secondary ...	51	7	6
Lower secondary ...	9	3	2
Primary	5	4	2
Total ...	101	20	14

Work done by training schools for masters.

86. Except in the case of students admitted under the discretionary power vested in the Director by article 18 of Section VI of the Educational Rules (these exceptions are very rare), the work of training schools was confined to professional training, general education being insisted on before admission. I have never had reason to regret that a sharp distinction was drawn between professional and general training, and I note that the same policy is being more and more adopted in England and Germany—it being more and more recognized that it is no part of the work of a training school to supplement the deficiencies of general education.

From the training schools for masters 1,194 students appeared for the Written Test for teachers' certificates of secondary and primary grades and 269, or 22 per cent. passed for trained teachers' certificates, the corresponding figures for the previous year being 1,118 and 302 respectively. The percentages of passes at the upper secondary and primary certificate examinations were very low. Some would attribute this to the shortness of the period of training; but I hold that one year devoted entirely to theoretical and practical professional training is quite equal to two years devoted to combined professional and general training. No doubt the low intelligence of the students and the not infrequent inefficiency of their teachers are partly responsible for the poor results; but the high minimum required for passing, viz., 45 per cent. of the marks, has had something to do with the poor outturn. As many as 454 trained teachers obtained certificates during the year, 71 of the upper secondary grade, 109 of the lower secondary grade and 274 of the primary grade. Of the students trained in 1894–95 and the previous years, 908 as against 979 obtained employment as teachers or resumed the teaching profession during the year. As many as 174 of the students trained during 1891–92, 1892–93 and 1893–94 are returned as unemployed, and steps are being taken to see that they fulfil the terms of their agreement. Of the teachers trained in 1894–95, there remained 215 unemployed on the 31st March 1895. Most of these men will since have joined their appointments or obtained employment.

Grade.	Examined.	Passed.	Percentage.
Upper secondary	92	12	13
Lower secondary	242	78	32
Primary	860	179	21
Total ...	1,194	269	22

Training schools for masters by districts.

87. Appendix J furnishes particulars of training schools for masters by districts. The number of students under training in each district is hereunder given:—

Ganjám	62	Nellore	53	Tinnevelly	83
Vizagapatam	59	Madras	27	Coimbatore	52
Gódávari	62	Chinglepat	66	Salem	45
Kistna	67	North Arcot	65	Nilgiris	7
Kurnool	38	South Arcot	58	Malabar	108
Bellary	40	Tanjore	69	South Canara	42
Anantapur	31	Trichinopoly	39		
Cuddapah	33	Madura	79	Total ...	1,185

In four districts the number remained the same as in the year previous and in eleven districts the number rose. In Gódávari, North Arcot, South Arcot,

Tanjore, Tinnevelly, Malabar and South Canara fewer men were under training; the decrease in Malabar and South Arcot was very considerable. All the 27 students entered against Madras belonged to the Muhammadan Branch Training School. A separate training school for Hindu teachers for the town of Madras, to work for a term of at least five years, and a special training school for Panchamas in Madras are needed. It was under contemplation towards the close of the year, as noted above, to reduce three lower secondary training schools to the primary grade and to utilize the savings for this purpose.

Gymnastic Training Class, Teachers' College.

88. There were 17 students on the rolls of the gymnastic training class attached to the Teachers' College as against 30 on the 31st March 1894. The decrease was due to the award of stipends being made only to men who were or who intended to become gymnastic instructors. Of the students eight were Brahmans, four non-Brahman Hindus, four Muhammadans and one a Native Christian. Eleven had passed the Lower Secondary or Primary Examination. Nine were in receipt of stipends, three were free and five were paying students. Two examinations were held for gymnastic certificates, for which 63 candidates appeared, of whom 57 passed, 35 in the first and 22 in the second class. As many as 43 students trained in the institution in 1894–95 and the previous years obtained employment or joined their appointment during the year. A code of rules to regulate the working of the class was sanctioned by Government. The police huts in the neighbourhood of the college were about to be adapted to serve as a hostel for gymnastic students from the mofussil.

(ii) *Training Schools for Mistresses.*

Number and strength of training schools for mistresses.

89. The establishment of a training school for mistresses at Nellore by the American Baptist Mission and of another school of the kind in the Trichinopoly cantonment by the Roman Catholic Mission increased the number of training schools for mistresses from 17 to 19 and their strength from 292 to 309. Of the 19 schools, six were of the upper secondary, seven of the lower secondary and six of the primary grade; and in these schools 45 students were being prepared for upper secondary, 116 for lower secondary and 148 for primary grade teachers' certificates, as against 68, 119 and 105 students for the respective grades in 1893–94. All the schools, with one exception, were borne on the list of recognized institutions. Seventy out of 86 students in Government training schools and 121 out of 223 students in aided and unaided training schools were in receipt of stipends from school funds, supplemented in the case of aided schools by stipendiary grants from Provincial funds.

The distribution of the students according to the classes of the community is noted in the margin. Native Christians advanced in number from 190 to 240, and they formed nearly four-fifths of the entire strength of training schools for mistresses. There were but two Brahman women under training as in 1893–94, while the other classes retrograded. The large fall under Europeans and Eurasians is to be regretted. Of the 16 Muhammadan women under training, 14 belonged to the Hobart School, Madras, and two to the Moyan Training School, Calicut.

Classes.	1894.	1895.
Europeans and Eurasians.	65	39
Native Christians	190	240
Muhammadans	17	16
Brahmans	2	2
Non-Brahman Caste Hindus.	18	12
Total ...	292	309

Qualifications of the staff.

90. Three of the 38 teachers employed in the training schools for mistresses were educated in Europe, 32 held trained and two untrained teachers' certificates, and one held no certificate whatever either general or professional. One of the certificated teachers held a first-grade collegiate, three second-grade collegiate, 21 upper secondary, five lower secondary and four primary certificates. Thus the training schools for mistresses continued to be better staffed than the training schools for masters.

91. At the written examination for teachers' certificates the training schools for mistresses were, as might be expected, more successful than the training schools for masters in each grade, as will be seen from the figures in the margin, and the results were almost as good as in 1893–94. The number of upper secondary, lower secondary and primary grade certificates issued during the year was, respectively, 44, 85 and 46 as against 42, 51 and 20 in the preceding year, and 185 as against 165 trained teachers obtained employment or resumed work as teachers during the year. Of the students trained during 1891–92, 1892–93 and 1893–94 as many as 50 are returned as remaining unemployed on the 31st March last. Steps are being taken to insist on the defaulters fulfilling the terms of their agreement. Of the students trained during the year under report 57 remained unemployed on the 31st March last. Most of these, if not all, may be expected to find employment in due course. The fact that trained men and women are not employed immediately should not, however, be taken as evidence of over-production of trained teachers. It is, in most cases, due to the unwillingness of not a few to accept the appointments offered to them, on the score of inadequate remuneration, unhealthy climate, or distance from their native place and their relatives. This tendency will diminish gradually as trained, but unemployed, teachers are compelled to fulfil the terms of their bonds.

Work done by training schools for mistresses.

Grade.	Examined.	Passed.	Percentage.
Upper secondary ...	56	25	45
Lower secondary ...	123	47	38
Primary	73	23	32
Total ...	252	95	38

Training schools for mistresses by districts.

92. Appendix K furnishes particulars of each training school for mistresses. The number of students under training in each district is given below:—

Kistna	19	Tinnevelly	34
Nellore	30	Coimbatore	15
Madras	104	Malabar	11
North Arcot	19	South Canara	15
South Arcot	12	Total ...	309
Trichinopoly	28		
Madura	22		

As in the two previous years eleven districts had no schools for training female teachers. It is desirable that one such school should be opened in Gódávari for the northern districts and one in Bellary for the Ceded districts. But I am unable to move in the matter at present for financial reasons.

(iii) *Schools of Art.*

School of Arts, Madras.

93. In consequence of a large decrease in the number of general students attending the Drawing classes only, which was due partly to the enforcement of the fee regulations and partly to the rejection of applications for admission for want of accommodation, the number on the rolls of the School of Arts, Madras, fell from 543 to 518. The industrial classes contained 137 apprentices (of whom 89 were the sons of artisans), the special classes had 110 students and the general education classes 130 as against 139, 91 and 167, respectively, on the 31st March 1894. Notwithstanding the decrease in the total strength of the Drawing classes, the elementary technical examination and group certificate classes were stronger than ever. Non-Brahman Hindus preponderated and Native Christians had an appreciable accession to their strength; but the number of Europeans and Eurasians fell from 65 to 43, that of Muhammadans from 17 to 15, and that of female pupils from 39 to 26. Of unpaid apprentices there were 75 as against 33: this is satisfactory, as showing that the institution is getting to be more appreciated. At the various Government Technical Examinations 209 out of 346 examinees passed as against 182 out of 314 in the previous year, and the percentage of passes thus rose from 58 to 60. Three students obtained diplomas

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and eleven got group certificates in Drawing. Eighteen students obtained employment on salaries or emoluments ranging from Rs. 12 to Rs. 80. Fee receipts rose from Rs. 1,898 to Rs. 2,073, while the charges fell from Rs. 36,746 to Rs. 33,650 owing to the exercise of greater care. But, owing to smaller receipts from sales, the net cost to Government advanced from Rs. 19,096 to Rs. 23,452. Proposals for the re-organization of the school were under the consideration of Government towards the close of the year.

(iv) *Schools of Medicine.*

School department of the Madras Medical College.

94. The most important event of the year was the formation, on the recommendation of the Sanitary Commissioner, of a special class for the training of Sanitary Inspectors. The strength of the school department of the Medical College rose in consequence from 308 to 340, of whom 48 were in the Apothecary, 233 in the Hospital Assistant and nine in the Chemist and Druggist department, while the Sanitary Inspector class comprised 50 students. Of the pupils 58 were Europeans or Eurasians, 62 Native Christians, 24 Muhammadans and 55 Brahmans, the increase under the last two classes being specially encouraging. For the final and primary examinations for the diploma of Apothecary, five and eight candidates, including three and five female candidates, respectively, appeared, of whom four and seven were successful; 99 candidates presented themselves for the final examination for the College certificate of Hospital Assistant and 88 passed, ten failing in one subject and one in two subjects. Seven out of eight candidates succeeded in qualifying as Chemists and Druggists. These results were not so good as those of the year preceding. The Sanitary Inspector class did admirably, having passed 38 students out of 50 who appeared for the Intermediate Technical Examination in Hygiene. The Hospital Assistant class continued to be most unwieldy; but no final orders were passed by Government on the proposals for the re-organization of this department and of the mofussil medical schools which train students for the Hospital Assistant certificate.

Board Medical School, Nellore.

95. No new class having been formed, pending re-organization, the strength of the school fell from 43 to 29, of whom five were Native Christians, three Muhammadans and five Brahmans. Twelve candidates were sent up for the examination for the Hospital Assistant grade, of whom eleven passed, all in the second class.

Prince of Wales' Medical School, Tanjore.

96. The Prince of Wales' Medical School, Tanjore, contained, as in the previous year, 15 students on the rolls, of whom five were Native Christians, five Brahmans and five non-Brahman Hindus. All the six students who appeared for the examination for the Hospital Assistant grade met with success. The Board has agreed to undertake the training of Hospital Assistants for the southern districts on certain conditions. Proposals for the reconstitution of the school were under the consideration of Government at the close of the year.

(v) *Schools of Engineering.*

School department of the Madras College of Engineering.

97. The strength of the school department of the College of Engineering fell from 229 to 200, and the decrease extended to the Engineer Subordinate class and Surveyor and Draftsman classes. Of the pupils seven were Europeans or Eurasians, six Native Christians, six Muhammadans, 100 Brahmans and 80 non-Brahman Hindus. The Native Christian element was not adequately represented. Thirty engineer subordinates, 33 draftsmen and 25 surveyors appeared before the College Board of Examiners, of whom 19, 10 and 20, respectively, passed for certificates. The results secured by draftsmen were very poor, owing mainly to a change adopted by the Professor of Engineering in the method of awarding college marks. Twenty students passed the Intermediate Technical Examinations in engineering subjects. Ten engineer subordinates were in the second and 25 in the first year of their

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practical course. Passed men from the college succeeded as usual in securing suitable appointments.

(vi) *Industrial and Technical Schools and Classes.*

Number and strength of industrial and technical schools and classes.

98. Excluding the Reformatory School, Chingleput, twenty schools were returned in 1893–94 under the heads 'Schools of Music,' 'Schools of Industry' and 'other schools' and they contained 1,419 pupils. Nine new schools or classes for special and technical instruction came into existence, viz., Imperial Arts Institute, Vizagapatam, Surveying class, London Mission High School, Vizagapatam; Short-hand class, Wardlaw College, Bellary; Special classes, Young Men's Christian Association, Madras; Technical classes, Government Press, Madras; Drawing class, Presentation Convent, Vepery; Special classes, St. Joseph's College, Trichinopoly; Government School of Commerce, Calicut; Industrial School for Women, Tallapudi, Gódávari. Also the special classes attached to the undermentioned institutions were thrown open to outsiders and have, therefore, been correctly classed, for statistical purposes, as separate institutions: Presentation Convent, Black Town, Madras; H.L.G.M. High School, Tirupati; Kumbakónam College; Municipal School, Srírangam; S.P.G. Training School, Tuticorin. The Muhammadan Industrial School, Vizagapatam, was closed, and Chengalvaraya Nayakar's Commercial school is returned as a special school, owing to the abolition of the general education classes. The number of industrial and technical schools thus rose to 34 and their strength increased in consequence to 2,317. In four of the schools, viz., the Industrial School for Women at Tallapudi, the Industrial School, Masulipatam, the Industrial School for Muhammadan Women at Guntúr and Chengalvaraya Nayakar's Orphanage, Madras, instruction was given only in one or more of the four standards A, B, C and D; in all the others pupils were being prepared for the Government Technical Examinations of the Elementary or higher grades.

Of the 34 institutions, two with 211 pupils were managed by the Department and three with 205 pupils by local boards, 24 with 1,698 pupils were aided and five with 203 pupils were unaided. Two were preparing candidates up to the Advanced and 19 up to the Intermediate Examinations.

Particulars are furnished in the margin of the classes of the community to which the pupils belonged. There was a marked fall in the number of Muhammadan pupils, which was chiefly due to a decline in the strength of the Anjuman-i-Mufid-i-Ahla-i-Islam and the Industrial School for Muhammadan Women at Guntúr. The other classes were fairly represented. The number of Brahman pupils continued, however, to be small. Of the pupils 39 are returned as belonging to the richer, 653 to the middle and 1,625 to the poorer classes. Most of the pupils of the richer and middle classes were in the schools of music and commerce and the higher technical schools. The classification of pupils according to the occupation of parents or guardians is given as follows: officials 450, petty officials and menial servants 410, traders 237, landholders 394, artisans 212, coolies 235, mendicants and others 379. The artisan class was not sufficiently represented.

Classes.	1894.	1895.
Europeans and Eurasians	377	630
Native Christians	430	516
Muhammadans	344	216
Brahmans	105	400
Non-Brahman Caste Hindus ...	152	534
Panchamas	11	20
Others	...	1
Total ...	1,419	2,317

The number of pupils in each industrial or technical school, as well as in the special classes attached to ordinary schools, is noted in Appendix L.

Information is given below as to the total number of pupils learning the different subjects:—

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Engineering	40	Type-writing	35
Earth-work and road-making ...	12	Carpentry	520
Surveying and levelling ...	29	Cabinet-making	40
Mensuration	139	Blacksmith's work	151
Telegraphy	85	Other metal work	15
Agriculture	84	Boot and shoe making ...	65
Book-keeping	218	Weaving	126
Commercial Correspondence ...	159	Lace-making	55
Banking	37	Hand-knitting	19
Commercial Geography ...	18	Rattan-work	85
Short-hand	251	Tailoring	160
Music	313	Embroidery	91
Drawing	1,401	Cookery	7
Printing	212		

Of the pupils in industrial and technical schools, 900 were learning Drawing. Managers of such schools are being constantly impressed with the necessity of instruction in the subject being given to every pupil. Many of the other subjects in the above list were being studied by a larger number of pupils than in the year previous. It is intended to affiliate as many of the schools in the mofussil as possible to the leading institutions in the town of Madras, so that all the institutions teaching the same subject may work in greater harmony and with a more definite purpose than heretofore. Mofussil schools will be benefited by the wide and varied experience of the older and central institutions, and will have the benefit of the general supervision of the staff of such institutions. This, which was part of Mr. Grigg's original plan, is the only way in which the technical education scheme can be worked as a consistent whole. Thus, just as it is proposed in the scheme now before Government that the mofussil medical schools should be under the general supervision of the Principal of the Medical College, so all mofussil schools teaching any of the subjects of the Civil and Mechanical Engineering group in the Technical Examination Notification would be connected with, and have the benefit of the advice and supervision of, the staff of the College of Engineering; those schools which are not themselves connected with a large mofussil college and which teach any of the subjects of the Electrical Engineering, Physical Science, Geology, or Biology groups would be connected with the corresponding chairs in the Presidency College or the Madras Christian College; those teaching agricultural subjects would look to the College of Agriculture; those teaching the subjects of the Drawing group, Jeweller's work, Wood-work and Metal work, and Pottery would be affiliated with the School of Arts; those teaching Printing and allied subjects would look to the Government Press. In this way the up-country schools would be benefited by connection with the better equipped institutions in the Presidency town, and technical education would have less of that isolated and disjointed character which it has at present.

99. In the margin will be found the qualifications of the staff in industrial and technical schools. There was an accession of 50 teachers to the list, chiefly in consequence of the increase in the number of such schools; but it will be noticed that 70 per cent. of the teachers had passed a technical examination. Information is not available as to how many had obtained technical teachers' certificates; but in future reports this will be given. Every practicable pressure is brought to bear upon managers to employ none but qualified men, and I hope it will not be long before every teacher on the staff of these schools is professionally qualified for his duties.

Qualifications of the staff.

Teachers.	1893–94.	1894–95.
Educated in Europe	3	8
Graduated in Science	...	1
Passed Advanced or Intermediate Examination	49	32
Passed Elementary Examination.	...	45
Hold no certificates	22	38
Total ...	74	124

Work done by industrial and technical schools and classes.

100. One student from Chengalvaraya Nayakar's Commercial school passed the Advanced Examination in Commercial Correspondence. The results obtained by the industrial and technical schools at the Intermediate and Elementary Examinations in subjects other than Drawing are recorded in the subjoined statements:—

39

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Intermediate Examinations.

Institutions.	Civil Engineering.		Commerce.					Wood and Metal Work.	Textile Fabrics.
	Building drawing and Estimating.	Mensuration.	Book-keeping.	Commercial Correspondence.	Banking.	Short-hand.	Music.	Blacksmith's work.	Lace-making.
Chengalvaraya Nayakar's Commercial school, Madras.	...	2	44	30	1	2	...	...	...
Albert Victor Technical Institute, Trichinopoly.	2	...	2	...	...	...	...	...	...
St. Joseph's College, Trichinopoly ...	...	1	2	...	...	...	...	...	...
The Young Men's Christian Association, Madras.	...	...	3	3	2	...	...	...	...
H.L.G.M. High school, Tirupati	...	...	1	...	...	...	...	...	...
Madras Industrial school	...	...	...	...	...	...	...	2	...
S.P.G. Art Industrial school, Nazareth ...	...	...	...	...	...	...	...	...	3
S.P.G. Industrial school, Puttúr	...	...	...	...	...	...	...	...	1
Madras School of Music	...	...	...	...	...	...	1	...	...
Total ...	2	3	52	33	3	2	1	2	4

Elementary Examinations.

Institutions.	Civil Engineering.					Mechanical Engineering.	Commerce.				
	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Practical Plane and Solid Geometry.	Carpentry.	Fitter's work.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.
Chengalvaraya Nayakar's Commercial school ...	...	3	6	...	...	...	9	25	5	3	7
Albert Victor Technical Institute, Trichinopoly ...	1	2	8	4	...	...	...	4	...	...	3
H.L.G.M. High school, Tirupati	...	...	...	...	...	...	4	2	...	...	...
The Young Men's Christian Association ...	...	...	...	...	...	...	...	...	...	...	1
St. Joseph's College, Trichinopoly	...	...	...	...	...	...	1	...	...	...	...
The Anjuman-i-Mufid-i-Abla-i-Islam, Madras ...	...	...	...	...	6	...	...	...	...	...	...
S.P.G. Art Industrial school, Nazareth ...	...	...	...	...	...	4	...	...	...	...	...
Technical Institute, Madura	...	...	...	...	...	...	...	...	...	...	...
Wesleyan Mission Children's Home, Karúr ...	...	...	...	...	...	...	...	...	...	...	...
Industrial school, Madras	...	...	...	...	...	...	...	...	...	...	...
S.P.G. Industrial school, Puttúr	...	...	...	...	...	...	...	...	...	...	...
American Mission Industrial school, Arni ...	...	...	...	...	...	...	...	...	...	...	...
Madras School of Music	...	...	...	...	...	...	...	...	...	...	...
Presentation Convent, Vepery	...	...	...	...	...	...	...	...	...	...	...
S.P.G. school, Tuticorin	...	...	...	...	...	...	...	...	...	...	...
Government Press Technical school	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	5	14	4	6	4	14	31	5	3	11

Institutions.	Music.	Printing.	Wood and Metal work.		Textile Fabrics.		Tailoring &c.
		Letter-press Printing.	Cabinet making.	Blacksmith's work.	Cotton weaving.	Lace-making.	Tailoring.
Chengalvaraya Nayakar's Commercial school ...	...	...	...	...	...	...	...
Albert Victor Technical Institute, Trichinopoly ...	...	...	...	...	...	...	...
H.L.G.M. High school, Tirupati	...	...	...	...	...	...	...
The Young Men's Christian Association ...	...	...	...	...	...	...	...
St. Joseph's College, Trichinopoly	...	...	11	3	...	...	...
The Anjuman-i-Mufid-i-Abla-i-Islam, Madras ...	...	...	3	3	2	3	...
S.P.G. Art Industrial school, Nazareth ...	...	...	2	...	...	...	...
Technical Institute, Madura	...	...	5	1	8	...	...
Weslyan Mission Children's Home, Karúr ...	...	...	...	1	...	...	...
Industrial school, Madras	...	...	...	...	...	1	...
S.P.G. Industrial school, Puttúr	...	...	...	...	...	...	1
American Mission Industrial school, Arni ...	12	...	...	...	...	...	...
Madras School of Music	1	...	...	...	...	...	...
Presentation Convent, Vepery	2	...	...	...	...	...	...
S.P.G. school, Tuticorin	...	24	...	...	...	...	...
Government Press Technical school	...	...	...	...	...	...	...
Total ...	15	24	21	8	10	4	1

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The increase in the number of successful candidates at the technical examinations is satisfactory. At the standard examinations 485 boys and 41 girls passed as against 486 and 37, respectively, in 1893–94, as per particulars furnished in the margin, though the number of male subject-candidates examined fell from 817 to 597. It is optional with managers of industrial schools to seek aid on the salary or on the results grant system; this accounts for fluctuations in the number presented for the standard examinations. The improvement in the proportion of passed to examined is satisfactory. Articles estimated to have cost Rs. 28,587 were sold during the year for Rs. 41,018. This also is satisfactory. The total value of the manufactured articles is returned as Rs. 43,263. It is encouraging to note that 162 students educated in the industrial and technical schools and classes are reported to have obtained employment during the year, including 68 from the Albert Victor Technical Institute, Trichinopoly and 48 from the Techincal Institute, Madura.

Standard.	Presented.		Passed.	
	Boys.	Girls.	Boys.	Girls.
A	264	11	201	11
B	215	21	183	21
C	78	7	65	7
D	40	2	36	2

Industrial and technical schools by districts.

101. Particulars of industrial and technical schools are given by districts in Appendix L. The total number of pupils receiving instruction in each district will be found below:—

Vizagapatam	23	Trichinopoly	332
Gódávari	13	Madura	182
Kistna	34	Tinnevelly	206
Bellary	7	Coimbatore	54
Madras	1,023	Malabar	121
Chingleput	118		
North Arcot	114	Total ...	2,317
Tanjore	90		

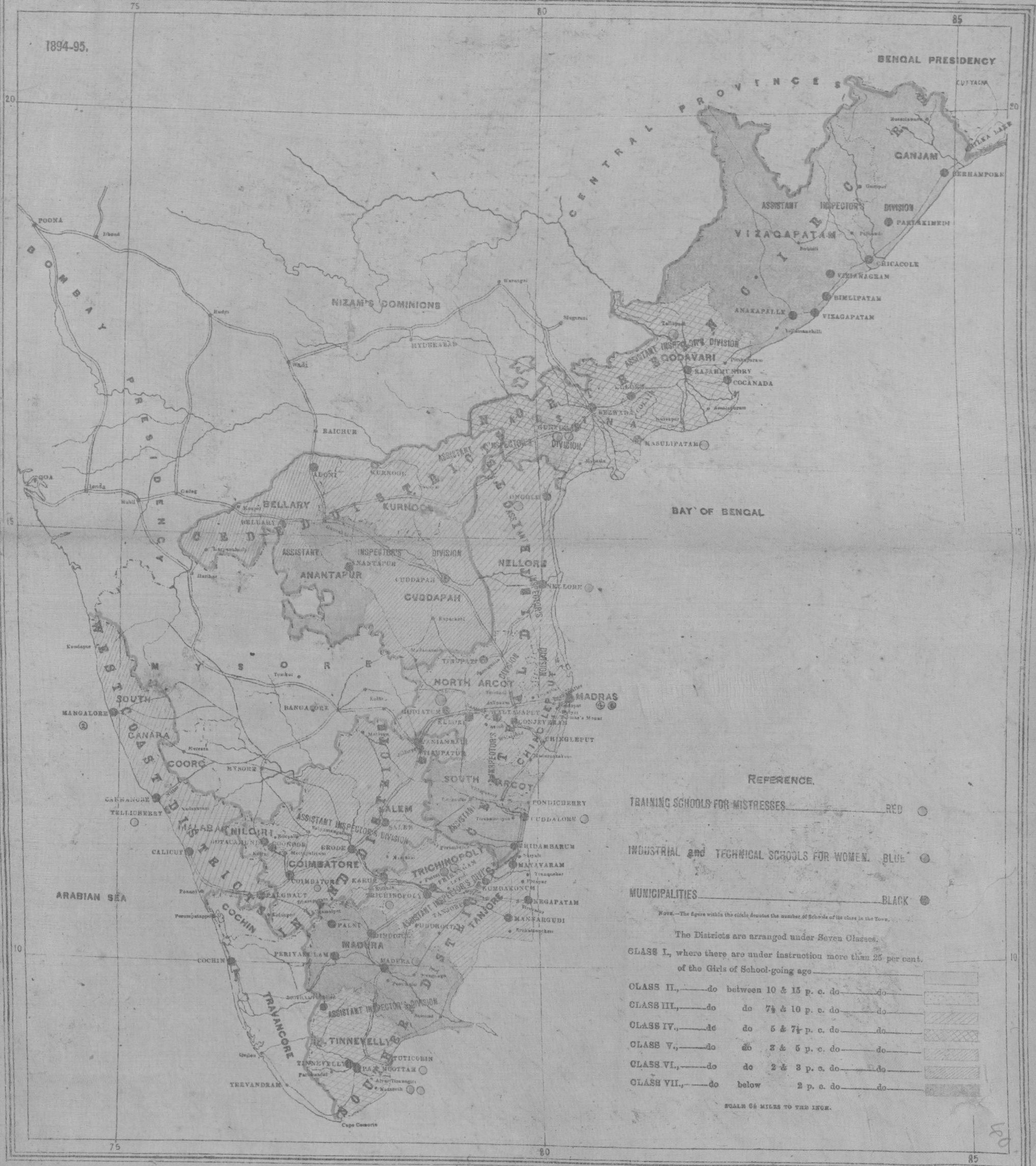
Thirteen as against nine districts in 1893–94 contained schools for technical or industrial education. As for three of the remaining districts; viz., Ganjám, South Arcot and Salem, carpentry classes were at work in connection with the Municipal High school, Chicacole, and the Board schools at Villupuram and Námakkal with, respectively, 40, 25 and 35 pupils. The carpentry class attached to the Rajahmundry College was 33 strong as against 56. I am making enquiries as to whether this class, which is now solely attended by college students, might not be constituted a separate institution and thrown open to outsiders like the Art class in the Kumbakónam College. At the Lawrence Asylum, Ootacamund, 31 pupils were learning carpentry, 43 boot and shoe making, 63 tailoring, 33 music and 15 telegraphy; and 44 pupils were learning drawing. The instruction in the industrial subjects at the Asylum has not, however, proved a success, as it is rare for any pupil to learn a trade well enough to gain a living by following it. Particulars relating to special classes attached to institutions for general education are also furnished in Appendix L. The future of the Victoria Technical Institute was under the consideration of Government; but no definite decision had been arrived at before the close of the year under review.

(vii) *Reformatory Schools.*

Reformatory School, Chingleput.

102. There was a slight decline in the strength of the Reformatory School, Chingleput, admissions having had to be refused in as many as nine cases for want of accommodation. It was not found possible to improve the accommodation pending the settlement of the question as to the location of the school. Government having, since the close of the year, accepted my recommendation to retain the school at Chingleput, early arrangements will be made to remove some of the more serious of the long-standing drawbacks. Of the pupils, seven were Native Christians, 26 Muhammadans, five Brahmans, 76 non-Brahman caste Hindus, 12 Panchamas, and nine aborigines, and 10 were returned under 'others.' All the pupils came from the poorer classes. The health of the pupils was not so good as one might wish, and there was one death during the year. A marked improvement was noticed in the conduct of the pupils and a larger number of discharged pupils were favourably reported on. Instruction continued to be given in four industries—carpentry,

Madras Presidency: showing the condition of Female Education and the position of Training Schools for Mistresses and Industrial and Technical Schools for Girls. Map IV.



ALEX: BARREN, LITHOG: MADRAS.

blacksmith's work, tailoring and weaving, the respective sections being attended by 39, 23, 37 and 33 pupils; and 69 were learning drawing. The results of the several examinations were very satisfactory.

VII.—FEMALE EDUCATION.

(a) *General Condition of Female Education.*

General condition of female education.

103. Girls' schools were also affected by the operation of the Educational Rules, but not to the same extent as boys' schools, as they were generally better staffed and better equipped. The number of public girls' schools fell from 1,043 to 1,000, while private girls' schools had an accession of four to their number, which stood at 29 on the 31st March last, the net result on that date being a decrease of 39 girls' schools. Notwithstanding the decrease in the number of schools, there was a slight increase in the number of pupils in both public and private girls' schools, viz., from 52,556 to 52,654. The total number of girls under instruction in all classes of institutions on the 31st March last, rose from 106,775 to 107,823, but the rate of increase, viz., 1 per cent. was, as will be seen from the statement in the margin, the lowest during the past quinquennium. But as the Department has set apart for girls' schools and for girls in boys' schools as large a sum as practicable out of the allotment placed at its disposal for results grants, and as local and municipal bodies cannot, even if their funds permit, be called upon to bear any part of the cost of female education, no further improvement can reasonably be expected, unless Government is pleased to sanction a more liberal grant for the Department. Of the female pupils, 57,219 were reading in institutions for boys' and 50,604 in girls' schools.

Year.	Number of girls under instruction on 31st March.	Percentage of increase.
1890	78,344	...
1891	87,715	12·0
1892	98,471	12·3
1893	104,988	6·6
1894	106,775	1·7
1895	107,823	1·0

Information is furnished below as to the distribution of pupils in public girls' schools for general education according to the stages of instruction :—

Stages.	Pupils in public girls' schools for general education.						Girls in all public schools.	
	1894.		1895.		Difference.		1894.	1895.
Upper secondary stage. Sixth form	71	320	113	357	+42	+37	314	362
Upper secondary stage. Fifth form	103		113		+10			
Upper secondary stage. Fourth form ...	146		131		−15			
Lower secondary stage	2,651		2,800		+ 148		2,719	2,859
Primary stage	48,429		47,930		499		97,092	96,002

The increase in the number of pupils in the upper secondary and lower secondary stages of instruction, especially in the latter, though slight, is satisfactory, but the fall in the strength of the fourth form is somewhat disappointing.

(b) *Public Examinations of high school or higher standard.*

Public examinations of high school or higher standard.

104. For the English Language division of the B.A. degree Examination two candidates, both Eurasians, appeared, and passed in the second class. The number of candidates presented and passed in the Second Language division was the same as above, one of them being placed in the first and the other in the third class. For

FEMALE EDUCATION.

the Science division four (three Eurasians and one European) appeared, but only one, viz., one of the Eurasians, came out successful in the second class. This is the only candidate who passed the recent B.A. degree Examination completely. Seven female candidates, therefore, have now passed the B.A. degree Examination since the founding of the University.

For the F.A. Examination three candidates—one Muhammadan, one Eurasian and one European—presented themselves, but the Eurasian candidate alone passed, securing a place in the first class. It is encouraging to note that a Muhammadan female candidate appeared for the F.A. Examination, and it is a pity she was not successful. The success of the Eurasian candidate referred to above raises the number of female candidates, who have up to date passed the F.A. Examination, to 16 (15 Europeans or Eurasians and one Native Christian).

No female candidate appeared for the last Upper Secondary Examination. The revised notification, which has been modified so as to suit the requirements of female candidates, should enable young women who do not care to study for the Matriculation Examination to prepare for the Upper Secondary Examination.

For the Matriculation Examination, 74 candidates presented themselves and 18 passed, with two in the first class. Up to date 217 female candidates (one Brahman, one Mahummadan, four Parsis, 43 Native Christians and 168 Europeans or Eurasians) have passed this examination.

(c) *Public Upper Secondary or High Schools for Girls.*

Number and strength of public Upper Secondary or High Schools for girls.

105. There were in all 27 upper secondary schools for girls as against 25 in the year previous, and the strength of the upper secondary department had risen from 320 to 357. But some of the schools were upper secondary only in name, with but one pupil on the rolls of the upper secondary department. The increase in the number of schools appertained to both English and Vernacular schools, the former having risen from 24 to 25 and the latter from one to two. Three English schools, viz., the Christ Church Girls' school, Nellore, the Home Education Classes of the National Indian Association, Madras, and the Presentation Convent Orphan school, Black Town, entered the list of upper secondary schools during the year; the Free Church Mission Girls' Day school, Black Town, was transferred from the English to the Vernacular list; and another English Girls' school, viz., the Stanes' Day Poor school, Coonoor, has been transferred to the list of boys' schools, owing to the preponderance of boys. The Vernacular schools had a gain of two viz., the Free Church Mission Girls' Day school, Black Town, which, as stated above, was transferred from the list of English schools, and the Free Church Mission Home Education classes, Madras, and a loss of one school, viz., the Roman Catholic Cantonment Girls' school, Trichinopoly, which was reduced to the status of a lower secondary school. The sixth, fifth and fourth forms of English Girls' schools contained 112, 108 and 127 pupils as against 71,103 and 140 respectively on the 31st March 1894. The continued increase in the higher forms is encouraging. The Vernacular schools contained 10 pupils in the upper secondary department as against six on the 31st March 1894. From these High Schools 41 candidates appeared for the Matriculation Examination, of whom 16 were successful. Full particulars regarding high schools for girls are given in Appendix M.

Pupils in the upper secondary stage of instruction are classified in the margin according to the classes of the community to which they belonged. The only significant increase took place under Europeans and Eurasians, the other classes occupying much the same position as in 1893–94. The increase, under non-Brahman Caste Hindus and Panchamas, though very slight, is worthy of note. Only 29 of the pupils are returned as belonging to the richer classes, which is

	Number on 31st March.	
	1894.	1895.
Europeans and Eurasians ...	201	234
Native Christians	105	106
Brahmans	1	1
Non-Brahman Caste Hindus ...	10	13
Panchamas	1	2
Others	2	1
Total ...	320	357

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a clear proof of the conservatism of these classes in the matter of female education. Of the pupils, 166 were contributed by officials.

(d) *Public Lower Secondary or Middle Schools for Girls.*

Lower Secondary Examination.

106. For the Lower Secondary Examination of December last, 475 pupil and 39 private candidates appeared, of whom 263 and 20 respectively passed, 167 and nine candidates qualifying for complete certificates. The increase in the number of examinees—both pupil and private—is encouraging, but the percentage of passes, especially in the case of pupil candidates, was much lower than in 1893–94. The classes of the community, to which the candidates who qualified for complete certificates belonged are shown in the margin. None passed under Brahmans and Parsis, and Native Christians and Other Hindus passed less than a third of their number for complete certificates. The Muhammadan community was again unrepresented.

Classes.	Examined.	Passed.
Europeans and Eurasians ...	187	76
Native Christians	286	89
Brahmans	2	...
Other Hindus	38	11
Parsis	1	...
Total ...	514	176

Number and strength of Public Lower Secondary or Middle Schools for girls.

107. The year witnessed a further decrease in the number of public middle schools for girls, viz., from 187 to 177 and in their strength from 16,343 to 15,891. It is, however, satisfactory to note that the lower secondary department in each class of schools, viz., Government, Board, aided and unaided, was stronger than in the year previous, having contained in all 117 pupils more than in 1892–93. Particulars as regards English and Vernacular middle schools appear in the annexed table:—

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District Groups.	Government Schools.				Board Schools.				Aided Schools.				Unaided Schools.			
	1893–94.			1894–95.	1893–94.			1894–95.	1893–94.			1894–95.	1893–94.			1894–95.
	Pupils.			Pupils.	Pupils.			Pupils.	Pupils.			Pupils.	Pupils.			Pupils.
	Schools.	Middle.	Primary.	Schools.	Schools.	Middle.	Primary.	Schools.	Schools.	Middle.	Primary.	Schools.	Schools.	Middle.	Primary.	Schools.
English.																
Northern Circars ...	...	...	...	...	...	...	...	...	3	40	158	...	...	...	...	...
Ceded districts ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Central do. ...	...	...	...	...	...	...	...	...	12	161	655	...	1	3	28	...
Southern do. ...	...	...	...	...	...	...	...	...	6	361	523	...	...	...	...	...
Inland do. ...	...	...	...	...	...	...	...	...	3	16	97	...	...	...	...	...
West Coast do. ...	...	...	...	...	...	...	...	...	6	108	524	...	1	3	40	...
Total ...	...	...	...	...	...	...	...	...	30	676	1,957	...	1	3	40	28
Vernacular.																
Northern Circars ...	12	34	865	13	33	1,044	40	203	11	66	515	135	2	9	186	171
Ceded districts ...	1	6	64	1	6	60	...	...	3	13	135	...	...	...	...	10
Central do. ...	12	28	1,128	12	47	1,031	...	...	38	487	3,772	...	...	...	...	...
Southern do. ...	3	19	299	3	17	310	2	18	33	486	2,323	2	1	15	120	33
Inland do. ...	4	31	450	4	40	440	...	...	9	57	613	...	...	...	...	...
West Coast do. ...	8	85	446	7	72	455	1	4	5	69	394	...	...	...	...	...
Total ...	40	203	3,252	40	215	3,340	3	22	101	1,177	7,752	137	4	24	306	43
Grand Total ...	40	203	3,252	40	215	3,340	3	22	139	1,853	9,709	225	5	27	346	46

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Both English and Vernacular schools fell in number and strength, the decrease being more marked in the case of the former, as will be seen from the marginally-noted figures. The English schools comprised aided and unaided schools only, and there were no Board Vernacular schools in the Northern Circars and in the Ceded, Central and Inland districts, the Board schools in them having been taken over by the Department during 1891–92. Government schools advanced in strength only and Board schools both in number and strength, while aided and unaided schools suffered a loss in both these respects. This is explained by the fact that weak and inefficient schools under private management kept up mainly for profit, could not hold their own under the existing rules of recognition and aid. The increase in the average strength of each school, viz., from 87 to 90, is, however, an indication of their consolidation.

	1893–94.		1894–95.	
	Number.	Strength.	Number.	Strength.
English schools ...	39	2,963	31	2,664
Vernacular schools ...	148	13,380	146	13,227
Total ...	187	16,343	177	15,891

Information is furnished in the margin as to the classes of the community represented in the middle departments of upper secondary and lower secondary schools for girls. The bulk of the increase appertained to Europeans and Eurasians and Native Christians, both of which classes more than regained their strength during the year, whilst the Panchama community, which showed a decided advance during 1893–94, retrograded considerably in 1894–95. Brahmans made no progress, and Muhammadans have fallen off steadily during the past five years. The lack of interest on the part of this community is disappointing and is hardly consistent with the expressed views of some of its leading members that they would spare themselves no trouble in improving the educational condition of the young. The continued decrease in the number of pupils of the non-Brahman classes in the upper secondary and lower secondary departments is not a hopeful feature.

Classes.	1893–94.	1894–95.
Europeans and Eurasians ...	556	599
Native Christians	1,400	1,592
Muhammadans	21	18
Brahmans	92	93
Non-Brahman caste Hindus ...	474	444
Panchamas	107	73
Others	1	6
Total ...	2,651	2,800

(e) *Public Primary Schools for Girls.*

Primary Examination.

108. The total number of female candidates at the Primary Examination rose from 1,617 to 1,765, and the increase wholly appertained to pupil-candidates, the other two classes of examinees being fewer than in the year previous. The examination of the fourth standard in girls' schools by Primary Examination Boards is encouraged as much as possible, and this probably accounts for the increase under pupil-candidates. In results, all 1,274 candidates (1,166 pupils, 55 teachers and 53 others) were successful as against 1,142 in the previous year, 947 (871 pupils, 38 teachers and 38 others) having qualified for complete certificates as against 814. The increase in the percentage of passes for complete certificates from 50 to 53 is very encouraging. Pupil-candidates fared better and private candidates worse than in 1893–94.

The examinees are arranged in the margin according to the classes of the community they belonged to. Europeans and Eurasians as well as Native Christians passed creditably, but the results obtained by Brahmans and Panchamas deteriorated. The optional subjects seemed generally to have been efficiently taught,

Classes.	Number examined.	Number passed for complete certificates.	Percentage of examined to passed in 1893–94.	Percentage of examined to passed in 1894–95.
Europeans and Eurasians	152	94	40·0	61·8
Native Christians	739	454	58·4	61·7
Muhammadans	48	21	40·0	43·7
Brahmans	166	80	55·0	48·2
Non-Brahman caste Hindus ...	597	273	44·9	45·7
Panchamas	60	22	55·2	36·6
Others	3	3		100·0

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Geography, Hygiene and Elementary Science being the most popular of the subjects brought up for the examination. As, under the revised Primary Examination scheme recently notified, Singing is to be included in the list of optional subjects, it will, I hope, be cultivated and encouraged in not a few girls' schools.

Number and strength of public primary schools for girls.

109. Subjoined is a summary of public primary schools for girls classified according to the managing agencies :—

Classes of Schools.		1893–94.		1894–95.	
		Schools.	Scholars.	Schools.	Scholars.
Under Public management.					
Government ...	Upper Primary ...	81	4,540	78	4,557
	Lower Primary ...	31	1,462	37	1,601
Board ...	Upper Primary ...	9	650	10	627
	Lower Primary ...	4	145	5	172
Under Private management.					
Aided ...	Upper Primary ...	219	11,692	242	13,456
	Lower Primary ...	321	9,647	279	8,630
Unaided ...	Upper Primary ...	18	601	17	810
	Lower Primary ...	124	3,639	99	2,701
Total ...	Upper Primary ...	327	17,483	347	19,450
	Lower Primary ...	480	14,893	420	13,104
Grand Total ...		807	32,376	767	32,554

Notwithstanding the fall in the number of public primary schools for girls, their aggregate strength advanced from 32,376 to 32,554 and the average strength of each school from 40 to 42. Upper primary schools had an accession of 20 schools and 1,967 pupils, so that the decrease noticed above was confined to lower primary schools. Almost the whole increase in the number and strength of upper primary schools appertained to aided schools, this being due partly to the reduction in the standard of some aided lower secondary schools.

Distribution of girls in primary schools and classes according to districts.

110. Girls in the primary stage of all grades of public institutions are distributed below according to districts :—

Districts.	Girls of school age.	Number of girls on 31st March in primary schools.	Number of girls on 31st March in the primary classes of secondary schools.	Total.	Percentage of column 3 to column 2.	Percentage of column 5 to column 2.	Total strength, 1893–94.	Percentage of column 8 to column 2.
1	2	3	4	5	6	7	8	9
Madras	34,005	3,753	4,733	8,486	11·0	25·0	8,305	24·4
Nilgiris	6,546	443	297	740	6·8	11·5	679	10·4
Malabar	200,731	12,088	1,258	13,346	6·0	6·6	12,895	6·4
Kistna ...	137,585	8,249	385	8,634	6·0	6·3	9,015	6·6
Tinnevelly	147,394	7,037	1,195	8,232	4·7	5·6	8,863	6·0
Gódávari	157,747	7,250	1,221	8,471	4·6	5·4	8,513	5·4
Chingleput	84,623	3,424	234	3,658	4·0	4·3	3,705	4·4
Nellore	109,069	3,577	525	4,102	3·3	3·8	4,244	3·9
Kurnool	60,551	2,046	51	2,097	3·4	3·5	1,907	3·2
Tanjore	174,310	4,528	1,297	5,825	2·6	3·3	5,792	3·3
Trichinopoly ...	106,372	2,317	642	2,959	2·2	3·3	3,213	3·0
South Canara ...	81,772	2,154	471	2,625	2·6	3·2	2,547	3·1
North Arcot ...	162,892	4,161	419	4,580	2·6	2·8	4,998	3·1
Bellary	67,019	1,462	223	1,685	2·2	2·5	1,695	2·6
Salem	150,146	3,156	501	3,657	2·1	2·4	3,652	2·4
Coimbatore	153,471	2,732	649	3,381	1·8	2·2	3,348	2·2
Cuddapah	93,860	1,677	82	1,759	1·8	1·9	1,639	1·7
South Arcot ...	162,558	2,205	617	2,822	1·4	1·7	2,852	1·8
Anantapur	51,937	877	32	909	1·7	1·7	994	1·9
Ganjám	146,032	2,077	177	2,254	1·4	1·5	2,045	1·4
Vizagapatam ...	210,362	2,567	482	3,049	1·2	1·4	3,235	1·5
Madura	203,525	2,339	392	2,731	1·1	1·3	2,956	1·5
Total .. { 1893–94 / 1894–95 }	2,702,507 {	80,549 / 80,119	16,543 / 15,883	97,092 / 96,002	3·0 / 3·0	3·59 / 3·6	...	...

The proportion of girls in the primary stage of instruction to the female population of school age remained practically the same as in the year previous. In fourteen districts the percentage of girls in the above stage remained unchanged, five districts made a slight advance, and three retrograded. The highest percent-

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age was, as usual, secured by Madras, and as in the previous two years, five districts excluding Madras had in the primary stage of instruction over 5 per cent., and eight districts between 2·5 and 5 per cent. of the female population of school age. Female education has not been progressing so rapidly as one would wish.

Primary schools for girls under departmental management.

111. The number of Government primary girls' schools rose from 112 to 115, of which 63 were situated in the Northern Circars. No Government primary girls' school existed in the four districts of Cuddapah, Madras, Tinnevelly and South Canara, though in the last-named district provision has been made in the budget for 1895–96 for a Muhammadan girls' school. Tanjore, Trichinopoly, Madura and the Nilgiris contained, as in 1893–94, but one school each. The proportion of upper primary schools decreased, but it is satisfactory to note that the percentage of pupils in the upper primary stage remained almost the same, viz., 5·0, the corresponding figure for the previous year being 5·2. Taking upper primary schools alone into account, it will be noticed that 7·1 per cent. of the pupils in them were in the upper primary stage.

Primary schools for girls managed by local boards.

112. Local Boards had eight schools under their management as in the previous year. The Cuddapah, Anantapur, Nellore, Tanjore, Trichinopoly and Coimbatore Boards continued to maintain exactly the same number of schools as in 1893–94, viz., two in the case of Cuddapah and one each in the case of the other districts. The school managed by the South Arcot Board was closed, and an upper primary Board school sprung up in Kistna. Four of the schools were of the upper primary grade, containing 17 pupils in the upper primary and 194 in the lower primary department, and the remaining four were lower primary schools, containing 132 pupils. The falling off in the number of pupils in the upper primary stage is to be regretted.

Primary schools for girls managed by municipalities.

113. Seven primary girls' schools were being managed by municipalities as against five in the year previous. Of the six upper primary schools, two were maintained by the Municipal Council, Bellary, one by the Municipal Council, Vellore, and the remaining three by the Municipal Council, Kumbakónam. These six schools contained among them 416 pupils, of whom 33 were in the upper primary stage. The lower primary girls' school was maintained by the Municipal Council, Calicut, and it contained 40 pupils.

Primary schools for girls under private management.

114. Aided schools of the upper primary grade increased in number, and this was followed by an increase in the number of pupils in the upper primary stage from 1,121 to 1,325. Tinnevelly contained the largest number of aided primary schools, both upper and lower. Unaided primary girls' schools contained 71 pupils in the upper primary and 3,440 in the lower primary stage.

(f) *Results Standard Examinations.*

115. In the margin are compared the numbers of pupils presented and passed under the fifth, sixth and seventh standards during the past two years. A fall will be noticed in the numbers examined in each of the standards, but the proportion of passes was more satisfactory than in the previous year under the fifth and seventh standards. Of the pupils examined under the seventh standard, ten were examined by the Inspecting officers, of whom six passed; the rest were tested by the Lower Secondary Examination.

Results standard examinations.

Standard.	1893–94.			1894–95.		
	Number presented	Number passed.	Percentage.	Number presented.	Number passed.	Percentage.
Fifth	598	431	72	519	384	74
Sixth	347	246	71	293	200	68
Seventh ...	146	80	56	133	81	61

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Standard.	Number of schools that presented pupils.	Number of schools that passed pupils.
Infant	747	694
First	766	721
Second	723	685
Third	635	576
Fourth	279	255

The number of girls' schools that presented and passed pupils under the several primary results standards is given in the margin. Except under the second and third standards, a smaller number of schools than in 1893–94 presented pupils for the standard examinations. The percentages of schools that succeeded in passing pupils were also lower, except under the second and fourth standards as will be seen below :—

	Percentage. 1893–94.	1894–95.
Infant	96·6	92·9
First	95·6	94·1
Second	94·3	94·7
Third	92·2	90·7
Fourth	89·1	91·4

Appendix H shows, by districts, the number of girls that appeared and passed from boys' and girls' schools for the several primary results standards. The number of examinees varied in the several districts during the past two years. For the fourth standard 1,689 girls were examined—769 by the Inspecting officers and 920 by the Primary Examination Boards, and of these 531 and 619, respectively, passed. The results of the Primary Examination do not compare favourably with those of the previous year. From the marginal statement, comparing the results of the primary standard examinations during the past two years, it will be seen that there was an increase in the number of examinees in all the standards except the first, but that the results secured were comparatively poor except in the first standard. The total number examined under the several primary standards rose from 43,015 to 44,854 or by 4·3 per cent., but there was hardly any improvement in the number passed, the percentage of increase being ·06 only.

Standard.	Number presented.		Number passed.		Percentage of passed to the number examined.	
	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Infant	14,693	15,376	10,130	9,577	69·0	62·3
First	13,382	13,300	9,567	9,565	71·5	71·9
Second	8,426	9,052	6,436	6,738	76·4	74·4
Third	4,887	5,437	3,541	3,821	72·5	70·2
Fourth	1,627	1,689	1,158	1,150	71·2	70·0

VIII.—EDUCATION OF EUROPEANS.

Number and strength of institutions wholly or chiefly intended for Europeans.

116. The number of institutions specially intended for Europeans (a term which throughout this chapter includes Eurasians) rose from 86 with 7,570 scholars to 88 with 7,836 scholars. The increase in institutions and most of the increase in scholars appertained to secondary and special schools. The advance of 2·3 per cent. in schools and of 3·5 per cent. in scholars compares favourably with the general average for the Presidency. The following is a summary of Appendix N, which classifies institutions according to grades :—

	1893–94. Institutions.	1893–94. Scholars.	1894–95. Institutions.	1894–95. Scholars.
Colleges	3	29	3	26
Secondary schools	68	6,564	69	6,731
Primary schools	9	595	8	484
Special schools	6	382	8	595
Total ...	86	7,570	88	7,836

One school was transferred from the primary to the secondary list, and the list of special schools received two additions. The other fluctuations do not call for special remarks. The total number of European scholars in all classes of institutions increased from 7,204 to 7,623, or by nearly 6 per cent.

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117. The distribution of European scholars in the different stages of instruction is given in the margin. Colleges, both Arts and Professional, sustained a fall in strength, which is somewhat discouraging. There was a substantial increase, however, in the number of boys and girls in the upper secondary and lower secondary stages, while 777 boys and girls were attending special and technical schools as against 550 at the close of 1893–94.

European scholars in the different stages of instruction.

	1893–94. Boys.	1893–94. Girls.	1894–95. Boys.	1894–95. Girls.
Arts Colleges	46	...	35	1
Professional Colleges ...	26	5	18	4
Upper Secondary stage.	275	195	296	235
Lower Secondary stage.	955	591	1,005	658
Primary stage	2,347	2,214	2,412	2,182
Special or Technical Schools.	193	357	262	515
Total ...	3,842	3,362	4,028	3,595

Collegiate education.

118. In the three colleges for Europeans, viz., the Doveton, St. Mary's and St. Thomé Colleges, there were 26 students, of whom only 14, including one female student, were Europeans; Native Christians and Hindus numbered two and ten respectively. St. Mary's College contained only one student, who was in the Senior F.A. class. The Doveton College did exceedingly well at the F.A. Examination, passing all the five candidates it sent up, with two in the first class; none of the seven students presented by St. Mary's College met with success. For the English language, Second language and Science divisions of the B.A. degree Examination 13, 14 and 17 European candidates appeared, of whom 11, 12 and 8, respectively, passed; and of the 31 such candidates at the F.A. Examination 18 were successful. The results obtained in the Science division were below the average. Of the 25 candidates at the several University examinations in Medicine, 17, or 68 per cent. passed, which is a good proportion.

Secondary education.

119. Of the 69 secondary schools, 31 as against 30 were for boys and 38 for girls; and of the 31 boys' schools eight were of the upper secondary grade. There was an increase of 21 European boys in the upper secondary stage and of 50 boys in the lower secondary stage. At the Matriculation Examination 21 out of 147 European candidates were successful as against 29 out of 137. These results were much below the average and are very disappointing. The only candidate who appeared at the Upper Secondary Examination failed to pass. For the Lower Secondary Examination 227 male candidates appeared, of whom only 29 passed.

Primary education.

120. Four of the eight primary schools were for boys, and they contained 262 pupils on the rolls, all of whom were Europeans, 101 being girls. On the whole 2,412 European boys were attending primary schools and classes out of 3,224 boys of school age. For the Primary Examination 113 European male candidates appeared, of whom 69 passed.

Female education.

121. There were 38 secondary, four primary and six special schools for European girls with 3,194, 222 and 451 pupils as against 38, four and four such schools with 3,084, 199 and 261 pupils, respectively, in 1893–94. The drawing classes instituted in connection with the Presentation Convent schools, Black Town and Vepery, contributed to the increase in schools. The total number of European girls in all grades of institutions advanced from 3,362 to 3,595, and of the 2,785 girls of school age 2,182 were attending primary schools and classes. The success obtained by European female candidates at the different public examinations is noted below :—

	Examined.	Passed.
B.A. degree Examination, English language division	2	2
Do. Second language division	2	2
Do. Science division	4	1
First Examination in Arts	2	1
Matriculation Examination	53	10
Lower Secondary Examination	187	76
Primary Examination	152	94

The results of the B.A. degree Examination in the Science division and of the Matriculation Examination cannot be considered satisfactory. There is much difficulty in arranging for the teaching of Euclid and Algebra, and Physics and Chemistry in girls' schools, which probably accounts for many of the failures at the Matriculation Examination. It was with a view to meet this difficulty that

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in the revised notification of the Upper Secondary Examination, I have recommended alternative subjects for female candidates.

Special education.

122. Two of the eight schools for special education were industrial schools for boys, and of the six girls' schools, three were schools of music, two drawing schools, and one a singing school or rather class. The number of European male and female scholars rose from 193 and 357 to 262 and 515 respectively. The strength of the Madras Industrial school fell from 38 to 26, but the Adayar Orphanage was 118 strong as against 83. No decision was arrived at during the year regarding the proposal to remove the former school to Egmore. The results of the Technical Examinations have been noticed in Chapter VI and need not be adverted to here.

Sausmond and Whitefield schools.

123. Of the two schools in the Maisur territory which Government specially undertook to aid, the one at Sausmond, which was temporarily closed in 1893–94, was not revived last year. The school at Whitefield drew a grant of Rs. 45, but does not seem to have been in a prosperous condition.

The Madras Railway schools.

124. Seven schools continued to be maintained by the Madras Railway Company, with 412 pupils on the rolls—Perambúr 123, Raichur 32, Gooty 47, Pódanúr 100, Súramangalam 42, Jalarpet 48 and Rénigunta 20. The attendance at these schools is constantly affected by the movements of the railway employés. A sum of Rs. 2,281 was drawn from Provincial funds towards the upkeep of these schools.

IX.—EDUCATION OF MUHAMMADANS.

Number and strength of schools wholly or chiefly intended for Muhammadans.

125. Public and private schools for Muhammadans received an accession of 38 and 109 to their number, and were attended by 47,669 and 23,051 pupils as against 46,949 and 18,582 on the 31st March 1894. The increase, though small, in the number of public schools is very satisfactory, considering that there was a fall of over 400 in the total number of such institutions for the whole Presidency. Taking public and private schools together, it will be found that schools rose by 8·2 per cent. and scholars by 7·9 per cent., the percentages of advance in public schools alone and in pupils therein being 3·4 and 1·5 respectively. Schools are classified in Appendix O according to grades and managing agencies, and the following is a summary thereof :—

	1893–94.		1894–95.	
	Schools.	Pupils.	Schools.	Pupils.
Public secondary schools ...	12	1,281	14	1,329
Public primary schools ...	1,094	45,259	1,131	46,052
Public special schools ...	9	409	8	288
Private schools ...	687	18,582	796	23,051
Total ...	1,802	65,531	1,949	70,720

The increase extended to all classes of schools, special schools excepted. The total number of Muhammadan pupils in all public and private institutions rose from 86,911 to 92,570 or by 6·5 per cent.

Muhammadan scholars in the different stages of instruction.

126. The distribution, according to stages of instruction, of Muhammadan male and female scholars is noted in the margin. There was an increase in the number of boys in the secondary and primary stages of instruction and in training schools, and in that of girls in the primary stage. Under all other heads the numbers fell. It will be noticed with regret that fewer students were attending colleges, Arts and Professional, and schools for special education. The disproportion between the number of pupils in the secondary and primary stages is very striking and

	31st March 1894.		31st March 1895.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges ...	49		42	...
Professional colleges.	14		12	...
Upper secondary stage	331		353	...
Lower secondary stage	1,153	21	1,238	18
Primary stage ...	53,121	11,208	54,206	11,478
Training schools ...	135	17	138	16
Special schools ...	369	48	261	8
Total ...	55,172	11,294	56,250	11,512

EDUCATION OF MUHAMMADANS.

implies that very few Muhammadan parents care to keep their sons at school after they have completed the primary stage. The late age at which Muhammadan youths generally enter on their secular studies and their slow progress at school seem to have chiefly led to this result. I trust that the efforts of the Board of Muhammadan Education will bring about a much desired change in this direction. Muhammadan parents must realize the fact that secular and religious instruction should go hand in hand, and that the former should not be sacrificed to the latter. It is quite practicable to arrange for religious instruction being imparted in all Muhammadan schools without interfering with the programme for secular instruction.

Distribution of Muhammadan scholars by districts.

127. In the following table the proportion of Muhammadan boys and girls in all institutions to the respective population of school age is worked out for each district, the districts being arranged in the order of proportion of male pupils. The percentage of male pupils rose from 43·3 to 45·8 and that of female pupils from 8·7 to 9·5. The increase, though trifling, is hopeful :—

Districts.	Muhammadan population of school age.		Muhammadan pupils under instruction.		Percentage of pupils to population of school age.	
	Males.	Females.	Males.	Females.	Males.	Females.
Salem ...	4,548	4,678	3,739	828	82·2	17·7
Ganjám ...	428	400	324	141	75·7	35·3
Coimbatore ...	3,129	3,463	2,303	150	73·6	4·3
North Arcot ...	7,160	7,276	5,173	1,324	72·2	18·2
Madras ...	3,959	4,018	2,773	521	70·0	13·0
Tanjore ...	7,753	10,227	5,418	656	69·9	6·4
Gódávari ...	2,993	3,163	2,028	726	67·8	23·0
Tinnevelly ...	6,480	7,912	4,258	376	65·7	4·8
Trichinopoly ...	2,800	2,941	1,684	224	60·1	7·6
Vizagapatam ...	1,680	1,703	998	320	59·4	18·8
Nilgiris ...	454	236	267	84	58·8	35·6
Chingleput ...	1,999	1,937	1,081	204	54·1	10·5
Madura ...	10,750	13,271	5,682	257	52·9	1·9
South Arcot ...	4,391	4,408	1,945	166	44·3	3·8
Kistna ...	8,238	8,047	3,427	959	41·6	11·9
Bellary ...	6,698	6,167	2,606	198	38·9	3·2
Anantapur ...	3,963	3,737	1,542	117	38·9	3·1
Malabar ...	58,093	57,385	21,234	7,618	36·6	13·3
Kurnool ...	7,441	7,172	2,599	402	34·9	5·6
Cuddapah ...	9,276	8,659	3,075	463	33·2	5·3
Nellore ...	5,994	5,734	1,902	171	31·7	3·0
South Canara ...	8,440	8,357	2,278	329	27·0	3·9
Total ...	166,667	170,891	76,336	16,234	45·8	9·5

Nine districts retained their position, six showed an advance and the remaining seven exhibited more or less retrogression. Coimbatore, Tanjore and Salem gained four, three and two places, while Madras, Gódávari and Tinnevelly lost four, two and two places respectively. It is encouraging to note that Salem, which is a backward district from an educational point of view, stands foremost in the above statement with 82·2 per cent. of its Muhammadan male children under instruction. Madras returned 2,773 male pupils as against 3,105 in 1893–94. In nine as against ten districts the percentage of male pupils was below 50, and in twelve as against thirteen districts the percentage of female pupils fell below 10. It will also be noticed that in as many as fifteen districts a larger number of girls than in the year previous were at school, Malabar being credited with the largest increase.

Collegiate education.

128. Twelve of the 42 students in Arts Colleges were attending the Presidency College and 13 the Madras Christian College. The results of the B.A. degree and F.A. Examinations for the past three years are compared below :—

		1892–93.		1893–94.		1894–95.	
		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
B.A. degree Examination.	English language division.	8	7	6	4	11	4
	Second language division	6	6	8	7	12	10
	Science division ...	9	2	12	7	11	5
The First Examination in Arts ...		34	14	36	14	25	9

EDUCATION OF MUHAMMADANS.

That only nine Muhammadan students passed the F.A. Examination in the whole Presidency is very disappointing, especially when it is borne in mind that four of them belonged to Maisur and Haidarabad. The number of Muhammadan graduates is so small that for some years at least all Matriculates belonging to this class should be induced by all practicable means to proceed with their studies to the B.A. degree Examination.

Secondary education.

129. Of the fourteen secondary schools, seven were for boys and seven for girls, and of the seven boys' schools only two were upper secondary schools—the Government Madrasa-i-Azam and the aided Harris' High School, Rayapet. The two schools contained between them 70 pupils in the upper secondary and 153 in the lower secondary forms, as against 74 and 168 on the 31st March 1894. The former school passed but one candidate out of five at the Matriculation Examination, while the latter did not succeed in passing even one pupil out of the eight sent up. This is hardly creditable to these institutions. The number of lower secondary schools for boys rose from three to five and their strength from 412 to 536. Upper secondary and lower secondary Muhammadan boys in all classes of institutions numbered 353 and 1,238, as against 331 and 1,153 respectively. For the Lower Secondary Examination 211 Muhammadan candidates appeared, of whom 36 passed, while of the four candidates at the Upper Secondary Examination none passed. Certain proposals of the Board of Muhammadan Education for the reorganization of the Madrasa-i-Azam, for the attachment thereto of a boarding house for Muhammadans, for the extension to them of the privilege of payment of half fees when attending Professional Colleges, and for an increase in the number of scholarships for Muhammadans were under the consideration of Government at the close of the year.

Primary education.

130. Public primary schools for Muhammadan boys received an accession of 38 schools and 732 pupils, the increase being confined to Board and aided schools, of which there were, respectively, 34 and six more than in 1893–94. Over 48 per cent. of the primary schools were under the management of Local Boards and Municipal Councils. The number of Muhammadan candidates at the Primary Examination was 1,661, of whom 611 passed for certificates, the corresponding figures for the previous year being 1,645 and 527; the improvement in the proportion of passed to examined is satisfactory.

Female education.

131. Excluding schools for special education and including indigenous schools, there were 174 as against 172 schools for the general education of Muhammadan girls, and these were attended by 5,729 as against 5,590 pupils. The increase was thus inappreciable. But the total number of Muhammadan girls under instruction in all classes and grades of schools advanced from 14,794 to 16,234, of whom 5,475 were in girls' and 10,759 in boys' schools. It is matter for regret, however, that the number of girls in the secondary stage of instruction fell from 21 to 18. The only female candidate that appeared for the F.A. Examination was unsuccessful, and no candidate appeared for the Matriculation or the Lower Secondary Examination. For the Primary Examination 48 candidates presented themselves, of whom 21 passed for certificates, as against 22 out of 57 in 1893–94.

Special education.

132. In consequence of the abolition of the Industrial school, Vizagapatam, the number of special schools for Muhammadans fell from nine to eight. Their strength also fell from 409 to 288. The College of Agriculture and the Law and Medical Colleges had one, eight and three Muhammadan scholars, respectively; and 15 such pupils were attending the School of Arts, 27 the Schools of Medicine, and six the School of Engineering. Of the 138 male students under training, 27 belonged to the Branch Training school, Madras, 40 to the Mappilla Training school, Calicut, 34 to the three Preparatory Mappilla Training schools in Malabar, and 37 to training schools not specially intended for this community. Fourteen of the 16 female students under training were in the Hobart Training school, Madras, and two in the Moyan Training school, Calicut. There was a marked fall—from 316 to 216—in the number of Muhammadan pupils attending special schools, and of the 216 pupils, 169 as against 237 belonged to the Anjuman-i-Mufid-i-Ahla-Islam, three as against 48 to the Industrial school for

EDUCATION OF PANCHAMAS.

women at Guntúr, and 44 as against 23 to schools not specially intended for Muhammadans. The decrease in the strength of the two institutions mentioned above is really a matter for much regret and disappointment.

Education of Mappillas.

133. The education of Mappillas received much attention during the year. At the close of 1894–95, there were 327 public and 209 private schools for boys of this class, and they were respectively attended by 18,063 and 8,380 pupils; of whom 17,924 and 8,380 were Mappillas, including Muhammadans who are known as Patans. Of the public schools one, a practising school, with 74 pupils was managed by the Department, 162 with 9,888 pupils were managed by local boards, 115 with 5,614 pupils were aided from public funds and 49 with 2,487 pupils were unaided. There were, besides, 14 schools for Mappilla girls, seven of which with 393 pupils were managed by the Department and seven with 254 pupils were aided by Government. Proposals were under consideration towards the close of the year to strengthen the Mappilla Inspecting agency and to establish additional schools in the Ernad and Walavanad taluks. In public primary schools for Mappilla boys, 494 teachers were employed, of whom 94 held trained and nine untrained teachers' certificates, 115 held general education certificates and 276 were unpassed. Of the certificated teachers, two held upper secondary, ten lower secondary and the rest primary grade certificates. The expenditure on Mappilla schools aggregated Rs. 24,334, of which Provincial funds contributed Rs. 10,125, Local funds Rs. 10,231, and Municipal funds Rs. 3,917. For the first time in the annals of the University, one Mappilla graduated. He has since been awarded a Government scholarship in the Law College.

Education in the Laccadive Islands.

134. Reference was made in paragraph 141 of the last report to the inspection by the officers of the Revenue Department of certain schools in the Malabar Laccadive Islands in December 1892. Almost at the same time Mr. Slight, Acting Head Assistant Collector, South Canara, visited the Laccadive Islands attached to South Canara. In the four islands he has reported on, 26 teachers were employed in December 1892 and there were 520 pupils—314 male and 206 female. One of the teachers had been trained in the Calicut Training school and was very popular. I hope that when the Revenue officer next visits the islands arrangements will be made to send a few teachers to be similarly trained. In most of the schools only the Quran is taught, but when the teachers have been trained and the Laccadive readers have been published, they will be able to teach the three R's in Malayalam or Hindustani.

X.—EDUCATION OF PANCHAMAS.

Number and strength of schools wholly or chiefly intended for Panchamas.

135. Panchama schools, public and private, advanced in number from 1,805 to 1,968 or by 9 per cent., and in strength from 41,920 to 45,965 or by 9·6 per cent. The percentages of increase, though not so high as in the year previous, are satisfactory, compared with the average increase for the Presidency, and in view of the funds at the disposal of Government, of local boards and missionary societies for expenditure on education. Appendix P classifies schools according to grades and managing agencies, and the following is a summary:—

	1893–94.		1894–95.	
	Schools.	Pupils.	Schools.	Pupils.
Public secondary schools for boys	5	594	5	505
Public secondary schools for girls	8	924	8	790
Public primary schools for boys	1,753	39,530	1,913	43,695
Public primary schools for girls	24	651	20	661
Private elementary schools for boys	15	221	22	314
Total ...	1,805	41,920	1,968	45,965

EDUCATION OF PANCHAMAS.

Of the public schools, one with 29 pupils was under the management of the Department, 273 with 7,894 pupils were managed by local boards, 1,049 were aided from public funds and 623 were unaided. The large increase, from 149 to 273, in the number of Board schools is very satisfactory. Local boards are uniformly advised to close schools at places where aided schools have sprung up and to utilize the savings in the establishment of schools for Panchamas in localities where they are much needed and where schools under private management are not at work. It will also be noticed with satisfaction that 125 more schools than in 1893–94 received aid during the year. The employment of a special Inspecting agency is not immediately required, and must at any rate stand over till Government is in a position to assign to the Department a much larger grant than at present.

It is to my mind quite evident that the main hope for any large extension of Panchama education in the near future is to be found in the efforts of missionary and philanthropic societies. Every possible encouragement and help should, therefore, be given to those who engage in this arduous work. I regret to say that, notwithstanding the orders of Government, the greatest difficulty is occasionally experienced in obtaining school sites even where land for the purpose is available. And if obstacles are placed in the way of Europeans when trying to obtain a site for a village school, it may be inferred that greater obstacles are laid on the path of the Paraiya who seeks to acquire a small bit of land for cultivation or in some other way to better his condition. But nothing is more certain than this that education, unaccompanied by improvement in their material condition, will not ameliorate the lot of these hitherto down-trodden classes. The two agencies must work side by side—must act and re-act on one another: education sharpening the people's wits and enabling them to look better after their own interests and to profit by every favourable turn in their external circumstances; improvement in their material condition and in the means of making a living placing them in a position to seek and obtain a still better education.

136. From the figures in the margin, distributing Panchama boys and girls according to stages of instruction, it will be seen that two students were reading in colleges as against none in the previous year. The decrease of boys and girls in the lower secondary stage and in special schools is discouraging, but I am not sure whether it is due wholly or partly to the classification of Panchama Christian pupils as Native Christians. Paraiya converts sometimes do not like to be classed as Paraiyas after their change of faith, and the Department cannot insist on this being done without offending the private feelings of the converts or of the missionary bodies engaged in philanthropic efforts to elevate the social and intellectual status of these classes. One of the two students in the collegiate stage belonged to the Presidency and the other to the Madras Christian College. It is somewhat disappointing that only 24 pupils were attending special schools. As most of the young of these classes will have to earn their livelihood by manual labour, the various missionary bodies would do well to establish industrial schools for them at populous and convenient centres. For the Primary Examination 60 Panchamas appeared, of whom 22 passed for certificates—a very good result.

Panchama scholars in the different stages of instruction.

	1893–94.		1894–95.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges ...	...	...	2	...
Upper secondary stage ...	6	...	4	2
Lower secondary stage ...	183	108	177	71
Primary stage ...	25,642	4,099	28,523	4,342
Training schools ...	2	...	14	...
Special schools ...	35	...	24	...
Total ...	25,868	4,207	28,744	4,415

Distribution of Panchama scholars by districts.

137. In the following table districts are arranged according to the proportion of Panchama male scholars to the Panchama male population of school age. Male scholars advanced from 26,791 to 30,608 or by 14 per cent. and female scholars from 4,211 to 4,534, or by 8 per cent.:—

EDUCATION OF ABORIGINAL AND HILL TRIBES.

Districts.	Panchama population of school age.		Panchama scholars under instruction.		Percentage of scholars to population of school age.	
	Males.	Females.	Males.	Females.	Males.	Females.
Madras ...	4,504	4,643	2,505	935	55·6	20·1
Nilgiris ...	1,187	853	324	85	27·3	10·0
Tinnevelly ...	25,829	27,266	3,880	339	15·3	1·2
South Canara ...	8,199	9,745	1,025	65	12·5	·7
Chingleput ...	23,279	22,741	2,666	568	11·5	2·5
Malabar ...	19,152	20,476	2,111	283	11·0	1·4
Kistna ...	25,686	24,929	2,571	612	10·0	2·5
Madura ...	30,531	33,455	2,366	132	7·7	·4
North Arcot ...	29,646	29,450	2,051	190	6·9	·6
Bellary ...	6,634	6,636	446	41	6·7	·6
Ganjám ...	10,257	10,872	638	18	6·2	·2
Gódávari ...	36,480	37,487	2,164	507	5·9	1·4
Coimbatore ...	21,748	22,580	1,173	51	5·4	·2
Trichinopoly ...	19,772	21,534	899	96	4·5	·4
Salem ...	21,674	22,727	950	66	4·4	·3
South Arcot ...	40,093	40,587	1,579	150	3·9	·4
Nellore ...	20,672	19,963	720	166	3·5	·8
Tanjore ...	35,112	38,111	1,200	93	3·4	·2
Vizagapatam ...	22,516	22,729	648	37	2·9	·2
Kurnool ...	8,692	8,404	250	51	2·9	·6
Cuddapah ...	13,165	12,656	300	36	2·3	·3
Anantapur ...	7,325	7,144	144	13	2·0	·2
Total ...	431,653	444,988	30,608	4,534	7·1	1·0

The percentages of total male and female scholars to the respective population of school age were 7·1 and 1·0 as against 6·3 and ·94, and eight districts as regards male and seven as regards female scholars secured a higher percentage than the average. Ten districts retained their position in the list, seven gained one or two places each, and five lost from one to three places. The low position occupied by Tanjore is not creditable. Four districts as regards male and seven as regards female scholars retrograded, the other districts having more or less advanced. Much remains to be done in the Ceded districts, and the local boards there should endeavour to establish a few new schools annually for the education of these classes, as private effort has not been forthcoming to any great extent.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

Education of the Aboriginal and Hill tribes.

138. In the Ganjám, Vizagapatam and Gódávari Agencies there were 53, 50 and 46 Government schools for the education of the Hill tribes, as against 53, 48 and 48 such schools in 1893–94; and they were attended by 1,634, 1,400 and 1,170 pupils as against 1,917, 1,220 and 1,204 respectively. The decrease in pupils in Ganjám was due partly to the closing of the fifth standard classes in as many as 17 schools, while the fall in Gódávari was the result of the temporary closure of two schools. Vizagapatam had a net addition of two schools and 180 pupils.

Of the Government schools in the Ganjám Agency, seven as against 24 were of the lower secondary grade and the rest of the primary grade, their strength being respectively 262 and 1,372. There were, besides, the above schools, nine aided schools with 183 pupils and 15 unaided schools with 452 pupils. The total number of schools for which returns have been furnished was thus 77 as against 78 on the 31st March 1894, and the strength of the schools also fell from 2,580 to 2,269. But for the reduction in the standard of the schools, the strength would not have fallen so low. Of the pupils 456 belonged to the aboriginal classes. In this as in the other agencies the settlers from the plains made the most use of the schools established mainly for the benefit of the Hill tribes.

There were, in addition to the three lower secondary and 47 primary Government schools, 37 aided and 18 unaided schools in the Vizagapatam Agency tracts. All the aided and unaided schools were of the primary grade and they were, respectively, attended by 676 and 318 pupils. Returns have also been furnished for 38 indigenous schools with 434 pupils. The total number of all classes of schools in the agency advanced from 134 to 143 and their strength from 2,612 to 2,828, of whom 247 belonged to the aboriginal classes.

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The total number of schools in the Gódávari Agency fell from 64 with 1,506 pupils to 56 with 1,373 pupils. Of the 46 Government schools, only one, as in the previous year, viz., the school at Bhadrachalam, was of the lower secondary grade and it contained 72 as against 74 pupils. Aided schools fell from nine with 224 pupils to six with 120 pupils, and there were four unaided schools with 83 pupils as against five with 62 pupils. Of the entire number of pupils 262 were of the aboriginal tribes.

On the whole, education in the Agency tracts must be considered to have been almost in a stagnant condition during the year. The total number of schools remained the same as in the year previous, viz., 276, while the strength fell from 6,698 to 6,470. In all classes of schools in Ganjám, Vizagapatam and Gódávari 1,115 pupils of the aboriginal tribes were attending school. The schools labour under several disadvantages, and the progress will necessarily be slow.

There were three schools for *Lambadies* in the Kistna district as against two in 1893–94. Two of these, at Budavada and Kristnarampalem, were under the management of the Board and the third at Vallampatla was unaided. The aggregate strength rose from 30 to 56, of whom 45 were Lambadies. The Vallampatla school has been taken over by the Local Board since the close of the year. It was under contemplation to open a Board school at Singiripadu in the Palnad taluk for the education of *Chenchus*. The Boards may be trusted to improve the facilities for the education of the backward classes, if the schools already established prove successful. For *Pallis* a municipal school was opened at Masulipatam and a results school at Lakshimipuram Pallipalem.

The boarding school at Birluti established by the Local Board for the *Chenchus* on the Nallamala and Yerramala Hills was 27 strong as against 15 on the 31st March 1894, and at the examination held in March 1895, eleven pupils passed out of twenty presented. The Assistant Inspector considers the work very fair and recommends the establishment of a similar school at Chintala,—a proposal which, I hope, the Board will approve in due course.

About *Oddars* and *Yenadis* in the Nellore district the Assistant Inspector writes: "There were 125 pupils under instruction and four special lower primary schools—one aided and three unaided. One of these for *Yenadis* in Ongole is self-supporting from the income derived from an endowment. The other unaided schools will be brought on the aided list during next year. That so many pupils were induced to attend school is a matter for congratulation, for Oddars and Yenadis are even poorer, more backward and conservative than Panchamas."

For *Badagas*, inhabiting the Nilgiris, there were 12 Board, 18 aided and four unaided schools with 458, 509 and 111 pupils, respectively, as against eight Board, 16 aided and five unaided schools with 356, 403 and 104 pupils in 1893–94. The net increase of five schools and 215 pupils is encouraging. As many as 1,032 pupils belonged to the aboriginal classes. For *Kotas* there was only one aided school with 16 pupils as against two such schools with 30 pupils. As in the previous year, there were two unaided schools for *Todas*, but they were attended by only 34 pupils as against 51. Of the 50 pupils in the schools for Kotas and Todas 45 came of the aboriginal tribes.

Public and private schools of all grades contained 2,414 boys, and 61 girls of the aboriginal tribes as against 2,197 boys and 93 girls in 1893–94. The increase in the number of male pupils is encouraging. Of the male pupils, however, only one was in the upper secondary and 25 in the lower secondary stage, and one was in a training school. The remaining male pupils and all the female pupils were in the primary stage of instruction.

XII.—INDIGENOUS EDUCATION.

Number and strength of indigenous and private schools.

139. The number of indigenous and private schools advanced from 4,030 to 4,675, or by 16 per cent. and their strength from 77,062 to 93,634 or by 22 per cent., as against an addition of 17 per cent. in schools and scholars in the preceding year. The relatively large increase in scholars was due, as I have already mentioned, to the relegation to the list of private schools of a number of public schools which failed to fulfil the conditions of recognition. Malabar returned

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the largest number of indigenous schools (535) and pupils (18,822). North Arcot, Tanjore, Madura and Tinnevelly had, respectively, 436, 425, 417 and 402 schools with 8,244, 8,944, 8,883 and 9,044 pupils. It will be noticed that the Ceded Districts returned the lowest number of indigenous schools, the Nilgiris excepted, which implies that the inhabitants of these districts are comparatively indifferent whether their children receive even the most rudimentary knowledge of the three Rs. in their mother-tongue. This is the main reason why the grant-in-aid system which, by improving indigenous schools, has developed elementary education in most other districts, has done so little in these districts.

Of the indigenous and private schools, 177 were high-class indigenous schools in which Sanskrit, Arabic or Persian language and literature were taught, 4,084 were *pial* schools in which elementary instruction was given only or mainly in a vernacular language, 402 were Quran schools in which the recitation of the Quran in Arabic by rote was taught along with some instruction in secular subjects, and 12 were schools which did not come within any of the above groups, and in which the departmental standards were not followed. A few of the high-class indigenous schools were aided by Government under the Grant-in-aid Code or were supported from endowments; the Quran schools were maintained generally from the funds of the mosques to which they are attached; and the teachers in the other schools supported themselves from fees, paid in cash or in kind, from occasional presents from the parents or guardians of pupils and from sundry receipts.

High-class indigenous schools.

140. Seven of the 177 high-class indigenous schools—five Sanskrit and two Arabic—are returned as of high school standard, and 170 (132 Sanskrit and 38 Arabic) as of middle school standard. The strength of the Sanskrit high schools was 265 as against 225 on the 31st March 1894, as per particulars given below:—

	1894.	1895.
Sri Raja Gajapathi Rau's High School, Anakápalle ...	...	19
Sanskrit High School, Sríperumbúdúr, Chinglepat district ...	69	63
Sanskrit Vidyakalpaveli Patasala, Tirupati ...	56	65
Ponnambala Pillai's Sanskrit School, Chidambaram ...	13	19
Sanskrit High School, Tiruvádi, Tanjore district ...	87	99
Total ...	225	265

The first school was newly admitted to the list. A revised curriculum of studies was sanctioned during the year for this class of institutions. Both the Arabic high schools were in Vellore and contained 204 students as against 157.

The Sanskrit middle schools were distributed over the several districts as shown below:—

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
Ganjám ...	7	87	Chingleput ...	2	113	Salem ...	1	12
Vizagapatam.	9	175	North Arcot.	1	9	Malabar ...	9	140
Kistna ...	5	58	South Arcot.	11	228	South Canara.	35	595
Bellary ...	6	61	Tanjore ...	21	384			
Anantapur ...	2	22	Madura ...	10	163	Total ...	132	2,257
Cuddapah ...	2	29	Tinnevelly ...	5	99			
Nellore ...	4	52	Coimbatore ...	2	30			

Five districts returned no schools of the kind. South Canara contained the largest number of such schools and pupils. Tanjore ranked next as regards schools and scholars and was followed by South Arcot. Six districts returned Arabic middle schools:—

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
South Arcot ...	18	341	Nilgiris ...	4	165
Tanjore ...	1	45	Malabar ...	6	652
Coimbatore ...	3	62	Total ...	38	1,695
Salem ...	6	430			

South Arcot returned the largest number of Arabic schools and Malabar the largest number of pupils. The fluctuations are great, as these schools are mostly without a definite organization, and the Department has never been able to get a complete list of them.

Books.

The undermentioned nine schools received aid from Government in the shape of salary and special grants :—

		RS.
Sanskrit School,	Bobbili, Vizagapatam ...	33
Do.	Kollur, Kistna ...	220
Sanskrit Bhasha Manjam school,	Bellary	132
Sanskrit School,	Malayanur	55
Do.	Sríperumbúdúr, Chingleput	270
Do.	Tiruvisanallur, Tanjore	87
Do.	Injikollai, Tanjore	120
Do.	Thukili, Tanjore	50
Govindappan Chattram Sanskrit School,	Alwartirunagari, Tinnevelly	60
	Total ...	1,027

Seven of the schools received aid in 1893–94 also.

Elementary indigenous and private schools.

141. In the following summary particulars by districts will be found of elementary indigenous and private schools for boys and girls :—

Districts.	Schools.	Pupils.	Districts.	Schools.	Pupils.
Boys' Schools.			*Boys' Schools—cont.*		
Ganjám	107	2,185	Madura	407	8,720
Vizagapatam	130	1,625	Tinnevelly	397	8,945
Gódávari	111	1,765	Coimbatore	147	2,559
Kistna	172	2,290	Salem	187	2,941
Kurnool	30	291	Malabar	530	17,830
Bellary	55	945	South Canara	145	2,920
Anantapur	87	923	Total ...	4,469	88,498
Cuddapah	63	883	*Girls' Schools.*		
Nellore	196	2,496	Ganjám	1	46
Madras	143	2,855	Kistna	1	10
Chingleput	206	3,417	Cuddapah	7	129
North Arcot	413	7,481	North Arcot	19	485
South Arcot	281	4,822	South Arcot	1	45
Tanjore	402	8,416	Total	29	715
Trichinopoly	260	4,198	Grand Total ...	4,498	89,213

The above statement does not stand in need of any comment. The variations that will be noticed are such as occur from year to year.

XIII.—BOOKS.

The Text-book Committee.

142. The preparation and publication of school-books having for the past seven years been left almost entirely to private enterprise, the chief duty of the Department has been to make selections from the very large number of publications offered for approval. Text-books, however, continued to be prescribed by the Department till about the beginning of 1891, when the committee appointed to revise the standing orders of the Educational Department recommended the entire exclusion from the curricula of specific text-books and their relegation to a special list of text-books approved by the Department, "to which new books may from time to time be added and from which books deemed no longer suitable may, with equal facility, be removed." Government fully approved of the principle of excluding specific text-books from the

Books.

curricula, and sanctioned in its order No. 152, Educational, dated 18th February 1892, the formation of a standing Text-book Committee, the most important function of which was to recommend suitable text-books on all subjects for the several classes and forms in recognised schools. The prescribing of text-books was no doubt useful and necessary years ago ; but it has ceased to be necessary, and as for its utility, while ill-qualified managers and teachers may still think it would be advantageous to be relieved of the responsibility of selecting the books to be used in their schools, those better qualified would find the old restrictions to be a great impediment. "The best conceivable book," says Dr. Fitch, "was not suited for all places and for all learners. That book was best for each teacher from which he could teach most effectively, which corresponded to his ideal, and fitted the special character of his own lessons. To force upon all teachers alike the use of a good book would be to repress originality, to stereotype mere routine, and to deprive the best teachers of much of their interest in their work." The Text-book Committee, as originally constituted, was composed of 26 members, including the President and the Secretary. There were seven vacancies in the *personnél* of the committee during the year under report, but, in view of the proposed reconstitution of the committee, none of these vacancies were filled up. The committee thus consisted of only 19 members on the 31st March last, with Mr. G. H. Stuart of the Presidency College as President, and the Special Assistant to the Director of Public Instruction was appointed Secretary. It was divided into 14 sub-committees to deal with books on different subjects and in different languages. During the year, 249 publications were referred to the committee for examination, and 922 books awaited disposal at the close of the preceding year. Of these 1,171 books, 211 were rejected without detailed examination by the committee as not meeting the requirements of the Educational Rules or as being otherwise unsuitable, and 514 were examined and reported on as against a total of 209 during the previous two years. There was, thus, a balance of 446 books left undisposed of on the 31st March 1895 as shown below :—

Subject.	Number of books referred to the committee up to 31st March 1895.	Number of books examined by the committee: Up to 31st March 1894.	During 1894-95. Approved.	Rejected.	Total.	Total examined up to 31st March 1895.	Balance.
English	467	92	56	201	257	349	118
Mathematics	165	42	53	59	112	154	11
History and Geography	130	27	19	46	65	92	38
Tamil	67	17	17	23	40	57	10
Telugu	55	9	15	22	37	46	9
Malayalam	34	5	9	3	12	17	17
Canarese	27	6	7	6	13	19	8
Arabic, Hindustani and Persian	67	...	42	20	62	62	5
Sanskrit, Marathi and Uriya	66	...	19	5	24	24	42
Latin and Greek	99	...	47	...	47	47	52
French and German	52	...	...	...	...	...	52
Miscellaneous	151	11	15	41	56	67	84
Total ...	1,380	209	299	426	725	934	446

It is hoped that a considerable portion of this balance will be disposed of during the current official year.

Educational Library and Museum.

143. As stated in previous reports the want of accommodation has rendered it impossible to arrange the educational library so that it can be used to good purpose by the educational public. The preparation of the catalogue has not yet been begun, as it is useless to attempt it until the books can be properly arranged. Authors and publishers continue to send specimen copies. Such of the books as are class books are referred to the Text-book Committee for opinion, and the rest are put

Books.

away wherever space can be found and are advertized in the Gazette for the information of persons interested in education. The show cases received from Messrs. Macmillan and Company, and Messrs. George Bell and Sons have been, with some difficulty and inconvenience, placed in a screened-off space in the Central hall, together with a complete collection of specimen copies of approved text-books. They are open to inspection by the public between the hours of 11 A.M. and 5 P.M. on all days except Sundays and other public holidays. The show cases contain a collection of school-books, maps, charts, and other educational appliances, and the collection continues to grow too rapidly for the available accommodation.

The Government Oriental Manuscripts Library.

144. The Oriental Manuscripts Library continued to be well appreciated by the public, the number of visitors having risen from 1,164 to 1,484. Of these 618 were readers, 710 copyists and 156 mere visitors, the corresponding figures for the year preceding being 579, 525 and 60 respectively. The number of manuscripts transcribed and restored increased from 23 to 42. Seventy-three manuscripts were purchased during the year as against 104 in 1893–94. Though the number purchased was smaller, the amount expended was larger, being Rs. 199–8–0 as against Rs. 158–12–0. There was also a decrease from 204 to 133 in the number of manuscripts acquired by gift. The duty of searching for and discovering Sanskrit manuscripts has since 1886 devolved on the Government Epigraphist as per G.O., No. 2827, Public, dated 4th December 1885. The descriptive catalogue has not yet reached a stage fit for publication.

Registration of books.

145. The number of publications registered rose from 798 to 928, which was the figure for 1892–93. The increase was due partly to the delivery of certain numbers of serial publications which should have been presented for registration in the previous year, and partly to the publication of a few new periodicals in English, Tamil and Telugu. Of the registered publications, 728 were books and 200 periodicals, thus showing an increase of 95 and 35 respectively over the figures for 1893–94. The subjoined statement furnishes particulars for the past two years of original works, republications and translations brought out in English, in the Vernacular languages of Southern India, and in the Indian classical languages :—

Description of works.	Books published in English and other European languages.		Books published in the Vernacular languages spoken in the province.		Books published in Indian classical languages.		Books published in more than one language.		Total.	
	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Original works ...	164	188	328	486	33	33	90	93	615	800
Republications ...	10	11	76	54	26	16	9	4	121	85
Translations ...	2	2	52	37	...	...	8	4	62	43
Total ...	176	201	456	577	59	49	107	101	798	928

Of the registered publications, 311 dealt with Religion, 100 with Language, 26 with Law, 19 with Medicine, 52 with Science, and 44 with Biography, Fiction and History; 111 were Poems, 26 Dramas, and 239 works of a miscellaneous nature. The corresponding figures for the year 1893–94 were 289, 75, 29, 14, 36, 52, 94, 22 and 187. Classified according to languages 201 of the publications were English, 230 Tamil, 260 Telugu, 42 Malayalam, 30 Canarese, nine Hindustani, 48 Sanskrit (in Grantha or Nágari characters), three Uriya, one Konkani, one Marathi, one Badaga (in Canarese characters), one Arabic and the rest bi-lingual or trilingual. Two hundred and thirty-two of the registered publications, or 25 per cent. of the total, were educational in their aim. The number of works, the copyright of which was registered, was 288, the corresponding figure for the year preceding being 235.

Book Department.

146. The number of private firms engaged in the publication of Government copyright books and the number and value of books sold by them during the year are noted below :—

Books.

Societies or Presses.	Number of books published.	Number of copies sold.	Value.
			RS.
Madras School Book and Literature Society ...	46	180,788	22,490
Empress of India Press ...	23	187,782	18,586
Srinivasa Varadachari and Co. ...	2	1,309	1,958
Basel Mission Press, Mangalore ...	2	20,704	1,823
Graves, Cookson and Co. ...	1	25,000	781
Cuttack Printing Co. ...	1	566	177
Total ...	75	416,150	45,815

The National Press, Tanjore, has not submitted a return.

The value of Government books dealt with during the year by the S.P.C.K. and Basel Mission Book and Tract depositories is given in the following abstract stock account :—

S.P.C.K. Depository.	RS. A. P.	Basel Mission Depository.	RS. A. P.
Value of stock on hand on the 1st April 1894 ...	420 1 0	Value of stock on hand on the 1st April 1894 ...	7,452 6 0
Deduct—		*Deduct*—	
Value of books sold ...	25 2 0	Value of books sold by retail ...	6 4 0
		Value of books withdrawn and sold by tender ...	7,446 2 0
Value of stock on the 1st April 1895 ...	394 15 0	Value of stock on the 1st April 1895 ...	Nil.

The stock that remained at the S.P.C.K. depository on the 1st April 1895 consisted of unsaleable Uriya books which have since been disposed of.

The books withdrawn from the Basel Mission depository realized Rs. 693–12–0. This, being the highest tender, was offered by the Madras School Book and Literature Society.

The receipts from the sale of books amounted to Rs. 993–2–9 as shown below :—

S.P.C.K. Depository.

	RS. A. P.
Sale-proceeds ...	321 5 8
Commission and discount ...	51 14 11
Net amount ...	269 6 9

Basel Mission Depository.

Sale-proceeds ...	37 8 0
Commission ...	7 8 0
Net amount ...	30 0 0
Add net value of books sold by tender ...	693 12 0
Total ...	993 2 9

During the year 500 copies of the Uriya translation of Section V of the Educational Rules were printed at the Cuttack Press at Government expense, and placed in charge of the Sub-Assistant Inspectors of Schools in Ganjám for sale.

A sum of Rs. 1,400 was expended during the year in the form of remuneration for translating the *First Book of Agriculture* and *Domestic Economy*, and of Rs. 1,631 in the purchase of periodicals and books for distribution. M.R.Ry. J. M. Velu Pillai also received a special bonus of Rs. 450 for his work as Secretary to the Text-book Committee.

Preparation of text-books for use in the Laccadive Islands.

147. After an inspection of the existing Readers in Malayalam, it was decided during the year to bring out a special series of bilingual Readers in Malayalam and Arabic characters for use in the Laccadive Islands. The first of the series, the Primer, is just being completed by my special assistant with the help of the islanders whom he

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met at Calicut last spring and certain Arabic and Malayalam munshis, and will soon be issued. The first standard Reader in the same series will be published as soon as I learn how the islanders accept the Primer.

XIV.—SCHOLARSHIPS.

The Government Scholarship Notification.

148. The Government Scholarship Notification was thoroughly recast during the year, chiefly with a view to give effect to the recommendations of the Government of India that a larger number of scholarships should be instituted in connection with secondary schools. The rates of scholarships awardable on the results of the various public examinations were reduced in order to find funds for increasing the number of scholarships awardable on the results of the Primary and Lower Secondary Examinations. Opportunity was taken to insert a condition as to poverty in determining the eligibility of candidates for scholarship, and the definition of 'poor' student in the Grant-in-Aid Code was amended slightly for the purposes of scholarships tenable in the collegiate and upper secondary departments. This new condition has not met with the approval of some whose opinions are entitled to great weight; but I am convinced that, in view of the limitation in the amount of public funds available for scholarships, the money should, as far as possible, be devoted to help poor and deserving in preference to rich and deserving students. The age limits were also modified and the provisions of the scholarship notification and the chapter of the Grant-in-Aid Code bearing on scholarship grants have been made to run on parallel lines as far as practicable. The standard scale of fees in Government colleges has been raised, with effect from 1st January 1896, so as to yield an additional income to cover the increased expenditure on scholarships which the amended scheme is expected to involve.

Scholarships in Arts Colleges.

149. Six as against five scholarships were awarded on the results of the B.A. degree Examination—five to students who passed in Branch II-A (Advanced Physics) and one to a student who passed in Branch III-C (Biology and Zoology). Four of these were made tenable in the Presidency College, one in the Madras Christian College and one in St. Joseph's College, Trichinopoly.

Nine scholarships were awarded on the results of the First Examination in Arts—four to Muhammadans, two to Uriyas, one to a Panchama, one to a Jain and one to a Thiyan.

Eleven scholarships were awarded on the results of the Matriculation Examination—two to girls, three to Muhammadans, one to a Mappilla, one to an Uriya, and four to poor students who passed the examination with great credit.

Scholarship grants at varying rates and amounting to Rs. 3,229 were drawn by seven colleges under Chapter V of the Grant-in-Aid Code. The condition of poverty was not insisted on in the case of scholarships sanctioned with effect from 1st January 1895. The Madras Christian College drew Rs. 2,107, St. Joseph's College, Trichinopoly, Rs. 537, and the Church of Scotland Mission College, Rs. 248.

The expenditure on scholarships in all Arts Colleges was Rs. 23,487, of which Rs. 11,185 were borne from Provincial funds.

Scholarships in Professional Colleges.

150. Scholarships of the total value of Rs. 1,019 and Rs. 3,408 were paid from Provincial funds in the Colleges of Engineering and Agriculture, respectively. The expenditure on scholarships in the Law College from the Morehead Law Scholarship endowment amounted to Rs. 240.

Scholarships in schools for general education.

151. The expenditure from Provincial funds on scholarships awarded on the results of the Lower Secondary and Primary Examinations amounted to Rs. 4,420, of which Rs. 1,305 were drawn in Government, Rs. 56 in Board, and the balance in aided institutions. Scholarship grants of the aggregate value of Rs. 625 were drawn from Provincial funds by 12 aided institutions.

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Of the entire expenditure of Rs. 8,874 on scholarships in secondary schools, Rs. 5,045 were met from Provincial and Rs. 10 from Local funds.

Scholarships in schools for special education.

152. There was a slight increase in the expenditure on scholarships or rather stipends in the school department of the Madras Medical College. But a smaller sum was expended in this shape in the School of Engineering and the School of Arts. The Victoria Technical Institute, which spent Rs. 1,009 on stipends in the last-mentioned institution in 1893–94, spent only Rs. 37 during the year under report.

The expenditure on scholarships in Board institutions was Rs. 5,040 as against Rs. 4,942 in the previous year.

The aided institutions received Rs. 4,826 from Provincial funds, of which Rs. 4,099 were drawn as scholarship grants. The Art Industrial school, Nazareth, had the largest share of the grant, viz., Rs. 2,894. The Madras School of Music received a grant of Rs. 780.

Of the entire expenditure of Rs. 22,584 on scholarships in schools for special education, Rs. 14,429 were contributed by Provincial funds, Rs. 3,796 by Local funds and Rs. 60 by Municipal funds.

Full particulars of the outlay on scholarships will be found in Appendix Q.

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Summary of progress.

153. The year under report was one of continued educational activity, and the statistics embodied in the previous chapters fully bear out that progress was made in several directions, though, here and there, the results compared unfavourably with those of 1893–94 and were not in all cases unexpected. Arts colleges suffered a further loss in strength; but this was entirely due to the changes in the by-laws regulating the Matriculation Examination which came into operation in 1892. As the college course extends over four years, the college population can only be expected to begin to emerge from this depression in 1897. For the various examinations held by the University, 9,351 candidates appeared, of whom 3,651 (39 per cent.) passed as against 8,224 examined and 3,104 passed (38 per cent.) in 1893–94. A larger number of pupils, male and female, were reading in the upper secondary, lower secondary and upper primary stages of instruction, and the increase in each of the above stages during the last quinquennium was substantial, as will appear from the figures furnished below :—

On the 31st March	Upper secondary.		Lower secondary.		Upper primary.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1890	6,927	176	24,043	2,156	24,511	3,240
1891	8,051	228	21,833	2,395	27,598	3,502
1892	8,594	200	22,248	2,514	32,228	3,884
1893	10,076	273	23,423	2,717	35,825	4,071
1894	10,086	314	25,336	2,719	36,913	4,464
1895	11,884	362	27,537	2,859	38,376	4,889

Fewer pupils were reading in the lower primary classes, but this was due to the fall in the number of such schools as explained already. The number of candidates that passed for complete certificates at the Primary and Lower Secondary Examinations also advanced, though fewer candidates presented themselves for the former test. Progress was not confined to the literary side of education. Professional colleges were better attended, excepting the L.M.S. section of the Medical College, which has been dwindling down in consequence of the qualification for admission having been raised from the Matriculation to the F.A. standard. Schools for special and technical education had, on the whole, an appreciable accession to their number and strength, and the number of successful candidates at the Government Technical Examinations of all grades also increased. The education of Muhammadans, Panchamas and other backward classes received greater attention, and further progress is expected under the liberal provisions of the revised Grant-in-aid Code.

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Statistics have been obtained of the number of boys and girls in each form and class from the sixth form down to the infant standard, and are noted in the margin. The wide difference in the number of boys attending the third and fourth standards, the fourth standard and the first form, and the third and fourth forms, which mark the lower primary, upper primary, lower secondary and upper secondary stages of instruction is noteworthy. It is interesting to note that a large portion (42 per cent.) of girls at school were in the infant standard, that the number of girls fell in greater proportion than in the case of boys at each higher standard, and that a very small proportion of girls reached the lower secondary stage. Female education must be considered to be still in a very elementary stage, and it will require the continued, vigorous, and earnest co-operation of all classes of the community and of all educational agencies before the education of women reaches that condition of stability and progress which its vital importance demands.

Form or class.	Boys.	Girls.
Sixth form	4,815	117
Fifth do.	3,113	111
Fourth do.	3,956	134
Third do.	7,737	654
Second do.	8,746	813
First do.	11,054	1,392
Fourth standard	38,376	4,889
Third do.	88,392	10,047
Second do.	114,413	15,368
First do.	140,693	24,195
Infant do.	141,070	41,503

Extent of primary education in rural villages.

154. The fluctuation in the number of schools did not affect the number of villages with a population of 200 or more provided with one or more public or private schools. From the annexed statement it will be seen that 18,140 such villages were provided with schools as against 18,169 villages in the year previous, the percentage of villages provided with schools to the total number of villages remaining unaltered at 57. There was a decrease of 300 in the number of villages with less than 200 inhabitants and provided with schools. This is discouraging—

Districts.	Number of villages or groups of hamlets in close proximity, having a population of		Number of villages or groups of hamlets in close proximity provided with one or more public or private schools, the population of each village or group of hamlets being		Percentage of column 4 to column 2.	Percentage of column 5 to column 3.
	200 and more.	Less than 200.	200 and more.	Less than 200.		
1	2	3	4	5	6	7
Kistna	1,593	245	1,281	88	80	36
Chingleput	1,458	530	1,166	306	80	58
Tinnevelly	1,258	249	928	52	74	21
Bellary	783	53	541	...	74	...
Coimbatore	1,295	175	946	71	73	41
North Arcot	2,541	1,912	1,803	514	71	27
Kurnool	724	75	502	64	69	85
South Arcot	2,421	467	1,570	169	65	36
Gódávari	1,555	1,032	1,001	38	64	4
Cuddapah	1,072	193	632	39	59	20
Tanjore	2,564	967	1,432	123	56	13
Salem	2,232	1,568	1,177	193	53	12
Anantapur	734	197	388	27	53	14
Nilgiris	50	...	26	...	52	...
Trichinopoly	1,280	217	645	31	50	14
Nellore	1,434	351	707	22	49	6
Madura	2,140	1,948	1,007	181	47	9
South Canara	1,071	215	424	22	40	10
Ganjám	2,694	3,336	969	179	36	5
Vizagapatam	2,982	9,061	997	62	33	1
Total ...	31,831	22,791	18,140	2,181	57	10

Local boards and the Inspecting officers should, as opportunities offer, endeavour to transfer to villages without schools the establishment employed in villages possessing one or more aided schools. Funds are not available for the establishment of new schools, and the only way, therefore, in which elementary education can be extended to the masses is to help localities which are in absolute need of such help.

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Extent of primary education of boys in proportion to population of primary school age.

155. The number of boys under instruction in all public and private primary schools and classes rose from 515,736 on the 31st March 1891 to 604,627 on the corresponding day in 1895, so that the increase of 17 per cent. in boys during the four years that intervened was nearly three times as large as the increment to population, taking the average annual increment at 1·5 per cent., the average for the decade ending with February 1891. This is satisfactory. It will be found that, if the increment to population be taken into account, 23·4 per cent. of the boys of primary school age were at school as in 1893–94. The ground yet to be covered thus remains the same; but much cannot be done, as the Government is aware, unless the local boards and municipalities can see their way to sanction an additional grant every year to assist in bringing more schools into existence.

Development of Elementary education.

156. Under the Acts and Codes in force in this Presidency, the liability for the primary education of boys in municipalities rests with municipal bodies except in the town of Madras, in which the duty of aiding the education of poor boys in the lower primary standards devolves on the Municipal Commission. The liability for the lower primary education of boys in non-municipal areas devolves on the local bodies known as District and Taluk Boards, except in the Agency tracts of the Northern Circars to which the Local Boards' Act has not been extended. In the case of municipalities, Government has ruled that ordinarily 15 per cent. of the income from taxation, markets and rents, together with the educational receipts proper, be devoted to education, and care is taken, in formulating proposals for the annual budgets, that the expenditure does not generally exceed the above limit, unless a municipality is prepared to spend more of its own accord. But in the case of local funds, no definite proportion of the general income from taxation has been fixed as the limit up to which educational expenditure can be incurred, and, consequently, this Department has to base its proposals for the budget on the actuals of the previous years and the demands of the year for which the budget is drawn up. No doubt, most of the local boards have been spending on education as much as could reasonably be expected of them; but education is progressive in its character and the demand must grow year by year. It seems, therefore, necessary that a definite proportion of the general revenues should be fixed for expenditure on education, it being left to local boards to increase the assignment, if necessary and whenever practicable, without encroaching upon or starving the other services. This Department will then be in a position to know what funds are available, and will endeavour to make the best use of them. In the local budgets for 1895–96, Rs. 2,31,750 are provided for results grants as against Rs. 2,33,480 entered in the budget of 1894–95. There was thus a net reduction of Rs. 1,730 in the aggregate provision for results grants. The total allotment for results grants in the municipal budgets for 1895–96 was Rs. 76,130, or Rs. 2,180 less than in 1894–95. Such reductions cannot but check the progress of education and even lead to retrogression in certain cases. Primary education has been and can only be developed through the results-grants system, and any retrenchment on this item of expenditure must, therefore, operate against the extension of primary education and tend to bring the educational operations in certain localities to a dead-lock.

The agency of Inspecting schoolmasters was further strengthened during the year, as I have noticed in Chapter II. No relief can be given to the Sub-Assistant Inspecting agency, there being absolutely no funds available for the purpose.

Teaching staff employed in public primary schools for boys.

	1893–94.	1894–95.
Hold trained teachers' certificates ...	4,093	4,172
Hold untrained teachers' certificates.	442	699
Hold general education certificates ...	7,332	8,751
Hold no certificates whatever ...	11,844	10,176
Total ...	23,711	23,798

157. Notwithstanding the decrease in the number of public primary schools for boys, noticed in Chapter I, the number of teachers employed in such schools rose from 23,711 to 23,798 as per particulars recorded in the margin. The fall in the percentage of unpassed teachers from 50 to 43 is very satisfactory. Certificated teachers rose in number from 4,535 to 4,871, or by 336 only. But it should be borne in mind that many teachers holding general education certificates and many unpassed teachers have a record of long and efficient service, and are to

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be reckoned as qualified teachers under the Educational Rules. Thus, of the 20,176 teachers employed on the general staff of public primary schools, excluding headmasters, pandits and special instructors, 2,783 held trained teachers' certificates, 395 held untrained teachers' certificates and have had two years' approved service in recognized schools, 4,488 held general education certificates and have had five years' approved service in recognized schools, and 4,973 had passed no public examination, but have had five years' approved service in recognized schools, while only 7,537 teachers, or 37 per cent. of the total number of teachers, were not qualified either by certificates or service. I hope that, in the course of the next three or four years, the proportion of unqualified teachers will show a material reduction. Though the Educational Rules require that one-half of the teachers on the general staff of a school shall be qualified for the purpose of recognition, the Department has, as a matter of fact, been urging that every teacher should qualify for his profession; but no school is refused recognition, because it does not come up to this ideal.

Of the 13,622 teachers holding trained or untrained teachers' certificates or general education certificates, five held second-grade collegiate, 189 upper secondary, 1,376 lower secondary and 12,052 primary certificates. The decrease in the number of teachers holding secondary certificates cannot be satisfactorily explained. If the returns have been correctly made out, the decrease is probably to be attributed to the transfer of teachers possessing higher qualifications to secondary schools.

There was an increase during the year of 1,419 in the number of teachers holding general education certificates. A portion of this was due to the working of sessional schools. Reports have not been received for Bellary, Trichinopoly, Salem and Nilgiris. In the remaining districts, 88 sessional schools were held and 1,000 teachers were admitted to them. Of these, 828 appeared for the complete test at the Primary Examination and 12 for a portion of the test, and 516 passed for complete certificates, while 142 passed a portion of the test. The unpassed and uncertificated teachers who are young or have not put in five years' service are being required to join the sessional or training schools with a view to qualify for their work.

Night schools.

158. The year was not favourable to night schools, the number of which fell by 75 and their strength by 1,549. The decrease extended to as many as 16 districts, as will be seen from the table appended, the districts of Cuddapah, Nellore, Chingleput, South Arcot and Nilgiris alone showing an improvement in the number of such schools:—

Districts.	Schools.						Scholars.					
	Govt.	Board.	Aided.	Unaided.	Private.	Total.	Govt.	Board.	Aided.	Unaided.	Private.	Total.
Ganjám ...	...	...	41	25	...	66	...	...	863	492	...	1,355
Vizagapatam ...	...	9	5	10	1	25	...	275	113	160	3	551
Gódávari ...	2	41	28	52	...	123	41	962	615	952	...	2,570
Kistna ...	...	7	47	67	...	121	...	169	791	1,112	...	2,072
Kurnool ...	...	...	...	3	1	4	...	...	...	56	12	68
Bellary ...	...	2	20	32	...	54	...	64	462	532	...	998
Anantapur ...	...	...	17	4	...	21	...	...	264	58	...	322
Cuddapah ...	...	...	45	22	...	67	...	...	598	224	...	822
Nellore ...	...	...	51	40	...	91	...	...	696	490	...	1,186
Madras ...	...	...	7	3	...	10	...	...	184	60	...	244
Chingleput ...	...	2	22	24	...	48	...	50	379	343	...	772
North Arcot ...	...	...	26	21	...	47	...	...	408	327	...	735
South Arcot ...	...	...	37	49	...	86	...	...	731	995	...	1,726
Tanjore ...	...	2	20	19	...	41	...	91	427	335	...	853
Trichinopoly ...	...	...	9	20	...	29	...	...	168	362	...	530
Madura ...	...	13	16	34	2	65	...	283	266	542	38	1,129
Tinnevelly ...	...	5	23	21	...	49	...	98	462	329	...	889
Coimbatore ...	...	...	3	3	...	6	...	...	32	47	...	79
Salem ...	...	...	7	20	...	27	...	...	168	241	...	409
Nilgiris ...	...	...	3	3	...	6	...	...	48	65	...	113
Malabar ...	...	...	1	1	...	2	...	...	30	30	...	60
Total ...	2	81	428	473	4	988	41	1,992	7,645	7,752	53	17,483
Total, 1893–94...	*2*	*70*	*406*	*575*	*10*	*1,063*	*38*	*2,064*	*7,488*	*9,359*	*103*	*19,038*

Unaided and private schools alone were fewer than in the previous year, while Board and aided schools received an accession of 11 and 22 schools respectively. The inability of the managers of weak unaided and private schools to fulfil the conditions of recognition so as to render themselves eligible for aid must have

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induced them to close their schools. On a reference made to this office as to whether results grants may be given in night schools for the infant standard, I decided that they cannot be given, inasmuch as Chapter IV of the Grant-in-Aid Code clearly lays down that, to be eligible for a grant, male pupils in the infant standard shall not exceed eight years of age, while the minimum age of persons attending a night school is fixed at ten. Night schools which had no higher standard than the infant have probably ceased to exist. If this was the case it is not a matter for regret, inasmuch as to pay grants on account of boys of ten years of age or upwards for the infant standard cannot be considered the best use to make of public funds.

Schools for the blind and for deaf-mutes.

159. The three schools for the blind established in the Tinnevelly district continued to work well and results grants amounting to Rs. 275 were drawn by them during the year. They were attended by 29 boys and 11 girls on the 31st March last. The readers for the blind in Tamil, Telugu and Hindustani have been published by Mr. Garthwaite with the financial help of this Department, and a Canarese edition has been brought out under the auspices of the Maisur Government. It now devolves on the benevolent public to devise means to open one or two boarding schools for the maintenance of the blind youth and for their literary and industrial education.

According to the census of 1891, there were about 27,000 deaf-mutes in this Presidency. If we take the usual percentage as the population of school age, this would give about 4,000. But the Census Commissioner points out that there is reason to believe that, under the head of deaf-mutes, were included many who were deaf solely from advancing years. Making due allowance for this there must be a very large number of deaf-mute children of school age. How many of these are receiving instruction I have at present no means of knowing; but I propose to issue instructions with a view to show in future reports what is being done for the young who are destitute of the great blessing of hearing and speech. Like the blind, they deserve sympathy and every assistance that can be rendered them. And, considering what results have been achieved in Europe and America both by the French method of signs and by the German oral or lip-reading method, one need not despair of being able by means of education to ameliorate the condition of these afflicted members of the community. The Grant-in-Aid Code allows the same favourable rate of results grants for deaf and dumb children as for the blind, namely 150 per cent. higher than the standard scale.

Extent of secondary education of boys.

160. The number of boys in the lower secondary stage of instruction advanced from 25,336 to 27,537, and the number of boys in the upper secondary stage from 10,806 to 11,884. This has raised the percentages of such pupils to the total number of boys of an age to attend the lower secondary and upper secondary forms from 1·3 and ·7 to 1·4 and ·8 respectively. The rate of increase was small, as might be expected from the limited demand for men who have received secondary education. I am not quite satisfied, however, with the general condition of lower secondary schools, especially of those in the rural tracts working on the results system, as they do not employ such a staff of qualified teachers as is necessary for their efficient working. With a view to induce managers to improve their schools, I have offered them the option of seeking aid on the salary-grant system, and I think it is expedient and advantageous to aid all the lower secondary departments on the salary instead of on the results system.

Teaching staff employed in public secondary schools for boys.

Grade of certificate.	Trained teachers' certificates.	Untrained teachers' certificates.	General education certificates.
First-grade collegiate.	92	86	142
Second-grade do. ...	96	103	151
Upper secondary ...	297	295	419
Lower do. ...	166	120	256
Primary	237	69	275

161. In public secondary schools for boys, 3,116 teachers were employed on the 31st March 1895, of whom 28 were educated in Europe and 289 were unpassed teachers, mostly consisting of pandits and munshis teaching oriental languages. Of the remaining teachers, 888 held trained and 673 untrained teachers' certificates as against 855 and 628 respectively in the previous year, while 1,243 held general education certificates; the grade of certificates held by them is noted in the margin. The

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decrease in the number of teachers of the collegiate grades from 713 to 670 is an unsatisfactory feature; but there were 24 more teachers of the upper secondary grade and 28 more of the primary grade. This is probably due to the supersession of superior by inferior men with a view to curtail expenditure. This tendency is being checked, and, when lower secondary schools begin to be aided on the salary-grant system, there will be no such temptation held out to managers.

Extent of collegiate education.

162. From the institutions borne on the departmental returns, 431 passed the F.A. and 662 the Matriculation Examination held in December 1894, and the Junior B.A. and Junior F.A. classes contained, on the 31st March last, 385 and 540 students who passed the late F.A. and Matriculation Examinations. This would imply that about 89 per cent. of those who passed the F.A. Examination and 82 per cent. of the Matriculates were continuing their studies as against 90 and 84 per cent., respectively, in the preceding year. The difference is insignificant. In his convocation address delivered in March 1895, His Excellency the Governor refuted the statement now and then made that there is over-production of graduates in the Presidency. No doubt when vacancies occur a number of graduates rush forward with applications even though the emoluments are paltry. But this must not be taken to signify that graduates have become such cheap articles. There are some graduates who are not well-circumstanced in life, and they offer their services for small salaries simply as a temporary measure till something better turns up or till they complete their law studies. When people tell me that they can obtain as many graduates as they like for the wages of an ordinary cook, I always request that such cheap graduates may be sent to me for inspection.

Kindergarten training.

163. The progress made in the introduction of Kindergarten into primary schools is disappointingly slow. In boys' schools it is hardly taught at all; and in only the very best of girls' schools is it carried on systematically and with lasting results. Yet Kindergarten training as an educative agent is of supreme importance and prepares the way for the manual training of the secondary school and the technical education that follows. The greatest hindrance is the want of teachers trained in Kindergarten methods. The training schools for female teachers provide for instruction, theoretical and practical, in Kindergarten methods and aims; but in primary and lower secondary training schools for male teachers, little has been or can be done for want of experience on the part of the headmaster and his assistants. Moreover, public opinion has yet to be educated to appreciate the value of Kindergarten teaching as a substitute for the more bookish subjects of instruction. Another difficulty lies in the ignorance of the majority of the Sub-Assistant Inspectors as to the methods to be followed and the ends to be aimed at in the Kindergarten and their consequent inability to examine the pupils satisfactorily. With the Kindergarten are closely associated Object lessons. The Kindergarten occupations, stories and action songs should be connected or interwoven with the Object lessons, and a unity of purpose should never be lost sight of in this part of the work of the infant, first and second standards.

The fostering of these important branches of the lower primary school curriculum should be the constant care of the higher Inspecting officers, so that year by year the number of parents who appreciate the value of this kind of teaching, of teachers capable of imparting it effectively, and of Sub-Assistants able to examine pupils in Kindergarten and Object lessons may increase. The progress made during the last five years is shown in the margin. The figures are far from being encouraging, but in the circumstances we must hasten slowly; for in the Kindergarten, where the very foundations of future culture are

Years.	Infant standard.	First standard.	Second standard.
Passed in Kindergarten.			
1890–91 ...	2,846	2,278	1,368
1891–92 ...	4,443	3,327	1,946
1892–93 ...	3,863	2,871	1,641
1893–94 ...	3,130	2,784	1,571
1894–95 ...	3,605	2,695	1,481
Passed in Object Lessons.			
1890–91 ...	3,575	3,553	2,724
1891–92 ...	4,342	4,897	3,167
1892–93 ...	3,419	4,193	3,164
1893–94 ...	3,092	3,838	3,316
1894–95 ...	2,109	1,979	1,500

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laid, more perhaps than in the higher classes of the school, bad teaching does irreparable harm and may spoil the pupil for serious work in future. In a German journal devoted to Froebelism, it is said: "If we inquire of elementary teachers "who are in the habit of getting pupils direct from the Kindergartens how they "like them, their answer is mostly both favourable and the reverse. They praise, "in such pupils, their intelligence, the ease with which they grasp a subject, their "fluency of speech, their correct singing, and their skill in drawing and dexterity "of hand; but, on the other hand, they complain of having to contend with their "restlessness, their absent-mindedness, their inclination to play during lesson-time, "their incapacity for steady work, and mostly find them old and wise-looking "children. These statements are exaggerated, but there is some truth underlying "them." This shows the mischief that may be done by placing an important subject in the hands of an unintelligent and unskilled teacher, and justifies my statement that the want of trained Kindergarten teachers is the greatest hindrance. The untrained Kindergarten teacher will tell the child what to observe instead of surrounding it with interesting and simple objects, and leaving its mind free to observe their qualities and relations. Such a teacher will not rest satisfied until the occupations, stories and action songs have been tied down by hard-and-fast regulations and routine, under which everything is done to order, instead of being left as much as possible to the child's spontaneity. The Kindergarten in the hands of a teacher who does not understand the principles on which the various occupations are based is thus apt to become a dry mechanical thing, destitute of any power to stimulate the opening faculties of the child. The fact is that only trained teachers of intelligence, skill, tact, and sympathy with infants should be selected for Kindergarten work and object lessons.

Manual training.

164. The Kindergarten and Object lessons of the infant and primary school prepare the way for the manual training of the secondary school. This manual training, with which drawing should be associated, is really a development of the Kindergarten to suit the needs of pupils, whose powers of body and mind have outgrown the infant stage. Some sort of manual training has long been recognized to be an integral part of ordinary school education, and the best schools in Great Britain have a workshop attached to them, in which wood-work and metal-work are carried on. Some years ago Mr. Grigg was able to induce many managers to open a carpentry class, but most of these classes have now disappeared. The reason for their almost total disappearance is that they were afflicted from the first with the inherent weakness that they were taught by the ordinary bazaar artisan or maistry instead of by a trained teacher. Besides the fact that such an instructor was skilled only in the antiquated ways of doing things, there was the further drawback that he could only instruct by example. Young people like to understand the reasons for the various processes and not merely to have the processes shown them. But the ordinary artisan is himself unacquainted with principles, and is therefore quite unable to explain why one way of doing a thing is better than another. It, consequently, soon came to be seen that the cost of maintenance was incommensurate with the small amount of benefit received. It is true that such classes, even when inefficiently taught, are of value to pupils belonging to those sections of the community which look upon all forms of manual labour as undignified; and for the sake merely of teaching the pleasure and the dignity of manual work, they might, if funds were plentiful, be kept up. They also afford recreation to the pupils. But as a training for the hand and the eye, as contributing to the growth of character and intelligence and the general education of the pupil, or as a preparation for the technical school, these carpentry classes have little or no value. The aim of manual training is not to afford instruction in a trade. The constant repetition of some single operation, with the view of acquiring mechanical dexterity, is the business of a trade school. To go through a systematic course of hand work purposely designed to bring into play some faculty of the mind and to form some intellectual or moral habit, is the true function of manual training. Manual training does not seek to turn out carpenters or blacksmiths or fitters, but to educate the hand and the eye, to form habits of observation, judgment and accuracy, to cultivate the sense of proportion, to make the pupil ready, resourceful and self-reliant. It has been well said that the training

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is not in the *use* of tools, but by means of the use of tools. The interest of the pupil is kept up by seeing a useful, and it may be a beautiful, object developing under his hands, and he is thus taught betimes how much the attainment of a desirable end depends on his own exertions and skill. Instead of being a hindrance to the ordinary work of the school, it is, says Mr. Struthers, one of Her Majesty's Inspectors of Schools in Scotland, precisely in those schools where manual training has been most developed that the work in ordinary subjects is found to be most efficient.

In respect of manual training girls have been better off than boys. The former have had at least their needle-work, which, though some think it of inferior educational value, has nevertheless helped to give something of a practical turn to their school life and to relieve the tedium of purely literary studies. The value of needle-work from an educational point of view has thus been summed up by a recent writer: (i) As a regular form of handwork, it trains the muscles and renders the nerves obedient; (ii) it encourages habits of observation, accuracy, self-reliance, industry, order, neatness, and economy; (iii) it engenders a respect for work, and particularly that kind of work which must come into every woman's life as a domestic art; (iv) it affords plenty of variety, the drawing of simple patterns on chequered paper, reducing patterns, cutting out paper patterns, and making up paper models, besides the actual use of the needle in the various stitches, and the placing and fixing of the work. Thus the eye is trained to accuracy and a sense of proportion, and the hand to skill and dexterity. But the teaching of needle-work in school is not to turn out finished dress-makers. Instrumental music has also its manual side, and in this respect again girls have been more fortunate than boys. But in girls' schools as well as in boys' schools, there is need for manual training taking a recognized place in the ordinary curriculum of the secondary school.

The two principal systems of manual training in vogue in Europe are: (i) Sloyd, either as carried on by Herr Abrahamson and subsequently by his nephew Herr Salomon at Nääs, in Sweden, or as adapted to English conditions under the name of English Sloyd, and (ii) the system of Dr. Götze of Leipzig. When I acted as Director in 1886, I thought of requesting Government to indent on the Secretary of State for a complete set of Sloyd models and tools, with a view to starting a Sloyd training class at the Teachers' College; but various causes prevented that intention from being carried out. Clay-modelling, basket-work and card-board work begun in the Kindergarten should be carried on in upper primary and lower secondary schools. Wood-work could be begun in the third standard and carried on according to the Sloyd or some other system adapted to India, until the instruction merged into that of the elementary technical syllabus in carpentry and cabinet making for those who intend to take up those branches as a trade. Metal-work Sloyd might also be tried in selected localities where the metal industries are carried on. But until such time as Sloyd, pure or modified, can be introduced, pupils in upper primary and lower secondary schools, where good teaching is available, may be carried through the industrial standards A to D laid down in Chapter V (iii) of the Educational Rules. It should however be borne in mind that these standards have been drawn up more from the point of view of teaching the trade concerned than from an educational point of view. The former aim should be chiefly kept in view in the majority of what we call industrial schools, and the latter in schools for general education. The crying want is skilled teachers. The ordinary native artisan is not equal to teaching the industry even as a trade, except by imitative and rule-of-thumb methods; as for teaching the industry as a part of manual training in such a way as to call forth and develop the intelligence of the pupil, he is an utter failure. Even the highly-skilled artisan is apt to do the work himself instead of, as he thinks, wasting time in explanations and precepts. In this way the power of initiative on the part of the pupil is not brought into play, individuality is not encouraged, and the educational value of manual training is diminished.

Technical education.

165. It is not uncommon to hear the remark that university education is a literary education as contrasted with technical education, and in estimating what is being done for the advancement of technical knowledge, the work and influence of the University is put on one side.

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While I recognize in the abstract the distinction between the scientific courses pursued in colleges with an immediate view to the university degree and those pursued in a technical school with a direct view to manufacturing pursuits, I also hold that the Physical and Natural science courses in our first-grade colleges play an important part in the general movement known as technical education. Even assuming that the majority of those who graduate in one of the Physical or Natural sciences do not engage in pursuits in which their scientific knowledge can be applied, it is surely of great importance that an increasing proportion of the educated members of the community are men who have gone through a course in Physical or Natural science, have become familiar with scientific facts, methods and laws, and with the general results of scientific research. On the 31st March last five colleges provided instruction in Advanced Physics to a total of 207 students; two colleges gave instruction in Advanced Chemistry to 28 students; two colleges afforded instruction in Biology and Zoology to 70 students; and one college provided instruction in Biology and Geology to 15 students. In other words, 320 students were receiving instruction, practical as well as theoretical, in sciences which lie at the foundations of the more important arts. As for Mathematics, without which few branches of technical education can proceed very far, six colleges provided instruction in that subject up to a very high standard to 152 students. Out of a total of 1,306 studying in the science division of the B.A. classes, not less than 472, or 36 per cent., were engaged in non-literary studies, that is, in studies which supply the principles, the application of which to arts, industries and manufactures is the question with which technical education concerns itself. If all these young men, as they spread themselves over the face of the land, would set themselves to turn their scientific knowledge directly to practical pursuits tending to promote the material good of the country, it would be well; but without that, it is, I hold, no small thing that year by year the University is sending out young men imbued to some extent with the scientific spirit and more or less familiar with scientific facts, laws and methods. It is, however, by no means the fact that the scientific acquirements of our graduates exert only this unseen and indirect influence. Early in the present year the Government of Maisur set itself to organize a geological department. For appointments in this department there were, Mr. Cook of the Central College, Bangalore, informs me, 74 candidates, 42 of whom were graduates of the Madras University and fairly qualified; and he adds, "twelve years ago there would hardly have been any." When the three new laboratories of Physics, Chemistry and Biology at the Presidency College are fitted up, it is intended to admit students who wish to pursue particular branches of these sciences not with a view to a degree, but with a view to their applications to the Arts and Industries. The college will afford instruction in the principles of those branches of science which are peculiarly applicable to industrial pursuits, and acquaintance with which is an indispensable preliminary to the higher departments of technical education. It will also give instruction in special branches of technical education proper.

As regards the qualifications of the teachers of industrial and technical subjects, the department is fully alive to the indispensableness of improving them. It is a work of time and, I may add, of money. Except in the case of the teacher of a class preparing for the highest technical examination, the rules require that the teacher of an industrial or technical subject shall have passed in that subject at the Technical Examination, in at least one standard higher than the highest he professes to teach. To ensure that he not only knows his subject, but also knows how to teach it he is required to possess a technical teachers' certificate in that subject. To obtain this certificate he must give evidence of his ability to teach a class in the presence of members of the Board of Examiners for Teachers' certificates assisted by an expert in the particular technical subject. The presence of the members of the Board of Examiners is intended to make sure that the candidate shows sufficient knowledge and ability in respect of the methods of teaching and class management which are more or less common to the teaching of all subjects; the presence of the expert is intended to secure that the candidate knows how to apply his knowledge of principles and his skill to the particular subject in hand. In the case of those technical subjects the treatment of which approximates to the treatment of the ordinary subjects of school education, it is

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desirable that the teachers should go through a short course at a training school. As for the technical teacher of subjects which are more manual in their character, probably the best training would be a short course in a workshop. I may add that the difficulty of obtaining a supply of qualified teachers for technical schools is not peculiar to the Madras Presidency. It is a difficulty which has not yet been entirely overcome in Great Britain. During the year under review the number of individual candidates registered for the several technical examinations were for the Elementary 938, for the Intermediate 440 and for the Advanced 27, making a total of 1,405. Three institutions sent up in all 22 pupils for the Advanced examination, 24 sent up 374 pupils for the Intermediate examination and 45 sent up 760 pupils for the Elementary examination. The rest of the candidates were classed as private. The examinations are both theoretical and practical, and a high standard is maintained. Judged by the percentages of passed to examined, there was an improvement over the previous year, and one is entitled to infer that the teaching was on the whole sound. Copies of the reports of the examiners are sent from the Commissioner's office to that of the Director, and are communicated by me to the heads of all the institutions which sent up candidates. In this way the managers and teachers are made acquainted with the points in which their pupils showed weakness and with the suggestions which the examiners sometimes make for the improvement of the teaching.

In previous reports I have referred to the criticisms that have been passed on Mr. Grigg's scheme of technical instruction in this presidency, and I have pointed out the groundlessness of the charge that it was a system of examination unsupported by instruction. The Technical Examination notification and the syllabuses if looked at by themselves give a very one-sided view of what is being done. They should be looked at in connection with the institutions scattered over the presidency in which industrial and technical training is being imparted,—institutions which year by year are growing in efficiency. Of the 1,405 candidates who came up for the technical examinations during the year, as many as 82 per cent. were pupils of schools recognized as fitted to impart instruction in the subjects brought up. No one who has been at the trouble to acquaint himself with what is being done can with fairness characterize the Madras scheme of technical education as a system of examinations merely. It is, as Mr. Grigg intended it to be, a system of technical instruction steadied and guided by a scheme of examinations. In support of my contention that the course we are pursuing is the right one, I may here quote the words of one of the greatest living authorities on technical education in England, Sir Philip Magnus: "In this country," he says, referring to Great Britain, "we have been obliged to recognize that teaching can be best improved "through examination"; and he goes on to say that this conclusion has been forced upon the educational public by many years' experience.

In my opinion the technical education movement is proceeding on right lines. The progress may not be so rapid as it should be, and the subjects embraced may not be so numerous and well chosen or so closely adapted to the wants and conditions of the respective localities as they might be. With more funds all this could be improved without in any way modifying the plan on which we have hitherto been proceeding. Some people seem to think that every industry and every branch of commercial enterprise should be embraced in a scheme of technical education. But there are two sides to technical training: one side is educational, the other is direct preparation for work. We should not aim solely at practical results and overlook educational results. If a trade or an industry has little educational value, it should give place in a scheme of technical education to one which is more valuable from an educational point of view. In the present state of society the only school in which certain trades and industries can be learnt is the workshop, or the factory, or the counting house.

Those who speak as if the scope and aim and organization of technical education had already all been settled might be referred to the chaotic state of opinion as expressed in educational and periodical literature. Professor Hicks of Sheffield says that technical instruction is a perfectly definite idea; the late Professor Huxley said that it passed the wit of man to define it. Some define it as special instruction in a scientific, artistic, or mechanical process or handicraft, as distinguished from

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purely literary instruction; others say that the conception of technical education as non-literary is theoretically too vague and is consequently of no practical value. Some say that technical education is in part identical with the physical and natural science side of university education; others hold that the two are quite different. One maintains that secondary education with a scientific and industrial side is technical education; another denies this. Some write as if it consisted mainly in training boys and girls to acquire manual skill or handicraft and thus the more readily to gain a livelihood; while others think that the acquisition of manual skill is not technical education, since this skill may exist without technical knowledge, as in the case of the mere rule-of-thumb workman, and that improvement in the processes and the products of manufacture—better workmanship, greater economy in production, greater adaptability to the purpose in view, and greater tastefulness in design—are the main aims. To one the training of the artisan or ordinary workman is the first consideration, to another this should give way to the training of the captains of industry, of the capitalist and the manager of large manufacturing concerns. According to two high authorities, Professor Hicks of Sheffield and the late Professor Carnelly of Aberdeen, technical education is the training for a trade or a profession "just as the professional education of a doctor or "surgeon prepared him for the profession of medicine or surgery, or as that of the "student of law prepared him for a solicitor or barrister;" equally high authorities maintain that the trade school is quite distinct from the technical school—that technical education should be *disciplinary* rather than *professional*: while it prepares the pupil for becoming a skilled and intelligent workman in whatever trade or occupation he may afterwards be engaged, it does not propose to teach him any trade. In conformity with his idea of the nature of technical instruction, Professor Hicks holds that it should be given in a separate institution; others think that technical and general instruction should be carried on side by side in the same institution. Those who agree with Professor Hicks say that the attempt to construct pseudo-trade schools, that is, to give trade instruction in ordinary secondary schools, is sure to fail; others think that this connection is the only way of ensuring that technical instruction shall rest on a basis of sound general education and that the humanistic side of school life shall be properly attended to. The general opinion is that the technical school should have a workshop attached to it; the late Mr. Pearce, the well-known ship-builder of Glasgow, advocated the bringing of the school into the workshop. Some hold that the technical or trade school should execute no orders for the public so as to avoid the complaint of interfering with private enterprise; others hold that, unless the school workshop is carried on as nearly as possible on the lines of an ordinary workshop, the pupils lose half the benefit they might derive from their training. Some think that technical instruction as far as the school is concerned should be theoretical merely, that the school need not have a workshop annexed to it, but should send its pupils for practical instruction to the nearest commercial workshop, just as medical students are sent to a hospital; others think that the students would not get that close attention in an ordinary workshop which is bestowed on them in the school workshop, there being no organization in the factory or workshop under which a student can learn intelligently the practical side of his business. In 1888, Professor Huxley said: "All methods of technical education are at present tentative." In 1895 the necessity of retracing some of their steps is admitted by those engaged in the work in Great Britain. Looked at from all sides the subject seems to be one in which irresponsible dogmatism should be made to give way to the guidance of experience. I shall close this long paragraph with an apt quotation: "It must clearly be "recognized that the mere organization of educational institutions is not sufficient "to make technical and scientific education a real success. It must be supported "by the action of the employers of labour, and by the force of public opinion. "If the employers had a real appreciation of the need of improved education, and "if the public, instead of hunting after cheap bargains, encouraged the production "of good work, the schools and colleges would be in little danger of want of "support. This is especially true of those connected with art. We may rest "assured that, so long as the public are content with cheap imitations, so long will "speculators meet their demand, and real craftsmanship will be impossible."

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School Hygiene.

166. The improvement in school hygiene has been very marked in recent years. Among the conditions of recognition laid down in the Educational Rules a prominent place is given to those which provide for school being carried on amidst healthy surroundings. When new school buildings are to be erected, the proposed site is examined with respect to drainage, water-supply and the surroundings generally. The size of the building, with reference to the number of pupils to be taught in it, the arrangement and size of class-rooms, the ventilation and the lighting are carefully considered before the plans are approved. In most large towns the utmost difficulty is experienced in obtaining a site, two or three years being in some cases spent in vain endeavours. For all but primary schools, latrines constructed on sanitary principles are insisted on, and here again it is very difficult in a crowded town to make satisfactory arrangements. But the greatest difficulty of all is to deal with schools (and they form the large majority) held in ordinary dwelling houses or in other buildings never intended for school purposes. The lighting in such houses exhibits almost every possible defect. In the outer rooms, perhaps only a verandah opening into the street, the pupils and the teachers are almost blinded by excess of light; in the inner rooms the light is hardly sufficient for reading to be carried on even with large clear type. In one room the sunlight strikes almost vertically, in others it enters almost horizontally through a low verandah or doorway. Instead of falling on the left side of the pupils, it comes into the room from all sides. Here the teacher is in the light and the pupils in the dark, there the reverse is the case. Sometimes it comes in only from behind the teacher so that the pupils see neither him nor what is written on the black-board; at other times it comes in behind the pupils so that the teacher cannot see them. Brought up for years in such conditions, is it small wonder that eye ailments and near-sightedness are common? The most that can be done to ameliorate such a state of things is to open out a new door or window. The ventilation also in such houses is almost invariably bad and injurious to health; some of the rooms being so planned and constructed with respect to other rooms that a free current of air can never pass through them.

Of no little importance in school hygiene is the matter of seats and desks. When a grant is sought for new seats, one of the conditions is that they shall be provided with backs. Where practicable old seats have by many managers been so provided. In rural lower primary schools a bit of clean matting placed on the floor is probably as good a seat as is necessary; it is at least quite as much as the managers of such schools are as a rule able to afford. Inspecting officers are also enjoined to see that the seats and desks are suitable to the size of the pupils and to the kind of work that is to be done at them whether reading, writing, drawing, or Kindergarten work.

Another point to which more attention has been given of late years is the typography of school books. The vernacular text-books have too frequently been so badly printed as to be most injurious to the eye-sight of the pupils—all the more injurious because they had to be read in badly-lighted school houses. Better paper, larger type, and a better-spaced page are now being insisted on.

Among the points which the Inspecting officer is called upon to report are the cleanliness and tidiness of the school house, the latrine, the school compound, the furniture and appliances, and the person and dress of the pupils.

In the arrangement of the work of the school regard is had to the health of the pupils. In the case of schools under private management, the action of the officers of the Department takes more the form of counsel; but in the case of schools under public management, more direct influence can be used. The number of school hours per day is laid down; intervals for relaxation are insisted on, especially in the case of primary schools; and frequent changes in the subjects of instruction are enjoined, so that by a due alternation of difficult and easy subjects, the strain on the young may be relieved. In primary classes drill and other forms of physical exercise are encouraged at intervals during school hours, and attention is paid to out-door exercises of various kinds. But this trenches on the subject of physical education about which I have something to say in the next paragraph.

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Before concluding the subject of school hygiene I gladly acknowledge the help which this Department receives from the Sanitary Department and from District Medical officers. The reports drawn up by these officers upon the schools they visit in the course of their tours enter minutely into the sanitary condition of the school and the appearance of the pupils as healthy looking or otherwise. On receipt of these reports, a copy is sent to the manager whose attention is specially called to important defects. Expert opinion like what is found in these reports is of the utmost value not merely in the direct benefit which accrues to the particular school reported on, but in training the officers of this Department to know what the points are which ought to be attended to in the matter of school hygiene and what remedies should be applied for the removal of defects. I shall be glad if such assistance can be rendered in every district, instead of its being confined, as at present, to only a very few districts.

Physical education.

167. The most casual observer cannot fail to be struck with the change that, in recent years, has taken place among the school population in the matter of athletics and out-door games and exercises. No college or secondary school is now considered to be properly equipped without a gymnasium; the best of them have also a badminton or tennis court, and not a few have a cricket field, or a field for that latest addition to the list of out-door games in this country—foot-ball. Most colleges and a few high schools have their separate clubs for each of the games they patronize, or at single sports club for the better organization of all games. The effect of all this on the physique of the students and on their social and moral tone may not yet be very apparent, but in the end it is sure to tell for good. With improved physique there will come improvement in the tone of mind and character. Along with the more personal qualities of attentiveness, method, precision, patience, coolness, courage, and self-restraint, there will grow up the more social qualities of willing recognition of constituted authority, readiness to give and take, co-operation, *camaraderie*, and those other desirable attributes of character which organised union for common ends brings in its train. A close and sympathetic observer of school and college young men will not fail to note that some progress in these directions has already been made.

In these respects out-door games have an advantage over the more or less formal lessons of the gymnasium. Gymnastic exercises have the advantage that, when carried out on an approved plan and under careful supervision, they develop in due proportions all parts of the bodily system. They also cultivate attention, patience, coolness, determination and courage. But they call forth the self-regarding rather than the social virtues, whereas out-door games bring into prominence those characteristics which are essential for social life. Probably the best course to pursue is to combine the two—to provide for the regular systematized exercises of the gymnasium and also for the less constrained and more exciting exercises of field games. On the 31st March last of the 36 Arts colleges, and 128 upper secondary schools, and 400 lower secondary schools for boys, 15, 114, and 194, respectively, were provided with a gymnasium and a gymnastic instructor. Government has taken upon itself the task of training gymnastic instructors at Saidapet, and there are not wanting indications that the supply of trained instructors is overtaking the demand.

I wish I could see more attention paid to drill, than which no physical exercise is more suitable for primary schools. It requires only the simplest and cheapest appliances if performed without the accompaniment of music; but the value and the pleasure of it are greatly enhanced when it is accompanied by instrumental music. There are many systems of physical drill; but one of the best, in my opinion, is what is known as the Swedish system. I was much pleased to see that Swedish drill had been introduced into the girls' branch of the Lawrence Asylum by the new headmistress, and it was most gratifying to see what progress the children had made in so short a time.

At the Teachers' College the students go through a course of drill, and judging from the reports of Captain Hitchins, I conclude that they attain to a considerable degree of proficiency. When these young men go out into the districts as teachers, they will find the course they have gone through at Saidapet of the utmost value, and I trust they will not be slow to introduce a similar course into their schools.

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Moral education.

168. In the last paragraph I adverted to the influence which gymnastics, field games, and drill had upon the character of the young: how they tended to restrain certain natural tendencies, to call forth others, and thereby to fit the individual to take his place as a useful member of society. As far as this means of moral training is concerned, I think there is every reason to be satisfied with what is being done.

The Government of India has recently requested that fuller information should be given in the annual report regarding the extent to which their wishes have been carried out in the matter of providing text-books having a direct bearing on conduct. With regard to the provision of specially prepared moral text-books, I have to say that I continue to have small faith in the efficacy of any such means. This was also the opinion of the Government of Madras (G.O., No. 426, dated 16th July 1889, and paragraph 10 of my letter read in the order). It is not therefore necessary to recapitulate the arguments against the introduction of special moral text-books into schools and colleges. Enough to say that no steps have been taken by the Department to inculcate morality through the instrumentality of specially prepared moral text-books; but that every care is taken to secure that the text-books approved for use in schools have a healthy moral tendency and that they contain abundant lessons in which the virtues and the duties are inculcated and exemplified. The constitution and functions of the Text-book Committee have been adverted to in Chapter XIII. This committee, to which is referred all text-books sent by authors or publishers, consists of representatives of the principal agencies engaged in educational work, and contains nine missionaries or representatives of missionary bodies. The committee is fully alive to the responsibilities laid upon it and it may be trusted to see that only books of a pure moral tendency are recommended to me for a place on the list of approved books. Vernacular literature is surrounded, it is true, with special difficulties owing to the difference between the oriental and the occidental standards in ethical matters. But I have great faith in the healthy influence of public criticism; and it will be difficult for a piece of unhealthy literature, even if it should pass the Text-book Committee, long to go unchallenged. Moreover, it is a mistake to suppose that moral lessons are not inculcated in school because a text-book written with the direct and express purpose of inculcating morality is not prescribed. The best thing that can be done is to provide the young with text-books and library books containing healthy literature. If their minds are stored with pure and lofty ideas and images, there will be a powerful safe-guard against what is pernicious. "The more we awaken intellectual activity, the more do we eliminate prejudice and passion and the more effectually do we guard the character against the temptations of life." In his address delivered more than twenty years ago at a convocation of the University of Madras, the late Mr. W. A. Porter said: "I wonder when I hear the strange limitation sometimes placed upon the moral power of what is called secular literature. We have in our service that vast literature of power whose influence on the character by acting on the emotions none can measure. Who has not felt it? A new current given to the thoughts, a new purpose implanted. It is often as it was with the Antony of our great dramatist when in the company of the Egyptian Queen he was giving a kingdom for pleasure.

'He was disposed to mirth, but, on the sudden,
A Roman thought hath struck him.'

"Thus often some noble thought, a note flung from the harp of some mighty singer, strikes across the pettiness of our lives and sets us on a path of a new endeavour." Literature seldom preaches; it simply expresses in manifold forms the moral ideas, sentiments, and judgments of the community. This constitutes its power over the young, who resent the direct moral lesson. Of course, I do not overlook the indispensableness of the precept and example of the teacher, and of the means adopted by him for the maintenance of discipline in the school. The examples of the great and good of all ages and countries, whose lives and deeds are narrated in the books read in the class, will be of little avail, if the life and character of the teacher are despicable or immoral. The precepts inculcating cleanliness, order, regularity, punctuality, obedience, which the pupil meets with in his lessons will bear no fruit if the school house is dirty and disorderly, if there is no

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fixed time or place for anything, and if authority is set at defiance with impunity. The lessons, or courses of instruction, at present carried on are sufficient, if properly used, for the teaching of morality; and there is absolutely no reason why the moral lesson should not be enforced by appeal to the religious sentiments of the pupils. There is not a virtue or a duty that will not be met with in the ordinary course of school work, and if the teacher is both conscientious and wise, he will not fail incidentally to impress it on his pupils. If he is neither conscientious nor wise, a moral text-book will be of no avail.

In their reports on secondary schools Inspecting officers are required to state definitely the opinion they have formed of the cleanliness and order of the school premises, the cleanliness and dress of the pupils, their manners and bearing, and the tone of the school. The operation of the Educational Rules, especially of what are known as the inter-school rules, is gradually removing some of the more glaring anomalies of the school life of former days. Discipline and moral training form an important part of the written examination for teachers' certificates, and is a special subject of instruction in all training institutions above the primary grade.

There is an opinion that the manners of the students of the present day show deterioration when compared with those of a preceding generation. In the course of my tours I am constantly on the watch for any indications of this and make enquiries of those best able to judge, and the conclusion I have come to is that, taken all in all, the manners of the students of the present day are not deteriorating. Allowance must be made for the more independent bearing which educated young men naturally acquire and also for the fact that Hindu society is in a sort of transition stage at present, the inherited manners of the East and the acquired manners of the West not having had time to adjust themselves to one another. Almost all the cases of breaches of discipline which have come to public notice in this part of India in recent years have been the result of mischief-makers outside working on the minds of the students. From the information at my disposal and from my own observations, I consider myself justified in reporting that the means at the disposal of managers and teachers for discipline and moral training are sufficient, that they are, as a rule, used with discretion, that in manners the students of the present day are not behind their predecessors, and that a healthy tone pervades the school population of this Presidency.

School Libraries and Museums.

169. If the remarks made in the foregoing paragraph as to the connection between healthy literature and morality are correct, it is of the utmost importance not only to see that the books placed in the hands of the young for class purposes contain matter fitted to train the intelligence, to cultivate the taste and the moral sentiments, and to lay the foundations on which the civic virtues may in after-life be built up, but also to create a taste for general reading and to guide the inexperienced mind in its attempts to find out from among the bewildering mass of books and periodicals what is best worthy of selection. For this purpose the formation of school libraries is essential. The Grant-in-aid Code provides for payment of half the cost of library books. The revised Educational Rules make the possession of a library one of the conditions of recognition in all schools above the primary and the lowest class of industrial schools. Moreover, the Inspecting officer at every annual inspection is required to examine and report on the school library as to the number of books it contains, their condition, the suitability of the books for the grade and character of the institution and the acquirements of the pupils, the extent to which it is provided with books for general reading as distinguished from books bearing directly on the work of the several classes, and the use which has been made of it throughout the year by both masters and pupils. In this way the importance of the subject is kept constantly before the minds of managers and teachers, and I am kept informed of what is being done.

School museums are gradually being formed in all the better-managed schools. And here it is interesting to note that primary schools are comparatively further advanced in this respect than secondary. The reason is not far to seek. Primary schools in which instruction is given in Kindergarten work and Object lessons accumulate, in course of years, a small store of materials, manufactured articles and natural objects. The few simple specimens used this year for a lesson in the

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infant class are put away for use next year: thus becoming the nucleus of the future school museum. In secondary schools, where the instruction is more bookish than in the primary school, it is rare to find a museum; but there are several notable exceptions, as, for example, the Lawrence Asylum at Lovedale. For a school museum to have the highest educational value, the teacher and the pupil must co-operate. If the specimens for the museum are purchased for or given to the museum, and are arranged and labelled by the teacher independently of the help of the pupils, its value is comparatively small. But if the pupils themselves help to collect the specimens and assist in mounting and arranging them, they soon come to have an absorbing interest and pride in the museum, and, at the same time, their love of nature is growing stronger day by day. The teacher will find that he has enough to do in supervising the work of the youthful collectors, whose eagerness to add something to the museum tends to make them somewhat indiscriminating. In this as in other matters they require the guidance of superior wisdom to help them to discriminate the valuable specimens from the worthless.

Hardly anything, I regret to say, has been done, except in some Mission schools and schools for Europeans or under European management, to adorn the walls of primary school rooms with pictures. The unsuitable character of school-houses, lack of means on the part of managers, and the want of appreciation of the value of this means of education stand in the way of improvement. And yet the importance of surrounding the child with objects of beauty during school hours is unquestionable. It will not produce direct results which can be appraised by an examination; but if it adds anything to the pleasure of school life, if, unconsciously to the child, it elevates and refines his taste in ever so small a degree, it is a means of education which ought not to be so much neglected as it has been.

Educational Associations and Reading-rooms.

170. A fairly large number of educational associations were at work during the year and showed signs of increasing usefulness. Of the various societies, the Association of Women Teachers, the Trichinopoly Teachers' Association and the Madras Hindu Social Reform Association deserve special mention. A proposal to form a Teachers' Guild began to be mooted towards the close of the year. Should this prove a success, it is probable that all the other Teachers' associations will, in course of time, be affiliated to it.

The Madras Hindu Social Reform Association arranged with the help of Mrs. Brander for a course of lectures to be given to grown-up Hindu women. The lectures were attended solely by women and children. During the year, six lectures were delivered, the subjects being: the solar system, the life of Queen Victoria, the anatomy of the human body, the circulation of the blood, respiration, food. The second lecture was prepared by Mrs. Arundel, the four last by Mrs. W. H. Wilson. The lectures, which were illustrated by means of the magic lantern or by models and specimens, were originally written in English and were afterwards translated into Tamil. Miss Shunmugam of the Presidency Training School for Mistresses translated and delivered all of them except the first. The attendance averaged 20. A small remuneration was paid to the lecturer from subscriptions raised by the members and their friends. The lectures have proved interesting and instructive, and the association will, it is hoped, continue them. Similar associations are springing up all over the country. Appendix R contains a list of nearly 200 reading-rooms and literary societies which furnished returns, and some of which have been registered and are in receipt of aid from public funds. Reading-rooms have been opened in connection with most of the colleges and some of the high schools. Such associations and reading-rooms judiciously managed form useful adjuncts to the school and college.

Service Registers and inventory of valuable stock.

171. The service registers are reported to be maintained correctly. Cases of miscarriage and loss of such books having been recently brought to my notice, I am issuing a circular to the effect that true copies of all service registers, prepared as manuscript copies, should be opened and kept corrected to date and that every head of an office should see on the 1st April that the copies exactly agree with the entries in the service register and initial them in proof of such verification. If this be done, there will be no difficulty when a service register is lost from accident in pre-

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paring a fresh one. An inventory of valuable stock is maintained in all institutions; but I find that a complete inventory has not been prepared of the apparatus, &c., in the chemical and physical laboratories of the Presidency College. Steps are being taken to rectify this.

Recommendations of the Education Commission.

172. The Department continued to give effect to the important recommendations of the Education Commission, and lost no opportunity of impressing on local boards and municipal councils the necessity and expediency of moving on the lines laid down by the commission. Madras has more than once been blamed for the inadequacy of the scholarships provided in secondary schools. With a view to remove this reproach, a revised scheme of Government scholarships was formulated and was approved by Government; the chapter on the Grant-in-Aid Code relating to scholarship grants has been revised so as to allow of such grants being paid in secondary schools and departments. Want of funds has been the main obstacle, and at the suggestion of Government the standard scale of fees prescribed in the Fee Notification of 1892 has been raised with effect from 1st January 1896, with a view to bring in additional receipts to cover the increased charge. The education of Muhammadans, Panchamas and the aboriginal classes has continued to receive attention, and several local boards were pleased to open schools for the special benefit of Muhammadans and Panchamas. As I have already remarked, the assignment system, under which results grants are now given, is based on the recommendation of the commission to aid schools with reference to their needs. The inter-school rules were rigorously administered, and in doing so this office has had its work much increased in instituting enquiries about complaints, often very petty, preferred by managers or parents or guardians of pupils as to real or alleged grievances in respect of the grant of acquittance certificates. Much improvement has been effected in the accommodation and sanitary arrangements of important schools. The hostels which it has been decided to erect in Madras for the benefit of students from the mofussil will I trust soon be realities. Since the close of the year the subscribers to the Tanjore Jubilee funds have resolved to utilize the money subscribed and the accumulated interest in establishing a hostel in Kumbakónam. Rajahmundry and Vizianagram will, I believe, soon be provided with suitable hostels.

The Grant-in-Aid Code.

173. The revised Grant-in-aid Code, sanctioned by Government and promulgated in November 1893, came into effect on the 1st April 1894 and was thus in operation throughout the year. No hitch was experienced in the administration of the code, except in the case of the assignment system of fixing results grants and in the regulation that scholarship grants in technical institutions should be awarded only to candidates passing the Elementary and Intermediate Examinations in the first-class. The working of the assignment system has been fully adverted to elsewhere and needs no repetition here. As for scholarship grants, the Rev. Mr. Margoschis of Nazareth considered it a hardship to confine the technical scholarships to students passing in the first class, and Government has, on the recommendation of this Department, been pleased to hold the condition in abeyance for two years. A goodly number of schools availed themselves of the new provision according to which grants for furniture and apparatus for village schools up to the limit of Rs. 25, are sanctioned without requiring the manager to contribute one-half of the cost. The annual publication of the Code I look upon as one of the most important and useful measures of recent years, though many managers do not realize the advantage of it. It practically means that the Code is continually under revision, in other words, that it is continually open to the suggestions and criticisms of all interested in education. In this way the Department and Government are in a position to modify the provisions of the Code from year to year in the light of the experience gained and the representations made during the previous twelve months.

Madras Educational Rules.

174. In the notification promulgating the Madras Educational Rules, Government exempted all lower primary schools from fulfilling the conditions of recognition as to staff and accommodation until the first day of January 1895. But, as the above-mentioned

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date fell in the course of the official year and as much inconvenience would have been felt, if it were strictly adhered to, Government was pleased, on my recommendation, to extend the exemption to 1st April 1895. The various provisions of the rules, especially those relating to inter-school rules, were rigorously enforced. The first edition of the Educational Rules having been exhausted, I undertook, towards the close of the year, to revise the rules where necessary, and, for this purpose, invited the Inspectors and Inspectresses and the two Senior Assistant Inspectors to meet in my office and to suggest such alterations as seemed to them expedient or necessary from the experience they have gained of the working of the rules during the past four years. Several representatives of missionary societies were also invited to join the conference. I am about to submit a revised draft of rules embodying most of the recommendations of the conference and of the managers and heads of schools and colleges who were consulted. In the margin I have given the number of recognized secondary and primary, training and technical schools on the 31st March last. In the case of primary schools, the number given in the annual returns has been adopted. It will be seen that 20 per cent. of public primary schools for boys and girls have yet to be recognized. The conference having strongly expressed themselves in favour of relaxation of the conditions as to staff and accommodation for a further period on behalf of lower primary schools in villages with a population of less than 4,000 and of all primary schools for backward and indigent classes and in backward localities, I am recommending their exemption till the 1st April 1898.

	Number of schools.	Number recognized.
Upper secondary schools for boys	128	125
Upper secondary schools for girls	27	24
Lower secondary schools for boys	400	288
Lower secondary schools for girls	177	144
Primary schools ...	19,619	15,904
Training schools for masters	38	37
Training schools for mistresses	19	18
Technical schools	39	30

Re-organization of the Educational Department.

175. Most of the officers of the European and Provincial Educational services have been kept in a state of anxious suspense in consequence of the long and unexpected delay in the receipt of final orders on the proposals for the re-organization of the Department, which were first submitted to Government three years ago. As for myself, I have occasionally found extreme difficulty in proposing acting arrangements, and the refusal of Government to consider my recommendations for the re-organization of the subordinate educational service pending orders on the main scheme has increased my difficulties. The subordinate service comprises nearly 500 appointments and is divided into three distinct branches—scholastic, inspecting and clerical—promotions in each of which have now to be made mainly from among officers in that branch, irrespective of the claims of senior officers in the other branches. Acting promotions from grade to grade may be given up, but the consideration of the scheme need not, I think, be deferred any longer. If permitted I propose to submit revised proposals, so that the subordinate service may be re-organized at least with effect from the 1st April next. As the scheme has been drawn up so as not to add any additional burden on the State, its acceptance will not land Government in future difficulty, while the administration of the Department will be greatly simplified.

I have the honour to be,

Sir,

Your most obedient servant,

D. DUNCAN,

Director of Public Instruction.

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APPENDICES.

APPENDIX A.

Statement of work done by Sub-Assistant Inspectors of Schools during 1894–95.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in		Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
				Examining schools.	Other work.			
BOYS' SCHOOLS.								
NORTHERN CIRCLE.								
First Division.								
Raghunatha Das ...	Russellkonda ...	381	7,066	198	165	2	230	1,835
Sasibhushana Palit ...	Berhampur ...	121	2,004	61	96	3	81	753
Babu Prophullow Kumara Mullik.		206	4,010	99	103	3	108	1,269
Babu Prophullow Kumara Mullik.	Chicacole. The Assistant Inspector was in charge of the Range for 54 days.	35	608	14	27	7	42	424
Sasibhushana Palit ...		95	2,397	45	45	11	61	765
P. Appalanarasayya Pantulu.		144	3,108	58	22	12	62	770
K. Sankarayya Pantulu ...	Vizianagram ...	160	3,695	95	171	7	143	1,796
P. Appalanarasayya Pantulu.		202	3,262	67	23	2	67	800
Ch. Bhagayanulu Pantulu.	Anakápalle	342	7,298	145	191	29	236	3,018
	Total ...	1,686	33,448	782	913	76	1,030	11,430
Second Division.								
B. Kamesvara Rau Pantulu.	Cocanada	277	7,373	144	209	12	199	2,072
K. Krishnamurti Pantulu.	Ellore	234	6,353	110	116	29	157	1,639
G. Lakshminarayana Pantulu.		...	...	...	4	...	4	...
P. Bhimasena Rau Pantulu.		46	957	23	61	1	73	331
K. Sadasiva Rau Pantulu.		19	337	13	6	2	19	139
G. Lakshminarayana Pantulu.	Narsapur	339	10,051	145	170	9	258	1,468
P. Ramanujachari ...		47	992	28	12	1	38	210
M. Venkayya Pantulu ...	Bandar. No Sub-Assistant for 16 days.	135	3,265	75	85	25	89	1,159
P. Bhimasena Rau Pantulu.		14	442	13	14	5	...	..
V. Balaramayya Sastri ...		154	4,013	80	49	3	99	972
V. Kamesvara Rau Pantulu	Bezwada	249	5,816	116	109	56	139	1,925
N. Pitchu Aiyar		89	1,925	37	44	3	40	361
C. Subbarayudu Pantulu...	Bapatla. No Sub-Assistant for 6 days.	12	232	5	51	4	55	179
D. Venkata Rau Pantulu.		78	1,484	28	4	...	31	175
P. Bhimasena Rau Pantulu		74	1,174	30	51	14	65	339
M. Venkayya Pantulu ...		212	4,900	123	38	11	157	1,205
W. Ramaswami Nayudu ...	Markapur	138	2,766	73	13	...	86	1,110
	Total ...	2,117	52,080	1,043	1,036	175	1,509	13,284
Mir Tahir Ali Saheb ...	Muhammadan Sub-Assistant, Northern Circle.	64	1,703	48	38	1	73	1,187
T. S. Muhammad Husain Saheb.		97	2,237	51	201	26	79	3,216
	Total ...	161	3,940	99	239	27	152	4,403
	Total, Northern Circle.	3,964	89,468	1,924	2,188	278	2,691	29,117
CENTRAL CIRCLE.								
Third Division.								
K. Srinivasulu Nayudu ...	Bellary	294	6,971	147	180	38	168	2,395
S. V. Melagiri Rau ..	Hospet	359	9,689	215	129	21	237	2,662
M. Rangaswami Aiyangar.	Anantapur ...	166	4,386	121	197	15	182	2,348
S. Lakshiminarayana Aiyar.		16	472	11	21	...	21	113
S. Swaminatha Aiyar ..	Penukonda ..	185	4,318	129	218	18	197	3,096
J. Vittal Pant	Cuddapah	382	6,088	171	182	12	187	2,279
P. Kishnamachari ...	Madanapalle ...	39	1,031	34	77	11	38	1,172
A. S. Nagesvara Sastri ...		75	1,651	48	24	1	48	906
K. Singarachari ...		97	1,884	88	57	25	102	1,308

APPENDIX A—*continued.*

Statement of work done by Sub-Assistant Inspectors of Schools during 1894–95—continued.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in: Examining schools.	Number of days spent in: Other work.	Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
BOYS' SCHOOLS—*cont.*								
CENTRAL CIRCLE—*cont.*								
Third Division—cont.								
P. N. Ramaswami Sastri...	Nandyal	...	...	...	25	...	...	...
S. Hanumantha Rau ...		102	2,464	81	93	3	115	1,790
K. Singarachari		141	2,030	65	89	9	76	944
W. Ramaswami Nayudu ...	Markapur	128	2,617	88	163	28	123	2,317
	Total ...	1,984	43,601	1,198	1,455	181	1,494	21,330
Fourth Division.								
C. M. Srinivasachari ...	Nellore	107	2,032	48	107	8	62	693
T. Janakirama Aiyar ...		217	5,247	108	74	20	129	1,731
C. Ramalinga Aiyar ...	Ongole	323	6,549	141	170	24	177	1,764
C. Mullah Pantulu ...		46	697	15	15	...	21	201
T. Aiyakannu Nayakar ...	Madras	352	17,591	236	103	26	48	1,123
S. Saundararnja Aiyangar.	Chingleput	317	9,092	194	148	23	222	3,081
C. N. Subramaniya Aiyar.	Saidapet	...	...	...	61	14	3	36
N. Pitchu Aiyar		144	4,487	116	65	15	127	1,480
C. R. Krishna Aiyar ...		76	1,752	36	40	18	53	749
	Total ...	1,582	47,447	894	783	148	842	10,858
Khaja Khan Saheb ...	Muhammadan Sub-Assistant, Central Circle.	168	5,658	122	165	48	148	5,211
Muhammad Abdul Khaleck Saheb.		25	687	13	17	...	30	901
	Total ...	193	6,345	135	182	48	178	6,112
	Total, Central Circle.	8,759	97,393	2,227	2,420	377	2,514	38,300
SOUTHERN CIRCLE.								
Fifth Division.								
T. Janakirama Aiyar ...	Chittoor ...	128	3,121	60	93	8	71	1,334
C. M. Srinivasachari ...		171	4,166	96	86	19	137	2,133
V. Nadamuni Mudaliyar ...	Vellore	247	8,691	123	173	25	151	2,045
C. R. Krishna Aiyar ...		90	2,291	30	12	2	36	495
C. Kodandarama Nayudu...	Wálajáh ...	199	7,102	127	207	31	196	3,656
N. Devasikhamani Mudaliyar.	Cuddalore	33	553	21	105	2	18	371
P. A. Krishnamachari ...		279	7,120	132	86	19	147	1,967
M. Singaravelu Mudaliyar.	Vriddhachalam ...	168	4,539	87	210	39	133	1,237
S. Duraswami Aiyar ...		54	1,518	22	6	1	28	308
P. S. Venkatapathi Aiyar.	Tindivanam ...	310	7,032	153	187	25	181	2,629
	Total ...	1,679	46,133	851	1,165	171	1,098	16,175
Sixth Division.								
T. Rajagopala Aiyangar ...	Tanjore. No Sub-Assistant for 3 days.	35	1,404	36	31	5	35	389
L. A. Ganapathy Aiyar ...		201	6,455	134	127	29	143	1,263
C. S. Swami Aiyangar ...	Kumbakónam ...	217	5,745	168	109	10	203	1,387
E. N. Ramachendra Aiyar.		95	2,338	56	19	7	63	544
P. S. A. Sundaram Aiyar.	Negapatam ...	38	1,607	50	90	8	64	930
T. Amaldas Pillai ...		184	4,116	118	55	44	139	1,123
	Total ...	770	21,665	557	431	103	647	5,636
Seventh Division.								
P. Krishna Aiyar ...	Madura. No Sub-Assistant for 1 day.	26	421	20	77	3	27	232
E. N. Ramachandra Aiyar.		29	618	10	7	1	10	118
T. Ramalingam Pillai ...		169	4,788	128	45	40	127	877
T. S. Lakshminarayana Aiyar.		14	297	8	22	3	7	104
P. Rangaswami Aiyangar.	Dindigul. No Sub-Assistant for 3 days.	162	4,053	93	146	19	113	973
V. S. Narayana Rau ...		9	430	8	6	13	14	343
T. Amaldas Pillai ...		3	86	6	14	1	9	133
T. Krishna Rau		64	1,514	27	28	1	41	489
S. T. Kallapiran Pillai ...	Ramnad	38	915	19	110	5	45	295
T. Srinivasa Rau ...		128	3,011	70	64	22	103	553
K. Duraswami Aiyar ...		70	1,606	34	36	4	87	725

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APPENDIX A—*continued.*

Statement of work done by Sub-Assistant Inspectors of Schools during 1894–95—continued.

Name.	Range.	Number of schools examined.	Number of pupils examined.	Number of days spent in: Examining schools.	Number of days spent in: Other work.	Number of Sundays, holidays and days of absence on leave.	Number of days spent on circuit.	Number of miles travelled.
BOYS' SCHOOLS—*cont.*								
SOUTHERN CIRCLE—*cont.*								
Seventh Division—cont.								
S. Akshayalinga Mudaliyar	Tinnevelly	175	4,767	90	146	48	109	1,527
K. Duraswami Aiyar ...		105	2,056	44	37	...	49	759
T. Krishna Rau	Tuticorin	279	6,332	114	151	46	178	1,476
T. Amaldas Pillai		60	1,061	26	22	6	20	212
V. S. Narayana Rau ...		217	4,513	109	147	3	119	1,178
P. Ranganswami Aiyangar.	Shermadevi ...	94	2,366	55	38	13	79	589
	Total ...	1,642	38,834	861	1,096	228	1,078	10,583
Maulvi Sayid Hasan Raza Saheb.	Muhammadan Sub-Assistant, Southern Circle.	206	9,585	187	127	51	251	7,064
	Total, Southern Circle.	4,297	116,217	2,456	2,819	553	3,074	39,458
WESTERN CIRCLE.								
Eighth Division.								
T. Srinivasa Rau	Coimbatore and Nilgiris.	40	1,311	36	80	8	40	413
T. K. Venkata Rau ...		195	5,377	162	68	11	173	5,096
R. Sivarama Aiyar ...		315	6,229	176	121	61	197	1,757
V. M. Subrahmanya Aiyar.	Erode	233	5,962	153	164	48	187	1,383
G. S. Abboyi Nayudu ...	Pollachi	187	6,353	152	182	31	172	2,303
R. Krishnamachari ...	Salem	215	5,147	145	206	14	187	1,616
N. Srinivasa Aiyangar ...	Namakkal	151	5,473	160	195	10	192	1,940
K. Panchapakesa Aiyar ...	Hosur	37	809	22	82	2	31	345
S. Gopala Aiyar	Trichinopoly ...	179	6,317	157	74	28	127	2,175
T. K. Venkata Rau ...	Perambalúr. No Sub-Assistant for 34 days.	54	1,071	39	64	12	47	530
S. T. Kallapiran Pillai ...		160	3,359	103	88	25	129	1,544
	Total ...	1,766	47,498	1,305	1,324	250	1,492	19,102
Ninth Division.								
T. S. Lakshminarayana Aiyar.	Calicut	174	5,647	113	145	29	133	1,682
M. I. Mathu		38	1,646	14	15	2	20	188
T. Mathai		20	468	12	28	7	15	191
T. Mathai		207	7,733	136	125	52	154	3,437
V. Kesava Menon ...	Palghat	44	1,770	21	29	2	33	664
K. N. Visvesvara Rau ...		225	6,768	154	180	31	189	1,669
M. Seshagiri Prabhu ...	Udipi	252	7,597	181	179	5	201	2,236
	Kasaragod ...							
	Total ...	960	31,629	631	701	128	745	10,067
M. Muhammad Khan Saheb.	Sub-Assistant Inspector of Mappilla schools.	289	9,135	182	140	43	195	3,262
	Total, Western Circle.	3,015	88,262	2,118	2,165	421	2,432	32,431
GIRLS' SCHOOLS.								
H. Swami Rau	First Range ...	94	5,813	120	236	9	210	4,569
S. Hanumantha Rau ...		...	...	...	46	...	4	187
P. Ramanujachari ...	Second Range ...	106	4,090	111	156	...	234	5,020
T. R. Venkatarama Aiyar.		15	558	16	36	...	35	955
T. R. Venkatarama Aiyar.	Third Range ...	91	5,844	81	133	9	96	1,842
T. R. Srinivasa Aiyar ...		63	3,946	59	54	19	59	1,398
Miss. S. Govindarajulu ...		2	263	1	7	2	...	...
Miss J. Patterson ...	Fourth Range ...	170	5,441	140	121	73	154	3,036
P. Krishna Aiyar		41	725	21	7	3	26	473
G. S. Raghunathacharlu ...	Fifth Range. No Sub-Assistant for 2 days.	2	88	2	8	6	1	59
T. Ramalingam Pillai ...		29	983	26	67	7	41	700
T. R. Srinivasa Aiyar ...		60	2,570	49	33	16	69	919
P. Krishnamachari ...		45	1,372	35	15	24	41	736
L. A. Ganapathi Aiyar ...		32	1,276	26	41	8	39	1,192
S. Selvanayagam	Sixth Range	99	5,612	131	164	70	210	5,155
	Total ...	849	38,581	818	1,124	246	1,219	26,241

APPENDIX B.

Arts Colleges: Strength and Examination Results for 1894–95.

Colleges, General.	Number on the rolls at the end of 1890–91. Reading for Degree.	1890–91. Reading for F.A.	1891–92. Reading for Degree.	1891–92. Reading for F.A.	1892–93. Reading for Degree.	1892–93. Reading for F.A.	1893–94. Reading for Degree.	1893–94. Reading for F.A.	1894–95. Reading for Degree.	1894–95. Reading for F.A.	B.A. Examination, 1894–95. English Language Division. Number examined.	English Language Division. Number passed. First class.	English Language Division. Number passed. Second class.	English Language Division. Number passed. Third class.	Second Language Division. Number examined.	Second Language Division. Number passed. First class.	Second Language Division. Number passed. Second class.	Second Language Division. Number passed. Third class.	Science Division. Number examined.	Science Division. Number passed. First class.	Science Division. Number passed. Second class.	Science Division. Number passed. Third class.	F.A. Examination, 1894–95. Number examined.	F.A. Examination, 1894–95. Number passed. First class.	F.A. Examination, 1894–95. Number passed. Second class.
First-grade Colleges.																									
Government.																									
Presidency College	180	155	219	152	313	114	333	94	345	89	124	...	28	49	124	4	48	56	155	4	38	48	37	6	13
Kumbakonam College	63	148	67	182	94	133	92	105	84	85	57	...	7	24	53	5	20	22	46	1	8	13	73	3	25
Rajahmundry College	27	70	45	97	47	57	38	50	41	46	19	...	2	7	17	1	11	4	14	1	3	7	40	1	11
Aided.																									
Noble College, Masulipatam	...	45	...	58	8	50	23	37	21	40	9	...	3	3	8	...	7	1	4	...	3	...	14	...	10
Madras Christian College	312	363	385	382	483	318	544	312	546	222	244	3	43	125	205	8	95	78	241	13	72	82	205	7	96
Pachaiyappa's College	44	100	67	128	77	83	88	54	82	53	51	...	7	31	35	...	15	16	58	...	9	20	23	4	11
St. Peter's College, Tanjore	26	78	35	88	38	63	41	57	34	53	22	...	2	12	16	1	8	4	19	...	3	12	39	...	13
St. Joseph's College, Trichinopoly	82	225	121	208	131	185	169	159	166	154	72	1	11	17	55	3	26	19	62	2	16	15	96	...	32
S.P.G. College, Trichinopoly	52	141	70	142	92	104	90	80	68	87	60	...	9	31	45	1	24	19	34	2	11	7	56	1	14
Caldwell College, Tuticorin (closed)	14	23	7	25	9	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. Aloysius' College, Mangalore	16	35	17	60	33	31	33	17	28	22	21	...	6	10	19	...	10	8	16	...	6	8	7	...	4
Unaided.																									
His Highness the Maharajah's College, Vizianagram	25	57	30	70	43	53	48	41	61	42	19	...	1	13	18	1	10	7	16	1	8	4	24	1	10
Total	841	1,440	1,067	1,652	1,368	1,203	1,499	1,006	1,476	953	698	4	119	322	593	24	274	234	645	24	174	216	614	23	238
Second-grade Colleges.																									
Government.																									
Calicut College (closed)	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mangalore do.	...	74	...	54	...	47	...	44	...	47	...	...	...	...	...	...	...	...	...	...	...	...	28	1	5
Board.																									
Municipal College, Salem	...	28	...	27	...	18	...	21	...	12	...	...	...	...	...	...	...	...	...	...	...	...	8	...	1
Victoria Jubilee College, Palghat	...	83	...	124	...	96	...	54	...	56	...	...	...	...	...	...	...	...	...	...	...	...	41	2	16
Brennen College, Tellicherry	...	44	...	62	...	52	...	39	...	42	...	...	...	...	...	...	...	...	...	...	...	...	30	1	8

APPENDIX B—*continued.*

Arts Colleges: Strength and Examination Results for 1894–95—continued.

Colleges, General.	Number on the rolls at the end of 1890–91. Reading for Degree.	1890–91. Reading for F.A.	1891–92. Reading for Degree.	1891–92. Reading for F.A.	1892–93. Reading for Degree.	1892–93. Reading for F.A.	1893–94. Reading for Degree.	1893–94. Reading for F.A.	1894–95. Reading for Degree.	1894–95. Reading for F.A.	B.A. Examination, 1894–95. English Language Division. Number examined.	English Language Division. Number passed. First class.	English Language Division. Number passed. Second class.	English Language Division. Number passed. Third class.	Second Language Division. Number examined.	Second Language Division. Number passed. First class.	Second Language Division. Number passed. Second class.	Second Language Division. Number passed. Third class.	Science Division. Number examined.	Science Division. Number passed. First class.	Science Division. Number passed. Second class.	Science Division. Number passed. Third class.	F.A. Examination, 1894–95. Number examined.	F.A. Examination, 1894–95. Number passed. First class.	F.A. Examination, 1894–95. Number passed. Second class.
Second-grade Colleges—*cont.*																									
Aided.																									
Kallikota College, Berhampur	...	12	...	21	...	17	...	18	...	27	...	...	...	...	...	...	...	...	...	...	...	...	9	1	2
Hindu College, Vizagapatam	...	27	...	48	...	37	...	27	...	19	...	...	...	...	...	...	...	...	...	...	...	...	19	1	6
Pithapuram Rajah's College, Cocanada	...	33	...	32	...	31	...	18	...	8	...	...	...	...	...	...	...	...	...	...	...	...	11	...	4
American Lutheran Mission College, Guntur	...	24	...	27	...	26	...	25	...	32	...	...	...	...	...	...	...	...	...	...	...	...	17	...	6
A.B.M. College, Ongole	...	...	...	...	...	...	...	7	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Church of Scotland Mission College, Madras	...	62	...	92	...	104	...	122	...	123	...	...	...	...	...	...	...	...	...	...	...	...	109	3	38
Doveton Protestant College	...	17	...	23	...	20	...	15	...	16	...	...	...	...	...	...	...	...	...	...	...	...	5	2	3
St. Mary's College, Madras	...	23	...	28	...	22	...	9	...	1	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...
Wesleyan Mission College, Rayapet	...	33	...	39	...	35	...	32	...	18	...	...	...	...	...	...	...	...	...	...	...	...	17	2	3
St. Thomé College, Madras	...	...	...	...	...	...	...	5	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wardlaw College, Bellary	...	13	...	34	...	17	...	11	...	9	...	...	...	...	...	...	...	...	...	...	...	...	8	...	...
St. Joseph's College, Cuddalore	...	76	...	77	...	64	...	56	...	57	...	...	...	...	...	...	...	...	...	...	...	...	24	...	9
Town College, Cuddalore	...	16	...	28	...	27	...	26	...	19	...	...	...	...	...	...	...	...	...	...	...	...	19	...	2
Coimbatore College	...	75	...	59	...	55	...	52	...	52	...	...	...	...	...	...	...	...	...	...	...	...	32	...	9
St. Michael's College, Coimbatore	...	...	...	13	...	19	...	23	...	19	...	...	...	...	...	...	...	...	...	...	...	...	7	...	2
Wesleyan Mission College, Negapatam	...	22	...	26	...	28	...	18	...	17	...	...	...	...	...	...	...	...	...	...	...	...	11	...	5
Native College, Madura	...	67	...	75	...	49	...	43	...	36	...	...	...	...	...	...	...	...	...	...	...	...	27	...	6
Pasumalai College	...	29	...	35	...	34	...	17	...	17	...	...	...	...	...	...	...	...	...	...	...	...	7	...	2
C.M.S. College, Tinnevelly	...	50	...	37	...	43	...	42	...	30	...	...	...	...	...	...	...	...	...	...	...	...	29	...	8
Hindu College, do.	...	52	...	83	...	80	...	70	...	50	...	...	...	...	...	...	...	...	...	...	...	...	39	...	15
Unaided.																									
Kerala Vidyasala, Calicut	...	52	...	5	...	45	...	33	...	26	...	...	...	...	...	...	...	...	...	...	...	...	25	...	7
Total	...	924	...	1,099	...	966	...	825	...	756	...	...	...	...	...	...	...	...	...	...	...	...	529	13	157
Grand Total	841	2,364	1,067	2,751	1,368	2,169	1,499	1,831	1,476	1,709	698	4	119	322	593	24	274	234	645	24	174	216	1,143	36	395

APPENDIX C.

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Ganjám.	BOARD.																						
	Chicacolé Municipal High School.	33	17	18	38	...	...	...	27	12	25	27	...	...	...	20	23	8	6	19	16	1	10
	AIDED.																						
	Berhampur Kallikóta High School.	41	23	27	17	20	18	...	43	27	29	31	20	19	...	20	29	6	8	13	12	1	1
	UNAIDED.																						
	Parlákimedi Zamindari High School	29	16	14	16	28	29	127	23	14	10	27	26	51	164	10	15	4	1	12	12	4	5
	Total ...	103	56	59	71	48	47	127	93	53	64	85	46	70	164	50	67	18	15	44	40	6	16
Vizagapatam.	BOARD.																						
	Yellamanchili Board High School.	14	6	9	15	26	23	...	20	9	11	16	17	23	...	11	3	...	1	6	5	1	2
	AIDED.																						
	Vizagapatam Hindu High School.	22	12	25	33	36	41	...	34	22	42	40	37	46	...	11	18	2	6	16	14	2	1
	Do. London Mission High School	37	22	38	58	53	59	...	40	27	42	52	60	56	147	24	24	2	3	23	13	3	3
	UNAIDED.																						
	Vizianagram Maharajah's High School	42	43	65	73	83	76	95	48	45	74	72	92	78	100	16	28	3	11	10	26	5	7
	Bobbili Samasthanam High School	20	10	26	26	35	40	55	23	21	27	38	43	39	58	11	12	1	1	4	4	...	2

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Vizagapatam—*cont.*	UNAIDED—*cont.*																						
	Vizianagram Lord Ripon's High School	58	20	29	25	40	50	...	59	10	20	25	45	35	...	19	23	...	7	22	10	3	...
	Total ...	193	113	192	230	273	289	150	224	134	216	243	294	277	305	92	108	8	29	81	72	14	15
Gódávari.	GOVERNMENT.																						
	Practising School attached to the Training College, Rajahmundry	91	46	42	71	61	76	99	100	45	44	70	63	63	99	...	64	...	17	...	22	...	10
	BOARD.																						
	Amalápuram High School	19	9	20	38	44	41	54	25	17	26	42	49	52	57	12	14	3	5	21	39	12	11
	AIDED.																						
	Cocanada Pithápuram Rajah's High School	43	29	35	50	50	54	...	51	23	37	45	87	58	...	8	33	3	6	19	28	2	14
	Ellore C.M.S. High School ...	27	15	19	30	24	40	...	26	14	19	23	23	34	...	14	22	2	2	17	12	...	6
	Narsapur Taylor High School	21	20	18	31	24	20	...	18	12	9	38	32	35	...	26	16	3	4	19	23	3	3
	Rajahmundry Union High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63	...	7	...	33	...	5	...
	Total ...	201	119	134	220	203	231	153	220	111	135	218	254	242	156	123	149	18	34	109	124	22	44
Kistna.	AIDED.																						
	Masulipatam Noble High School.	35	20	36	50	56	17	...	44	23	40	74	47	17	...	22	22	5	11	14	17	4	6

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	AIDED.																						
Kistna—*cont.*	Masulipatam Hindu High School.	35	33	32	53	57	46	...	49	30	44	49	45	60	...	11	22	4	3	22	23	5	5
	Bezwada C.M.S. High School ...	10	5	12	18	20	27	...	8	9	16	16	36	42	...	15	9	2	1	8	12	2	3
	Guntúr Sanskrit High School ...	18	17	14	26	30	45	...	31	16	25	33	45	65	...	10	12	5	5	5	11	5	5
	Guntúr A.E.L.M. High School ...	22	22	24	...	...	...	...	36	23	31	...	...	...	...	10	12	5	4	...	...	...	...
	Total ...	120	97	118	147	163	135	...	168	101	156	172	173	184	...	68	77	21	24	49	63	16	19
	BOARD.																						
Kurnool.	Kurnool Municipal High School ...	5	9	13	28	26	31	...	10	12	21	27	25	38	...	5	6	3	...	22	24	1	5
	AIDED.																						
	Nandyal S.P.G. Mission High School	12	5	12	23	33	14	26	10	9	17	15	22	26	32	5	8	...	1	13	17	6	5
	Total ...	17	14	25	51	59	45	26	20	21	38	42	47	64	32	10	14	3	1	35	41	7	10
	BOARD.																						
Bellary.	Bellary Municipal High School ...	22	23	17	19	50	55	...	22	22	16	49	56	48	...	28	29	3	6	26	10	3	2
	Harpanahalli Board do. ...	7	10	6	13	12	27	...	6	5	4	14	15	24	...	5	5	...	...	9	11	3	4
	AIDED.																						
	Bellary Wardlaw Institution ...	32	37	30	39	63	39	68	44	25	47	39	46	65	76	23	27	2	4	23	15	1	3
	Total ...	61	70	53	71	125	121	68	72	52	67	102	117	137	76	56	61	5	10	58	36	7	9

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	BOARD.																						
Anantapur.	Anantapur Municipal High School.	9	7	11	12	21	25	...	14	10	10	17	21	28	...	5	...	2	...	10	2	4	...
	Total ...	9	7	11	12	21	25	...	14	10	10	17	21	28	...	5	...	2	..	10	2	4	...
	BOARD.																						
Cuddapah.	Cuddapah Municipal High School.	15	6	14	16	24	30	.	17	9	20	21	24	30	...	9	13	3	2	11	12	1	1
	AIDED.																						
	Madanapalle Hindu High School.	18	10	8	24	13	22	...	16	4	14	19	15	31	...	11	16	...	6	14	12	3	2
	Total ...	33	16	22	40	37	52	...	33	13	34	40	39	61	...	20	29	3	8	25	24	4	3
	AIDED.																						
Nellore.	Nellore Venkatagiri Rajah's High School	30	21	29	34	46	38	19	38	28	29	33	40	22	18	19	18	4	4	...	...	...	...
	Nellore F.C.M. High School ...	45	33	29	35	44	34	57	50	28	33	37	47	45	65	25	31	4	10	11	...	4	...
	Ongole A.B.M. High School ...	40	24	29	48	71	91	...	27	22	35	62	70	92	...	13	20	3	4	4	11	1	1
	Venkatagiri Rajah's High School, Venkatagiri	...	...	...	...	...	...	..	...	...	8	10	17	11	132	...	...	..	...	...	5	...	...
	Total ...	115	78	87	117	161	163	76	115	78	105	142	174	170	215	57	69	11	18	15	16	5	1
	GOVERNMENT.																						
Madras.	Madrasa-i-Azam	6	9	16	37	32	34	63	8	8	17	27	31	38	71	8	5	2	1	18	19	3	3

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Madras—*cont.*	AIDED.																						
	Doveton Protestant High School ...	12	13	17	30	26	31	62	18	13	13	29	29	35	68	12	8	4	4	15	20	1	5
	St. Mary's High School	23	27	30	35	39	40	54	33	19	36	36	37	42	31	23	13	2	3	1	1	...	...
	Bishop Corrie's Grammar School ...	18	22	29	30	29	34	77	20	26	30	35	38	35	77	11	12	6	3	13	8	5	2
	Harris' High School, Rayapet ...	14	12	17	21	16	28	71	9	14	14	16	19	22	92	3	8	1	...	13	13	4	5
	Rayapet Wesleyan Mission High School	42	35	39	58	55	66	148	61	25	39	66	52	64	151	27	34	7	11	14	38	2	8
	Church of Scotland Mission Institution	119	45	80	75	66	57	124	165	88	113	108	92	63	156	50	77	9	25	27	4	...	3
	London Mission Institution ...	10	15	13	10	25	12	56	...	...	...	...	...	...	...	9	...	...	...	...	...	...	...
	Free Church Mission Institution	203	93	105	100	98	132	326	209	89	110	99	96	116	365	116	121	38	36	...	...	...	...
	Vepery S.P.G. High School ...	32	24	29	35	42	52	91	32	17	26	40	48	49	103	...	16	...	2	20	12	2	4
	Pachaiyappa's High School ...	83	87	86	...	...	...	...	112	91	148	...	...	...	...	40	44	19	21	...	...	...	...
	Chengalvaraya Nayakar's Commercial High School	23	17	10	15	...	...	...	...	...	...	...	...	...	...	1	7	...	1	18	2	...	...
	St. Thomé Seminary, Mylapur ...	23	16	23	38	31	34	105	39	16	37	38	32	15	115	10	14	3	3	13	11	4	1
	Triplicane Aryan High School ...	17	13	18	12	8	14	102	13	10	16	12	16	32	...	12	9	1	2	7	...	...	...
	Black Town High School	20	25	9	22	28	34	74	42	25	16	29	35	25	103	16	24	1	...	10	6	1	...
	UNAIDED.																						
	Chintadripet C.M.S. High School.	20	11	31	27	29	31	119	17	12	24	22	32	25	138	5	13	1	2	8	14	1	1
	Hindu Theological High School ...	18	17	25	47	46	59	...	17	24	29	49	39	58	...	10	10	3	1	15	19	4	2
	Triplicane Anglo-Vernacular High School	91	67	58	56	60	88	...	105	55	53	84	81	79	...	77	80	14	29	18	34	2	13
	Hindu Union High School, Purasaippakkam	...	...	...	...	...	...	...	16	12	17	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	774	548	635	648	630	746	1,472	916	544	738	690	677	698	1,470	430	495	111	144	210	201	29	47

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	Fir st Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Chingleput.	GOVERNMENT.																						
	Practising School attached to the Teachers' College, Saidapet ...	21	26	25	37	32	43	140	29	23	26	26	28	64	125	11	12	3	1	26	22	5	2
	AIDED.																						
	Conjeeveram Pachaiyappa's High School	16	14	29	27	35	44	50	21	25	24	32	41	46	63	14	18		4	1	...	...	...
	Conjeeveram F.C.M. High School.	12	21	22	23	24	21	6	19	25	23	20	18	42	14	8	9	2	2	5	1	1	1
	Chingleput do. do.	12	5	10	18	22	28	83	8	7	9	22	20	26	92	13	15	...	4	7	8	3	3
	Tiruvallúr Wesleyan Mission High School	27	9	11	9	16	16	90	20	14	12	13	9	16	90	9	18	3	5	11	5	2	2
	Madurántakam Wesleyan Mission High School	6	2	6	13	3	3	26	...	...	...	...	...	...	...	6	...	1	...	7	...	3	...
	Adyar St. Patrick's Orphanage ...	6	11	6	10	11	50	76	4	3	9	7	7	32	91	1	4	...	...	8	11	3	4
	Madurántakam Hindu High School.	13	16	10	12	17	19	62	18	10	10	8	10	13	56	...	7	...	2	10	2	1	1
	UNAIDED.																						
	Tiruvallúr Native High School ...	...	4	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Chingleput do. do. ...	7	11	15	15	21	17	...	15	12	14	...	...	...	...	11	7	2	...	10	7	...	2
	Total ...	120	119	141	164	181	241	533	134	119	127	128	133	239	531	72	90	18	18	85	56	18	15
North Arcot.	BOARD.																						
	Chittoor Board High School ...	12	18	16	24	31	53	20	21	15	24	23	38	31	...	10	6	2	1	10	10	4	5

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
North Arcot—cont.	AIDED.																						
	Tirupati H.L.G. Mission High School	7	7	8	17	21	29	68	12	7	12	27	21	32	92	6	7	3	1	11	9	7	4
	Vellore Church of Scotland Mission High School	37	21	42	45	71	80	185	51	41	42	74	111	92	182	12	26	5	7	18	20	9	5
	Ranipet American Mission High School	5	10	10	21	17	...	...	...	...	...	...	...	...	...	1	...	...	...	8	11	3	...
	Punganúrn American Mission High School	11	6	6	10	22	15	18	12	4	5	20	16	15	26	5	5	1	2	6	4	1	1
	UNAIDED.																						
	Tirupati Sri Mahant's High School.	10	6	6	13	15	16	38	10	5	11	20	18	27	49	5	7	1	2	8	11	3	9
	Total ...	82	68	88	130	177	193	329	106	72	94	164	204	197	349	39	51	12	13	61	65	27	24
South Arcot.	AIDED.																						
	Cuddalore St. Joseph's High School	83	39	48	48	52	41	108	100	52	58	66	48	57	88	53	54	17	14	27	31	16	12
	Cuddalore Town High School ...	48	25	29	28	15	19	...	50	22	30	29	33	22	...	27	33	6	8	5	4	2	2
	Chidambaram Pachaiyappa's High School	23	25	29	27	24	20	68	32	26	31	31	19	26	85	11	16	4	3	...	5	...	3
	UNAIDED.																						
	Tiruppáppuliyúr St. Joseph's High School	23	19	24	33	19	36	...	31	22	23	31	35	30	..	...	19	...	4	16	21	7	6
	Total ...	177	108	130	136	110	116	176	213	122	142	157	135	135	173	91	122	27	29	48	61	25	23

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Tanjore.	BOARD.																						
	Máyavaram Municipal High School.	34	34	51	56	63	79	...	30	42	61	60	72	96	...	21	22	6	7	...	34	...	13
	Tiruvádur Board High School ..	21	17	20	39	53	71	..	27	15	27	42	77	62	...	14	21	9	6	15	25	7	16
	Pattukóttai Board High School ...	...	...	...	...	...	...	...	...	...	7	22	14	18	...	...	...	...	...	...	11	...	7
	AIDED.																						
	Kumbakónam Town High School.	95	84	101	83	82	71	...	127	89	84	107	80	62	...	61	80	24	19	47	38	12	18
	Negapatam Wesleyan Mission High School	25	24	34	36	49	50	...	27	18	35	48	47	51	..	12	11	...	3	10	1	2	...
	Negapatam St. Antony's High School	17	20	24	24	51	48	10	21	17	32	35	56	60	8	10	8	6	4	1	2	1	...
	Tranquebar Lutheran Mission High School	14	14	19	21	16	30	...	15	16	26	25	23	24	...	3	9	...	4	10	16	5	11
	Kumbakónam Native High School.	60	47	45	57	36	53	...	64	49	49	35	59	40	...	35	45	9	8	19	23	8	13
	Shiyali Pennington High School ...	10	12	9	20	21	27	...	14	10	9	30	34	49	...	5	7	3	2	5	12	2	6
	Tanjore S.P.G. High School ...	73	63	50	...	...	...	...	59	44	45	...	...	...	...	36	53	14	13	...	...	...	...
	Mannárgudi Wesleyan Mission High School	26	23	38	46	41	43	...	46	27	40	36	49	43	...	23	14	9	3	12	8	3	5
	UNAIDED.																						
	Tanjore Kalyanasundaram's High School	48	32	41	...	...	...	...	79	49	50	33	15	24	...	29	38	6	11	...	...	...	...
	Tiravadi S.P.G. High School ..	18	11	17	...	...	...	...	20	15	20	...	...	...	...	10	13	2	2	...	...	...	...
	Tanjore Central High School ..	...	...	...	...	...	...	...	...	12	29	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	441	381	449	382	412	477	10	529	403	514	473	526	524	8	259	321	88	82	119	170	40	89

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.						Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	AIDED.																					
Trichinopoly.	Trichinopoly St. Joseph's High School	188	114	180	152	152	157	216	249	184	201	209	193	173	249	78	146	26	22	...	5	...	2
	Trichinopoly National High School.	64	58	65	43	51	51	...	58	52	49	48	53	61	...	32	42	3	7	13	10	5	6
	UNAIDED.																						
	Trichinopoly S.P.G. High School.	78	90	92	99	97	75	...	96	85	88	107	78	77	...	3	36	5	6	44	35	13	10
	Total ...	330	262	337	294	300	283	216	403	321	338	364	324	311	249	145	224	34	35	57	50	18	18
	BOARD.																						
Madura.	Dindigul Municipal High School...	11	5	11	12	21	24	...	5	7	12	17	18	18	...	10	6	1	2	8	7	6	2
	AIDED.																						
	Madura American Mission High School	36	21	25	29	20	19	70	45	23	30	32	24	26	42	19	26	4	2	4	10	2	2
	Madura Native High School ...	77	36	50	57	70	58	139	77	48	59	66	75	70	136	43	53	15	12	23	36	9	12
	Ramnad S.P.G. do. ...	13	15	9	19	29	24	54	21	12	10	27	25	28	55	7	7	1	...	14	9	5	...
	Madura Setupati do. ...	37	22	29	24	12	...	...	49	17	25	31	47	...	...	7	23	...	8	...	12	...	3
	Pasumalai American Mission High School	...	...	...	...	...	...	...	23	16	19	30	25	54	102	...	13	...	3	...	15	...	2
	Sivaganga Zamindari High School.	...	...	...	...	...	...	...	10	12	21	24	30	22	...	...	7	...	4	...	...	...	...

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March													Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.						Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.										
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
Madura —*cont.*	UNAIDED.																						
	Pasumalai American Mission High School	29	26	25	...	...	...	...	...	...	...	...	...	...	...	22	...	1	...	...	...	...	...
	Sivaganga Zamindari High School.	13	12	14	28	26	27	...	...	...	...	...	...	...	...	12	...	2	...	...	...	...	...
	Total ...	216	137	163	169	178	152	263	230	135	176	227	244	218	335	120	135	24	31	49	89	22	21
	AIDED.																						
Tinnevelly.	Tinnevelly C.M.S. High School ...	75	34	41	47	26	42	87	81	33	62	44	40	37	91	29	37	2	4	16	25	10	9
	Do. Hindu do. ...	121	62	82	48	53	51	35	106	67	83	60	51	47	47	64	64	13	13	22	15	6	4
	Palamcottah C.M.S. do. ...	22	10	14	29	38	24	30	20	16	21	36	32	23	45	8	19	4	10	8	22	8	11
	Do. St. Xavier's do. ...	26	25	30	17	33	32	...	36	23	28	28	40	37	141	13	16	3	2	9	8	1	3
	Tuticorin Caldwell High School ...	30	23	27	...	...	...	...	41	29	24	...	...	...	...	14	16	...	3	...	...	...	...
	Pattamadai High School	...	...	...	...	...	...	...	18	18	13	22	23	23	31	...	15	...	3	...	14	...	...
	Srivilliputtur Hindu High School.	...	...	...	...	...	...	...	18	13	12	17	32	25	...	...	7	...	...	...	...	...	...
	Do. C.M.S. do. ...	...	...	...	...	...	...	...	12	10	5	11	11	15	62	...	10	...	1	...	7	...	2
	UNAIDED.																						
	Tuticorin St. Xavier's High School.	24	21	21	...	...	...	...	33	18	31	...	...	...	...	22	20	4	5	...	...	...	...
	Srivilliputtúr Hindu High School.	14	6	18	...	...	...	...	...	...	...	...	...	...	...	7	...	2	...	...	...	...	...
	Do. C.M.S. do. ...	16	10	11	...	...	...	...	...	...	...	...	...	...	...	10	...	...	...	...	...	...	...
	Pattamadai High School ...	23	18	13	...	...	...	...	...	...	...	...	...	...	...	8	...	1	...	...	...	...	...
	Megnanapuram High School ...	17	9	10	11	18	22	35	17	6	8	12	14	19	41	7	16	1	1	10	10	7	7
	Total ...	368	218	267	152	168	171	187	382	233	287	230	243	226	458	182	213	30	42	65	101	32	36

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APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	BOARD.																						
Coimbatore.	Karúr Municipal High School ...	...	...	7	69	...	...	...	...	...	3	17	18	29	...	...	...	...	...	9	9	1	3
	Udamalpet Board do. ...	19	7	14	21	23	27	...	15	13	17	25	33	27	...	7	13	3	3	15	13	4	5
	Dhárápuram do. do. ...	11	9	10	20	11	27	...	19	7	13	12	22	15	...	9	9	3	2	11	7	2	1
	AIDED.																						
	Coimbatore High School	58	34	27	52	46	53	80	96	41	66	60	59	104	95	30	36	19	18	8	20	6	15
	Coimbatore Roman Catholic High School	51	28	28	62	55	34	184	35	31	33	58	42	55	208	28	27	4	4	19	22	6	6
	UNAIDED.																						
	Coimbatore London Mission High School	39	25	45	38	44	71	...	33	31	34	46	70	55	...	17	17	4	4	18	13	...	2
	Satyamangalam Native High School	...	10	7	15	13	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	178	113	138	277	192	228	264	198	123	166	218	244	285	303	91	102	33	31	80	84	19	32
	BOARD.																						
Salem.	Salem Municipal High School ...	29	18	24	27	48	86	...	25	19	24	46	65	76	...	21	19	7	4	9	7	2	1
	Tiruppattúr Municipal High School	...	10	13	17	29	56	...	...	10	20	24	38	48	...	...	...	...	...	12	14	4	3
	Námakkal Board High School ...	14	17	17	19	24	35	63	18	13	12	30	29	25	...	13	11	1	5	20	13	2	5
	Hosúr Board High School ...	6	3	10	11	13	14	28	...	...	...	...	...	...	...	7	2	...	...	17	4	...	1

APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	Strength on 31st March														Matriculation Examination.				Lower Secondary Examination.			
		1894.							1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.				Upper Secondary.			Lower Secondary.											
		Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.	Primary.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	AIDED.																						
Salem—*cont.*	Salem London Mission High School	26	15	6	24	24	29	...	27	13	16	29	26	33	...	25	17	4	5	19	9	1	5
	Total ...	75	63	70	98	138	220	91	70	55	72	129	158	182	...	66	49	12	14	77	47	9	15
	BOARD.																						
Nilgiris.	Ootacamund Breeks' Memorial High School	1	4	7	13	7	...	29	...	4	3	5	3	...	31	3	1	...	...	7	9	3	3
	AIDED.																						
	Wellington St. Joseph's European Boys' School	7	..	3	13	5	10	24	3	2	7	18	6	16	23	...	...	...	...	...	...	...	...
	Stanes' Day School, Coonoor ...	...	...	...	...	...	...	...	6	...	4	7	5	12	46	...	3	...	...	...	1	...	...
	Total ...	8	4	10	26	12	10	53	9	6	14	30	14	28	100	3	4	...	...	7	10	3	3
	GOVERNMENT.																						
Malabar.	Practising School attached to the Training College, Calicut ...	12	13	15	12	9	14	42	...	...	...	...	...	...	...	10	10	2	2	4	5	...	...
	BOARD.																						
	Tellicherry Brennen High School.	47	29	27	18	19	19	...	44	28	31	35	28	28	...	19	29	5	7	12	16	4	2
	Palghat Victoria Jubilee High School	111	71	73	57	27	42	...	104	48	54	59	32	45	...	61	63	18	18	25	34	8	7
	Cannanore Municipal High School	16	18	21	32	24	24	..	26	21	23	28	33	21	...	10	13	4	4	26	*21	14	9

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APPENDIX C—*continued.*

Upper Secondary or High Schools for Boys, with particulars as to Strength and Examination Results, for 1894–95—continued.

Districts.	Schools.	1894 Upper Secondary Sixth Form.	1894 Upper Secondary Fifth Form.	1894 Upper Secondary Fourth Form.	1894 Lower Secondary Third Form.	1894 Lower Secondary Second Form.	1894 Lower Secondary First Form.	1894 Primary.	1895 Upper Secondary Sixth Form.	1895 Upper Secondary Fifth Form.	1895 Upper Secondary Fourth Form.	1895 Lower Secondary Third Form.	1895 Lower Secondary Second Form.	1895 Lower Secondary First Form.	1895 Primary.	Matriculation Examined 1893-94.	Matriculation Examined 1894-95.	Matriculation Passed 1893-94.	Matriculation Passed 1894-95.	Lower Secondary Examined 1893-94.	Lower Secondary Examined 1894-95.	Lower Secondary Passed 1893-94.	Lower Secondary Passed 1894-95.
Malabar—cont.	AIDED.																						
	Calicut B.G.M. High School ...	26	22	26	30	21	66	...	33	22	29	37	36	56	...	13	22	3	3	17	23	5	5
	Tellicherry B.G.M. do. ...	31	22	21	29	23	24	66	32	17	23	38	20	30	71	18	24	4	6	14	30	2	2
	Cochin Santa Cruz High School ...	17	9	7	18	24	29	130	13	6	9	19	24	24	123	17	5	3	...	11	13	4	7
	Kollangót Rajah's do. ...	15	14	15	12	29	38	...	24	22	14	31	42	38	...	6	12	3	4	13	8	2	2
	Nittur B.G.M. Christian do. ...	9	6	12	15	11	10	75	6	5	10	16	6	17	81	5	4	3	1	16	8	5	3
	UNAIDED.																						
	Calicut Kerala Vidyasala ...	25	22	36	35	32	51	79	39	30	48	35	50	53	30	14	19	5	7	28	24	7	9
	Palghat Native High School ...	29	23	15	19	18	11	23	48	34	32	27	19	27	25	29	22	5	3	21	20	2	1
	Calicut Native do. ...	22	20	24	29	20	25	..	50	23	33	29	22	33	...	16	14	5	2	13	12	1	6
	Total ...	360	259	292	306	260	353	415	419	256	306	354	312	372	390	218	237	60	57	200	214	54	53
South Canara.	GOVERNMENT.																						
	Mangalore High School ...	93	38	16	...	...	...	...	92	23	24	...	...	...	...	43	53	10	6	...	...	...	...
	BOARD.																						
	Coondapoor Board High School ...	14*	22	20	19	28	26	60	18	18	18	23	24	34	41	10	12	4	4	14	23	3	5
	AIDED.																						
	Mangalore St. Aloysius' High School	43	35	55	52	75	70	...	52	50	52	56	94	74	...	22	34	9	9	...	17	...	...
	Do. B.G.M. High School ...	22	30	32	31	33	35	58	37	19	30	32	33	33	54	17	12	6	2	22	16	5	2
	Do. Canara do.	...	...	...	...	...	...	...	52	39	36	51	47	59	102	...	24	...	8	...		...	7
	UNAIDED.																						
	Mangalore Canara High School ...	34	35	49	26	42	42	92	...	...	...	...	...	...	...	24	...	12	...	20	...	10	...
	Total ...	206	160	172	128	178	173	210	251	149	160	162	198	200	197	116	135	41	29	56	56	18	14
	Grand Total ...	4,187	3,020	3,593	3,869	4,026	4,471	4,819	4,819	3,111	3,959	4,387	4,577	4,848	5,511	2,314	2,752	579	664	1,540	1,622	399	507

APPENDIX D.

Public Lower Secondary or Middle Schools for Boys, with particulars as to Strength, for 1894–95.

Districts.		1893-94. Number of schools.	1893-94. Lower Secondary Third Form.	1893-94. Lower Secondary Second Form.	1893-94. Lower Secondary First Form.	1893-94. Strength of Upper Primary department.	1893-94. Strength of Lower Primary department.	1894-95. Number of schools.	1894-95. Lower Secondary Third Form.	1894-95. Lower Secondary Second Form.	1894-95. Lower Secondary First Form.	1894-95. Strength of Upper Primary department.	1894-95. Strength of Lower Primary department.	Number of schools recognized under the Madras Educational Rules.
Ganjám.														
Government ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	24	...	23	77	93	739	7	...	...	31	31	210	...
Board ...	English ...	5	77	113	192	58	25	5	91	155	183	50	16	5
	Vernacular...	...	...	...	...	...	..	2	...	...	18	19	87	..
Aided ...	English ...	2	14	20	30	18	17	2	20	26	41	40	22	2
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	English ...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	English ...	7	91	133	222	76	42	7	111	181	224	90	38	7
	Vernacular...	24	...	23	77	93	739	9	...	...	49	50	297	...
Vizagapatam.														
Government ...	English ...	1	...	5	112	15	37	1	...	5	10	17	35	1
	Vernacular...	3	...	...	21	24	128	2	...	...	19	22	99	1
Board ...	English ...	8	93	115	120	32	16	7	89	98	126	17	17	6
	Vernacular...	6	...	..	49	73	332	11	...	...	99	120	575	5
Aided ...	English ...	1	9	13	14	25	48	1	14	20	20	38	67	1
	Vernacular...	1	...	..	8	8	40	1	...	...	13	10	43	...
Unaided ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	1	...	...	5	12	29	...
Total ...	English ...	10	102	133	146	72	101	9	103	123	156	72	119	8
	Vernacular...	10	...	...	78	105	500	15	...	...	136	164	746	6
Gódávari.														
Government ...	English ...	1	3	6	8	12	45	1	3	9	11	12	37	1
	Vernacular ...	..	...	...	...	...	...	...	...	...	...	...	...	...
Board ...	English ...	10	103	98	148	141	40	12	146	164	198	179	63	10
	Vernacular...	11	...	...	108	161	863	13	...	...	91	226	1,138	5
Aided ...	English ...	1	8	29	36	56	102	4	28	57	59	95	322	3
	Vernacular...	1	...	3	3	18	76	...	...	...	...	...	...	...
Unaided ...	English ...	4	30	45	68	43	79	1	...	18	17	12	25	...
	Vernacular...	1	..	...	5	10	35	...	...	...	...	...	...	...
Total ...	English ...	16	144	178	260	252	266	18	177	248	285	298	447	14
	Vernacular...	13	...	3	116	189	974	13	...	...	91	226	1,138	5
Kistna.														
Government	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ...	English ...	9	84	97	124	84	114	5	66	63	93	117	81	5
	Vernacular ...	8	...	...	50	89	450	13	24	49	77	156	664	5
Aided ...	English ...	3	38	57	64	34	87	2	51	64	92	15	77	2
	Vernacular...	6	3	28	88	52	186	4	..	19	71	66	156	3
Unaided ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	2	..	11	3	20	77	2	...	...	19	6	20	1
Total ...	English ...	12	122	154	188	118	201	7	117	127	185	132	158	7
	Vernacular...	16	3	39	141	161	713	19	24	68	167	228	840	9
Kurnool.														
Government ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board ...	English ...	...	...	...	31	89	440	5	...	12	46	88	478	1
	Vernacular...	5	...	...	...	...	...	...	...	...	..	...	...	...
Aided ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular ...	..	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	English ...	...	...	...	31	89	440	5	...	12	46	88	478	1
	Vernacular...	5	...	...										

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for Boys, with particulars as to Strength, for 1894–95—continued.

Districts.		1893–94.						1894–95.						Number of schools recognized under the Madras Educational Rules.
		Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	
			Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Bellary.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	2
Board	English	2	15	22	31	10	53	2	20	21	22	11	21	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	1
Native States	English	...	...	...	...	...	...	...	...	...	...	...	44	2
Aided	English	3	9	11	13	27	102	1	11	5	6	10	82	1
	Vernacular	1	7	15	11	19	...	2	11	6	16	14	...	...
Unaided	English	3	4	4	23	6	19	1	7	16	13	20	...	1
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	English	8	28	37	67	43	174	1	...	...	12	...	...	5
	Vernacular	1	7	15	11	19	...	5	42	32	44	35	147	2
								2	7	16	25	20	...	
Anantapur.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	3
Board	English	1	9	11	23	23	...	1	8	11	22	18	...	1
	Vernacular	...	...	...	...	...	...	1	...	...	9	13	...	...
Aided	English	1	...	...	3	8	39	2	3	2	8	11	55	5
	Vernacular	5	16	24	61	29	14	6	17	33	63	22	33	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	1
	Vernacular	2	...	...	13	2	7	2	...	4	18	8	9	...
Total	English	2	9	11	26	31	39	3	11	13	30	29	55	5
	Vernacular	7	16	24	74	31	21	9	17	37	90	43	42	7
Cuddapah.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	2
Board	English	2	13	21	30	30	31	2	17	24	17	43	27	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	3
Aided	English	6	22	37	63	106	283	3	20	15	19	42	120	3
	Vernacular	...	...	...	...	...	...	3	...	12	23	46	112	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	1
	Vernacular	...	...	...	...	...	...	2	5	8	8	31	93	...
Total	English	8	35	58	93	136	314	5	37	39	36	85	147	5
	Vernacular	...	...	...	...	...	...	5	5	20	31	77	205	4
Nellore.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	2
Board	English	1	2	7	15	16	41	2	15	22	27	28	71	...
	Vernacular	2	5	9	16	25	65	...	...	...	...	...	...	...
Aided	English	1	6	8	21	14	70	...	...	...	...	...	...	2
	Vernacular	2	...	...	36	20	111	3	...	8	35	82	192	...
Unaided	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	1	6	9	12	...	...	...
Total	English	2	8	15	36	30	111	2	15	22	27	28	71	2
	Vernacular	4	5	9	52	45	176	4	6	17	47	82	192	2
Madras.														
Government	English	1	4	24	27	52	60	2	11	20	37	49	103	2
	Vernacular	1	...	...	15	13	62	...	...	...	...	...	...	...
Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	18
Aided	English	17	339	410	519	537	1,597	20	395	482	587	625	1,928	3
	Vernacular	3	...	7	46	56	426	5	5	15	42	73	498	...
Unaided	English	3	52	60	87	104	263	3	36	77	117	90	350	...
	Vernacular	2	...	40	57	59	256	...	...	...	...	...	...	...
Total	English	21	395	494	683	693	1,920	25	442	579	741	764	2,381	20
	Vernacular	6	...	47	118	128	744	5	5	15	42	73	498	3

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for Boys, with particulars as to Strength, for 1894–95—continued.

Districts.		1893–94.						1894–95.						Number of schools recognized under the Madras Educational Rules.
		Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	
			Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Chingleput.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	7	50	59	71	97	248	6	53	47	63	74	212	5
	Vernacular	11	12	44	99	129	424	9	41	58	90	71	293	6
Unaided	English	1	9	11	15	19	48	2	18	22	27	29	83	...
	Vernacular	...	...	...	...	...	...	1	6	...	12	20	86	...
Total	English	8	59	70	86	116	296	8	71	69	90	103	295	5
	Vernacular	11	12	44	99	129	494	10	47	58	102	91	379	6
North Arcot.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	6	60	73	143	89	122	5	63	92	128	96	109	5
	Vernacular	3	...	15	38	64	69	3	...	21	36	67	69	2
Aided	English	4	43	38	71	81	90	8	35	46	65	92	58	3
	Vernacular	4	...	24	34	63	223	3	16	11	28	34	158	1
Unaided	English	...	...	...	...	...	...	2	9	22	31	1	16	1
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	English	10	103	111	214	170	212	10	107	160	224	189	183	9
	Vernacular	7	...	39	72	127	292	6	16	32	64	101	227	3
South Arcot.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	7	45	70	96	135	64	7	51	88	126	175	77	7
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English	3	46	41	61	83	59	3	44	49	65	100	65	3
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English	3	32	28	67	...	...	2	23	28	39	...	...	2
	Vernacular	...	...	...	...	...	...	1	...	2	20	...	...	...
Total	English	13	123	139	224	218	123	12	118	165	230	275	142	12
	Vernacular	...	...	...	...	...	...	1	...	2	20	...	...	...
Tanjore.														
Government	English	...	...	...	...	...	...	1	25	15	12	12	44	1
	Vernacular	1	31	15	12	16	56	...	...	...	...	...	...	...
Board	English	2	45	41	32	...	...	...	...	...	...	...	...	...
	Vernacular	4	8	20	41	58	209	5	29	66	71	61	239	4
Aided	English	22	359	385	428	123	298	19	311	319	318	101	223	18
	Vernacular	3	13	14	33	15	40	6	104	71	99	46	73	6
Unaided	English	4	85	79	98	...	...	10	96	107	164	...	...	2
	Vernacular	8	12	44	65	...	...	1	5	...	6	...	...	...
Total	English	28	489	505	558	123	298	30	432	441	494	113	267	21
	Vernacular	16	64	93	151	89	365	12	138	137	176	107	312	10
Trichinopoly.														
Government	English	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English	2	31	27	48	...	...	2	27	35	54	...	...	1
	Vernacular	1	16	5	9	15	65	1	15	10	11	21	83	1
Aided	English	6	68	61	67	46	149	5	34	29	27	58	120	5
	Vernacular	1	...	5	6	14	45	1	4	7	7	17	39	1
Unaided	English	4	55	97	81	...	...	5	66	102	129	...	...	3
	Vernacular	2	3	1	22	...	...	4	10	26	45	...	...	...
Total	English	12	154	185	196	46	149	12	127	166	210	38	120	9
	Vernacular	4	19	11	37	29	110	6	29	43	63	38	122	2

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for Boys, with particulars as to Strength, for 1894–95—continued.

Districts.		1893–94.						1894–95.						Number of Schools recognized under the Madras Educational Rules.
		Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	
			Third Form.	Second Form.	First Form.				Third form.	Second form.	First form.			
Madura.														
Government ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English ...	7	118	118	134	76	110	8	86	108	203	71	152	8
	Vernacular...	4	10	19	43	37	76	2	...	...	11	30	34	3
Unaided	English ...	1	8	9	12	...	...	...	...	...	...	...	...	...
	Vernacular...	3	...	15	20	13	59	4	...	23	35	7	65	...
Total ...	English ...	8	126	127	146	76	110	8	86	108	203	71	152	8
	Vernacular...	7	10	34	63	50	135	6	...	23	46	37	99	3
Tinnevelly.														
Government ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	1	...	...	20	...	...	...	...	...	...	...	...	22
Aided	English ...	26	405	388	442	282	366	23	319	304	409	300	203	8
	Vernacular...	10	47	44	103	103	223	11	49	41	139	130	422	...
Unaided	English ...	1	10	7	12	...	...	2	35	36	49	...	...	...
	Vernacular...	5	28	13	54	8	19	2	...	...	15	10	39	...
Total ...	English ...	27	415	395	454	282	366	25	354	340	458	300	203	22
	Vernacular...	16	75	57	177	111	242	13	49	41	154	140	461	8
Coimbatore.														
Government ...	English ...	1	8	7	11	26	117	1	2	5	7	31	109	1
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	1
Board	English ...	3	28	44	44	59	136	2	32	36	56	27	64	1
	Vernacular...	...	...	...	...	...	...	1	...	20	13	24	92	2
Aided	English ...	4	24	37	43	50	152	2	7	22	32	20	62	3
	Vernacular...	...	...	...	...	...	...	3	22	17	23	37	65	1
Unaided	English ...	1	14	29	22	...	...	1	29	29	32	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	5
Total ...	English ...	9	74	117	120	135	405	6	70	92	127	78	235	4
	Vernacular...	...	...	...	...	...	...	4	22	37	36	61	157	
Salem.														
Government ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	7
Board	English ...	7	24	51	86	136	331	8	48	73	113	168	421	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	4
Aided	English ...	4	12	22	32	44	155	4	19	17	45	34	163	...
	Vernacular...	...	...	...	...	...	...	1	3	...	5	3	12	...
Unaided	English ...	2	5	6	16	8	38	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	1	2	4	7	...	...	11
Total ...	English ...	13	41	79	134	188	524	12	67	90	158	202	584	...
	Vernacular...	...	...	...	...	...	...	2	5	4	12	3	12	
Nilgiris.														
Government ...	English ...	1	61	33	60	75	114	1	55	38	65	60	111	1
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English ...	8	27	38	79	102	524	7	31	57	79	101	487	6
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	1	7	6	14	...	...	...
Total ...	English ...	9	78	71	139	177	638	9	93	101	158	161	598	7
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX D—*continued.*

Public Lower Secondary or Middle Schools for Boys, with particulars as to Strength, for 1894–95—continued.

Districts.		1893–94.						1894–95.						Number of Schools recognized under the Madras Educational Rules.
		Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	Number of schools.	Strength of Lower Secondary department.			Strength of Upper Primary department.	Strength of Lower Primary department.	
			Third Form.	Second Form.	First Form.				Third Form.	Second Form.	First Form.			
Malabar.														
Government ...	English ...	...	...	...	...	...	...	1	8	16	15	18	50	1
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English ...	10	135	184	202	207	206	10	161	188	225	249	212	10
	Vernacular...	2	...	...	14	13	110	2	...	...	13	11	81	...
Aided	English ...	15	110	159	250	216	616	14	87	154	218	231	591	12
	Vernacular...	1	...	...	21	12	35	1	...	...	18	12	76	...
Unaided	English ...	1	...	...	6	5	69	3	42	48	78	37	80	2
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	English ...		245	343	458	428	891	28	298	406	536	535	933	25
	Vernacular...	3	...	...	35	25	145	3	...	...	31	23	157	...
South Canara.														
Government ...	English ...	1	...	...	13	16	73	1	...	...	16	17	97	1
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Board	English ...	4	69	62	86	107	100	4	44	60	109	115	137	4
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	English ...	3	47	40	76	77	248	2	42	26	44	45	170	2
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	English ...	2	8	23	37	...	...	3	23	26	38	...	...	1
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	English ...	10	124	125	212	200	421	10	109	112	207	177	404	8
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	English ...	259	2,965	3,480	4,612	3,610	7,601	251	2,987	6,314	4,823	3,775	7,679	213
	Vernacular...	150	211	438	1,332	1,420	6,030	149	370	562	1,428	1,652	6,362	75

APPENDIX E.

Public Primary Schools for Boys managed by Local Boards for 1894–95.

Districts.		1893–94.			1894–95.		
		Schools.	Scholars.		Schools.	Scholars.	
			Upper Primary.	Lower Primary.		Upper Primary.	Lower Primary.
Ganjám	U.P.	69	336	2,112	77	426	2,165
	L.P.	53	...	1,190	43	...	998
Vizagapatam	U.P.	106	649	3,648	100	584	3,363
	L.P.	32	...	818	29	...	695
Gódávari	U.P.	301	1,503	10,121	282	1,478	10,336
	L.P.	121	...	3,406	189	...	4,875
Kistna	U.P.	214	1,185	7,277	208	1,103	7,043
	L.P.	56	...	1,660	48	...	1,279
Kurnool	U.P.	105	426	3,002	105	507	3,315
	L.P.	21	...	430	17	...	462
Bellary	U.P.	31	248	1,577	37	290	1,881
	L.P.	19	...	548	26	...	851
Anantapur	U.P.	47	336	1,702	47	289	1,636
	L.P.	7	...	230	10	...	306
Cuddapah	U.P.	63	361	2,130	82	448	2,693
	L.P.	36	...	993	21	...	565
Nellore	U.P.	85	483	2,796	105	622	3,480
	L.P.	78	...	1,790	76	...	1,727
Chingleput	U.P.	18	129	720	20	126	862
	L.P.	10	...	377	13	...	425
North Arcot	U.P.	113	857	4,918	117	901	5,408
	L.P.	35	...	1,446	42	...	1,440
South Arcot	U.P.	124	877	5,281	128	888	5,430
	L.P.	32	...	1,108	34	...	1,145
Tanjore	U.P.	110	610	4,586	110	665	4,765
	L.P.	20	...	746	27	...	970
Trichinopoly	U.P.	62	347	2,322	59	367	2,265
	L.P.	16	...	563	22	...	739
Madura	U.P.	72	348	2,400	82	399	2,728
	L.P.	66	...	2,022	62	...	1,941
Tinnevelly	U.P.	33	253	1,435	34	286	1,390
	L.P.	28	...	1,051	27	...	990
Coimbatore	U.P.	96	618	3,689	97	678	3,989
	L.P.	11	...	328	15	...	465
Salem	U.P.	83	516	3,760	103	715	4,528
	L.P.	126	...	3,893	111	...	3,351
Nilgiris	U.P.	7	35	278	7	43	246
	L.P.	1	...	43	5	...	169
Malabar	U.P.	135	995	7,038	121	903	5,869
	L.P.	162	...	8,836	182	...	9,658
South Canara	U.P.	91	616	2,540	98	612	2,816
	L.P.	47	...	1,432	43	...	1,474
Total ...	U.P.	1,965	11,728	73,332	2,019	12,330	76,208
	L.P.	977	...	32,910	1,042	...	34,525
Grand Total ...		2,942	11,728	106,242	3,061	12,330	110,733

APPENDIX F.

Public Primary Schools for Boys managed by Municipalities for 1894–95.

Districts.	Municipalities.		1893–94.				1894–95.			
			Number of schools.	Scholars in			Number of schools.	Scholars in		
				Upper Primary department.	Lower Primary department.	Total.		Upper Primary department.	Lower Primary department.	Total.
Ganjám ...	Chicacole ...	U.P.	5	139	106	245	5	126	107	233
		L.P.	2	...	70	70	2	...	85	85
	Parlákimedi ...	U.P.	3	31	216	247	3	27	220	247
		L.P.	1	...	44	44	2	...	62	62
	Berhampur ...	U.P.	4	49	76	125	4	52	146	198
		L.P.	...	...	...	...	2	...	64	64
Vizagapatam	Vizianagram ...	U.P.	2	22	86	108	3	19	104	123
		L.P.	2	...	50	50	...	...	...	...
	Vizagapatam.	U.P.	3	13	170	183	4	17	184	201
		L.P.	1	...	42	42	1	...	40	40
	Bimlipatam ...	U.P.	1	29	77	106	2	24	110	134
		L.P.	3	...	83	83	2	...	54	54
	Anakápalle ...	U.P.	1	33	44	77	1	37	49	86
		L.P.	9	...	239	239	9	...	232	232
Gódávari ...	Cocanada ...	U.P.	7	43	374	417	8	76	442	518
		L.P.	2	...	88	88	2	...	85	85
	Ellore ...	U.P.	1	8	21	29	...	...	...	...
		L.P.	3	...	79	79	4	...	94	94
	Rajahmundry.	U.P.	4	64	189	253	4	43	172	215
		L.P.	1	...	50	50	1	...	71	71
Kistna ...	Masulipatam ...	U.P.	2	15	85	100	5	31	173	204
		L.P.	3	...	83	83	1	...	30	30
	Guntúr ...	U.P.	1	3	39	42	1	5	51	56
		L.P.	3	...	83	83	4	...	101	101
	Bezwada ...	U.P.	4	30	153	183	4	44	160	204
		L.P.	...	...	...	...	1	...	22	22
Kurnool ...	Kurnool ...	U.P.	1	38	77	15	1	28	89	117
		L.P.	...	...	...	...	1	...	44	44
Bellary ...	Bellary ...	U.P.	1	47	129	176	1	66	129	195
		L.P.	6	...	178	178	6	...	187	187
	Ádóni ...	U.P.	3	48	258	306	3	46	231	277
		L.P.	2	...	61	61	2	...	60	60
Anantapur ...	Anantapur ...	U.P.	...	...	...	...	1	12	15	27
		L.P.	1	...	25	25	1	...	36	36
Cuddapah ...	Cuddapah ...	U.P.	2	32	186	218	2	43	186	229
		L.P.	1	...	31	31	2	...	50	50
Nellore ...	Nellore ...	U.P.	1	24	82	106	1	20	92	112
		L.P.	3	...	139	139	3	...	156	156
	Ongole ...	U.P.	...	...	...	...	...	...	...	...
		L.P.	1	...	20	20	1	...	25	25
Chingleput ...	Conjeeveram ...	U.P.	4	30	230	260	4	31	258	289
		L.P.	...	...	...	...	...	...	...	...
North Arcot	Vellore ...	U.P.	7	92	489	581	8	113	506	619
		L.P.	4	...	126	126	3	...	114	114
	Wálajápet ...	U.P.	1	41	62	103	1	44	59	103
		L.P.	4	...	184	184	4	...	216	216
	Gudiyáttam ...	U.P.	1	10	30	40	1	3	40	43
		L.P.	3	...	134	134	2	...	120	120
	Tirupati ...	U.P.	1	14	58	72	2	17	89	106
		L.P.	2	...	62	62	1	...	34	34
South Arcot	Cuddálore ...	U.P.	4	15	116	131	5	20	166	186
		L.P.	1	...	24	24	...	...	...	...
	Chidambaram.	U.P.	...	...	...	...	...	...	...	...
		L.P.	1	...	36	36	1	...	28	28
Tanjore ...	Tanjore ...	U.P.	1	6	54	60	2	11	111	122
		L.P.	1	...	61	61	1	...	30	30
	Negapatam ...	U.P.	1	15	113	128	2	27	176	203
		L.P.	3	...	135	135	2	...	60	60
	Máyavaram ...	U.P.	3	100	331	431	4	125	472	597
		L.P.	...	...	...	...	...	...	...	...
	Kumbakónam.	U.P.	2	28	133	161	2	30	151	181
		L.P.	3	...	124	124	3	...	183	183
	Mannárgudi ...	U.P.	1	5	20	25	1	3	25	28
		L.P.	1	...	29	29	1	...	20	20
Trichinopoly.	Trichinopoly...	U.P.	...	...	...	...	3	16	171	187
		L.P.	3	...	202	202	...	...	...	...
	Srírangam ...	U.P.	3	24	89	113	4	20	127	147
		L.P.	4	...	135	135	3	...	97	97

APPENDIX F—*continued.*

Public Primary Schools for Boys managed by Municipalities for 1894–95—continued.

Districts.	Municipalities.		1893–94. Number of schools.	1893–94. Scholars in Upper Primary department.	1893–94. Scholars in Lower Primary department.	1893–94. Total.	1894–95. Number of schools.	1894–95. Scholars in Upper Primary department.	1894–95. Scholars in Lower Primary department.	1894–95. Total.
Madura ...	Madura ...	U.P.	2	48	180	228	2	53	212	265
		L.P.	1	...	60	60	1	...	77	77
	Palni ...	U.P.	1	20	45	65	1	7	14	21
		L.P.	...	...	...	...	1	...	57	57
	Dindigul ...	U.P.	1	9	91	100	1	9	86	95
		L.P.	1	...	48	48	1	...	72	72
Tinnevelly.	Tuticorin ...	U.P.	...	...	...	...	...	...	...	...
		L.P.	2	...	107	107	2	...	104	104
	Tinnevelly ...	U.P.	...	...	...	...	...	...	...	...
		L.P.	1	...	52	52	1	...	78	78
	Palamcottah ..	U.P.	...	...	...	...	...	...	...	...
		L.P.	1	...	30	30	1	...	43	43
	Srívilliputtúr .	U.P.	...	...	...	...	2	12	112	124
		L.P.	...	...	...	...	...	...	...	...
Coimbatore	Coimbatore ...	U.P.	3	34	209	243	3	42	260	302
		L.P.	4	...	124	124	4	...	141	141
	Erode ...	U.P.	3	65	248	313	3	64	296	360
		L.P.	...	...	...	...	...	...	...	...
	Karúr ...	U.P.	1	58	140	198	1	55	152	207
		L.P.	...	...	...	...	...	...	...	...
Salem ...	Salem ...	U.P.	5	80	471	551	5	100	609	709
		L.P.	10	...	510	510	12	...	578	578
	Vániyambádi...	U.P.	...	...	...	...	1	19	62	81
		L.P.	5	...	242	242	4	...	165	165
	Tiruppattúr ..	U.P.	2	25	150	175	2	46	193	239
		L.P.	1	...	36	36	1	...	42	42
Nilgiris ...	Ootacamund ...	U.P.	1	11	70	81	1	7	46	53
		L.P.	...	...	...	...	2	...	69	69
Malabar ...	Calicut ...	U.P.	6	46	304	350	6	46	278	324
		L.P.	13	...	502	502	12	...	471	471
	Palghat ...	U.P.	3	53	138	191	3	51	133	184
		L.P.	6	...	326	326	6	...	253	253
	Cochin ...	U.P.	1	10	79	89	1	10	90	100
		L.P.	3	...	121	121	3	...	127	127
	Cannanore ...	U.P.	12	102	643	745	12	123	652	775
		L.P.	...	...	...	...	1	...	37	37
	Tellicherry ...	U.P.	18	95	856	951	16	108	810	918
		L.P.	8	...	401	401	10	...	548	548
South Canara.	Mangalore ...	U.P.	7	68	271	339	7	48	283	331
		L.P.	3	...	100	100	1	...	28	28
	Total ...	U.P.	141	1,772	7,988	9,760	159	1,976	9,299	11,275
		L.P.	133	...	5,276	5,276	131	...	5,240	5,240
	Grand Total ...		274	1,772	13,264	15,036	290	1,976	14,539	16,515

APPENDIX G.

Aided and Unaided Primary Schools for Boys for 1894–95.

Districts.		Aided Schools. Schools.	Aided Schools. Scholars. Upper Primary.	Aided Schools. Scholars. Lower Primary.	Unaided Schools. Schools.	Unaided Schools. Scholars. Upper Primary.	Unaided Schools. Scholars. Lower Primary.
Ganjám ...	U.P.	61	468	1,560	6	46	126
	L.P.	586	...	15,979	312	...	8,543
Vizagapatam ...	U.P.	95	822	3,012	23	114	498
	L.P.	366	...	7,866	188	...	3,361
Gódávari ...	U.P.	66	574	1,965	15	214	405
	L.P.	302	...	7,247	251	...	5,109
Kistna ...	U.P.	132	1,175	3,995	32	136	620
	L.P.	588	...	11,837	531	...	9,046
Karnool ...	U.P.	43	279	1,273	9	27	211
	L.P.	200	...	3,743	205	...	3,034
Bellary ...	U.P.	37	239	1,127	3	15	72
	L.P.	392	...	8,870	375	...	5,848
Anantapur ...	U.P.	19	125	491	8	34	125
	L.P.	180	...	3,366	131	...	1,939
Cuddapah ...	U.P.	56	382	1,226	11	60	211
	L.P.	289	...	4,958	331	...	4,791
Nellore ...	U.P.	35	262	1,164	4	32	149
	L.P.	423	...	8,115	233	...	3,920
Madras ...	U.P.	52	638	3,353	6	143	417
	L.P.	145	...	6,146	35	...	1,183
Chingleput ...	U.P.	112	1,013	3,881	10	51	224
	L.P.	377	...	9,313	153	...	3,277
North Arcot ...	U.P.	96	631	2,627	20	77	491
	L.P.	440	...	11,108	427	...	9,293
South Arcot ...	U.P.	80	666	2,488	18	85	461
	L.P.	480	...	10,837	422	...	7,836
Tanjore ...	U.P.	200	2,066	7,170	26	187	704
	L.P.	384	...	10,128	347	...	7,385
Trichinopoly ...	U.P.	74	951	3,301	9	49	217
	L.P.	208	...	5,494	201	...	4,326
Madura ...	U.P.	105	1,039	5,580	11	60	338
	L.P.	461	...	15,561	293	...	7,502
Tinnevelly ...	U.P.	80	861	3,580	9	48	224
	L.P.	714	...	23,680	311	...	7,696
Coimbatore ...	U.P.	95	739	2,933	14	79	330
	L.P.	402	...	9,055	365	...	6,722
Salem ...	U.P.	23	195	834	7	28	174
	L.P.	275	...	6,923	352	...	5,660
Nilgiris ...	U.P.	9	88	436	1	3	36
	L.P.	18	...	423	14	...	422
Malabar ...	U.P.	104	1,061	5,519	18	126	998
	L.P.	351	...	16,773	152	...	6,821
South Canara ...	U.P.	76	735	3,183	14	130	544
	L.P.	85	...	2,595	98	...	2,518
Total ...	U.P.	1,650	15,009	60,698	274	1,744	7,575
	L.P.	7,666	...	199,117	5,737	...	116,232
Grand Total ...		9,316	15,009	259,815	6,011	1,744	123,807

APPENDIX H.

Statement showing the Number of pupils examined for Results Grants under the primary standards during 1894-95.

Districts.	Number of schools that: Presented pupils under one or more standards. Boys.	Girls.	Passed pupils under one or more standards. Boys.	Girls.	Number of pupils passed for standard: Infant. Boys.	Girls.	I. Boys.	Girls.	II. Boys.	Girls.	III. Boys.	Girls.	IV. Boys.	Girls.	Tested by the Grant examination. Boys.	Girls.	Tested by the Primary School examination. Boys.	Girls.
Ganjám ...	631	20	627	19	3,568	406	4,823	361	4,463	253	3,370	153	2,001	59	9	3	511	10
Vizagapatam ...	771	23	788	23	5,659	587	4,625	490	5,448	239	2,903	185	1,767	103	9	2	708	32
Gódávari ...	1,018	39	1,066	58	4,774	1,720	4,584	1,212	4,150	680	3,425	362	1,072	174	...	13	1,072	25
Kistna ...	1,157	64	1,122	64	4,023	1,402	4,709	1,292	4,050	811	3,369	450	899	311	...	17	899	17
Kurnool ...	390	8	390	8	1,837	280	1,350	224	1,401	160	1,135	79	279	50	...	...	279	12
Bellary ...	671	17	621	17	2,666	279	2,807	183	2,489	147	2,000	108	136	80	...	...	136	16
Anantapur ...	290	9	272	9	1,062	264	1,270	141	1,210	87	889	64	212	44	...	...	212	5
Cuddapah ...	449	14	458	13	1,506	232	1,955	223	1,832	68	1,526	58	210	45	7	...	210	10
Nellore ...	601	20	675	19	2,064	673	2,653	691	2,265	352	1,698	261	341	155	...	...	341	42
Madras ...	226	42	225	42	1,886	682	1,700	593	1,555	459	1,406	350	367	268	...	...	367	88
Chingleput ...	669	37	667	36	2,082	601	2,947	472	2,020	387	1,631	230	419	156	6	9	419	40
North Arcot ...	779	38	779	36	3,707	908	4,248	638	3,896	445	3,221	273	546	196	1	8	546	20
South Arcot ...	844	17	840	17	3,538	478	5,054	429	4,277	238	3,102	178	527	125	...	25	527	12
Tanjore ...	810	69	810	67	3,066	915	4,763	842	4,065	601	3,294	384	1,301	264	3	98	1,301	36
Trichinopoly ...	417	45	413	45	1,609	621	2,454	422	2,160	331	1,686	231	510	180	...	67	510	11
Madura ...	783	30	780	30	4,294	496	5,552	395	4,148	272	2,549	94	484	112	3	42	484	17
Tinnevelly ...	1,005	171	1,003	108	4,305	1,293	5,848	1,205	4,702	838	2,702	608	656	400	...	126	656	81
Coimbatore ...	740	32	737	32	2,812	638	3,029	466	3,324	327	2,586	257	462	205	...	37	462	9
Salem ...	588	34	587	34	2,832	651	3,278	503	2,638	388	1,974	212	333	158	6	17	333	16
Nilgiris ...	20	4	20	4	175	65	53	49	79	41	79	33	51	20	...	...	51	8
Malabar ...	901	48	901	48	4,022	2,144	7,737	2,198	5,776	1,511	3,896	821	1,059	606	15	33	1,059	86
South Canara ...	347	5	347	5	912	210	2,053	347	2,024	272	1,635	145	715	121	...	...	715	53
Total ...	14,298	604	14,132	594	93,467	15,376	78,136	13,300	66,651	9,052	50,084	5,437	11,996	3,821	59	531	11,996	619

APPENDIX J.

Training Schools for Masters on the 31st March 1895.

District.	Schools.	Strength: Training section. On the 31st March 1894.	On the 31st March 1895. Upper Secondary.	Lower Secondary.	Primary.	Strength: Practising section. On the 31st March 1894.	On the 31st March 1895.	Number of students who obtained certificates in 1894-95. Upper Secondary.	Lower Secondary.	Primary.	Number of trained students who obtained employment during the year.
	Government.										
Ganjám ...	Chicacole Training school ...	24	...	...	30	54	59	...	...	4	21
	Berhampur do. ...	23	...	...	17	32	36	...	...	...	23
	Russellkonda do. ...	15	...	...	15	31	57	...	...	...	9
	Government.										
Vizagapatam.	Vizagapatam Training school ...	36	...	15	34	30	57	...	5	5	37
	Jeypore do. ...	9	...	...	10	84	...	...	...	...	9
	Gunupur do. ...	...	...	...		...	...	...	...	5	
	Government.										
Gódávari ...	Rajahmundry Training school ...	63	12	13	37	486	484	10	13	10	8
	Government.										
Kistna ...	Masulipatam Training school ...	37	...	11	25	88	100	...	7	13	35
	Aided.										
	Masulipatam C.M.S. Preparandi Institution	12	...	...	14	69	63	...	...	...	11
	Bapatla A.B.M. Training school ...	9	...	...	17	20	48	...	...	...	10
	Government.										
Kurnool ...	Kurnool Training school ...	28	...	2	36	65	69	...	6	6	24
	Government.										
Bellary ...	Bellary Training school ...	40	...	7	33	118	117	...	4	17	25
	Government.										
Anantapur.	Anantapur Training school ...	27	...	4	27	135	140	...	2	10	24
	Government.										
Cuddapah ...	Ráyachóti Training school ...	23	...	5	28	147	180	...	4	24	...
	Government.										
Nellore ...	Nellore Training school	15	...	7	25	42	42	...	1	3	14
	Ongole do.	29	...	...	21	60	54	...	...	...	28
	Government.										
Madras ...	Muhammadan Branch Training school	27	...	...	27	90	90	...	...	10	25
	Government.										
Chingleput.	Saidapet Teachers' College ...	25	19	...	...	324	321	41	...	...	23
	Saidapet Hindu Branch Training school	37	...	11	36	155	144	...	4	10	35
	Government.										
North Arcot.	Chittoor Training school ...	31	...	7	23	103	100	...	2	6	25
	Ránipétt do. ...	41	...	9	26	108	102	...	17	15	24

APPENDIX J—*continued.*

Training Schools for Masters on the 31st March 1895—continued.

District.	Schools.	Strength: Training section. On the 31st March 1894.	Strength: Training section. On the 31st March 1895. Upper Secondary.	Strength: Training section. On the 31st March 1895. Lower Secondary.	Strength: Training section. On the 31st March 1895. Primary.	Strength: Practising section. On the 31st March 1894.	Strength: Practising section. On the 31st March 1895.	Number of students who obtained certificates in 1894–95. Upper Secondary.	Number of students who obtained certificates in 1894–95. Lower Secondary.	Number of students who obtained certificates in 1894–95. Primary.	Number of trained students who obtained employment during the year.
	Government.										
South Arcot.	Cuddalore Training school ...	60	...	3	28	54	60	...	6	14	43
	Villupuram do. ...	35	...	1	26	110	116	...	6	17	14
	Government.										
Tanjore ...	Tanjore Training school ...	48	10	14	23	130	108	5	6	11	43
	Aided.										
	Poraiyar E.L.M. Training school ...	22	...	9	13	...	63	...	1	10	19
	Government.										
Trichinopoly.	Trichinopoly Training school ...	39	...	12	27	84	122	...	...	3	31
	Board.										
Madura ...	Madura Technical Institute ...	48	...	8	37	...	187	...	5	8	47
	Aided.										
	Pasumalai A.M. Training school ..	26	11	11	12	...	211	...	...	...	31
	Board.										
Tinnevelly.	Tinnevelly Board Training school.	41	...	12	31	...	119	...	...	8	31
	Aided.										
	Palamcottah C.M.S. Training school	25	...	23	...	...	111	...	...	...	26
	Tuticorin S.P.G. Training school.	25	5	12	...	91	88	2	...	...	25
	Government.										
Coimbatore.	Coimbatore Training school ...	51	11	10	31	169	154	9	7	21	38
	Government.										
Salem ...	Salem Training school ...	36	...	7	38	123	125	...	8	15	36
	Aided.										
Nilgiris ...	Kaiti B.G.M. Training school ...	7	...	1	6	...	51	...	...	...	...
	Government.										
Malabar.	Calicut Training school ...	46	7	11	18	117	107	3	3	7	2
	Nadaparam do. ...	39	...	...	25	48	39	...	1	17	34
	Calicut Mappillah Training school.	34	...	...	40	35	74	...	...	5	31
	Unaided.										
	Nittur B.G.M. Training school ...	11	2	5	...	...	...	1	1	...	8
	Government.										
South Canara.	Mangalore Training school ...	41	...	4	38	102	130	...	...	...	39
	Unaided.										
	Udipi B.G.M. Training school ...	9	...	...	...	...	...	...	...	...	...
	Total ...	1,194	77	234	874	3,304	4,128	71	109	274	908

APPENDIX K.

Training Schools for Mistresses on the 31st March 1895.

District.	Schools.	Strength: Training section. On the 31st Mar. 1894.	Strength: Training section. On 31st March 1895. Upper Secondary.	Strength: Training section. On 31st March 1895. Lower Secondary.	Strength: Training section. On 31st March 1895. Primary.	Strength: Practising section. On the 31st Mar. 1894.	Strength: Practising section. On the 31st Mar. 1895.	Number of students who obtained certificates in 1894–95. Upper Secondary.	Number of students who obtained certificates in 1894–95. Lower Secondary.	Number of students who obtained certificates in 1894–95. Primary.	Number of trained students who obtained employment during the year.
	Aided.										
Kistna ...	Masulipatam C.M.S. Sharkey Training school	6	...	...	13	...	45	...	...	4	3
	Guntur A.E.L.M. Training school ...	6	...	...	6	...	62	...	...	1	5
	Aided.										
Nellore ...	Ongole A.B.M. Training school ...	14	..	...	21	...	42	...	...	...	14
	Unaided.										
	Nellore A.B.M. Training school ...	...	...	...	9	...	52	...	...	...	...
	Government.										
Madras ...	Presidency Training school for Mistresses	52	22	8	16	187	124	25	16	7	42
	Hobart Training school	15	...	...	14	118	102	...	...	10	10
	Aided.										
	Black Town F.C.M. Christian Female Training school ...	22	8	16	3	...	52	4	3	...	11
	Cassimode F.C.M. Training school.	17	4	6	7	163	136	2	7	4	7
	Aided.										
North Arcot.	Chittoor American Mission Training school	6	...	3	16	...	150	...	1	...	1
	Aided.										
South Arcot.	Cuddalore R.C. Training school ...	14	2	5	5	...	85	2	...	1	8
	Aided.										
Trichinopoly.	Puttúr S.P.G. Female Training school	14	...	9	9	...	26	...	9	9	2
	Unaided.										
	Cantonment R.C. Training school ...	...	...	10	...	...	64	...	5	...	...
	Aided.										
Madura ...	Madura American Mission Training school	16	...	17	5	145	162	2	8	1	17
	Aided.										
Tinnevelly	Palamcottah Sarah Tucker Training school	26	2	15	6	180	233	7	13	2	18
	Nazareth St. John's Female Training school	21	...	4	7	125	157	...	1	5	7
	Government.										
Coimbatore.	Coimbatore Female Training school.	23	...	9	6	...	167	...	7	1	19
	Government.										
Malabar ...	Calicut Moyan Training school ...	15	...	8	3	58	72	...	14	1	11
	Aided.										
South Canara.	Mangalore St. Ann's Training school	15	7	6	...	...	222	2	1	...	5
	Mangalore B.G.M. Training school.	10	...	...	2	...	165	...	...	...	5
	Total ...	292	45	116	148	976	2,118	44	85	46	185

APPENDIX L.

Industrial and Technical Schools and Classes on the 31st March 1895.

Name of Institution.		Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Subjects. Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
																															RS.	RS.	
	TECHNICAL SCHOOLS.																																	
	AIDED.																																	
Vizagapatam.	Vizagapatam London Mission High school.	...	9	9	1	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,708	...	...
	UNAIDED.																																	
Vizagapatam.	Vizagapatam Imperial Arts Institute ...	...	14	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	5	...	...	...	...	2	...	...	...	...	...	2	...	...	...
Vizagapatam.	Vizagapatam Muhammadan Industrial school	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	AIDED.																																	
Bellary.	Bellary Wardlaw College	...	7	...	...	...	...	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	AIDED.																																	
Madras.	Anjumani Mufidi-Ali-Islam	237	169	...	...	...	...	...	...	...	...	...	...	...	...	51	...	...	74	...	8	...	...	19	...	...	...	...	35	...	5,947	6,390	2
Madras.	Madras Industrial school.	38	26	...	...	...	...	...	...	...	...	...	...	...	...	22	...	...	10	...	11	...	5	...	...	...	...	...	...	...	4,551	5,938	...
Madras.	Chengalaraya Nayakar's Commercial High school	...	144	...	11	20	15	...	...	55	52	9	5	66	...	...	...	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras.	Young Men's Christian Association	...	54	...	...	...	...	...	...	16	11	7	...	34	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras.	Madras School of Music.	84	75	...	...	...	...	...	...	...	...	...	...	...	75	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

Name of Institution.		Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Subjects. Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
	TECHNICAL SCHOOLS—cont.																															RS.	RS.	
	AIDED—*cont.*																																	
Madras—*cont.*	Presentation Convent (Black Town) Music class	37	29	...	...	...	...	...	...	...	...	...	...	...	...	29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras—*cont.*	Presentation Convent Singing class ...	102	82	...	...	...	...	...	...	...	...	...	...	...	...	82	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras—*cont.*	Presentation Convent Drawing class ...	...	142	...	...	...	...	...	...	...	...	...	...	...	...	...	142	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras—*cont.*	Government Press Technical school	...	126	...	...	...	...	...	...	...	...	...	...	...	...	...	...	126	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	UNAIDED.																																	
Madras—*cont.*	Presentation Convent (Vepery) Music class.	38	53	...	...	...	...	...	...	...	...	...	...	...	53	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Madras—*cont.*	Presentation Convent (Vepery) Drawing class	...	70	...	...	...	...	...	...	...	...	...	...	...	...	...	70	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chingleput.	St. Patrick's Orphanage, Adyar	83	118	...	...	...	46	...	...	46	...	...	...	...	20	118	...	...	22	...	...	...	...	15	...	...	...	...	15	...	...	720	530	...
	AIDED.																																	
North Arcot.	Arni Industrial school.	97	105	...	...	...	...	...	...	...	...	...	...	...	...	97	10	...	44	...	14	...	...	14	...	...	...	12	...	...	...	...	...	9
North Arcot.	Tirupati H.L.G. Mission High school	...	9	...	...	...	5	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

District	Name of Institution.	Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
																															RS.	RS.	
	TECHNICAL SCHOOLS —cont.																																
	GOVERNMENT.																																
Tanjore ...	Kumbakónam College...	...	90	...	...	...	...	...	...	...	...	...	...	...	...	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	BOARD.																																
Trichinopoly.	Srírangam Drawing class	...	15	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
	AIDED.																																
Trichinopoly.	Puthur S.P.G. Boys' Industrial school ...	24	26	...	...	...	...	...	...	...	...	...	...	...	...	12	...	...	16	...	...	...	...	...	...	...	...	10	...	...	457	2,762	...
Trichinopoly.	Puthur S.P.G. Girls' Industrial school ...	20	23	...	...	...	...	...	...	...	...	...	...	...	...	23	...	...	...	...	...	...	...	...	23	...	...	...	...	...	94	72	...
Trichinopoly.	Trichinopoly Albert Victor Technical Institute	110	162	...	...	...	13	53	...	13	13	13	13	9	5	35	36	...	...	...	...	...	...	...	...	...	...	...	...	...	564	365	68
Trichinopoly.	Trichinopoly St. Joseph's College	...	106	31	...	...	10	17	...	14	9	...	...	14	...	9	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
	BOARD.																																
Madura.	Madura Technical Institute	130	160	...	...	...	50	...	52	...	...	...	...	26	...	129	...	...	37	...	15	15	...	...	...	...	15	...	...	...	2,779	2,016	48
	AIDED.																																
Madura.	Ramnad Industrial school	21	22	...	...	...	...	...	...	...	...	...	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...	...	...	...	1,365	1,309	...

APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

District	Name of Institution.	Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Engineering	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type writing.	Carpentry.	Cabinet making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
																															RS.	RS.	
	TECHNICAL SCHOOLS —cont.																																
	AIDED.																																
Tinnevelly.	Tuticorin S.P.G. Technical class	...	16	...	...	...	...	...	...	...	...	...	...	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tinnevelly.	Nazareth Art Industrial school for Boys ...	142	138	...	...	...	...	...	...	...	...	...	...	31	...	31	...	...	40	40	40	...	...	44	...	...	...	23	23	...	3,076	2,473	7
Tinnevelly.	Nazareth Art Industrial School for Girls ...	37	52	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	...	...	26	...	444	362	3
	AIDED.																																
Coimbatore.	Karur Children's home.	78	54	...	...	...	...	...	...	...	...	...	...	...	...	34	...	...	30	...	30	...	...	14	...	...	40	...	...	...	15,084	14,910	...
	GOVERNMENT.																																
Malabar.	Calicut school of Commerce	...	121	...	...	...	...	...	...	70	74	8	...	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Technical schools.	1,238	2,217	40	12	29	139	70	52	218	159	37	18	251	280	878	201	35	278	40	118	15	20	93	49	...	55	60	84	2	36,759	37,127	140
	INDUSTRIAL SCHOOLS.																																
	UNAIDED.																																
Gódávari.	Tallapudi Industrial school for Women ...		13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	12	...	...	...	...	...	...	...
	BOARD.																																
Kistna.	Masulipatam Industrial school	30	30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	...	...	...	...	...	...	...	80	...	...	...	143	526	...

APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

	Name of Institution.	Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
	INDUSTRIAL SCHOOLS—cont.																														RS.	RS.	
	AIDED.																																
Kistna—*cont.*	Guntúr Industrial school for Muhammadan women	51	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,500	518	...
	UNAIDED.																																
Madras ...	Chengalvaroya Nayakar's Orphanage ...	50	53	...	...	...	...	...	...	...	...	...	...	...	...	22	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total of Industrial Schools.	131	100	...	...	...	...	...	...	...	...	...	...	...	...	22	9	...	30	...	...	...	...	...	6	12	30	...	...	...	2,648	1,044	...
	Total, Technical and Industrial schools ...	1,419	2,317	40	12	29	139	70	52	218	159	37	18	251	280	900	210	35	308	40	118	15	20	93	55	12	85	60	84	2	39,432	38,171	140
	OTHER SCHOOLS TO WHICH TECHNICAL OR INDUSTRIAL CLASSES ARE ATTACHED.																																
	BOARD.																																
Ganjám ...	Chicacole Municipal High school	41	40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	...	...	...	...	...	...	...	...	...	...	...	100	71	...

APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

	Name of Institution.	Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the industrial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
	OTHER SCHOOLS TO WHICH TECHNICAL OR INDUSTRIAL CLASSES ARE ATTACHED—cont.																																
	UNAIDED.																																
Vizagapatam.	Vizagapatam St. Aloysius' school	11	15	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	7	...	8	...	...	...	...	...	...	...	...	...	400	170	...
	GOVERNMENT.																																
Gódávari.	Rajahmundry College ...	56	33	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	...	...	...	...	...	...	...	...	84	84	...
	AIDED.																																
Bellary...	Bellary Protestant Orphanage	56	49	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	2	...	2	...	2	...	...	...	...	...	...	5	...	...	...
	GOVERNMENT.																																
Madras.	Muhammadan Branch Training school ...	27	27	...	...	...	...	...	...	...	...	...	...	...	...	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
	UNAIDED.																																
Madras.	Civil Female Orphan Asylum	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...	7	...	...	...	...
	GOVERNMENT.																																
Chingleput.	Hindu Branch Training school	37	47	...	...	...	...	...	...	...	...	...	...	...	...	47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
Chingleput.	Reformatory school ...	154	145	...	...	...	...	...	...	...	...	...	...	...	...	69	...	...	39	...	23	...	...	33	...	...	...	37	...	...	3,218	2,522	...
Chingleput.	Teachers' College ...	78	70	...	...	...	...	...	32	...	...	...	...	...	...	70	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10

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APPENDIX L—*continued.*

Industrial and Technical Schools and Classes on the 31st March 1895—continued.

Name of Institution.		Number on rolls on the 31st March 1894.	Number on rolls on the 31st March 1895.	Subject. Engineering.	Earth-work and Road-making.	Surveying and Levelling.	Mensuration.	Telegraphy.	Agriculture.	Book-keeping.	Commercial Correspondence.	Banking.	Commercial Geography.	Short-hand.	Music.	Drawing.	Printing.	Type-writing.	Carpentry.	Cabinet-making.	Blacksmiths' work.	Metal work.	Boot and shoe making.	Weaving.	Lace-making.	Hand-knitting.	Rattan-work.	Tailoring.	Embroidery.	Cookery.	Approximate annual value of work turned out in the indus. trial branches.	Amount actually realized during the year from the sale-proceeds of the school manufactures.	Number of trained students who obtained employment during the year.
																															RS.	Rs.	
	OTHER SCHOOLS TO WHICH TECHNICAL OR INDUSTRIAL CLASSES ARE ATTACHED—cont.																																
	GOVERNMENT—*cont.*																																
Chingleput.	Teachers' College Gymnasium	...	11	...	...	...	...	...	...	...	...	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
	BOARD.																																
South Arcot.	Villupuram Board Middle school	27	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	UNAIDED.																																
Tanjore ...	Kumbakónum Chakrapani Sannadhi A. V. Middle school ...	...	150	...	...	...	...	...	...	...	...	...	...	...	...	150	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	AIDED.																																
Tinnevelly.	C.M.S. College, Tinnevelly	...	68	...	...	...	...	...	...	...	...	...	...	...	...	68	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	BOARD.																																
Salem ...	Námakkal Board High school	25	35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35	...	...	...	...	...	...	...	...	...	...	...	34	...	...
	GOVERNMENT.																																
Nilgiris ...	Ootacamund Lawrence Asylum.	...	185	...	...	...	...	15	...	...	...	...	...	...	33	44	...	...	31	...	...	...	43	...	...	...	...	63	...	...	...	...	...
	Total ...	512	907	...	...	...	...	15	32	...	...	...	...	...	33	501	2	...	212	...	33	...	45	33	...	7	...	100	7	5	3,831	2,847	22
	Grand Total ...	1,931	3,224	40	12	29	139	85	84	218	159	37	18	251	313	1,401	212	35	520	40	151	15	65	126	55	19	85	160	91½	7	43,263	41,018	162

APPENDIX M.

Public Upper Secondary or High Schools for Girls for 1894–95.

Districts.	Schools.	Strength on 31st March 1894. Upper Secondary. Sixth Form.	Fifth Form.	Fourth Form.	Lower Secondary.	Primary.	1895. Upper Secondary. Sixth Form.	Fifth Form.	Fourth Form.	Lower Secondary. Third Form.	Second Form.	First Form.	Primary.	Matriculation Examination. Examined. 1893–94.	1894–95.	Passed. 1893–94.	1894–95.	Lower Secondary Examination. Examined. 1893–94.	1894–95.	Passed. 1893–94.	1894–95.
	ENGLISH.																				
	Aided.																				
Gódávari.	Cocanada Timpany Memorial Boarding Girls' School	...	...	3	18	41	...	...	...	...	...	...	...	...	...	...	...	3	...	2	...
	Unaided.																				
	Cocanada Timpany Memorial Boarding Girls' School	...	...	...	...	...	...	...	3	5	10	8	37	...	...	...	...	...	...	...	...
	Total ...	...	...	3	18	41	...	...	3	5	10	8	37	...	...	...	...	3	...	2	...
	Aided.																				
Bellary ...	Bellary St. Philomena's Convent Girls' School	1	2	5	16	56	4	6	3	10	3	3	60	1	1	...	...	5	7	5	2
	Total ...	1	2	5	16	56	4	6	3	10	3	3	60	1	1	...	...	5	7	5	2
	Aided.																				
Nellore ...	Nellore Christ Church Girls' School ...	...	...	...	...	...	...	...	1	3	...	...	19	...	...	...	...	...	1	...	1
	Total ...	...	...	...	...	...	...	...	1	3	...	...	19	...	...	...	...	...	1	...	1
	Government.																				
Madras ...	Practising department attached to the Presidency Training School for Mistresses	5	8	14	24	136	4	9	8	7	3	12	102	...	5	...	...	5	6	3	4

APPENDIX M—*continued.*

Public Upper Secondary or High Schools for Girls for 1894–95—continued.

Districts.	Schools.	Strength on 31st March												Matriculation Examination.				Lower Secondary Examination.			
		1894.					1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.	Primary.	Upper Secondary.			Lower Secondary.			Primary.								
		Sixth Form.	Fifth Form.	Fourth Form.			Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.		1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	ENGLISH—*cont.*																				
	Aided.																				
Madras—*cont.*	Black Town Presentation Convent Pay School	9	11	23	18	21	13	14	11	3	13	12	21	...	4	...	2	11	20	9	13
	Black Town Presentation Convent Orphan School	...	...	...	...	...	17	13	11	14	10	7	7	...	...	...	...	...	...	...	...
	Vepery Presentation Convent Special School	8	9	7	22	47	6	9	4	13	9	6	72	9	6	2	3	14	7	5	3
	Vepery Doveton Girls' School ...	11	14	8	23	57	21	8	4	4	6	11	59	9	5	2	1	8	6	2	1
	Mylapore European Convent Girls' School	1	1	...	10	45	1	...	4	4	4	4	48	4	1	...	...	...	4	...	3
	Practising department of the Madras Christian Female Training School ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	7	1	3
	Madras F.C.M. Girls' Day School ...	...	4	6	53	237	...	...	...	...	...	...	...	...	...	...	...	6	...	1	...
	Royapet Wesleyan Mission Girls' School	4	5	4	29	61	4	3	5	16	8	13	55	...	3	...	...	5	7	...	...
	Practising department of the F.C.M. Boarding Training School, Cassimode.	4	3	4	57	95	6	6	4	20	14	16	86	3	2	...	2	15	15	5	3
	Vepery London Mission Boarding Girls' School	...	5	1	29	76	3	2	2	13	13	18	66	...	...	...	...	7	2	...	1
	Bishop Corrie's Girls' School ...	2	6	10	45	122		7	8	20	11	29	134	...	2	...	...	7	11	3	7
	Home Education classes of the National Indian Association	...	...	...	...	...	...	...	1	...	...	6	23	...	...	...	...	...	...	...	...
	Unaided.																				
	Vepery Collegiate School	2	4	3	33	136	3	6	5	7	22	19	183	1	2	...	2	...	7	...	4
	Total ...	46	70	80	343	1,033	80	77	67	121	113	153	856	26	30	4	10	86	92	29	42

APPENDIX M—*continued.*

Public Upper Secondary or High Schools for Girls for 1894–95—continued.

Districts.	Schools.	Strengh on 31st March												Matriculation Examination.				Lower Secondary Examination.			
		1894.					1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.	Primary.	Upper Secondary.			Lower Secondary.			Primary.								
		Sixth Form.	Fifth Form.	Fourth Form.			Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.		1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	ENGLISH—*cont.*																				
	Aided.																				
Madura ...	Madura American Mission Upper Secondary School	...	3	4	...	...	...	3	7	...	...	...	...	...	...	...	...	9	8	1	6
	Total ...	...	3	4	...	...	...	3	7	...	...	...	...	...	...	...	...	9	8	1	6
	Aided.																				
Tinnevelly.	Palamcottah Sarah Tucker High School	5	6	7	...	...	5	7	12	...	...	...	...	3	5	2	4	...	20	...	12
	Nazareth St. John's High School ...	9	5	3	...	...	9	3	2	...	...	...	...	6	3	1	1	...	6	...	...
	Tuticorin Victoria Eurasian Girls' School	...	...	6	46	38	...	...	...	...	...	...	...	...	...	...	...	9	...	4	...
	Unaided.																				
	Tuticorin Victoria Eurasian Girls' School	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	5	...	1
	Total ...	14	11	16	46	38	14	10	18	...	...	...	...	9	8	3	5	9	31	4	13
	Aided.																				
Coimbatore.	Coimbatore European Convent Girls' School	...	...	2	8	63	...	...	5	...	3	4	53	...	...	...	...	4	3	...	2
	Coimbatore Stanes' Day Girls' School.	2	2	4	20	49	4	2	4	8	3	10	47	...	...	...	...	...	5	...	3
	Total ...	2	2	6	28	112	4	2	9	8	6	14	100	...	...	...	...	4	8	...	5

APPENDIX M—*continued.*

Public Upper Secondary or High Schools for Girls for 1894–95—continued.

Districts.	Schools.	Strength on 31st March												Matriculation Examination.				Lower Secondary Examination.			
		1894.					1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.	Primary.	Upper Secondary.			Lower Secondary.			Primary.								
		Sixth Form.	Fifth Form.	Fourth Form.			Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.		1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	ENGLISH—*cont.*																				
	Government.																				
Nilgiris.	Ootacamund Lawrence Asylum (Female Branch)	...	...	13	21	36	...	...	6	6	7	10	41	...	...	...	...	19	7	4	3
	Aided.																				
	Ootacamund Nazareth Convent Girls' School	...	...	2	17	25	...	2	4	2	4	6	26	...	...	...	...	8	3	2	2
	Coonoor Stanes' Day Poor European School	2	6	...	17	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	2	6	15	55	116	...	2	10	8	11	16	67	...	...	...	...	27	10	6	5
	Aided.																				
Malabar ..	Calicut St. Joseph's European Convent Girls' School	3	4	5	25	91	5	4	4	5	12	15	91	...	2	...	1	...	3	...	3
	Total ...	3	4	5	25	91	5	4	4	5	12	15	91	...	2	...	1	...	3	...	3
	Aided.																				
South Canara.	Mangalore St. Ann's Convent Girls' School	3	5	6	62	157	5	4	5	18	19	29	142	...	...	...	...	...	13	...	9
	Total ...	3	5	6	62	157	5	4	5	18	19	29	142	...	...	...	...	...	13	...	9
	Grand Total of English Girls' Schools.	71	103	140	593	1,644	112	108	127	178	174	238	1,372	36	41	7	16	143	173	47	86

APPENDIX M—*continued.*

Public Upper Secondary or High Schools for Girls for 1894–95—continued.

Districts.	Schools.	Strength on 31st March												Matriculation Examination.				Lower Secondary Examination.			
		1894.					1895.							Examined.		Passed.		Examined.		Passed.	
		Upper Secondary.			Lower Secondary.	Primary.	Upper Secondary.			Lower Secondary.			Primary.								
		Sixth Form.	Fifth Form.	Fourth Form.			Sixth Form.	Fifth Form.	Fourth Form.	Third Form.	Second Form.	First Form.		1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.	1893–94.	1894–95.
	VERNACULAR.																				
	Aided.																				
Trichinopoly.	R. C. Cantonment Girls' School ...	...	...	6	28	96	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...
	Total ...	...	...	6	28	96	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...
	Aided.																				
Madras.	Black Town F.C.M. Girls' Day School.	...	...	...	...	...	...	5	4	18	15	16	242	...	...	...	...	...	6	...	...
	F.C.M. Home Education Classes ...	...	...	...	...		1	...	...	7	2	5	18	...	...	...	...	...	1	...	...
	Total ...	...	...	...	...	...	1	5	4	25	17	21	260	...	...	...	...	...	7	...	...
	Total of Vernacular Girls' Schools ...	...	...	6	28	96	1	5	4	25	17	21	260	...	...	...	...	8	7	...	...
	Grand Total ...	71	103	146	621	1,740	113	113	131	203	191	259	1,632	36	41	7	16	151	180	47	86
		2,681					2,642														

APPENDIX N.

Statement showing the Number and Strength of Schools wholly or chiefly intended for Europeans for 1894–95.

Classes of institutions.		Number of schools on the 31st March		Strength on the 31st March 1894.			Strength on the 31st March 1895.		
		1894.	1895.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Arts Colleges ...	Aided ...	3	3	29	...	29	25	1	26
Secondary Schools for Boys—									
Upper Secondary.	Board ...	1	1	61		61	46	...	46
	Aided ...	7	7	1,413	1	1,414	1,330	35	1,365
	Total ...	8	8	1,474	1	1,475	1,376	35	1,411
Lower Secondary.	Government.	1	1	333	...	333	329	...	329
	Aided ...	21	21	1,256	416	1,672	1,311	466	1,777
	Unaided ...	...	1		...		9	11	20
	Total ...	22	23	1,589	416	2,005	1,649	477	2,126
Secondary Schools for Girls—									
Upper Secondary.	Government.	1	1	...	70	70	...	70	70
	Aided ...	13	13	204	1,103	1,307	157	1,174	1,331
	Unaided ...	1	2	43	135	178	82	226	308
	Total ...	15	16	247	1,308	1,555	239	1,470	1,709
Lower Secondary.	Aided ...	22	21	321	1,165	1,486	335	1,119	1,454
	Unaided ...	1	1	7	36	43	11	20	31
	Total ...	23	22	328	1,201	1,529	346	1,139	1,485
Total of Secondary Schools ..		68	69	3,638	2,926	6,564	3,610	3,121	6,731
Primary Schools for Boys.	Aided ...	5	4	237	159	396	161	101	262
Primary Schools for Girls.	Aided ...	4	3	49	150	199	63	113	176
	Unaided ...	...	1	...	...	...	22	24	46
	Total ...	4	4	49	150	199	85	137	222
Total of Primary Schools ..		9	8	286	309	595	246	238	484
Schools for special instruction.	Aided ...	5	6	127	217	344	149	323	472
	Unaided ...	1	2		38	38	...	123	123
	Total ...	6	8	127	255	382	149	446	595
Total of ...	Government.	2	2	333	70	403	329	70	399
	Board ...	1	1	61	...	61	46	...	46
	Aided ...	80	78	3,636	3,211	6,847	3,531	3,332	6,863
	Unaided ...	3	7	50	209	259	124	404	528
Grand Total ...		86	88	4,080	3,490	7,570	4,030	3,806	7,836

APPENDIX O.

Statement showing the Number and Strength of Schools wholly or chiefly intended for Muhammadans for 1894–95.

Classes of institutions.		Number of schools on the 31st March		Strength on the 31st March					
				1894.			1895.		
		1894.	1895.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PUBLIC INSTITUTIONS. *Secondary schools.*									
For Boys— High schools, English.	Government ...	1	1	197	...	197	200	...	200
	Aided ...	1	1	179	...	179	186	...	186
		2	2	376	...	376	386	...	386
Middle schools, English.	Government ...	...	1	...	...	...	90	...	90
Middle schools, Vernacular.	Government ...	1	...	90	...	90	...	...	...
	Board ...	1	1	110	...	110	140	...	140
	Aided ...	1	2	212	...	212	272	...	272
	Unaided ...	...	1	...	...	...	34	...	34
		3	4	412	...	412	446	...	446
	Total ...	5	7	788	...	788	922	...	922
For Girls— Middle schools, Vernacular.	Government ...	2	1	...	163	163	...	116	116
	Aided ...	5	6	...	330	330	...	291	291
	Total ...	7	7	...	493	493	...	407	407
Total of Secondary schools ...		12	14	788	493	1,281	922	407	1,329
Primary schools.									
For Boys— Government ...		16	16	693	...	693	600	...	600
Board ...		447	481	17,863	3,360	21,223	19,085	3,503	22,588
Aided ...		283	289	10,349	1,581	11,930	10,742	1,971	12,713
Unaided ...		207	205	5,496	1,280	6,776	4,376	1,077	5,453
	Total ...	953	991	34,401	6,221	40,622	34,803	6,551	41,354
For Girls— Government ...		26	30	64	1,156	1,220	62	1,258	1,320
Board ...		6	5	19	196	215	15	148	163
Aided ...		74	72	44	2,154	2,198	79	2,233	2,312
Unaided ...		35	33	97	907	1,004	123	780	903
	Total ...	141	140	224	4,413	4,637	279	4,419	4,698
Total of Primary schools ...		1,094	1,131	34,625	10,634	45,259	35,082	10,970	46,052
Schools for Special Instruction.									
Training schools for Masters.	Government ...	2	2	61	...	61	67	...	67
	Board ...	3	3	35	...	35	34	...	34
Training schools for Mistresses.	Government ...	1	1	...	15	15	...	14	14
Industrial and Technical schools.	Aided ...	2	2	237	51	288	169	4	173
	Unaided ...	1	...	10	...	10	...	...	...
Total of Special schools ...		9	8	343	66	409	270	18	288
Total of Public schools.	Government ...	49	52	1,105	1,334	2,439	1,019	1,388	2,407
	Board ...	457	490	18,027	3,556	21,583	19,274	3,651	22,925
	Aided ...	366	372	11,021	4,116	15,137	11,448	4,499	15,947
	Unaided ...	243	239	5,603	2,187	7,790	4,533	1,857	6,390
	Total ...	1,115	1,153	35,756	11,193	46,949	36,274	11,395	47,669
Private Institutions.									
Advanced schools for Boys ...		33	40	1,592	48	1,640	1,809	90	1,899
Elementary schools for	Boys ...	630	729	13,469	3,013	16,482	16,524	4,004	20,528
	Girls ...	24	27	48	412	460	30	594	624
	Total ...	687	796	15,109	3,473	18,582	18,363	4,688	23,051
Grand Total ...		1,802	1,949	50,865	14,666	65,531	54,637	16,083	70,720

APPENDIX P.

Statement showing the Number and Strength of schools wholly or chiefly intended for Paraiyas and Kindred Classes for 1894–95.

Classes of institutions.	Number of schools.		Strength on the 31st March					
			1894.			1895.		
	1894.	1895.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
PUBLIC INSTITUTIONS.								
Secondary schools.								
For Boys—								
Middle schools, English. Aided ...	1	1	225	...	225	232	...	232
Middle schools, Vernacular { Aided ...	4	3	303	66	369	218	44	262
Middle schools, Vernacular { Unaided.	...	1	...	...	...	11	...	11
Total ...	5	5	528	66	594	461	44	505
For Girls—								
Middle schools, Vernacular. Aided ...	8	8	50	874	924	38	752	790
Total of Secondary schools ...	13	13	578	940	1,518	499	796	1,295
Primary schools.								
For Boys—								
Government ...	1	1	25	...	25	29	...	29
Board ...	149	273	4,160	458	4,618	7,171	723	7,894
Aided ...	895	1,021	17,136	4,573	21,709	18,812	5,373	24,185
Unaided ...	708	618	10,476	2,702	13,178	9,424	2,163	11,587
Total ...	1,753	1,913	31,797	7,733	39,530	35,436	8,259	43,695
For Girls—								
Aided ...	16	16	10	439	449	102	462	564
Unaided ...	8	4	60	142	202	...	97	97
Total ...	24	20	70	581	651	102	559	661
Total of Primary schools ...	1,777	1,933	31,867	8,314	40,181	35,538	8,818	44,356
Total of Public schools—								
Government ...	1	1	25	...	25	29	...	29
Board ...	149	273	4,160	458	4,618	7,171	723	7,894
Aided ...	924	1,049	17,724	5,952	23,676	19,402	6,631	26,033
Unaided ...	716	623	10,536	2,844	13,380	9,435	2,260	11,695
Total of Public Institutions ...	1,790	1,946	32,445	9,254	41,699	36,037	9,614	45,651
PRIVATE INSTITUTIONS.								
Elementary schools for Boys ...	15	22	211	10	221	269	45	314
Total of Private Institutions ...	15	22	211	10	221	269	45	314
Grand Total ...	1,805	1,968	32,656	9,264	41,920	36,306	9,659	45,965

APPENDIX Q.

Return of Expenditure on Scholarships in other than Training institutions during 1894–95.

Institutions.	From Provincial funds.	From Local funds.	From Municipal funds.	From Subscriptions.	From Endowments and other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
ARTS COLLEGES.						
Government.						
Presidency College ...	2,817	...	...	...	996	3,813
Kumbakónam do. ...	312	...	...	624	365	1,301
Rajahmundry do. ...	390	...	...	...	673	1,063
Mangalore do. ...	100	...	...	...	70	170
Total ...	3,619	...	...	624	2,104	6,347
Board.						
Salem College ...	320	...	...	...	...	320
Tellicherry Brennen College ...	...	...	...	...	201	201
Palghat Victoria College ...	220	...	...	...	...	220
Total ...	540	...	...	...	201	741
Aided.						
Berhampore Kallikot College ...	60	...	...	...	133	192
Vizagapatam Hindu College ...	...	...	...	...	252	252
Cocanada Pithapuram Rajah's College ...	...	...	...	...	156	156
Masulipatam Noble College ...	420	...	...	...	...	420
Madras Christian College ...	{ 2,549 { 2,107 *	...	...	860	3,427	8,943
Rayapet Wesleyan Mission College ...	{ 140 { 30 *	...	...	...	517	687
Church of Scotland Mission College ...	248 *	...	...	...	496	744
Cuddalore St. Joseph's College ...	30 *	...	...	...	150	180
Cuddalore Town College ...	...	...	...	...	168	168
Negapatam Wesleyan Mission College ...	48	...	...	...	198	246
Tanjore St. Peter's College ...	280	...	...	...	...	280
Trichinopoly St. Joseph's College ...	537 *	...	...	...	1,075	1,612
Trichinopoly S.P.G. College ...	219 *	...	...	...	437	656
Coimbatore College ...	58 *	...	...	...	116	174
Coimbatore St. Michael's College ...	100	...	...	...	...	100
Mangalore St. Aloysius' College ...	...	...	...	...	89	89
Total ...	6,826	...	...	860	7,213	14,899
Unaided.						
Vizianagram Maharajah's College ...	200	...	...	...	1,300	1,500
Total, Arts Colleges ...	11,185	...	...	1,484	10,818	23,487
PROFESSIONAL COLLEGES.						
Government.						
Law College ...	...	...	...	...	240	240
College of Engineering ...	1,019	...	...	...	...	1,019
College of Agriculture ...	3,408	...	...	...	...	3,408
Total, Professional Colleges ...	4,427	...	...	...	240	4,667
SCHOOLS, GENERAL.						
Government.						
Jalattur Government Salary-result School ...	44	...	...	...	...	44
Regada Government Salary-result School ...	37	...	...	...	...	57
Samarlakota Government Hindu Girls' School ...	36	...	...	...	...	36
Innespeta Government Girls' School ...	60	...	...	...	...	60
Madrasa-i-azam ...	...	...	...	...	98	98
Government Hobart School ...	70	...	...	...	24	94
Kumbakónam Government Girls' School ...	126	...	...	...	...	126
Calicut Moyan Training School ...	752	...	...	...	...	752
Tiruvangod Government Girls' School ...	84	...	...	...	...	84
Tellicherry Government Girls' School ...	96	...	...	...	...	96
Total ...	1,305	...	...	...	122	1,427
Board.						
Chicacole Municipal High School ...	56	...	...	...	49	105
Bhuvanagiri Salary-result School ...	...	10	...	...	...	10
Total ...	56	10	...	...	49	115
Aided.						
Berhampur-Kallikot College ...	261	...	...	...	132	393
Chatrapur Onslow Institution ...	...	...	...	...	62	62
Parlákamedi Zamindari High School ...	338	...	...	...	...	338
Vizagapatam London Mission High School ...	84	...	...	87	90	261
Bobbili Samastanam High School ...	88	...	...	...	...	88
Bobbili Canadian Mission Girls' School ...	44	...	...	...	...	44
Cocanada Pithapuram Rajah's College ...	...	...	...	...	444	444
Masulipatam Hindu High School ...	...	...	...	...	258	258
Madanapalli American Mission Girls' Boarding School ...	36 *	...	...	...	...	36
Ongole American Baptist Mission College ...	...	...	...	...	130	130
Ongole American Baptist Mission Boarding Girls' School ...	11 *	...	...	...	10	21
The Anjumani-Mufeedi-Ali-Islam ...	...	...	...	...	39	39
Royapet Harris' High School ...	...	...	...	...	351	351
Bishop Corrie's Grammar School ...	...	...	...	...	684	684
Royapet Wesleyan Mission Girls' Boarding School ...	{ 216 { 48 *	...	...	...	...	264

* Scholarship grants.

APPENDIX Q—*continued.*

Return of Expenditure on Scholarships in other than Training institutions during 1894–95—continued.

Institutions.	From Provincial funds.	From Local funds.	From Municipal funds.	From Subscriptions.	From Endowments and other sources.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
Schools, General—*cont.*						
Aided—cont.						
Vellore L.M. Girls' Boarding School	132 *	...	...	...	66	198
Black Town Tamil Mission Girls' School	48 *	...	...	...	...	48
Sripurumbudur Sanskrit High School	...	...	...	315	...	315
Vellore Church of Scotland Mission High School	64 *	...	...	...	128	192
Punganur American Mission Girls' School	22 *	...	...	...	...	22
Cuddalore Town College	...	...	...	...	180	180
Puttur S.P.G. Boarding Girls' School	21	...	...	...	...	21
Madura American Mission Central Girls' School	127	...	...	...	...	127
Madura American Mission Practising School	10 *	...	...	...	11	21
Madura American Mission Hindu Girls' School	8 *	...	...	...	...	8
Palamcottah Sarah Tucker High School	128 *	...	...	...	112	240
Palamcottah Sarah Tucker Practising School	267 *	...	...	...	267	534
Nazareth St. John's High School	438	...	...	...	...	438
Nazareth St. John's Practising School	120	...	...	...	...	120
Meenanapuram Elliot Toxford Boarding School	24 *	...	...	...	...	24
Ootacamund Hobart Girls' School	22 *	...	...	...	...	22
Calicut St. Joseph's European Convent Girls' School	86	...	...	...	...	86
Calicut St. Joseph's Native Convent Girls' School	324	...	...	...	...	324
Calicut Basel German Mission Girls' School	...	...	...	...	54	54
Mangalore St. Aloysius' College	...	...	...	...	19	19
Mangalore St. Ann's Girls' School	432	...	...	...	...	432
Balmatta Basel German Mission Girls' School	165 126 *	...	...	...	209	494
Total	3,684	...	...	402	3,246	7,332
Total, Schools, General	5,045	10	...	402	3,417	8,874
Schools, Special.						
Government.						
Madras Medical School	6,645	...	...	...	...	6,645
School of Engineering	1,693	...	...	...	180	1,873
School of Arts, &c.	1,087 82 *	191	60	...	373 †	1,793
Total	9,507	191	60	...	553	10,311
Board.						
Masulipatam Board Industrial School	...	1,331	...	...	...	1,331
Tanjore Prince of Wales' Medical School	...	...	...	...	1,372	1,372
Madura Technical Institute	96 *	2,241	...	...	...	2,337
Total	96	3,572	...	...	1,372	5,040
Aided.						
The Anjumani-Muffidi-Ali-Islam	37 *	...	...	45	1,377	1,459
Chengalvaraya Nayakar's Commercial High School	488	...	...	...	...	488
Victoria Technical Institute	12 *	...	...	...	...	12
The Madras School of Music	780 *	...	...	143	...	923
Trichinopoly St. Joseph's College	88 *	...	...	...	...	88
Trichinopoly S.P.G. Boys' Industrial School	143	33	...	...	...	176
Albert Victor Technical Institute	96	...	...	...	...	96
Trichinopoly S.P.G. Girls' Industrial School	288 *	...	...	...	...	288
Ramnad S.P.G. Industrial School	2,894 *	...	...	...	809	3,894
Nazareth Art Industrial School	2,894 *	...	...	...	...	2,894
Total	4,826	33	...	188	2,186	7,233
Total, Schools, Special	14,429	3,796	60	188	4,111	22,584
Grand Total	35,086	3,806	60	2,074	18,586	59,612

* Scholarship grants.

† Victoria Technical Institute stipends ... RS. 37
Pudukkottai State funds ... 336

APPENDIX R.

Return of Scientific and Literary Societies for the year 1894–95.

Name.	Object.	Income: From government.	Income: From endowments.	Income: From subscriptions.	Income: Total.	Members or visitors: Male.	Members or visitors: Female.	Members or visitors: Juvenile.	Members or visitors: Total.	Registered or not.	When established.
		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Berhampur Association	Discussing political questions.	...	...	127 10 0	127 10 0	33	...	...	33	Not registered.	1875.
Reading Room, Chatrapur	Self-improvement	...	...	78 0 0	78 0 0	13	...	...	13	Do.	1861.
Sri Vaishnava Self-improving Society, Berhampur.	To provide for the social, moral, religious and physical advancement.	...	...	154 8 0	154 8 0	43	...	...	43	Do.	1894.
Khallikota Raja's Club, Berhampur.	Social intercourse and improvement.	...	885 0 0	486 0 0	1,371 0 0	55	...	...	55	Do.	6th Sept. 1894.
Town Hall Committee, Chicacole.	To improve literary and scientific faculties.	...	...	663 8 0	663 8 0	30	...	...	30	Do.	25th Feb. 1894.
Reading Room, Parlákimedi.	Social and political improvement of public by means of periodical essays and debates.	...	60 0 0	114 8 0	174 8 0	33	...	...	33	Do.	1882.
Utkal Hiteshini Samáj, Parlákimedi.	Improvement of social and political condition of Uriyas.	...	...	180 0 0	180 0 0	18	...	...	18	Do.	1884.
Madras Uriya Educational Committee, Parlákimedi.	Furtherance of education among Uriyas.	...	...	20 0 0	20 0 0	10	...	...	10	Do.	1891.
Zamindári High School Boys' Library, Parlákimedi.	Improvement of education of the pupils of the school.	...	...	150 10 0	150 10 0	...	..	315	315	Do.	20th July 1886.
Zamindári High School Students' Society, Parlákimedi.	Intellectual and moral improvement of the members by means of essays, debates and periodicals.	...	17 8 0	17 11 0	35 3 0	3	..	21	24	Do.	8th Mar. 1890.
Utkal Vidhyá Vardhany Samáj, Parlákimedi.	Improvement of education of Uriya students.	...	11 0 0	26 1 0	37 1 0	...	...	18	18	Do.	5th June 1893.
Hindu Reading Room, Vizagapatam.	To improve intellectual and physical education.	...	...	390 0 0	390 0 0	40	..	...	40	Do.	360.
Yellamanchili	Mutual improvement	...	...	66 0 0	66 0 0	12	...	..	12	Do.	Feb. 1893.
Narasapatam	Do.	...	...	39 0 0	39 0 0	9	..	...	9	Do.	Nov. 1893.
Hindu Reading Club, Anakápalle.	.....	..	...	89 12 0	89 12 0	12	...	...	12	Do.	885.
Sarasvati Samáj, Bimlipatam.	Literary improvement	...	...	383 7 6	383 7 6	30	...	...	30	Do.	1890.
Anglo-Hindu Reading Room, Palkonda.	For instruction, amusement, recreation.	...	...	127 8 0	127 8 0	15	...	...	15	Do.	1882.
Raja Gopal Association, Bimlipatam.	Religious, literary and social instruction.	...	47 0 0	45 4 0	92 4 0	28	...	...	28	Do.	11th Nov. 1894.
Reading Room attached to the Tax-payers' Association, Guntur.	Newspaper reading, study of important works, debates on important literary and social questions.	...	...	40 8 0	40 8 0	20	...	...	20	Do.	28th June 1891.
Reading Room, attached to the People's Association, Guntur.	Do. do.	...	...	8 0 0	8 0 0	14	...	...	14	Do.	1st Feb. 1891.
D.P.W. Library, Bezwada	Reading newspapers	...	...	436 0 0	436 0 0	38	9	...	47	Registered.	1857.
Buckinghampeta Reading Room.	Do.	...	...	240 0 0	240 0 0	27	...	...	27	Not registered.	Oct. 1894.
Social Club, Bezwada	Do.	...	...	96 0 0	96 0 0	10	...	...	10	Do.	1891.
Students' Literary Society	For self-improvement	...	...	...	...	50	...	500	550	Do.	1887.
S. and M. Sabha, Kollur	Promotion of the religious, social and political condition of the people.	...	...	30 4 0	30 4 0	25	...	...	25	Do.	12 Jan. 1886.
Boys' Association, Kollur	Self-improvement	...	...	6 0 0	6 0 0	15	...	...	15	Do.	22nd Dec. 1894.
Students' Reading Room, Bellary.	To improve the literary, moral and social condition of the people.	...	...	36 0 0	36 0 0	...	...	50	50	Do.	Mar. 1886.
Sarasavinódhini Sabha, Bellary.	Do.	...	...	96 0 0	96 0 0	50	...	10	60	Do.	April 1886.
Native Club, Bellary	Do.	...	...	360 0 0	360 0 0	20	...	...	20	Do.	April 1885.
Collector's Office Reading Room, Bellary.	Do.	...	...	150 0 0	150 0 0	50	...	...	50	Do.	March 1885.
The Bellary Progressive Union.	Do.	...	...	80 0 0	80 0 0	30	...	...	30	Do.	1st Jan. 1889.
The Debating Club and Reading Room, Bellary.	Do.	...	...	80 0 0	80 0 0	20	...	...	20	Do.	Jan. 1888.
Young Men's Reading Room, Bellary.	Do.	...	...	30 0 0	30 0 0	30	...	...	30	Do.	Nov. 1892.
The Sanmarga Samaj Library, Bellary.	Do.	...	...	...	...	...	...	...	...	Do.	
Bellary Literary Society	Do.	...	...	360 0 0	360 0 0	75	...	...	75	Do.	6th April 1887.
Hospet Reading Room	Do.	...	...	240 0 0	240 0 0	24	...	...	24	Do.	1882.
Harpanahalli Reading Room.	Do.	...	...	108 0 0	108 0 0	15	...	...	15	Do.	May 1890.
Hadagalli Reading Room	Do.	...	...	90 0 0	90 0 0	8	...	...	8	Do.	1893.
Kampli Reading Room	Do.	...	...	60 0 0	60 0 0	6	...	...	6	Do.	1893.
Reading Room, Tadpatri	Do.	...	42 0 0	77 0 0	119 0 0	17	...	...	17	Do.	Oct. 1894.
Reading Room, Anantapur	Do.	...	...	185 6 0	185 6 0	19	...	...	19	Do.	1894.
Reading Room, Gooty	Do.	...	...	96 0 0	96 0 0	16	...	...	16	Do.	1st Dec. 1892.
Bhicaji Venkatesh Reading Room.	Do.	...	...	177 0 0	177 0 0	33	1	...	34	Do.	29th Mar. 1892.
Reading Room, Dharmavaram.	Do.	...	...	84 0 0	84 0 0	10	...	...	10	Do.	1893.
Literary Association, Cuddapah.	To improve the mental and social position of the public.	...	...	41 0 0	41 0 0	30	...	...	30	Do.	1882.
Reading Club, Proddatúr	Do.	...	10 0 0	142 0 0	152 0 0	13	...	...	13	Do.	1884.

APPENDIX R—*continued.*

Return of Scientific and Literary Societies for the year 1894–95—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Jubilee Club, Jammalamadugu.	To improve the mental and social position of the public.	...	...	144 0 0	144 0 0	6	...	...	6	Not registered.	1881.
Madanapalle Association ...	Do. ...	...	...	142 0 0	176 0 0	33	...	...	33	Do. ...	May 1892.
Field Games' Association, Madanapalli.	Do. ...	...	...	34 0 0 / 401 15 10	401 15 10	18	...	12	30	Do. ...	Oct. 1892.
Reading Room, Nandyal ...	To improve the social condition of the people	...	...	108 0 0	108 0 0	12	...	...	12	Do. ...	27th Aug. 1892.
Nellore Reading Room and Library.	Literary and for purposes of recreation.	...	...	461 10 0	461 10 0	51	...	...	51	Do. ...	1863.
Kávali Reading Room ...	Improvement of knowledge.	...	...	150 0 0	150 0 0	26	...	...	26	Do. ...	Aug. 1891.
Mutual Improvement Debating Society, Gudur.	Mutual improvement ...	...	...	180 0 0	180 0 0	20	...	...	20	Do. ...	Dec. 1894.
Reading Room and Library, Ongole.	Literary improvement ...	...	...	288 0 0	288 0 0	31	...	...	31	Do. ...	1st Mar. 1891.
Reading Room, Kanigiri ...	Studying Newspapers ...	...	...	158 0 0	158 0 0	14	...	...	14	Do. ...	1890.
Vannia Kula Kshatriya Mahasangam.	To educate poor Vannia boys.	...	737 4 0	1,444 10 3	2,181 14 3	245	...	...	245	Registered.	April 1888.
Madras Maha Public Library.	For public benefit ...	420 0 0	224 0 0	111 0 0	755 0 0	950	...	75	1,025	Do. ...	1850.
The Young Men's Christian Association.	For Literary and Technical improvement.	...	...	...	...	39,277	...	...	39,277	Do. ...	18th Jan. 1890.
Christian Literary Society ...	Educational	...	...	698 15 8	698 15 8	...	...	...	...	Not registered.	1888.
Religious Tract and Book Society.	To supply Religious Literature.	...	...	1,843 9 2	1,843 9 2	...	...	...	...	Do. ...	1818.
Royápet Free Reading Room and Library.	For the benefit of the poor in Royapet.	...	...	63 0 0	63 0 0	3,557	287	105	3,949	Do. ...	6th Mar. 1888.
Young Men's Hindu Association.	To impart instruction in Hindustani to afford facilities for social, moral and physical improvement.	...	...	2,780 0 0	2,780 0 0	250	...	...	250	Do. ...	9th Oct. 1894.
Tiruvatéswarapet Literary Society and Reading Room.	Literary and general ...	...	...	70 0 0	70 0 0	30	...	...	30	Do. ...	1881.
Aryan Vedic Religious Association.	Exposition of religion (Hindu).	...	...	...	...	40	...	...	40	Do. ...	Over 10 years.
The Madras Marriage Association.	Re-marrying girls that become widows before attaining their puberty.	...	...	...	...	100	...	...	100	Do. ...	Over 12 years
Pachaiyappa's Literary Society.	Mental, moral and social improvements.	...	6 0 0	8 0 0	14 0 0	32	...	...	32	Do. ...	1880.
Pachaiyappa's Historical Association.	Do. ...	...	4 0 0	6 0 0	10 0 0	25	...	...	25	Do. ...	1892.
Pachaiyappa's Philosophical Association.	Do. ...	...	1 0 0	3 0 0	4 0 0	23	...	...	23	Do. ...	1891.
Pachaiyappa's Andara Vidhya Pradayam.	Do. ...	...	...	2 0 0	2 0 0	17	...	...	17	Do. ...	1895.
Pachaiyappa's Jubilee Library and Society.	Do. ...	...	...	6 0 0	6 0 0	20	...	...	20	Do. ...	1892.
The Theistic Library of the South Indian Brahma Samaj with a Reading Room attached.	For the spread of knowledge on theism and on general useful subjects.	...	...	...	...	87	2	...	89	Do. ...	20th Mar. 1894.
The Madras Moral Juvenile Association of the Native Ragged School.	For the improvement of the morals of the juveniles.	...	...	...	...	...	...	22	22	Do. ...	Nov. 1889.
Madras School of Music ...	Encouragement of study and knowledge of music.	250 0 0	180 9 3	437 0 0	867 9 3	72	22	...	94	Registered.	26th July 1891.
The Saidapet Literary Club.	Literary improvement ...	...	...	8 4 0	8 4 0	24	...	...	24	Not registered.	23rd Jan. 1891.
Best Library, Chingleput ...	Mental improvement ...	...	...	336 0 0	359 0 0	28	...	...	28	Registered.	Aug. 1893.
Literary Association, Chingleput.	Mental and moral improvement.	...	18 0 0	16 0 0	34 0 0	18	...	21	39	Do. ...	12th April 1894.
Lawn Tennis Club and Reading Room, Conjeeveram.	Exercise and reading newspapers.	...	...	297 8 0	297 8 0	23	...	...	23	Do. ...	15th Feb. 1894.
Hindu Young Men's Association, Madurantakam.	Mental improvement ...	...	5 3 6	7 8 0	13 11 6	12	...	...	12	Do. ...	29th Jan. 1893.
Literary Association, Uttiramerour.	Do. ...	...	...	3 11 0	3 11 0	10	...	...	10	Do. ...	31st July 1892.
Reading Room and Library, Tirupati.	Reading newspapers, periodicals, &c., also debates and lectures.	...	...	627 8 0	627 8 0	107	...	...	107	Do. ...	Jan. 1894.
The Tirupati Mission High School Union.	Moral and intellectual improvement of the pupils of the school.	...	...	11 12 3	11 12 3	23	...	...	23	Do. ...	1887.
The Mission High School, Athletic Club, Tirupati.	Physical improvement of teachers and pupils.	...	...	16 3 4	16 3 4	...	...	53	53	Do. ...	1893.
The Mission High School Tennis Club, Tirupati.	Do. ...	...	...	9 0 0	9 0 0	4	...	11	15	Do. ...	1894.
The Mission High School Reading Room, Tirupati.	Moral and intellectual improvement of the members.	...	...	35 7 0	35 7 0	1,560	...	5,850	7,410	Do. ...	1889.
The Young Men's Literary Society, Tirupati.	Reading essays and newspapers.	...	...	...	...	26	...	...	26	Do. ...	1893.
The Young Men's Religious Association, Renigunta.	To make the Hindu youths understand the merits of Hinduism.	...	...	2 15 0	2 15 0	5	...	10	15	Do. ...	17th Sept. 1894.
The High School Literary Society, Chittoor.	For the improvement of the members.	...	...	9 0 0	9 0 0	18	...	...	18	Do. ...	1880.
The Reading Room, Katpadi.	Moral, mental and social improvements.	...	...	8 0 0	8 0 0	14	...	...	14	Do. ...	1st Jan. 1893.

APPENDIX R—*continued.*

Return of Scientific and Literary Societies for the year 1894–95—continued.

Names.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
The Mutual Improvement Society, Gudiyáttam.	General improvement of its members.	...	...	2 0 0	2 0 0	34	...	...	34	Not registered.	1894.
Native Association, Chittoor.	Moral, mental and literary improvement.	...	...	240 0 0	240 0 0	24	...	...	24	Do. ...	1884.
American Mission Free Reading Room, Chittoor.	General enlightenment ...	...	...	102 6 3	102 6 3	...	...	...	1,823	Do. ...	1880.
Vellore Bar Reading Room ...	.....	...	...	239 0 0	239 0 0	22	...	...	22	Do. ...	1889.
American Mission Reading Room, Punganúr.	General enlightenment ...	...	...	116 3 6	116 3 6	...	...	...	3,500	Do. ...	1890.
American Arcot Mission Reading room.	For the benefit of the town.	...	...	180 0 0	180 0 0	20	5 in a week.	20 a day.	...	Do. ...	1875.
The Vellore Union Club ...	For the physical, intellectual and moral improvement of the members.	...	...	576 0 0	576 0 0	67	...	...	67	Do. ...	24th Feb. 1895.
Victoria Jubilee Club, Ránipét.	To improve the intellectual, social, physical and general advancement of the community.	...	...	228 7 10	228 7 10	1,800	...	...	1,800	Do. ...	29th Sept. 1887.
Railway Reading Room, Arkónam.	For the mental culture of its members by obtaining news-papers, periodicals, &c.	...	...	301 4 0	301 4 0	72	1	...	73	Do. ...	1869.
Sri Akilajana Manóramiya Sabha, Kavérippákkam.	To cultivate literature and discuss political matters.	...	...	40 0 0	40 0 0	30	...	...	30	Do. ...	1886.
American Arcot Mission Reading Room, Walájanagar.	For the benefit of the people.	...	76 7 4	30 15 0	107 6 4	3,386	...	975	4,361	Do. ...	1884.
Teachers' Association, Walájanagar.	To improve the knowledge of primary schoolmasters.	...	...	8 10 0	8 10 0	14	...	...	14	Do. ...	19th Mar. 1893.
Union Club, Tirukkóyilúr ...	.....	...	...	180 8 0	180 8 0	22	...	...	22	Do. ...	1883.
Pachiappa's High School Debating Society.	For improvement in English Composition.	...	...	6 2 10	6 2 10	...	...	21	21	Do. ...	July 1892.
Jubilee Reading Room, Chidambaram.	Moral, mental and intellectual improvement by circulation of newspapers.	...	...	152 4 0	152 4 0	20	...	...	20	Do. ...	11th Dec. 1889.
Recreation Club, Chidambaram.	Physical and intellectual improvement of the members.	...	...	20 0 0	20 0 0	25	...	...	25	Do. ...	1892.
Tindivanam Union Club ...	Social, physical and intellectual improvement.	...	...	27 4 0	27 4 0	23	...	...	23	Do. ...	Sept. 1893.
The Senior Teachers' Association, Government Training School, Tanjore.	To improve their knowledge of the principles of the science and art of teaching.	...	...	1 6 0	1 6 0	24	...	...	24	Do. ...	Feb. 1895.
The Junior Teachers' Association, Government Training School, Tanjore.	Do. ...	...	...	1 4 0	1 4 0	23	...	...	23	Do. ...	Feb. 1895.
Teachers' Association, Tanjore Municipality.	To improve the condition of primary teachers.	...	...	17 8 0	17 8 0	98	...	...	98	Do. ...	Oct. 1888.
Reading Room, Pattukóttai...	For general improvement of the members.	...	...	137 0 0	137 0 0	12	...	...	12	Do. ...	1878.
Teachers' Association, Tirukkattuppalli.	To improve and condition of primary teachers.	...	...	9 8 0	9 8 0	50	...	...	50	Do. ...	Jan. 1888.
Reading Room Library, Tranquebar.	Diffusion of knowledge ...	...	...	67 8 0	67 8 0	12	...	...	12	Registered.	1879.
Reading Room, Máyaveram ...	Do. ...	...	...	180 0 0	180 0 0	20	...	...	20	Not registered.	1891.
Reading Room and Literary Association, Negapatam.	Circulation of newspapers, discussion of question of the day and formation of a library.	...	...	513 12 7	513 12 7	37	...	...	37	...	1871.
Reading Room, Tiruvallúr ...	Literary and moral improvement.	...	...	115 8 0	115 8 0	18	...	...	18	Do. ...	1883.
Teachers' Association, Tiruvallúr.	Improvement of teachers.	...	...	9 0 0	9 0 0	24	...	...	24	Do. ...	1893.
Teachers' Association, Nannilam.	Do. ...	...	...	7 8 0	7 8 0	84	...	...	84	Do. ...	1894.
Teachers' Association, Tirutturaippúndi.	Do. ...	...	0 4 0	3 12 0	4 0 0	30	...	...	30	Do. ...	1893.
Teachers' Association, Vedaraniam.	Do. ...	...	...	...	...	17	...	...	17	Do. ...	1893.
Teachers' Association, Kivalúr.	Do. ...	...	...	11 4 0	11 4 0	30	...	...	30	Do. ...	1893.
Reading Room, Shiyali ...	Mental, social and physical improvement of its members.	...	...	182 0 0	182 0 0	20	...	...	20	Do. ...	25th April 1891.
The Town Club, Madura ...	Mutual improvement of the members by means of papers, periodicals, &c., discussions and debates, social and political.	...	...	300 0 0	300 0 0	15	...	50	65	...	1889.
Teachers' Association, Dindigul.	For the improvement of education.	...	...	20 0 0	20 0 0	35	...	...	35	Not registered.	Jan. 1891.
Teachers' Association, Periyakulam.	Do. ...	...	...	...	...	30	...	...	30	Do. ...	Sept. 1887.

APPENDIX R—*continued.*

Return of Scientific and Literary Societies for the year 1894–95—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
The Tinnevelly Club	Development of social intercourse, advancement of sound knowledge and promotion of physical and mental recreation.	...	...	96 8 0	96 8 0	91	...	...	91	Not Registered.	14th Mar. 1889.
Tuticorin Native Club ...	A pleasant resort for leisure hours, the development of social intercourse advancement of sound knowledge and promotion of physical and mental re-creation.	...	...	247 0 0	247 0 0	28	...	...	28	Do. ...	17th July 1891.
Reading-room, Srivaikuntam.	For diffusion of knowledge	...	...	213 0 0	213 0 0	22	...	...	22	Do. ...	1st Feb. 1892.
Jubilee Reading-room, Ambásamudram.	Physical, mental and moral improvement.	...	...	611 4 8	611 4 8	52	...	...	52	Do. ...	Dec. 1887.
Reading-room, Alwarkurichi.	Physical, intellectual and moral improvement.	...	...	28 14 0	28 14 0	8	...	...	8	Do. ...	22nd May 1893.
Young Men's Club, Pattamadai.	Mental and moral improvement.	...	...	24 0 0	24 0 0	37	...	...	37	Do. ...	1892.
Reading-room, Nánguneri ...	Mental and moral development of the public.	...	...	15 0 0	15 0 0	30	...	...	30	Do. ...	Jan. 1895.
Public Library and Reading-room, Tenkási.	General education improvement.	...	...	128 10 6	128 10 6	550	...	104	654	Registered.	28th April 1887.
Students' Literary Association, Coimbatore.	Intellectual, physical, moral and social improvement of the members and the public.	226 9 6	...	740 11 3	967 4 9	164	1	...	165	Do. ...	July 1884.
Students' Union, Coimbatore.	Do. ...	...	...	70 9 4	70 9 4	21	...	24	45	Not registered.	June 1884.
Saiva Samájam, Coimbatore...	Improvement of Tamil literature.	...	...	10 8 0	10 8 0	10	...	22	32	Do. ...	Oct. 1893.
Teachers' Association, Coimbatore.	Improvement of general and professional knowledge.	...	...	15 9 0	15 9 0	79	...	...	79	Do. ...	Aug. 1894.
Literary Association, Idigarai.	Do. ...	...	...	45 0 0	45 0 0	20	...	...	20	Do. ...	1893.
Teachers' Association, Singamallur.	Do. ...	...	...	6 0 0	6 0 0	12	...	...	12	Do. ...	1894.
Teachers' Association, Thondamathur.	Do. ...	...	...	6 0 0	6 0 0	16	...	...	16	Do. ...	1894.
Teachers' Association, Vellakinaru.	Do. ...	...	...	4 0 0	4 0 0	16	...	...	16	Do. ...	1895.
Reading-room, Erode ...	Intellectual physical and social advancement of the community.	...	...	294 0 0	294 0 0	51	...	...	51	Registered.	May 1889.
Jubilee Reading-room, Karur.	Do. ...	...	...	130 6 0	130 6 0	285	...	45	330	Do. ...	Aug. 1889.
Reading-room, Kangayam.	Do. ...	...	...	174 0 0	174 0 0	32	...	...	32	Not registered.	Feb. 1895.
Teachers' Association, Karur.	Improvement of moral and intellectual faculties of teachers.	...	...	2 12 0	2 12 0	20	...	...	20	Do. ...	Sept. 1894.
Teachers' Association, Bhavani.	Do. ...	...	...	1 14 0	1 14 0	18	...	...	18	Do. ...	Jan. 1895.
Teachers' Association, Erode.	Do.	...	...	8 4 0	8 4 0	22	...	...	22	Do. ...	Oct. 1893.
Teachers' Association, Dhárápuram.	Do.	...	...	12 8 0	12 8 0	28	...	...	28	Do. ...	Dec. 1894.
Students' Literary Association, Dhárápuram.	Intellectual and moral improvement of the students.	...	...	2 0 0	2 0 0	30	...	...	30	Do. ...	Do.
Ripon Memorial Association, Udumalpet.	Reading of newspapers and physical exercises.	...	...	249 0 0	249 0 0	19	...	...	19	...	April 1894.
Pollachi Club	Mental, moral and physical improvement.	...	...	146 4 0	146 4 0	28	1	...	29	Do. ...	Jan. 1891.
Teachers' Association, Palladam.	Improvement of general and professional knowledge of teachers.	...	...	...	...	13	...	...	13	Do. ...	Oct. 1894.
Teachers' Association, Sáluru.	Do. ...	...	...	...	...	16	...	...	16	Do. ...	July 1894.
Teachers' Association, Avanashi.	Do. ...	...	...	...	...	6	...	...	6	Do. ...	Jan. 1895.
Teachers' Association, Pollachi.	Do. ...	...	...	...	...	13	...	2	15	Do. ...	Dec. 1893.
Teachers' Association, Anamalai.	Do. ...	...	...	...	...	18	...	...	18	Do. ...	March 1894.
Teachers' Association, Udumalpet.	Do. ...	...	1 0 0	25 0 0	26 0 0	14	...	...	14	Do. ...	July 1894.
Teachers' Association, Komáralingam.	Do. ...	...	...	16 0 0	16 0 0	4	...	...	4	Do. ...	Aug. 1894.
Literary Society, Salem ...	Intellectual, physical, social and general improvement.	136 5 3	...	710 0 0	850 5 3	90	...	6	96	Registered.	1853.
London Mission free Reading Room.	Propagation of Christian knowledge.	...	...	...	...	450	...	150	600	Not registered.	1860.
Reading-room, Tiruppattúr ...	For the improvement of the public.	...	...	335 8 0	335 8 0	48	3	...	51	Do. ...	1877.
Literary Institute, Namakkal.	Intellectual, social, physical and general advancement.	...	10 0 0	130 0 0	140 0 0	33	...	...	33	Do. ...	1877.
Lord Ripon's Excelsior Institute, Tiruchengódu.	Improvement of mental and moral faculties.	...	...	90 0 0	90 0 0	20	...	5	25	Do. ...	1881.

APPENDIX R—*continued.*

Return of Scientific and Literary Societies for the year 1894–95—continued.

Name.	Object.	Income				Members or visitors.				Registered or not.	When established.
		From Government.	From endowments.	From subscriptions.	Total.	Male.	Female.	Juvenile.	Total.		
		RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.						
Remount Depôt School Library, Mattigiri.	.....	47 11 6	82 5 0	78 0 0	208 0 6	8	...	...	8	Not registered.	1882.
London Mission Reading-room, Hosúr.	Propagation of Christian knowledge.	...	...	...	...	4,243	...	...	4,243	Do. ...	1883.
S. P. G. Mission Reading-room, Hosúr.	Propagation of Christian knowledge.	...	...	5 8 0	5 8 0	1,872	...	2,182	4,056	Do. ...	1885.
Hosúr Club.	.....	...	...	82 2 0	82 2 0	29	...	...	29	Do. ...	1895.
Reading-room, Denkanikota.	.....	...	...	6 0 0	6 0 0	18	...	...	18	Do. ...	1894.
Thennore Club, Trichinopoly.	Reading of newspapers and playing of lawn tennis.	...	...	30 0 0	30 0 0	35	...	...	35	Do. ...	4th Feb. 1894.
Town Hall, Trichinopoly ...	Diffusion of useful knowledge and the maintenance of a reading-room and library.	53 0 0	...	666 1 0	719 1 0	84	...	...	84	Registered.	May 1892.
Union Club, Trichinopoly ...		Closed.									
Teachers' Association, Trichinopoly.	Promotion of science and literature, diffusion of useful knowledge and the promotion and maintenance of a reading-room and library.	72 0 6	...	120 13 2	192 13 8	22	...	...	22	Registered.	Dec. 1890.
Primary School Teachers' Association, Trichinopoly.	Improvement of general and professional knowledge of primary school teachers.	...	...	1 1 0	1 1 0	30	...	...	30	Not registered.	1894.
Teachers' Association. Sriraugam.	Do. ...	...	...	1 7 0	1 7 0	35	...	...	35	Do. ...	1894.
Teachers' Association, Tiruchandurai.	Do. ...	...	...	...	...	8	...	...	8	Do. ...	1894.
Teachers' Association, Lalgudi.	Do. ...	...	...	19 14 0	19 14 0	27	...	...	27	Do. ...	1894.
Teachers' Association, Manachanallur.	Do. ...	...	...	1 2 0	1 2 0	13	...	...	13	Do. ...	1889.
Reading-room, Kulittalai ...	Intellectual and moral improvement of the pupils of the Board Middle School, Kulittalai, and of the public.	...	...	287 4 0	287 4 0	50	...	...	50	Registered.	1890.
Teachers' Association, Kulittalai.	Improvement of general and professional knowledge of teachers.	...	...	6 2 6	6 2 6	19	...	...	19	Not registered.	1893.
Teachers' Association, Lalepettai.	Do. ...	...	...	7 0 0	7 0 0	22	...	...	22	Do. ...	1893.
Teachers' Association, Manaparai.	Do. ...	...	...	1 9 0	1 9 0	15	...	...	15	Do. ...	1893.
Teachers' Association, Thuvarankurichi.	Do. ...	...	...	0 4 0	0 4 0	10	...	...	10	Do. ...	1893.
Teachers' Association, Chinthamanipatti.	Do. ...	...	...	0 12 0	0 12 0	8	...	...	8	Do. ...	1894.
Teachers' Association, Perambalur.	For improving the system of teaching and for enabling the teachers to pass examinations.	...	...	30 9 0	30 9 0	27	...	...	27	Do. ...	1894.
Victoria' Jubilee Reading-room, Palghat.	General improvement ...	...	...	650 0 0	650 0 0	40	...	...	40	Do. ...	20th Aug. 1894.
Rozario Law Library, Palghat.	Do. ...	...	...	407 8 0	407 8 0	29	...	...	29	Do. ...	Nov. 1892.
Young Men's Literary Union, Cochin.	Do. ...	...	...	22 8 0	22 8 0	...	...	30	30	Do. ...	1890.
Tali Union Reading-room ..	Do. ...	...	...	287 4 0	287 4 0	32	...	...	32	Do. ...	1st Aug. 1889.
Calicut Union Club	Do. ...	...	...	500 0 0	500 0 0	50	1	...	51	Do. ...	1st Oct. 1890.
Reading-room, Quilandy ...	Do. ...	...	...	146 8 0	146 8 0	5	...	...	5	Do. ...	Aug. 1891.
Reading-room, Badagara ...	Do. ...	...	...	114 0 0	114 0 0	12	...	...	12	Do. ...	1st Jan. 1894.
Newspaper Reading Club, Cannanore.	Do. ...	...	...	156 0 0	156 0 0	15	...	...	15	Do. ...	1894.
Catholic Club and Circulating Library, Mangalore.	Do. ...	...	...	534 0 0	534 0 0	35	...	10	45	...	1879.
Students' Literary and Debating Society, Mangalore.	Do. ...	...	...	6 0 0	6 0 0	16	...	...	16	...	1892.
Reading Society, Mangalore.	Do. ...	...	...	800 0 0	800 0 0	17	...	...	17	...	1874.
Theistic Library and Club, Mangalore.	Do. ...	...	...	48 0 0	48 0 0	12	...	...	12	...	1889.
Mangalore Union	Do. ...	...	...	180 0 0	180 0 0	20	...	...	20	...	1886.
Senior Debating Society, Mangalore, attached to the Canara High School.	Do. ...	...	...	6 0 0	6 0 0	12	...	...	12	Not registered.	1891.
Junior Debating Society, Mangalore.	Do. ...	...	...	4 8 0	4 8 0	18	...	...	18	Do. ...	1892.
The Nilgiri Library, Ootacamund.	Literary, social and moral improvement.	...	...	6,507 14 0	6,507 14 0	...	...	...	1,500	Registered.	1859.
South-east Wynad Literary Union and Reading-room, Gudalur.	Do. ...	...	...	249 10 0	249 10 0	28	...	...	28	Not registered.	Sept. 1891.
The Coonoor Library and Reading-room.	Its secretary refused to furnish information.										

APPENDIX S.

Statement showing the Number of Schools and Scholars in Municipalities in 1894–95.

Municipalities.	Population.		School-going age children.		Number of schools in 1894–95.	Pupils.		Percentage of pupils to school-going age children.	
	Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.
Berhampur	12,397	13,256	1,859	1,988	36	1,189	132	64·0	6·6
Chicacole	8,479	9,762	1,272	1,464	22	896	216	70·4	14·8
Parlákimedi	7,725	8,665	1,159	1,300	19	1,060	201	91·5	15·5
Vizagapatam	16,702	17,785	2,505	2,678	39	2,132	691	85·1	25·9
Bimlipatam	4,705	5,122	706	768	11	862	99	51·3	12·9
Anakápalle	8,489	8,521	1,273	1,278	18	479	178	37·6	13·9
Vizianagram	14,882	15,999	2,232	2,400	37	2,060	340	92·3	14·2
Cocanada	20,328	20,225	3,049	3,034	39	1,853	353	60·8	11·6
Rajahmundry	13,934	14,463	2,090	2,170	38	1,714	563	82·0	25·9
Ellore	14,287	15,095	2,143	2,264	47	1,399	460	65·3	20·3
Masulipatam	18,601	20,208	2,790	3,031	73	2,705	744	97·0	24·5
Guntúr	11,723	11,606	1,763	1,741	47	1,802	463	102·2	26·6
Bezwada	11,404	9,337	1,711	1,401	21	706	183	41·3	13·1
Kurnool	11,671	12,705	1,751	1,906	34	1,347	315	76·9	16·5
Bellary	30,244	29,223	4,537	4,383	63	2,660	728	58·6	16·6
Adóni	13,252	12,991	1,988	1,949	31	1,139	97	57·3	5·0
Anantapur	3,482	3,512	522	527	9	467	105	89·5	19·9
Cuddapah	8,685	8,694	1,303	1,304	36	1,064	239	81·7	18·3
Nellore	14,310	15,026	2,146	2,254	46	1,776	474	82·8	21·0
Ongole	5,438	5,422	816	813	29	1,003	565	122·9	69·5
Madras	225,817	226,701	33,873	34,005	565	29,719	10,331	87·7	30·4
Conjeeveram	20,615	21,933	3,092	3,290	45	2,328	389	75·3	11·8
Vellore	21,285	23,640	3,193	3,546	80	3,392	823	106·2	23·2
Gudiyáttam	9,226	9,521	1,384	1,428	14	509	77	36·8	5·4
Tirupati	6,874	7,368	1,031	1,105	24	934	103	90·6	9·3
Walajanagar	4,943	5,542	741	831	18	668	172	90·1	20·7
Cuddalore	23,197	24,158	3,479	3,624	71	2,915	619	83·8	17·1
Chidambaram	9,079	9,561	1,362	1,434	29	1,375	117	101·0	8·2
Tanjore	25,945	28,445	3,892	4,267	84	4,056	850	104·2	19·9
Kumbakónam	26,471	27,836	3,971	4,175	70	3,835	682	96·6	16·3
Mannárgudi	9,706	10,689	1,456	1,603	28	1,161	264	79·7	16·5
Negapatam	27,041	32,180	4,056	4,827	68	2,710	832	66·8	17·2
Máyavaram	11,534	12,231	1,730	1,835	46	1,931	330	111·6	18·0
Trichinopoly	44,080	46,529	6,612	6,979	112	7,470	1,493	113·0	21·4
Srirangam	10,238	11,394	1,536	1,709	30	1,057	222	69·5	13·0
Madura	43,880	43,548	6,582	6,532	92	5,578	806	84·7	12·3
Dindigul	10,027	10,176	1,504	1,526	26	1,474	148	98·0	9·7
Palni	8,080	8,860	1,158	1,329	20	744	122	64·2	9·2
Periyakulam	7,718	8,645	1,212	1,297	14	524	54	43·2	4·2
Tinnevelly	11,759	13,009	1,764	1,951	40	1,920	326	108·8	16·7
Palamcottah	8,845	9,841	1,327	1,476	32	1,601	743	120·6	50·3
Tuticorin	13,713	11,394	2,057	1,709	33	1,476	371	71·8	21·7
Srivilliputoor	10,448	11,000	1,567	1,650	20	923	107	58·9	6·5
Coimbatore	22,238	24,145	3,336	3,622	66	3,632	1,072	108·9	29·6
Erode	6,123	6,207	918	931	16	791	115	86·2	12·4
Karúr	5,162	5,588	774	838	19	717	229	92·6	27·3
Salem	32,860	34,850	4,929	5,228	62	2,533	1,051	51·4	20·1
Vániyambádi	6,988	8,850	1,048	1,328	12	798	20	76·1	1·5
Tiruppattúr	7,740	8,759	1,161	1,314	18	968	97	83·4	7·4
Ootacamund	7,912	7,141	1,187	1,071	25	913	588	76·9	54·9
Coonoor	3,211	2,838	482	426	8	459	169	95·2	39·7
Calicut	34,507	31,571	5,176	4,736	58	3,215	869	62·1	18·3
Cochin	9,379	8,222	1,407	1,233	18	947	382	67·3	31·0
Palghat	19,128	20,853	2,869	3,053	52	2,612	593	91·0	19·0
Tellicherry	13,463	13,793	2,010	2,069	35	1,635	675	81·3	32·6
Cannanore	13,273	14,145	1,991	2,122	19	1,080	402	54·2	18·9
Mangalore	21,357	19,565	3,203	2,935	38	2,786	889	87·0	30·3
Total ...	1,044,570	1,077,845	156,685	161,677	2,702	129,209	34,278	82·5	21·2

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APPENDIX T.

Statement of Salary and Rent Grants from Provincial Funds for 1894–95.

Name of school.	Number on rolls on 31st March 1895.		Amount of grant drawn in 1894–95.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS.				
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT.				
Ganjám.				
Kallikot College, Berhampur	27	169	929	403
Onslow Institution, Chatrapur	...	85	...	693
Sri Rajah's Lower Secondary School, Mandasá.	...	64	...	63
Total ...	27	318	929	1,159
Vizagapatam.				
Hindu College, Vizagapatam	19	221	1,506	745
London Mission High School, Vizagapatam	...	424	...	1,828
St. Aloysius' Lower Secondary School, Vizagapatam	...	159	...	1,698
Upper Primary Sanskrit School, Bobbili	...	37	...	33
Total ...	19	841	1,506	4,304
Gódávari.				
Pithápuram Rajah's College, Cocanada	8	301	227	218
Taylor High School, Narsapur	...	144	...	881
C.M.S. High School, Ellore	...	139	...	1,525
Total ...	8	584	227	2,624
Kistna.				
Noble College, Masulipatam	61	245	1,966	991
A.E.L.M. College, Guntúr	32	90	1,310	320
Hindu High School, Masulipatam	...	277	...	1,353
C.M.S. High School, Bezwada	...	127	...	389
Sanskrit High School, Guntúr	...	215	...	381
A.B.M. Primary Schools, Palnad and Vinukonda divisions	...	...	...	40
Sanskrit School, Kollur	...	13	...	220
C.M.S. Training Institution, Practising Branch	...	63	...	78
A.E.L.M. School, Palnad	...	...	...	18
C.M.S. Training Institution, Masulipatam	...	14	...	335
A.B.M. Training Institution, Bápatla	...	17	...	590
Total ...	93	1,061	3,276	4,715
Kurnool.				
S.P.G. High School, Nandyal	...	131	...	1,467
Total ...	...	131	...	1,467
Bellary.				
Wardlaw College, Bellary	9	342	1,284	593
Sanskrit Bhashamanjari School, Bellary	...	32	...	132
Total ...	9	374	1,284	725
Anantapur.				
Sanskrit School, Malayanur	...	12	...	55
Total ...	...	12	...	55
Cuddapah.				
High School, Madanapalle	...	99	...	780
American Mission Lower Secondary School, Madanapalle	...	46	...	633
American Mission Lower Secondary School, Vayalpad	...	58	...	221
Total ...	...	203	...	1,634
Nellore.				
A.B.M. College Ongole	14	309	22	857
Venkatagiri Rajah's High School, Nellore	...	208	...	763
F.C.M. High School, Nellore	...	305	...	305
Rajah's Upper Secondary School, Venkatagiri	...	178	...	191
A.B.M. Primary Schools, Ongole and Addanki divisions	...	...	...	55
A.B.M. Primary Schools, Podili and Darsi divisions	...	...	...	55
Total ...	14	1,000	22	2,226

Name of school.	Number on rolls on 31st March 1895.		Amount of grant drawn in 1894–95.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT—*continued.*				
Madras.				
Madras Christian College	828	...	28,016	...
Pachaiyappa's College	135	...	8,014	...
Doveton Protestant College	16	...	4,225	3,084
Wesleyan Mission College, Rayapet	18	...	1,962	1,306
Church of Scotland Mission College	123	...	1,334	1,296
St. Mary's College	1	...	1,003	1,297
Harris High School, Rayapet	...	186	...	2,639
London Mission Institution	...	...	...	361
S.P.G. High School, Vepery	...	315	...	1,387
Bishop Corrie's Grammar School	...	261	...	3,581
Black Town High School	...	275	...	931
St. Thomé Seminary	...	292	...	575
Hindu Lower Secondary School, Pudupet	...	185	...	85
Civil Male Orphan Asylum	...	78	...	1,340
Peddunayakanpet Lower Secondary School	...	274	...	537
Govindu Nayudu's Lower Secondary School	...	690	...	1,207
Roman Catholic Boys' School, New Town	...	77	...	400
St. Francis Xavier's Boys' School	...	123	...	680
St. Matthias' Boys' School, New Town	...	66	...	470
St. Anthony's Boys' School, Pudupet	...	135	...	632
Tondamandalam Anglo-Vernacular School	...	638	...	108
Saiyid Kareem's Upper Primary School	...	...	...	48
St. Thomé Orphanage, Mailapur	...	...	...	173
Chengalvaraya Naicker's Commercial School	...	...	...	1,249
Madras Industrial School	...	26	...	360
Anjumani Mufudi Ali Islam	...	148	...	283
Primary Schools, Rent Grants	...	...	...	97
Rajagopal Poor Boys' School	...	232	...	60
Tamil Mission Ragged School, Popham's Broadway	...	...	...	43
Tamil Mission Ragged School, Ponditope	...	136	...	5
Tamil Mission Ragged School, Periamet	...	...	...	10
Native Middle School, Triplicane	...	...	...	56
English Middle School, Pursewalkum	...	72	...	420
St. George's Cathedral School	...	50	...	240
Hindu Middle School, Black Town	...	341	...	7
Young Men's Christian Association	...	54	...	207
Whitefield Schools	...	...	...	45
Chengalvaraya Naicker's Commercial School	...	144	...	667
Madras Industrial School	...	26	...	1,130
Anjumani Mufudi Ali Islam	...	169	...	1,326
Total ...	1,121	4,095	44,548	27,311
Chingleput.				
St. Patrick's Orphanage, Adyar	...	133	...	2,580
St. Joseph's School, Perambur	...	38	...	209
Railway School, Perambur	...	125	...	363
Wesleyan Mission Lower Secondary School, Madurantakam	...	43	...	162
Wesleyan Mission High School, Tiruvallur	...	174	...	671
F.C.M. High School, Conjeeveram	...	161	...	262
Do. do. Chingleput	...	184	...	856
Pachaiyappa's High School, Conjeeveram	...	252	...	761
Wesleyan Mission Lower Secondary School, St. Thomas' Mount	...	98	...	562
Sanskrit School, Sripegumbudur	...	63	...	270
Native Primary School, Chingleput	...	...	...	30
Tamil Mission Ragged School, Thangal	...	...	...	5
F.C.M. Primary School, Big Conjeeveram	...	...	...	16
Do. do. Walajabad	...	...	...	16
Do. Primary School, (Supervisor)	...	118	...	200
St. Patrick's Orphanage, Adyar	...	...	...	765
Total ...	...	1,407	...	7,218
North Arcot.				
H.L.G. Mission High School, Tirupati	...	203	...	550
American Mission High School, Ránipet	...	...	...	798
Do. do. Punganur	...	98	...	739
Church of Scotland Mission High School, Vellore	...	...	...	729
American Mission Schools, Chittur Taluk	...	...	...	100
Do. High School, Vellore	...	593	...	126
Arcot American Mission Industrial School, Arni	...	105	...	459
Church of Scotland Mission Middle School, Arkonam	...	93	...	550
Church of Scotland Mission Middle School, Sholinghur	...	66	...	352
Total ...	...	1,158	...	4,394

APPENDIX T—*continued.*

Statement of Salary and Rent Grants from Provincial Funds for 1894–95—continued.

Name of school.	Number on rolls on 31st March 1895. College department.	Number on rolls on 31st March 1895. School department.	Amount of grant drawn in 1894-95. College department.	Amount of grant drawn in 1894-95. School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(1) INSTITUTIONS FOR BOYS UNDER PRIVATE MANAGEMENT—*continued.*				
South Arcot.				
St. Joseph's College, Cuddalore	57	469	2,350	912
Town College, Cuddalore	19	186	671	251
Pachaiyappa's High School, Chidambaram ...	...	250	...	858
Total ...	76	905	3,021	2,021
Tanjore.				
St. Peter's College, Tanjore	87	148	5,931	605
Wesleyan Mission College, Negapatam ...	17	226	1,463	833
Native High School, Kumbakónam	...	296	...	1,546
Town High School, Kumbakónam	...	549	...	1,860
Pennington High School, Shiyali	...	146	...	839
St. Antony's High School, Negapatam ...	...	229	...	155
Wesleyan Mission High School, Mannárgudi ...	...	241	...	301
E.L.M. High School, Tranquebar	...	129	...	692
Aryan Lower Secondary School, Tiruvadamarudur	...	29	...	146
Mahajana Sabha Lower Secondary School, Nannilam	...	36	...	61
Central Primary School, Tiruvádi	...	...	...	24
H. B. Grigg's Lower Secondary School, Tiruvádi	...	124	...	92
Sanskrit School, Therunnisanallur	...	19	...	87
Balasamvarthani Sanskrit School, Ingikollai ...	...	31	...	129
Sanskrit School, Thukili	...	20	...	50
Wesleyan Mission Schools (Supervisor)	...	...	...	19
E.L.M. Training School, Poraiyar	...	22	...	423
Total ...	104	2,245	7,394	7,852
Trichinopoly.				
St. Joseph's College, Trichinopoly	320	1,458	9,917	...
S.P.G. College, Trichinopoly	155	531	7,431	...
St. Joseph's Poor European Boarding School.	...	44	...	549
St. Joseph's Branch School, Trichinopoly	...	...	...	129
Boys' Boarding School, Trichinopoly ...	...	24	...	609
S.P.G. Boys' Industrial School, Puttur ...	...	26	...	189
St. John's Vestry School, Trichinopoly ...	...	121	...	651
Total ...	475	2,204	17,348	2,100
Madura.				
Native College, Madura	36	551	530	1,430
S.P.G. High School, Ramnad	...	178	...	1,399
American Mission High School, Madura ...	...	222	...	296
S.P.G. Lower Secondary School, Pámban ...	...	...	...	240
S.P.G. Boys' School, Ramnad	...	...	...	80
English Lower Secondary School, Paramagudi.	...	91	...	89
American Mission Practising School, Pasumalai	...	211	...	380
S.P.G. Industrial School, Ramnad ...	...	22	...	252
American Mission Training Institution, Pasumalai	...	34	...	797
Total ...	36	1,289	530	4,963
Tinnevelly.				
Hindu College, Tinnevelly	50	461	919	1,817
C.M.S. College, Tinnevelly	30	368	1,437	54
Caldwell High School, Tuticorin	...	94	...	1,072
St. Xavier's High School, Palamcottah ...	...	323	...	401
C.M.S. High School, Palamcottah	...	193	...	536
S.P.G. Lower Secondary School, Sawyerpuram.	...	113	...	562
S.P.G. School, Ottappidaram (Supervisor)	...	44	...	13
Hindu Upper Secondary School, Srivilliputtúr.	...	117	...	79
Anglo-Vernacular Upper Secondary School, Pattamadai	...	148	...	150
C.M.S. Practising Class, Palamcottah ...	...	111	...	146
S.P.G. Training Institution, Tuticorin ...	...	17	...	1,446
Art and Industrial School, Nazareth ...	...	138	...	1,122
C.M.S. Training Institution, Palamcottah ...	...	23	...	545
Total ...	80	2,182	2,356	7,994
Coimbatore.				
Coimbatore College	52	521	2,702	1,392
St. Michael's College, Coimbatore	19	402	198	822
Virapandi Committee's Lower Secondary School	...	43	...	267
Wesleyan Mission Children's Home, Karúr (Literary)	...	21	...	151
Wesleyan Mission Children's Home, Karur (Technical)	...	54	...	2,063
Total ...	71	1,101	2,900	4,195
Salem.				
London Mission High School, Salem	...	144	...	473
Total ...	...	144	...	473
Nilgiris.				
St. Joseph's European Boarding Institution, Coonoor	...	75	...	2,168
St. Lewis Lower Secondary School, Gudalur ...	...	54	...	260
B.G.M. Upper Primary School, Kartery ...	...	...	...	42
B.G.M. Training Institution, Kaity ...	...	7	...	461
Stanes' European Day School, Coonoor ...	...	80	...	690
Total ...	...	216	...	3,621
Malabar.				
B.G.M. High School, Calicut	...	213	...	502
Do. do. Tellicherry	...	231	...	588
Rajah's do. Kollangot	...	171	...	150
B.G.M. Christian High School, Nettur ...	...	141	...	875
Santa Cruz High School, Cochin	...	218	...	814
St. Joseph's Poor European School, Calicut ...	...	199	...	456
Total ...	...	1,173	...	3,385
South Canara.				
St. Aloysius' College, Mangalore	50	378	4,987	275
German Mission High School, Mangalore ...	...	238	...	458
Total ...	50	616	4,987	733
Total for Boys ...	2,183	24,157	90,328	95,178
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT.				
Vizagapatam.				
Fort Catholic Girls' School, Vizagapatam ...	...	125	...	980
English Girls' School, Bimlipatam	...	...	...	177
Canadian Mission Girls' School, Bobbili ...	...	62	...	250
London Mission Girls' School, Chengalrowpet.	...	66	...	225
Do. do. Kotapeta ...	...	98	...	241
Total ...	...	351	...	1,873
Gódávari.				
Trinity Church Girls' School, Rajahmundry ...	...	25	...	125
St. Joseph's Convent School, Cocanada ...	...	48	...	367
C.E.Z.M. Caste Girls' School, Ellore ...	...	...	...	600
Total ...	...	73	...	1,092
Kistna.				
A.E.L.M. Hindu Girls' School, Old Mangalagiri	...	...	...	16
A.E.L.M. Muhammadan Girls' School, New Mangalagiri	...	...	...	12
A.E.L.M. Cloth Bazaar Girls' School, Guntúr ...	...	...	...	24
Do. Agraharam do. do. ...	...	...	...	24
Do. Brahman Girls' School, Bapatla ...	...	...	...	20
Do. Sudra do. do. ...	...	...	...	12
Do. Muhammadan Girl's School, Bapatla.	...	...	...	11
Do. Girls' School (Superintendent) ...	...	...	...	861
Hindu Caste Girls' School, Buttayapetta ...	...	...	...	15
Do. do Masulipatam ...	...	...	...	5
Do. do. Narasarowpet ...	...	...	...	16
C.M.S. Sharkey Memorial Practising Class, Masulipatam	...	45	...	12
A.E.L.M. Training School for Mistresses.	...	6	...	515
Industrial School for Muhammadan Women, Guntúr	...	4	...	341
C.M.S. Sharkey Memorial Training Class ...	...	13	...	270
Total ...	...	68	...	1,954

APPENDIX T—*continued.*

Statement of Salary and Rent Grants from Provincial Funds for 1894–95—continued.

Name of school.	Number on rolls on 31st March 1895. College department.	Number on rolls on 31st March 1895. School department.	Amount of grant drawn in 1894-95. College department.	Amount of grant drawn in 1894-95. School department.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Bellary.				
St. Philomena's High School, Bellary ...	...	89	...	1,079
London Mission Telugu Girls' School, Bellary.	...	61	...	92
Do. Canarese Girls' School, Bellary	...	76	...	125
Total ...	...	226	...	1,296
Cuddapah.				
American Mission Hindu Girls' School, Vayalpad	...	...	...	17
London Mission Caste Girls' School, Cuddapah.	...	55	...	126
Do. do. Madanapalli	...	} 59	...	10
London Mission Caste Primary School, Madanapalli	...	}	...	38
Total ...	...	114	...	191
Nellore.				
Christ Church Girls' School, Nellore ...	...	23	...	112
A.B.M. Caste Girls' School, Kottapatnam ...	...	55	...	7
Do. do. Turupupalam ...	...	66	...	10
Do. do. Ongole Town ...	...	70	...	10
A.B.M. Training Institution for Mistresses, Ongole (Practising Branch)	...	52	...	70
A.B.M. Training Institution	...	21	...	210
Total ...	...	287	...	419
Madras.				
F.C.M. Boarding Girls' School, Kassimode ...	...	152	...	1,553
Do. Girls' Day School, Madras ...	...	300	...	1,299
Do. Balika Patasala, ...	...	200	...	673
Do. Chetty Girls' School	...	172	...	858
Do. Girls' School, Black Town ...	...	145	...	964
Do. do. Rayapuram ...	...	157	...	778
Do do. Mint Street ...	...	230	...	1,170
Do. Home Education Classes ...	...	33	...	559
Do. Girls' School, Seven Wells Street ...	...	...	...	142
Do. Christian Female Training School, Practising Branch	...	52	...	206
Presentation Convent Special School, Vepery.	...	119	...	1,010
Do. do. Amalgamated Schl., do.	...	112	...	1,276
Do. do. Pay School, Vepery ...	...	87	...	730
Do. do. Orphan School ...	...	79	...	1,400
Do. do. Infant School ...	...	100	...	400
Civil Female Orphan Asylum	...	35	...	1,005
Military Female Orphan Asylum	...	114	...	1,047
Home Education Classes, National Indian Association	...	30	...	1,220
S.P.G. Ladies' Association, Mailapur ...	...	...	...	44
Scottish Ladies' Association Girls' School, Veerapillai Street	...	203	...	365
Scottish Ladies' Association Girls' School, Chetput	...	64	...	273
Scottish Ladies' Association Girls' School, Triplicane	...	183	...	325
Scottish Ladies' Association Girls' School, Purasawalkum	...	185	...	297
Maharajah's Girls' School, Mailapur	...	101	...	542
Do. do. Chintadripet ...	...	102	...	381
Do. do. Black Town ...	...	102	...	339
Do. do Triplicane ...	...	99	...	392
Do. do. Muthialpet ...	...	79	...	491
Do. do. KindergartenGirls' School	...	86	...	189
Doveton Girls' School, Vepery	...	113	...	2,593
Union Girls' School, John Pereira's ...	...	59	...	263
St. Peter's Girls' School, Rayapuram ...	...	85	...	544
St. Ann's Girls' School, Rayapuram ...	...	157	...	100
London Mission Girls' Boarding School, Vepery.	...	117	...	227
Do. Hindu Girls' School, Virapillai Street.	...	126	...	214
Do. do. Varadamuthiappan Street.	...	97	...	209
Do. do. Chulai ...	...	212	...	499
Do. do. Purasawalkum ...	...	112	...	282
C.E.Z.M. Muhammadan Girls' School, Moor Street.	...	87	...	253
Do. do. Meera Lubbai Street	...	70	...	238
Do. do. Triplicane ...	...	92	...	501
Do. do. Home Education Classes.	...	10	...	210
Do. do. Rayapet	...	52	...	108
Madras—continued.				
Wesleyan Mission Girls' Boarding School, Rayapet. ...	...	104	...	1,550
Do. Hindu Girls' School Rayapet ...	...	101	...	365
Do. do. Tiruvateesvaranpet ...	...	99	...	350
Do. do. Mirsahibpet ...	...	75	...	352
Do. do. Mailapur ...	...	56	...	275
Do. do. Egmore ...	...	46	...	335
F.C.M. Training School, Cassimode ...	...	17	...	117
Do. Christian Female Training School ...	...	27	...	489
Roman Catholic Girls' School, Rayapet ...	...	43	...	240
St. Francis Xavier's Girls' School, Madras ...	...	105	...	700
Convent of St. Thomas' Girls' School, Mailapur.	...	65	...	241
Lutheran Mission Girls' School, Purasawalkum	...	106	...	24
St. Matthias' Girls School	...	52	...	420
Tamil Mission Ragged Girls' School, Portuguese Street ...	...	108	...	34
Do. Konditope	...	68	...	20
Do. Perianet	...	117	...	28
Bishop Corrie's Girls' School	...	211	...	3,550
The Madras School of Music	...	75	...	2,300
Presentation Convent Special Classes ...	...	376	...	600
Total ...	...	6,565	...	37,939
Chingleput.				
Wesleyan Mission Girls' School, Madurántakam	...	45	...	72
Wesleyan Mission Girls' School, Tiruvallúr ...	...	92	...	232
F.C.M. Girls' School, Chingleput ...	...	96	...	658
Do. do. Central Conjeeveram ...	...	81	...	273
Do. do. Big Conjeeveram ...	...	76	...	300
Do. do. Little Conjeeveram ...	...	91	...	290
Do. do. Perianatham ...	...	...	...	14
Do. do. Rajampet ...	...	...	...	12
Do. do. Muthiyalpet ...	...	...	...	10
New School, Pallavaram	...	44	...	270
Wesleyan Mission Lower Secondary School, St. Thomas' Mount.	...	52	...	522
Total ...	...	577	...	2,653
North Arcot.				
Church of Scotland Mission Girls' School, Sholinghur ...	...	53	...	196
Do. do. Arconam ...	...	57	...	204
American Mission Girls' School, Punganur ...	...	94	...	16
Do. do. Circar Mandy St.	...	...	...	25
Do. do. Arasamaram St. ...	...	...	...	35
Do. do. Chittoor ...	...	149	...	48
Do. Training School, Allapuram (Practising Branch) ...	...	25	...	115
Do. Training School	...	19	...	209
Total ...	...	397	...	846
South Arcot.				
Hindu Caste Girls' School, Manjakuppam ...	...	} 115	{ ...	117
S.P.G. do. Cuddalore Old Town.	...	}	{	192
Church of England Girls' School, Cuddalore ...	...	41	...	180
Home Education Classes, Cuddalore	...	19	...	414
R.C. Training School for Mistresses, Practising Branch ...	...	85	...	330
Do. Training Section ...	...	12	...	675
Total ...	...	272	...	1,908
Tanjore.				
R.C. Girls' School, Kandamangalam	...	...	...	6
Do. Pandi	...	...	...	6
Do. Ombathuveli ...	...	...	...	7
Hindu Girls' School, East, Negapatam ...	...	...	...	16
Do. Velipalayam	...	...	...	26
Do. North Main Street	...	48	...	9
Do. Tiruvidamarudur	...	...	...	3
S.P.G. Caste Girls' School, South Main Street ...	...	...	...	12
Do. West Main Street ...	...	...	...	20
Do. Tiruvadi ...	...	...	...	18
Do. Mayarnambuchavadi	...	...	...	10
S.P.G. Muhammadan Girls' School, Tanjore ...	...	...	...	1
S.P.G. Lady Napier Caste Girls' School, Tanjore	...	...	...	48
S.P.G. Caste Girls' School, Dabirkulam ...	...	...	...	10
Total ...	...	48	...	192

APPENDIX T—*continued.*

Statement of Salary and Rent Grants from Provincial Funds for 1894–95—continued.

Name of school.	Number on rolls on 31st March 1895. College department.	Number on rolls on 31st March 1895. School department.	Amount of grant drawn in 1894–95. College department.	Amount of grant drawn in 1894–95. School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Trichinopoly.				
Presentation Convent Girls' School, Trichinopoly ...	...	61	...	545
Wesleyan Mission Girls' Schools (Supervisor)	...	...	...	103
Do. Lady Hobart Girls' School ...	...	85	...	21
Do. Girls' School, Beemanayakanpalayam ...	...	...	...	7
Muhammadan Girls' School, Anandaporam ...	...	...	...	21
S.P.G. Caste Girls' School, Andar Street	...	...	...	32
Do. Gujili Street ...	...	...	...	20
Do. Ariyalúr ...	...	...	...	14
Do. Tonnore ...	...	...	...	10
S.P.G. Training School, Puttúr (Practising Branch) ...	...	26	...	280
S.P.G. Training School, Puttúr ...	...	18	...	429
S.P.G. Girls' Industrial School, Puttúr ...	...	23	...	72
Total ...	...	213	...	1,731
Madura.				
S.P.G. Girls' School, Ramnad ...	...	...	...	486
American Mission Training Institution, Madura (Practising Branch) ...	...	162	...	453
American Mission Training Institution, Madura	...	22	...	1,052
Total ...	...	184	...	1,905
Tinnevelly.				
Central Girls' School, Palamcottah	...	...	...	19
Do. Madacovil ...	...	...	...	6
Do. Kallidaikurichi ...	...	...	...	8
Do. Kockarikulam ...	...	...	...	14
Do. Vannarpet ...	...	...	...	6
Do. Puttagarathi ...	...	...	...	7
Do. Melapalayam ...	...	...	...	5
Do. Tachanallur ...	...	...	...	9
Sarah Tucker Training Institution, Palamcottah (Practising Branch) ...	...	235	...	618
Sarah Tucker Training Institution, Palamcottah	...	23	...	643
Sarah Tucker High School, Palamcottah	...	24	...	198
St. John's Female Training School, Nazareth (Practising Branch) ...	...	157	...	578
St. John's Female Training School, Nazareth ...	...	11	...	357
S.P.G. Girls' School, Idaiyangudi ...	...	243	...	97
Art and Industrial School, Nazareth ...	...	52	...	82
St. John's Girls' Training School (Practising Branch) ...	...	157	...	247
Total ...	...	900	...	2,858
Coimbatore.				
European Convent Girls' School, Coimbatore	...	68	...	883
Stanes' Day School, Coimbatore ...	...	78	...	1,359
Home Education Classes, National Indian Association ...	...	14	...	156
All Souls' School, Coimbatore ...	...	35	...	267
Total ...	...	192	...	2,659
Salem.				
Remount Depot, Matigiri ...	...	8	...	360
London Mission Caste Girls' School, Shevapet	...	144	...	28
Home Education Classes, National Indian Association ...	...	...	...	225
Total ...	...	152	...	613
Nilgiris.				
Nazareth Convent, Ootacamund ...	...	44	...	620
R.C. Girls' School, Coonoor ...	...	73	...	352
Girls' Seminary, Ootacamund ...	...	70	...	830
C.E.Z.M. Home Education Classes ...	...	14	...	170
C.M.S. Muhammadan Girls' School, Ootacamund ...	...	45	...	52
Total ...	...	246	...	1,978
Malabar.				
St. Joseph's Poor European Convent Girls' School, Calicut ...	...	136	...	1,635
St. Joseph's Native Convent Girls' School, Calicut ...	...	90	...	270
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(2) INSTITUTIONS FOR GIRLS UNDER PRIVATE MANAGEMENT—*continued.*				
Malabar—cont.				
St. Teresa's Convent Girls' School, Cannanore	...	90	...	1,623
School of the Sacred Heart, Tellicherry ...	...	79	...	1,369
Nellikat Girls' School ...	...	...	...	12
Mappilla Girls' School, Manjeri ...	...	...	...	15
Do. Naunakad ...	...	...	...	13
Total ...	...	401	...	4,427
South Canara.				
St. Ann's Girls' School, Mangalore ...	...	222	...	1,730
Do. Training School, Mangalore ...	...	13	...	1,200
Victoria do. do. ...	...	129	...	1,280
Muhammadan do. do. ...	...	...	...	5
B.G.M. Balmatta Girls' School ...	...	165	...	98
Do. Training School ...	...	2	...	510
Total ...	...	531	...	4,823
Total for Girls ...	...	11,797	...	71,484
Total Grants to Aided Schools ...	2,183	35,954	90,528	*1,66,612
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS.				
Vizagapatam.				
High School, Yellamanchili ...	...	96	...	508
Middle School, Parvatipuram ...	...	76	...	180
Do. Kasimkóta ...	...	42	...	307
Do. Palkonda ...	...	47	...	311
Total ...	...	261	...	1,276
Gódávari.				
High School, Amalápuram ...	...	268	...	756
Middle School, Virevásaram ...	...	72	...	620
Total ...	...	340	...	1,376
Kistna.				
Middle School, Gudivada ...	...	107	...	82
Do. Tenali ...	...	60	...	296
Do. Repalle ...	...	86	...	180
Industrial School, Masulipatam ...	...	30	...	215
Total ...	...	283	...	683
Bellary.				
High School, Harpanahalli ...	...	68	...	1,203
Middle School, Hospet ...	...	42	...	429
Do. Raysárug ...	...	53	...	75
Primary School, Hospet			...	160
Do. Narayanadevarkeri ...	...		...	149
Do. Harpanahalli ...	...	646	...	162
Do. Kotturu ...	...		...	107
Do. Kudligi ...	...		...	83
Do. Hadagalli ...	...		...	82
Total ...	...	809	...	2,510
Anantapur.				
Middle School, Penukonda ...	...	59	...	285
Total ...	...	59	...	285
Cuddapah.				
Middle School, Badvel ...	...	27	...	122
Do. Proddatur ...	...	101	...	152
Total ...	...	128	...	274
Nellore.				
Middle School, Kavali ...	...	86	...	297
Do. Kandukur ...	...	77	...	180
Total ...	...	163	...	477

* Includes grants to Private schools, Rs. 567.
Do. Whitefield schools, Rs. 46.

APPENDIX T—*continued.*

Statement of Salary and Rent Grants from Provincial Funds for 1894–95—continued.

Name of school.	Number on rolls on 31st March 1895. College department.	Number on rolls on 31st March 1895. School department.	Amount of grant drawn in 1894–95. College department.	Amount of grant drawn in 1894–95. School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS—*continued.*				
North Arcot.				
High School, Chittoor ...	...	152	...	2,255
Middle School, Arcot ...	...	78	...	511
Do. Arni ...	...	129	...	562
Do. Kuppam ...	...	71	...	10
Yeomiah School ...	...	...	...	1,200
Total ...	...	430	...	4,538
South Arcot.				
Middle School, Villupuram ...	...	76	...	473
Do. Vriddhachalam ...	...	65	...	419
Do. Porto Novo ...	...	53	...	211
Do. Tirukkóyilúr ...	...	79	...	403
Do. Panruti ...	...	126	...	332
Do. Tiruvannámalai ...	...	65	...	440
Do. Kallakurchi ...	...	53	...	336
Total ...	...	517	...	2,623
Tanjore.				
High School, Tiruválúr ...	...	250	...	1,453
Middle School, Orattanádu ...	...	74	...	69
Total ...	...	324	...	1,522
Trichinopoly.				
Middle School, Kulittalai ...	...	52	...	298
Do. Lalgudi ...	...	64	...	355
Total ...	...	116	...	653
Madura.				
Madura Technical Institute — Literary ...	...	187	...	96
Madura Technical Institute — Training ...	...	45	...	445
Madura Technical Institute — Technical ...	...	160	...	2,059
Total ...	...	392	...	2,600
Tinnevelly.				
Alwar Tirunagari Govindappan Chatram Sanskrit School ...	...	32	...	60
Circle Gymnastic Instructor, Tinnevelly Tk. ...	...	...	...	163
Training School, Tinnevelly ...	...	43	...	753
Total ...	...	75	...	976
Coimbatore.				
High School, Udamalpet ...	...	130	...	840
Do. Dhárápuram ...	...	88	...	617
Middle School, Pollachi ...	...	80	...	289
Total ...	...	298	...	1,746
Salem.				
High School, Námakkal ...	...	127	...	1,370
Do. Hosur ...	...	79	...	751
Middle School, Dharmapuri ...	...	112	...	427
Do. Krishnagiri ...	...	149	...	286
Do. Tiruchengódu ...	...	125	...	220
Primary School, Sankaridrug ...	...	...	...	5
Total ...	...	592	...	3,059
Malabar.				
Middle School, Angadipuram ...	...	85	...	223
Do. Betatnad ...	...	91	...	576
Do. Manjeri ...	...	87	...	358
Do. Cherpalcheri ...	...	78	...	234
Do. Kotayi ...	...	70	...	415
Do. Kotuvayur ...	...	106	...	438
Do. Alattur ...	...	149	...	425
Do. Chávakkát ...	...	131	...	429
Mappilla Training School, Tirur ...	...	12	...	240
Do. Tellicherry ...	...	10	...	240
Do. Malapuram ...	...	12	...	240
Total ...	...	831	...	3,620
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*			RS.	RS.
(3) INSTITUTIONS UNDER THE MANAGEMENT OF LOCAL FUND BOARDS—*continued.*				
South Canara.				
High School, Coondapoor ...	...	176	...	1,068
Total ...	...	176	...	1,068
Total Grants to Local Board Schools ...	...	5,794	...	29,286
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS.				
Ganjám.				
Municipal High School, Chicacole ...	...	91	...	524
Middle Schools, Parlakimedi Municipality ...	...	...	...	22
Total ...	...	91	...	546
Vizagapatam.				
Primary Schools, Bimilipatam Municipality ...	...	...	...	26
Total ...	...	...	...	26
Gódávari.				
Primary Schools, Ellore Municipality ...	...	...	...	47
Total ...	...	...	...	47
Kurnool.				
Municipal High School, Kurnool ...	...	133	...	2,784
Total ...	...	133	...	2,784
Bellary.				
Municipal High School, Bellary ...	...	213	...	990
Total ...	...	213	...	990
Anantapur.				
High School, Anantapur ...	...	100	...	1,122
Total ...	...	100	...	1,122
Cuddapah.				
High School, Cuddapah ...	...	121	...	3,448
Total ...	...	121	...	3,448
Nellore.				
Primary Schools, Nellore Municipality ...	...	...	...	38
Total ...	...	...	...	38
Chingleput.				
Primary Schools, Conjeeveram Municipality ...	...	...	...	40
Total ...	...	...	...	40
North Arcot.				
Middle School, Walajapet ...	...	117	...	23
Total ...	...	117	...	23
Tanjore.				
High School, Máyavaram ...	...	361	...	618
Primary Schools, Negapatam Municipality ...	...	...	...	168
Do. Máyavaram Municipality ...	...	...	...	82
Do. Kumbakónam Municipality ...	...	...	...	157
Do. Tanjore Municipality ...	...	...	...	210
Girls' School, Máyavaram ...	...	151	...	78
Total ...	...	512	...	1,313

APPENDIX T—*continued.*

Statement of Salary and Rent Grants from Provincial Funds for 1894–95—continued.

Name of school.	Number on rolls on 31st March 1895.		Amount of grant drawn in 1894–95.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS—*continued.*				
Trichinopoly.				
Primary Schools, Srirangam Municipality ...	...	...	...	196
Municipal Common Gymnasium ...	...	...	...	166
Total ...	...	...	...	362
Madura.				
High School, Dindigul ...	...	77	...	683
Common Gymnasium, Dindigul Municipality.	...	...	...	48
Primary Schools, Periyakulam Municipality ...	...	...	...	90
Total ...	...	77	...	821
Tinnevelly.				
Primary Schools, Tinnevelly Municipality ...	...	...	...	42
Do. Palamcottah Municipality ...	...	...	...	59
Total ...	...	...	...	101
Coimbatore.				
High School, Karur ...	...	67	...	349
Total ...	...	67	...	349
Salem.				
Salem College ...	12	255	965	1,218
High School, Tiruppattur ...	...	140	...	522
Primary Schools, Salem Municipality ...	...	...	...	57

Name of school.	Number on rolls on 31st March 1895.		Amount of grant drawn in 1894–95.	
	College department.	School department.	College department.	School department.
			RS.	RS.
SALARY AND RENT GRANTS FROM PROVINCIAL FUNDS—*continued.*				
(4) INSTITUTIONS UNDER THE MANAGEMENT OF MUNICIPAL COUNCILS—*continued.*				
Salem—continued.				
Gymnastic Instructor, Salem Municipality ...	...	...	...	71
Supervisor, Salem Municipality ...	...	...	...	33
Total ...	12	395	965	1,891
Nilgiris.				
Breeks' Memorial School, Ootacamund ...	...	46	...	3,060
Total ...	...	46	...	3,060
Malabar.				
Victoria College, Palghat ...	56	342	2,780	1,970
Brennen College, Tellicherry ...	42	194	1,215	935
High School, Cannanore ...	...	152	...	636
Middle School, Tiruvengode ...	...	155	...	45
Primary Schools, Tellicherry Municipality ...	...	...	...	80
Do. Palghat Municipality ...	...	...	...	72
Do. Calicut Municipality ...	...	...	...	116
Do. Cannanore Municipality ...	...	...	...	72
Do. Cochin Municipality ...	...	...	...	103
Total ...	98	843	3,995	4,088
South Canara.				
Primary Schools, Mangalore ...	...	...	...	4
Total, Grants to Municipal Schools ...	110	2,715	4,960	21,055
Total, Salary and Rent Grants from Provincial Funds ...	2,223	44,463	25,288	2,16,961

APPENDIX U.

Statement showing the Distribution of Provincial Grant-in-aid by Districts.

Districts.	1893–94.					1894–95.				
	Institutions under			Total.	Percentage to total expenditure.	Institutions under			Total.	Percentage to total expenditure.
	The management of Local Boards.	The management of Municipal Boards.	Private management.			The management of Local Boards.	The management of Municipal Boards.	Private management.		
	RS.	RS.	RS.	RS.		RS.	RS.	RS.	RS.	
Ganjám ...	2,203	806	5,475	8,484	1·39	2,300	867	4,379	7,546	1·28
Vizagapatam ...	3,823	113	11,548	15,484	2·53	5,050	132	10,995	16,177	2·75
Gódávari ...	9,000	165	10,122	19,287	3·15	4,871	200	7,622	12,693	2·16
Kistna ...	5,976	170	23,299	29,445	4·83	6,058	5	20,512	26,575	4·52
Kurnool ...	2,654	...	3,455	6,109	0·99	2,279	...	2,819	5,098	·87
Bellary ...	2,094	1,717	5,371	9,182	1·50	3,269	1,318	4,795	9,382	1·60
Anantapur ...	2,611	835	2,485	5,981	0·98	1,986	1,118	1,540	4,644	·79
Cuddapah ...	2,075	...	4,299	6,374	1·04	2,964	9	5,406	8,379	1·42
Nellore ...	5,316	48	6,944	12,308	2·01	2,772	88	9,387	12,247	2·08
Madras ...	...	...	1,47,693	1,47,693	24·15	...	...	1,44,655	1,44,655	24·60
Chingleput ...	741	55	26,229	26,025	4·26	551	53	23,922	24,526	4·17
North Arcot ...	9,722	200	13,987	23,909	3·90	7,618	90	15,033	22,741	3·87
South Arcot ...	5,766	...	10,083	15,849	2·59	5,807	...	9,528	15,335	2·61
Tanjore ...	5,089	2,109	33,675	40,873	6·69	6,084	2,846	30,959	39,889	6·78
Trichinopoly ...	3,460	283	30,370	34,113	5·59	2,033	383	36,448	38,864	6·61
Madura ...	6,739	1,172	18,794	26,705	4·37	5,806	1,413	18,838	26,057	4·43
Tinnevelly ...	4,750	431	58,109	63,290	10·36	3,649	122	47,047	50,818	8·64
Coimbatore ...	5,310	249	15,586	21,145	3·46	5,039	375	18,314	23,728	4·03
Salem ...	7,433	3,047	5,218	15,698	2·56	6,087	3,012	5,048	14,147	2·41
Nilgiris ...	15	6,082	8,204	14,301	2·33	340	3,233	8,184	11,757	2·00
Malabar ...	15,958	8,710	21,253	45,921	7·51	16,079	10,623	24,011	50,713	8·62
South Canara...	5,122	388	17,797	23,307	3·81	5,366	97	16,638	22,101	3·76
Total ...	1,05,857	26,630	4,78,996	* 6,11,483	100·00	96,008	25,984	4,66,080	† 5,88,072	100·00

* This amount excludes Rs. 235 paid to Colonial schools.
† This amount excludes Rs. 45 paid to Colonial schools.

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GENERAL TABLES.

(1)—*Abstract return of colleges, schools and scholars in the Public*

Area and population.											
Total area in square miles.	Number of towns and villages.		Population.		—		University education.		School education, general.		Public
							Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	
1	2		3		4		5	6	7	8	
141,350	Towns ...	214	Males ...	17,625,114	Institutions	For males ...	36	6	528	18,862	
						For females.	...	...	204	767	
						Total ...	36	6	732	19,619	
	Villages ...	56,889	Females ...	18,016,714	Scholars ...	Males ...	3,182	830	63,393	408,472	
	Total ...	57,103	Total ...	35,641,828		Females ...	3	4	19,104	80,119	
						Total ...	3,185	834	82,997	578,591	

(2)—*Abstract return of expenditure on public instruction*

—	Total direct expenditure on public instruction.						Total.
	University education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions. { For Males ...	6,11,326	2,23,058	14,60,840	17,75,904	1,58,134	2,46,929	44,77,191
{ For Females ...	.....	.....	4,69,238	2,22,912	52,049	18,297	7,62,496
Total ...	6,12,226	2,23,058	19,30,078	19,98,816	2,10,183	2,65,226	52,39,687
2. (a) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on public instruction.	12·53	8·44	18·47	12·70	7·38	5·63	85·15
(b) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on public instruction.	.....	·05	6·62	71·87	3·09	3·40	82·49
(c) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on public instruction.	1·70	·16	15·92	55·43	·63	8·67	79·38
(d) Percentages on total expenditure included in columns 2—17 to total expenditure on public instruction.	9·28	3·38	29·24	30·28	3·18	4·02	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in— Government institutions. { Cost to Provincial Revenues ...	200 6 5	225 1 5	19 1 4	7 10 6	110 5 3	75 10 3	33 10 10
{ Cost to Local and Municipal Funds ...	.....	1 1 4	.....	.....	0 15 1	37 15 1	2 3 2
Total cost ...	269 4 5	302 3 11	34 13 9	7 14 6	111 14 3	137 8 9	46 18 11
Local Fund schools. { Cost to Provincial Revenues	.....	.....	2 12 6	0 7 1	17 13 0	14 8 6	0 11 1
{ Cost to Local Funds ...	.....	.....	4 15 5	5 5 10	98 12 8	6 13 3	3 11 1
Total cost ...	.....	.....	16 14 9	4 11 1	118 2 6	71 8 3	6 0 5
Municipal schools... { Cost to Provincial Revenues	42 6 3	.....	5 15 3	0 3 6	.....	15 5 4	1 8 3
{ Cost to Municipal Funds ...	33 0 6	.....	1 7 8	4 0 3	.....	4 14 3	3 12 8
Total cost ...	139 14 8	.....	27 9 2	5 4 7	.....	23 2 8	9 15 5
Institutions in Native States. { Cost to Native State Revenues	.....	.....	13 11 2	.....	.....	.....	13 11 2
{ Cost to Local and Municipal Funds ...	.....	.....	.....	.....	.....	.....	.....
Total cost ...	.....	.....	18 9 1	.....	.....	.....	18 9 1
Aided institutions... { Cost to Provincial Revenues ...	40 7 8	.....	3 13 7	0 5 7	83 15 8	10 0 1	1 0 5
{ Cost to Local and Municipal Funds ...	.....	.....	0 11 2	0 15 4	.....	.....	0 14 7
Total cost ...	165 7 0	.....	25 3 4	3 7 1	197 0 0	48 13 3	8 6 8
Unaided institutions ... ... Total cost ...	189 7 10	.....	20 11 7	1 14 9	53 7 9	41 0 6	3 3 11
All institutions ... { Cost to Provincial Revenues ...	76 7 9	325 1 5	4 9 10	0 7 1	60 2 1	35 0 2	1 15 4
{ Cost to Local and Municipal Funds ...	1 3 2	1 1 4	1 3 2	1 5 5	17 9 0	15 10 11	1 0 10
Total cost ...	189 12 0	302 3 11	24 7 10	3 8 5	128 15 2	83 11 11	8 0 0

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Madras Presidency for the official year 1894–95.

institutions.							
School education, special.		Total of public institutions.	Private institutions.		Grand Total.	Percentage of	Remarks.
Training schools.	All other special schools.		Advanced.	Elementary.			
9	10	11	12	13	14	15	16
56	29	19,507	177	4,469	24,153	Institutions to number of towns and villages. 42·30	
19	10	1,000	...	29	1,029	1·80	
75	39	20,507	177	4,498	25,182	44·10	
1,376	2,842	570,595	4,256	81,680	656,531	Male scholars to male population of school-going age. 24·83	
318	577	100,125	165	7,533	107,823	Female scholars to female population of school-going age. 3·99	
1,694	3,419	670,720	4,421	89,213	764,354	14·30	

in the Madras Presidency for the official year 1894–95.

Total indirect expenditure on public instruction.								Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
} 1,58,936	56,340	3,88,288	59,612	4,32,390	15,008	2,50,498	13,61,072	66,00,759
1,58,936	56,340	3,88,288	59,612	4,32,390	15,008	2,50,498	13,61,072	66,00,759
.....	2·36	14·42	1·78	13·48	·61	1·70	34·85	100·00
.....	.....	10·36	·43	3·67	·14	·37	14·97	100·00
.....	.....	5·76	·03	10·48	·81	·43	17·51	100·00
2·41	·85	5·88	·90	6·55	·23	3·80	20·62	100·00

(3)—Return of colleges, schools and scholars in the [Ma]dras Presidency for the official year 1894–95.

Class of institutions.	Public institutions. Under public management. Managed by Government. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by Local Fund and Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by Native States. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Under private management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University education. *Arts Colleges.* English	4	737	756	671	3	110	117	103	...	...	...	...	27	2,200	2,232	2,026
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training. Law	1	630	551	496	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	72	73	69	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1	19	17	16	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	2	66	54	53	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	1	47	43	41	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	834	738	675	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools.* For boys: High schools, English	4	1,144	979	884	24	3,703	3,826	2,891	...	...	...	...	79	21,665	19,414	17,191
For boys: Middle schools, English	9	1,187	1,115	945	74	6,116	5,522	4,811	1	76	76	49	132	18,136	12,567	10,507
For boys: Middle schools, Vernacular	9	412	401	315	57	5,042	4,934	4,280	...	...	...	...	60	4,161	4,061	3,304
For girls: High schools, English	2	215	228	188	...	...	...	...	...	...	...	...	19	1,772	1,715	1,508
For girls: High schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	2	333	331	237
For girls: Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	30	2,633	2,541	2,173
For girls: Middle schools, Vernacular	40	3,555	3,484	2,642	4	503	469	347	...	...	...	...	99	8,929	9,956	6,802
Total ...	64	6,513	6,207	4,974	159	15,364	14,281	12,329	1	76	76	49	421	52,629	50,585	41,717
Primary schools. For boys	174	6,084	5,780	4,493	3,351	139,578	138,455	116,422	...	...	...	...	9,316	274,824	270,049	229,655
For girls	115	6,158	5,988	4,720	15	799	802	590	...	...	...	...	521	22,086	21,137	16,287
Total ...	289	12,242	11,768	9,213	3,366	140,377	139,257	117,012	...	...	...	...	9,837	296,910	291,186	245,942
School education, special. *Schools for special instruction.* Training schools for masters	29	973	935	841	19	271	271	245	...	...	...	...	7	134	128	119
Do. for mistresses	4	86	91	85	...	...	...	...	...	...	...	...	13	204	176	163
Schools of Art	1	518	466	391	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	340	348	330	2	44	45	45	...	...	...	...	...	...	...	...
Engineering and Surveying schools	1	200	231	216	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	2	190	172	152	...	...	...	...	12	863	770	621
Other schools ...	2	211	165	126	1	15	12	10	...	...	...	...	12	835	773	581
Total ...	38	2,328	2,236	1,989	24	520	500	452	...	...	...	...	44	2,036	1,847	1,484
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	401	22,654	21,705	17,432	3,552	156,371	154,155	129,896	1	76	76	49	10,329	353,784	345,850	291,169
Private institutions. 1. Advanced, teaching— (a) Arabic or Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Elementary, teaching— A vernacular only or mainly— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Elementary, teaching, the Qurán— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Other schools not conforming to Departmental standards— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	401	22,654	21,705	17,432	3,552	156,371	154,155	129,896	1	76	76	49	10,329	353,784	345,850	291,169

Class of institutions.	Under private management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning: English.	A classical language.	A vernacular language.	Classification of scholars on the 31st March according to race or creed: Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of girls in boys' schools	Number of boys in girls' schools.	Remarks.
1	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
University education. *Arts Colleges.* English	2	129	122	111	36	3,185	2,972	845	1,927	36	254	2,847	42	6	3	...	
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges or departments of colleges for professional training. Law	...	...	...	...	1	630	630	...	...	3	27	591	8	1	...	...	
Medicine	...	...	...	...	1	72	72	...	...	18	20	30	3	1	...	...	
Engineering	...	...	...	...	1	19	19	...	...	...	1	18	...	...	4	...	
Teaching	...	...	...	...	2	66	66	...	...	...	9	57	...	...	...	...	
Agriculture	...	...	...	...	1	47	47	...	...	1	1	44	1	...	...	...	
Total ...	...	...	...	...	6	834	834	...	...	22	58	740	12	2	4	...	
School education, general. *Secondary schools.* For boys: High schools, English	21	4,700	4,118	3,524	128	31,212	30,870	4,919	26,875	1,310	3,706	24,504	1,641	51	161	...	
For boys: Middle schools, English	35	2,363	2,333	1,975	251	22,878	21,664	1,014	20,792	2,035	2,672	17,153	962	56	819	...	
For boys: Middle schools, Vernacular	23	759	671	582	149	10,374	5,777	314	10,506	6	1,041	8,336	989	2	673	...	
For girls: High schools, English	4	322	295	252	25	2,309	2,299	311	1,120	1,499	672	120	...	18	...	262	
For girls: High schools, Vernacular	...	...	...	...	2	333	230	...	325	...	2	330	1	...	...	...	
For girls: Middle schools, English	1	31	21	18	31	2,664	2,559	12	1,564	1,345	1,185	125	3	6	...	432	
For girls: Middle schools, Vernacular	3	240	232	205	146	13,227	2,448	2	13,240	15	3,780	9,000	432	...	...	328	
Total ...	87	8,415	7,670	6,556	732	82,997	65,847	6,572	74,422	6,210	13,058	59,568	4,028	133	1,593	1,022	
Primary schools. For boys	6,011	125,551	121,809	102,580	18,852	546,037	57,152	25,164	551,009	357	36,826	447,906	58,523	2,425	48,522	...	
For girls	116	3,511	3,349	2,679	767	32,554	1,693	2,860	32,430	221	4,144	23,341	4,739	169	...	957	
Total ...	6,127	129,062	124,958	105,259	19,619	578,591	58,845	28,024	583,439	578	40,970	471,247	63,262	2,534	48,522	957	
School education, special. *Schools for special instruction.* Training schools for masters	1	7	10	9	56	1,385	225	...	1,160	...	258	988	138	1	9	...	
Do. for mistresses	2	19	19	19	19	309	94	...	215	39	240	14	16	...	...	...	
Schools of Art	...	...	...	...	1	518	213	...	305	43	40	420	15	...	25	...	
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical schools	...	...	...	...	3	384	382	...	2	58	72	221	27	6	14	...	
Engineering and Surveying schools	...	...	...	...	1	200	160	...	40	7	6	180	6	1	...	...	
Industrial schools	2	27	28	24	* 16	1,080	495	...	585	160	446	267	206	1	...	...	
Other schools ...	3	176	157	124	† 18	1,237	1,081	...	156	470	70	687	10	...	...	5	
Total ...	8	229	214	176	114	5,113	2,650	...	2,463	777	1,132	2,777	418	9	48	5	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	6,224	137,835	132,964	112,102	20,507	670,720	131,148	35,441	662,251	7,623	55,472	537,179	67,762	2,684	50,170	1,984	
Private institutions. 1. Advanced, teaching— (a) Arabic or Persian	...	...	...	...	40	1,899	...	2,040	323	...	...	...	1,899	...	90	...	
(b) Sanskrit	...	...	...	...	137	2,522	...	2,522	728	...	...	2,522	...	...	75	...	
(c) Any other Oriental classic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Elementary, teaching— A vernacular only or mainly— For boys	...	...	...	...	4,063	78,522	30	10,875	68,718	...	949	64,482	13,067	24	5,425	...	
For girls	...	...	...	...	21	576	...	485	277	...	...	91	485	...	...	66	
3. Elementary, teaching, the Qurán— For boys	...	...	...	...	394	9,257	...	8,995	1,063	...	...	39	9,218	...	1,129	...	
For girls	...	...	...	...	8	139	...	139	...	...	...	...	139	...	...	...	
4. Other schools not conforming to Departmental standards— For boys	...	...	...	...	12	719	...	...	1,401	...	719	...	...	...	330	...	
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	4,675	93,634	30	25,056	72,510	...	1,668	67,134	24,808	24	7,049	66	
GRAND TOTAL ...	6,224	137,835	132,964	112,102	25,182	764,354	131,178	60,497	734,761	7,623	57,140	604,313	92,570	2,708	57,219	2,050	

* Of these 4 are for girls with 92 pupils.

† Of these 6 are for girls with 446 girls and 5 boys.

(3a)—*Return of colleges, schools and scholars for Europeans in the Madras Presidency for the official year* 1894–95.

Class of institutions.	Public institutions. Under public management. Managed by Government. Number of institutions.	Managed by Government. Number of scholars on the rolls on 31st March.	Managed by Government. Average number on the rolls monthly during the year.	Managed by Government. Average daily attendance.	Managed by Local Fund and Municipal Boards. Number of institutions.	Managed by Local Fund and Municipal Boards. Number of scholars on the rolls on 31st March.	Managed by Local Fund and Municipal Boards. Average number on the rolls monthly during the year.	Managed by Local Fund and Municipal Boards. Average daily attendance.	Managed by Native States. Number of institutions.	Managed by Native States. Number of scholars on the rolls on 31st March.	Managed by Native States. Average number on the rolls monthly during the year.	Managed by Native States. Average daily attendance.	Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University education.																
Arts Colleges.																
English	...	...	...	...	...	...	...	...	...	...	...	...	3	26	22	21
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general.																
Secondary schools.																
For boys — High schools, English	...	...	...	...	1	46	57	45	...	...	...	...	7	1,363	1,291	1,131
For boys — Middle schools, English	1	329	324	297	...	...	...	...	...	...	...	...	21	1,777	1,712	1,355
For boys — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools, English	1	70	68	63	...	...	...	...	...	...	...	...	13	1,331	1,288	1,137
For girls — High schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	21	1,454	1,422	1,227
For girls — Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	399	392	360	1	46	57	45	...	...	...	...	62	5,927	5,713	4,850
Primary schools.																
For boys	...	...	...	...	...	...	...	...	...	...	...	...	4	292	242	194
For girls	...	...	...	...	...	...	...	...	...	...	...	...	3	176	150	126
Total	...	...	...	...	...	...	...	...	...	...	...	...	7	468	392	320
School education, special.																
Schools for special instruction.																
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	163	128
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	2	144	338	288
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	4	328	501	360
Total	...	...	...	...	...	...	...	...	...	...	...	...	6	472		
Total of Colleges and Schools of Public Instruction	2	399	392	360	1	46	57	45	...	...	...	...	78	6,863	6,628	5,577
Private institutions	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	2	399	392	360	1	46	57	45	...	...	...	...	78	6,863	6,628	5,577

Under private management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning English.	A classical language.	A vernacular language.	Classification of scholars on 31st March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindus.	Mahammadans.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
...	...	...	...	3	26	26	15	11	14	2	10	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	1	...	...	8	1,411	1,411	717	1,129	966	200	199	28	18	35	...	
...	...	20	20	23	2,126	2,126	34	761	1,917	136	58	2	13	477	...	
...	2	308	284	242	16	1,709	1,709	279	545	1,436	244	13	...	16	...	239
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	31	21	18	22	1,485	1,485	12	387	1,337	93	49	...	6	...	346
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	4	359	325	273	69	6,731	6,731	1,042	2,822	3,656	673	319	30	59	512	583
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	262	262	...	...	262	...	...	...	...	101	...	
...	1	46	47	34	4	222	222	...	...	218	1	...	1	2	...	85
...	1	46	47	34	8	484	484	...	...	480	1	...	1	2	101	85
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	144	144	...	...	144	...	...	...	...	...	...	...
...	2	123	104	83	*6	451	451	...	...	444	7	...	...	...	...	5
...	2	123	104	83	8	595	595	...	...	588	7	...	...	...	...	5
...	7	528	476	390	88	7,836	7,836	1,057	2,833	6,738	683	329	31	55	614	675
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	7	528	476	390	88	7,836	7,836	1,057	2,833	6,738	683	329	31	55	614	675

* These are girls' schools.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1894–95.

Objects of expenditure.	Public institutions.																						
	Under public management.																						
	Managed by Government.							Managed by Local Fund and Municipal Boards.															
												Maintained by Native States.							Under private management. Aided by Government or by Local Fund or Municipal Boards.						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education. — *Arts colleges*—																												
English ...	1,51,503	...	...	50,832	...	(a)1,746	2,03,581	4,960	...	3,865	7,444	...	101	16,370	...	...	...	...	...	...	...	90,347	...	...	1,21,124	9,615	1,48,171	3,69,257
Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—																												
Law ...	...	...	...	(a1)38,970	...	14	38,984	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ...	69,143	...	...	6,876	1,226	...	71,245	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ...	50,373	...	...	3,228	...	23	53,624	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching ...	43,129	(b) 426	(b1)374	180	...	664	44,773	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ...	29,470	...	...	600	16	4,346	34,432	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	3,17,618	426	374	1,00,186	1,242	6,793	4,26,639	4,960	...	3,865	7,444	...	101	16,370	...	...	...	...	...	...	...	90,347	...	...	1,21,124	9,615	1,48,171	3,69,257
School education, general. — *Secondary schools*—																												
For boys — High schools ...	15,491	...	...	17,160	...	2,005	34,566	(c) 28,956	1,438	2,691	85,572	...	1,436	1,20,113	...	...	...	...	...	...	...	65,570	430	15,721	3,62,604	19,569	1,50,826	6,14,720
For boys — Middle schools — English ...	(d) 38,456	...	...	1,332	...	(d1)68,193	(d2)11,07,981	15,218	28,161	534	71,928	...	736	1,16,617	1,041	...	...	370	...	...	1,411	38,318	1,654	13,189	93,875	14,297	79,026	3,40,359
For boys — Middle schools — Vernacular.	4,242	...	...	...	...	...	4,242	4,708	23,724	924	8,694	60	51	38,161	...	...	...	...	...	...	...	7,962	1,875	2,179	16,091	3,662	20,432	52,201
For girls — High schools — English ...	(e) 25,941	...	...	1,162	...	(e1)6,697	(e2)33,800	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24,925	...	...	25,198	5,991	78,091	1,34,205
For girls — High schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,858	...	...	1,451	3,572	...	6,881
For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,399	...	...	12,316	4,835	61,193	97,243
For girls — Middle schools — Vernacular.	34,444	...	...	1,299	13	15	35,771	1,656	693	915	5,064	...	...	3,264	...	...	...	...	...	...	...	37,174	265	34	7,017	10,149	74,969	1,29,608
Total ...	1,18,484	...	...	20,953	13	76,910	2,16,360	50,598	54,016	5,064	1,66,704	60	2,223	2,78,155	1,041	...	...	370	...	...	1,411	1,94,706	4,224	31,123	5,18,552	62,075	4,64,537	12,75,217
Primary schools— For boys ...	46,303	...	...	1,829	...	315	48,447	56,995	4,10,849	64,392	1,26,035	29	284	6,58,584	...	...	...	...	...	...	...	52,252	2,19,380	59,186	2,80,009	13,586	2,18,183	8,42,596
For girls ...	43,808	...	...	817	...	...	44,625	1,082	1,594	2,351	118	...	...	5,145	...	...	...	...	...	...	...	49,716	526	247	6,788	10,927	90,972	1,59,176
Total ...	90,111	...	...	2,646	...	315	93,072	58,077	4,12,443	66,743	1,26,153	29	284	6,63,729	...	...	...	...	...	...	...	1,01,968	2,19,906	59,433	2,86,797	24,513	3,09,155	10,01,772
School education, special. — *Schools for special instruction*—																												
Training schools for masters ...	96,661	(f) 422	(f1)548	162	...	458	98,251	5,945	26,773	886	4	...	334	33,942	...	...	...	...	...	...	...	12,222	...	...	...	6,013	6,515	24,850
Do. for mistresses ...	16,535	...	...	...	...	16	16,551	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,816	...	...	5	4,624	16,593	35,038
Schools of Art ...	23,279	...	...	2,073	...	8,227	33,579	...	...	1,020	1,232	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools ...	...	...	...	...	...	...	...	...	330	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	36,887	28,445	17,117	5,291	...	...	87,740	...	...	...	11	...	4,183	6,765	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools.	23,625	...	...	10,439	...	32	34,096	3,065	1,019	1,200	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools ...	...	...	...	...	...	...	...	272	133	59	...	...	3,238	8,533	...	...	...	...	...	...	...	11,233	...	...	...	21,488	24,444	57,115
Other schools ...	7,733	...	(g) 348	317	...	2,620	11,018	...	...	...	1,271	...	71	559	...	...	...	...	...	...	...	4,781	...	...	7,238	737	5,474	18,230
Total ...	2,04,726	28,867	18,013	18,282	...	11,353	2,81,235	9,282	28,255	3,165	...	...	7,826	49,799	...	...	...	...	...	...	...	42,152	...	...	7,243	32,812	53,026	1,35,233
Buildings ...	(h) 2,41,344	...	...	...	...	...	2,41,344	3,149	31,695	22,591	...	...	...	57,435	...	...	...	...	...	...	...	20,976	568	1,264	...	6,920	90,987	1,20,715
Furniture and apparatus (special grants only) ...	...	...	...	...	...	...	...	1,920	...	...	...	...	...	1,920	...	...	...	...	...	...	...	10,027	1,216	1,845	...	...	...	13,088
Total ...	2,41,344	...	...	...	...	...	2,41,344	5,069	31,695	22,591	...	...	...	59,355	...	...	...	...	...	...	...	31,003	1,784	3,109	...	6,920	90,987	1,33,803
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than Training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on public instruction ...	9,72,277	29,293	18,387	1,42,067	1,255	95,371	12,58,650	1,27,986	5,26,409	1,01,428	3,01,062	89	10,434	10,67,408	1,041	...	...	370	...	...	1,411	4,60,176	2,25,914	93,665	9,83,716	1,35,935	10,65,876	22,15,282

(a) Non-departmental, Rs. 323.
(a1) Surplus fees (Law college), Rs. 21,110.
(b) Non-departmental.
(b1) Non-departmental.
(c) Net cost of Kurnool and Cuddapah High schools, Rs. 6,232.
(d) Lawrence Asylum, Male Branch, Provincial grant, Rs. 31,080.
(d1) Lawrence Asylum, Male Branch, Miscellaneous receipts, Rs. 68,164.
(d2) Lawrence Asylum, Male Branch, total cost, Rs. 99,344.
(e) Lawrence Asylum, Female Branch, Provincial grant, Rs. 16,320.
(e1) Lawrence Asylum, Female Branch, Miscellaneous receipts, Rs. 6,682.
(e2) Lawrence Asylum, Female Branch, total cost, Rs. 23,002.
(f) Non-departmental.
(f1) Non-departmental.
(g) Non-departmental, Rs. 48.
(h) Cost of buildings borne by Public Works Department.

(4)—*Return of expenditure on public instruction in the Madras Presidency for the official year* 1894–95—continued.

Objects of expenditure.	Public institutions—*cont.* Under private management—*cont.* Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total expenditure from Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand Total.
	30	31	32	33	34	35	36	37	38	39
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education. *Arts colleges*— English	2,706	...	20,412	23,118	2,46,810	...	3,865	1,81,606	1,80,045	6,12,326
Oriental	...	...	...	...	...		...	...	...	...
Colleges or departments of colleges for professional training— Law	...	...	...	...	...	...	...	38,970	14	38,984
Medicine	...	...	...	...	63,142	...	...	6,876	1,226	71,245
Engineering	...	...	...	...	30,573	...	...	3,228	23	33,824
Teaching	...	...	...	...	43,129	426	374	180	664	44,773
Agriculture	...	...	...	...	29,470	...	...	600	4,362	34,432
Total	2,706	...	20,412	23,118	4,12,925	426	4,239	2,31,460	1,86,334	8,35,584
School education, general. *Secondary schools*— For boys: High schools	67,422	8,089	21,705	97,216	1,09,947	1,868	18,412	5,32,758	2,03,630	8,06,615
For boys: Middle schools, English	18,966	24	10,742	28,832	92,932	29,815	13,723	1,85,571	(i) 1,74,039	4,95,200
For boys: Middle schools, Vernacular	2,700	15	1,706	4,421	16,912	25,599	3,103	27,485	25,926	99,025
For girls: High schools, English	5,931	10,677	5,559	22,217	50,866	...	...	32,341	1,07,015	1,90,222
For girls: High schools, Vernacular	...	...	...	...	1,858	...	...	1,451	3,572	6,881
For girls: Middle schools, English	213	199	...	412	18,899	...	...	12,529	66,227	97,655
For girls: Middle schools, Vernacular	...	...	5,837	5,837	73,274	958	949	8,316	90,983	1,74,480
Total	94,332	19,004	46,549	1,38,935	3,63,788	58,240	36,187	8,00,451	6,71,312	19,30,078
Primary schools— For boys	1,47,226	4,315	74,244	2,26,277	1,55,550	6,36,229	1,23,578	5,55,063	3,11,454	17,75,904
For girls	447	1,059	11,960	13,966	94,606	2,120	2,598	8,179	1,15,418	2,22,912
Total	1,47,667	6,372	85,204	2,40,243	2,50,156	6,32,849	1,26,176	5,63,263	4,26,872	19,98,816
Schools for special instruction— Training schools for masters	...	...	1,091	1,091	1,14,928	27,195	1,434	160	14,511	1,58,158
Do. for mistresses	1	60	399	460	30,351	...	...	6	21,662	52,029
Schools of Art	...	...	...	...	23,270	...	...	2,073	8,227	33,570
Law schools	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	36,887	28,775	18,137	6,823	4,183	94,805
Engineering and Surveying schools	...	...	...	...	23,625	...	...	10,439	32	34,096
Industrial schools	...	...	169	169	14,298	1,019	1,260	11	40,289	57,877
Other schools	1,847	192	5,383	7,422	12,786	133	407	9,426	14,477	37,229
Total	1,848	252	7,042	9,142	2,56,154	57,122	21,178	28,644	1,12,311	4,75,409
Buildings	...	...	12,896	12,896	2,65,469	32,263	23,855	...	1,10,803	4,32,390
Furniture and apparatus (special grants only)	...	...	...	...	11,947	1,216	1,845	...	...	15,008
Total	...	...	12,896	12,896	2,77,416	33,479	25,700	...	1,10,803	4,47,398
University	...	...	...	...	...	...	...	(j) 1,41,964	16,972	1,58,936
Direction	...	...	...	...	56,340			...	...	56,340
Inspection	...	...	...	...	2,83,969	91,212	13,107	...	12,302	3,88,288
Scholarships held in: Arts colleges	...	...	...	...	11,185	...	...	...	240	23,487
Professional colleges	...	...	...	...	4,427	...	...	...	3,819	4,667
Secondary schools	...	...	...	...	4,928	...	...	...	...	8,747
Primary schools	...	...	...	...	117	10	...	...	4,209	127
Special schools other than Training schools	...	...	...	...	(k) 14,429	3,796	60	...	84,647	22,254
Miscellaneous	...	...	...	...	33,503	3,253	986	1,28,169	1,22,270	(l) 2,50,498
Total	...	...	...	...	4,03,898	98,271	14,153	2,70,073		9,13,674
Total expenditure on public instruction	2,46,603	25,628	1,72,103	4,44,334	(m) 19,69,327	8,79,887	2,27,633	18,93,891	16,30,011	66,00,759

(i) Includes Rs. 1,041 shown under 'Native State Revenues' in column 16.
(j) Surplus fees (University), Rs. 19,442.
(k) Government Scholarships in Medical School, Rs. 6,645.
(l) Expenditure on Private schools (Fees Rs. 1,20,793, other sources Rs. 55,729 and Total Rs. 1,76,524).
(m) Grants to Orphanages not paid through the Department, Rs. 4,862; grants to Private schools, Rs. 1,027; grants to Colonial schools, Rs. 45; grants to Eleemosynary schools, Rs. 1,531.

NOTE.—Total of columns 8, 9 and 23 (Rs. 12,58,650 + 1,27,083 + 4,60,176) ... RS. 18,46,812

Add—Indirect charges—

	RS.	RS.
Direction	56,340	
Inspection	2,83,969	
Scholarships	35,086	
Workshop fittings	22,886	
Miscellaneous	23,536	4,21,817
		22,68,629

Deduct—Cost of Medical College and School

	RS.	RS.
Lawrence Asylum Charges	1,63,630	
Grants to Orphanages not paid through the Department	1,22,846	
Charges met from non-departmental receipts	4,862	
Building charges met from Public Works Funds	2,141	
	2,41,344	5,36,823
Balance		17,31,806

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1894–95.

Objects of expenditure.	Public institutions. Under public management. Managed by Government. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Managed by Local Fund and Municipal Boards. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Managed by Native States. Native State revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education. *Arts colleges*— English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. *Secondary schools*— For boys: High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys: Middle schools, English	...	...	...	...	...	...	...	3,102	...	563	1,890	...	1,925	6,780	...	...	...	...	...	...	...
For boys: Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: High schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls: Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	3,102	...	563	1,890	...	1,925	6,780	...	113	...	...	...	...	...
Primary schools— For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for special instruction— Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total expenditure on European schools	48,000	...	...	...	...	...	1,22,846	3,215	...	563	1,890	...	1,925	6,893	...	...	...	...	...	...	...

(4a)—*Return of expenditure on European schools in the Madras Presidency for the official year* 1894–95—continued.

Objects of expenditure.	Public institutions—*continued.* Under private management. Aided by Government or by Local Fund or Municipal Boards. Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total expenditure from Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand Total.
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education. — *Arts colleges*— English	5,212	...	...	1,009	55	12,783	19,059	...	...	...	...	5,212	...	...	1,009	12,838	19,059
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	5,212	...	...	1,009	55	12,783	19,059	...	...	...	...	5,212	...	...	1,009	12,838	19,059
School education, general. — *Secondary schools*— For boys. High schools, English	12,370	...	...	26,265	1,586	29,479	69,700	...	...	...	...	15,472	...	563	28,153	32,290	76,480
For boys. Middle schools, English	17,509	...	66	7,315	7,578	35,778	68,297	...	...	...	...	49,240	...	66	7,315	1,11,520	1,68,141
For girls. High schools, English	19,800	...	...	21,267	1,077	59,611	101,855	5,933	10,678	4,276	20,887	36,120	...	...	27,900	82,324	1,45,744
For girls. Middle schools, English	13,180	...	...	9,279	4,469	35,499	62,433	212	199	...	411	13,186	...	...	9,491	40,167	62,844
Total	62,916	...	66	64,226	14,710	1,00,367	3,02,285	6,145	10,877	4,276	21,298	1,14,018	...	629	72,861	2,66,301	4,53,209
Primary schools— For boys	1,161	...	172	...	1,042	2,034	4,409	...	...	...	...	1,161	...	172	...	3,076	4,409
For girls	858	...	...	346	204	3,048	4,456	11	573	1,263	1,847	858	...	...	357	5,088	6,303
Total	2,019	...	172	346	1,246	5,082	8,865	11	573	1,263	1,847	2,019	...	172	357	8,164	10,712
School education, special. — *Schools for special instruction*— Industrial schools	1,872	...	...	...	575	5,840	8,287	...	...	...	...	1,872	...	...	...	6,415	8,287
Other schools	2,900	...	...	4,593	437	1,072	9,002	1,770	...	...	1,770	2,900	...	...	6,363	1,509	10,772
Total	4,772	...	...	4,593	1,012	6,912	17,289	1,770	...	...	1,770	4,772	...	...	6,363	7,924	19,059
Buildings	1,137	...	...	...	...	11,541	12,678	...	...	...	...	1,137	...	...	...	11,541	12,678
Furniture and apparatus (special grants only).	1,735	...	...	...	...	...	1,735	...	...	...	...	1,848	...	...	...	...	1,848
Total	2,872	...	...	...	...	11,541	14,413	...	...	...	...	2,985	...	...	...	11,541	14,526
Scholarships	...	...	...	...	...	...	...	...	...	...	...	1,298	...	...	...	827	2,125
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	45	...	...	...	...	45
Total	...	...	...	...	...	...	...	...	...	...	...	1,343	...	...	...	827	2,170
Total expenditure on European schools	77,791	...	238	70,174	17,023	1,96,685	3,61,911	7,926	11,450	5,539	24,915	1,50,549	...	801	79,990	3,07,595	5,18,735

(5)—*Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year* 1894–95.

Class of schools.	Number of schools.	Number of pupils on the rolls on the 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination. 1. Boys.	Girls.	Total.	Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage. 2. Boys.	Girls.	Total.	Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage. 3. Boys.	Girls.	Total.	Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books. 4. Boys.	Girls.	Total.	Not reading printed books. 5. Boys.	Girls.	Total.	Total. Boys.	Girls.	Total.
Secondary schools—																				
For boys — Government — English	13	2,831	439	...	439	795	...	795	316	...	316	704	4	708	73	...	73	2,327	4	2,331
Government — Vernacular	9	412	...	...	...	50	...	50	53	...	55	231	10	241	64	4	68	398	14	412
Local Fund — English	76	6,651	440	...	440	3,657	10	3,677	1,262	8	1,270	1,162	63	1,225	26	13	39	6,557	94	6,651
Local Fund — Vernacular	56	4,902	...	...	...	687	7	694	759	26	785	2,587	271	2,858	435	130	565	4,468	434	4,902
Municipal — English	22	3,168	891	...	891	2,072	1	2,073	110	...	110	94	...	94	...	...	...	3,167	1	3,168
Municipal — Vernacular	1	140	...	...	...	36	...	36	21	...	21	83	...	83	...	...	...	140	...	140
Native States — English	1	76	...	...	...	22	...	22	10	...	10	24	...	24	20	...	20	76	...	76
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	211	34,801	8,119	11	8,130	14,872	111	14,983	3,613	90	3,703	7,151	520	7,671	239	75	314	33,994	807	34,801
Aided — Vernacular	60	4,161	...	...	...	1,239	17	1,256	670	29	699	1,890	127	2,017	161	28	189	3,960	201	4,161
Unaided — English	56	7,063	1,989	...	1,989	3,681	5	3,686	483	1	484	833	8	841	63	...	63	7,049	14	7,063
Unaided — Vernacular	23	759	...	...	...	324	...	324	94	...	94	268	13	281	49	11	60	735	24	759
Total	528	64,464	11,878	11	11,889	27,445	151	27,596	7,391	154	7,545	15,027	1,016	16,043	1,130	261	1,391	62,871	1,593	64,464
For girls — Government — English	2	215	...	27	27	...	45	45	...	28	28	14	86	100	1	14	15	15	200	215
Government — Vernacular	40	3,555	...	...	...	...	215	215	...	243	243	5	2,549	2,554	...	543	543	5	3,550	3,555
Local Fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund — Vernacular	1	50	...	...	...	...	3	3	...	1	1	...	46	46	...	...	...	...	50	50
Municipal — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal — Vernacular	3	453	...	...	...	...	30	30	...	33	33	...	390	390	...	...	...	...	453	453
Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided — English	42	4,405	6	283	289	23	1,127	1,150	34	569	603	475	1,775	2,250	48	65	113	586	3,819	4,405
Aided — Vernacular	101	9,262	...	10	10	62	1,178	1,240	48	1,023	1,071	181	5,767	5,948	6	987	993	297	8,965	9,262
Unaided — English	5	353	...	31	31	7	67	74	3	36	39	70	110	180	13	16	29	93	260	353
Unaided — Vernacular	3	240	...	...	...	...	43	43	5	29	34	15	115	130	6	27	33	26	214	240
Total	204	18,533	6	351	357	92	2,708	2,800	90	1,962	2,052	760	10,838	11,598	74	1,652	1,726	1,022	17,511	18,533
Total, Secondary schools	752	82,997	11,884	362	12,246	27,537	2,859	30,396	7,481	2,116	9,597	15,787	11,854	27,641	1,204	1,913	3,117	63,893	19,104	82,997
Primary schools—																				
For boys — Government	174	6,084	...	...	...	...	...	...	852	5	857	3,814	115	3,929	1,205	93	1,298	5,871	213	6,084
For boys — Local Fund	3,061	123,063	...	...	...	...	...	...	11,819	511	12,330	82,972	12,570	95,542	11,401	3,790	15,191	106,192	16,871	123,063
For boys — Municipal	220	16,515	...	...	...	...	...	...	1,925	51	1,976	12,597	945	13,542	895	102	997	15,417	1,098	16,515
For boys — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys — Aided	9,316	274,824	...	...	...	...	...	...	14,542	467	15,009	210,573	17,438	228,011	27,285	4,519	31,804	252,400	22,424	274,824
For boys — Unaided	6,011	125,551	...	...	...	...	...	...	1,721	23	1,744	93,497	5,637	99,134	22,417	2,256	24,673	117,635	7,916	125,551
Total	18,852	546,037	...	...	...	...	...	...	30,859	1,057	31,916	403,453	36,705	440,158	63,203	10,760	73,963	497,515	48,522	546,037
For girls — Government	115	6,158	...	...	...	...	...	...	...	306	306	62	4,422	4,484	...	1,368	1,368	62	6,096	6,158
For girls — Local Fund	8	343	...	...	...	...	...	...	...	17	17	15	257	272	...	54	54	15	328	343
For girls — Municipal	7	456	...	...	...	...	...	...	...	33	33	...	409	409	...	14	14	...	456	456
For girls — Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Aided	521	22,086	...	...	...	...	...	...	33	1,292	1,325	544	17,733	18,277	44	2,440	2,484	621	21,465	22,086
For girls — Unaided	116	3,511	...	...	...	...	...	...	3	68	1	199	2,573	2,772	57	611	668	259	3,252	3,511
Total	767	32,554	...	...	...	...	...	...	36	1,716	1,752	820	25,394	26,214	101	4,487	4,588	957	31,597	32,554
Total, Primary schools	19,619	578,591	...	...	...	...	...	...	30,895	2,773	33,668	404,273	62,099	466,372	63,304	15,247	78,551	498,472	80,119	578,591
Grand Total	20,351	661,588	11,884	362	12,246	27,537	2,859	30,396	38,376	4,889	43,265	420,060	75,953	494,013	64,508	17,160	81,668	562,365	99,223	661,588

(5a)—*Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year* 1894–95.

Class of schools.	Number of schools.	Number of scholars.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage. 2			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage. 3			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Reading printed books. 4			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage. Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																					
For boys ... Government ... English ...	1	323	...	...	...	158	...	158	60	...	60	111	...	111	...	...	...	329	...	329
For boys ... Municipal ... English ...	1	46	7	...	7	8	...	8	8	...	8	23	...	23	...	...	...	46	...	46
For boys ... Aided ... ... English ...	28	3,142	343	7	350	804	81	885	364	58	422	1,047	292	1,339	83	63	146	2,641	501	3,142
For boys ... Unaided ... ... English ...	1	20	...	...	...	1	2	3	...	1	1	8	8	16	...	...	...	9	11	20
Total ...	31	3,537	350	7	357	971	83	1,054	432	59	491	1,189	300	1,489	83	63	146	3,025	512	3,537
For girls ... Government ... English ...	1	70	...	6	6	...	23	23	...	16	16	...	23	23	...	2	2	...	70	70
For girls ... Aided ... ... English ...	34	2,785	6	209	215	23	564	587	33	296	329	382	1,169	1,551	48	55	103	492	2,293	2,785
For girls ... Unaided ... ... English ...	3	339	...	17	17	7	67	74	3	36	39	70	110	180	13	16	29	93	246	339
Total ...	38	3,194	6	232	238	30	654	684	36	348	384	452	1,302	1,754	61	73	134	585	2,609	3,194
Total, Secondary schools ...	69	6,731	356	239	595	1,001	737	1,738	468	407	875	1,641	1,602	3,243	144	136	280	3,610	3,121	6,731
Primary schools—																					
For boys ... Aided	4	262	...	...	...	...	...	...	31	18	49	123	71	194	7	12	19	161	101	262
Total ...	4	262	...	...	...	...	...	...	31	18	49	123	71	194	7	12	19	161	101	262
For girls ... Aided	3	176	...	...	...	...	...	...	...	6	6	63	107	170	...	...	...	63	113	176
For girls ... Unaided	1	46	...	...	...	...	...	...	3	7	10	17	13	30	2	4	6	22	24	46
Total ...	4	222	...	...	...	...	...	...	3	13	16	80	120	200	2	4	6	85	137	222
Total, Primary schools ...	8	484	...	...	...	...	...	...	34	31	65	203	191	394	9	16	25	246	238	484
Grand Total ...	77	7,215	356	239	595	1,001	737	1,738	502	438	940	1,844	1,793	3,637	153	152	305	3,856	3,359	7,215

(6)—Return showing the results of prescribed examinations in the Madras Presidency during the official year 1894–95.

(6)—*Return showing the results of prescribed examinations in the Madras Presidency during the official year* 1894–95.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges.																				
1. Master of Arts	...	...	...	...	...	...	...	23	23	...	...	...	6	6	...	...	6	...	...	
2. Bachelor of Arts (Science Division)	...	...	...	...	...	...	...	97	825	123	278	53	41	500	8	34	452	5	1	
3. Bachelor of Science	3	7	4	14	215	414	90	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B.A. (English Language Division)	...	...	...	...	...	...	...	65	854	117	314	66	26	523	11	38	468	4	2	
Do. B.A. (Second Language Division)	3	7	4	14	290	479	110	92	775	171	345	100	84	698	12	46	629	10	1	
Do. B.Sc.	3	7	4	14	194	381	108	...	...	...	...	...	...	...	...	...	...	...	...	
Do. Arts	...	...	...	...	...	...	...	489	1,870	93	320	125	91	629	19	58	543	8	1	
Previous examination	7	23	14	46	257	837	287	...	...	...	...	...	...	...	...	...	...	...	...	
Oriental Colleges.																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training.																				
Law.																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Master of Law	...	...	...	...	...	...	...	7	7	...	...	...	...	...	...	...	...	...	...	
3. Bachelor of Law	1	...	1	2	165	...	12	25	202	53	...	1	5	59	...	2	57	...	...	
Medicine.																				
1. Doctor of Medicine	1	...	...	1	...	...	...	...	1	1	...	...	...	1	...	...	1	...	...	
2. Bachelor of Medicine	1	...	...	1	1	...	...	...	4	2	...	...	...	2	...	...	2	...	...	
3. Honours in Medicine and Surgery	1	...	...	1	4	...	...	...	...	...	...	...	...	...	...	6	3	1	...	
4. L.M.S.	...	...	...	...	...	...	...	...	28	11	...	...	...	11	...	...	...	...	...	
5. { First M.B.	1	...	...	1	22	...	...	...	3	2	...	...	...	2	...	2	12	...	1	
{ First L.M.S.	1	...	...	1	8	...	...	...	53	22	...	...	...	22	8	2	2	...	...	
6. Preliminary scientific	1	...	...	1	53	...	...	...	8	6	...	...	...	6	3	1	2	...	...	
7. L.S.Sc.	1	...	...	1	8	...	...	...	1	1	...	...	...	1	...	...	1	...	...	
Engineering.																				
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. B.C.E.	...	...	...	...	...	...	...	...	2	...	...	...	...	2	...	...	2	...	...	
3. L.C.E. (First Examination in Engineering)	1	...	...	1	2	...	...	...	9	2	...	...	...	2	...	1	6	...	...	
4. First L.C.E.	1	...	...	1	9	...	...	...	...	7	...	...	...	7	...	...	...	...	...	
Teaching.																				
1. Licentiate in Teaching { Written	2	...	...	2	25	...	...	20	45	22	...	...	12	34	1	5	28	...	...	
{ Practical	1	...	...	1	20	...	...	51	71	12	...	...	32	44	1	15	28	...	...	
Schools for General Education.																				
Upper Secondary Examination { Boys	3	4	...	7	21	25	...	48	92	3	5	...	6	(b) 14	...	1	13	...	...	
Matriculation Examination { Boys	27	92	70	189	469	1,920	1,145	616	4,150	110	470	305	35	918	21	91	797	9	...	
Lower Secondary Examination { Boys	107	254	63	424	1,342	2,785	806	1,242	6,175	347	668	206	159	1,380	105	235	1,903	36	1	
Upper Primary Examination { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Lower Primary Examination { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Public Service Certificate Examination. (a) { Eng.	...	...	...	...	...	...	...	5,050	28,999	...	...	...	1,525	(c) 12,198	163	1,395	10,005	632	3	
Schools for Special Instruction.																				
1. Training School Examination for Masters, { Upper	26	5	3	34	362	319	23	...	704	224	83	15	...	322	14	74	228	6	...	
2. Training School Examination for Mistresses, { Upper	28	3	1	37	325	380	6	...	1,311	570	162	2	...	734	2	78	600	54	...	
3. School of Arts Examination { Lower	4	9	...	13	89	145	...	...	234	66	100	...	...	166	38	99	24	4	1	
4. Medical Examination	5	8	...	13	54	116	...	...	170	25	52	...	...	77	2	41	28	6	...	
5. Examination in Engineering and Surveying.	16	9	3	28	461	125	36	56	728	243	77	40	12	372	38	81	237	16	...	
6. Industrial School Examination	3	...	...	3	111	...	...	3	124	106	...	...	3	109	22	7	74	6	...	
7. Veterinary Examination	1	...	...	1	92	...	...	41	133	51	...	...	9	60	3	3	62	1	1	
	3	8	1	12	31	88	3	23	145	31	70	3	13	117	7	46	45	19	...	
	1	...	...	1	30	...	...	2	32	18	...	...	...	18	...	1	17	...	...	

(a) Results of the Primary examination.

(b) Passed in the whole of the compulsory subjects.

(c) Passed for complete certificates.

(7)—*Return showing the distribution of Local Fund and Municipal expenditure on public instruction in the Madras Presidency for the official year* 1894–95.

Objects of expenditure.	Expenditure of Local Fund Boards on public instruction.														
	In institutions managed by Local Fund Boards.											In institutions managed by			Total Local Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Board.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
University education.															
Arts colleges—															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of colleges for professional training—															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	426	...	...	426
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	426	...	...	426
School education, general.															
Secondary schools—															
For boys — High schools	10	1,411	1,244	1,101	10,198	1,438	...	29,808	...	84	41,528	...	...	430	1,868
For boys — Middle schools, English	63	5,340	4,752	4,114	15,190	28,031	...	60,400	...	713	1,04,334	...	130	1,654	29,815
For boys — Middle schools, Vernacular	50	4,902	4,809	4,180	4,708	23,724	...	8,493	60	51	37,036	...	...	1,875	25,599
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle schools, Vernacular	1	50	50	53	97	693	...	...	...	...	790	...	...	265	958
Total ...	133	11,603	10,855	9,428	30,193	53,886	...	98,701	60	848	1,83,688	...	130	4,224	58,240
Primary schools—															
For boys	3,061	123,063	122,285	103,725	54,139	4,10,849	...	1,08,643	25	272	5,73,928	...	...	2,19,380	6,30,229
For girls	8	343	354	270	340	1,594	...	16	...	...	1,950	...	...	526	2,120
Total ...	3,069	123,406	122,639	103,995	54,479	4,12,443	...	1,08,659	25	272	5,75,878	...	...	2,19,906	6,32,349
School education, special.															
Schools for special instruction—															
Training schools for masters	19	271	271	245	4,827	26,773	86	...	...	334	32,020	422	...	...	27,195
Do. for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	2	44	45	45	...	330	1,020	1,232	...	4,183	6,765	28,445	...	...	28,775
Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	2	190	172	152	3,063	1,019	1,200	11	...	3,238	8,533	...	...	...	1,019
Other schools	...	...	...	...	88	133	...	...	...	221	...	...	...	...	133
Total ...	23	505	488	442	7,980	28,255	2,306	1,243	...	7,755	47,539	28,867	...	...	57,122
Buildings	...	...	...	...	2,211	31,695	...	...	...	...	33,906	...	...	568	32,263
Furniture and apparatus (special grants only)	...	...	...	...	907	...	...	...	...	...	907	...	...	1,216	1,216
Total ...	...	...	...	...	3,118	31,695	...	...	...	...	34,813	...	...	1,784	35,479
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	91,212
Scholarships held in — Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Primary schools	...	...	...	...	...	10	...	...	...	...	10	...	...	...	10
Scholarships held in — Special schools other than training schools	...	...	...	...	178	3,763	...	...	...	...	3,941	...	...	33	3,796
Miscellaneous	...	...	...	...	60	...	...	...	...	...	60	...	...	...	3,253
Total ...	...	...	...	...	238	3,773	...	...	...	...	4,011	...	...	33	98,271
Grand Total ...	3,225	135,514	133,982	113,865	96,008	5,30,052	2,306	2,08,603	85	8,875	8,45,929	29,293	130	2,25,947	8,79,887

	RS.	RS.
NOTE A.—Net cost to Local Funds as per column 16 ...	8,79,887	
Add—Cost met from Provincial grant ...	96,008	
Do. Municipal grants ...	2,306	
Do. Fees ...	2,08,603	
Do. Subscriptions and other sources ...	8,960	
Do. General Local Fund Receipts ...	16,626	
		12,12,390
Deduct—Cost of Medical school met from fees and other sources ...	5,415	
Do. Municipal grants ...	1,020	
Contribution to Medical school ...	28,775	
Cost of Buildings met from Provincial grant ...	2,211	
Do. under grant 1 ...	31,695	
		69,116
Gross expenditure as per Accountant-General's statement ...		11,43,274

(7)—*Return showing the distribution of Local Fund and Municipal expenditure on public instruction in the Madras Presidency for the official year* 1894–95—continued.

Objects of expenditure.	Expenditure of Municipal Boards on public instruction. In institutions managed by Municipal Boards. Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	In institutions managed by Government.	Local Fund Boards.	Private persons or associations.	Total Municipal expenditure on public instruction.	Total expenditure of Local Fund and Municipal Boards on public instruction.	Remarks.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
					RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	
University education.																	
Arts colleges—																	
English ...	3	110	117	103	4,960	3,865	...	7,444	...	101	16,370	...	...	...	3,865	3,865	
Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Colleges or departments of colleges for professional training—																	
Law ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering ...	...	...	...	...	...	...	...	...	...	...	...	374	...	...	374	800	
Teaching ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	3	110	117	103	4,960	3,865	...	7,444	...	101	16,370	374	...	...	4,239	4,665	
School education, general.																	
Secondary schools—																	
For boys ... High schools ...	14	2,292	2,082	1,799	18,778	2,691	...	55,764	...	1,352	78,585	...	...	15,721	18,412	20,280	
For boys ... Middle schools, English ...	8	876	800	697	68	534	130	11,528	...	23	12,283	...	...	13,189	13,723	43,538	
For boys ... Middle schools, Vernacular ...	1	140	125	100	...	924	...	201	...	...	1,125	...	...	2,179	3,108	28,702	
For girls ... Middle schools, High schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls ... Middle schools, English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For girls ... Middle schools, Vernacular ...	3	453	419	314	1,559	915	...	...	...	...	2,474	...	...	34	949	1,907	
Total ...	26	3,731	3,426	2,901	20,405	5,064	130	67,493	...	1,375	94,467	...	...	31,123	36,187	94,427	
Primary schools—																	
For boys ...	200	16,515	16,170	12,697	2,856	64,392	...	17,393	4	12	84,656	...	...	59,186	1,23,578	7,53,807	
For girls ...	7	456	448	320	742	2,351	...	102	...	...	3,195	...	...	247	2,598	4,718	
Total ...	207	16,971	16,618	13,017	3,598	66,743	...	17,494	4	12	87,851	...	...	59,433	1,26,176	7,58,525	
School education, special.																	
Schools for special instruction—																	
Training schools for masters ...	...	...	...	...	1,118	890	...	4	...	...	1,923	548	86	...	1434	28,629	
Do. for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law schools ...	...	...	...	...	...	...	...	...	...	...	...	17,117	1,020	...	18,137	46,912	
Medical schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering and surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	...	1,200	2,219	
Industrial schools ...	...	...	...	...	...	...	...	...	...	...	...	348	...	...	407	540	
Other schools ...	1	15	12	10	184	59	...	24	...	71	338						
Total ...	1	15	12	10	1,302	859	...	28	...	71	2,260	18,013	2,306	...	21,178	78,300	
Buildings ...	...	...	...	...	938	22,591	...	...	...	...	23,529	...	...	1,264	23,855	56,118	
Furniture and apparatus (special grants only) ...	...	...	...	...	1,013	...	...	...	...	...	1,013	...	...	1,845	1,845	3,061	
Total ...	...	...	...	...	1,951	22,591	...	...	...	...	24,542	...	...	3,109	25,700	59,179	
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,107	1,04,319	
Scholarships held in Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	
Scholarships held in Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	60	...	...	60	3,856	
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	986	4,239	
Total ...	...	...	...	...	...	...	...	...	...	...	...	60	...	...	14,153	1,12,424	
Grand Total ...	327	20,857	20,173	16,031	32,216	99,122	130	92,459	4	1,559	2,25,490	18,447	2,306	93,665	2,27,633	11,07,320	

	RS.	RS.
NOTE B.—Net cost to Municipal Funds as per column 31 ...	2,27,633	
Add—Cost met from Provincial grant ...	32,216	
Do. Local Funds ...	130	
Do. Fees ...	92,459	
Do. Subscriptions and other sources ...	1,563	
Do. General Municipal Receipts ...	6,944	
		3,60,945
Deduct—Cost of Buildings included under grant I ...	23,529	
Contributions to Medical schools ...	18,137	
		41,666
Gross expenditure as per Municipal statement ...		3,19,279

1028

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper:—

From the Director of Public Instruction, dated 19th October 1895, No. 11261, submitting report on Public Instruction in the Madras Presidency for 1894–95.

Order—No. 945, Educational, dated 31st December 1895.

From the beginning of the official year 1894–95 now under review to the 27th September last, the Educational Department was in charge of Mr. Munro. Thereafter it was administered by Dr. Duncan. The year was not an especially eventful period in the history of the department. The examinations for the degrees of B.E. and Licentiate in Sanitary Science and the Upper Secondary and Primary examinations were held for the first time under the revised bye-laws and notifications; a revision of the Government Scholarship notification, the bifurcation of the B.L. course, and the enhancement of the standard rates of fees leviable in colleges were sanctioned; the College of Agriculture was re-organized; a scheme for the establishment of sessional schools for the training of teachers in the Ganjám Agency Tracts was approved; and the proposals of the Director for the encouragement of drawing in schools, and of the Committee on Muhammadan education, were considered; but no far-reaching changes in the policy of Public Instruction were introduced.

2. *General.*—The following table, in which the figures for the last six years are compared, exhibits the general condition of education at the close of the year:—

Year.	Number of institutions of all sorts.	Rate of advance of figures in column 2 upon the preceding year.	Number of pupils on 31st March in the institutions given in column 2.			Rate of advance on the preceding year in the number of pupils in all institutions.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
		PER CENT.				PER CENT.	PER CENT.	PER CENT.
1889–90	20,512	8·4	522,207	78,344	600,551	8·3	12·1	8·8
1890–91	22,028	7·4	556,449	87,715	644,164	6·6	12·0	7·3
1891–92	23,204	5·3	595,514	98,471	693,985	7·0	12·3	7·7
1892–93	24,316	4·8	629,416	104,988	734,404	5·7	6·6	5·8
1893–94	24,949	2·6	648,202	106,775	749,977	2·2	1·7	2·1
1894–95	25,182	·9	656,531	107,823	764,354	2·1	1	1·9

The decline in the rate of advance in the numbers both of institutions and pupils which occurred in each of the preceding years continued, and the increase in the number of the latter over the figures for 1893–94 was only 1·9 per cent., or but very little more than the ordinary rate of growth of the population,—taking this, as usual, at 1·5 per cent. Enhanced accuracy in the registration of schools is probably no longer an important factor in this decline and financial exigencies and increased attention to the enforcement of the more stringent rules of recognition remain as its chief causes. The latter has operated by leading to the closure of many weak schools, and the gradual retardation effected by it in the advance of the mere numbers of pupils in the returns is thus the less a matter for regret, for those who continue to appear in the statistics may be considered to be under instruction in better buildings, with better books and apparatus, and under the guidance of more thoroughly trained teachers than heretofore. In addition to the above causes of slow progress there remains the

probability that the operations of the Educational Department have, in the course of time, gradually approached more nearly to the margin of that section of the population which alone would send its children to school under a system of education which was anything short of compulsory. If this surmise be correct the expenditure of more funds and greater care and energy on the part of the department will in the future meet with a smaller return in the way of advance in the actual number of pupils in the registered schools than has been the case in the past. For facilities for educating their children will have gradually been offered to a larger proportion of those to whom such education appears to be important, while a numerous section of the population will remain which will continue to be careless upon the matter whatever opportunities may be placed in its way.

During the year a noticeable decline occurred in the numbers and strength of public and aided institutions, accompanied by an increase under private institutions. This is exhibited in the following table :—

—	Number of institutions in 1894–95.	Number of pupils in 1894–95.	Growth or decline in number of institutions as compared with 1893–94.	Growth or decline in number of pupils as compared with 1893–94.
			PER CENT.	PER CENT.
Public institutions	20,507	670,720	—2	—·3
Aided ,, ...	10,329	353,784	—1·6	—·9
Private ,, ...	4,675	93,634	16	21·5

The fall was most marked in the case of lower primary schools for boys, which decreased in numbers and strength by 383 and 7,296, respectively, and is considered by the Director to be almost entirely due to the enforcement of the new conditions of recognition, which led managers of the weaker schools to withdraw them, at least temporarily and until they could fulfil the requirements exacted, from the list of public institutions. It is probable, however, that the "assignment" system of payment of grants (under which grants are allotted according to the financial needs of deserving schools and not according to their probable success at examinations) may also have operated to transfer schools which were aided under the old rules, but were ineligible for assistance under that system, to the unaided and private lists. Secondary public schools declined in number, but this fall was more than counterbalanced by a satisfactory increase of 3,467 pupils on the rolls of those which remained. The number under instruction in the various Arts colleges fell off, and this is doubtless due to the raising of the standard of the Matriculation examination in 1892 and the consequent decline in the number of candidates who were successful in it. The statistics for the last six years relating to each stage of instruction in public schools appear in the following statement :—

Year.	Rate of increase or decrease on preceding year in number of public institutions.	Rate of increase or decrease on preceding year in number of pupils in different stages of instruction.				
		Colleges.	Secondary schools.	Primary schools.	Special schools.	Total.
1889–90	5·5	1·2	— 1·3	5·4	13·9	5·0
1890–91	16·1	5·6	— 2·4	13·9	6·2	12·8
1891–92	5·1	19·5	3·2	8·1	9·1	7·9
1892–93	5·4	— 3·5	8·7	6·1	10·3	6·2
1893–94	0·3	— 3·9	7·4	0·3	1·5	0·7
1894–95	— 2	— 2·6	8·8	— 1	15·6	— ·3

Taking the figures for each district, a decrease of as many as 156 institutions and 2,322 scholars is noticed in Ganjám, and smaller, though still considerable, decreases in North Arcot and Tinnevelly. The first of these is reported to be due to the refusal of the local boards, apparently for financial reasons, to sanction the grants recommended, but the other two have not been explained. In Anantapur, Cuddapah and Kurnool educational operations were once again confined almost entirely to the primary grades

and in Cuddapah the number of boys in lower secondary schools was even less than the small figure of 1893–94.

In 15 districts out of 21 the number of both schools and scholars advanced, but in as many as 20 out of the 56 municipalities the percentage of boys or girls, or both, under instruction to the population of school age was less than it was in 1893–94.

Of the total male population of school age (calculated at 15 per cent. of the total population according to the census of 1891) in the districts and in municipalities 24·8 and 82·5 per cent., respectively, were under instruction, against 24·3 and 77·8 per cent. in 1893–94. Only 10·73 and 21·39 per cent. of the total number of schools and scholars were contributed by municipalities, against 10·92 and 21·60 in 1893–94. Of the several classes of the community, Muhammadans, Europeans and Eurasians, and Native Christians, in this order, showed the most marked advances in the number of pupils under instruction, but taking the percentage of scholars to the population of school age it is found that Europeans and Eurasians headed the list and were followed in order by Brahmans, Native Christians, Muhammadans and non-Brahman caste Hindus. In the case of girls, however, while this percentage was again highest in the case of Europeans and Eurasians, the order of precedence of the other classes was Native Christians, Brahmans, Muhammadans and non-Brahman caste Hindus. It will be observed that the last-named section of the community takes the lowest place as regards the education of both its boys and its girls, and that only 2·6 of the girls of school age belonging to it were under instruction.

The Muhammadans in the Arts and Professional colleges declined in number, but in secondary and primary institutions, especially the latter, they increased. There are reported to have been for the first time two Panchama students in Arts colleges, and the numbers of both boys and girls of this class in primary schools showed a satisfactory advance, although in secondary institutions a decline occurred.

Turning to the classification of scholars according to the means and occupation of their parents or guardians, it is found that the poorer classes were better represented in every stage of instruction than in the preceding year and contributed about a fourth of the students at colleges, and that the rate of increase in scholars from among them was twice as great as in the middle classes. It is probable, however, that the classification of parents into poor and rich is seldom carried out with accuracy and that these figures are of little reliability.

Children of workers for hire contributed the chief part of the total increase in scholars and formed some 18 per cent. of their total number, but the progress among artisans was regrettably small.

The growing desire for Western education and the effect of permitting English to be brought up as an optional language from the first instead of the third standard were again apparent, the number of pupils studying this language having risen from 119,047 in 1893–94 to 131,178. The number of Sanskrit students also continued to increase, but, owing presumably to the closure of the schools in Ganjám already referred to, those learning Uriya once more fell off.

The proportion of scholars who were unvaccinated again declined, and as it has now been decided to replace in the Grant-in-aid Code the rule requiring adequate protection from small-pox as a condition of aid, it may be expected to fall still further.

3. *Finance.*—The expenditure on education in the year under review again showed an advance, and this was in excess of the increases which occurred in the two preceding years, as shown below :—

Year.	Total expenditure.	Increase on previous year.	Proportion of indirect expenditure to total outlay.
	RS.	RS.	PER CENT.
1889–90	49,30,973	1,69,309	17·1
1890–91	53,85,774	4,54,801	17·6
1891–92	57,44,342	3,58,568	18·6
1892–93	59,60,868	2,16,026	16·3
1893–94	61,44,736	1,84,368	16·8
1894–95	64,24,235	2,79,499	18·4

NOTE.—Expenditure on private schools is excluded.

As in 1893–94, the advance was distributed among all the principal heads of expenditure, but it was most noticeable under "Buildings" where the outlay was Rs. 1,37,269 over and above the figure of the year previous. The greater part of this represents the cost of the new Law College buildings in Madras, but the expenditure from Local and Municipal funds upon buildings also increased, and this latter advance was, no doubt, due to the operation of the new rules of recognition, which require higher standards of comfort and accommodation in school buildings.

The expenditure was distributed among the various stages of education as follows:—

Year.	Percentage of total direct expenditure which was devoted to				
	University education.	Secondary education.	Primary education.	Special education.	——
1890–91	15·4	37·4	37·5	9·7	100
1891–92	15·1	36·6	38·1	10·2	100
1892–93	15·6	35·6	39·1	9·8	100
1893–94	15·9	35·7	38·9	9·5	100
1894–95	15·9	36·8	38·2	9·1	100

Secondary education exhibited a further recovery at the expense of special and primary instruction.

Particulars of the expenditure of the funds derived from each source of revenue and devoted to public institutions appear from the table following:—

Source.	Amount expended direct on public institutions.	Percentage of total direct expenditure.	Percentage expended on				
			University education.	Secondary education.	Primary education.	Special education.	——
	Rs.						
Provincial	12,83,023	24·5	32·2	17·8	30	20	100
Local	7,48,137	14·3	·1	4·2	88·1	7·6	100
Municipal	1,87,780	3·6	2·2	13·2	73·3	11·3	100
Fees	16,23,818	31	14·3	41·3	42·6	1·8	100
Other Sources	13,96,929	26·6	13·4	29·2	49·4	8·0	100
Total ..	52,39,687	100	15·9	36·8	38·2	9·1	100

The receipts from fees increased slightly, though in the previous year they declined. An analysis of the figures shows that they fell of in all classes of institutions except primary schools, where the rise was considerable enough to more than counterbalance the fall under the other heads. The Director attempts no explanation of the variations. The effect of the Educational rules would naturally be expected to be a reduction rather than an increase in the amount of fees collected, as fewer schools would be opened in the hope of their doing well enough to eventually obtain recognition. It may be that the operation of the assignment system has led to an increase in the rates of fees charged in schools which did not obtain their usual profits owing to the withdrawal of the usual grants, and which were strong enough to enhance the rates without the risk of an appreciable fall in attendance. The expectation that the new Fee notification would result in a great increase in the number of pupils under instruction was again disappointed; the Director has not accounted for the circumstance.

The outlay upon grants-in-aid was less than the figure for the four preceding years, the decline being shared by Provincial, Local and Municipal funds. This again was mainly due to the operation of the assignment system as many schools were found to be already self-supporting especially in municipalities and accordingly received no grant. The result was a fall in the number and strength of aided institutions, but under the circumstances this, as the Director observes, is scarcely a cause for regret.

It cannot, however, be too carefully borne in mind that a thorough grasp of the subject to be taught is more important than a mere knowledge of the way to teach it, and that a schoolmaster who has obtained the L.T. degree is not on that account qualified to teach every subject with which he may have some acquaintance.

The continued fall in the number of successes at the L.M. & S. examination is no doubt a result of the enhancement of the qualification for admission to this section of the college from the Matriculation to the F.A. standard. The increase in the passes in the B.A. examination is largely due to an advance in the number of candidates who were successful in the English language and Science divisions.

The percentage of passes among candidates sent up from Government colleges fell heavily, owing, it is said, to frequent changes in the teaching staffs. The Government trusts that there may be an improvement in the current year.

The number of candidates who appeared for the F.A. examination and of those who were successful exhibited a considerable decline. This is no doubt due to the fewness of the passes in the Matriculation examination of 1892 after the revision of the bye-laws governing it. The percentage of successes, however, advanced slightly. Candidates in Physiology and Physiography did better than in 1893–94, but the teaching of the English and Mathematical classes appears to stand in need of improvement.

The attendance at Arts colleges is shown in the table below:—

Year.	Number of Colleges.			Attendance.			Percentage of total who were reading for degrees.
	First Grade.	Second Grade.	Total.	First Grade.	Second Grade.	Total.	
1890–91	11	23	34	2,281	924	3,205	26·2
1891–92	11	23	34	2,719	1,099	3,818	27·9
1892–93	11	23	34	2,671	966	3,637	28·7
1893–94	12	23	35	2,506	825	3,330	46·0
1894–95	11	25	36	2,429	756	3,185	46·8

It will be seen that it was the lowest recorded during the last quinquennium. The statement on page 36 of the report shows, however, that the decline was mainly shared by the F.A. and Junior B.A. classes, which have not yet recovered from the effects of the low number of passes in the Matriculation examinations from 1892 onwards.

The reports of the various Professional colleges have been separately reviewed by Government, and no examination of the results obtained by them is necessary here.

5. *Upper Secondary Education.*—The Upper Secondary examination of 1894 was held under the revised notification by which certain concessions were allowed to candidates with a view to rendering the examination more popular. These concessions seem however to have had but very little effect as only 44 candidates appeared, and of these as few as four were completely successful. Government has now under consideration proposals for allowing still further concessions in this examination.

The number of candidates who have appeared for and passed the Matriculation examination in each of the last five years is shown in the margin. It will be seen that it is a steady recovery from the heavy fall which occurred when the standard was originally raised. Every care should be exercised to maintain the strictness of the present standard, as it appears evident that the class of teaching in upper secondary schools is being gradually improved by the stringency which has been introduced. The Government entirely concurs in the Director's remarks in paragraphs 60 and 61 of the report regarding the want of care exercised in moving boys into the sixth forms.

	Appeared.	Passed.
1890–91	7,002	1,648
1891–92	7,907	2,381
1892–93	3,369	820
1893–94	3,396	776
1894–95	4,160	918

At present only about one in six of the sixth-form boys are up to the Matriculation standard and the presence in the classes of so large a proportion of incapables must lower the character of the instruction that can be given to the more promising pupils.

The strength of the upper secondary forms in public schools showed a further increase during the year, and should the present rate of advance be maintained there appears to be little reason to fear that there will be any difficulty in obtaining recruits for the public service of the qualifications which are now being demanded.

1890–91	8,046
1891–92	8,594
1892–93	10,071
1893–94	10,800
1894–95	11,889

6. *Lower Secondary Education.*—There was again a fall in the number of public lower secondary schools for boys, but it was less marked than in the year previous, owing, it is reported, to the fact that the majority of the petty schools which found a difficulty in obtaining recognition have already withdrawn from the lists. In course of time, as managers are gradually enabled to comply with the conditions of recognition, the numbers may be expected to show a recovery.

The total number of pupils under lower secondary education showed a further advance, as appears from the figures in the margin for the past five years. Tanjore, Malabar and Tinnevelly contributed the largest proportions of this number, while the Ceded Districts, as has already been noticed, were again very backward. The candidates sent up for the Lower Secondary examination similarly increased in number, but the percentage of them that were successful was even lower than in the year previous. This continued fall can hardly be still an effect of the change in the system of conducting the examination; it is more probably due to insufficient care in preparing the boys, success at the examination being of little practical utility as a service test or as a step to other grades of instruction.

1890–91	21,878
1891–92	22,328
1892–93	23,506
1893–94	25,404
1894–95	27,596

The number of pupils sent up for the standard examinations exhibited a considerable decline, which is explained to be due to the withdrawal of candidates by managers of schools which would have earned no grants under the new assignment system and therefore had no interest in doing well at the grant examinations. Salary result schools, as usual, secured a higher percentage of success than grant schools. Almost all the seventh standard candidates were tested by the Lower Secondary examination, probably because a certificate of success at this is of more use to a pupil than a mere pass at a grant examination.

7. *Primary Education.*—The Primary examination was held under the revised notification of 1894 for the first time, and for the first time since its institution there was a decline in the number of candidates who appeared for it. Upper primary classes and departments have increased in strength, so that the fall cannot be due to a lack of boys who have been educated up to the requisite standard. The Director considers that it has been caused by the exercise by managers of schools of greater care in selecting pupils for presentation, but this theory is scarcely corroborated by the rate of advance in the percentage of success. This, if the Director's surmise was correct, would naturally have risen sharply, but it has, on the other hand, made even less advance than in 1893–94, in which year the candidates were reported to have been too often carelessly selected and insufficiently prepared. It is observed that the effect upon the examination of the new notification has not been traced in the report. It is satisfactory that the fall in the number of teacher-candidates was at length arrested. Much, however, remains to be done in the important matter of supplying primary schools with a better educated staff, and the establishment of sessional schools calls for continued attention. The advance in the number of candidates who brought up English as their optional language, and the increase in the total of Panchamas who were successful, are other satisfactory features of the examination.

The principles of the new system are reported to be imperfectly understood as yet by many managers and it is too soon to pronounce any decided opinion upon its disadvantages or advantages. The report for the current year should continue to afford full information upon its working.

"The actuals of the grants from Provincial funds approached very nearly to the revised estimate, but considerable lapses occurred under local and municipal grants. These appear to have been mainly due to the neglect of managers to draw grants for buildings and furniture required to enable their schools to obtain recognition before the end of the year. It is, however, satisfactory that notwithstanding this, the expenditure under these heads taken together exceeded the outlay in 1893–94.

The attention of the Accountant-General will be drawn to the remarks on pages 15 and 24 of the report regarding certain erroneous entries in the accounts.

In the last sentences of paragraph 26 and in paragraph 156 of the report the Director expresses the opinion that without large additional funds the progress of education must be greatly retarded. It will not be possible, however, at any rate for some years to come, to make any substantial increase in the allotments that can be granted for educational needs. The outlay upon public instruction has advanced continuously and rapidly during the last decade and has now reached a point beyond which it cannot be considerably extended, unless the total of the general revenues should expand. The allotments made by local boards, in particular, represent in most cases a fair proportion of their revenues, and in several instances they have exceeded the limits within which a due regard for the interests of the other services under their charge should have confined them. The receipts of these boards are practically inelastic, and it is thus impossible that the share of them which is allotted to any particular grant can be indefinitely increased except to the prejudice of other grants." The Government is not therefore prepared to adopt the Director's proposal that a fixed minimum expenditure upon education should be required of all local boards. The Director refers to an order of Government which is said to lay down such a minimum in the case of municipal councils, but as regards this he appears to be in error as no such order has ever issued. It is possible that the revised Fee notification which will shortly come into force will do something towards raising the receipts of the department; in any case there is much to be done in the way of consolidating and improving its existing work, even should it be found impossible to maintain the rate of increase in new institutions and fresh pupils which has in past years been secured.

4. *University Education.*—The table subjoined shows the number of candidates who have passed the higher University examinations during the past five years:—

Examination.	Number that passed.				
	1890–91.	1891–92.	1892–93.	1893–94.	1894–95.
M.A.	6	6	10	7	6
B.A.	616	646	* 1,391	* 1,467	* 1,721
F.A.	668	740	779	714	629
M.L.	1	..	2	2	..
B.L.	39	48	72	45	69
M.B. & C.M.	2	8	7	1	2
Preliminary Scientific	2	1	4	4	6
L.M.S.	1	6	6	6	11
B.C.E.	18	28	63	28	11
First Examination in Engineering	..	..	..	2	7
L.T. { Written	7	12	30	42	34
{ Practical		11	13	20	44
Total ..	1,360	1,401	2,366	2,328	2,621

* Includes the number that passed in all three branches.

As in 1893–94 the results in the L.T. and B.A. examinations are the most encouraging. The steadily growing number of passes in the former test should in course of time do much to improve the general standard of teaching in schools and

In consequence of the application of the new rules of recognition, which have already been more than once referred to above, the total number and strength of public primary boys' schools fell by 1·9 per cent. and 1·3 per cent., respectively, and a continuance of the decline may probably be expected in the current year. The number of districts in which less than 15 per cent. of the male population of school-going age were under primary instruction in public schools fell from two in 1893–94 to one (Vizagapatam). The attendance at these schools for the last five years is shown in the margin. The rise in the proportion of boys in the upper primary stage which occurred in 1893–94, and which was no doubt due to the introduction of the rule closing certain of the lower appointments in the public service to those who have not passed the Primary examination, was continued and was again remarkable. The staff in primary schools is gradually improving under the operation of the Educational rules, and this advance may be expected to continue.

1890–91	477,999
1891–92	517,638
1892–93	550,446
1893–94	553,281
1894–95	546,037

The number of boys presented for the Primary Standard examinations in each of the last five years is exhibited in the subjoined table :—

Year.	Standards.				
	Infant.	First.	Second.	Third.	Fourth.
1890–91	46,449	68,870	53,014	34,348	18,221
1891–92	56,585	78,944	57,855	38,298	13,688
1892–93	57,592	83,097	65,203	43,566	16,898
1893–94	60,939	84,424	67,807	49,319	18,142
1894–95	59,457	78,136	66,631	50,084	17,612

It will be observed that for the first time during the quinquennium, and except in the third standard, the numbers fell. This is again attributed to the operation of the recognition rules, but it is observed that the percentage of decline was heavier than that which occurred in the strength of public schools owing to the same cause, so that the explanation is not altogether convincing. The percentage of successful candidates was, moreover, less than in 1893–94, although the elimination from the examination of the pupils of the weaker schools which were unable to obtain recognition would naturally have improved the quality of the candidates as a body and caused passes to be more frequent. The Director points out that the results in the Infant standard were particularly unfavourable and lowered the total percentage, but the causes of these poor results have not been in any way explained.

8. *Special Education.*—The number of candidates who went up for and who were successful at the Teachers' certificate tests of the upper and lower secondary and the primary grades increased only slightly, while the proportion of the examinees who passed declined in the case of all the tests. Following as they do the marked improvement in 1893–94, these results are disappointing. The slight advance that occurred took place in the primary grade. The causes of the slow growth of the supply of examinees and of their failure to pass in higher percentages require to be carefully examined. Twenty candidates, as against five in 1893–94, qualified for Technical Teachers' certificates.

The results of the Technical examinations have already been reviewed in connection with the report of the Commissioner for Government Examinations. The gradual advance in the numbers of subject candidates, which has been noticed in the last few years, continued, but it was in no way marked and it occurred almost entirely in the elementary grade. Fourteen new technical schools (counting as new schools departments receiving outsiders not otherwise upon the returns), were, however, opened during the year, and the total attendance at all special and technical institutions

(excluding the Reformatory School) increased by some 20 per cent. as shown in the subjoined table :—

Institutions.	1890–91.	1891–92.	1892–93.	1893–94.	1894–95.
Training Schools for Masters	1,174	1,384	1,416	1,419	1,385
" for Mistresses	253	243	342	292	309
School of Art	424	426	489	548	518
" of Medicine	261	347	367	366	384
" of Engineering	156	185	224	229	200
" of Agriculture	34	..	..	..	..
" of Commerce	117	150	27	..	265
" of Music	68	64	295	261	239
Other Technical schools	992	997	1,046	1,027	1,713
Industrial schools				131	100
Total ..	3,479	3,796	4,206	4,268	5,113

It will be noticed that the greater portion of the advance occurred in "Other Technical schools" and not in the more important special institutions. It is apparently chiefly caused by the introduction of drawing into many board and municipal schools and departments. The Director's remarks upon technical education in paragraph 165 seem somewhat out of place in an annual report, but they have been read with interest. This difficult subject is now prominently before Government, especially in connection with the reorganization of the School of Arts.

It is observed with regret that, in spite of the more rigorous enforcement of the Educational rules, the students under instruction in training schools for masters were again fewer in number than in the preceding year, and that the whole of this fall occurred among the candidates for secondary teachers' certificates. The Northern Circars and the Ceded Districts set an example in the matter of opening new training schools which might with advantage have been followed in the less educationally backward districts in the centre and west of the Presidency. In South Arcot and Malabar the decline in the schools of this kind was marked. The percentages of success at the examinations for the upper secondary and primary certificates were as low as 13 and 21, respectively, and this the Director attributes partly to the stringency of the tests, partly to the dullness of the candidates, and partly to the inefficiency of the staff. It is clear that this last is an important factor in the matter, for the training schools for mistresses, where the staff is admittedly superior, secured considerably better results. As many as 174 trained students again remained unemployed, but recently more care in making admissions appears to have been exercised in order to exclude from the schools all but those students who definitely intend to follow teaching as a profession.

Training schools for mistresses increased in strength, but the ground that was lost in 1893–94 was not recovered. Here again the advance occurred entirely among the candidates for primary certificates, those reading for the secondary test declining in number. The number of trained mistresses without employment was smaller than in 1893–94 and this is satisfactory.

The reports for the year upon the more important of the special institutions, such as the Schools of Art, Medicine and Engineering, have already been separately reviewed. The strength of the others—including special classes at general schools, but excluding the Reformatory School—rose from 1,419 to 2,317. Most of these pupils were learning drawing (1,401) or carpentry (520), but music (313), short-hand (251) book-keeping (218) and printing (212) were also popular. It follows from these figures that the purely artisan class was but poorly represented. The information furnished as to the number of former pupils who have obtained employment during the year is noted with interest, and, if amplified in future reports, would probably be of considerable value as an indication of the subjects to which attention might hence forth be most profitably devoted.

With reference to his remarks at the close of paragraph 101 of the report the Director will be requested to address Government separately upon the want of success

that has attended the teaching at the Lawrence Asylum, Ootacamund, and the action that should, in his opinion, be taken to remedy the defects in it.

9. *Female Education.*—The total number of girls in all classes of institutions was 107,823, or only one per cent. more than in the year previous. This is the lowest rate of advance recorded during the past quinquennium, and the percentage of girls under instruction to the female population of school age continued to be only 4 per cent. Excluding the exceptional districts of Madras and Nilgiris, it was highest in Malabar (9·0) and lowest (1·5) in Madura and Vizagapatam. Primary girls' schools in rural areas and secondary girls' schools in municipal areas declined both in number and strength. There was, on the whole, a very slight advance in the numbers of girls under secondary instruction, but it was almost entirely made up of Europeans and Eurasians, and the preponderance of these classes in the secondary stages was more marked than ever. The total number of Muhammadan and Panchama girls at school increased, but their strength in the middle departments of secondary schools declined. Brahman and non-Brahman Hindus were even more poorly represented than in 1893–94. The proportion borne by the daughters of officials, land-holders and traders to the total of all girls under instruction again fell. It is a matter for regret that richer classes still continue to exhibit indifference to female education.

It is reported that, as girls' schools were usually better equipped and were in charge of better staffs than those for boys, the effect upon them of the introduction of the new rules of recognition was slight, and the only explanation that the Director offers for the discouraging record of the year is that progress was retarded by want of funds.

General Table No. 2 shows that in the year under review the expenditure upon girls' schools was some Rs. 78,000 in excess of the allotment for 1893–94, so that it can scarcely be urged that this branch of the department's work was entirely starved. Financial exigencies, moreover, though they may account for a retardation in the rate of advance in the number of institutions and scholars, cannot apparently be pointed to as a cause of decreased efficiency in institutions already in existence. It appears, however, from the tables appended, that in neither the public nor the grant examinations were the results of the year under review even as satisfactory as they were in 1893–94:—

Examination.	Number of girls examined.		Percentage that passed the full test.	
	1893–94.	1894–95.	1893–94.	1894–95.
B.A.	2	4	100	25
F.A.	7	3	42·9	33·3
Upper Secondary	..	..	..	..
Matriculation	69	74	23·2	24·3
Higher Examination for Women.	155	..	58·4	..
Lower Secondary	389	614	36·5	34·2
Primary	1,617	1,765	56·3	53·7

Year.	Number of girls who passed the standard examination.							
	Infant.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.
1890–91	9,220	6,634	4,017	2,401	1,078	428	166	40
1891–92	11,732	7,510	4,460	2,608	1,087	456	238	42
1892–93	11,082	9,134	5,721	3,127	1,246	452	285	473
1893–94	10,130	9,567	6,436	3,541	1,158	431	246	80
1894–95	9,577	9,565	6,738	3,821	1,150	384	200	81

The second statement shows that in all standards but the second, third and seventh the number of passes was less than in the year previous, and a reference to the numbers of examinees shows that in all the standards but the first (where it increased, though only by ·4) the percentages of successes to the candidates sent up

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declined. The Government trusts that in the current year an improvement upon these indifferent results will be shown.

10. *Education of Backward Classes.*—The statistics of the education of these classes form one of the few encouraging points in the record of the year. Taking public and private institutions together, it is found that Muhammadan schools and scholars advanced by 8·2 per cent. and 7·9 per cent., respectively, as compared with increases in the number and strength of institutions of all sorts in the Presidency of ·9 per cent. and 1·9 per cent. respectively. Nellore, Kurnool and the West Coast and Ceded Districts, in all of which the number of Muhammadans is large and their educational condition very backward, contributed to the advance, but they still took the lowest place on the list. Almost the whole of the improvement occurred in the primary grade, and the number of boys of this class who persevered up to the secondary stages was again very small, while their attendance at colleges and special schools declined and their performances at the Matriculation and B.A. examinations were disappointing. Except in the Central Circle the outturn of work by the Sub-Assistant Inspectors of Muhammadan and Mappilla schools appears, as far as can be judged from the figures in Appendix A, to have declined. The attention of the Director will be invited to the matter.

Mappilla schools and scholars increased, but the large amount of ground lost in the preceding year was not altogether recovered. The education of this class should continue to receive special care. After the close of the year under review a scheme for strengthening the Mappilla inspecting staff and for the establishment at the cost of Provincial funds of a large number of schools in the Ernad and Walavanad taluks of Malabar was sanctioned and the effect of this should be fully noticed in the next report. It is interesting to know that a mappila graduated during the year and is now in the Law College.

The statistics relating to Panchama education are frequently obscured by the fact that Panchamas professing Christianity return themselves as Native Christians, and it is unsafe to argue too closely from them. The figures show, however, that satisfactory progress was made, though it was less marked than in the year previous. The number of schools and scholars rose by 9 per cent. and 9·6 per cent. respectively—a rate of advance much in excess of the rate (already quoted above) for the Presidency generally. The increase in institutions was shared by board, aided and unaided schools. The advance in pupils occurred entirely in the primary classes, the number of both boys and girls in the secondary stages declining. The number of candidates at the Primary examination was very small, and the fact referred to by the Director that only 24 boys were attending special schools was also disappointing. The percentage to the Panchama population of school age of the Panchamas under instruction rose to 7·1, which is equivalent to an increase of over 63 per cent. since 1891–92, that is, since the grant of special concessions to this class. The percentage was again very small in all the Ceded Districts except Bellary, and Tanjore, though it gained one place, was still in a very low position. South Arcot contains more inhabitants of this class than any other district in the Presidency, but the care devoted to their education there does not appear to have been commensurate with their number.

The races classed as aboriginal advanced slightly, educationally, during the year, and more than recovered the ground lost in 1893–94. The improvement was most marked among the Badagas on the Nilgiris, among whom there were five more schools and 215 more scholars. In the Agency tracts the progress was inappreciable.

11. *General.*—The Text-book Committee was reconstituted and strengthened after the close of the year and it is hoped that in his next report the Director will be able to show that the greater part of the arrears which were before it have been overtaken.

During the year the Scholarship notification was recast in order that it might more closely follow the policy advocated by the Education Commission and afford a chain of scholarships for boys of limited means or belonging to the backward classes from the lowest to the highest stages of instruction. The number of scholarships to be awarded on the results of the Primary and Lower Secondary examinations was increased, and in order to provide funds to carry out this measure the rates of scholarships granted at the other public examinations were reduced and the scale of fees in

colleges was enhanced. The age limits for scholarship-holders were also revised, the possession of small means was made a condition of eligibility for grants, and the scholarships were assigned in definite numbers to the various classes of the community. These alterations did not come into force during the year, and in any case the effect of them will not be immediately apparent, but as soon as a sufficient period to permit of the formation of an opinion upon the matter has elapsed the Government will receive with interest the Director's views as to the results which they have brought about.

The smallness of the advance in the number of candidates who passed the various teachers' tests has already been referred to, and it is observed that the number of teachers under instruction in sessional schools fell from 1,135 to 1,000. It is however noted with satisfaction that the general standard of the qualifications of the masters of both primary and secondary schools improved. Much remains to be done nevertheless, for as many as 37 per cent. of the teachers in primary institutions were still unqualified either by length of service or by success at examinations. The enforcement of the Educational rules and the extension of the salary-grant system in secondary schools should exercise a beneficial effect.

Night schools suffered in numbers and strength, but if the Director's surmises as to the causes of this decline in paragraph 158 of the report are correct it is scarcely to be deplored.

The Government has noticed with satisfaction the progress of the three schools for the blind established in Tinnevelly. There are other districts, Malabar and Madura, for instance, where the need of such schools is even greater. The condition of blind and deaf-mute children is such as to demand earnest consideration.

The Government is glad to note that school-hygiene and physical education in schools continue to receive attention and that the assistance of the new Educational rules is being enlisted to elevate the existing standards in both these matters. It is observed that the members of the Conference referred to in the penultimate paragraph of the report consider that the conditions in regard to accommodation required by these rules should be for the present relaxed in the case of certain classes of primary schools. The communication on the subject which is promised by the Director will be awaited. It is noted with satisfaction that hostels for students are to be established in Kumbakónam, Rajahmundry and Vizianagram in addition to those which are contemplated in the Presidency town.

The Director's remarks upon the subject of the re-organization of the Educational Department in the last paragraph of his report should form the subject of a separate communication.

As has already been noticed, the year under review was undistinguished by any improvements or innovations in Educational policy calling for particular remark. The record of the progress made in public instruction during its course is similarly uneventful. In several branches of the work of the department the results obtained were disappointing, while in no direction was any unusual success achieved, and the net total of the advance made was but small. Education in this Presidency, however, as was observed in the review of the previous year's report, is at present in a state of transition. The Educational rules have operated to extinguish such of the inferior institutions as were unable to comply with the conditions which they required, and until their place is gradually taken by other and stronger schools public instruction must suffer an apparent check. But this check will doubtless prove to be apparent and temporary rather than permanent and real, and when once the department has recovered from its effects the firmer and more solid foundation which will have been laid will permit of the erection of a superstructure such as under former conditions it would have been impossible to raise. The Governor in Council observes with pleasure that the Educational Department is carrying out its policy with unceasing activity.

(True Extract.)

J. F. PRICE,
Chief Secretary.

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