

REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1906-07 AND FOR THE QUINQUENNium 1902-03 TO 1906-07.

VOLUME I.

MADRAS

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1907.

[4 shillings 0 pence.]

[3 rupees 4 annas.]



REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR 1906-07 AND FOR THE QUINQUENNIAL 1902-03 TO 1906-07.

VOLUME I.

MADRAS:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRESS.

1907.

* செப்பனிடவதற்காக எடுத்துக் கொள்ளப்பட்ட *
* 1920-21 மாதம் வருடம் 1984 *
* செப்பனிட முடிந்த *
* 1920-21 மாதம் வருடம் 1984 *
* ஆராய்ச்சி உதவியாளரின் கையொப்பம். *

TABLE OF CONTENTS.

	PAGE
PART I.	1
1. Introduction	1
2. Events of the period	1
3. Strengthening of inspecting agency	1
4. University reform	1
5. Re-classification of schools	2
6. The Grant-in-Aid Code	2
7. Reduction in the number of public examinations	2
8. Increased expenditure on elementary education	2
9. Remodelling of girls' schools	2
10. Reorganization of training schools	3
11. European schools	3
12. Readjustment of Provincial and Local funds	3
I.—GENERAL SUMMARY.	
13. General statistics of institutions	3
14. Institutions and scholars by districts	3
15. Institutions according to managing agencies	4
16. Education in relation to population of school age	4
17. Scholars according to the classes of the community	4
18. Scholars studying English	4
19. Scholars unprotected from small-pox	4
20. Relative extent of education in municipal and non-municipal areas	4
21. General statistics of receipts and charges	5
22. Provincial charges and receipts in 1906-1907	6
23. Distribution of direct expenditure among the different classes of institutions	6
24. School fees	7
25. Proportion of fee income to total expenditure	7
26. Grants-in-aid	7
27. Grants-in-aid from Provincial funds in 1906-1907	7
28. Grants-in-aid from District and Municipal funds in 1906-1907	7
29. Working of the Grant-in-Aid Rules	7
II.—CONTROLLING AGENCIES.	
30. Direction	7
31. Inspection	8
32. Inspecting agencies for girls' schools	9
33. European and training schools	9
34. Technical schools	10
35. Personnel	10
III.—COLLEGIATE EDUCATION.	
36. Indian Universities Act	10
37. Territorial jurisdiction	10
38. Inspection of Arts Colleges	11
39. Nature of management	11
40. Accommodation	12
41. Equipment	12
42. Teaching and teaching staff	13
43. Finance	13
44. New University Regulations	13
45. Syndicate and Faculties	14
46. Courses of study and examinations	16
47. Professional education	16
48. Grant for University education	16
49. University library	16
ARTS COLLEGES.	
50. Number and strength	17
51. Expenditure in Arts Colleges	17
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.	
<i>Law.</i>	
52. The Law College, Madras	17

T. 211Y NOG
NO 7.1

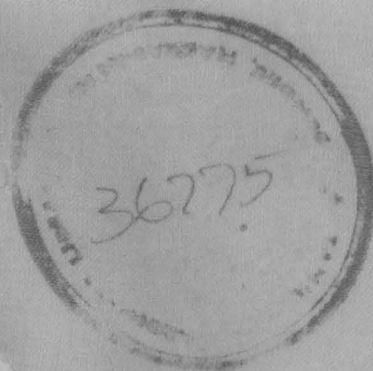


TABLE OF CONTENTS.

PARA.		PAGE
53.	The Medical College, Madras	18
<i>Medicine.</i>		
54.	The College of Engineering, Madras	18
55.	University examinations	19
<i>Engineering.</i>		
56.	The Teachers' College, Saidapet, and the Training College, Rajahmundry	19
57.	University examinations	20
<i>Teaching.</i>		
58.	The College of Agriculture	20
<i>Agriculture.</i>		

IV.—SECONDARY EDUCATION.

59.	Character and scope	20
60.	Medium of instruction	21
61.	Curriculum	22
62.	Accommodation	22
63.	Equipment	22
64.	Promotions and transfers	23
65.	Discipline and moral training	23
66.	Physical education	24
67.	Expenditure in secondary schools for boys	25
68.	General	26

V.—PRIMARY EDUCATION.

69.	Character and scope	27
70.	Managing agencies	27
71.	Primary examination	28
72.	Strength	29
73.	Curriculum and stages of instruction	29
74.	Number of teachers	31
75.	Qualifications of teachers	31
76.	Pay and prospects of teachers	32
77.	Accommodation	32
78.	Equipment	33
79.	Male pupils in the primary stage of instruction	34
80.	Male pupils in elementary schools	34
81.	Extension of elementary education	34
82.	Expenditure in primary schools for boys	34
83.	Systems of aid	34

VI.—SPECIAL EDUCATION.

TRAINING OF TEACHERS.

84.	Character and scope	35
85.	Training institutions	37
86.	Number and strength	38
87.	Selection of students for training	38
88.	Staff	38
89.	Accommodation	38
90.	Furniture and appliances	39
91.	Hostels	39
92.	Teachers' Association	39
93.	Vacation classes	39
94.	Expenditure in training schools	40

(i) Schools of art.

95.	Schools of art	40
-----	------------------------	----

(ii) Law schools.

96.	Law schools	40
-----	---------------------	----

TABLE OF CONTENTS.

(iii) Medical schools.

PARA.		PAGE
97.	Medical schools	40
98.	Expenditure on Medical schools	41

(iv) Engineering and surveying schools.

99.	Engineering and surveying schools	41
-----	---	----

(v) Technical and industrial schools.

100.	Technical examinations	41
101.	Classification	41
102.	Higher class schools	41
103.	Subjects of instruction	42
104.	Lower class schools	42
105.	Number and strength	43

(vi) Schools of Commerce.

106.	Schools of Commerce	43
------	-----------------------------	----

(vii) Schools of Agriculture.

107.	Schools of Agriculture	43
------	--------------------------------	----

(viii) Reformatory school.

108.	Reformatory school, Chingleput	43
109.	Other technical and industrial classes	44
110.	Expenditure in technical schools	44
111.	General	44

VII.—FEMALE EDUCATION.

112.	Character and scope	44
------	-----------------------------	----

Collegiate education.

113.	Colleges for women	45
114.	Number of women receiving instruction in colleges	45

School education.

115.	School education	45
------	--------------------------	----

Upper secondary schools for girls.

116.	Number and strength	46
117.	Managing agencies	46
118.	Curriculum	46
119.	Accommodation and equipment	46

Lower secondary schools for girls.

120.	Number and strength	47
121.	Managing agencies	47

Primary schools for girls.

122.	Strength	47
123.	Managing agencies	47
124.	Curriculum	47
125.	Accommodation	47
126.	Expenditure in girls' schools	47

VIII.—EDUCATION OF EUROPEANS.

PARA.	PAGE
127. General remarks	48
128. Institutions intended for Europeans	48
129. Classification	48
130. Geographical distribution	49
131. Number and strength	49
132. Total number of European scholars	49
133. Collegiate education	50
134. School education in high schools	50
135. Middle and primary schools	51
136. Female education	51
137. Special education	51
138. Railway schools	51
139. Expenditure in European schools	51

IX.—EDUCATION OF MUHAMMADANS.

140. General remarks	52
141. Muhammadan scholars under instruction	52
142. Collegiate education	52
143. Secondary do.	52
144. Primary do.	53
145. Female do.	53
146. Special do.	53
147. Education of Mappillas	53
148. Education in the Laccadive Islands	53
149. Expenditure in Muhammadan institutions	54

X.—EDUCATION OF PANCHAMAS.

150. General remarks	54
151. Institutions wholly or chiefly intended for Panchamas	54
152. Expenditure in Panchama schools	55

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

153. Education of the aboriginal and hill tribes	55
--	----

XII.—EDUCATION OF THE BLIND AND DEAF-MUTES.

154. Schools for the blind	56
155. School for deaf-mutes	56

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

156. Education of native chiefs and noblemen	57
--	----

XIV.—PRIVATE INSTITUTIONS.

157. Classification	57
158. Sanskrit schools	57
159. Arabic schools	58

XV.—BOOKS.

160. The Text-Book Committee	58
161. Oriental Manuscripts Library	58
162. Registration of Books	58

XVI.—MISCELLANEOUS REMARKS.

163. Scheme of instruction in literary and non-literary subjects	59
164. Physical education	59
165. Hostels and boarding-houses	60
166. Libraries, museums and exhibitions	60
167. Educational associations and reading-rooms	60
168. Educational Conferences	61
169. Schoolmasters as postmasters	62
170. Service registers and inventories of valuable stock	62
171. Conclusion	62

GENERAL TABLES.

NO.	PAGE
(1) Abstract return of colleges, schools and scholars	64 & 65
(2) Abstract return of expenditure on public instruction	64 & 65
(3) Return of colleges, schools and scholars	66-68
(3a) Number of scholars on the 31st March 1907, classified according to sex, race or creed	69
(3b) Return of European colleges and schools, and scholars	70 & 71
(4) Return of expenditure on public instruction	72-74
(4a) Return of expenditure on European colleges and schools	75 & 76
(5) Return of the stages of instruction of pupils in public schools for general education	77
(5a) Return of the stages of instruction of pupils in public European schools for general education	78
(6) Return showing the results of prescribed examinations	79 & 80
(7) Return showing the distribution of District Board and Municipal expenditure on public instruction	82-85
(8) Return showing the attendance and expenditure in hostels and boarding-houses for boys and girls	86

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 25th October 1907.

C. No. 7867 of 1907.

From

THE HON'BLE MR. A. G. BOURNE, D.Sc., F.R.S.,
Director of Public Instruction,
Madras.

To

THE SECRETARY TO GOVERNMENT,
EDUCATIONAL DEPARTMENT,
Fort St. George.

SIR,

I HAVE the honour to submit a report on the state and progress of education in the Presidency during the quinquennium which ended on March 31st, 1907.

Introduction.

2. The period under review was one of considerable activity in educational matters, and witnessed numerous changes of great importance, most of which were the direct consequence of the Simla Conference of 1901 and of the resolution of the Government of India on educational policy which issued in March 1904.

Events of the period.

I give here a brief résumé of the most important of these changes; they will be described at greater length under the several heads of the report.

3. The inspecting agency was greatly strengthened in nearly all grades. At the end of 1901-1902 there were, for boys' schools, four Inspectors, nine Assistant Inspectors, and sixty Sub-Assistant Inspectors. In 1906-1907 the number of Inspectors had risen to six, of Assistants to twelve, and of Sub-Assistants to one hundred and nineteen.

Strengthening of inspecting agency.

For girls' schools the inspecting agency was increased by the appointment of three Assistant Inspectresses and one additional Sub-Assistant Inspectress. An Inspectorship of European and Training schools was created in the period, and finally the appointment of a Deputy Director enabled the Director to give at any rate a little more time to a personal observation of institutions of all kinds in the Presidency.

4. The Indian Universities Act of 1904 came into operation during the period.

The Senate of the University of Madras was reconstituted and the territorial jurisdiction of the University was defined. A new body of regulations came into force dealing with the internal affairs of the University, its relations with affiliated colleges, the courses of study to be pursued by candidates for degrees and the examinations therefor.

All the affiliated colleges were inspected by a committee appointed for the purpose, an elaborate report was drawn up, and the colleges were requested to take action in certain cases where the report showed the management, organization, equipment, or other matter, to be defective.

5. Under the educational rules in force at the beginning of the period, three classes of schools were recognized, Upper Secondary, Lower

Reclassification of schools.

Secondary and Primary. Under the heading Primary were classed schools having very different aims; the ordinary village primary school dealt with pupils whose education terminated with the fourth or fifth school year if not earlier, while many of the primary schools in towns and large villages were really preparatory schools to schools of higher grade. In lower secondary schools

INTRODUCTION. also there was a similar diversity of aim. The rules, however, practically failed to recognize these differences. The same curriculum was prescribed for the fourth standard of a primary school as for the corresponding class of a high school, transfer rules were the same for all schools, and the elaborate rules of recognition which were framed partly with the view of repressing 'venture' high and middle schools were found to operate against the extension of elementary education. The educational rules brought into force in 1906 seek to change all this. Two classes only of schools are recognized, Secondary and Elementary: the former will include high schools and such middle and primary schools as are in reality preparatory to high schools; the latter will include the rest. A sharp distinction is now made between the two classes of schools. They are subject to separate sets of rules, and have different curricula. The rules for elementary schools are simple and elastic, and allow these schools to adapt themselves under the guidance of the inspecting officer to local conditions. The conditions of recognition of secondary schools have been made more stringent, and the requirements of the department in respect of staff and equipment have been enhanced.

6. The Code in force at the beginning of the quinquennium was extremely complicated. This complication was the inevitable consequence of three main causes: the code applied to institutions under public (local and municipal) as well as to those under private management, it provided in the case of very many institutions a dual source of aid (provincial and local), and the application of the system of grants by results to schools of such widely different circumstances as exist in this Presidency required the almost yearly addition of new rules creating restrictions or exceptions or providing for special cases. As a consequence the code became almost unworkable, and a new and simplified code was framed which came into force in 1906. The system of payment by results is replaced by a system of grants based on the number of teachers and the average attendance of pupils, institutions are aided from one source and one only, and schools under public management are removed entirely from the operation of the code.

7. The Lower Secondary Examination was abolished in 1905. The public Primary Examination was replaced by an inspecting officers' examination *in situ*, and instead of the primary examination certificate an "elementary school leaving certificate" was instituted which is awarded to pupils who have successfully undergone five or more years' instruction in recognized elementary schools. The eligibility of a pupil for the certificate is estimated not merely on the inspecting officers' examination, but also on the pupils' school record.

8. At the end of the previous quinquennium, the funds available for aiding primary education under private management were inadequate to pay grants at the rates laid down in the code; and in some districts grants were paid at so low a rate as As. 2 in the rupee. During the period under report grants were practically paid in full.

In particular an amount of not less than two lakhs of rupees was given annually as a subsidy from provincial funds to enable local bodies to meet their grant obligations.

Further, since 1905, a recurring grant of six lakhs has been devoted to the extension of elementary education under local boards.

9. Much was done to place the Government Girls' Schools on a better basis. The salaries of the teachers were revised with the view of making the appointments attractive to women of higher qualifications, the equipment was improved, and a few new buildings of an approved design were erected each year where they were most urgently required.

10. Schemes for improving training schools and the training course were framed and generally approved by the Government and though they did not receive sanction in full during the period, much was done in the directions in which they pointed. The course of training for the lowest grade of teacher was extended and most of the time

devoted to improving the general education of the students in place of the purely technical instruction which formerly comprised the whole course. The qualifications of the staff employed in training schools were raised. The equipment of the Government training schools for masters was improved, and new buildings of an approved type were built for several of the schools.

11. The new Code of Regulations for European schools was introduced in 1906 and under it a large increase of expenditure was incurred with the object of improving the staff and equipment of European schools.

12. The simplification of the Grant-in-Aid Code has permitted a simplification of the relations being made between provincial and local funds. Grants are no longer made to individual institutions under local or municipal management, but a lump subsidy is given to such local bodies as require it to help them (1) to maintain their own schools, (2) to meet their grant obligations under the code.

I.—GENERAL SUMMARY.

13. During the quinquennium the total number of public institutions rose by 11.8 per cent. and their total strength by 18 per cent. The number of private institutions declined but their strength rose by 8.6 per cent.

Taking public and private institutions together, the total strength increased by very nearly 17 per cent. in the quinquennium and the number of youths of both sexes under instruction reached the figure of one million for the first time.

The period was one of comparative material prosperity and both the people and the Government were able to devote more money towards the education of the youth of the Presidency, the former in the shape of school fees and the latter by providing increased facilities and by grants-in-aid.

14. With four exceptions all the districts in the Presidency have shared in the rise in the number of boys and girls under instruction. In two cases, Górávari and Nellore, the decrease must be attributed to the changes in their administrative areas which occurred during the period; a portion of the Górávari district was transferred to the Kistna district and a portion of Nellore to the newly-formed district of Guntúr. A portion of Kistna also went to form this new district. Taking the whole area within which these redistributions took place, there was an increase of nearly 25 per cent. in the number of boys and girls under instruction. In Bellary and Anantapur there was a retrogression, slight in the latter district and marked in the former in the number of institutions and their strength. The want of progress in these districts is doubtless due to the prevalence of plague in them.

15. The number of Government institutions was 419 at the beginning of the quinquennium and 378 at the end; it fluctuated considerably in the intervening years. The fluctuations were mainly due to the fact that the Local Boards Act was introduced into portions of two of the Government Agencies, and subsequently portions were withdrawn from the operation of the Act. These changes were accompanied by a transfer of Government schools in the Agencies to local board management and a subsequent retransfer. The number of municipal schools varied very little in the period but their strength increased. The number of schools under local board management increased from 2,376 in 1901-1902 to 3,206 in 1906-1907, and their strength from 118,068 to 155,795.

The increase took place almost entirely in 1906-1907 and was due to the establishment of a large number of new elementary schools in rural areas with the aid of the recurring grant of six lakhs.

The number of aided institutions fell in the first year of the period, but increased steadily in each year afterwards, and there was a continuous increase in

their strength throughout the period. Unaided public institutions fell on the whole in number, but their strength was slightly increased. The increase in the number of aided and the decrease in the number of unaided schools are doubtless due to the liberal aid, as compared with the last quinquennium, given during the period to elementary schools.

16. The percentage of male scholars to the male population of school age increased from 25.6 to 29.8 during the period and the corresponding percentage for female scholars rose from 4.4 to 5.7; the percentage of the number of scholars, male and female, to the population of school age rose from 14.9 to 17.6.

Allowance should be made for the fact that the percentages for 1901-1902 and 1906-1907 have both been calculated on the census figures of 1901 and the natural growth of the population in the interval has not been and for want of later population statistics cannot be taken into account, but it cannot be doubted that the school population has grown much more rapidly than the population itself.

The increase in the percentage of scholars to population of school age was universal over all the districts of the Presidency except the two districts, Bellary and Anantapur referred to in a previous paragraph.

In 1906-1907 the percentages varied in the different districts from 84.7 in Madras to 15.8 in Vizagapatam in the case of males, and from 33.2 in Madras to 2.4 in Anantapur in the case of females.

17. Male and female scholars of all the great classes of the community except Europeans advanced in numbers during the quinquennium.

18. The number of boys studying English in public institutions went down from 123,287 in 1901-1902 to 118,398 in 1906-1907. While the number of pupils reading English in colleges and secondary schools has increased with the growth of these institutions, the number of pupils reading English in primary schools fell considerably, from 42,571 in 1901-1902 to 27,927 in 1906-1907. The fall occurred mainly in the last year, and is due to the inspecting officers weeding out English as a subject of instruction in schools for which it was unsuited and in which the teacher was not qualified to give proper instruction.

19. The number of male and female pupils unprotected from small-pox fell from 13,338 and 3,447 at the beginning of the quinquennium to 9,063 and 2,075 at its close.

20. A slightly less percentage of the total number of scholars was found in municipal areas than at the end of last quinquennium, a result due, no doubt, to the recent attempts at extending education into rural areas. In 22 out of 61 municipalities, the number of male scholars exceeded the male population of school age calculated according to the 15 per cent. rule. This anomaly is due to two causes; the towns in question are educational centres and draw their pupils from outside as well as inside the municipal area, and many of the scholars are, in fact, outside of the school age on which the 15 per cent. rule was based, being students in colleges or high school classes.

21. The total expenditure on education rose during the quinquennium from Rs. 79,32,188 to Rs. 97,64,358, an increase of 23 per cent. This does not include expenditure on rural school buildings incurred out of the special grant for primary education.

The amounts met from the five main sources, provincial funds, district funds, municipal funds, fees, and private funds, all increased but in very different proportions. The expenditure met from the first three sources increased by 15, 97 and 21 per cent., respectively. These figures do not, however, represent the true incidence of the increased cost of education on the three public funds, as the increase in district board and municipal expenditure was largely met by contributions from provincial funds; taking the three together there was an increase of nearly 36 per cent. Fees rose by 20 per cent. and the amount provided from private funds by a little less than 9 per cent. The comparative smallness of the increase in the

expenditure from private sources emphasizes the remark made by my predecessor in paragraph 5 of the last quinquennial report, in which he stated that it was probable "that education by private agencies on which this province so largely depends has almost reached its limits and that any great extension in future must involve corresponding expenditure from public funds, with probably some measure of compulsion." The extension, which has taken place in the last five years, has been made without compulsion, but the price of it has been paid mainly out of the pockets of the Government and the parents of scholars.

The total direct expenditure on education increased from Rs. 58,67,743 to Rs. 70,86,715 during the quinquennium, an increase of nearly 21 per cent. The increased expenditure was met entirely from public funds and from fees; there was a decline of about 7 per cent. from private funds.

The total indirect expenditure increased from Rs. 20,64,445 to Rs. 26,77,643. The expenditure from each source showed an increase. The most noticeable features of the indirect expenditure in 1906-1907 were the increased cost of inspection met from provincial funds, due to the expansion of nearly all branches of the inspectorate, the increased expenditure on the University met from fees and contributions from provincial funds, and the increase under the head of 'Miscellaneous,' which mainly refers to private institutions and hostels, met from fees and private sources.

The direct expenditure from provincial revenues on Government institutions increased by nearly 27 per cent. in the period; this increase is mainly due to the cost of the medical schools newly opened or transferred to Government management within the period and to enhanced expenditure on training schools and girls' schools, which much more than counterbalanced the reduction of expenditure due to the abolition of the College of Agriculture as a departmental institution. There was a large decrease in the expenditure from provincial revenues on institutions managed by District and Municipal Boards, owing to the removal of these institutions from the operation of the Grant-in-Aid Code. This decrease is more apparent than real as the grants to individual institutions were replaced by consolidated grants to the boards for educational purposes, and the noticeable increase in the expenditure of the boards on their own institutions was mainly met in this way. The variations in the incidence of the expenditure incurred from the three public funds on schools under private management are explained by the fact that under the new Grant-in-Aid Code the district and municipal boards were relieved of all grants-in-aid except teaching grants to elementary schools, and all other grants were made payable from provincial revenues. This change has produced numerous variations, some of which have had the effect of showing an increased expenditure from board funds, and others have had the opposite effect. As an example of the former may be mentioned grants to elementary girls' schools which were formerly payable from provincial revenues and now fall on local funds; grants for the lower departments of secondary schools, now payable from provincial funds alone, furnish an example of the latter. In a variety of other cases the suppression of the complications of the old code have led to a change in the incidence of expenditure on grants-in-aid, but the above examples will suffice to show the general nature of the variations. The total expenditure, direct and indirect, from the three public funds rose from Rs. 8,97,843 to Rs. 15,13,038 in the quinquennium. Most of this increase was met from provincial funds, though incurred through the agency of district and municipal boards.

22. The budget grant for the year under 22. Education was Rs. 30,03,000 and the altered grant as per G.O., No. 448, Financial, dated 30th August 1907, Rs. 22,77,000 or including the altered grant for adjusting heads and printing at private presses Rs. 34,50,300.

The expenditure under 22 Education, together with that under adjusting heads and printing at private presses, was Rs. 34,59,306, or Rs. 9,006 more than the altered grant. This amount, which agrees with the actuals as shown in the Accountant-General's final statement, is arrived at by deducting from the gross expenditure of Rs. 43,89,732 shown in statement 21 of the supplemental statistics, the sum of Rs. 2,43,370 spent on the Medical College and schools which is debited to 24 Medical and not 22 Education, and also the sum of Rs. 1,87,056 spent by the Public Works Department on Government educational buildings.

GENERAL
SUMMARY.

The net provincial expenditure was Rs. 36,31,033, of which Rs. 2,15,489 represented the net cost of the Medical College and schools including scholarships, and Rs. 1,87,056 the outlay on Government educational buildings. The net expenditure under 22 Education and adjusting heads was thus Rs. 32,28,488, which is the same as the Accountant-General's figure less Rs. 2,450 the interest on the Mangalore College and Hobart Training school endowments which is credited to a different major head.

Column 34 of the General Table 4 gives the net provincial expenditure as Rs. 24,72,859. The difference between this figure and the net expenditure given above, namely, Rs. 32,28,488, is explained by the addition to the former of a sum of Rs. 12,30,173 (Rs. 58,944 contribution to municipal boards + Rs. 8,23,145 contribution to local boards + Rs. 3,48,084 expenditure on rural school buildings) and the deduction of a sum of Rs. 4,74,544 (Rs. 2,15,489, the net cost of the Medical College and schools + Rs. 1,87,056, public works charges + Rs. 48,000, grant to the Lawrence Asylum, Ootacamund + Rs. 2,700, grants to orphanages not paid through the department + Rs. 21,299, surplus fees of the Law College).

23. There was increased expenditure during the quinquennium on each of the four main classes of institutions, colleges, secondary schools, primary schools and special schools. In the case of colleges the increase was not large—less than 7 per cent.—and was met from provincial revenues and fees. The amount contributed from private sources fell by 45 per cent. To this reduction the abolition of a certain number of colleges in 1907, which will be dealt with later, contributed to a small degree. Moreover from 1904–1905 onwards the figures under the head of private sources excluded expenditure not actually incurred, such for example, as the nominal salaries of professors and teachers belonging to religious orders, which was included in the previous returns. Even when due allowance is made for these causes of reduction it seems more than probable that the expenditure from private sources on aided colleges has declined or at any rate remained stationary during the period. The enhanced fee income due to larger classes does not appear to have been all spent on the improvement of the colleges, but some of it at any rate seems to have gone towards relieving the drain on the resources of the managements.

The expenditure on secondary schools increased by nearly 17 per cent. in the quinquennium, and as in the case of colleges the increase was met from public funds and fees; the amount spent from private sources on schools under private management remained practically unchanged.

The expenditure on primary schools increased by as much as 30 per cent. The increase was almost entirely met from public funds, the expenditure from fees and private sources having remained almost stationary. The figures under the last item cannot altogether be depended upon, especially those for 1901–1902 which included items of expenditure not actually incurred such as the 'net cost' of purely results schools, which did not represent any expenditure met from external sources but merely the difference between the amount considered as a fair remuneration for the teacher and the total of the fee income and grants-in-aid received in the year. It cannot, therefore, be safely asserted that there has been no expansion of the amount actually contributed from private sources during the quinquennium, but it is probably not large and certainly not commensurate with the increase of expenditure from public funds.

There was an increase of 24 per cent. in the expenditure on special schools, to which public and private funds contributed alike, while the income from fees diminished. So many different classes of institutions are included under this head that they cannot be discussed as a whole, and my remarks on the variation of the expenditure on them will be reserved for a later chapter.

24. Reference has been made in the preceding paragraph to the increase of fee income in colleges and secondary schools, but this has not been in all cases on a par with their increase in strength. In Arts colleges the average fee per head fell from Rs. 69.90 to Rs. 66.44. The average fee fell both in Government and aided colleges. The standard rate of fees has not been lowered during the period and the reason for the reduction appears to be that while in 1901–1902 more than half of the number of

college students were in the B.A. classes, in 1906–1907 less than one-third were in the last two years of the course. As the standard rates for the third and fourth classes are higher than those for the first two years this difference in the distribution of the students in the years of the University course means a reduction in the average fee. There was an increase in the average fee in professional colleges and in secondary schools for boys. The average fee in secondary girls' schools and special schools fell; the latter very appreciably, and it appears as if female and technical education can only be extended by being made cheaper. The average fee in primary schools fell slightly; the fact that the increased strength of the schools is found more in the lower than in the higher standards probably accounts for this.

25. The proportion of fee income to total expenditure during the quinquennium, increased considerably in the case of colleges and high schools for boys, but fell from 34 to 27 per cent. in the case of primary schools for boys, and from 36 to 35 per cent. in all institutions taken together.

26. The total amount of grants-in-aid paid to institutions under private management rose from Rs. 9,14,938 in 1901–1902 to Rs. 15,53,003 in 1906–1907. Owing to the changes already referred to in the incidence of this expenditure on provincial revenues and district and municipal funds and the fact that the grants paid through district and to a less extent municipal funds now proceed in part from provincial funds, it is not possible to institute any useful comparison between the details of the distribution on these amounts among the various funds at the beginning and the end of the period. The figures just given do not include any monies paid to institutions under public management.

27. In 1906–1907 grants to the amount of Rs. 6,70,261 were paid directly from provincial funds to institutions under private management. The main item in this sum was Rs. 5,49,410 paid in aid of the maintenance of colleges, secondary schools and special schools—Rs. 4,16,263 under the Grant-in-Aid Code and Rs. 1,33,147 under the Code of Regulations for European schools. In addition boarding and cadet grants to the amount of Rs. 35,492 and Rs. 3,960 were paid to European schools. The remainder were stipendiary and scholarship grants, building grants and special grants for furniture, books and appliances paid under the Grant-in-Aid Code. Also sums amounting to Rs. 11,79,350 and Rs. 67,436 were paid to district and municipal boards for education.

28. Grants to the amounts of Rs. 7,09,939 and Rs. 1,72,803 were paid from or through district and municipal funds respectively in aid of the maintenance of elementary schools under private management.

29. The new rules have not yet been completely brought into force in all cases and it is too early to discuss their working. The new system of aid for elementary schools will be described in the portion of the report which deals with those schools.

II.—CONTROLLING AGENCIES.

30. Mr. G. H. Stuart was Director up to the end of 1903. I was appointed to succeed him and held charge of the office for the rest of the period except for the last seven months, during which I was on leave. Mr. T. T. Logan, Inspector of Schools, 5th Circle, acted as Director during this interval.

The appointment of Deputy Director was created in 1903 and was held by Mr. E. W. Middlemast from July 1903 to the end of the quinquennium except for the interval from April 1904 to May 1905 during which he was on furlough. During this period the late Dr. S. Sathianathan acted as Deputy Director.

CONTROLLING
AGENCIES.

31. For the purposes of inspection the Presidency is now divided into six circles, each containing an integral number of revenue districts varying from two to six according to density of the population and educational forwardness. Each circle forms an Inspector's charge; the Inspector is responsible for the general supervision of boys' education in his circle and in particular he exercises direct supervision over secondary education.

Each circle is divided into two or more divisions, each comprising one or more revenue districts. Five of the more populous and advanced districts form each a division by itself, five divisions contain two districts each, and the two remaining divisions contain three and four districts, respectively. Each division is in charge of an Assistant Inspector. His duties are multifarious: he inspects secondary schools not containing the three highest forms, and elementary schools in the more important centres; he supervises the Sub-Assistants and checks their inspection work; he presides over the two annual conferences of Sub-Assistants at which the applications of elementary schools for admission to aid are scrutinized and at which the final assignments of grants are made; he prepares with some few exceptions all the educational statistics of his division.

The division is split up into ranges, which form the charges of the Sub-Assistant Inspectors. There are one hundred and eleven ranges in the Presidency, each of which is, with a few exceptions, conterminous with a revenue taluk or the area under a taluk board. For the purposes of Muhammadan education the Presidency is divided into four ranges, three of which are conterminous with the more northern educational circles, and the fourth with the three southern circles, in which Muhammadans are less numerous.

The two West Coast districts are divided into three ranges for the purposes of Mappilla education.

The work of the Sub-Assistant Inspector lies almost entirely in the supervision of elementary education; he, however, aids the Inspector in the inspection of the vernacular work of secondary schools.

In addition to the Sub-Assistants already enumerated there is a Sub-Assistant Inspector of Sanskrit Schools whose primary duty is to inspect such of the indigenous Sanskrit schools as put themselves under departmental supervision, but who also reports on the Sanskrit work of such high schools as he can visit without interfering with his main work.

The large increase in the number of Sub-Assistants has, of course, lessened their charges correspondingly, and has given them scope for more thorough and better work. The Inspectors write as follows on this matter:—

Mr. Moss: "The limited ranges of the Sub-Assistants have enabled them to devote more time to improving the methods of teaching in the schools they visit. They have too, with the co-operation of the headmasters of lower secondary schools, started Teachers' Associations in several important centres, the meetings of which are also attended by the rural school teachers. These associations have already done some good by giving model lessons on the kindergarten and on nature study."

Mr. Braithwaite: "As regards the Sub-Assistant Inspectors they are as a body gradually coming to view their profession as an organizing one, rather than, as was formerly believed, a 'policing' one."

Mr. Yates: "In the course of the year, I visited the ranges of almost all (the Sub-Assistants). Though the work turned out is of varying quality, yet I have reason to be satisfied with what has been done."

They have done their duty tactfully on the whole, cases of collision with managers being very rare. Many of these officers had not had much experience in elementary school work, but they have taken to it with energy. The best work was done in the smaller ranges where the Sub-Assistant Inspector had more opportunity of frequent visits and more time to teach the teachers."

Mr. Mathew: "It is too early to dogmatize about the results of the large increase in the number of Sub-Assistants but what I have seen so far leads me to believe that the increase will be justified by its results. More attention is now being paid to improving the quality of the schools as well as to bringing under aid and supervision more private and indigenous schools."

The Sub-Assistant Inspector's authority and discretionary powers have been greatly increased, and they will need, I think, more tact than has hitherto been shown in the exercising of them. Too many of them regard the teachers as their subordinates and give orders to them where they should give advice to the managers. It is only fair to add that this is more often due to excess of zeal than to any desire to annoy, and that the managers on their side are often needlessly suspicious and resentful when constructive criticism is attempted."

CONTROLLING
AGENCIES.

M.R. Ry. WILLIAMS PILLAI: "The number of Sub-Assistants had been nearly doubled and the ranges, except a few, are very handy and give ample scope for proper supervision on their part."

The Sub-Assistants' ranges are divided into sub-ranges which are the charge of Supervisors of Primary Schools. The duty of the Supervisor is to help the elementary school teacher with professional advice in organization and methods of teaching, to explain to him the various departmental rules and orders, to spread elementary education by starting schools or by bringing indigenous schools under departmental supervision, and to 'police' the schools under his care. There are 268 Supervisors, all of whom with one or two exceptions are appointed and paid by local and municipal boards, though they work mainly under the orders of the Sub-Assistant Inspectors.

The Inspectors do not on the whole report very favourably on the work of the Supervisors. Mr. Yates says:—

"There are some few Supervisors whose work is as good almost as that of the best Sub-Assistants, but the work of the majority is far below the level of the worst Sub-Assistant. Very many of the Supervisors are old; and they are overburdened with office work, so that, had they the inclination they have not the time to devote to inspection and teaching."

Mr. Moss: "The Assistant Inspectors do not report altogether favourably on the work done by the Supervisors, and I am afraid that in the majority of cases it is of a more or less superficial nature. Many of the Supervisors are not really capable men, for the pay of the appointment is too low and the prospects are too meagre to attract men of ability."

Mr. Braithwaite: "The Supervisors continued as usual to do work which, with few exceptions, is poor."

M.R. Ry. WILLIAMS PILLAI: "The Supervisors are as a rule inferior men, especially in the Ceded Districts, where they turn out inferior work. The dual control exercised over them does not tend to efficiency."

Mr. Mayhew takes a more hopeful view: "The Supervisors have been doing more useful work than it is fashionable to credit them with—especially in Tanjore and Chingleput districts. In North Arcot and in most municipalities (excluding Madras) they are not satisfactory. Much as I should like to see their pay and position improved (mainly in order to extend their influence) I am convinced that under proper guidance they are capable of good work. It is more profitable to instruct than to abuse them."

The question of provincializing the Supervisors was brought forward again in 1906, but orders on the subject have not been passed.

2. For the purpose of female education the province is divided into three circles, each of which is the charge of an Inspectress; each circle is divided into three or four ranges. The total number of ranges is ten, three of which—one in each circle—are Assistant Inspectresses' charges, and the remaining seven are in charge of Sub-Assistants to the Inspectresses. The Inspectress is in general charge of female education in the circle and directly supervises higher education and special education for females, and all European female education; the Assistants and Sub-Assistants, between whose duties there is no distinction in kind, are more especially concerned with elementary female education. In addition to the work of inspection, the Inspectresses and their subordinates manage the Government girls' schools and the Government training schools for mistresses.

Though the cadre of the female inspecting agency was increased from nine to thirteen in the quinquennium the work is still heavy.

Miss Lynch writes as follows: "There are only one Assistant and two Sub-Assistant Inspectresses for the whole circle consisting of seven districts, and as there are no Supervisors for girls' schools, the entire inspection work and correspondence devolve on the inspecting officers. While the number of girls' schools is comparatively small, yet, as they are scattered over very large areas, the amount of valuable time expended in travelling alone is considerable."

33. In addition to the appointments enumerated above, the appointment of a special Inspector for European and training schools has existed since 1903. This officer travels over the whole of the Presidency. His work is confined to European schools for boys and training schools for masters; the Inspectresses deal with the European girls' schools and training schools for mistresses in their circles.

34. For the inspection of technical and industrial schools there is an Inspector of Technical Schools. This, however, is not an independent appointment; the duties of Inspector have been attached to some other appointment such, for instance, as a Professorship of Engineering.

35. The Inspectorate lost the services of Mr. E. Marsden, M.R.Ry. N. Raghunatha Chariyar and M.R.Ry. Nagoji Rau during the quinquennium, who retired, the first two in 1903, and the last in 1907, in each case after long and useful service. Mr. T. T. Logan remained a permanent Inspector during the period, but for the last seven months he acted as Director.

M.R.Ry. L. C. Williams Pillai, who acted as Inspector for the earlier portion of the quinquennium, was confirmed in 1903. Mr. A. Mayhew was appointed from England as Inspector in 1903; Mr. Braithwaite arrived from England about the same time and was appointed Inspector in 1906, having previously been the Vice-Principal of the Teachers' College, Saidapet, and having acted as Inspector of European and Training Schools. Mr. J. A. Yates was appointed in 1906, having previously been Principal of a first-grade college under private management in Madras.

In 1903 the department lost by retirement the valued services of Mrs. Brander, the first Superintendent of the Presidency Training School for Mistresses and later the first appointed Inspectress, and in 1905 the services of Miss E. Carr who had ably carried on what Mrs. Brander had begun. Miss Arnold continued permanent Inspectress throughout the period; Mrs. Rhenius (Miss Gow) was confirmed in 1903 after having previously acted as Inspectress, and Miss C. M. Lynch was appointed in 1905.

Mr. J. H. Stone was appointed as Inspector of European and Training Schools in 1903. Mr. Chatterton continued to hold the appointment of Inspector of Technical Schools.

III.—COLLEGIATE EDUCATION.

36. The salient feature of collegiate education during the period under report was the coming into force of the Indian Universities Act of 1904, and its consequences. This Act modified in several important respects the constitution of the University. It limited the number of the Fellows to one hundred and made the office of Fellow tenable for five years; it also provided for the election of Fellows by registered graduates. Doubts were freely expressed on many sides as to the adequacy of the number of Fellows allowed by the Act to carry on the work of the Senate and in particular to provide satisfactorily for filling up the numerous Boards of Studies, but so far these doubts have proved groundless: though the number of Fellows ex-officio, nominated and elected has not reached one hundred since the commencement of the Act no difficulty has been found in carrying on the work of the Senate, though that work was especially arduous in 1905 and 1906. The Boards of Studies have been kept at proper strength by the appointment of experts in particular subjects who are not Fellows. The Act formally recognized the Syndicate, which had previously existed as the creation of the Senate, and made important changes in its constitution. It provided that the Director of Public Instruction should be an ex-officio member and that the majority of the elected members should be Heads of, or Professors in, an affiliated college. It further fixed a maximum and a minimum limit to the number of elected Syndics. Besides remodelling its constitution the Act introduced a new conception of the functions of the University. Under the old Act of Incorporation it existed for the purpose of examination; under the new Act it is deemed to have been incorporated for the purpose (among others) of providing instruction.

37. The first proceeding under the new Act was the definition of the territorial jurisdiction of the University which was made to include Ceylon in addition to the Presidency proper and those local administrations and Native States in which the University had previously affiliated colleges and recognized schools.

38. The second was the systematic inspection of all the colleges affiliated to the University. A Commission consisting of myself as President and five members, one of whom was the Inspector-General of Education in Mysore and the others Heads of, or Professors in, first-grade colleges, visited each college affiliated in Arts in the period July to October 1905. An exhaustive report was drawn up in two parts, one recording the results of the inspection of each college, and the other dealing with University education in Madras as a whole and summarizing the general impressions of the inspection. The report was critical in character but much of the criticism was of a constructive nature; defects were pointed out but their remedies were at the same time indicated wherever possible.

The report showed that the inspection had not been undertaken before due time; much that was defective in the character of the management, the composition of the staff, the efficiency of the teaching, and the educational aims of the colleges was brought to light which annual returns and examination results could not have disclosed. Previous to this inspection no single individual had in all probability seen all the colleges.

The following is a summary of the conclusions of the Commission under the various heads.

39. The affiliated colleges in this Presidency fall under five heads as regards management—Government, Zemindari, Municipal, Local Committee and Missionary colleges, and each class of college was found to have certain defects due to the character of its management. In the case of the Government colleges frequent transfers of the staff due to the exigencies of public services detracted from continued efficiency. An attempt has been made to remedy this defect by the formation of a separate collegiate branch of the subordinate service. The appointments included in this branch of the service are graded in such a way that the promotion of an officer will not entail his transfer from the college where he is employed. In zemindari and municipal colleges, the functions of the Principal were generally ill defined and there was a tendency for the management to pay too little attention to his views especially in the matter of appointments to the staff, and to interfere unduly with his discretion in matters of detail; in the case of municipal colleges no provision was made for earmarking for college purposes any surpluses which accrued from the year's working of the college, such surpluses being merged in the general balance of the municipality.

The local committees managing colleges varied considerably in constitution, and except in one or two cases the management was far from satisfactory. In many cases the number of members was too large to secure efficient working, the educational qualifications of many of the members were too meagre to entitle them to have a voice in the management of a University college, and, as in the zemindari and municipal colleges, the functions of the Principal were insufficiently defined and he was subject to too much interference in the internal affairs of the college. The Commission made definite recommendations for remedying these defects and the Syndicate is taking action upon these recommendations.

A defect peculiar to many missionary colleges was the virtual absence of an effective managing body. In many cases the governing body was situated at a distance or met infrequently, and practically the whole management devolved on the Principal who was left without guidance or supervision, and in certain cases without expert advice in subjects of study with which he was not personally conversant.

40. In second-grade colleges the accommodation was generally found to be sufficient for the low existing ideal. These colleges have without exception developed from high schools and still retain high school departments. Practically two good lecture rooms added to the high school building met the wants of the two University classes under the old regulations for the course of study leading to the First Examination in Arts, and most of the second-grade colleges had been able to provide these.

The requirements of a first-grade college especially one which teaches one or more branches of physical or natural science are much less modest.

The Commission found that in five of the eleven first-grade colleges in the Presidency the accommodation was adequate, in three it was barely sufficient, and

in the remaining three it was inadequate. In one of the last cases, that of a large college in Madras, the word inadequate is not strong enough to describe the existing condition of things; large classes were regularly held in rooms which allowed only 6 or 6½ square feet of superficial area per student; others met for one or two hours each day in rooms which gave only 4 or 4½ square feet per student.

The character of the buildings even where the accommodation was not inadequate was not in all cases suitable for a first-grade college.

The above remarks do not refer to the special accommodation required in colleges affiliated in physics, chemistry and biology.

Six of the colleges gave instruction in physics or chemistry and in only one was the laboratory accommodation found to be ample.

The two colleges which are affiliated in one or more of the subjects grouped under biology were found to be adequately provided with laboratories.

41. The benches and desks were generally sufficient and suitable in design, but the black boards were often too small, badly placed or otherwise unsuitable.

The apparatus and appliances employed in second-grade colleges in the teaching of mathematics, history, physiology and physiography were generally on a par with the poor character of the teaching of these subjects. In the first-grade colleges, the insufficiency and unsuitability of the apparatus employed in the teaching of physics and, to a less degree, of chemistry were severely criticised by the Commission. There were one or two honourable exceptions: in the case of one college the Commission reported thus:

"The equipment for the teaching of physics is of a very complete kind and may be regarded as sufficient for teaching up to any standard that is likely to be set by the University;" but too frequently it was found that the instruments provided for the teaching of physics were in the nature of toys rather than of serious instruments of precision.

In history the supply of maps, charts and illustrative objects was generally insufficient.

Both the colleges which gave instruction in natural science subjects were suitably equipped for the purpose.

42. The three main defects which the Commission found with respect to the teaching staff were (1) that there was a tendency for the management to pay insufficient attention to the need for special qualifications in the teachers of University classes, especially in the second-grade colleges, where the qualifications of some of the lecturers were not higher than those of school-masters, (2) that there was a tendency on the part of the managers and teachers to regard colleges merely as a means of enabling students to pass examinations, and (3) that most commonly the teachers neglected their own education, failed to keep abreast of the advances made in their subjects, and were satisfied to use methods of teaching long since superseded.

The methods of teaching commonly adopted were open to adverse criticism, especially in the second-grade colleges. In the teaching of English the greatest evil was the tendency to reduce to a minimum the work done by the students for themselves. This was particularly noticeable in connection with the English texts, where too often the difficulties in meaning or allusion were solved by the Professor or teacher before the students had attempted to grapple with them.

In mathematics the qualifications of the teachers entrusted with the teaching for the degree course were generally high, and the teaching was well done in general. The work done in the first and second years, however, was very defective, principally because the teachers in charge of this work had not kept in touch with the improved modern methods of teaching. The University was also to blame in that it had allowed its curricula to become antiquated and its examinations stereotyped on out-of-date lines.

The teaching of history in second-grade colleges was mostly in the hands of teachers with no special qualifications beyond the fact that they were graduates, but such of the first-grade colleges as were affiliated in Branch V (history and economics) had, with one exception, specially qualified teachers for the subject.

Too little use was made of maps and other appliances for teaching history; while the first-grade colleges had generally a collection of historical works in their libraries—in some cases a really good collection—in many of the second-grade colleges the libraries contained little to supplement the ordinary text books used by the students.

In philosophy the need of specialists as teachers was noted: in half the number of colleges in which philosophy was taught the staff required improvement and more attention to recent developments of the subject, especially psychology was required.

The standard in physics was not high. For this the University regulations were, to a large degree, responsible in that they did not make a course of practical work compulsory, and that, while the potential candidate for the B.A. degree in physics received some elementary instruction in this subject during the high school course, the subject formed no part of the intermediate course, and practically the student of physics had only two years for his subject, whereas the student of mathematics or of history had four. It was natural—though not excusable—that some of the colleges professing to give instruction should not go much beyond the requirements of the University examinations, and the Commission found that in only two of the colleges teaching physics did the equipment approach what it should be, and in only one was a systematic course of practical work insisted upon: in two of the colleges experimental demonstrations in illustration of lectures were practically never shown.

The teaching of chemistry was open to very much the same criticism as that of physics. Though in the case of this science the University insisted upon a course of practical work, there was too great a tendency to leave its supervision to ill-qualified assistants.

The qualifications of the teachers in two of the colleges affiliated in one or more of the subjects included under the general term biology were sufficient.

43. In point of financial stability the colleges varied enormously. At one extreme were the Government colleges with the resources of the Government behind them, though even in their case the Commission found that more money might have been spent with advantage; at the other were colleges, somewhat numerous, which depended entirely on fees and the Government grant and which would be seriously embarrassed by a reduction in either or by any extra expenditure on improvements which the University might demand.

The fees charged in nearly all colleges were nominally those prescribed for colleges under public management and known as the 'standard rates,' but in many cases concessions were made under the name of free scholarships, and in a few cases on so extensive a scale as to suggest an endeavour to compete for students rather than a desire to provide collegiate education at low rates for those unable to pay on the usual terms.

44. From the latter part of 1905 to the end of 1906 the Senate was actively engaged in preparing a revised body of regulations under section 26 (1) of the Indian Universities Act. It was unable to complete the work within the period allowed by the Act, and the duty of framing the regulations devolved upon the Government, who, however, permitted the Senate to continue the work and submit the results of their labours, not as regulations for the official sanction of the Government, but as recommendations for their consideration. The proposals of the Senate were accepted by the Government with certain modifications and the new body of regulations was promulgated on 31st December 1906.

45. The regulations can be discussed under two main heads, those relating to the internal organization of the University and those relating to the courses of studies to be pursued by candidates for degrees, with examinations, and with the relations between the University and its affiliated colleges. Under the first head the most important change was in connection with the Syndicate.

The number of elected members was raised from five to ten; election by faculties was replaced by election by the whole body of Fellows; instead of the election of a new Syndicate each year, the office of Syndicate was made

tenable for two years, elections to be made as vacancies arise. The existing Faculties of Arts, Law, Medicine, and Engineering were retained, but it was provided that no Fellow should be assigned to more than one Faculty. Provision was made in accordance with the Act for the registration of ordinary Fellows by the body of registered graduates, and also by the Faculties.

46. The most important of the changes in the new regulations come under the head of courses of study and examinations. Under the former regulations a student spent two years after Matriculation in the study of English, a second language, mathematics, physiology or physiography, and history (Greek and Roman). After completing this course and passing the First Examination in Arts he had to go through a two years' course in English, a second language, and one of the following subjects or sections of a subject:—mathematics, physical science (physics or chemistry), natural science (biology with botany, or animal physiology, or zoology or geology), mental and moral science and history.

If, after passing the B.A. degree examination, he wished to continue his studies it was open to him to prepare himself for the M.A. degree examination by a two years' course in one of the above mentioned subjects or sections or in a language or language group.

This scheme of studies and examinations was considered to be open to several objections, and there was a growing feeling that under it the University and colleges were not getting the best out of their students. The wide range of subjects in the intermediate course led in practice to a low standard of requirements in the examinations and the average student who passed the F.A. examination did so generally on a moderate knowledge of three or perhaps four of the subjects and a mere smattering of the rest. Further for many of the students the course had little organic relation to the high school course which it succeeded or the degree course by which it was followed. The physics or chemistry student, for example, received no instruction in his subject during the intermediate course, and on entering the B.A. course had probably forgotten what little science he learned at the high school.

The B.A. course itself while not over wide in range was open to a different objection. It was a compromise between a pass and an honours course and did not very well serve the purpose of either. It was perhaps too ambitious for the ordinary student of average ability, while for the students of first-rate capacities, of whom every year an appreciable number pass through the University, it was not ambitious enough and did not profitably provide for the whole time available for study. The M.A. course being built on the B.A. course as foundation shared with it the same objection.

It was further felt of the University courses in Arts that they did not sufficiently emphasize the importance of English, a sound working knowledge of which is, in the case of an Indian student, the only avenue to a liberal education.

These appear to have been the considerations which influenced the Senate in framing their draft regulations. In broad outline the effect of their scheme is to create two B.A. courses, the first an Honours course of at least three years' duration from the intermediate examination, the second a Pass course of two years' duration to connect the intermediate course of two years from Matriculation more closely than before with the degree course by not compelling the student to take up any subject which he will not have to continue to the degree stage or which is not subsidiary to some subject of the degree course, and to give to English a more prominent place than before.

To proceed to detail: the main outlines of the Matriculation Examination remain the same, but several important changes have been made in particulars. The subjects of examination are English, a second language, mathematics, elementary physics and chemistry, and history and geography. Except in the second language there is no option permitted.

In English, text-books have been re-introduced after an experience of 1 years without them. It was found that though the abolition of texts obviate cramming methods in one direction it tended to make the examination and conse-

quently the teaching centre upon grammatical niceties and to lead to neglect of all reading, and thus conducing to cramming of another kind. It is intended that the text books to be prescribed will be numerous enough to ensure that the candidate has had a fair course of reading; a minute study of all of them will not be required. The examination centres upon the ability of the candidate to write correct and idiomatic English on subjects taken mainly from the texts.

The second language may be a classical, a foreign or an Indian vernacular language. The character of the examination is not much changed except that in the case of Indian vernacular languages composition and an acquaintance with modern prose are insisted upon.

The course in mathematics comprising, arithmetic, geometry and algebra has been brought into agreement with modern treatment of the subjects, and practical work insisted upon.

The courses in science and history and geography have been defined by syllabuses. The minimum age for admission to the examination has been fixed at fifteen, and candidates have been debarred from appearing more than thrice.

The intermediate course consists of English, vernacular composition, and one of the four following optional groups:—

- (i) Mathematics, physics and chemistry.
- (ii) Natural science, physics and chemistry.
- (iii) Ancient history, modern history and logic.
- (iv) Ancient or modern history, a classical language and a second classical or a foreign or vernacular language.

The first two groups are designed for students who will take up mathematics or a science subject for their degree course, and the third and fourth for those undertaking a literary course.

The fourth group represents an attempt on the part of the University to promote a more intelligent study of the Indian classical and vernacular languages. So far the teaching of these subjects has been almost exclusively in the hands of pundits ignorant of English and unacquainted with western ideas and methods of dealing with language teaching. It is hoped that in time a course of studies in Indian classical and vernacular languages combined with a sound course in English and history leading up to a degree will produce a class of teacher who will be able to reform the classical and vernacular teaching in schools and colleges.

In the proposals of the Senate the compulsory study of the vernacular found no place, but the Government considered that it was imperative that the students should not be given any inducement to put aside the study of their mother tongue, and accordingly inserted vernacular composition as a compulsory part of the examination. The Government also did not altogether approve of the early specialization which the intermediate course seemed to them to involve, but in view of the short time which was left to them in which to undertake a revision of the course and of the necessity of framing the regulations before the close of the period prescribed in the Act they accepted the proposals of the Senate.

At the end of the intermediate course the student has to decide whether he should embark upon the pass or the honours course for the B.A. degree examination. The former extends over two years and consists of English and one of the following six subjects:—Mathematics, physical science, chemical science, natural science, logic, psychology and ethics, history and economics, and two languages, classical or modern, other than English. Each of the first four involves besides the main subject a subsidiary subject: mathematics, for instance, includes a certain amount of elementary physics and physical science comprises also elementary chemistry. Natural science comprises botany, zoology and geology, any two of which may be taken one as a main and the other as a subsidiary subject. The course in mathematics is less ambitious than that of the degree course under the old regulations, and, with the intermediate course, has been modernized. In physics and chemistry practical work is insisted upon throughout the intermediate and degree course. Under English an extensive range of reading is provided for and stress is laid upon composition.

It is arranged that no student shall proceed to the degree examination in any subject in which he has not undergone a preliminary training in the intermediate course.

The course in honours extends over not less than three years, and comprises modern English and one optional subject which may be one of the six optional subjects for the pass course or advanced English or advanced Sanskrit. A much fuller and more advanced treatment of these subjects is required than in the pass course, and the standard in most of them corresponds to that of the former M.A. examination. In all the subjects a considerable option is allowed. In mathematics, for instance, the student is expected to acquire a sound knowledge of pure and applied mathematics up to a fairly advanced stage and also of two specialized branches of mathematical knowledge to be chosen by him from a list of eleven.

The M.A. examination has been given up altogether; the degree itself is reserved for graduates in honours on attaining a certain University standing.

None of these regulations regarding courses of study and examinations come into immediate effect except that which limits the age of Matriculation candidates. Transitory regulations have been carefully framed so as to bring in the new courses with as little dislocation as possible in existing arrangements; and the new scheme will not come into full effect till 1915.

47. The new regulations do not materially affect the courses of studies and the examination for degrees in teaching, law, medicine and engineering.

A new degree in law—that of doctor—has been instituted. The degree may be conferred on a Master of Laws of not less than one year's standing on the results of a thesis coupled, if necessary, with a written and oral examination.

It is much too early yet to say what will be the effect of these new regulations upon University education. Upon one point, however, there can be little doubt: in order to undertake the new courses the colleges, especially those of the second grade will have to increase their expenditure and to improve their staff.

There are indications that for a college to succeed it must take up one of the groups of science subjects, and this will involve laboratories and apparatus which most of the colleges do not now possess. A first-grade college which undertakes one or more of the courses in Honours in addition to pass courses will have to add to its staff one or more special teachers of the rank of Professor. In the Presidency town inter-collegiate arrangements, if it were possible to devise them, might, to some extent, reduce the number of additional Professors required; the appointment of University Professors or lecturers might also relieve the position, but no formal proposals with this object have as yet been made.

48. Of the non-recurring grant allotted from Imperial funds for University education, very little was utilized for the purpose during the period. It was considered advisable to await the new regulations and to see what additional expenditure the colleges would have to incur in order to fit themselves for teaching the new courses, before distributing the grant.

A small proportion of the grant, however, was devoted to a specific purpose, the improvement of mathematical teaching in the first two years of the University course. Each aided college was supplied with a sufficient number of sets of mathematical instruments and apparatus and the Government colleges were similarly supplied from provincial funds. Three lecturers were appointed by the University to deliver a course of lectures in Madras and two mufassal centres on modern methods in the teaching of mathematics, with special reference to graphical and other practical work. These lectures were numerous and attended by junior members of college staffs and by high school teachers and provoked considerable interest. Each lecture was followed by an hour or more of practical work supervised by the lecturer and assistants appointed for the purpose.

49. In 1901 the University shared with the Universities of Calcutta and Bombay a legacy left by Mr. William Griffith. The amount received by the University of Madras was Rs. 28,000 and with this sum as nucleus it was determined in 1906 to found a University Library. A new building was not required for the purpose as the Government allowed the University to use a portion of the Connemara Public Library, a handsome and

spacious building. Thus the whole amount was practically available for the purchase of books, and the University has set apart an annual sum of Rs. 6,000 from its own funds for maintaining the small staff required and for the addition of new books. The Library is managed by the Principal Librarian of the Connemara Library with a Committee appointed by the Syndicate.

ARTS COLLEGES.

50. These colleges have already been dealt with in connection with the University Inspection Commission.

The Vepery Presentation Convent College, St. Mary's College, St. Thome College, and St. Michael's College closed their college departments in 1906-1907, the managers not being prepared to incur the expense of conforming to the new regulations. The first three colleges are situated in Madras where ample facilities for collegiate education exist independently of them, and the fourth in Coimbatore where there is another college which can meet the needs of the locality.

The total strength of the colleges rose from 3,779 in 1901-1902 to 4,687 in 1906-1907.

51. The average yearly expenditure on Arts colleges during the quinquennium was Rs. 6,49,415, of which, on the average, Rs. 2,38,673 were provided from provincial revenues, Rs. 2,76,638 from fees, and Rs. 1,34,104 from private sources. The variations of the figures of individual years from these averages do not call for remarks, except that on the whole the fee income rose and the amount provided from private sources fell during the period. The average yearly cost of educating each student, calculated for the quinquennium as a whole, was Rs. 154 against Rs. 195 for the previous quinquennium, and towards this cost the average fee paid by each student was Rs. 66 against Rs. 61.

The reduction in the average cost per student seems to indicate that in general the colleges have attempted to deal with the increasing number of students without enlarging their staffs or their equipment. There is of course a point up to which reduction in the average cost per head means economy, not loss of efficiency; in many subjects a class of 20 students can be as efficiently taught as one of 10 at much less cost per head. It is to be feared, however, that this point has been passed in some cases and that there has been a sacrifice of efficiency.

COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Law.

52. The only institution which affords professional training in Law is the Law College, Madras, managed by Government. From the beginning of the quinquennium it has worked as a full-time institution with a permanent staff consisting of a Principal, a Junior Professor and two Assistant Professors. Special lecturers are appointed by the Government when necessary to deliver special courses of lectures.

The College provides for two grades of students, those preparing for the Bachelor of Laws degree and those preparing for the Pleaderships examinations conducted by Government. The course for the former extends over two years; at the conclusion of each year the students appear for University examinations, the First examination in Law at the end of the first year and the degree examination at the end of the second. The course for the pleaderships classes is one year. Graduates only are admitted to the B.L. classes; to be admitted to the pleaderships classes a student must either be a graduate or have passed the First examination in Arts according as he is preparing for the first or second grade Pleaderships examination. The strength of the pleaderships classes is comparatively small; in the period under report it has ranged from 14 to 41 while that of the B.L. classes ranged from 262 to 361.

The strength of the B.L. classes is determined to a great extent by the results of the University examinations in Arts and also in Law. A small pass list

in the B.A. Degree Examination generally means a correspondingly small entry into the B.L. classes; on the other hand, heavy failures in the F.L. or B.L. tend to increase the strength of the law classes by remanding candidates to their studies for another year. The demand for legal education is probably steady.

The College has been more than self-supporting during each year of the quinquennium.

Besides the B.L. degree the University awards the degree of Master of Laws, and the new regulations provide also for a doctor's degree in Law.

Medicine.

53. The Medical College, Madras, managed by Government is the only institution of collegiate rank which provides a training in medicine. The staff consists of a Principal, thirteen Professors, two lecturers and eight assistants to the Professors and demonstrators. The college has four departments, the college department and three others which will be dealt with under schools of medicine. Up to 1903 there was another department—that for hospital assistants—which was transferred to the medical school at Rayapuram, Madras. In the college department courses are given leading up to the University degrees of Bachelor of Medicine and Master in Surgery, and of Licentiate in Medicine and Surgery. The course for the former degree extends over five years, and the examination is held in four stages, the first and second M.B. and C.M. examinations at the end of the first and second year, respectively, the third at the end of fourth year and the final examination at the end of the fifth year. For the L.M. and S. Examination the course is four years, and the examination is held in three stages at the end of the second, third and final year. The qualification for admission to either course is the F.A. certificate.

Besides the M.B. and C.M. and L.M. and S. degrees the University grants the degree of Doctor of Medicine and Licentiate in Sanitary Science. The former is open to Bachelors of Medicine and Masters in Surgery of certain standing and is awarded on the merits of a thesis or dissertation submitted by the candidates; the latter is open also to Licentiates in Medicine and Surgery and is awarded by examination. For many years there have been no candidates for this examination.

Engineering.

54. The College of Engineering, Madras, continued to be the only institution providing courses of training for the profession of Engineer. During the period new departures were made in several directions. Tours for the inspection of irrigation and other important engineering works by the students under the charge of the staff were initiated in 1902-1903 and have been repeated each year. The second chair of Engineering, which was sanctioned by the Secretary of State in 1900, was filled for the first time in 1905, and the teaching staff now consists of the Principal, two Professors of Engineering, a Professor of Mathematics, four instructors and seven assistants.

The most important event in the history of the college was the appointment in 1904 of a Committee to consider the needs of the college. After a prolonged deliberation the Committee submitted a report containing recommendations which, with slight modifications, were accepted by the Government and which were embodied in the new rules for the constitution of the college published in March 1907.

Under the old rules there were four classes, for Engineers, Engineer Subordinates, Sub-Overseers and Surveyors, and Draftsmen, the college courses for which were three, two and a half, two and two years. These have been reconstituted into classes for Civil Engineers, Mechanical Engineers, Upper Subordinates and Lower Subordinates and for each class the course is three years. The first two classes correspond to the old Engineer class; they now have a common curriculum till the end of the first year only, after which the course bifurcates. The qualifications for admission to this class have been raised. Under the old rules the minimum general qualification was the F.A. examination certificate but now only

graduates are eligible for admission and further they must have graduated either in mathematics or physics. The Upper Subordinate class corresponds to the old Engineer Subordinates class; the qualification for admission has been raised from the Matriculation examination to the F.A. examination certificate. The Lower Subordinate class comprises the old Sub-Overseers and Surveyors and Draftsmen classes. It was found that the courses of training given to these two classes failed to produce a very satisfactory type of subordinate.

Mr. KRELLING, then Acting Principal, reported in 1904 thus:

"The former (i.e., the Sub-Overseers and Surveyors) cannot draw and the latter (the Draftsmen) are mostly so ignorant of general engineering as to be only useful as tracers and copyists."

It is expected that the extended course of training and the higher educational attainments of the students, who are now expected to have passed the Matriculation or Upper Secondary examination, whereas formerly it was sufficient if they had passed through the lower secondary stage, will produce a better class of subordinate. The Committee expressed the following opinion:

"The Committee considers that the new class (for Lower Subordinates) the formation of which it strongly recommends will be capable of meeting all the demands now made both for Sub-Overseers, Surveyors and Draftsmen. The course proposed will, in its opinion, furnish more efficient men of the first named class than is the case at present and will remove the complaint now frequently made that these men cannot draw or plot their own work."

The courses mentioned above refer only to the time spent in the college. In addition there is a practical course of one year for the students of the first three classes who have successfully completed the college course. In this extra year Civil Engineer and Upper Subordinate students are attached to Public Works Divisions where large works are in progress, and Mechanical Engineer students proceed to the Public Works workshops or the Madras Railway locomotive shops and in their case the practical course may be extended to two years.

The new rules also provide for a Board of Visitors to advise the Director of Public Instruction and the Government in matters relating to the college, and for the addition of two members of the college staff to the Board of Examiners as advisory members.

The Committee appointed in 1904 also considered the requirements of the college in the matter of accommodation, and came to the conclusion that in view of the existing need for more laboratory and residential accommodation, the future expansion of the college to meet modern developments, and the impossibility of extending the buildings on the present site, it was desirable to remove the college to a more suitable site. The Government accepted this view and have decided to remove the college to the site at Saidapet which is now occupied by the College of Agriculture and which will become available when the new Agricultural Research Institute at Coimbatore is completed.

55. The University holds two examinations in Engineering, a first examination in Engineering and the final examination for the Degree of Bachelor of Engineering.

The Civil and Mechanical Engineer students of the college are expected to present themselves for these examinations at the end of their second year in college and of their practical course respectively.

Teaching.

56. The Teachers' College, Saidapet, and the Training College, Rajahmundry, both train graduates for the profession of teacher, the latter serving the Telugu districts and the former the Tamil districts and the rest of the Presidency. Each is managed by the Government. Both institutions have also training classes of the secondary grade, and that at Rajahmundry has in addition an elementary grade class.

During the period under report the buildings of the college at Saidapet were extended by the addition of a new block intended to accommodate a model elementary school, and the staff was strengthened by the appointment of a specialist in kindergarten method, an appointment which has done much to improve the training in this important respect.

This college is practically residential as all students are obliged to live in one or other of the hostels attached to it. It admits women students, and arrangements can generally be made to provide suitable quarters within the college grounds for the limited number of women, European or native Christian, who attend.

57. The University degree of Licentiate in Teaching is open to graduates who, after a course of training, pass the degree examination. This examination is held in two parts, a theoretical part testing the candidates' knowledge of the history and principles of education, and methods of teaching and school management and a practical part, held a month later, in which the practical ability of the candidate to teach a class is tested. The course for the theoretical test is adopted by the two training colleges and each student is expected to present himself for the degree examination.

The old by-laws for the L.T. Degree were repeated without alteration in the new body of regulations of the University, not that they were considered to stand in no want of revision but because the framing of the internal rules of the University, of the courses of study in arts and of affiliation absorbed the whole time allowed by the Act. It is probable that the revision of the L.T. courses will be undertaken shortly.

Agriculture.

58. The College of Agriculture was removed from the control of the department in 1905-1906. From that year no new classes were recruited and it is understood that the college will cease to exist as soon as the Agricultural Research Institute at Coimbatore is completed.

IV.—SECONDARY EDUCATION.

59. At the beginning of the period two classes of secondary schools were recognized—upper secondary or high schools, and lower secondary or middle schools. Theoretically each class contained two divisions, English and vernacular schools, but in practice there were no vernacular high-schools for boys, and while about two-thirds of the number of lower secondary schools were formally classified as English and the remaining third as vernacular schools, there was practically little difference in the character of the schools or the curriculum followed by them. In too many cases the only object of the management in representing a school as vernacular was to secure the concession made in the grant-in-aid rules to vernacular schools, the fee income of which, for the purpose of assessing grants, was taken to be the actual income, while in the case of English schools it was calculated at the standard rates fixed by the Government for schools under public management. Allusion has already been made to the double function which the lower secondary schools performed, preparing for high schools and providing an end-education, but the general tendency was to regard the first as the main object, and any pupil who had passed through the third form of a lower secondary school of whatever character was considered eligible for admission to the fourth form of a high school. At the same time the staffs of the lower secondary schools were not in general qualified for the work of preparation. The rules in force during the earlier part of the period required that the headmaster of a lower secondary school and the teachers of lower secondary classes should be matriculates or hold certificates equivalent to that of Matriculation, and this minimum was rarely exceeded. Such teachers, though possibly able to take their pupils through the work prescribed, had few views beyond that and there was little co-ordination between the work in lower secondary schools and that of the three remaining years of the complete secondary course.

The new educational rules which came into force in 1906 have materially modified the position. A sharp distinction is drawn between secondary and elementary schools, and in the case of the former the requirements of the department have been enhanced. The rules provide that every secondary school whether containing the highest forms or not should have as headmaster a trained graduate

and that there should be in addition a trained teacher for each class, the teachers of the fourth, fifth and sixth forms being graduates and the others being at least matriculates.

The importance of making the headmaster something more than a class teacher and giving him time to devote to supervision and co-ordination of the work of the staff had long been felt. It was the yearly complaint of the Inspectors that in many schools each teacher was a law unto himself: he pursued his work in his class without any reference to that done in the class below or to be done in the class above, and, in the case of teachers of special subjects such as science, without any attempt to correlate his teaching with that of the other teachers; he had no particular aims of his own and the headmaster was far too busy with his own class to give him guidance. The following observations on this point have been taken from the Inspectors' reports:—

Mr. MAYHEW: "In most schools there is plenty of vitality. Teachers are aware of and anxious to remedy defects. In individual teachers improvement is often noticeable. The great need is for better organization—more central control and more co-operation. Energy is wasted by lack of uniformity with regard to aim and method of each subject throughout. Few schools have as yet a well formulated syllabus on any subject with careful instructions to each teacher on aim, method, books of reference, etc. Few teachers preserve any record of the work or plan it out for any considerable period in advance. Apart from the consequent haphazard mode of teaching, this absence of syllabus or record makes the occasional visit of the headmaster or Inspector to a class very unproductive. The fact that most headmasters have asked what they are to do if their hours of teaching are curtailed shows how little organization there is at present. Each teacher is independent apart from the number of pages in the text-book prescribed."

M.R. BY WILLIAMS PILLAI: "Each teacher does whatever he thinks best without considering how the portion done dovetails into the whole scheme of studies. The headmaster is an overworked man. What with his teaching and office work and the social duties which fall to his lot as headmaster he has hardly time to supervise the work of his assistants, and it is indeed a wholesome rule that now provides for proper supervision by the headmaster."

Mr. YATES: "In most complete high schools (those teaching up to the sixth form) provision has been made for the entertainment of an extra teacher so as to allow time for supervision to the headmaster. . . . As far as things have gone, I have every reason to feel sanguine of the success of the change. . . . In my last report I noticed the absence of a common aim as the chief feature of the staffs of the schools. I have every reason to hope that this defect will soon be remedied."

The abolition of the lower secondary examination and the abandonment of the idea that the completion of the old lower secondary course marked any very definite stage in secondary instruction have involved in the new rules the disappearance of any formal distinction between upper and lower secondary schools, but this does not indicate that the schools for secondary education will all be of the same standard. Throughout the Presidency there are numerous small towns in which a legitimate demand for secondary education exists but which cannot afford to maintain a complete high school. Many of the former lower secondary schools met such a demand and they will continue as secondary schools, provided that they fulfil the enhanced requirements of the department.

60. Hitherto English has been employed as the medium of instruction both in upper and lower secondary schools from a very early stage, and though the department strongly advised managers to adopt the vernacular as the medium of instruction up to the third form or seventh standard this advice was almost uniformly disregarded. The natural result was that the lessons in many subjects other than the vernacular resolved themselves into an explanation of the difficulties of the English of the text-book, and became practically lessons in English. This was detrimental to progress in these subjects and did not much advance the study of English, as the teaching of the elements of English by means of a text-book, say, in arithmetic is by no means an ideal method. The new rules accordingly prescribe that the medium of instruction up to the third form should be the vernacular, a line of division which broadly corresponds with that laid down in "Indian Educational Policy." This change is not popular and is not easy to carry into effect owing to the present want of adequate vernacular text-books.

Mr. MAYHEW writes thus on the point:

"Rule 68 requiring the use of the vernacular in lower secondary forms is violently opposed by the majority of teachers, many of whom had previously been clamouring for such a rule as the only means of combating the prejudice of parents and the rivalry of less enlightened teachers. The rule will, I feel sure, produce good effects provided the supply of adequate vernacular text-books is increased. But I had to allow English to be continued in cases where the lower forms are polyglot in character."

61. The educational rules up to 1906 contained courses of instruction in the several subjects of the secondary course. These courses prescribed in detail the exact amount to be done in each subject in each class or form and for a given class were the same whether it was a class in a primary, middle, or high school. The courses were open to several objections. They made no allowance for the difference in aim of schools of various classes, they gave little scope for originality on the part of the teacher, and being strictly progressive in character practically prevented any concentric treatment of the subjects. These courses were omitted in the rules now in force; the subjects mentioned in them continue to be taught provisionally, but great latitude is allowed to the schools in the method of treating them. The headmasters and staffs of secondary schools are encouraged to draw up, under the control of the Inspector, well considered plans of work for the whole school so as to co-ordinate the work of each class and each teacher and to correlate the various subjects. Departmental 'Hints and Suggestions' for the guidance of secondary school authorities in these and other matters connected with the organisation of these schools were under preparation at the end of the period.

The curriculum of high schools is dominated by the Matriculation examination the subjects of which, with drawing and physical exercises, form the course in almost every high school. This must continue to be the case until the school final examinations mentioned in "Indian Educational Policy" have been instituted.

The lower secondary course was controlled by the requirements of the Lower Secondary Examination, and the abolition of that examination in 1905 has hitherto produced little change in it. Mr. Braithwaite after describing the many defects in lower secondary schools in his circle proceeds as follows:—

"Many of the faults have lingered on from the time of the Lower Secondary examination. Teachers do not seem to get out of the rut imposed by that examination, and do not see that history, geography, etc., may now be treated with the continuity and gradual development which is natural to them and which they deserve. They still have the old idea that their classes are to be examined on "so much" of certain text-books at the end of Form III. If a class has finished a text-book and knows it almost by heart at the end of the first term the idea of going on does not suggest itself to any one; they go back over the same book again."

It is hoped that under the new system such unintelligent methods will soon become things of the past. Every secondary school will have the benefit of the supervision of a trained graduate who will be qualified to frame under the guidance of the department a suitable scheme of work for the school.

62. The accommodation is generally very fair. The chief defect has been overcrowding, but the operation of a new rule restricting the size of each class (or section) to forty is leading to improved accommodation.

Mr. MAYHEW remarks as follows:—

"The general defect is overcrowding. There has been a certain amount of building activity during the year under review. In a few cases buildings have been extended. There is a general consciousness of this defect and anxiety to build when funds permit and large schemes are in many cases under consideration. The needs of the staff, e.g., a retiring and reading room require more attention."

The other Inspectors report in similar terms.

63. The furniture of many secondary schools, especially of the old lower secondary schools, is far from satisfactory in type and is also insufficient. The favourite pattern of bench is the 'reversible' which though better than the old bench without backs or the high backed bench has grave defects. The supply of copy-writing desks is often inadequate, and pupils have often to squat on the floor and write with one of their knees cocked up.

Efforts are being made to improve the furniture; the Inspectors advise managers as to the best type of benches and desks to get; the department has drawn up type-designs of hygienic dual desks and seats combined; and Mr. Yates, with the aid of the technical department of one of the colleges in his circle, is making experiments with the view of producing a relatively cheap single combined desk and seat which will satisfy hygienic requirements.

As regards science apparatus the high schools, if not abundantly equipped, satisfy in general the minimum requirements of the department.

The supply of other educational appliances varies greatly from school to school, but is generally deficient in the old lower secondary schools.

Mr. MAYHEW reports thus:—

"Beyond 'political' wall maps and a globe there is no provision for geography teaching. The importance of pictures and photos, relief maps, tellurians, etc., for history and geography is not realized. A few schools have magic lanterns but the stock of slides is very inadequate."

Mr. YATES indicates the causes:—

"The reasons (for lack of apparatus) in the case of the latter class of schools (lower secondary) are, I think, two-fold: (1) the lack of funds, and (2) the ignorance of headmasters and managers of the apparatus necessary for good teaching and of the sources whence they are obtainable. At present India itself supplies very little apparatus that is of much use for modern teaching and at the same time the English firms owing to the lack of demand for up to date apparatus suitable to the country have not paid serious attention to the supply. Some attempt, however, is being made to educate both publishers and teachers."

The possession of a library has always been a condition of recognition for secondary schools, and all these schools have a library of some kind. In the high schools the collection of books suitable for pupils is generally adequate, but often insufficient use is made of them and the teachers do not do enough to interest the boys in reading and to guide them in the choice of books. In the lower secondary schools the libraries are generally defective.

A large number of the schools under the influence of inspecting officers are taking steps to remedy their deficiencies in the matter of equipment. It may be mentioned that the applications for special grant in aid of the purchase of furniture, apparatus, books, etc., amounted this year to more than double the normal sum.

64. A defect which has existed even in the best of the secondary schools is the laxity with which promotions have been made to higher classes. For this the parents are chiefly to blame. Non-promotion means the loss of a year in the race to Matriculation, a loss which is keenly resented by parents, and few boys are 'kept back' without a struggle on the part of parents or guardians to influence the headmaster to reverse his decision. It requires considerable determination on the headmaster's side to resist the pressure that is brought to bear on him, and it is hardly to be wondered at that he often gives way. The department has tried its best to strengthen the headmasters' hands in this matter: the new rules provide that promotion should be made annually at the beginning of the school year and that the promotion lists may not be altered without the sanction of the Inspector; further, the departmental instructions to inspecting officers require them as part of their inspection duty to inquire into the promotion examinations and see that they have been adequate and that promotions have been properly made. One result of this laxity of promotion is a congestion in the sixth form, the total strength of which is often largely in excess of that of the fifth form, in some years by as much as fifty per cent. At this stage the smooth course of promotion is abruptly stopped by a 'selection' examination which almost every high school holds about the month of August in order to pick out boys who are to be allowed to appear for the Matriculation examination and in which the headmaster and staff, having the tables of percentages of success published by the University in their minds' eye, exercise considerable severity.

The measures taken by the department and the new regulations of the University which fix an age limit for entrance to the Matriculation examination and which restrict the number of each candidate's chances to three will all, it is hoped, tend to check the practice of forcing pupils upwards by unwise promotions.

Transfers from one school to another have, for many years in this Presidency been hedged about with conditions designed on the one hand to protect the school managers against the competition of unscrupulous rivals and on the other the pupils against a too autocratic headmaster.

On both occasions during the quinquennium when the educational rules were revised it was found desirable to make additions to the transfer rules in order to meet cases that had arisen in practice. In addition to these changes was one important change necessitated by the distinction now drawn between secondary and elementary schools. Under the old rules a pupil could obtain a transfer from a primary school to the corresponding class in a secondary school; under the present rules a pupil coming from an elementary school cannot be admitted into any class of a secondary school higher than the fourth (the class next below the first form) and to be admitted into that class he must have passed through the fourth standard of the elementary school and to have secured an elementary school leaving certificate marked 'good'. If secondary and elementary education are to be kept distinct, the conditions of the country require that there should be some definite point of divergence between them—some break in the educational ladder. If free transfers were allowed between the two classes of schools a large number of schools really secondary in character and feeders to complete secondary schools would masquerade as elementary, both for the sake of avoiding the stringent requirements of the department and of the material advantage to be gained from the lower scale of fees prescribed. A somewhat similar case is that of lower secondary schools, already alluded to, which masqueraded as vernacular schools in order to obtain concessions in the matter of fees.

This change, which has not yet come into complete effect as the schools were given time to adapt themselves to altered conditions, is not popular. Parents, teachers and even some inspecting officers have become so accustomed to the idea of the educational ladder reaching from the village primary school up to the University that any other system is to them incomprehensible. In a year or two however when the distinction between the secondary and elementary school has become more clearly marked both by differences in the curriculum and the higher qualifications of the teachers in the former it will become apparent to those who oppose the change that the elementary school is not the natural feeder to the secondary school, and opposition will probably die away.

Another change in the transfer rules was required by the abolition of the Lower Secondary examination. Only pupils of recognized schools were admitted as 'pupil' candidates to this examination and this condition enabled the department to exercise an effective control over lower secondary schools. When the examination was abolished this control ceased, and as the rules freely allowed transfers from unrecognized to recognized schools there was a danger that a class of schools would spring up outside departmental supervision and control and bound by no conditions with respect to fees, staff, equipment, and accommodation, which, at the same time, would be able to draft their pupils freely into recognized high schools. Such schools would not of course be aided but there were signs that even without aid they might compete unfairly with recognized schools. Accordingly in 1905 a rule was made the effect of which was practically to refuse recognition to the transfer certificates of unrecognized schools, and this rule was incorporated in the educational rules of 1906. The rule was quite effective for its purpose; it closed to the pupils of the unrecognized school admission to a recognized school and consequently to the Matriculation and Upper Secondary examinations, and under present conditions no secondary school which does not lead to one or other of these examinations can hope to succeed. The rule had to be exercised with considerable care so as to prevent hardship in individual cases; it was not made retrospective and in practice it is not applied to schools established with the knowledge of the department and working their way towards recognition.

Discipline and moral
training.

65. Modes of life are so different in this country from those which prevail in Europe that it is difficult to test the discipline of schools by the European standards.

The boys are in general submissive and easy to manage in the schools, and few cases have occurred of resistance to authority, but it is doubtful whether this submissiveness proceeds from a cheerful recognition of the value of discipline.

In matters such as punctuality and regularity in attendance, orderly moving of classes at the change of period, neatness of dress, orderly keeping of books, the schools leave much to be desired. A more serious matter is the neglect of attempt at character-building as a part of the school education.

Opportunities for this are not, of course, so plentiful as in England where so many secondary schools are boarding schools, but it is feared that little advantage is taken of such as do exist. The teacher too often considers his work completely at an end when the school-bell rings; moreover owing to the fact that the schools depend so largely upon fee income he is to a great extent at the mercy of parents and their influence on school discipline is almost uniformly detrimental.

The following remarks on this point have been extracted from the reports of the Inspectors:—

Mr. MAYHEW: "One is, on the whole, led to believe that a boys' school course at present has very little influence on his character whether for good or for evil. I am told on all sides that the respect for the teacher as such, which used to characterize the people of this country is now a thing of the past. It always seems to me that the teachers in their class work (where alone most of them come into contact with the boys) are rather afraid of the pupils and this is largely due to managers, but still more to parents interfering in matters where the teacher ought to be supreme. . . . Out of school it is not often that boys take the trouble to salute the teachers. . . . In matters of school attendance there is general laxity and truancy is not regarded, as a rule, as a very serious offence."

Mr. YATES: "I believe it to be a general misfortune that except in school hours teachers see little of their pupils. . . . The fact that they (the pupils) learn English and study subjects unknown to their fathers is perhaps responsible for the lack of control that many parents have over their boys. Out of school hours there is too little control of boys either by parents or teachers and too many opportunities for excitement. It is difficult to know in the absence of a good boarding system and in view of the special difficulties of the relation between boys and their parents, what remedies are possible. In the lower secondary schools in small towns and villages the influence and discipline of the school master is much greater than in the large towns; in consequence the behaviour of the boys is much better."

Mr. BRAITHWAITE: "Teachers, as a rule, do not touch the boys' lives outside the class room at all. The boys so far as discipline goes are easily managed, but the matter of influencing them for good and trying to make them strong, independent, well-balanced men is in great need of attention. . . . The teacher would probably think it below his dignity as a mature grown up man to play with the boys or take some of them for a walk."

M.R. Ry. WILLIAMS PILLAI: "The home influence which is a necessary adjunct to school discipline is practically nothing if not against discipline and the secondary schools, depending mostly for their existence on school fees, are at the mercy of the pupils who dictate their own terms to the teachers and thus place themselves beyond the pale of any healthy influence from the teacher. Parents and boys consider a school only a place where so much knowledge required to pass certain examinations is sold for so much money and boys migrate from school to school just as their fancy prompts them without the least compunction."

66. Gymnastics and drill are practically compulsory in secondary schools—on all pupils not disqualified by physical incapacity. The exercises are usually taken out of the ordinary school hours by a special instructor sometimes under the supervision of a class teacher. The results are not in most cases satisfactory. The instructors have not acquired the art of engaging a number of boys on the apparatus at the same time and of the time set apart for gymnastic instruction only a fraction is actively spent by each boy: most of the time he is watching the others perform. Smartness in moving up to and away from the apparatus is generally absent: the marching is usually bad. Native gymnastics not requiring apparatus have been encouraged in one or two circles by the Inspectors with better results. They have the advantage of allowing the whole class to be engaged at the same time and are more congenial to the pupils.

Games are very generally played in the high schools except where space for the purpose is not available, and are encouraged by inspecting officers. Football and lawn tennis are the favourites, but cricket, badminton and hockey are also played.

In 1905 an endowment raised to the memory of Mr. H. B. Grigg, a former Director of Public Instruction, was vested in the Director of Public Instruction, and the Collector of Madras for the purpose of promoting athletics in schools, and the funds are spent in providing medals—at the rate of about one for each district—for the successful competitors in inter-school competitions which are annually held

at the more important centres. In Madras and several of the large towns athletic associations exist to which the management of these competitions is entrusted.

67. The total expenditure in upper secondary schools for boys rose from Rs. 12,24,761 in 1901-1902 to Rs. 14,45,422 in 1906-1907. The expenditure from public funds rose from Rs. 1,36,695 to Rs. 1,94,431 and fees rose from Rs. 7,95,254 to Rs. 10,35,701; the average fee per pupil increased from Rs. 18-9 to Rs. 19-5 in the period. The amount provided from private sources fell from Rs. 2,92,812 to Rs. 2,15,290. This fall, however, is more apparent than real as it appertains chiefly to miscellaneous receipts in the Lawrence Asylum, which is treated as an institution managed by the Government; the expenditure from private sources on schools under private management increased from Rs. 2,01,342 to Rs. 2,13,195.

The expenditure on lower secondary schools increased from Rs. 5,31,312 in 1901-1902 to Rs. 6,49,899 in 1906-1907. There was an increase in the amount met from public funds, fees, and private funds alike. The average fee rose from Rs. 7-11 in 1901-1902 to Rs. 8 in 1906-1907.

68. There are signs to show that secondary education is making distinct progress in this Presidency. The increase in the number of high schools in the period—from 157 to 171—is not large and the number of lower secondary schools is practically stationary, but this is due to the greater stringency observed, in accordance with the Indian Educational Policy, in recognizing schools. The community—especially the educated portion—are keenly alive to the need for secondary education, and almost everywhere, except in the most backward districts, new schools have been and are being projected.

These projects, however, are not always well considered, and a close scrutiny by the department is required to prevent waste of money and effort in the establishment of weak, unnecessary, inefficient and financially unstable schools. It is now becoming recognized that no secondary school can succeed without an endowment of some kind, and few new high schools apply for recognition which have not some capital fund to fall back upon, and which have not some scheme for a school building adapted to modern requirements.

The large increase in strength of High Schools—from 45,643 to 57,642—cannot wholly be attributed to a spread of secondary education. The policy of the department has been to encourage High Schools to open as many of the lower classes as possible so as to allow of a continuous and co-ordinated secondary course, and many of the schools which previously ended at the fourth or first form now go down to the fourth class or even lower. The strength of the added classes has, to a considerable extent, been made up of pupils formerly attending lower secondary or primary schools, and a part of the increase noticed is due simply to a transfer from one class of school to another. In some cases the High School has simply absorbed an existing lower secondary or primary school. The smallness of the increase in attendance in lower secondary schools is also partly due to this cause.

The spread of secondary education in this province is perhaps not such a pressing matter as the improvement in its quality.

The remarks made in the previous paragraphs and the Inspectors' reports show that there is ample scope for improvement, but they also show that much is being done in this direction. The reinforcement of the Inspectorate has permitted a radical change in the character of inspection. Besides examining the pupils which was previously the Inspector's chief duty he is now able to devote a large amount of time to advising the headmaster and staff on the various points connected with the working of the school—methods of teaching, organization, the framing of curricula, the use of the library, the selection of furniture and apparatus and rules of discipline. Many of the Inspectors hold conferences with the staff at the conclusion of the inspection at which points noticed in the inspection are freely discussed; some of them also hold athletic competitions. Inspections of this kind are fruitful, and often the second visit shows a material improvement on the lines suggested at the first.

Teachers and managers generally recognize the need for improvement and though there has been some grumbling at the increased requirements of the department it is generally conceded that they make for efficiency. The following extract from the report of Mr. Mayhew pithily sums up the prospects for the future:—

"In the High Schools the signs seem to me to be most encouraging and capacity for improvement under proper and constructive criticism unlimited."

V.—PRIMARY EDUCATION.

69. Primary education is defined in "Indian Educational Policy" to be "the instruction of the masses, through the vernacular, in such subjects as will best stimulate their intelligence and fit them for their position in life." There is, however, another sense in which the expression has been frequently used, according to which primary education is the education given in the first four or five years of the school course.

The two things are not necessarily the same and the fact that they are described by the same term has led to a certain confusion not only in language but even in aims. The great bulk of the primary schools in this Presidency exist and have always existed for the instruction of the masses, and so far satisfy the definition given in "Indian Educational Policy," but the education given in them has been to some extent influenced by the other view that primary education is the first stage in a course which may lead to the high school and even to the University. Up to 1906, the Educational Rules made no distinction between the primary school and the so-called "primary" department of the secondary school in such matters as the qualifications of the teachers, the courses of studies, the admission and transfer of pupils and others of the same nature. The grant-in-aid rules distinguished between the primary school and the primary department, but did not sufficiently discriminate between primary school and primary school, between the school intended for the masses and the school which was practically the feeder of a secondary school.

It was impossible to secure that money specially intended for aiding the instruction of the masses should be devoted in its entirety to that purpose; some share of it inevitably went to aid instruction in the lower stages of the secondary course. In view of these educational and administrative difficulties it was decided to effect a complete separation between primary and secondary education, and in the Educational Rules and Grant-in-Aid Code which came into force in 1906, they are treated as distinct entities. The use of the ambiguous word 'primary' has been given up; where it relates to the instruction of the masses it has been replaced by 'elementary.' It may here be stated that it has been retained in its old significations in the statistical portion of the report simply in order that the figures of the last year of the quinquennium may be directly comparable with those of the first four years.

The separation of primary from secondary education has permitted a number of changes to be made which are designed to adapt elementary schools more closely to their object of instructing the masses by stimulating their intelligence and fitting them for their position in life. These will be mentioned under their several heads.

70. Eighty-four per cent. of the elementary schools are under private management. The number of Government schools is very small; most of them are situated in agency tracts where there are no local boards; the rest consists of the model schools attached to training schools and of a few Muhammadan schools in Madras, and the total forms less than one per cent. of the number of primary schools.

The proportion of schools managed by Local and Municipal Boards has increased from thirteen to sixteen per cent. during the quinquennium. This increase occurred almost entirely in the last year and is a direct result of the recurring grant of six lakhs for primary education. An important step was taken

in 1905-1906 when it was definitely ruled by Government that local boards and municipalities should be immediately responsible for all elementary education within their local areas. This involves not only the maintenance of board schools, but the aiding of elementary schools of all kinds, whether for boys or for girls.

Two difficulties have occurred in carrying this policy into effect. No local board and not all municipalities have funds adequate to meet the needs of elementary education even on its present basis. They are not required to set apart any fixed percentage of their receipts from cesses and taxes for educational purposes, and though the idea is generally prevalent, not supported as far as I am aware by any official pronouncement, that 15 per cent. is a fair proportion, even this percentage would not in most cases yield an adequate sum. The question is further complicated by the fact that many of the boards maintain secondary schools of their own which are not in many cases self-supporting, and the whole amount available for educational purposes is thus not spent on elementary education.

The first of these difficulties has so far been met by subsidizing local boards from Provincial funds; with regard to the second no very definite policy has been settled.

In one or two cases the Government have agreed to bear the net cost of Municipal or Local Fund Secondary schools, and it is possible that an extension of this system would be the best solution of the difficulty. Many of the Local Fund and Municipal Secondary schools were formerly Government schools and were handed over to Board or Municipal management at the time when the Government withdrew from the management of secondary schools.

Of the schools under private management, a little over one-fifth, or about eighteen per cent. of the total number of schools are managed by missionary agencies; the remaining four-fifths, forming sixty-six per cent. of the total are under other private agencies. This means for the great mass of them that they are under no form of corporate management and depend entirely upon fees and grants.

Nearly three-fourths of the number of schools under private management are aided, the rest unaided. The fact that so many as five thousand schools are not in receipt of aid is due partly to the ephemeral character of many of them. The genesis of a village school is often as follows: an influential man in a village where there is no permanent school finds his children growing up and in need of instructions; he sends for a teacher, gets a school opened at which his own children and those of the other villagers attend. After a year or so the school becomes recognized and put on the aided list and for a time all goes well, but the day comes when the big man's children have completed their short schooling, and the school is no longer required for his purposes. He withdraws his support, and the teacher has often to leave the place and begin again in some other village and wait a year or more before his school can be recognized and aided.

All the unaided schools are not, of course, of this character. Their number includes new schools qualifying for admission to aid and also schools which have been rejected owing to the incompetence of the teacher or as being redundant in their particular localities.

In addition to the schools managed by these agencies there are about four thousand *pial* or indigenous elementary schools which do not conform to departmental standard and into the management of which the department does not inquire. They are not in any way discouraged but would resent interference.

71. The public primary examination and certificate were abolished in 1905 and replaced by the Inspecting officer's examination *in situ* and the elementary school leaving certificate. This salutary step was hardly popular. The Primary Examination certificate was a passport for entry into the inferior Government service and the people had almost come to regard it as the main aim of primary education. As the Government have abolished educational tests for admission to inferior service the new certificates have as yet little value in the popular estimation. Mr. Mayhew remarks as follows:—

"Their (the parents') grief at the abolition of the Primary Examination was acute and genuine. Probably in time the school leaving certificate, the value of which is at present hardly realized, will take the place of their lost idol."

72. There has been steady progress in the attendance in boys' schools in each year of the period except 1905-1906, where the abolition of the primary examination checked the advance. The ground then

lost was more than recovered in 1906-1907, the returns for which show an increase of over 28,000 pupils.

It has to be noticed that in 1906-1907 elementary schools lost considerably by the transfer of pupils to the lower classes of secondary schools. I calculate that about 4,000 pupils were so transferred, so that the total increase in the attendance in primary schools should for the purposes of comparison with previous years be regarded as about 32,000.

73. Up to 1906 two stages of Primary education were recognized, Upper, and Lower. The course for the latter occupied four years and for the former, one year. Under the present rules no formal stages in the instruction are recognized. The rules contemplate elementary schools giving a course of eight or such smaller number of years as local conditions require.

A school giving the full eight years' course—a complete elementary school—corresponds to the vernacular middle schools of other parts of India.

The number of such schools is as yet very few. It has been mentioned that most of the few vernacular lower secondary schools in this Presidency differed from other lower secondary schools in little but the name, and there were few which in the process of reclassification which went on during the end of 1906-1907 (and is not yet completed) did not aspire to become secondary schools. There is as yet but little demand for higher elementary instruction in the vernacular; it is in fact an innovation as practically all instruction above the fourth standard has hitherto been given in English to a large extent, and innovations are generally regarded at first with great suspicion.

The scheme of studies for these schools comprises as compulsory subjects (1) the vernacular, (2) space and number work, (3) general knowledge, (4) drawing, (5) recitation with *rags* or singing and (6) physical exercises.

The vernacular course comprises practice in speaking correctly, reading (print and manuscript), composition (oral and written), writing and spelling. Grammar has been omitted as a separate subject; it will be taught not as an end in itself, but as subsidiary to the main aim of the vernacular instruction, i.e., ability to write and speak correctly, plainly and fluently.

Space and number work includes arithmetic up to simple interest, elementary geometrical notions practically demonstrated and a little mensuration. Indigenous methods of calculation and accounts are allowed, and even encouraged to be taught.

Under general knowledge is grouped a variety of topics which connect the school curriculum with life outside, such, for example, as the knowledge of the plants, animals of the locality, its climate, chief products employed in local agriculture or industry, work of the local officials, the simple rules of health, knowledge of the local survey map, how to calculate kist, etc. These topics are not dealt with as formal subjects but are taught in correlation with other parts of the course.

Drawing is insisted upon as a means of cultivating in children a faculty of observing, comparing, recollecting and thinking about all sorts of objects with a view to represent them in an intelligent and careful manner.

Physical exercises are free exercises and include Indian gymnastics and Indian games according to the practice of the locality.

In addition to the above subjects the following may be taught:—geography, civics and Indian history, nature study and elementary science, and a second language. Geography includes a detailed study of India and the British Isles, a general view of the British Empire (with a detailed study of one colony) and a very general knowledge of the physical features and configuration of the great land masses of the world, and of the names and situations of the most important countries.

The course in civics is designed to give the pupil a broad view of the Government of the country, proceeding from known details to larger generalizations, and to instruct him in the duties of a citizen towards the community and towards the Government.

Nature study and elementary science mean courses of lessons relating to plant and animal life, the surface of the land and the simplest physical and chemical phenomena; the aim is to lead the children to find out all they can about familiar and natural phenomena.

The second language may be English, Hindustani, or any South Indian vernacular. In this Presidency, especially in large towns, a knowledge of English is required in several callings of life for which the secondary course would not be a suitable preparation, and its inclusion as an optional subject in the complete elementary school course is a necessity.

In addition to these optional subjects a school may take up, with the Inspector's approval, other subjects of a more technical nature such, for instance, as agriculture, hygiene, practical geometry, shorthand, etc.

Such in brief is what is now expected of elementary schools giving an eight years' course. It has, however, to be recognized that the great mass of elementary schools do not and for years to come will not provide for more than four or at most five school years. Schools of the latter type corresponding to the former upper primary schools are expected to take up the same compulsory subjects but will not pursue them so far; whether they should take up any of the optional subjects is decided in each case by the Inspector. Until the improved course in training schools has had time to produce its effect on the quality of the teacher, the old primary grade cannot be expected to do much more than teach the rudiments of reading, writing and arithmetic in the vernacular. The strengthening of the staff of Sub-Assistant Inspectors has rendered it possible to do something to improve the methods of teaching these subjects and even to make modest attempts at nature study.

The scheme of studies published by the department besides defining the subjects of study in elementary schools indicates the objects which the teachers should set before themselves and suggests in broad outline methods of treatment. In particular the adoption of the kindergarten method in the first two or three school years is strongly urged, but here the teachers and inspecting officers have a difficult task before them as unenlightened Indian opinion is opposed to anything of the nature of play as part of the school work. On this point three of the Inspectors report as follows:—

Mr. MAYHEW: "they (the kindergarten spirit and methods) are of course unpopular with the parents who sternly criticise the frivolity of the 'Play Schools' and regard a smile in a school as a breach of discipline."

M.R. Ry. WILLIAMS PILLAI: "another difficulty in the way of progress is the conservatism of ignorant parents who are so wedded to the old methods of pial (indigenous) schools that they refuse to send children to schools where the kindergarten method is adopted and the hand and eye trained to manual occupations, and school life is enlivened by story telling, play, actions, etc. One Sub-Assistant told me that parents did not want their children to do clay modelling as it was the work of the despised potter and not fit for genteel hands to do."

Mr. YATES: "the prejudice of villagers—often exaggerated it is said, by the teacher for his own benefit—is antagonistic to play; more so is the ignorance and apathy of the ill-paid teacher."

The system outlined above was introduced only at the end of the quinquennium, and it is too early yet to gauge its effects, but the Inspectors are generally hopeful of its success. The following extracts from their reports may here be quoted:—

Mr. MAYHEW: "In arithmetic the removal of the fetters of the old curriculum is already working wonders. In the ordinary school far more can be done than has hitherto been insisted on. Oral work is still too much subordinated to written work. If we can insist more on oral reckoning of complicated bazaar bills, etc., the schools will be more popular in many communities."

"In geography the more able teachers are making rapid strides. I am often surprised by the excellence of the initial work. In object lessons (natural history, etc.), we can hope for no advance till we have taught the teachers more. There are many who could teach well if they had the necessary information. Singing is attended to in most mission schools and in many Tanjore schools. It requires much attention. In drawing, manual occupations and application of kindergarten principles advance is sure and steady. Although too many Sub-Assistant Inspectors still talk of 'introducing kindergarten as an optional subject', the kindergarten spirit and methods are spreading. In drawing the work is freer, more naturalistic, and there is a good deal of genuine attempt at illustrative drawing from the real object as an accompaniment

to other lessons. I look forward to the time when it will be possible to dispense with the municipal drawing masters whose work as a rule is inferior to that of the more able recently trained teachers. (In the vernacular) one of the most common defects is the small amount of actual reading accomplished and the large amount of mechanical repetition of a few pages of the reader. More attention is now being paid to composition, both oral and written.

The English teaching in many elementary schools seems to me surprisingly good—certainly far better than the teaching of French or German in many English schools."

Mr. YATES: "Arithmetic has been recommended to be taught concretely and concentrically; from the very beginning simple bazaar transactions are made a matter of play. Some success has been made in the matter of concrete teaching."

"By endeavouring to insist on realistic explanation of lessons in the readers something has been done; in many of the better schools little school museums of actual things or of models of things described or referred to in the readers have been commenced; living animals are brought into the school on occasion—not only I believe on the visit of the inspecting officer—for purposes of illustration. Still, however, considerable pressure must be brought to bear on the school masters before they will learn how to teach the readers not as a matter of vain repetition. The curse of the schools is words."

M.R. Ry. WILLIAMS PILLAI: "The results grant system which was certainly suited to the earlier stages of education and has done a great deal of good for nearly half a century has given place to a more elastic system. Many of the well-conducted schools under intelligent teachers and Sub-Assistants have profited by the new-found liberty and have adopted more rational methods of instruction and a varied curriculum much to the relief of the pupils overburdened with the incubus of individual examination for grants."

74. During the period, while the number of public primary schools for boys has increased by 12 per cent. and the number of pupils by 18 per cent., the number of teachers has increased by 23 per cent.

On an average each teacher has to manage between 23 and 24 pupils, a number which would not be unsatisfactory were all the pupils in one or even two classes. But, as a matter of fact, each teacher has on the average about three classes to manage. The ordinary village school is small, containing on an average about 32 pupils in four or five classes, and it is out of the question to expect it to maintain a teacher even for every two classes. The only remedy at present is to train the teacher to frame his time-table so that each class is profitably engaged.

75. The army of nearly 30,000 teachers employed in elementary schools can be classified under two heads, teachers who hold and teachers who do not hold some kind of departmental certificate. About 25,000 belong to the former class, but their certificates are not all of the same kind. There is first of all the distinction between professional and general education certificates. The former are classified into trained teachers', untrained teachers' and approved service certificates. The first two kinds were granted by examination after a course in a training school or service of not less than two years as a teacher. The third kind is a survival of the days when approved service of five years was accepted in place of a professional examination; certificates of this kind have not been earned since 1895 and will gradually disappear. Untrained teachers' certificates, also, are not now given and they too will become extinct in time. General education certificates are, as the name implies, certificates given at the conclusion of some stage in general education; their holders have either had no professional training or if they have they have not succeeded in passing the professional examination.

The number of teachers holding the different class of certificates is as follows:—Trained teachers 7,649, untrained teachers 1,026, approved service 4,448, general education 11,605. An encouraging feature is that during the period the number of trained teachers has increased by 50 per cent.

The great bulk of the certificates held by teachers in elementary schools are of the primary grade. Only 3,070 held certificates of the lower secondary grade and the number holding the higher grade certificates is trifling. It is possible that the attainments of a certain number of primary grade men extend beyond those of the fourth standard, and may be equal to those of the fifth or sixth standard, but no statistics on the point are available.

Under the new educational rules, teachers in elementary schools should be of proved ability or should hold trained teachers' certificates; untrained teachers below the age of 35 are to be sent for training whenever it is possible.

In carrying out this rule much is left to the discretion of the inspecting officers; on the one hand they have to guard against the danger of reducing the incentives for undergoing training, on the other, care has to be taken that teachers are not forced to leave their schools and go for training in adverse circumstances, such, for instance, as when a suitable *locum tenens* is not forthcoming.

76. It is difficult to form an estimate of the pay of the elementary teacher, as in a large number of schools there is no fixed salary: the teacher is also the manager and makes what he can out of the fees and grants. Taking, however, one class of schools concerning which certain statistics are available, viz., those under taluk boards, it is calculated that in 1906-1907 the salary and allowances amounted on the average to Rs. 103 per annum or a little over Rs. 8½ per mensem; the maximum and minimum salaries were Rs. 35 and Rs. 5, respectively, and the majority of teachers drew Rs. 7 or Rs. 8 per mensem. The emoluments of the teacher in schools under private management are almost certainly less than those in schools under public management, but it would be hazardous to say by how much.

These salaries are undoubtedly low and imply as a necessary correlative a low standard of attainments on the part of the teacher. At the same time it is difficult to see how any material and general improvement can be effected without a very large expenditure which must inevitably fall on public funds; there is little evidence that private agencies can do much. An increase of only Re. 1 per mensem in the pay of each teacher means an annual expenditure of three and a half lakhs of rupees, and two or three times this amount would be necessary to make the post of teacher even moderately attractive.

In the educational rules of 1906 an attempt was made to improve matters so far as schools under public management are concerned. The schools are graded for this purpose according to the number of teachers employed, which in turn depends upon the strength and number of classes in the school. In each school the lowest teacher receives Rs. 8 and the others Rs. 10, 12, 15, 20, 25, 30, 40. Thus in a school with three teachers the scale is Rs. 12, 10, 8; in a school with five teachers Rs. 20, 15, 12, 10, 8 and so on. This system besides improving the initial pay, offers prospects of promotion to the able teacher, at any rate in the larger schools. In the smaller schools where the chances of promotion are not so good, provision was made for sharing among the trained teachers a capitation allowance which will, in the average, give them each about Rs. 2 per mensem.

This system was being adopted by the local boards and municipalities at the end of 1906-1907 with the aid of subsidies from provincial funds, and will do something to attract a better class of teacher into the profession.

77. There has been some progress during the period in the matter of school accommodation; while the schools held in chavadis, temples, managers' dwelling-houses, etc., have slightly declined in number, those held in their own or in rented buildings have increased by more than 25 per cent. in each case. It is doubtful, however, whether there has been much improvement in the quality of the accommodation afforded by the school buildings or rented houses. Most of the Inspectors report that the buildings in which primary schools are located are in general not well adapted for school purposes, being ill-lighted, ill-ventilated and often situated amid insanitary surroundings. The schools under public management are usually better than the rest and a few of the mission schools are moderately well housed.

The whole of the recurring grant of six lakhs for primary education was allotted in 1905-1906 to local boards for school buildings and a large portion of it went towards the same purpose in 1906-1907. The selection of the villages where the new buildings were to be erected and the style of building were determined in each district by the local boards with the assistance of the local inspecting officers. The department recommended a simple and inexpensive kind of building in keeping with the other buildings of the village and this recommendation was generally but not invariably adopted.

Climatic and other differences between the various districts rendered it impossible to fix any uniform type of building even if uniformity were desirable; a

structure suited to inland districts would have been quite unsuitable in the humid atmosphere of the West Coast.

In several cases the assistance of the villagers was enlisted in the building operations. Some villages provided sites, others materials, labour or money. Wherever possible provision was made for a school garden and where a supply of water was not easily procurable, a well was sunk.

Mr. Yates remarks as follows on the subject of these buildings:

"The money provided from the special allotment has, on the whole, been well spent: it has provided buildings in wholesome surroundings for a certain number of villages very small in proportion to the whole: it has called forth in many villages the generosity of wealthy villagers and has set an example of buildings to other villages. Fences and walls and wells have been provided for all the schools erected in 1905-06-101 in all—in the Vizagapatam district; the same has been done in other districts as far as possible. The villagers have helped in some places. They have been interested in the growth of school gardens."

78. The furniture found in most of the schools is of the most elementary description; in many cases where the teacher is himself the manager, it consists of little more than a black board, and that often quite unsuitable. In the schools which aspire to benches and desks, the former are generally unsuitable. In deference to the grant-in-aid rules, which up to 1906-1907 prescribed that grants should not be given for benches without backs, managers when seeking grants took care that the benches were provided with backs; but often these backs were of such a pattern as to be of no use for the support of the children's bodies, being either too high or too low and catching the child either at the neck or the small of the back. The benches too were mostly of uniform height and not adapted to the various sizes of the children. The rules now prescribe that in order that a grant for furniture may be passed, the furniture must be suitable, and the inspecting officers are instructed to see that benches provided with Government aid are of the proper dimensions for the children.

The department does not insist upon the schools having elaborate benches and desks of the European pattern; it recommends for the pupils in village schools a low seat and a low table, of a pattern to which the people are accustomed in every day life but the provision of even these is not regarded as indispensable. The new schools established with the aid of the recurring grant of six lakhs were generally provided with simple furniture of this description, together with a really good black board. An interesting point in connection with school furniture is noticed by Mr. Mayhew who reports:

"It is curious how opposed parents are to school arrangements being similar to those in their houses. Chairs and benches to them are symbolic of a school."

Apparatus and appliances for teaching are generally wanting; in many cases a ball frame, a few 'object lesson pictures,' and a map or two comprise the whole stock of appliances. Such an elementary appliance as a yard or foot rule is usually absent and in consequence children who can correctly reduce yards or feet to inches have little idea what these units are. Mr. Moss reports thus:

"Questions as to the different heights the boys imagined they were elicited very comical answers, small boys of hardly four feet gravely claiming to being giants of eight or ten feet."

Efforts were being made by the inspecting officers at the end of the quinquennium to introduce into the schools objects of a simple character which are really illustrative of and aids to the lessons. As an example of what is being done Mr. Yates may be quoted:

"In the course of the year simple apparatus for arithmetic teaching has been introduced into all schools, tamarind seeds, cowries, coloured balls; in board and some private schools actual or imitation weights and measures (of length and capacity) scales, and imitation coins. Ground maps of the district and the Presidency and India, often in some attempt at relief, are common; the Telugu maps are shockingly bad, but none others are at present available. In a few schools where the teachers are intelligent and the villagers co-operate, museums of objects to illustrate the readers have been made. Much of this illustrative material costs nothing except the labour of the teacher. For school gardens in the Vizagapatam district and in several taluks of other districts complete sets of garden tools have been supplied out of the recurring grant. The seeds and produce are kept as specimens in bags in all schools where gardening has begun. For clay modelling local clay is used; some schools have Froebel's gifts supplied to them; I consider this waste of money since the resultant teaching is lifeless and unrealistic."

PRIMARY
EDUCATION.

79. For the purpose of comparison with previous years, it is convenient to take the statistics of pupils in the primary stage of instruction, though that stage, apart from elementary schools, does not correspond to any thing definite in the system now adopted. During the quinquennium, the number of male pupils in that stage of instruction increased by very nearly 17 per cent. How far this increase has kept pace with the natural increase in population is difficult to determine in the absence of population statistics later than the census report of 1901, but it may be observed that, in the interval between 1891 and 1901, the male population increased by 6.9 per cent. only, and, unless there has been a very marked increase in the rate of growth of the population since 1901, which there is not much reason for supposing, the number of male pupils in the primary stage has grown more rapidly than the population.

80. Taking male pupils in elementary schools alone, which, though not so useful for comparison with previous years, furnishes a starting point for future years, the number rose from 531,227 to 619,851 during the period, an increase of nearly 17 per cent. As previously explained transfers between primary and secondary schools have impaired the value of the statistics for the purpose of comparison with previous years, but it may be safely assumed that purely elementary education has advanced much more rapidly among the male population than the population itself.

81. The establishment of new schools in villages where no schools existed before which took place in 1905-1906 and 1906-1907, was a definite step in the geographical extension of elementary education.

82. The total direct expenditure in public primary schools for boys rose from Rs. 19,54,646 in 1901-1902 to Rs. 25,48,016 in 1906-1907. The expenditure from public funds rose from Rs. 8,76,404 to Rs. 14,78,885, fees fell from Rs. 5,79,994 to Rs. 5,77,665, and the expenditure from private sources fell from Rs. 4,98,248 to Rs. 4,91,466.

It has already been pointed out that the figures relating to expenditure from private sources for the period 1901-1904 cannot well be compared with those of the later years on account of the change of system adopted in 1904-1905; to what extent merely nominal expenditure had entered into the returns before that period may be gauged from the fact that the total returned under private sources fell from Rs. 5,92,151 in 1903-1904 to Rs. 4,54,291 in 1904-1905. The amount of grants-in-aid from public funds to schools under private management rose from Rs. 3,74,950 in 1901-1902 to Rs. 7,93,136 in 1906-1907.

83. Up to 1904-1905 the system of calculating grants on the results of the examination of individual pupils existed conjointly with the system of fixed grants, the latter being applied to the better and more stable schools, which were permanently recognized, and the latter to schools temporarily recognized. In 1905-1906, the results system, the defects of which it is not necessary to enlarge upon here, was abolished and its place was provisionally taken by an annual grant calculated upon the average earnings of previous years. In 1906-1907 both the fixed and provisional annual grants were replaced in the new code by an annual grant based upon (1) the number of teachers, (2) the average attendance of the pupils and (3) the general efficiency of the school.

The grant is first allotted with reference to the first two of these factors at the rate of Rs. 36 for each teacher and Rs. 8 (or Rs. 12 in certain special cases) for each unit of average attendance. These rates were fixed with reference to the funds available. The total grant thus arrived at may be reduced or enhanced by not more than 25 per cent. either way according to the general efficiency of the school. In each district the Assistant Inspector holds a conference of the Sub-Assistants about the end of January or the beginning of February at which the notes of inspection are produced and the grants are finally assigned; these assignments are recommended to the various local boards for sanction and payments are made before March 15th.

SPECIAL
EDUCATION.

The successful working of this system obviously requires that precaution should be taken to ensure the accuracy of the figures both as to the employment of teachers and attendance of pupils. This, however, is scarcely a new requirement. Under the results and fixed grant systems the managers' statements regarding the number of teachers employed required a careful scrutiny, as the salaries paid to these teachers formed an important item in the calculation of the "net cost" which was the maximum limit of the grant to the school, and the attendance registers had to be carefully examined to see that the school had been working the requisite number of days. Further in the results system the antecedents of each pupil presented had to be enquired into to ensure that grants had not previously been paid on his behalf for the same standard.

In any system of aid based on the employment of teachers and the attendance of pupils the calculation must be made in the first instance on data supplied by the managers. In the system adopted in this Presidency the data take the form of a statement, furnished at the time of the annual inspection to the inspecting officer which specifies the names and qualifications of the teachers employed during the twelve months preceding the inspection and their periods of service, and also the average attendance of pupils, standard by standard, during the same period. The former is checked with the teachers' attendance register, which each recognized school must keep, and the latter with the school attendance registers. There is of course the possibility that both these registers have been "cooked" but the inspecting officers are alive to this kind of fraud and are conversant with the methods of detecting it; "one sitting entries" as they are familiarly called have long been known. The annual inspection is not the only inspection which the school receives in the year; the Supervisor is expected to visit each school at least twice a year, and the Sub-Assistant to visit a second time as many schools as he can, in each case without notice. Notes are made at the time by these officers and by the higher inspecting officers who manage to visit the school in the inspection book, which each school must keep, and these serve as additional checks. Further a visitors' book is kept in which district officials and others who visit the schools in the course of their tours are invited to make remarks.

The general efficiency of the school is gauged by the inspecting officer with reference to the state of things found at the annual inspection and the notes recorded in the inspection book.

Under the results system those portions of the managers' statement which it was most difficult to verify and in respect of which misrepresentations were most numerous were the salaries actually paid to the teachers and the fee income. Under the new system neither of these items enter into the calculation of the grant, and the opportunities for fraud are correspondingly diminished.

VI.—SPECIAL EDUCATION.

TRAINING OF TEACHERS.

84. From 1892 until recent years the training was of an almost entirely technical and professional character. It was considered that the ordinary schools would give the prospective teacher the general education necessary, and all that was required to fit him for his duties was a course of professional instruction with practice in teaching.

Training institutions were accordingly graded so as to correspond exactly with the five stages, each marked by a public examination, in the general education course leading from the infant class in a primary school to the University degree, and there were five different classes of training institutions, Primary, Lower Secondary, Upper Secondary, Second-grade collegiate and First-grade collegiate, the qualifications for admission to which were the passing of the Primary, Lower Secondary, Matriculation (or Upper Secondary), First-in-Arts and Degree examinations.

Teachers' certificates were graded in the same way, and a teacher in possession of a certificate of a particular grade was considered qualified to teach a general

education class of the next lower grade, *e.g.*, the holder of a primary teachers' certificate could teach a lower primary class, the holder of a lower secondary certificate could teach an upper primary class and so on. Experience showed that this system was in practice defective, especially as regard the elementary teacher. In the other grades the teacher had received three (in the case of second-grade collegiate teacher, two) more years of school instruction than the highest class which he would be called upon to teach, but the elementary teacher was often only one year ahead of his highest class. In the early years of the system this point received some recognition and a portion of the year's training was spent in the subjects of the 5th standard, but in the educational rules of 1896 even this was given up. The system was described at some length in the last quinquennial report, its defects pointed out, and some of the directions indicated on which reforms should proceed, and during the period now under review the reorganization of the training schools and the training system received anxious consideration. The appointment of a special Inspector for training (and European) schools materially aided the work. The most urgent need was the improvement of the primary teacher, and the most obvious defect in the existing system of training was its failure to extend his range of knowledge and ideas, and the efforts at improvement have been mainly concentrated on this point. How limited the capacity of the average primary training student was may be gathered from the following extract from the Inspector's (Mr. Stone) first annual report:—

"This part of training school work is incidentally proving very useful in helping me to gauge the capacities and needs of the primary students. I find that most of them come to the schools not only appallingly ignorant but with the mental development, grown men as they are, of an average European boy of ten years old. They are totally unaccustomed to look at anything with attention, so that to find out how many pieces of wood an ordinary bench is made of is for them a real intellectual exercise. I should judge too that their powers of sense perception are largely undeveloped. They hear and see, as children do, in the mass, and need careful training in discrimination. As far as seeing goes, the teachers in the training schools are beginning to understand this and to use drawing and nature study to cultivate the habit of accurate observation. I have myself found their attempts at drawing most illuminating. Even after a fair amount of dexterity has been acquired, a strange inability even to copy often remains. Of inventiveness, hardly a trace shows itself—though one student did draw a crow with four legs. This being so, it is not surprising that abstract thinking is beyond them. I have constantly found that the distinction between the subject-matter of a lesson and the method of teaching it is too subtle."

A scheme of reorganization was submitted to the Government in 1904, the main aims of which were (1) to extend the course of training for elementary teachers from one to two years, (2) to make the course principally a general education course, (3) to convert the practising schools into model schools with complete staff; and pending the final decision of the Government permission was given to introduce a course of general education into the training course and to institute a special 5th standard examination to test the proficiency of the students. Even this limited measure of reform effected good results, and in particular it made easy the transition from old to the new system. The scheme was finally sanctioned and the changes which it involved in the training course and the examinations for teachers' certificates were introduced into the new educational rules of 1906. These rules also made changes in the courses for the other grades, many of which were consequential on the changes in schools for general education. The number of grades was reduced and now only three grades of training institutions are recognized: Training Colleges where graduates are trained, Secondary Training Schools for the training of undergraduates (including persons who have passed the Upper Secondary examination), and Elementary Training schools for persons who have reached some lower stage of instruction. The old second collegiate grade seemed unnecessary as the course of training for men who have passed the Matriculation examination is quite suitable for men who have passed the First Examination in Arts, and it was accordingly merged in the secondary grade. To encourage enhanced general educational qualifications, however, a higher stipend is given to the latter.

Under the new rules the lowest grade of teacher to be employed in the secondary school for general education is the secondary grade, and the old lower secondary and primary grade training schools have now one common object—to

train teachers for elementary schools. The two have thus been merged into the Elementary Training school. The length of the course in Training colleges and Secondary Training schools continues to be one year, and the curriculum is entirely professional. In Elementary Training schools the course is normally two years, and is mostly concerned with general education. The subjects of instruction are the vernacular language, arithmetic and experimental geometry, geography, civics, nature study, drill and garden work, kindergarten occupations and calisthenics, and geometry is omitted. Optional subjects such as a second language, music, manual occupations, hygiene, agriculture may be added. The professional part of their training consists in elocution, blackboard work (writing and drawing), teaching in the model school under supervision, and having model lessons. The students also gain ideas on school organization, discipline and methods of teaching, not so much by formal lectures as by observation of the practice in the model school, and in the case of the last subject by the mode of presentation of the various subjects of their general educational course. The examination of the students of the collegiate grade is that for the degree of Licentiate in Teaching, and is conducted by the University, but successful candidates are awarded, on application, a departmental certificate in addition to the diploma granted by the University. The examination of the secondary and elementary grade students is conducted by the department. In both cases it is held in two parts: the first part, termed the Preliminary examination, is conducted by the Inspector of Training Schools with the assistance of the staffs of training institutions together with such persons as the Director may appoint for the purpose, and is held at the conclusion of the training course. It consists of (1) written papers in the subjects of the course, and (2) practical tests in elocution and blackboard work. Candidates who are successful in this examination are designated probationary trained teachers and are considered for all purposes of the public service and the departmental rules as qualified teachers for three years. Each of them receives a combined certificate and service register in which are entered the periods of service as a teacher on probation and remarks on his work by Inspecting officers.

The second examination consists in testing the probationary teacher's practical ability in teaching. It is held at convenient centres by the Circle Inspectors or Inspectresses with the assistance of persons appointed by the Director, and must be taken within four years of the expiration of the training course, but in order to be eligible for it the probationary teacher's register must show at least 18 months' satisfactory work as teacher in a school. Immediately on the conclusion of the examination the Inspector enters in the case of successful candidates the result of the final examination. This entry completes the certificate and the teacher becomes a fully certificated teacher.

85. With the exception of one small training class attached to the Olcott Schools in Madras, training institutions in this Presidency are managed either by the Government or by missionary agencies. Practically in each district there is one Government training school for masters. In one or two districts which are bilingual or in which special classes of the community have to be provided for, two or even three Government Schools exist. For instance, in Ganjam there are three training schools, one Oriya, the second Telugu and the third for the Agency Tracts. In Malabar there are also three, one of which is specially for Mappillas. In the city of Madras there are two training schools, one for Muhammadans and the other for Panchamas, which serve the whole of the Presidency. The training schools under private management, all of which are aided, are so placed as best to serve the needs of the missions which maintain them.

There are four Government training schools for mistresses, two of which are situated in Madras, one being for Muhammadans. Fourteen training schools for mistresses supported by Missionary bodies are scattered over the Presidency. They are, however, attended almost exclusively by native Christians.

86. The number of training schools for masters rose from 42 to 44 in the period but their strength rose year by year from 982 to 1,451. In 1905-1906 it reached the figure 1,662, but this was due to the fact that a special batch of 310 teachers was trained for the new schools established with the aid of the recurring grant; a similar batch was not trained in 1906-1907.

The average strength of each school is 33. The policy in this Presidency has been to make the schools as accessible as possible geographically to the prospective teachers and to avoid transporting them away from their native districts, rather than to concentrate the schools at a few centres. To this must be ascribed the comparative smallness of the strength of the individual schools. Independently of this consideration, there is an advantage in having small rather than large classes, as they are more easily handled and each student can receive more individual attention.

87. The selection of candidates for admission to training schools is made by the heads of the institutions, in the case of Government Schools under the control of the Inspector of Training Schools or Circle Inspectresses. Candidates are selected from the following classes:—Teachers in public schools, persons about to become teachers in schools under public management, teachers in village schools about to come under departmental supervision, persons about to become teachers in public schools, and finally persons desirous of adopting the teachers' profession. In Government schools preference is given to these classes in the order named above. It has been the experience for some years that a considerable proportion of the candidates selected fail at the last moment to present themselves for admission when it is generally too late to make other selections. An attempt was made in 1906-1907 to overcome this difficulty. To each of the Government schools for masters was assigned a definite geographical area and the Circle Inspectors were asked to send suitable men for training through their subordinate officers for that area. The responsibility for sending men of sufficient attainments thus devolves in practice upon the Sub-Assistant Inspectors who are authorized to examine candidates, if necessary. This method of recruitment so far has worked well, and cases of failure to join at the beginning of this year were much less numerous.

It is not an easy matter to fill the training schools in the elementary grade as the pay and prospects of the teachers' profession are not such as to tempt men to sacrifice a year or two away from their homes to qualify themselves for it, and the fact that the schools are as full as they are is perhaps mainly due to departmental pressure. The annual outturn of trained teachers is probably little more than sufficient to repair the wastage in the numbers of elementary teachers by death and retirement, and many years must elapse before the elementary schools are all staffed by trained teachers.

88. The qualifications of the staff of Government training schools for masters have been improved during the quinquennium. From 1903 an effort was made to secure trained graduates as headmasters: at the beginning of the quinquennium there were only eight teachers employed with these qualifications but in January 1907 the number had risen to sixteen. The new Educational Rules of 1906 require that all newly appointed Headmasters shall hold trained collegiate teachers' certificates, and under the operation of this rule the headmasterships of all training schools whether under Government or private management will in time be held by teachers holding the highest certificates which the department awards.

In 1904 six of the Government training schools were strengthened by the appointment of instructors in Agriculture. The men selected had all passed through the College of Agriculture and after appointment they were sent for a course of pedagogic training at Saidapet.

89. Much was done during the period to improve the accommodation of Government training schools. Commodious new buildings were erected at Chittoor, Kurnool, Bellary and Nellore; the building at Rayachoti was extended, and those at Salem and Trichinopoly improved.

A type design for training schools was drawn up by the Consulting Architect in consultation with the Inspector, of which Mr. Stone writes as follows:

"The design makes provision not only for class rooms for teaching work of the ordinary kind but for others specially designed for that of training schools—criticism and model lessons and blackboard work. Great attention has also been paid in the plan to lighting and ventilation, avoidance of noise, and easy communication between the different parts of the buildings."

The building at Nellore was on this design; a similar building at Villupuram was nearly completed at the end of 1906-1907. New buildings at Dindigul (to accommodate the school now held in Madura), Tinnevely, Chicacole, Anantapur and Malappuram have been sanctioned. Schemes for new or reconstructed buildings at Guntur, Salem and Saidapet are in various stages of progress.

Most of the aided training schools are provided with satisfactory buildings.

90. The beginning of the quinquennium found the schools very indifferently furnished. Much money has been spent in remedying this defect and for the next few years the expenditure will have to be continued in order that the schools may be properly furnished and the thoroughly unsuitable desks and benches are replaced by others of proper design.

Each school has a library to which carefully selected additions are made each year on the recommendation of the Inspector. Maps, geographical pictures and simple scientific apparatus have been supplied to all the schools.

A special feature of the period was the introduction of school museums and school gardens. All the Government schools whose situation permits them maintain gardens, and all but one or two have museums. The aided schools are not so forward in this respect. Mr. Stone reports.

"While some of the aided schools thoroughly appreciate the utility of the gardens and spare no pains in maintaining them, others allow the maintenance of the gardens to be prevented by smaller difficulties than are successfully met in the Government schools."

91. Most of the aided schools have arrangements for boarding their students, but so far the Government schools have not been considered as residential institutions and none of them have hostels provided by the Government.

In connection with a few of them efforts have been made to organize private hostels but the want of suitable buildings and the initial expenditure required to equip the hostels with the requisite furniture and cooking utensils have in two or three cases led to the abandonment of the attempt.

These efforts seem to indicate that the residential system would now be more acceptable to the normal students than in the past, and there is little doubt that it would add to the efficiency of the training. Mr. Stone remarks as follows:—

"There can be no question that the residence of students in a hostel besides diminishing the sacrifice of money and convenience that their training must involve, very greatly enhances its effectiveness. I trust, therefore, that in any scheme for complete reorganization of training schools the provision of hostels will have a place. In recommending the acquisition of sites for new schools I have always kept in mind the need for space for a hostel."

92. Teachers' Associations are maintained in nearly all the Government training schools for masters at which papers of pedagogic interest are read and discussed by the normal students.

93. During each of the last three years of the quinquennium the Inspector arranged Christmas vacation classes at Saidapet, mainly for the benefit of the staffs of training schools. The classes lasted for a fortnight each year. The programme varied from year to year but the general idea throughout was the same, to add to the teachers' stock of knowledge, to broaden their ideas, and to keep them in touch with modern developments.

That for 1906, for example, comprised courses of lectures on arithmetic and experimental geometry, on elementary school work, on the direct method of teaching English, on human physiology and school hygiene and on surveying with the chain and plane table (with field work). There were also conferences at which papers were read by members of the class followed by a discussion by the class; the subjects included such matters, to mention only a few, as civics, the formation

for character in boys, the scope of agriculture teaching in training schools. Demonstrations in kindergarten teaching were given.

94. The total expenditure in training schools for masters rose from Rs. 1,42,345 in 1901-1902 to Rs. 1,84,860 in 1906-1907. The expenditure from provincial revenues increased from Rs. 1,12,001 to Rs. 1,45,083 and that from private sources from Rs. 11,148 to Rs. 21,142. These figures include sessional schools maintained wholly by district boards, on which the amount spent from district funds, something under Rs. 17,000, remained practically constant.

A considerable portion of the expenditure on training schools proper is on the stipends of the students under training. The expenditure on this object rose from Rs. 57,844 in 1901-1902 to Rs. 82,614 in 1906-1907, the amount met from provincial funds being Rs. 55,907 in the former year and Rs. 76,041 in the latter.

The expenditure on training schools for mistresses rose from Rs. 48,535 in 1901-1902 to Rs. 63,021 in 1906-1907, the amounts met from provincial revenues being Rs. 36,290 and Rs. 45,495 respectively. The expenditure on stipends rose from Rs. 19,879 in 1901-1902 to Rs. 26,356 in 1906-1907; practically the whole of these amounts were met from provincial funds, the managements of aided schools having added scarcely anything to the stipendiary grants allowed from provincial funds.

(i) Schools of Art.

95. The only institution in which Art instruction is given on at all a large scale is the Government School of Arts, Madras. This school has also an industrial side and in the early part of the quinquennium this side was largely in evidence owing to the extensive operations in aluminium ware and woodwork and textile fabrics and at later date in chrome leather. These articles were produced on a commercial scale; the school accepted large orders and employed numerous paid workmen. The main feature in the history of the school has been the reduction of the industrial side. In 1903 the aluminium department was closed and the stock, tools and plant were sold to a private company in Madras. In 1904 the question of a complete reorganization of the school was taken up and in 1905 the Government passed orders which further reduced the scale of the industrial operations by transferring the chrome-tanning, weaving and carpet-weaving departments to other agencies and which defined in general terms the lines on which the school was in future to be conducted. The scope of the teaching was restricted to (1) pure design and (2) design applied to industries such as those of the artist in metals, the lacquer worker and the wood-carver, and the commercial side of the school was confined to very narrow limits.

The reorganization of the staff was considered at the same time and it was decided to fill the appointment of Superintendent, which was permanently vacant during the quinquennium, by a qualified person possessing a knowledge of Indian Art and Indian Design. The reorganization of the school was not fully carried out during the period; a Superintendent had not been appointed and many important details could not be arranged without the professional advice which he might be expected to be in a position to give.

The strength of the Art classes in the school has steadily increased during the quinquennium; the number of industrial pupils has fluctuated considerably, but there is some increase on the whole.

The other institutions included under the head of Schools of Art are mainly classes in which freehand outline drawing is taught; the Kumbakonam Art class, however, has in addition small classes in other branches of pure design.

(ii) Law Schools.

96. The only institution where legal education is provided is the Law College, Madras, which has already been dealt with.

(iii) Medical Schools.

97. The changes foreshadowed in the last quinquennial report were carried into effect during the period; the hospital assistant department of the Medical

College was constituted into a separate medical school at Rayapuram, Madras, and a new Government medical school was opened at Vizagapatam, the latter in 1902-1903 and the former in 1903-1904. The medical school at Tanjore remained under Board management till 1905-1906 when it was taken over by the Government.

The schools at Rayapuram, Tanjore and Vizagapatam all train students for the hospital assistants' grade; the school department of the Medical College contains classes for apothecaries, chemists and druggists, and sanitary inspectors.

The schools at Rayapuram and Vizagapatam have hostels, but in the case of the latter school the hostel building—a rented one—was found to be unsuitable and provision was being made at the end of the period for another building. A new school building is under construction at the same place. In 1906-1907 a new departure was made at Rayapuram by sending the students for special courses to the Ophthalmic Hospital, the Lunatic Asylum, and the King Institute of Preventive Medicine. At Vizagapatam and Tanjore X-ray apparatus were installed during the year.

It is unfortunate that in spite of the yearly improving facilities afforded by the Rayapuram, Vizagapatam and Tanjore schools there is no tendency towards an increase of the number of students with sufficient educational attainments; it is possible that the medical grade for which they are being trained is not attractive enough to draw students of the right kind.

98. The expenditure in medical schools rose from Rs. 95,786 in 1901-1902 to Rs. 1,34,339 in 1906-1907.

(iv) Engineering and Surveying Schools.

99. The College of Engineering is the only institution which can be called a School of Engineering and Surveying. In 1905-1906 it was decided to treat the college and school departments as forming for all purposes a single institution, and in my remarks on the college, I have dealt with the non-University classes. There are several other institutions which give instruction in one or more of the subjects included under Engineering in addition to other technical and industrial instruction; these are dealt with below.

(v) Technical and Industrial Schools.

100. The Commissioner for Government Examinations controls an extensive system of examinations in the following groups of technical and industrial subjects:—drawing, wood and metal work, tailoring and dress-making, printing, bookbinding and type-founding, leather work, textile fabrics, cookery and jewellers' work. The examinations also cover other subjects of special education, such as civil and mechanical engineering, agriculture, commerce, telegraphy, physical science, biology, sanitary science, pharmacy and music, and the examinations in drawing include in their scope the aesthetic side of the art as well as the practical side. The examinations are in three grades, elementary, intermediate and advanced; in six of the above groups, examinations are held in all three grades, in most of the others only elementary and intermediate grade examinations are held.

Most of the groups comprise several subjects: under drawing, for instance, are grouped freehand and outline drawing, design, geometrical drawing, painting, modelling, wood-engraving and copper plate engraving. During the quinquennium the syllabuses in many of these groups have undergone revision with reference to more modern requirements.

101. Technical and industrial schools are classified under two main heads (1) higher class schools in which the standard of instruction is that of the elementary or higher grades of the technical examinations, and (2) lower class schools which follow a lower standard which is regulated by the department.

102. The majority of the schools are industrial in character and most of the technical schools have their industrial side; the conditions of the Presidency are such that industries are carried on by

artizans working singly or in small groups and not in large workshops or factories, and the schools have to attempt to take the place of the workshops as well as of the technical classes of other countries.

A noticeable feature of some of the most efficient of the schools is the extent of their commercial side. The schools employ skilled artizans and execute orders of some magnitude, and in their annual statement of accounts the cost of materials and wages of workmen bulk largely on one side, while on the other the sale-proceeds form a correspondingly large item. In one or two of the schools the extent of the operations permits, even requires, the use of labour saving machinery. The commercial aspect of these schools distinctly influences the character of the training which they give to their pupils, an influence which on the whole is for good. A pupil, say, in wood-work is not kept at work solely on models and specimens throughout the course; as early as possible after he has mastered the use of his tools and the common forms of joints he is put on to help the skilled artizan in the construction of saleable articles and later to make them himself under supervision.

In this way he obtains a larger and more varied practice than would be the case if he were engaged only in making samples. A possible objection to the commercial system is the danger of the schools entering into competition with the ordinary producing agencies. In most cases this danger is not great. The industries with which the schools are concerned are generally not organized on any large scale, but carried on by individual workers, and it is to this class that the schools give employment and at the same time offer technical and industrial education for their children. The case of the aluminium industry which at one time assumed very large proportions at the School of Arts, Madras, is exceptional. The industry was created at the school, and when its success as a commercial enterprise was demonstrated by the operations conducted there and private agencies arose to carry it on, the business was handed over on suitable terms to a joint stock company.

Under the grant-in-aid rules in force up to 1906, the amount of aid given to technical and industrial schools was assessed with reference to the pay and qualification of the teaching staff and was thus independent of the commercial side of the school; and though the rules in force since 1906 leave the amount of the grant to be fixed by the department with reference to all the circumstances, the general principle continues to be observed of assessing the grants with reference to the purely educational part of the institution. The rules admit of special grants being made towards the cost of materials, but this is not taken to mean materials required for the production of saleable articles. No part of the aid given from public funds thus goes towards other than the purely educational part of aided technical institutions.

103. Taking the schools which teach subjects which come under one or more of the groups mentioned above the subjects most commonly taken up are those which come under the head of drawing as might be expected from the fact that one or other of the numerous branches of this subject are required as part of the technical training in so many industries. Next in order comes engineering, comprising subjects such as earthwork and road making, building drawing and estimating, building materials and construction, mensuration and surveying and levelling, subjects which are largely taken up in conjunction with technical or industrial subjects. Wood and metal work, textile fabrics, commerce and tailoring and needlework follow in order. The number of pupils who select other subjects is quite small.

Among the schools teaching in only one group (excluding schools purely intended for art, engineering or commercial students which are dealt with separately) those for textile industries and printing have by far the largest number of pupils.

104. In the schools of the lower class, the course of instruction in each subject is prescribed by the department. The course is arranged in four standards A, B, C and D leading up to the elementary grade of the Technical examinations. Compositors' work and carpentry for boys and lace-making for girls are the subjects most largely taken up.

105. The number of higher class schools teaching in one or more groups has fluctuated during the period but at the end was 23, the same as at the beginning; the strength has increased from 1,755 to 2,089.

The number of schools teaching in only one group has risen from 22 to 38 and their strength from 1,082 to 1,629. The figures for 1906-1907 exclude the school department of the College of Engineering.

The lower class schools have increased in number from 12 to 14, but their strength has fallen from 406 to 290.

(vi) Schools of Commerce.

106. There are three schools which give courses of instruction covering, or nearly covering the subjects of the Government examinations in commerce and which may properly be called schools of commerce.

These are the Government School of Commerce at Calicut, the Young Men's Christian Association Institution and Pachaiyappa's Commercial School, both in Madras. The most important of them is the Calicut School which has been doing good work during the period, and the strength of which has risen from 129 to 180.

There are nine other schools which teach one or two commercial subjects mostly shorthand and typewriting; the strength of none of them exceeds thirty three.

(vii) Schools of Agriculture.

107. The only higher class agricultural school during the period was the College of Agriculture which has already been dealt with. The only other school which is distinctively agricultural is the United Free Church Mission School at Melrosapuram at which a small number of Panchama Christian boys are instructed in the ordinary agricultural operations besides a little carpenters' and blacksmiths' work of a kind useful to the agriculturist, and the extraction of fibre and rope making. The institution is quite small, the total strength never being much in excess of 20, but is interesting both on account of the very practical nature of the instruction, and also of the experiments made in connection with the use of engine power for irrigation. Most of the land under cultivation by the boys is irrigated by water pumped from a well by means of a small oil engine.

(viii) Reformatory Schools.

108. Several additions were made in the quinquennium to the buildings of the Reformatory School, Chingleput, and the increased accommodation has allowed a greater number of convicted juvenile offenders to come under the influence of the school; the strength rose from 162 to 191 during the period. As far as the special circumstances will allow, the school is conducted as an ordinary elementary school and an industrial school combined. All the pupils receive an elementary general education and are also taught one of the following trades:—carpentry, blacksmiths' and metal work, weaving, tailoring, bandplaying, and mason's work, the last having been introduced in 1906. A large number of the boys are in addition taught drawing. The boys of each trade cultivate little garden plots—one for each trade. The school sends up pupils for the Government technical examinations in drawing and the various industrial subjects taught, and often with much success; in 1906 only one boy failed out of 33 sent up.

Much attention is paid to physical training and the boys of this school are much smarter at drill and free exercises than is usual in ordinary schools. Football is keenly played and matches are arranged not only among the various trades in the school but with other schools in the neighbourhood.

Both the Hindu and Muhammadan boys receive religious instruction from persons of their respective creeds, and moral instruction is given daily as a part of the school work; but effective supervision and control of the play-ground are found to have more influence in the formation of character than direct moral teaching.

The discipline is naturally much stricter than that of an ordinary school, but legitimate recreations and amusements are encouraged. Entertainments such

as magic lantern exhibitions, gramophone recitals, and dramatic performances are occasionally provided and athletic sports are annually held.

109. Fourteen institutions for general education have special classes in various industrial and art subjects attached to them, such, for instance, as carpentry, dressmaking, music, and drawing. The number of pupils attending these classes at the end of 1906-1907 was 987. All these pupils were receiving a general education in the institutions to which the classes were attached and their number is not included in the total strength of technical schools.

110. Excluding training, medical, law, engineering, and reformatory schools, the expenditure on the other special schools, which are of a more or less technical or industrial character, rose from Rs. 2,23,712 in 1901-1902 to Rs. 2,80,731 in 1906-1907. These figures include expenditure met from the sale-proceeds of work turned out, amounting in the former year to Rs. 73,979 and to Rs. 1,12,829 in the latter. The purely educational expenditure was thus Rs. 1,49,733 in 1901-1902 and Rs. 1,67,902 in 1906-1907. As the average number of pupils on the rolls was 2,389 in the former and 3,644 in the latter year, the average cost per head works out at Rs. 52 in 1901-1902 and Rs. 46 in 1906-1907. The amount spent from provincial funds on these schools rose from Rs. 49,022 in 1901-1902 to Rs. 57,594 in 1906-1907.

111. Though there has been some advance in technical and industrial education during the period, its general condition is still far from satisfactory. Out of the large population of the Presidency less than three thousand children were receiving technical instruction in the various handicrafts and of these less than nine hundred were non-Brahmin Hindus, the class of the community to which the bulk of hereditary workers in wood and metal and textile fabrics belong. There is as yet little demand for technical education, and the little advance that has been made has practically left unaffected the great mass of the industrial population.

VII.—FEMALE EDUCATION.

112. From year to year during the quinquennium there has been an increase in the number of girls under instruction; at the end of the period there were thirty-four thousand more girls in school attendance than at the beginning. This represents an increase of 26 per cent., a rate of growth which is considerably greater than that of male education.

A noticeable feature in connection with female education is that more girls attend boys' schools than girls' schools; on an average out of 20 girls under instruction 11 are found in schools for boys. This circumstance so far from being undesirable has certain advantages, and boys' or mixed schools are less expensive to maintain than special schools for girls. The elementary schools under public management were made open to boys and girls alike in the new educational rules of 1906, except those girls' schools where the Inspectress considers the presence of boys, or of boys above a certain age, to be undesirable.

The most salient feature in the period, after the expansion of female education as a whole, has been the reorganization of existing Government girls' schools, the opening of new Government schools and the consequent expansion of the budget allotment. The scheme of reorganization comprised an increase in the staff, an increase in the pay of the teachers and the provision of better accommodation and equipment. The number of Government girls' schools for general education increased from 151 to 175 and their strength from 11,623 to 15,563. Of these, two were new schools and twenty-two were taken over from Board or private management.

In 1903-1904 type designs for various grades of Government girls' schools were drawn up, but they were found in many cases to be too expensive and in 1905-1906 a cheaper design was adopted.

There is, I regret to say, still little evidence of any serious indigenous effort to secure the education of girls. For many years grants have been offered to girls' schools at much higher rates than to boys' schools, although the actual cost of upkeep should be little, if any, more. That it is actually more is due to the fact that parents would, in most cases, rather not have their girls educated at all than pay even a small fee therefor. The original intention in offering higher rates of grant appears to have been to put girls' schools aided by results grants upon about the same footing as boys' schools, it having been assumed that a given number of girls would not earn as much as the same number of boys, whereas it soon proved in practice that as often as not they earned more. In the latest Grant-in-Aid Code grants were offered to schools for girls at the same rates as to those for boys. In recommending this I hoped that some little check in an unasked-for supply might do something towards creating a real demand. It is rather too soon yet to say whether this hope will be eventually justified. In the meantime, the want of progress in the last year of the quinquennium is doubtless due to this policy as it is not now worth while for a teacher-manager to make special efforts to receive girls. After a short further trial I shall be prepared, if necessary, to recommend a reversion to the old policy on the ground that until the public became more fully alive to the immense advantage of educating the future mothers of their boys, we should not relax our efforts, even if they include the offering of an extra pecuniary inducement to teachers and managers.

COLLEGIATE EDUCATION.

113. There are no first-grade colleges specially intended for females, but some of the first-grade colleges for men make suitable arrangements for women students.

The three second-grade colleges for women which existed at the beginning of the period were reduced to two in 1905-1906 by the closing of the college department of the Vepery Presentation Convent College, Madras. Since its establishment in 1901 the numbers in the college department had never exceeded three. The other two colleges are not very much stronger in point of numbers, and this extreme weakness, which is common to the other second-grade colleges for women not situated within the Presidency but within the territorial limits of the University of Madras, led the Inspection Commission to recommend that these institutions should cease to be affiliated colleges which as such would be compelled to comply with the stringent regulations necessary in the case of affiliated colleges, and that a general exemption should be given to female students from the production of the usual certificates, provided evidence were forthcoming that the students had received suitable instruction. So far as exemption is concerned the University accepted the recommendation of the Commission and the new body of regulations contains a regulation framed under section 19 of the Indian Universities Act providing for the exemption of female candidates from the production of certificates on the production of satisfactory evidence (a) of good character, (b) of having undergone a suitable course of instruction, and (c) of having attended practical courses in the case of all subjects where these courses are prescribed.

114. At the end of 1906-1907, there were 39 girls reading in University classes in arts, 26 of whom were attending colleges for men. There were also 9 girls attending the Medical College and 5 undergoing training in the Teachers' College, Saidapet.

SCHOOL EDUCATION.

115. A factor which plays a most important part in the condition of female education is the age up to which the various classes of the community will allow their girls to remain at schools and on this account it is desirable for some purposes to discuss female education more with reference to stages of instruction, as representing years of school life, than was necessary in the case of boys.

In the highest stage, the upper secondary, the pupils are almost exclusively Europeans and Eurasians or native Christians; the number of Hindu girls in this

stage is trifling and it need hardly be said that there is not a single Muhammadan girl in the upper secondary forms. In the lower secondary stage the native Christian community contribute more than half the total strength, but Hindus now form one-quarter of the school population, and there are even a few Muhammadan girls under instruction. In the primary stage two-thirds of the number are Brahmans and caste Hindus.

In each stage there has been an increase in numbers during the period, amounting to 20 per cent. in the secondary stages and 26 per cent. in the primary.

UPPER SECONDARY SCHOOLS FOR GIRLS.

116. The number and strength of upper secondary schools for girls have fluctuated within narrow limits during the quinquennium; on the whole there is an increase in both but it is slight.

The number of pupils in the upper secondary forms has varied somewhat irregularly, but the fluctuations have been mainly among the European element; the number of non-European pupils has steadily advanced each year and was greater by 50 per cent. at the close of the period than at the beginning. The fall in the number of Europeans in the upper secondary forms of girls' schools is mainly due to the amalgamation of Bishop Gell's girls' school with Bishop Corrie's boys' school; the pupils of the former appear this year as attending boys' schools.

117. With the exception of the school attached to the Presidency Training School for Mistresses all the high schools for girls are managed by missionary bodies.

118. The course of studies is dominated in practice by the Matriculation examination and is the same as for boys with the exception of gymnastics, which is replaced by physical exercises more suitable for girls. The upper secondary examination in which the course for girls is to some extent differentiated from the course for boys by the fact that girls may bring up a technical subject, such as physiography, hygiene, botany, drawing, lace-making, dress-making and cookery instead of algebra and geometry has had no appreciable effect on the curriculum of girls' schools; the examination has been no more popular among girls than among boys, and during the period only six girls appeared (one of whom appeared twice) for the examination, of whom one passed. Miss Lynch writes as follows:—

"Preparation for the Matriculation sums up the entire work, and success at this examination is the ultimate goal in all high schools. The examination shadow is to be seen in every room from the third form upwards and it is only with the greatest difficulty that sufficient time can be snatched for the teaching of a little recitation, drawing, and drill in view of the annual inspection."

The new educational rules of 1906 provide that the course of instruction shall be laid down in consultation with the Inspectress, and shall be approved by her, but until a school final examination is instituted more adapted to the special needs of girls' schools than the upper secondary examination, the influence of the Matriculation examination will doubtless continue to assert itself strongly in the course of studies.

119. The accommodation is generally suitable and sufficient. The furniture is generally better than in boys' schools, and in several of the schools each pupil in the upper forms is provided with a separate single bench and desk.

LOWER SECONDARY SCHOOLS FOR GIRLS.

120. The distinction between English and vernacular schools has a more definite meaning than in the case of boys' schools. The English schools are mainly those for Europeans, whose mother tongue is English, and in the vernacular schools the medium of instruction is actually and not merely nominally the vernacular of the pupils. A very small proportion of the pupils of the vernacular schools

proceed to the upper secondary stage, and it is probable that most of them will, under the scheme of reclassification, become elementary schools giving an eight years' course.

The number and strength of the English schools have not materially varied during the quinquennium, but the vernacular schools have increased by 19 per cent. in number and 42 per cent. in strength.

121. A little over one-fourth of the number of lower secondary schools are maintained by the Government, about five-eighths by missionary bodies and the rest by other private agencies.

PRIMARY SCHOOLS FOR GIRLS.

122. It is only in the primary schools that the number of pupils bears any appreciable proportion to the population of school age. During the quinquennium there has been a steady advance in strength except in the last year and, on the whole, there has been an increase of nearly 23 per cent. Schools under public and under private management have shared alike in this advance. It is noteworthy that the majority of the schools are of the upper primary grade and contain more than two-thirds of the whole strength, and this preponderance is still more marked in the Government schools. Little more than eleven per cent. of the pupils, however, who enter in the infant standard proceed to the fourth standard, and only about half of them get as far as the first standard.

123. Nearly one-half of the number of primary schools for girls are under mission management. About one-seventh are maintained by the Government, there is a very small number of schools under Board management, and the rest are managed by private agencies other than missionary bodies. These agencies include local committees, individuals who maintain girls' schools from philanthropic motives and also teachers who obtain their living out of the schools.

124. Up to 1906 the curriculum prescribed for primary schools for girls was of the same general character as that for boys' schools, except that needle work was included as an optional subject for girls and was generally taken up in the schools. Kindergarten methods were generally employed in the lowest classes in so far that occupations, stories, and games formed a part of the course in most schools, but the true kindergarten spirit has not yet been generally acquired. Under the new rules of 1906 the curriculum for elementary girls' schools will, as in the case of boys' schools, be framed for each school under the guidance and control of the Inspectress, subject to general instructions issued by the department.

125. About 40 per cent. of the schools are accommodated in buildings of their own, and very nearly the same proportion in rented houses. Most of the schools begin tentatively with very small numbers and it is only when the numbers increase and the school develops that the management feels itself justified in proceeding to build. The schools managed by Government have generally begun in rented buildings and the great majority of them continue to be so accommodated, but as already mentioned, suitable buildings are gradually being provided.

126. The expenditure on secondary and primary schools for girls rose from Rs. 7,29,224 in 1901-1902 to Rs. 8,24,857 in 1906-1907. The expenditure from public funds rose from Rs. 2,58,899 to Rs. 3,81,789, fees rose from Rs. 79,012 to Rs. 85,644 and the expenditure from private sources fell from Rs. 3,91,313 to Rs. 3,57,424.

The causes noticed in the case of other institutions impair the value of a comparison between the amounts returned in 1901-1902 and in 1906-1907 as having been expended from private sources. Since 1904-1905 there was an increase under this head in each year, but it was not large.

VIII.—EDUCATION OF EUROPEANS.

127. During the first four years of the quinquennium, the education of Europeans was not much differentiated from that of non-Europeans. The special concessions for European pupils described in the last quinquennial report remained in force, but schools and colleges for Europeans and non-Europeans were subject to the same Educational rules, and except for the fact that in primary schools for Europeans the medium of instruction was English and in secondary schools the second language taken up was generally Latin or French, the courses of studies followed in European and non-European institutions were practically the same.

The new Code of Regulations for European schools came into operation in this Presidency from the beginning of 1906-1907, and from that time European schools and colleges were constituted into a different class with separate conditions of recognition and aid.

Under the grant-in-aid rules in force before the introduction of the new code the proportion of non-Europeans in aided European institutions was not limited, as whatever concessions were made were not in respect of European schools, but of individual European pupils, and though in most cases the percentage of non-Europeans was not large, in one or two schools it was as much as fifty per cent. The new code, as applied to this Presidency, limits the percentage of non-Europeans in aided schools to fifteen, and, as a consequence, some aided schools have had to reduce the number of their non-European pupils, and some have reconstituted themselves as purely European schools by transferring the non-European element to entirely separate institutions. As a result of these measures, the proportion of non-European pupils in schools aided as European schools for general education (schools for special education, except training institutions, do not come within the purview of the Code) is now less than five per cent.

An important feature of the new code is the liberal scale, compared with that previously in existence, upon which the grants for aiding European schools are calculated. For several reasons it was found undesirable for the present to introduce in this Presidency the system of ordinary grants depending upon average attendance; the alternative system of fixed grants was adopted, and grants were allotted for the triennium beginning with April 1st 1906, with reference to the character and needs of the various institutions, the total amount of which considerably exceeded that assigned in previous years. The scale of special grants for boarding, cadets and buildings payable under the new code is higher than that prescribed under the previous grant-in-aid rules, and the aided schools have benefited accordingly.

The course of studies prescribed in the new code differed considerably from that pursued under the old rules, and it was found impracticable to introduce it into the schools in the middle of the school year 1906, but, so far as conditions allowed, the courses for primary and middle school sections were adopted from the beginning of 1907. A more serious impediment to the introduction of the new courses was their unsuitability in several respects to local conditions. The question of modifying these courses so as to suit the requirements of European education in this Presidency and of framing a high school course were under the consideration of the Government during 1906 and 1907, but final orders on the subject were not made before the end of the quinquennium.

The primary and middle school and scholarship examinations prescribed in the Code were held in 1906 with modifications due to the fact that the Code was introduced in the middle of a school year and that the candidates had undergone a course which was different in many respects from that required for the examinations.

128. The appointment of a special Inspector at the end of 1903 permitted a more general survey of European institutions to be made than was previously possible when the schools were in each circle supervised by the Circle Inspector. His work is, however, confined to boys' schools. Girls' schools are still inspected by the Inspectresses.

129. In respect of status and management Mr. Stone reported after completing a year's inspection that the schools could be classified as

Classification.

(1) Public schools, (2) Parish schools, (3) Railway schools and (4) Orphanages. This classification was subsequently found to apply also to the schools under the supervision of the Inspectresses. The schools which, for want of a better name were classified as public schools are those which meet more than merely local requirements, aim at higher education, are maintained usually by a body of trustees or a council constituted for the purpose and possess endowments. They include practically all the colleges and high schools for Europeans. The Parish (or vestry) schools are analogous to those formerly known in England as 'Voluntary' schools. They meet purely local needs, their standard of education is not higher than that of the middle school, and they are usually managed by the chaplain of the station or the parish priest and are often 'poor' schools.

The railway schools are those maintained by the Madras, Southern Mahratta and South Indian Railway companies for the benefit of the children of their European employes, and are all middle schools, though the numbers in the middle section are usually very small. The management of these schools is usually undertaken by a local Railway officer.

The orphanages are managed either by committees as in the case of the Civil Orphan Asylum, the Lawrence Asylum and the Friend-in-Need Society's institutions, or by religious bodies. One or two of them were graded as upper secondary under the old rules and under the new code have so far been graded as high schools, but the numbers in the high section are very small.

130. Most of the schools have been established as need arose for them, and there is no considerable European population in the Presidency unprovided with at least one school. A large proportion of them are naturally situated in or near Madras where the European population is greatest. In some places there is an overlapping of schools due to deep seated differences in religion, and this can scarcely be avoided. In Madras itself there is a certain overlapping with consequent loss of economy which is perhaps not entirely unavoidable. The high sections of the two Protestant high schools for boys between them do not contain more pupils than would form one high section of reasonable size, and there are a number of schools of the same religious denomination with skeleton middle sections which might possibly be concentrated in one or two central middle schools. The question is complicated by the large area over which the Presidency town extends, and by the reluctance of the managers of many of the middle schools to acquiesce in the reduction of the grade of their schools, weak as their middle sections are.

Departmental action in the way of reduction of grade without the willing co-operation of the managers would, it is to be feared, merely result in diminishing the number, already too small, of European children reading in the higher standards.

131. The number of schools and colleges now classified as Europeans, and their total strength were both smaller at the end of the quinquennium than they stood either at the beginning of the quinquennium or at the end of 1905-1906. The main cause of this decrease is the operation of Article 7 (a) of the Code which entailed a reduction in the non-European element, and transferred certain institutions from the European to the non-European list. The number of European pupils in European schools, however, was practically the same at the beginning as at the end of the period.

132. Taking into account European pupils not only in European but also in non-European institutions, their total number has slightly decreased during the quinquennium.

It is difficult to form, from the statistics available, an accurate estimate of the European population of school age in this Presidency, but it is probable that no large number of children returned as Europeans or Eurasians, do not receive some school education. Advantage was taken in 1906-1907 of the provision made in the new Code for the education of children of the poorer classes of Europeans in out-of-the-way places where no suitable education is available, and a certain number of boys and girls who had been properly certified by district officials and other

EDUCATION
OF
EUROPEANS.

responsible persons were maintained in European schools wholly or partly at the public expense.

While the total number of Europeans receiving education is not unsatisfactory, it is a matter for regret that so small a proportion of them proceed beyond the lowest stage of instruction, and further that this proportion shows no signs of increasing, but if anything is diminishing.

The ease with which a European boy can obtain employment in factories and railways and become a wage earner at an early age accounts to some extent for the smallness of the numbers in the middle and high school classes.

133. At the beginning of the quinquennium there were five Arts colleges classified as European, three for males and two for females, and all of the second grade. In two of the colleges for males, St. Mary's College and St. Thomé College, the European element in the college classes, apart from the school classes, was very small, and both these colleges ceased to be classified as European in 1906-07.

The college classes of the Vepery Presentation Convent had always been small, and in view of the remarks of the University Inspection Commission the management decided not to retain the institution as an affiliated college.

At the end of the period there were 24 Europeans, 13 males and 11 females attending Arts Colleges, of whom 20 were in European colleges. There were 37 Europeans, 27 males and 10 females in professional colleges, most of whom were at the Medical College. The profession of medicine is one which offers most attractions to the European student in this Presidency, as in it he has not to encounter the competition with the pick of the best intellect of the country which is found in the other liberal professions. Some of the more well-to-do of the European students do not undertake their medical course in India, but, after passing the F.A. Examination, proceed to England to qualify themselves for the profession. The comparatively high standard of general education required for admission to the College of Engineering deters European students from taking up the profession of engineering. Except, perhaps for women, the pay and prospects of teachers have not hitherto offered sufficient inducement for Europeans to enter the teaching profession.

134. There were 24 high schools for Europeans at the end of the period, 12 for boys and 12 for girls, with 1,853 and 1,410 pupils respectively. As in the case of non-European schools the course of studies was generally that required for the matriculation examination, Latin or French being usually taken as a second language. It was not practicable to institute the high school examination in 1906-1907, and the schools continued to follow the matriculation course, which, it may be remarked, is practically included among the alternatives allowed under the high school examination scheme.

The accommodation provided by these schools was generally suitable and sufficient, and the equipment fairly good; the latter was improved in 1906-1907 by liberal special grants for the purpose.

The teaching staff was not in general as good as it might be. The difficulty of securing European graduates is very great, as the number of Europeans who graduate in the Indian Universities is limited, and they have better openings than the teaching profession can afford; the cost of employing graduates specially brought out from Europe is beyond the resources of most of the schools.

The consequence is, that the assistant staff is generally composed of Europeans of the F.A. and lower standards, many of whom have not been trained as teachers, with a native graduate for special subjects such as Mathematics and Science. The comparatively low qualifications of the staff naturally impairs the efficiency of the teaching, and the reports of the Inspector and Inspectresses indicate that the methods of teaching employed are too often mechanical and unintelligent. The teaching of Latin is especially weak, and the attainments of the pupils even in the highest classes are often deplorably low. Mrs. Rhenius reports thus:

"In estimating the efficiency of high schools one is apt to compare them with schools of a similar grade in England losing sight of the fact that English teachers have specialized in subjects they undertake to teach, so that no matter how elementary the lesson an expert mind

EDUCATION
OF
EUROPEANS.

"is brought to bear on it. The absence of these special qualifications in India accounts for the circumstance that such a subject as history is treated as a book rather than a subject."

The increased aid given to the schools will allow the managers to improve the pay and prospects of the teachers and will, it is hoped, attract Europeans of higher attainments into the profession of teaching, but the process will take time.

135. On March 31st 1907 there were 41 middle schools with 2,776 pupils and 22 primary schools with 895 pupils. The weakness of the middle sections of many middle schools has already been noticed; the average strength of a middle section is only about 14.

The teaching in the primary school and sections is mainly in the hands of women, a considerable proportion of whom have been trained as teachers, and is fairly efficient. In the middle sections the teaching is less satisfactory. Mr. Stone, after his first year of inspection of European schools, reported thus of the teachers of the middle sections:

"The teachers are greatly hampered by the want of a wider culture than preparation for the matriculation examination and a year's subsequent training affords. They seem to be completely the slaves of the school text-books. They can add nothing to them, and they dare not depart from the formal arrangement of the subject-matter to be found in them; they constantly miss opportunities of using the pupils out-of-school knowledge and experience."

Since Mr. Stone wrote in 1905 some improvement has been noticed in the teaching of some subjects, especially in drawing and object lessons.

In the lower classes, both of middle and primary schools, kindergarten methods are generally employed.

136. The number of European girls under instruction is little short of the number of boys; out of every 100 European pupils 47 are girls. The institutions for European girls are rather more numerous than those for boys, 50 against 47. Many of the schools classed as boys' schools and under the supervision of the Inspector contain a certain proportion of girls, and 20 per cent. of the total strength of boys' schools is made up of girls. On the other hand, boys form 12 per cent. of the strength in girls' schools.

137. There were eight special schools or classes for Europeans, five for girls and three for boys, in which instruction was given in such subjects as music, dress-making, lace-making, drawing and carpentry. The total strength of these schools was 509.

138. During the quinquennium the Madras Railway Company opened a new school at Bitragunta and provided it with a well-designed new building with quarters for the teachers. The South Indian Railway Company opened two new schools, one at Villupuram and the other at Pakala.

The total number of Railway schools has increased from 11 to 14 in the period and their strength from 507 to 606. The schools are all of the middle grade, and are the most efficient of the schools of that grade. As in the other middle schools the strength of the middle section is small, but it is contemplated by the Madras Railway Company to concentrate middle school education in a few of them. This company maintains an inspecting schoolmistress who spends a certain amount of time at each school and supervises the work.

139. The total expenditure in European schools which was Rs. 7,18,140 in 1901-1902 fell to Rs. 6,58,987 in 1905-1906 and rose to Rs. 7,60,368 in 1906-1907. The expenditure from provincial revenues fluctuated considerably during the period, the large variations being mainly due to expenditure in aid of buildings; the amount spent from provincial funds in 1906-1907 was Rs. 2,53,196, an increase of Rs. 84,000 over the amount of the previous year. The fee income on the whole has tended to increase during the period.

Expenditure in European
schools.

36775

R

T. 2117 N 06

N 07

IX.—EDUCATION OF MUHAMMADANS.

140. The policy of offering special inducements to this community with the object of promoting the spread of education among them was continued during the period, and the various concessions mentioned in the last quinquennial report continued in force, though the changes made in 1906 in the educational and grant-in-aid rules altered the form of some of them.

In all institutions of all grades under public management, a Muhammadan student need only pay fees at half the rates charged in the case of other students, and institutions under private management almost invariably grant the same concession, and in nearly all branches of education above the elementary grade scholarships are either reserved for Muhammadans or they have a preference. In the case of Mappillas, a specially backward class of Muhammadans, scholarships tenable in elementary schools are also awarded. Muhammadan students under training as teachers receive a higher rate of stipends. Nearly one half of the total number of public institutions intended for Muhammadans are maintained directly from public funds and over 70 per cent. of the rest are aided.

It is disappointing to find that these efforts on the part of the Government have so far evoked so little effective response from the community itself and that there has been so little progress in the education especially the higher education of Muhammadans. There has, however, been some progress, and in the last year of the quinquennium the signs were improving in one or two of the central and southern districts where a demand for secondary education is beginning to make itself felt, and the members of the community have come forward with proposals for establishing and endowing high schools.

141. One hundred and nineteen thousand Muhammadans were returned as being under instruction on March 31st, 1907. This number included 39,000 pupils attending private institutions for Muhammadans, which are almost entirely Quran schools and in which little or no secular instruction is given, and 2,000 in other private institutions, mostly indigenous elementary schools. The remaining 77,000 were attending public institutions.

The strength of public institutions for Muhammadans was 49,000 and excluding the small number of Hindus and native Christians to be found in Muhammadan schools, the number of Muhammadans reading in Muhammadan public schools may be taken at 48,000 leaving about 29,000 Muhammadans in attendance in non-Muhammadan public schools. The above figures in each case represent an advance on those for 1901-1902, but the increase is small and practically was made in the last year of the quinquennium except in the case of the Quran schools, the strength of which increased appreciably each year. Nearly 96 per cent. of the Muhammadans in public schools were in the primary stage, less than one per cent. were reading in high school classes.

142. The number of Muhammadans reading in Arts Colleges has been small throughout the period and has varied irregularly, being lowest in 1906-1907. The number in professional colleges has fluctuated still more irregularly and at the period there were only 15 Muhammadan students preparing for the liberal professions, two for law, one for medicine, 10 for engineering and two for teaching. The smallness of the number of Muhammadans who proceed to the University in spite of the facilities offered to them is very disappointing.

143. The only high schools for Muhammadans are the Government Madrasa-i-Azam and the Harris High school, managed by the Church Missionary Society, both situated in Madras. The former was provided in 1903-1904 with a commodious building with spacious playing grounds, and a hostel was built for the accommodation of students coming from the mufassal. The efficiency of the institution has improved in the last few years and its strength received a large accession in 1906-1907. The number of Muhammadan boys in high school classes has increased by 22 per cent. in the quinquennium.

144. The number and strength of Muhammadan primary schools fell during the first four years of the quinquennium, but there was a recovery in 1906-1907 and their total strength at the end of the period stood higher than at the beginning. Taking into account Muhammadan pupils in other primary schools there has been an increase of $6\frac{1}{2}$ per cent. in the number of Muhammadan pupils in public primary schools, most of which occurred in the last year of the quinquennium.

145. Of the 22,000 Muhammadan girls returned as receiving instruction on March 31st, 1907, 10,000 were reading in Quran schools, and 12,000 in public institutions. The latter were almost entirely in the primary stage of instruction, of them nearly 5,000 were attending public schools for Muhammadan girls, and the remainder in other public schools.

There has been an increase in the number of Muhammadan girls attending public as well as private institutions amounting in the case of the former to nearly 17 per cent. The increase in the case of public institutions occurred mainly in the last year of the quinquennium. The Government maintain 35 schools for Muhammadan girls with a strength of about 1,600.

The Muhammadan girls who proceed beyond the fourth standard is numbered in tens; it stood at 29 at the beginning of the period and 57 at the end.

146. The special schools intended for Muhammadans comprise three training schools—two for masters and one for mistresses—and three industrial schools—two for boys and one, a school of embroidery, for girls.

The most important of the industrial schools is the Anjuman-i-Muffid-i-Akhla-i-Islam in Madras which usually has 100 boys on the rolls, and to which the Government have, for several years, given an annual grant of Rs. 5,000.

The number of Muhammadans, especially Muhammadan girls, under training as teachers, was regrettably small during the period and it is always a matter of difficulty to fill up appointments in Muhammadan schools with qualified teachers. It is also a matter for regret that the number of Muhammadans in medical schools decreased from 41 to 22 in the period.

147. Muhammadans of the special class known as Mappillas are found mainly in the Malabar district; there are also a few in the adjoining district of South Canara. So far as secular education is concerned this class is specially backward and for years special inducements have been held out to them, by way of scholarships, reduction of fees, the establishment of schools under public management and enhanced rates of grants to aided schools, to give their children the benefits of education. The concessions mentioned in the last quinquennial report were continued during the period, and to meet the changes in the educational rules and Grant-in-Aid Code, the Government placed the community in the list of 'backward' classes, a measure which made Mappilla pupils eligible for free education in elementary Mappilla schools under public management and entitled managers of aided schools to receive capitation grant at 50 per cent. above the ordinary rates. Mappillas besides receive all the concessions in the way of secondary and higher education which are allowed to other Muhammadans. These inducements cannot be said to have the desired effect of promoting the spread of education among the community. Both the number and strength of Mappilla public schools have gone down in the quinquennium, the latter from 19 to less than 16,060, while the strength of private institutions has remained almost the same, and out of the 19,000 Mappilla children little over 300 were reading in the fourth standard in 1906-1907.

Two Mappilla students were attending Arts Colleges on the 31st March 1907.

148. Of the five islands attached to the Malabar district, two, Androth and Kalpenni, are provided with State schools and when the islands were visited by a district officer at the end of 1906 they were found to be progressing satisfactorily. At this visit the Kalpenni teacher was deputed to open a school in a third island, Kavarathi, and his place was taken by a trained teacher from the mainland who was directed to open a fourth standard in the Kalpenni school. There was some prospect of a

night school for young adults being opened at Kalpenni by the day school teacher. For the above information, I am indebted to the Collector of Malabar.

149. The expenditure in Muhammadan schools rose from Rs. 2,67,126 in 1901-1902 to Rs. 3,10,196 in 1906-1907. The expenditure from public funds rose from Rs. 1,39,355 to Rs. 1,72,655; fees from Rs. 41,202 to Rs. 54,733; and expenditure from private funds fell from Rs. 86,569 to Rs. 82,308.

X.—EDUCATION OF PANCHAMAS.

150. The term Panchama is applied to designate the great class of Paraiyās in Tamil districts and the cognate classes in other districts, such for example as the Telugu Malas and the Canarese Holeyas, who are not merely outside of the traditional four great Hindu castes, but are also regarded by caste Hindus as specially polluted. The community is in general very poor and can do little for its own amelioration; and its depressed and degraded condition evokes little sympathy from the great mass of caste Hindus. It has thus claimed the peculiar attention of the Government who, by offering special inducements in the shape of reduction of fees, enhancement of grants, provision of scholarships, and relaxation in certain cases of the stringency of the rules, have endeavoured to promote education among these depressed classes and thus to give them a chance of working out their own destiny on terms less unequal to those enjoyed by the rest of the population. The degraded condition of the community has also appealed strongly to another agency—that of missionary bodies—who finding among the Panchamas the most fruitful field for their religious propaganda, early realized the importance of education as a means of raising the material status of the community.

Practically all that has been done for Panchama education has been done by missionary bodies and other non-indigenous agencies, and by the Government acting either directly or through local and municipal boards; the ordinary public has been passive, in some cases, it is to be feared, antagonistic. Mr. Mayhew observes in this connection:—

"I often hear both from inspecting officers and from missionaries that some village officers and local influential mirasidars impede as far as possible the progress of Panchama schools. There are certainly obvious signs everywhere of apathy on the village officers' part."

In spite of his low position in the social scale, the Panchama is not always or even generally, wanting in intelligence or aptitude for learning, given favourable conditions. The Olcott Panchama Free schools in Madras, the management of which it may be remarked though non-indigenous is not missionary, are among the best elementary schools in the Presidency and the work of the pupils compares well with that in ordinary schools.

In dealing with the statistics of education among Panchamas it may be remarked that their accuracy is to some extent impaired by the absence of a uniform treatment for statistical purposes of Panchama pupils who are at the same time Christians. Managers return such pupils sometimes as native Christians, sometimes as Panchamas. In 1904-1905 I attempted to distinguish in the form of the returns between Panchama and non-Panchama Christians, but found such a widespread objection on the part of managers to furnish this information that in the next year I reverted to the old form. The figures, therefore, relating to the number of Panchamas under instruction include non-Christian Panchamas and such Christian Panchamas as the managers have returned simply as Panchamas; they exclude a probably considerable number of Panchama pupils whom the managers for one reason or another have preferred to return as native Christians.

151. The other element in Panchama schools besides Panchamas is generally the native Christian element very often of Panchama extraction. Both the number and strength of Panchama institutions have steadily risen from 1902-1903, and at the end of the period, they contained nearly 27 per cent. more pupils than at the beginning. Of

the public institutions 11 per cent. were maintained from public funds, 67 per cent. were aided and the rest were unaided. Under the old Grant-in-Aid Code aid was given to Panchama schools under less exacting conditions with regard to the number of school meetings and attendance of pupils than in the case of ordinary schools, concessions which the elastic nature of the new code continues to render possible, and the percentage of unaided schools has been reduced in the quinquennium.

All but a trifling proportion of Panchama institutions are elementary schools; most of the few schools which are returned as of the lower secondary grade will probably, when the reclassification of schools is completed, become elementary. The few non-Christian Panchamas who proceed beyond the elementary stage receive their education mainly in institutions under public or missionary management; at the end of 1906-1907 twelve Panchama boys were returned as attending high school classes and three attending college classes.

The Panchama child begins at an early age to contribute a share of the work required for the maintenance of the family, and regular full time attendance at school is generally impossible in rural tracts. Under the rules brought into force in 1906 'half day' schools are permissible and managers are invited to frame timetables providing for two or three hours' work in the compulsory subjects for such boys as are unable to attend for more than that period, the other hour or hours being devoted to optional subjects for such boys as are able to attend. Further, teachers are allowed to teach one set of boys in the morning and a different set in the afternoon in the same or a neighbouring village. It is hoped that this arrangement will be specially useful in the case of Panchama schools, and that even if it does not draw more Panchama pupils to the schools it will make for more continuous and regular instruction in the case of such as do attend school.

152. The total expenditure rose from Rs. 2,80,748 in 1901-1902 to Rs. 4,31,217 in 1906-1907. The expenditure from public funds rose from Rs. 96,929 to Rs. 2,04,573; fees fell from Rs. 18,615 to Rs. 10,849; and expenditure from private sources rose from Rs. 1,65,204 to Rs. 2,15,795.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

153. The aboriginal and hill tribes to whom the statistics refer are mainly Khonds, with their somewhat less uncivilized offshoots the Jatapus and Kondadoras, Savaras, Panos, and Koyis, who are found in one or other of the agency tracts in the three northernmost districts—Ganjām, Vizagapatam, and Gódvāri. In the agency tracts of the first of these districts there are 205 schools, of which 129 are intended mainly for Savaras, Khonds and Panos; the remaining 76 are not specially intended for the children of the hill tribes, but contain a fair number of such; altogether the 205 schools contained 5,924 pupils on 31st March 1907, of whom 3,199 belonged to the hill tribes. Eighty-one of the schools were maintained directly by the Government and of the remainder 98 were aided from provincial funds. Since 1902-1903 there has been a steady rise each year both in the number of schools and in the number of pupils.

The hill tribes found in the Vizagapatam agency schools are Jatapus and Kondadoras who, though supposed to be sections of the Khond tribe, conform to some extent to Hindu customs and speak Telugu, and also Bagatas. In Gódvāri the only hill people returned as attending school were Koyis. In both these districts transfers of portions of the agency tracts to local board control and vice versa, which occurred during the quinquennium, have made it difficult to compare the statistics of the agency schools from year to year as they do not relate to the same areas in each year.

Seventy schools with 2,198 pupils were returned as existing in the Vizagapatam agency on 31st March 1907 and 21 schools in the Gódvāri agency with 887 pupils. In both these agencies the pupils belonging to the hill tribes form only a

fraction of the total strength of the agency schools, 20 per cent. in Vizagapatnam and 15 per cent. in Gôdâvari.

The total number of hill tribe children attending the agency schools in the three districts was 3,723, but in addition there were 761 aborigines attending schools in the non-agency portions of the districts, bringing up the total to 4,484. This number included two hill people under training as teachers in the Government training school at Russellkonda in the Ganjam agency.

In the remaining districts of the Presidency there are a few schools for such hill or jungle tribes as the Chenchus of Kurnool, the Malaiyals of Salem, Coimbatore and Trichinopoly, the Malasas of Coimbatore, the hill Pulaiyas of Madura, the Kotas of the Nilgiris, but the number of aborigines reading in these and other schools did not amount to 400.

Taking into account all the scholars of the various aboriginal and hill tribes, their number has increased every year since 1902-1903, and stood higher by 46 per cent. at the end of the quinquennium than at the beginning.

XII.—EDUCATION OF THE BLIND AND DEAF-MUTES.

154. Four schools for the blind were at work during the period—two at Palamcottah—one for boys and one for girls—a boys' school at Pannaivilai, and a mixed school in Madras.

The first three schools were for most of the period under the management of Miss J. N. Askwith, Principal of the Sarah Tucker College at Palamcottah, and gradually extended the scope of their operations year by year; their total strength in 1906-1907 was 63 against 38 in 1901-1902. This total comprised 32 native Christians, 12 non-Brahman caste Hindus and 19 Panchamas.

The schools give the blind pupils an elementary education up to the 4th standard, the text-books used being of the embossed type of Dr. Moon's system; in arithmetic the Braille system is used. In the boys' school at Palamcottah the older pupils were in addition taught useful occupations such as grass mat-weaving, chair cane work, brush-making, rope-making and gardening, and in the girls' school the pupils were taught different kinds of knitting.

Some of the blind boys who have passed the school have subsequently become teachers; at the end of 1906-1907, 13 such were actually employed as assistant teachers in various schools. Three of them held trained teachers' certificates and in addition three other former pupils were undergoing training as teachers at the mission training school at Palamcottah. All three schools were aided from public funds.

The school maintained in Madras by the Christian Association for the education of the South Indian Blind gives an elementary education to a small number of blind children; the Braille system is employed. The school added industrial classes in 1903-1904 in which the making of cuscus tatties and bamboo chicks is taught. The work turned out by the pupils commands a ready sale. This school also is aided.

155. The school for deaf-mutes at Palamcottah increased in strength during the period and there were 105 pupils, 56 girls and 49 boys, on the rolls on March 31st, 1907. A new school building was constructed in 1906-1907 and the accommodation both for boarding and teaching purposes is now very good. While most of the pupils are drawn from the Madras Presidency, the school also admits deaf-mutes from other parts of India and from Ceylon; during 1906-1907 new pupils were admitted from Calcutta, Bombay, Ceylon and Travancore, one in each case. Several of the older boys who left the school in 1906 are reported to have secured employment and three of the older girls continued in the school as monitresses.

The institution provides an elementary education up to the 4th standard and a training in such manual occupations as carpentry, tailoring, mat-weaving and rattan work for boys and basket-making, mat-weaving and sewing for girls. An interesting feature of the school is the progress which is being made in the teaching

of speech. The speech classes were revived in 1904-1905 after an abeyance of some years owing to the death of the lady who had been brought out from England for the work, and in 1906-1907 forty pupils were receiving systematic training in speaking and reading aloud. A difficulty experienced in this part of the work is the fact that the children are not sent early enough to the school and in many cases their faculties have lain dormant too long to be successfully developed. Some of the pupils, however, were making distinct progress in speaking.

The Inspectress in her last report spoke in very favourable terms of the character of the work done in the school, and evident happiness of the children and the pleasure which they took in their work.

The institution is aided both by the Government and by such district boards as send defective children for instruction.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

156. There is no institution in this Presidency of the nature of a Chiefs' College. The Court of Wards maintain at Newington, Madras, an institution for the education of the minor proprietors of the estates which come under their management.

The institution is under the control of a European tutor who is assisted by a European graduate and several native teachers. The curriculum of studies at Newington includes the vernacular languages, English, mathematics, geography, history and elementary science; regular instruction in carpentry is also given and some of the wards receive lessons in agricultural science, photography and rifle-shooting.

Special attention is paid to the physical development of the wards; gymnastics, riding, bicycling, lawn-tennis and cricket form part of their daily routine. Some of the wards who have passed the Matriculation examination attend one or the other of the colleges in Madras while continuing to reside at Newington.

Tours are occasionally made in the vacation, and in the course of the quinquennium groups of wards have visited Northern India, Burma, Ceylon and Travancore.

During 1906-1907 there were nine minor proprietors at Newington, all of whom with one exception were reported to have made good progress in their studies.

XIV.—PRIVATE INSTITUTIONS.

157. Private institutions are those which do not conform to the standards of efficiency or accept the courses of study prescribed by the University or the department and are not recognized under the educational rules. They are classified as follows:—

(1) Advanced schools teaching an oriental classical language, (2) elementary schools teaching a vernacular language only or mainly, (3) elementary schools teaching the Quran, and (4) other schools not conforming to departmental standards. The first and third classes explain themselves. The second class includes schools which give an elementary education in the vernacular according to indigenous modes, modified in some respects by the influence of departmental standards; the fourth class includes schools not falling under the first three classes, and among them a number of purely indigenous elementary schools. The schools in the second class form a sort of compromise between the latter and the public or recognized elementary schools. The number and strength of private elementary schools teaching the vernacular only have declined since 1902-1903. Probably many of them have been drawn into the public school system by the increased grants offered to elementary schools during the quinquennium.

158. The higher class Sanskrit schools, of which there are five in number, give an eight years' course in Sanskrit language and literature, logic and philosophy which is extended to eleven years in the case of pupils preparing as Sanskrit pandits. There are also 250 Sanskrit schools

giving a less extensive course which are classed as middle schools. A considerable number of these schools accept departmental inspection and a few of them are aided. On the advice of the Sub-Assistant Inspector, some of the schools have introduced a little elementary education in the vernacular in addition to the purely Sanskrit studies.

159. There are two Arabic schools of the higher class both at Vellore and 56 Arabic middle schools. I have no information as to the character of the instruction given in these schools.

XV.—BOOKS.

160. In 1902-1903 the period of membership of the Text-Book Committee was limited to three years and in 1903-1904 the Committee was reconstituted in accordance with this new rule. The revision of the consolidated list of approved text-books was completed in 1904-1905. During the first four years of the quinquennium, the Committee considered 1,197 books, of which 762 were recommended as suitable for use in schools. Owing to the sudden death of the Secretary at the close of 1906-1907 an accurate record of all the books considered during the year is not available, but 319 were found suitable.

161. Rao Bahadur M. Rangachariyar was Curator of the Oriental Manuscripts Library throughout the quinquennium. The number of manuscripts was increased by 2,083 in the period, of which 349 were acquired in 1906-1907, 93 by transcription, 146 by purchase, and 110 by gift. Most of the manuscripts acquired are Sanskrit, the rest being in the South Indian vernaculars. The printing of a descriptive catalogue of the Sanskrit manuscript has been in hand from the beginning of the quinquennium and three volumes and a part of a fourth volume have been printed. The publication of a similar catalogue of the Tamil manuscripts was begun in 1905-1906, and the preparation of a descriptive catalogue of Telugu manuscripts was taken in hand in the previous year.

The Curator was also engaged during the period with the publication of certain rare Sanskrit works in the original in some cases with a translation, and three of these works were approaching completion at the end of 1906-1907.

162. Dewan Bahadur V. Krishnamachariyar held the office of Registrar of Books throughout the period. The following table shows the number of publications registered in each year of the quinquennium:—

	1902-1903.	1903-1904.	1904-1905.	1905-1906.	1906-1907.
Original works	990	1,108	1,081	1,192	1,267
Republications	81	73	93	68	78
Translations	34	25	26	36	31
Total	1,115	1,216	1,200	1,296	1,476

Of the publications registered in 1906-1907, 981 were books and 495 were periodicals; 497 were in English and 979 in the vernacular languages. Classified according to subject-matter 479 were on religious subjects, 155 on language, 100 on law, 92 were works of fiction, biography and history, 84 were poetical or dramatical, 33 treated of medicine, and 533 were on miscellaneous subjects. Twenty-two per cent. were of an educational character.

The number of books of which the copyright was registered during the year was 480.

General Education.

Note.—(1) The number to the left of the sign + denotes male scholars, that to the right, female scholars.
(2) The figures printed in italics denote those for the *vicennium quinquennium*, viz., 1901-1902.

163. A diagram is annexed to this paragraph showing for the years 1901-1902 and 1906-1907 the number of pupils in each year of the school or University course. The classification of schools of general education into secondary and elementary schools will, in future, require a considerable modification in the form of the diagram since the lower classes of a secondary school will not in general correspond to the standards of an elementary school, but as the reclassification was not complete at the end of the quinquennium, the general form of the diagram has been retained. As an indication however that the pupils included in any of the totals are not necessarily in the same phase of instruction, the terms secondary and primary are not employed in the diagram, but the pupils are shown in the different years of school instruction.

Another point which requires notice is the sudden fall in the strength between the fourth and fifth school years in the case of boys. A break of this kind has always existed, but it is more marked this year than usual as during the quinquennium the numbers in the fourth year have increased, while those in the fifth year are practically the same as in 1901-1902. There is little doubt that the abolition of public primary examination threw back the numbers in the fifth year, the school year at the completion of which pupils presented themselves for the examination; this point has already been mentioned. Another circumstance which has probably operated in the same direction is the abolition of the results grant system and the equalization of the rate of grant for all classes of elementary schools. The fourth standard pupil used to be the most paying pupil—for grant purposes—in the upper primary school and boys were pushed on to that standard and there absorbed more than their due share of the time of the teacher, of course to the detriment of the lower standards. Under the present system of aiding elementary schools he is not so relatively valuable to the teacher-manager. It is hoped that this check in the progress of the numbers in the fourth standard will not be more than temporary; if in the next year or so it continues it may be necessary to differentiate the rates of grant in favour of schools containing the fourth and higher standards, due precautions being taken to ensure that the staff is adequate to teach these higher standards without neglect of the lower ones.

164. In all colleges and nearly all secondary schools for boys instruction is given in gymnastics. Under the former rules gymnastics on apparatus was not compulsory in primary schools, but drill and free exercises were recognized as an optional subject for which grants might

MISCELLANEOUS REMARKS.

be earned on the results grant system, and were taught in a fair number of schools especially in municipal towns, where a common gymnastic instructor for municipal and aided schools was commonly provided by the municipality. The number of schools in which these exercises were taught has increased in the quinquennium from 4,000 to nearly 7,000.

Gymnastics now forms part of the training of teachers and every teacher trained in the last year or two will be able to give simple instruction in drill and free exercises. Scheme of studies for elementary schools provide for Indian gymnastics and games as part of the course and simple physical drill where the teacher is trained.

The question of games in secondary schools has already been touched upon.

165. At the beginning of the quinquennium the hostels and boarding houses in existence were generally speaking those intended for Europeans and native Christians; out of a total of 178 institutions there were only 15 for caste Hindus and none for Muhammadans, and out of a total of 10,720 boarders only 515 belonged to these classes of the community. During the quinquennium there has been a considerable extension of the hostel system especially among Hindus; out of a total of 246 hostels and boarding houses with 13,193 boarders at the end of 1906-1907, fifty institutions were for Hindus and there were 2,053 Hindu boarders. There were also three hostels or boarding houses for Muhammadans, and 96 Muhammadan boarders.

All but one of the first-grade colleges and about half the number of second-grade colleges are provided with hostels.

166. All the Arts and professional colleges are provided with libraries, which contain on an average over 3,000 volumes each. In many of the Arts colleges the libraries have been carefully formed and provide books suitable for the general and special reading of the students as well as books of reference for the staff. In some of the second-grade colleges the libraries were found by the Inspection Commission to be defective in books of reference: the Commission reported of them, that "there seems to be a prevalent idea especially in second-grade colleges that the purchase of the *Encyclopædia Britannica* solves all difficulties in the selection of books for purposes of reference."

Nearly all the secondary schools for boys and most of those for girls possess collections of books for general reading; the exceptions are found among the schools of the former lower secondary grade. Most of the training schools are similarly provided.

It is out of the question to expect the elementary schools to possess anything of the nature of a library; for one thing outside of school books there is very little vernacular literature of a kind which would be intelligible to or suitable for elementary school children.

School museums are slowly becoming recognized by more progressive teachers and managers as a part of the school system. Their introduction into training schools which has already been noticed will, it is hoped, in time produce its effect upon the elementary schools and will tend to foster among elementary school children the habit of collecting and arranging interesting objects and natural products.

The Art Loan Collection attached to the Director's office received considerable additions in 1904-1905 in the shape of pictures and photographs of artistic and educational value; a spacious room was reserved for it in the new building added to the office in that year and it was made more accessible to the public. The collection is not so much used as it deserves to be; hardly any municipal schools and few in the Presidency town borrow from it.

Educational Associations and reading-rooms.

167. There was a large increase, in the quinquennium especially in the last year, of teachers' associations both in number and in membership.

MISCELLANEOUS REMARKS.

The increase in 1906-1907 was mainly due to the formation of associations of secondary teachers. In several localities the teachers of the local high school and of the lower grade secondary schools in the neighbourhood have formed themselves into an association for the purpose of dealing with matters not only of general pedagogic interest, but also of special questions affecting the group of schools, such, for instance, as the co-ordination of their courses of studies, uniformity in the school examinations and promotions, and choice of text-books. Associations of this particular kind have not long been in existence and no opinion can be expressed upon the character of their work, but their aims appear to be good, and if properly worked out will do much to improve secondary education in its lower stages and to improve the material which the high schools have to work upon.

Most of the Colleges and high schools are provided with reading rooms which are supplied with a certain amount of periodical literature. The periodicals found in the school reading rooms are generally suitable or at any rate unobjectionable, but English weekly publications of the 'snippet' order have been sometimes countenanced by the school authorities.

The returns include also other reading rooms and literary societies, which are not attached to educational institutions. I have little or no information about character of these institutions except from their names and their statements of their objects which are usually in very general terms. Only a small percentage of them are registered under the Act and probably a great number are social or recreation clubs which provide the daily newspapers and a few periodicals and books for the use of the members. They, however, include a certain number of more definitely literary institutions such as the Madras Literary Society and Auxiliary of the Royal Asiatic Society, the Muhammadan Public Library, Madras, the Madura Tamil Sangam, and a number of others on a smaller scale. For some reason which I am not in a position to explain while the number of these institutions which sent in returns increased more or less continuously during the period their membership was subject to extraordinary fluctuations. Between 1904-1905 and 1905-1906 for instance, it rose from 45,000 to 1,03,000, and in 1906-1907 it sank again to 55,000.

168. Several conferences were held during the period in Madras to discuss the various changes contemplated in the Educational system, at which representatives of the most important of the private educational agencies attended as well as departmental officers. The conference held at the end of 1903 considered among matters of less importance the re-organization of the course of training for elementary teachers and recommended the changes which have already been described under the training of teachers.

A conference was held in October 1905 at which the separation of secondary and elementary education and important changes since introduced into the grant-in-aid code with respect to the aiding of secondary schools and elementary schools were discussed and generally approved of. In November in the same year a conference of European school managers and headmasters and departmental officers was held to discuss important details relating to the introduction of the Code of Regulations for European schools into this Presidency and in particular to consider the curriculum of studies. No satisfactory conclusion was arrived at on the latter point as there was considerable diversity of opinion among the members of the conference.

In addition to these, departmental conferences were held in 1904, 1905 and 1906 to consider departmental matters such as the duties of inspecting officers and their relation to local and municipal boards, the reclassification of schools under public management, the readjustment of the financial relations between the department and local boards, the collection and tabulation of the annual returns of girls' schools, the survey of high schools, admission to training schools, the position of Supervisors of primary schools and schemes of studies for elementary schools for boys and girls. The Inspectors also held occasional conferences during the period to which managers and teachers were invited.

55

MISCELLANEOUS
REMARKS.

169. The system of utilizing the service of Government and Local Fund schoolmasters as branch postmasters continued throughout the quinquennium and was reported by Postmaster-General each year to have worked satisfactorily. There are now 500 such teachers so employed on monthly salaries varying from Rs. 2 to Rs. 10 and taking into account other teachers in charge of branch offices, schoolmasters are in charge of 43 per cent. of the total number of extra departmental branch post offices. In the year 1906-1907 twenty-two more Government and Local Fund schoolmasters were put in charge of branch offices.

170. Service registers and verified copies of them, and inventories of valuable stock are reported to have been properly maintained.

171. I am indebted to Mr. E. W. Middlemast, who held the post of Deputy Director throughout the greater portion of the quinquennium, for very valuable aid in the preparation of this report.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. BOURNE, D.Sc., F.R.S.,

Director of Public Instruction.

GENERAL TABLES.

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

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

Area and population.			Institutions and scholars.	Public			
Total area in square miles.	Number of towns and villages.	Population.		Collegiate education.*		School education, general.	
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.
1	2	3	4	5	6	7	8
141,883	234	18,841,971	Institutions { For males	34	5	550	21,379
			{ For females	2	1	224	890
			Total	36	6	774	22,278
			Scholars { Males	4,648	921	90,540	619,851
			{ Females	30	15	27,235	120,253
			Total	66	21	117,865	740,104
			Total	4,678	936	118,575	749,954
			Total	4,678	936	118,575	749,954
141,883	234	18,841,971	Towns	34	5	550	21,379
			Villages	2	1	224	890
			Total	36	6	774	22,278
			Total	4,678	936	118,575	749,954

(2)—Abstract return of expenditure on public instruction

1	Total direct expenditure on public instruction.						
	Collegiate education.		School education, general.		School education, special.		Total.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.*	
1	2	3	4	5	6	7	8
1. Institutions ... { For males	Rs. 6,48,291	Rs. 2,51,572	Rs. 20,06,901	Rs. 25,43,206	Rs. 1,84,800	Rs. 4,02,996	Rs. 61,82,895
{ For females	5,814	521	4,89,782	3,25,125	68,021	90,076	9,23,889
Total	6,54,105	2,52,093	24,96,683	28,68,331	2,52,821	4,93,072	70,06,785
2. (a) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on public instruction.	9.92	7.85	10.62	7.12	7.71	8.10	60.31
(b) Percentage of District Fund expenditure included in columns 2-17 to total District Fund expenditure on public instruction.	...	...	4.18	8.26	1.77	1.35	88.26
(c) Percentage of Municipal expenditure included in columns 2-17 to total Municipal expenditure on public instruction.	...	...	8.54	78.83	0.19	0.43	87.03
(d) Percentage of total expenditure included in columns 2-17 to total expenditure on public instruction.	0.69	2.80	26.49	20.53	2.54	4.44	72.58
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions { Cost to Provincial Revenues	145 7 0	290 0 1	18 5 1	9 7 7	129 10 10	145 7 0	83 0 8
{ Cost to District and Municipal Funds	...	...	...	...	1 5 2	0 3 11	0 0 11
Total cost	290 0 1	303 11 11	17 0 0	9 12 5	131 1 2	148 6 9	41 11 0
District Board institutions { Cost to Provincial Revenues	...	...	0 1 11	0 0 6	...	2 15 3	0 0 8
{ Cost to District Funds	...	...	4 2 5	3 12 1	83 2 7	79 7 0	4 0 3
Total cost	...	...	16 0 7	4 8 10	83 2 7	168 2 11	5 15 1
Municipal institutions { Cost to Provincial Revenues	2 0 10	...	0 5 19	0 2 5	...	0 8 0	0 4 4
{ Cost to Municipal Funds	...	...	2 4 5	1 10 6	...	...	4 1 2
Total cost	72 14 4	...	23 10 3	5 13 10	...	1 10 0	10 7 9
Institutions in Native States { Cost to Native State Revenues	...	...	...	...	...	...	...
{ Cost to District and Municipal Funds	...	...	...	...	...	...	...
Total cost	...	...	13 0 2	6 12 6	...	...	12 1 11
Aided institutions { Cost to Provincial Revenues	35 13 6	101 8 0	4 13 2	0 1 4	94 10 3	11 8 10	1 2 7
{ Cost to District and Municipal Funds	...	...	0 4 9	0 0 1	...	0 7 7	1 11 10
Total cost	123 9 4	203 8 9	24 0 4	4 2 0	154 12 1	78 10 1	3 3 7
Unaided institutions	252 3 0	...	19 7 7	1 14 0	11 3 10	39 9 11	4 7 11
All institutions { Cost to Provincial Revenues	56 0 8	203 18 7	4 1 9	0 3 3	95 1 1	49 9 6	1 12 6
{ Cost to District and Municipal Funds	...	...	0 12 0	2 0 8	0 5 6	0 3 1	1 14 1
Total cost	149 8 11	303 9 6	21 14 11	3 5 10	129 1 8	104 3 7	8 5 2

* 11 15 Totals in this column include as part of the cost the expenditure

Madras Presidency for the official year 1906-1907.

Institutions.		Private institutions.		Grand Total.	Percentage of
School education, special.	Total of public institutions.	Advanced.	Elementary.		
Training schools.	All other special schools.				
9	10	11	12	13	14
61	59	22,088	313	5,976	27,473
15	20	1,164	2	92	1,258
79	79	23,252	315	5,167	28,734
1,657	3,500	735,926	6,962	108,524	842,412
381	817	148,740	117	15,849	164,706
2,038	4,326	875,606	7,010	124,373	1,007,118
Institutions to number of towns and villages					50.1
Male scholars to male population of school-going age					29.8
Female scholars to female population of school-going age					5.7
					17.4

in the Madras Presidency for the official year 1906-1907.

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.
2,57,627	81,596	6,18,921	1,22,981	5,04,150	14,891	10,77,477	20,77,643	97,04,358
2,57,627	81,596	6,18,921	1,22,981	5,04,150	14,891	10,77,477	20,77,643	97,04,358
1.03	3.30	20.03	3.00	8.85	0.00	2.68	30.69	...
...	...	7.27	0.54	2.57	...	0.66	11.04	...
...	...	4.75	0.10	5.86	...	1.36	12.07	...
2.64	0.84	0.34	1.26	5.16	0.015	11.03	27.42	...

net from sale-proceeds in technical and industrial and other schools.

Madras Presidency for the official year 1906-1907.

Of these, one College with one pupil was for women.

GENERAL TABLES.

(3)—Return of colleges, schools and scholars in the Madras Presidency for the official year 1906-1907—continued.

* (3a)—Number of scholars on the 31st March 1907, classified according to sex, race or creed.

(3b)—Return of European colleges and schools, and scholars

Class of institutions.	Under public management.												Under private			
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.				Aided by Government or by District 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.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	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
Arts Colleges.																
Collegiate education.																
English																
For boys													1	14	13	11
For girls													1	6	2	2
Total													2	20	15	13
Secondary schools.																
For boys.																
High schools, English	1	266	256	246									10	1,511	1,479	1,146
Middle schools, English	1	27	19	17									20	1,413	1,388	1,175
For girls.																
High schools, English	1	154	156	134									11	1,348	1,330	1,181
Middle schools, English	1												18	1,157	1,131	986
Total	3	447	431	397									50	5,429	5,328	4,468
Primary schools.																
For boys													10	441	426	374
For girls													12	464	462	376
Total													22	895	888	750
Schools for special instruction.																
School education, special.																
Industrial schools *													2	49	49	40
Other schools †													6	460	459	408
Total													8	509	508	448
Total of public institutions	3	447	431	397									91	6,853	6,739	5,688
Private Institutions																
Total of Private Institutions																
Grand total	3	447	431	397									91	6,853	6,739	5,688

* These relate to lower class Technical or Industrial Schools.

† These relate to higher class Technical or Industrial Schools.

in the Madras Presidency for the official year 1906-1907.

institutions.				Grand total of institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning			Classification of scholars on the 31st March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.
management.						English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.		
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.												
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...	...	...	...	1	14	14	11	3	8	6	...	...	...	7	...
...	...	...	...	1	6	5	5	1	5	1	...	...	...	...	...
...	...	...	...	2	20	19	16	4	23	7	...	...	...	7	...
1	76	67	63	12	1,853	1,853	992	373	1,586	203	49	11	4	117	...
...	...	...	...	21	1,449	1,390	210	375	1,373	51	4	...	12	520	...
1	62	65	53	12	1,410	1,310	517	37	1,302	63	30	...	15	...	234
1	25	18	15	20	1,336	1,336	149	53	1,287	34	11	...	4	...	186
3	163	148	131	65	6,033	5,889	1,868	858	5,548	351	94	11	35	637	529
...	...	...	...	10	441	439	15	28	433	6	...	...	2	184	...
...	...	...	...	12	454	464	...	...	446	1	6	...	1	...	...
...	...	...	...	23	895	893	15	28	879	7	6	...	3	184	173
...	...	...	...	2	49	49	...	...	49	...	...	...	...	...	...
...	...	...	...	16	460	459	...	10	466	46	6	...	2	...	...
...	...	...	...	8	509	499	...	10	455	46	6	...	2	...	...
3	163	148	131	97	7,463	7,300	1,899	880	6,805	411	106	11	40	828	697
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	163	148	131	97	7,463	7,300	1,899	880	6,805	411	106	11	40	828	697

† Of these, 5 schools with 268 girls and 4 boys were for girls.

(4)—Return of expenditure on public instruction

(a)	Non-departmental, Rs. 1,665	(f)	Non-departmental.
(b)	Surplus fees to Municipal boards, Rs. 3,224.	(g)	Do.
(c)	Surplus fees (Law College), Rs. 2,229.	(h)	Do.
(d)	Non-departmental, Rs. 70.	(i)	Lawrence Asylum, Technical class, Provincial grant, Rs. 4,551.
(e)	Lawrence Asylum, Male Branch, Provincial Grant, Rs. 14,245.	(j)	Do. do. total cost, Rs. 4,551.
(f)	Lawrence Asylum, Male Branch, total cost, Rs. 14,245.	(k)	Do. do. total cost, Rs. 4,551.
(g)	Net cost of Gaidadah and Exonool High schools, Rs. 1,733.	(l)	Do. do. total cost, Rs. 4,551.
(h)	Lawrence Asylum, Female Branch, Provincial grant, do.	(m)	Do. do. total cost, Rs. 4,551.
(i)	Do. do. Total cost.	(n)	Do. do. total cost, Rs. 4,551.
		(o)	Cost of buildings borne by the Public Works Department.
		(p)	Does not include the expenditure of Rs. 3,48,983 on rural school buildings.

in the Madras Presidency for the official year 1906-1907.

Total expenditure as per Accountant-General's statement ...	34,59,306
---	-----------

Madras Presidency for the official year 1906-1907.

GENERAL TABLES.

(6a)—Return of the stages of instruction of pupils in public European schools for general education in the Madras Presidency for the official year 1906-1907.

Class of Institutions.	Number of schools.	Number of pupils on rolls on the 1st March.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.					Total.				
			Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (middle) stage.			Comprising all pupils who have passed the Upper Primary stage, but have not passed beyond the Lower Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.									
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Reading printed books.									
			1	2		3		4		5		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Secondary schools—																					
For boys—		9	993	6	9	53	137	190	43	83	126	159	371	526	25	35	60	287	687	973	
Government		81	2,024	242	278	520	821	1,341	83	83	166	487	1,353	1,839	...	...	...	...	...	2,024	
Unaided		...	70	7	7	62	52	114	5	5	10	9	9	19	...	...	...	70	70	140	
Total		83	3,223	262	285	538	137	975	376	71	447	1,155	371	1,536	35	35	70	2,856	637	3,493	
For girls—																					
Government		1	154	...	...	45	45	90	...	26	26	52	82	82	...	...	...	...	154	154	
Aided		20	2,305	...	185	27	390	417	...	26	230	256	371	1,353	75	110	185	499	2,004	2,399	
Unaided		2	87	2	11	5	19	24	3	3	6	10	39	49	3	2	5	21	68	87	
Total		23	2,546	2	194	32	567	530	29	254	283	381	1,394	1,470	78	112	190	520	2,120	2,740	
Total, Secondary schools		63	6,039	264	227	491	704	1,574	405	525	730	1,536	1,465	3,001	101	142	243	3,176	2,863	6,039	
Primary schools—																					
For boys—Aided		10	441	...	...	...	...	...	30	24	54	188	126	314	30	34	64	257	184	441	
Total		10	441	...	...	...	...	...	30	24	54	188	126	314	30	34	64	257	184	441	
For girls—Aided		12	454	...	...	...	...	...	13	28	41	153	257	370	27	10	43	173	231	454	
Total		12	454	...	...	...	...	...	13	28	41	153	257	370	27	10	43	173	231	454	
Total, Primary schools		22	895	...	...	...	...	...	43	52	95	341	383	684	57	44	107	430	465	895	
Grand total		87	6,934	266	227	491	704	1,574	457	577	834	1,877	1,828	3,685	158	192	350	3,606	3,328	6,934	

GENERAL TABLES.

(6)—Return showing the results of prescribed examinations in the Madras Presidency during the official year 1906-1907.

(6) - Return showing the results of previous years' examinations.

Name of examination.	Number of institutions sending examinees.				Number of examinees.						Number passed.						Race or creed of passed scholars.					
	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 Europeans.	Native Christians.	Hindus.		Muslims.	Buddhists.	Others.	
																	Brahmins.	Non-Brahmins.				
ARTS COLLEGES.																						
1. Master of Arts (Science Division)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts (Science Division)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bachelor of Arts (Literature Division)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B.A. (English Language Division)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Do. B.A. (Second Language Division)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. B.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Previous Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.																						
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Do. in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11. Do. in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Do. in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																						
Law.																						
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First Examination in Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine.																						
1. Doctor of Medicine (Final M.B. and C.M.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L.M.S. (Final)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Third M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Second M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. First M.B. and C.M. Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. First L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Second L.M. & S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. L.S.Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1906-1907.

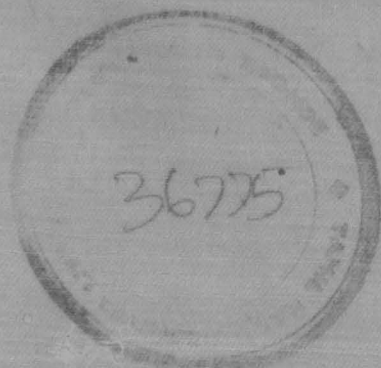
GENERAL TABLES.

Add—Cost met from Provincial grants ...

(8)—Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year 1906-1907.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	At colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>For Males.</i>												
1. Managed by Government ...	9	814	257	137	113	214	93	Rs. 10,290	Rs. 74,050	Rs. 54,357	Rs. 1,33,237	
2. Managed by District or Municipal Boards.	4	323	...	...	184	139	...	...	...	12,354	...	12,354
3. Aided by Government or by District or Municipal Boards.	8	692	37	2	324	316	29	29,422	...	33,000	31,136	85,557
4. Unaided	126	6,280	512	8	2,809	2,481	479	...	...	1,03,580	74,261	2,87,839
Total	147	8,218	796	147	3,430	3,144	601	20,052	...	2,83,882	1,49,754	4,74,288
<i>For Females.</i>												
1. Managed by Government ...	1	163	...	...	48	106	9	11,765	...	23,498	...	40,263
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	9	410	...	...	48	344	18	16,765	250	16,954	1,023	35,593
4. Unaided	89	4,502	9	...	1,406	2,737	299	...	...	1,31,102	48,010	1,79,112
Total	99	5,075	9	...	1,562	3,187	317	28,530	250	1,76,554	49,033	2,64,967
Grand total	246	13,293	805	147	4,992	6,331	918	59,182	250	4,00,436	2,09,887	7,29,265

* Grants to Lawrence Asylum, Ootacamund.



(END)

T-2117 NOB

NOV-1