

REPORT



ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR

1908-1909.

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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 19th October 1909.

C. No. 7045 of 1909.

From

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

To

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

SIR,

I HAVE the honour to submit the report on the state and progress of education
Introduction. in the Presidency for the year 1908-1909.

Except in cases where general statistics are prescribed and the chapter headed "European Education," all other chapters of the report deal with non-Europeans only. Two maps have been appended, one showing the distribution of the Supervisors of Elementary schools and the other that of all classes of inspecting officers above the rank of Supervisors.

2. The most important events of the year are mentioned
Events of the year. below:—

(i) Messrs. Couldrey and Kershaw, who were appointed by the Secretary of State to fill up the two new posts of Inspectors of Schools, arrived in January and, after being temporarily employed in the scholastic line, they took charge of their respective circles on the 1st March on which date the redistribution of the six circles into eight was introduced.

(ii) The inspection and supervision of the Government Training schools for Masters was entrusted to the Circle Inspectors who have further been empowered to make all appointments on pay not exceeding Rs. 30 per mensem in those schools, to select the stipendiaries and to correspond direct with the Director on all matters except those relating to training courses, examinations and the certification of teachers, male and female, the preparation of budget estimates for training schools for both masters and mistresses, the selection of sites for buildings, the establishment of new training schools, the applications for building grants to aided schools and other matters of a general nature, all of which it will be the duty of the Inspector of European and Training schools to deal with.

(iii) The control of the European Girls' High schools and some of the Girls' Middle schools was transferred as an experimental measure from the Inspectresses to the Inspector of European and Training schools.

(iv) The scheme of district Assistant Inspectors was introduced with effect from 1st March last.

(v) The scheme of provincialization of the Local and Municipal Board Supervisors was also carried into effect from the above date.

(vi) The Special Board of Examiners of the College of Engineering was abolished, the work done by it being undertaken by the college staff.

(vii) The Director was empowered to frame rules for the guidance of the Text-Book Committee.

(viii) The new University regulations regarding the Intermediate course were introduced towards the close of the year instead of from January last owing to the late publication of the final results of the Matriculation Examination which, owing to leakage of questions, had to be held twice, once in December and again in February last.

(ix) The Director was empowered to sanction the admission into the College of Engineering and the Medical schools of unpassed students in special cases.

3. Few changes of any importance were sanctioned in the Educational Rules during the year. Government delegated to the Director the powers hitherto vested in them by rules 24, 85 and 91 of the Educational Rules, namely, (1) of recognizing diplomas and certificates other than those specified in the above rules, and (2) of prescribing the list of text-books for schools under public management. The power of according special sanction to the levy of lower rates of fees in schools in backward localities under rule 102 was also delegated to the same authority.

The Grant-in-Aid Code. 4. The following were the few changes made in the Grant-in-Aid Code during the year:—

(i) Government delegated to the Director the powers vested in them by rules 12 and 14 of the Code, namely, (a) of approving list of text-books recommended by the Text-Book Committee for use in aided schools and colleges, and (b) of forbidding the employment in such institutions of teachers whose certificates had been withdrawn.

(ii) The inclusion in the list of backward classes, given in rule 15 of the Code, of the Valaiyans and Padaiyachis of Tanjore and the Agambadiyans of Madura was sanctioned.

(iii) Rule 5 of the Code was amended so as to make teaching grants to aided elementary schools situated in municipalities and in areas where the Madras Local Boards Act is in force payable from Local Funds to the extent to which they are available for the purpose, the balance, or, in cases where no such funds are available, the entire amount being paid direct from Provincial funds.

(iv) The limit in regard to the sanction of grants by the Director for furniture, books, etc., was raised from Rs. 200 to Rs. 500.

5. (i) The revised curricula and syllabuses for European schools and for the Primary scholarship and the Middle and High school and Scholarship examinations for Europeans were approved by Government and the revision of the list of high schools for Europeans with reference to the revised curricula was also ordered.

(ii) The Director was authorized in sanctioning grants for furniture, books, etc., and for buildings for European schools to observe the same limit of powers as those exercised by him under rule 55 and amended rule 60 of the Grant-in-Aid Code.

(iii) It was ordered that the payment of cadet grants under article 43 of the Code of Regulations for European Schools should be made subject to the conditions that the cadet shall ordinarily be not less than 14 and not more than 18 years of age and that he shall have been on the rolls of the institution and in the cadet corps for not less than six months during the calendar year for which the grant is paid.

(iv) The power of exempting managers of schools from executing trust deeds in cases of building grants under article 56 of the Code of Regulations for European Schools was delegated to the Director and similarly he was empowered to exercise the powers which were vested in the local Government by articles 36, 39, 44 (d), 93 and 104 and under amended article 14 of the Code.

I.—GENERAL STATISTICS.

6. From the supplemental statistics furnishing the number and strength of institutions of all classes and grades at the close of the year, it will be observed that public institutions had a further accession both to their number and strength, which had increased from 23,797 and 932,398 to 24,280 and 981,223 respectively, the percentage of rise being 2.0 in the one case and 5.2 in the other. The rates of increase both under schools and scholars must be considered satisfactory, regard being had to the introduction of the revised University Regulations and the revised Educational Rules and the unfavourable character of the season.

Private institutions as might be expected declined further from 5,229 with 124,772 pupils to 4,986 with 118,392 pupils. The transfer of some of the advanced Sanskrit and Elementary vernacular schools to the list of public institutions would seem to account partly for the above decrease.

7. In 12 districts there was an increase in both schools and scholars and in 10 an increase in scholars only, while one, viz., Madras, lost in both respects, and 10 had a loss in schools only, Tanjore and Malabar being responsible for the largest decrease.

8. All classes of schools under public management contributed to the increase in both institutions and scholars, and the variations under the several heads will be explained in the chapters that follow.

It is hoped that local and municipal boards will do all in their power to develop elementary education within their areas, now that the provincialization of the agency of Supervisors has set free funds that may be devoted to this object.

Aided institutions also had an accession both to their number and strength, while unaided ones lost in number only, the loss being more than compensated for by the increase in their strength.

9. There was a further increase in the proportion of scholars to population of school age both under males and females, the percentage having risen from 31.3 to 32.4 in the one case and from 5.9 to 6.3 in the other. The percentage of the total number of scholars, both male and female, to the total population of school age also rose from 18.4 to 19.2.

The increase in the percentage of scholars to population of school age was shared by all the districts except two, viz., Madras and Kurnool, of which the former showed a fall of 1.4 per cent. and the latter remained stationary with 18.4 per cent. The percentages varied in the different districts from 83.8 in the Madras City to 18.1 in Vizagapatam in the case of males and from 31.5 in the Madras City to 1.04 in Gódvári in the case of females.

10. The number of European and of Native Christian boys and girls fell, while Muhammadans and each section of the Hindus including Panchamas advanced in numbers both under males and females. Aboriginal boys at school diminished in number.

11. There was a further increase in the number of boys and girls studying English in public institutions, of whom there were at the close of the year 129,866 and 15,900 respectively. Arabic and Sanskrit maintained their position as the most popular of the classical languages and all the vernaculars were also more largely represented than in the previous year.

12. The number of male and female pupils unprotected from small-pox underwent a further decrease, the former having fallen from 6,802 to 6,406 and the latter from 1,812 to 1,346. The improvement was visible in elementary schools, while in secondary schools for non-Europeans there was a trifling increase in the number of unprotected boys.

13. The number of institutions in municipal areas showed a further decrease which was more than made up for by the increase in the number of scholars in them, while non-municipal areas continued to be better off in both these respects.

14. The total expenditure for the year, direct and indirect, on education amounted to Rs. 1,17,40,917, the largest figure on record. The marginal summary shows the expenditure from the several sources. Compared with the previous year, there was increased expenditure under all the heads. The increase under other sources of over

	Rs.
Provincial funds	39,94,827
Local funds	9,44,598
Municipal funds	2,91,939
Fees	32,73,010
Other sources	32,36,553

20 per cent. is significant and as remarked last year is satisfactory as showing that private agencies are beginning to spend more money from their own funds on their schools.

The total direct expenditure rose from Rs. 75,84,772 to Rs. 83,95,193 or by nearly 11 per cent., all the sources indicated above contributing to the increase.

The indirect expenditure on public institutions amounted to Rs. 29,88,430 against Rs. 27,71,817 the previous year, the increase being under all the heads except provincial funds in which there was a decrease of about a lakh, owing to the smaller amount paid to the University during the year.

15. Including the figures relating to the Medical College and schools but excluding those relating to the Lawrence Asylum, Ootacamund, provincial receipts aggregated Rs. 2,40,958 against Rs. 2,45,241 in the previous year, the decrease being wholly under professional colleges, while the charges remained almost stationary being Rs. 41,86,230 against Rs. 41,89,088.

The budget grant for the year under "22. Education" was Rs. 36,50,000 and the altered grant Rs. 37,77,000 or including printing at private presses Rs. 37,77,700. The expenditure under the above heads was Rs. 37,39,003 or Rs. 38,697 less than the altered grant. This amount which agrees with the Accountant-General's final statement is arrived at by deducting from the gross expenditure of Rs. 41,86,230 mentioned above, the sum of Rs. 2,32,059 spent on the Medical College and schools and debited to 24. Medical and also Rs. 2,15,168 spent by the Public Works Department on educational buildings.

The net provincial expenditure was Rs. 39,45,272, of which Rs. 1,96,821 was the net cost of the Medical College and schools including scholarships and stipends and Rs. 2,15,168 outlay on Government educational buildings. The net expenditure on "22. Education" including printing at private presses was thus Rs. 35,33,283, which is the same as the Accountant-General's figure less Rs. 2,451, the interest on the Mangalore college and Hobart Training school endowments which is credited to a different major head.

Column 34 of General Table No. 4 gives the net provincial expenditure as Rs. 27,78,436. The difference between this figure and the net expenditure given above, viz., Rs. 35,33,283 is explained by the addition to the former of Rs. 92,474 contribution to municipal boards and Rs. 11,46,639 contribution to local boards and the deduction from the total of Rs. 1,96,821 net cost of the Medical College and schools, Rs. 2,15,168 expenditure on Government educational buildings, Rs. 48,000 grant to the Lawrence Asylum, Ootacamund, Rs. 1,555 grants to orphanages not paid through this department and Rs. 22,722 surplus fees in the Law College.

16. There was increased expenditure on all the classes of institutions except those aided from public funds in which there was a slight fall. The direct expenditure on Government institutions rose from Rs. 11,18,993 to Rs. 12,28,017, all kinds of institutions except professional colleges sharing in the increase. On board institutions, Rs. 16,50,873 were spent or over 3½ lakhs more than in the previous year. This increase appears under secondary and elementary schools, being due to the revision of the scale of their establishment under the new rules. The expenditure on aided institutions was Rs. 47,40,267 against Rs. 47,60,417, the previous year. Under unaided institutions, there was a large increase from

Rs. 3,99,664 to Rs. 7,46,516, by far the greatest portion of it being under secondary schools for boys, due to the fact that some of the institutions which were treated as aided in the previous year on account of their having received grant out of the special grant of Rs. 40,000 sanctioned in G.O., No. 140, Educational, dated 25th February 1908, have been classed as unaided during the year under report. In aided and unaided institutions taken together, there was an increase of over 3½ lakhs, of which a little over 3 lakhs was met from subscriptions, endowments and other sources. Taking schools for general education only, the expenditure from local and municipal funds increased, while there was a slight fall of about a quarter of a lakh under provincial funds. Of the total expenditure from public funds of about 27½ lakhs on secondary and elementary schools, about 85 per cent. appertained to the latter.

17. The average cost of education per head of population was As. 4-11, of which public funds provided As. 2-2.

Average cost of education.

18. The total fee income had slightly risen from Rs. 27,70,609 to Rs. 28,00,259 but in consequence of the increase in the average number on the rolls the average fee per head fell from Rs. 2-86 to Rs. 2-68. Thirty-two per cent. of the total expenditure was covered by fees and the proportion should have been larger but for the levy of fees at lower than the standard rates in so many schools. On a rough calculation, it is found that in aided colleges and secondary schools the actual fee collections were only 87 per cent. of what they would have been had fees been levied at standard rates.

19. There was larger expenditure on scholarships during the year, both public and private funds contributing to the increase. Particulars of scholarships in the different classes of institutions are given in the succeeding chapters.

20. The total amount of grants-in-aid paid from public funds to institutions under private management fell from Rs. 16,60,211 to Rs. 16,55,322 or excluding the special grant of Rs. 50,000 to the Indian Institute of Science, to Rs. 16,05,322, the decrease being under provincial funds, local and municipal funds having paid more. From a special return furnished by heads of missionary bodies, it is seen that the grants paid to mission institutions during the year from public funds formed about 42.3 per cent. of the total amount expended on grants-in-aid, the proportion of the number of mission institutions to the total number of aided institutions being 27 per cent.

21. The grants paid from provincial funds to institutions under private management and the contributions to local and municipal funds aggregated Rs. 18,80,906. Of this amount, Rs. 6,24,858 including the special grant of Rs. 50,000 referred to above were paid to institutions under private management against Rs. 6,94,215 in the previous year. The decrease was wholly in the amount of grants paid to non-European institutions which received, excluding the above special grant, Rs. 3,81,042 or about 1¼ lakhs less, while European institutions received Rs. 4,286 more. The fall in the grants paid to non-European institutions was mainly under teaching grants, due to smaller grants paid to colleges and secondary schools for boys under the operation of the new rules and to some of the secondary schools for girls having been classified as elementary. The contributions to local funds were Rs. 11,46,639 and to municipal funds Rs. 1,09,409 including Rs. 16,935 paid as net cost of the maintenance of certain schools.

Grants-in-aid and subsidies from provincial funds.

22. Grants to the amounts of Rs. 8,62,075 and Rs. 1,68,389 were paid from or through local and municipal funds, respectively in aid of elementary schools under private management.

23. The statistics containing the distribution of the provincial grants by districts show that, as usual, the institutions in Madras City had the largest share, namely, 12.45 per cent., Malabar following with 8 per cent., while the Nilgiris continued to occupy the last place with 1.32 per cent.

Distribution of provincial grants by districts.

II.—CONTROLLING AGENCIES.

24. I was in charge of the department throughout the year except for about a month and a half when Mr. Stone acted for me. I made two tours during the year and visited several schools in various parts of the Presidency.

Direction.

25. The Inspectorate was strengthened towards the close of the year by the addition of two posts of Inspectors of Schools to the cadre of the Indian Educational service which consequently increased the number of circles under the charge of Inspectors from six to eight and necessitated their redistribution and several changes in the personnel of the officers. Messrs. Chatterton and Middlemast continued to be Inspector of Technical Schools and the Inspector of European and Training Schools, respectively, throughout the year.

Inspectors.

26. Except for the absence of Miss Lynch on privilege leave for a short time, when Miss Patterson acted for her, no changes took place in the staff of Inspectresses of Girls' Schools.

Inspectresses.

27. The appointment of district Assistant Inspectors referred to in the last report was made about the close of the year. There are now 21 officers of this class, one for each of the revenue districts, except Madras and the Nilgiris which are under the direct charge of the Inspectors of Schools of the fourth and fifth circles, respectively, the nine additional officers being taken from the ranks of Sub-Assistant Inspectors of the first and second classes. These officers inspected on the whole 2,282 schools with 116,070 pupils.

Assistant Inspectors.

28. There were a few changes in the personnel of some of the girls' ranges. On an average each Assistant Inspectress inspected 120 schools with 8,155 pupils and spent 154 days on circuit, while each Sub-Assistant Inspectress inspected 91 schools with 4,700 pupils and spent 179 days on circuit.

Assistant and Sub-Assistant Inspectresses.

29. Owing as already mentioned to the recruitment of nine of the senior Sub-Assistant Inspectors for district charges the number of officers of this class other than those for Muhammadan schools was reduced from 111 to 102 with effect from 1st March last. The various officers who held charge during the year inspected on the whole 20,249 schools or one more than in the previous year and 668,301 pupils against 657,824. The work of these officers is reported to have been generally satisfactory.

Sub-Assistant Inspectors.

Mr. YATES remarks—

"The work before the inspecting officer is so manifold and the rebuffs he gets from the silent opposition of parents and teachers to rational teaching so many that it is easy to grow disheartened and to feel justified in being so. I hear of loss of temper, irritation with teachers, hasty transfers and the like that are in part excusable by the annoyance of vainly pushing against an almost inert mass of prejudice. On the whole, the patience and persistent endeavour to teach teachers has been admirable and the results satisfactory."

M.R.Ry. WILLIAMS PILLAI writes—

"They were doing their level best to enter into the spirit of the new regulations, to appreciate their excellence, to adopt the best means of introducing them, to infuse their own spirit into supervisors and teachers and have, as it were, dragged them along by means of teachers' associations and conferences and exhibitions and lectures delivered from time to time by teachers of high schools and colleges who have realized the fact that it is only when elementary education improves secondary will be placed on a sure footing. Managers themselves who looked askance at the new state of things and in their inmost hearts considered the innovations as inno-leaf in education and of adapting themselves to their new environments. The progress made in this direction exceeded my most sanguine expectations and I trust all officers will work with unabated zeal in making schools real training grounds of youth and not the lifeless stereotyped fossils they were at one time."

30. This officer inspected 86 schools with 2,240 pupils and spent 117 days on circuit, the rest of his time being devoted to office work and correspondence. As in previous years, his inspection work also included the examination of the Sanskrit classes of some of the Colleges and high schools.

Sub-Assistant Inspector of Sanskrit schools.

31. The long-expected provincialization of this agency was given effect to from 1st March last. Under the scheme sanctioned by the Secretary of State, there are including supervisors of hill schools, 238 men whose head-quarters are indicated in map II attached.

Prior to the introduction of this scheme there were 269 officers including 23 for Muhammadan and Mappilla schools. Of these, 205 were trained men while 198 had passed either the Matriculation examination or some higher test. Besides supervising the work of the existing schools under their charge, these officers visited 2,162 villages without schools, started 965 schools and brought 2,015 schools under inspection and 2,011 unaided schools on to the aided list. A gradual improvement in the tone of the service and in the condition of elementary education in the Presidency is expected as the result of the reorganization. One hundred and ninety-two of the officers appointed had been supervisors under local bodies. Many of these are men of long service and as vacancies will thus occur only from time to time it should be possible to secure really promising young men attracted by the prospects of promotion.

Supervisors of Elementary schools.

32. As in the previous year, there were seven Superintendents of hill schools, three each for the Ganjam and Vizagapatam agencies and one for the Gódvári agency. Besides supervising the existing schools, they visited 216 villages without schools, started or revived 10 schools, and brought five schools under inspection and 13 unaided schools on to the aided list. These officers are now merged in the grades of supervisors.

Superintendents of hill schools.

33. At the Sub-Assistants' test held in April 1908, 17 candidates (excluding 18 for the clerical test) were examined, of whom eight passed, all in the second class.

Sub-Assistants' Test.

Supervisors' Test.

34. For the Supervisors' test, 48 appeared, of whom 26 were successful.

III.—UNIVERSITY AND COLLEGIATE EDUCATION.

(a) THE UNIVERSITY.

35. No additional regulations of importance were passed during the year. Fresh regulations were framed by the Senate for the Degree of Licentiate in Teaching, but they had not yet passed through the final stage. Resolutions were passed proposing alterations in regulations 178, 184 and 185 abolishing 'composition in a Vernacular language' as one of the compulsory subjects for the Intermediate Examination; but the Government refused to sanction the proposed alterations. The proposal to institute Titles in Oriental learning still remained in the stage of discussion.

Additional Regulations.

Affiliation.

36. The affiliation of the B.G.M. institution, Calicut, as a Second-grade College was sanctioned during the year.

37. No colleges were inspected for the University, but enquiries were made to see how far the recommendations of the Inspection Commission of 1905 had been carried out.

Inspection of Colleges.

38. The vacation lectures were continued and courses were given in Madras and Trichinopoly to teachers in History, Geography and Physical Science. Two hundred and sixty teachers in all had been selected to attend the lectures. The syllabuses of the lectures drawn up and submitted by the lecturers were circulated among schools and colleges for information. Sanction was accorded by Government to the utilisation of the University Fee Fund for the institution of Lectureships and Studentships; but no regulations had as yet been passed to carry out this object. Conferences of professors for the better teaching in colleges were organised and two such conferences were held in Madras. The University library was located in the

University Teaching.

buildings of the Connemara Public Library to which it is in a manner complementary; and it is reported that so far 3,255 works had been acquired, including 430 still due, most of which were of a specialised character.

39. On account of the leakage of question papers in certain subjects of the University Examinations. Matriculation and B.A., a re-examination was held in those subjects. For Matriculation the re-examination was only of those candidates who had answered fairly satisfactorily in English and passed in a Second Language at the first examination. In the result 5,492 candidates underwent the re-examination, of whom 2,534 were declared to have passed. The number originally examined having been 10,767, the percentage of success was thus 23.5 against 17.4 of the previous year. The committee appointed at my instigation to investigate the causes responsible for the large number of failures that occur year after year in this examination submitted its report during the year. This report, which apart from its specific recommendations contained much information of value to heads of institutions, has since been circulated among them for perusal. For the First Examination in Arts 2,687 candidates were examined, of whom 1,069, or 39.8 per cent. were declared to have passed against 43.8 per cent. of the previous year. Sixteen of the successful candidates, with one in the first class, were females. For the English Language Division of the B.A. Degree Examination 1,145 candidates were examined, of whom only 433 or 37.8 per cent. were successful. There was only one first class while the third-class passes were as high as 77 per cent. Five of the successful candidates were females. At the examination in the Second Language Division 555 candidates, or 80.2 per cent. of those who appeared, were declared successful. One thousand and six candidates sat for the examination in the Science Division, of whom 565 or 56.2 per cent. came out successful. The lowest percentage of success, viz., 44.3, was as usual in Mathematics. History continued to be the most popular subject and next to it came in order Mathematics and Physics. Forty-two candidates in all appeared for the M.A. Degree Examination and all the branches were represented. Fourteen of these candidates were successful with a single first class which was in Mathematics. On the whole the results of the University examinations in the arts collegiate courses cannot be considered to have been very satisfactory.

The following statement exhibits the results of the University examinations in the different professional collegiate courses:—

Name of examination.	Number examined.	Number passed.	Percentage passed.
L.F. Degree (written)	103	85	82.5
Do. (practical)	130	89	68.5
First Examination in Law	385	156	40.5
B.L. Degree	367	106	28.9
M.L. Degree	7	NIL	NIL
First L.M. & S.	44	23	52.3
Second L.M. & S.	26	19	73.0
Final do.	20	11	55.0
First M.B. & C.M.	42	19	44.2
Second do.	28	18	64.3
Third do.	40	34	85.0
Final do.	18	7	38.9
First Examination in Engineering	37	11	29.7
B.E. Degree	17	6	35.3

40. Government made a grant of Rs. 50,000 to the University towards the cost of University vacation lectures. A further grant of Rs. 5,000 was made towards the travelling expenses of Fellows and inspection charges.

41. The receipts of the University for the year amounted to Rs. 3,04,012 and the expenditure to Rs. 2,24,875, thus leaving a balance of Rs. 79,137 to the credit of the University on the transactions of the year.

Finance.

(b) ARTS COLLEGES.

42. Three second grade colleges, viz., the Wardlaw College, Bellary, the St. Joseph's, Cuddalore, and the Presentation Convent College, George-town were reduced to high schools, while an intermediate class was opened at the Basel German Mission High School at Calicut. The net total number of Arts Colleges was thus 33, of which 10 were of the first grade. Seven of them were under public management and 15, mission; while the remaining 11 were managed either by wealthy families or by locally-constituted committees.

Number and Management.

43. On account of the requirements of the new University regulations and with the help of the University grant which was paid towards meeting those requirements, considerable improvement was effected in the condition of these colleges as to equipment. There is, however, much yet remaining to be done. So far as they went, the improvements consisted of extension of accommodation, construction of laboratories and supply of scientific apparatus and furniture and books.

Equipment.

44. There was not so much improvement in the personnel of the colleges as in their materiel, as much of the additional teaching under the new regulations was yet to be introduced. What additions were made to the staff were chiefly with a view to the requirements of the intermediate course. There were in all 263 professors and teachers, 59 of whom held non-indian diplomas.

Staff.

45. The results of the Matriculation examination of 1908 were better than in the previous year and there was therefore increased attendance in the first-year class. But the First Examination in Arts did not contribute to an accession of strength in the third-year class as in the year previous. On this account and on account of the late formation of the first-year University class there was a slight decline in the numbers in the Arts Colleges from 4,320 to 4,265. There were 57 post-graduate students, of whom 30 were studying in the Presidency College and 22 in the Madras Christian College. The other students were divided between the Degree and intermediate courses in the ratio of 2:3. Forty-two per cent. of the students for the intermediate course were studying in second-grade colleges.

Attendance.

46. Twenty colleges had hostels attached to them which were attended in all by 858 students, or one-fifth of the total number in the Arts Colleges. The remaining students either lived with their families or made their own arrangements for boarding and lodging. Some supervision was exercised over them and the tutorial system which was introduced in certain colleges with this object seems to have worked satisfactorily. The hostels were all filled and their extension is a matter for consideration if more corporate life under proper guidance and with healthy surroundings is to be secured. The system will remain imperfect unless residences are provided near the hostels for the principals and professors.

Residence of students.

47. There were no serious cases of breach of discipline anywhere.

Discipline.

48. The Government of India State Technical Scholarship was awarded to an ex-student of the Presidency College to enable him to study the chemistry of soap-making and the use of Indian-oils. All the scholarships provided under the Local Government's Scholarship Notification were utilised.

Scholarships.

49. The total expenditure on the maintenance of the Arts Colleges was Rs. 7,29,975, of which Rs. 2,88,331 or 39 per cent. was met from fees, and the net contribution from public funds was

Income and expenditure.

Rs. 2,41,875 or 33 per cent. The cost of educating each collegiate student was Rs. 172. In addition to the regular maintenance charges a sum of Rs. 2,19,799 was spent on scholarships and on buildings, of which Rs. 46,952 or 21 per cent. was met from public funds.

(c) PROFESSIONAL COLLEGES.

50. There was a slight increase in the attendance from 311 to 323. Two hundred and eighty-one of these students were in the F.L. and B.L. classes, while the remaining 42 were in the school department preparing for the Pleadership examination.

51. The administration of this institution continued to be satisfactory. There were 220 students studying for a University degree against 232 in the previous year. Thirteen of these students were women. There were also 28 students in the Apothecary department of the institution preparing for departmental certificates. There were no students for the Chemist and Druggist department. Fourteen Hospital Assistants underwent a course of post-collegiate training during the year and 44 Sanitary Inspector students were prepared for the Government Technical examination in Sanitary Science. The working of both these sessional classes is reported to have been attended with satisfactory results. There were 37 military pupils and their enrolment in the Madras Volunteer Guards was a step in the right direction. The new laboratories for physiology and hygiene which had been begun at the close of the previous year were approaching completion. The total charges of the maintenance of the college amounted to Rs. 89,264, of which Rs. 28,432 or 32 per cent. was met from fees. The net cost of training each student was Rs. 243.

52. There were 36 students in the Engineer classes preparing for the University degree against 37 in the previous year. But the attendance in the upper and lower subordinate classes had fallen from 151 to 104. This was owing to the introduction of the new rules which raised the general education qualifications for admission. It is expected, however, that this reduction in strength will only be temporary and that it will be more than counterbalanced by the increase in the efficiency of the men trained in the college. There were 15 military students who were all in the subordinate classes. The only class which worked under the old rules was the Senior Engineer class. The introduction of separate and more specialised courses of instruction after the first year for Civil and Mechanical Engineering students of the Engineer classes was sanctioned by Government during the year. Two survey camps were formed, one for students trained under the old rules and the second under the new; and the usual arrangements were made for practical courses to complete the theoretical training. The results of the University examinations were fair. The independent Board of Examiners for the college examinations was abolished and the conduct of the examinations was entrusted to the college staff. The results of these examinations were satisfactory and gave an average success of nearly 60 per cent. The cost of the maintenance of the college during the year was Rs. 1,03,093, the receipts amounting to Rs. 17,717. The net cost of instructing each student was thus Rs. 332.

53. There were 76 graduates under training in these two colleges, or 16 more than in the previous year. Two of these were females. In addition to this number 3 graduates were trained during the year who had been admitted for a term only. The results of the L.T. degree examinations were good, both in the written and practical tests. The model schools attached to these institutions were fairly strong and afforded the necessary practice to the students under training. The proposal to abolish the Rajahmundry Training College and concentrate all the training for the University degree at Saidapet forms part of a scheme which is still under the consideration of Government. The total charges of both these colleges amounted to Rs. 29,967.

IV.—SECONDARY EDUCATION.

(a) Upper Secondary and Matriculation Examinations.

54. The number of candidates (all non-Europeans) that appeared for the Upper Secondary examination was 777, of whom 62 or 8 per cent. were successful. Twelve candidates completed the test during the year bringing the total number of passed candidates to 140. This examination will be superseded from next year by the new 'Secondary School Leaving Certificate' scheme.

55. As some of the candidates for the Matriculation examination had fraudulently obtained beforehand the question papers set for the examination, a re-examination was held in February 1909 in all the subjects except the Second language for those who had been fairly successful in English and had passed in the Second language at the examination held in December 1908. Five thousand five hundred and nineteen out of the 10,767 male candidates who appeared for the first examination were declared to have passed in the language subjects, and out of 5,492 male candidates (94 Europeans and 5,398 non-Europeans) who appeared for the re-examination 2,534 (48 Europeans and 2,486 non-Europeans) or 46.1 per cent. passed, 30 having been placed in the first class. The largest number of failures occurred again in English and in the science group. As usual the majority of the examinees at the re-examination were Brahmans and non-Brahman Hindus, while Native Christians followed the latter rather closely, and the same order was maintained by the successful candidates except that Muhammiadans obtained nearly the same percentage as the Brahmans, the respective percentages being 47.7, 44.3, 41.4 and 47.2.

Admissions and promotions especially in complete secondary schools have been regulated with somewhat more care and judgment, and the tendency on the part of heads of institutions to present for the Matriculation examination a selected number only of pupils from the sixth form appears to have been on the wane.

M.R.Ry. WILLIAMS PILLAI writes:—

The change for the better noticed in last year's report in the matter of promotions is still more marked this year, and I am pleased to note that headmasters have been generally strict in promotions and I know of a few who have incurred the displeasure of the parents by strictness in this respect; and owing to which the strength of the schools have fallen—a thing very favourable for greater efficiency. If, in spite of a temporary unpopularity, headmasters will strictly adhere to the principle of not promoting the unfit, they will regain popularity by increased efficiency, and pupils even from distant places will seek admission into the school, and I have seen this to be the case in a few good schools.

MR. YATES has the following remarks to offer:—

Promotions.—In the latter part of the year a scheme of marks elaborating the suggestions made last year was printed and circulated. The scheme was based mainly on the work of the Mrs. A. V. Narsinga Rao College and the Board High school, Amalapur. Several schools have made genuine attempts to introduce sound schemes of marks, and this year, I hope, will see a far larger number of schools where promotions are not based on examination alone. It is difficult to get parents to believe that a school which does not have two full examinations in a year is doing honest work. Consequently school masters with the best ideas are forced to give way to parental prejudice.

(b) Non-European Public Secondary Schools for Boys.

56. Public secondary schools for boys fell in number from 421 to 375, but rose in strength from 94,603 to 95,765, of whom 94,831 were boys and the rest girls. The decrease in the number of secondary schools was presumably the result of the revised classification according to which some of the so-called incomplete secondary schools came to be treated as elementary schools of the higher grade during the year.

Of the pupils, 61,393 were reading in the six forms, and 34,372 in the lower classes.

57. Of the 96 schools under public management, 6 were under departmental management, and 22 and 68 under the management of municipal and local boards respectively, the corresponding figures for the preceding year being 7, 23 and 83. The decrease under

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Government schools was due to the abolition of the general education classes in the School of Arts, Madras, under the orders of Government; that under municipal schools to the closing of the municipal secondary school, Ongole, and that under local board schools to 15 of the schools having been returned during the year as elementary schools.

Of the schools under private management 205 were aided and 73 unaided, of which 109 and 22, respectively, were under mission management.

The Jubilee school at Sandūr continues to be classed as a Native State school.

58. As regards the distribution of secondary schools according to districts, Tanjore, which ranked third last year, stood first during the year with 41 schools, and it was closely followed by Tinnevely and Malabar with 37 and 36 schools respectively, while Madras with 27 schools continued to occupy the fourth place. Except in the case of Tanjore which with 11,676 pupils maintained its position even as regards the relative strength of the schools, the positions have been reversed in the case of the other districts referred to above, Madras closely following Tanjore with 11,111 pupils, and Malabar and Tinnevely coming next with 8,055 and 7,338 pupils, respectively. Kurnool and the Nilgiris contained the smallest number of schools, viz., 3; and the latter district had also the smallest number of pupils, viz., 605. The attendance in the schools in the Ceded districts continued to be poor.

In regard to the proportion of boys under instruction to the male population of school age Madras, as usual, headed the list, while the lowest place was taken by Cuddapah, the percentages in the two cases being 29.86 and .88.

59. Fifty-one scholarships were allotted for non-European pupils in the higher forms of secondary schools and all of them were awarded. For the non-European pupils in the lower forms of secondary schools and the higher standards of elementary schools 174 scholarships were allotted, and all of them were appropriated. The revised classification of schools not having been completed within the year the scholarships allotted for elementary schools with higher standards have been included under this head. The total expenditure on scholarships in secondary schools for boys was Rs. 24,205, towards which provincial funds contributed Rs. 21,428.

60. The total expenditure on non-European secondary schools for boys was Rs. 21,37,368, and the average cost per pupil was Rs. 23-5. Government schools cost Rs. 61,002; board, aided and unaided schools, Rs. 3,63,958, Rs. 12,90,755, and Rs. 4,20,081, respectively.

The total expenditure from Public funds was Rs. 2,28,815, and the fee receipts amounted to Rs. 14,64,240. Each pupil paid an average fee of Rs. 16-0. The average fee in Government, board and aided schools was Rs. 19-7, Rs. 16-10, and Rs. 15-13, respectively. The total fees covered 68 per cent. of the total expenditure.

(c) General.

Male pupils in secondary schools.		Number of pupils in 1907-08.	Number of pupils in 1908-09.	
Sixth form	...	8,614	7,561	
Fifth " "	...	6,229	6,397	
Fourth " "	...	8,637	8,492	
Third " "	...	10,373	10,459	
Second " "	...	12,461	12,513	
First " "	...	16,374	15,782	
Fourth class	...	11,736	12,723	
Third " "	...	8,568	9,201	
Second " "	...	4,569	4,905	
First " "	...	3,491	3,790	
Infant " "	...	2,962	3,266	
Total	...	94,914	95,089	

61. There were 95,089 male pupils in all the secondary schools or 1,075 more than in the previous year distributed among the various forms and classes as shown in the margin. There was an increase in the number of pupils in all the classes and forms except the first, fourth and sixth forms, and it will be some years before the effects of the revised classification of schools can be correctly judged. From a special return obtained from the inspecting officers it appears that of the number of pupils in the first forms of recognised secondary schools 1 out of every 8 pupils in that form has been admitted from an elementary school.

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62. Owing to there being fewer secondary schools for boys than in the previous year the number of teachers of all classes and grades in them fell slightly from 4,104 to 4,097, of whom all but 205 held some form of certificate or other. The number of teachers holding non-Indian diplomas and trained teachers' certificates showed an increase, forming nearly 53 per cent. of the total number of teachers, while those holding other classes of certificates were necessarily fewer owing to the extinction of untrained teachers' and approved service certificates. Of those holding trained teachers' certificates, a larger number than in the preceding year held collegiate and secondary certificates. The supply of certificated teachers is still far short of the demand, and it has therefore not been found possible to enforce the provisions of rule 23 of the Educational Rules without some reservation.

Excluding headmasters, pandits and other special teachers, the number of teachers on the general staff of schools was 3,445, of whom 1,885 held trained teachers' certificates, 469 untrained teachers' certificates, 837 general education certificates and 194 approved service certificates, while 60 were totally uncertificated. At the close of the year there were 299 drawing masters and 384 drill and gymnastic instructors; of the latter 354 were trained men.

63. The re-recognition of lower secondary schools as incomplete secondary schools was in progress during the year, and considerable care was taken in deciding whether a school should be recognised as secondary or relegated to the list of elementary schools though a strict classification of schools as secondary and elementary is difficult especially in Municipal areas. The grouping system referred to in the last report was freely availed of by several incomplete secondary schools, but the consensus of opinion points to the inefficacy of the arrangement inasmuch as the supervision exercised by the headmasters of the high schools to which the incomplete secondary schools are affiliated is, it is reported, more nominal than real. Mr. Champion, one of the Inspectors of Schools, goes to the length of suggesting that a competent certificated First Arts undergraduate might be declared eligible to be the headmaster of an incomplete secondary school until qualified graduates are available. I consider, however, that this system should be given a further trial in view especially of the insufficient supply of certificated teachers of the collegiate and secondary grades. The incomplete secondary board schools in South Arcot placed under the supervision of an itinerant headmaster are reported to have improved in efficiency, and the system is considered worthy of extension in spite of the inconveniences and hardships experienced by such headmasters owing to their temporary sojourn in each of the stations which they are obliged to visit. There is ample evidence to show that managers of high schools are really endeavouring to improve the staff, accommodation and appliances so as to satisfy the requirements of the Educational Rules and the "Hints and Suggestions to managers and teachers of secondary schools" and that as a result improved and practical methods of teaching in all the important subjects of the secondary school curriculum have been attempted in most of the schools though the attainment of perfection in these respects is a question of time and money. Mr. Yates, who has devoted much time and thought on the growth of secondary education, thinks that besides conferences and exhibitions another useful means of educating teachers is the publication of a good school journal that would inform the teachers as to the matter, method and apparatus of teaching. The idea is a good one and it is hoped that there will not be wanting schoolmasters who would take up such journalistic work discarding the publication of cram works such as annotations to the University text-books, and of the questions set for the University examinations together with answers, etc. That the future of secondary education is hopeful may be gathered from the following remarks of the Inspectors of Schools:—

Mr. J. A. YATES—

Staff.—Conditions remain much the same. All high schools have made permanent provision for satisfying Madras Educational Rules—rule 28—: but in some there have been temporary lapses owing to the impossibility of getting men required to teach special subjects. It is the hardest thing to get qualified History graduates in the Northern Circars. Mathematics

graduates are almost equally hard to get when needed. Many schools despite liberal offers of pay, have found it impossible to get the required number of trained graduates. In the lower classes too, the demand for qualified Matriculates is far in excess of the supply. Possibly in course of time sufficient men will have been trained, but at present untrained men must be employed. The scale of pay is, on the whole, I think, rising. In the board schools I am continually urging higher pay for the lower teachers. The obnoxious principle of decreasing the pay as the classes go downwards was carried to an extreme in one Taluk Board where its lowest master got less than the school peon. Each school should, I think, adopt a scale in which qualifications and service should be blended. Such a scale was recently adopted by the committee of the Hitakarini school in Rajahmundry. Many schools have no intelligible scale: their teachers are paid the lowest they will take: the haggling of the bazaar is carried into the hiring of schoolmasters. Despite all these difficulties of supply and of pay, the qualifications of teachers generally is improving: except in special cases of able teachers of lower secondary grade, the third and fourth classes are manned with Matriculates and F.A.'s either trained or untrained.

Building and accommodation.—Actually up to the present moment there is no change in the buildings of the secondary schools in this Circle. But before the close of the year I anticipate the commencement, if not the completion, of several schemes. Wherever possible I have pressed for greater floor space per pupil. In at least one case my suggestion has been adopted and 10 feet square exclusive of verandahs have been provided for.

I anticipate in the near future that two more complete high schools will be reaccommodated. In all cases of fresh buildings special provision must be made for science and drawing. A demonstration class room and a room for practical work and a store-room are needed. Additional class rooms over and above the number actually in use for the various classes and sections should be provided for. A drawing class room is a necessity. So also is a teacher's room, which hardly a school possesses. A special room for a library would be a good thing; but in its absence the general hall can be used for the purpose. Again the position of the headmaster's room from the point of view of ease of control is a matter to be considered. In planning a school questions of light and air are usually neglected. They are matters on which the managers need guidance. I find too that most buildings that exist were put up without any reference to the furniture that is required—good furniture involves class rooms of special size and distribution of windows: this is one of the most important points to consider in planning a school building. Lastly the possibility of extensions does not enter into the heads of the average designer. Any ground plan that is adopted ought to give due consideration to the needs of the future. In particular do I look forward to the provision of schools with a good general assembly hall: it is necessary to the full corporate life of the school. If not possible at present, it should be considered as an ultimate need and the buildings be planned accordingly.

Furniture and apparatus.—The question of furniture is like that of building one of time. Most of the schools are not fully supplied even with reversible benches: again the size of their class rooms does not allow good dual or single desks to be supplied without some reduction in the number of pupils in the class—a thing which managers are, as a rule, most unwilling to permit. To make out a programme of expenditure on furniture over a number of years is a matter that is being urged upon managers. As far as the board schools that are under my control are concerned, I have been getting the Boards to sanction a reasonable expenditure on furniture of a hygienic pattern, strong teak dual desks with lifting seats and desks and I hope that they at any rate will be duly equipped in the course of a few years. Last year all the board schools in Vizagapatam and Ganjam were given a certain number of these desks of a size suitable to the boys in Form I: these were designed and made in the Mrs. A.V.N. College, Technical section.

Several schools have made special provision of tables for experimental work in science and the Mrs. A.V.N. College has had a set of single drawing desks adjustable to the size of any boy in the school. These are likely to be of value. Some such desk is inevitable in properly equipped drawing classes. The dual desks supplied also provide for drawing on the underside of the lifting desk.

As for apparatus the supply has been general, each school providing what it can afford, both of books, maps and mathematical and science apparatus. With a continuance of the present scale of expenditure in a few years the schools will all be able to work out fully the "hints and suggestions" issued by the department. The special grants given by Government have in most cases been supplemented by grants from the management. There is much to be done yet to make the teaching throughout more concrete especially in the teaching of the lower classes where reform, in view of boys' study in future years in the higher classes is most urgent. The aim in preparing and scrutinizing lists of books and apparatus is to encourage concrete, practical work and to reduce the amount of words that are memorized.

Teaching.—I think I may report that there has been progress all along the line: certainly there has been no lack of energy. In most schools good use has been made of the books and apparatus supplied and the idea that teaching should be concrete has made its way, though I am not sure that, except in a few cases, the aim and meaning of concrete teaching has been

fully grasped. In a few cases, the idea has not gone beyond a verbal reaction: with many more it has reacted on the teacher's preparation; he has learnt to make relief maps and rainfall maps, to prepare pictures and diagrams, to write out notes of lessons, to study books. With a very few has it reacted on the teaching, on the pupils' work in class and on the syllabuses. The majority satisfy themselves with dictating maps and notes, with making pupils copy the teacher's work; the notion of independent pupils' work, in which the teacher is merely the guide (and not too obviously the guide) of really practical work by each individual of the class (showing individuality in the result perhaps) has yet to make its way.

Mr. R. G. GRIEVE—

Supervision.—There is one point, however, in regard to which I have been disappointed. In many cases the supervision of an incomplete secondary school by the Manager or Headmaster of a high school has been purely nominal. In more than one case it has been found that only one visit had been paid to the school so supervised. Such supervision is utterly worthless. Again there is a danger that the legitimate work of a High school Headmaster who undertakes to supervise a school may be interfered with. There are no doubt advantages in a system of grouping and general supervision. But I am of opinion that the difficulties in the way of securing that the supervision shall be real and effective are such as to outweigh these advantages and that it is better that each incomplete secondary school should have a trained graduate Headmaster of its own. This will be more expensive and the adoption of this principle has unfortunately actually resulted in two Board schools of this character in North Arcot ceasing to work as secondary; but I believe it to be sound. If the system is to continue, such continuance should, I think, be only tentative and temporary.

Staff.—The supply of trained men is still inadequate to meet the demand. But the qualifications have on the whole risen. There is still a proportion of men who enter the profession as a temporary measure, but this element cannot be eliminated all at once.

Building and accommodation.—In many cases schools that started about 20 or 30 years ago with small beginnings have outgrown their premises and even their resources. Hence secondary schools, unlike elementary, are in many cases overcrowded. In places the question of accommodation is an urgent one, but nowhere are the difficulties so hard to overcome as in Madras where building is expensive and sites hard to secure. The schools, however, are in most cases anxious to expand and to provide suitable accommodation. The provision of extra accommodation has been forced to the front this year owing to the necessity of having to meet new demands in the way of practical work. It is becoming recognised that many subjects (especially science) require special equipment and special rooms. It is chiefly with a view to providing for practical work in science and mathematics and at times for drawing that extra rooms have been added in schools. The Hindu High School, Triplicane, has accordingly added to its accommodation. In Tanjore district improvements have been or are being made at Mayavaram, Mannargudi and Tirukattupalli. Some incomplete secondary schools, such as the Madras Progressive union middle school, have built new premises. In a few cases Managers are unwilling or unable to carry out very necessary improvements.

Libraries.—Most schools have made good additions to their libraries during the year and it has been satisfactory to note that teachers are reading more as compared with previous years. But in many schools the reading of boys is not regulated in any way nor are the results of their reading tested. Far more books for boys should be added to all school libraries. Great care is needed in their selection so as to secure their being suitable. It is not enough simply to look up catalogues. A personal knowledge of the books is required.

Furniture and apparatus.—Much of the furniture in schools is still old fashioned and backless benches are not uncommon. However schools are alive to their deficiencies and several schools are purchasing or have purchased desks of an approved type. Apparatus is still defective in many schools. Many are ill-provided with maps and the instruments and appliances for practical work in Mathematics and Science are very inadequate. On the other hand, a few schools are doing good work in the way of collecting specimens, pictures and special maps for illustration, more especially of History and Geography.

Teaching.—In the teaching of English improved methods are gradually being adopted and the old methods of translation are being discarded.

History and Geography.—In both these subjects an improvement has taken place and much more is done in the way of intelligent map-drawing and in illustrating the subjects by sketches, pictures, etc. The commonest faults that remain are a blind faith in books and dependence upon them, a neglect of the black-board and a lack of definiteness and simplicity in the teaching.

Science.—Practical work has been begun in a few schools and it is hoped that by the end of this year all schools will have begun. Elementary science is done more and more and in some schools, notably the Board High school, Tiruvallur, the work is very good. Some schools have organised excursions and lectures with the lantern to illustrate different subjects. The slides lent by the department have been freely used and are undoubtedly of great value. Some of the lectures, however, are difficult for a native to give.

Mathematics.—Practical work has made great progress and Practical Geometry is done now in the lower forms of most schools. In some schools a special class room with suitable furniture is set apart for practical work in Mathematics. Graphs are done fairly well and the treatment of Algebra as generalised arithmetic is becoming more common.

M.R.Ry. L. C. WILLIAMS PILLAI—

Accommodation.—As regards High schools, the Setupathi High school is the best accommodated and is provided with an excellent hostel very well looked after. The Jesuit Mission has nearly completed a building for their High school at Madura at a cost of Rs. 40,000. The Periyakulam High school has been provided with a fine building towards which a Government grant of Rs. 5,493 was sanctioned. This building reflects great credit on Rai Bahadur Ramabhadra Naidu, Zamindar of Vadagarai, to whose exertions the school owes its existence and the building an accomplished fact. The Sivaganga Zamindar's school managed by the Court of Wards is wanting in accommodation and the manager has been advised to improve it. The Virudupatti building is a grand and imposing one, but that is the only thing good about it. The Ambásamudram school, one of the best in the Circle, will be soon provided with good accommodation. The Pattamadai High school wants better accommodation.

As regards incomplete Secondary schools except Mission schools, the rest are badly accommodated, the Sivakasi and the Srivaikuntam schools being exceptions.

Furniture and apparatus.—Most high schools have made rapid strides in providing adequate furniture and apparatus. The special grant given at the end of the last official year for apparatus and appliances was judiciously spent in supplying Geographical and Historical apparatus besides conversation charts and drawing apparatus and appliances. Many Managers supplemented the grant with their own funds and almost all high schools can boast of a respectable collection of apparatus and appliances for teaching the several subjects. The largest additions were made in Geographical apparatus which the enterprising firms of Macmillan and Longmans have not been slow to supply. At every conference of teachers these firms exhibited their wares and were well patronized. The best school in the Circle for providing itself with these apparatus, is the High school, Ambásamudram, in which I saw the finest collection of these things; so much so, that I have been advising Headmasters of other schools to visit this school and thereby gain some idea of the requirements of a school. As regards science apparatus, almost all schools have a complete set of them, but hardly any school has provided for practical work to be done by the boys themselves. One of the best schools where a great deal is done by the boys themselves in spite of poor accommodation is the Municipal High school, Dindigul, where I have recommended the construction of a special science room.

Teaching of the several subjects.—English is very much better taught than it was a few years ago and even incomplete secondary schools have been put in the way of adopting the direct method of teaching, without eschewing the vernacular altogether. Translation into the vernacular is generally given up, conversation in the lower classes and oral composition in the higher are systematically taught. The introduction of the text books into high schools has brought a wholesome change in the teaching of English to the fifth and sixth forms. Instead of Walton and Sheppard's manuals and Nesfield's exercises which hitherto occupied the precious time of teachers and pupils, good selections from English literature are taught and the pupils are by far the better for it. The lifeless aimless teaching of grammar and synthesis, etc., has given place to a rational teaching of the language through the medium of the best pieces of English literature.

Geography.—This subject is now exceedingly well taught in most schools and the necessary apparatus and appliances have been provided almost everywhere and in a few years there will be nothing wanting to place the teaching of this subject on a thoroughly-efficient footing.

Mr. CHAMPION—

In the Trichinopoly district the Lower Secondary school at Kulittalai has a separate graduate headmaster. Trichinopoly Municipality contains two Lower Secondary schools and is affiliated to the National High school for the purpose of supervision. As I have remarked before, this kind of supervision by the over-worked headmaster of a large high school whose hands are full in his own school cannot be pronounced efficient. A competent professionally qualified F.A. might be given the concession provided that he devotes the whole of his time to supervision until certificated graduates are available for the school.

I have already referred to the existing system of supervision as regards the four Board Lower Secondary schools at Tirukkóyilur, Villupuram, Porto Novo and Vriddhachalam in South Arcot. In June 1908, on the recommendation of Mr. A. O. Pranatirthara Aiyar, the District Board appointed M.R.Ry. V. Venkatarama Aiyar, B.A., L.T., as supervising headmaster of the above four schools, which had been reported upon unfavourably for several years past. When I visited South Arcot—in December last—the supervising headmaster had spent one month only in each school so that it was too early to judge of the merits and demerits of the system.

Following the instructions given him by the Inspector he had devoted his attention solely to the teaching side, and I have no hesitation in saying that the three schools that I inspected had improved out of all knowledge. They are the only schools I have seen in which the teachers, as a body, are really keen on improved methods of teaching. It should be noted, however, that the headmaster has several difficulties to contend with. Because of the length of his sojourn in each of the places where he has schools he must be expected to take his wife and family with him. With wife and family he cannot occupy temporary lodgings. But the pros far outweigh the cons and it seems to me that this is the only system calculated to make for the efficiency of lower secondary schools to any appreciable extent.

Accommodation.—Extension, either temporary in the form of thatched sheds, or permanent, has been or is being made to almost all the high schools in the circle. A new block of buildings for the Karúr High School is in course of construction: the Municipal College, Salem, has completed the new science laboratory: the schools at Gobichettipalaiyam and Erode have constructed additional rooms for teaching of Practical Geometry and Practical Science: the correspondent of the Zamindar's High School, Kattuputtur, has promised to complete the building of which the foundation was laid several years ago: the S.P.G. Mission at Trichinopoly has prepared plans and estimates for the construction of a building for its high school. The managers of other high schools have been urged at the time of inspection to improve the accommodation wherever necessary.

In almost every school the construction of a separate science laboratory providing accommodation for practical work by the pupils, is contemplated, or has been already begun. Similarly the construction of a separate drawing room with walls blacked and with necessary furniture has been urged; but in no schools, as far as my experience extends, has anything been done in this connection.

Furniture.—Almost all is of the old type. Managers have been advised to provide dual desks at least in the higher forms, and low benches and tables in the preparatory classes. The lack of suitable furniture is undoubtedly one of the causes of slovenly, and therefore inaccurate, work done in the majority of schools. In several schools the boys even do their practical geometry and graphs on their knees.

As I have remarked above, hardly any attention seems to have been given to free-arm drawing and brush-work and unless instructions are issued from the Inspector's office with regard to the blacking of walls, to the making of suitable drawing boards and desks, I do not think that much improvement will be effected.

Apparatus and appliances.—The special grant given by the department in March 1908 supplemented, in some cases, by the managers has been spent in improving the apparatus for teaching science, history and geography. Most schools now possess relief maps, globes, historical atlases, map-building sheets and models. School museums have also been formed in connection with some schools. Perhaps the best is the one attached to the Municipal High School, Karúr. The fathers of St. Joseph's College, Trichinopoly, have, in the course of the last twenty years, formed a splendid museum which is, however, seldom used for the benefit of the high school classes.

MR. BRAITHWAITE—

Upper Secondary schools.—I have written so much in past reports about the defects of high schools that repetition is needless. All the schools have been gradually improving their staffs and there is no high school whose staff is incomplete, though some are only keeping up to the minimum as regards the number of trained teachers. Graduates alone have been teaching in high school forms but an increase in L.T.'s is desirable. I must repeat my wish that rule 23 of the Madras Educational Rules as it stands may be enforced in Malabar and South Canara, as I am convinced that relaxation is unnecessary here.

The scheme of Secondary school-leaving certificates which has been approved by Government since the close of the year will, it is hoped, give a practical turn to the course of secondary education so as to fit the youths of this country for various walks of life.

The hostel system has been making but slow progress owing to the inadequacy of funds at the disposal of private managers and the poverty of many parents, but it behoves the managers and heads of secondary schools to devise some means of controlling the boys who live in private hotels or lodging-houses.

V.—ELEMENTARY EDUCATION.

64. Public elementary schools for boys rose in number from 22,002 to 22,548 and in strength from 746,343 to 790,637, and of these 146 schools with 15,269 pupils as against 81 and 8,684, respectively, in the previous year contained standards above the fourth, and 4,342 schools with 260,419 pupils contained the fourth and lower standards. The increase in the number and strength of higher elementary schools which was apparently due to the conversion of a number of lower secondary schools into elementary schools is noteworthy. The small number of schools containing the fourth standard is attributed to the absence of concessions in the matter of capitation allowance and fees which board schools without the fourth standards enjoy; but it is doubtful whether there are many more teachers qualified to teach a fourth standard. The inducements offered by the results grants system to open a fourth standard frequently led to marked neglect of the lower standards. The percentage of strength to total male population of school-age also rose from 26.4 to 28.0. One hundred and thirty-two schools with higher standards, 4,153 schools with the first five standards and 14,186 schools with the first four standards had been recognised, and the rest were awaiting recognition under the new rules.

65. A large proportion of the schools was under private management, and of them the aided schools showed as last year an increase both in number and in strength, while the unaided schools again declined in both these respects. Of the former class of schools 24 per cent. and of the latter 14.7 per cent. were under mission management. All classes of schools under public management were credited with an increase both in their number and strength. The addition of a single school to the list of Government schools was due to the transfer of the Board Mapilla School at Malappuram to departmental management. The funds set free by the provincialization of supervisors of elementary schools being intended to be devoted to the spread of elementary education, it is hoped that local and municipal boards will consider the desirability of taking over a number of those elementary schools in which private management has proved unsatisfactory. The subjoined statement furnishes the particulars of elementary schools at the beginning and close of the year as required in G.Os., No. 311, Educational, dated 27th April 1908, and No. 137, Educational, dated 9th March 1909.

Number of Elementary Schools for Boys during the year 1908-1909.

Managing agency.	Number of elementary schools at the beginning of the year (i.e., on the 31st March 1908).	Number closed during the year.	Number newly opened during the year.	Number of secondary schools converted into elementary schools during the year.	Total number of elementary schools at the end of the year (i.e., on the 31st March 1909).	Number of elementary school buildings constructed during the year and intended to provide accommodation for			
						Existing board schools.	Board schools at places where aided elementary schools but no board schools formerly existed.	Board schools at places where unaided elementary schools but no aided or board schools formerly existed.	Board schools at places where no elementary schools of any description, whether board, aided or unaided formerly existed.
1	2	3	4	5	6	7	8	9	10
Government ...	149	...	1	...	150	...	...	...	...
Municipal Board ...	270	6	19	1	283	7	4	1	1
Local Board ...	3,298	47	93	18	3,362	26	14	1	3
Native States ...	1	...	5	...	6	...	...	...	...
Aided ...	13,179	1,928	2,686	37	13,974	...	...	...	...
Unaided ...	5,105	3,202	2,865	5	4,773	...	...	...	...
Total ...	22,002	5,183	5,668	61	22,548	33	18	2	4

There had been an increase both in the number of elementary schools newly opened and in that of secondary schools converted into elementary schools, though in the latter case the increase was but slight.

66. The 160 special scholarships for Mapillas and the 25 scholarships for Koyas, all tenable in elementary schools and in the preparatory classes of secondary schools, have not yet been awarded. The Inspectors concerned have reported that they are taking measures to utilize the allotted number. For the Savaras 60 scholarships have been specially awarded though the number allotted is only 25, the excess being met from savings under other heads of scholarships. For the Khonds 20 out of the 25 scholarships allotted have been sanctioned. The expenditure on scholarships amounted to Rs. 3,620.

67. The total expenditure on elementary schools for boys was Rs. 32,95,800, towards which public funds contributed Rs. 20,44,346, fees Rs. 6,21,990, and other sources Rs. 6,29,464. Government schools cost Rs. 80,448, and board, aided and unaided schools Rs. 11,84,892, Rs. 18,05,466, and Rs. 2,24,373, respectively. Public funds met 62 per cent. of the total expenditure, fees 19 per cent. and other sources 19 per cent. The average cost per pupil was Rs. 4-5. Each pupil in a Government school (mostly in Agency tracts) cost Rs. 11-7, in a board school Rs. 5-15, and in an aided school Rs. 4-1. The figure for mission schools (including all elementary schools under mission management) is Rs. 5-15. Fees met 6 per cent. of the expenditure in Government schools, 12 per cent. in board schools and 20 per cent. in aided schools.

68. The figures in the preceding paragraphs relate to all the pupils under instruction in elementary schools for boys and include therefore girls in such schools and exclude boys in girls' schools. Dealing with boys alone, the total number under instruction on the 31st March last in public elementary schools for both boys and girls was 703,793, which represents 24.9 per cent. of the total male population of school-age. As regards the proportion of male pupils under instruction in the several districts, Tinnevely again stood first with 36.5 per cent. and was followed closely by the Nilgiris, Ganjam and Madras with 32.5, 31.5 and 30.5 per cent., respectively, while Vizagapatam was again content with the lowest place with 15.8 per cent.

69. From a special return obtained from the inspecting officers it is observed that there were on the 31st March last 56 part-time schools, of which 48 were aided and the rest unaided, 47 of the former and 6 of the latter being under mission management. The bulk of these schools was found in North Arcot, Tanjore and Coimbatore, and none have been returned from the Northern and Ceded districts except Anantapur, nor from the West Coast districts. These work for about two or two hours and a half every day either in the morning or in the evening chiefly for the benefit of the children of the cooly and labourers' classes who cannot afford to keep their children at school for the full time and are mostly taught by teachers unconnected with other schools. At the close of the year there were 726 night schools, of which so many as 501 or nearly 70 per cent. were under the charge of day schoolmasters, and the proportion might have been still larger but for the rule declaring that a teacher who works in a day school as well is eligible for only one unit of grant. These night schools which are generally attended by Panchamas and other backward classes are mostly failures, and one of the Inspectors accounts for this by saying that 'a half' starved child who has been tending cattle all day cannot be expected to work at night.' In both classes of schools the three R's are taught, and also such special subjects as action songs, clay-modelling, etc.

70. In indigenous elementary schools for which returns have been received there were 97,260 boys under instruction at the close of the year. Including these, the total number of boys in both public and private elementary schools was 801,053 and the percentage of boys under instruction to the male population of school-age was 28.4. A statement in the supplemental statistics classifies villages into four groups

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according as they contain a population of from 1,000 to 2,000, from 500 to 1,000, from 200 to 500 and less than 200. In the first group there were 7,273 villages, in the second 8,339, in the third 10,207 and in the fourth 18,804; of these 76 per cent. in the first, 51 per cent. in the second, 23 per cent. in the third and but 2 per cent. in the fourth group were provided with one or more public or private elementary schools. As a result of enquiries made during my tours I have learnt that many of the children in these school-less villages go to a school in a neighbouring village. I am convinced that it is in many cases not the absence of a school that prevents more children from attending, nor is it the small fee charged, but it is that they are wanted for work in the fields or elsewhere.

71. With the rise in the number of elementary schools there was an increase in the number of teachers employed in them, of whom there were 34,562 on the 31st March last, and it is satisfactory to note that all of them with the exception of 5,930 teachers are returned as holding some kind of departmental certificate. Excluding 1,281 unpassed teachers holding approved service certificates, there were 27,351 certificated teachers or 1,725 more than in the previous year, of whom 27,083 held certificates of the elementary grade, 261 certificates of the secondary grade and 7 certificates of the collegiate grade. Strenuous endeavours are being made to improve the qualifications of the staffs in elementary schools and to make them fit to handle the various subjects of the new curriculum, but the progress must naturally be slow considering their low general attainments. As regards the qualifications of the teachers and the steps taken to improve them, Mr. Yates, the Inspector of Schools, I Circle, writes as follows:—

"The means at their (Sub-Assistant's) disposal have been in the main three, model lessons in the schools, central classes at the head-quarters of teachers' associations and the issue of circulars in the vernacular. Virtually they (the Sub-Assistants) must do the work of the Training schools. Though Ganjam and Vizagapatam are fairly well off for Training schools, yet even here the openings for training are insufficient. Every year the Assistant Inspector is called on to explain the reasons for the large number of untrained teachers in board and aided schools: the answer is invariable and obvious that the proportion of teachers accepted for training to those ready to be trained is very small."

Should this prove true it indicates that there has been a great change for the better and no time should be lost in increasing the facilities for training.

"The case of Gódvári and Kistna is worse. It is obvious, also, I think that a model lesson or two given in the school once a year (for in some ranges the Sub-Assistants have their work fully cut out for them to get round their ranges once), occasional central classes at which many of the poorer teachers cannot attend (sometimes for shame at not possessing a decent cloth) and many more attend perfunctorily and sleep the while are only slow acting remedies. Even circulars however detailed cannot effect very much. The teachers are often completely ignorant of what they ought to teach and how to teach.

"A return is made to me monthly of the circulars issued together with copies of the circulars, which I read and criticize where I think fit. This means of enlightenment is probably the most effective. No teacher can pretend he has not heard or remembered instructions. Two or three very useful conferences and exhibitions have been held, notably at Goljam in the Vizagapatam range and at Peddapur in Gódvári where 800 teachers met and exhibited their wares and heard lectures and lessons."

72. Judged by the increase in the number and strength of elementary schools for boys, both under public and private management, elementary education may be considered to have made further advance during the year, which is an indication of the fact that the general scare about the disabilities of pupils from elementary schools is gradually subsiding. In the matter of staff, accommodation and furniture the board schools led the way, but even in their case there was much which had still to be accomplished. Most of the aided schools lacked stability for want of funds due to the unwillingness of parents to pay the prescribed fee, and the necessity for opening more board schools both by the establishment of new schools and by the gradual absorption of such aided schools cannot be overestimated. As regards the generally ephemeral character of the village schools, special statistics obtained from the inspecting officers of aided elementary schools situated in rural or non-municipal areas shew that, of the 3,264 mission and 9,947 non-mission schools on the 31st March last, 1,963 of the former

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and 4,533 of the latter were aided for at least 5 years without a break, 283 and 1,095 for 4 years, 359 and 1,157 for 3 years and 323 and 1,307 for 2 years. It will thus be observed that a number of these schools worked for a few years with the help of grants from public funds and then vanished. The non-mission schools were mostly those under teacher-managers. Many of these schools are founded to meet the early needs of particular children and when these are moved into a more advanced school, the village school dies from lack of support. It has been reported that attempts are made in most of the smaller fourth standard schools to close the fourth standards in view probably of the advantages enjoyed by the lower standard schools under the present Educational Rules in the matter of fees and capitation allowances to teachers, but such attempts deserve and have for the most part received the severe condemnation of the authorities concerned and the inspecting officers alike. There was a decided increase in the number of higher elementary schools, i.e., schools having standards above the fourth, and it may be hoped that sufficient attention will continue to be paid towards the development of these schools, the number of which is still inconsiderable. The new scheme of studies has been introduced and suitable books on the several subjects of instruction, such as nature study, kindergarten occupations, hygiene, botany, civics, etc., have begun to be written, many of them, I believe, by quite incompetent persons and moreover hastily written to catch the market. A really good elementary text-book is work for a master. The next few years will show how far the new classification of schools has met the popular demand and what measure of success has attended its introduction. It is as yet premature to predict.

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73. There was a further increase in the number and strength of special schools, from 160 to 165 in the one case and from 6,874 to 7,137 in the other. All classes of schools except the training schools for mistresses and Medical Schools participated in the increase in their number and all except the training schools for masters had an accession to their strength. The appearance of an additional Training school for masters was due to the opening of a new Elementary training School by the A.E.L. Mission at Rajahmundry with 21 students. The numbers under training in this class of schools were, however, 157 fewer than in the previous year, and the fall was almost general, nearly all the training schools having suffered in strength.

(A) TRAINING OF TEACHERS.

74. The second Preliminary Examination for teachers' certificates under the present Educational Rules was held in December 1908 and this was the first examination held wholly under the new rules for the Elementary grade students taking the extended course of two years. One thousand eight hundred and forty-seven candidates appeared for the examination in the Elementary grade and 197 for that in the secondary grade, and 1,185 or 64 per cent. and 136 or 69 per cent. respectively passed, the corresponding percentages for the previous year being 69 and 43. The improvement in the results of the secondary grade is noteworthy, and the percentage of passes (64) obtained by the Elementary candidates shows that the course for them is not too ambitious and can be successfully got through in the period of two years even by students who had not got beyond the fourth standard of general education. The successful candidates included 207 females of the elementary grade and 20 of the secondary. At the final examination for teachers' certificates 515 trained and 5 untrained candidates were examined for the Elementary grade and 347 (including 69 females) or 68 per cent. and 4 or 80 per cent. respectively passed, while for the secondary grade 78 trained and 3 untrained candidates appeared, and 57 of the former (including 10 females) and all the latter passed, the percentages of success being 73 and 100, respectively. These results were on the whole satisfactory.

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75. Candidates who pass the Preliminary Examination for Teachers' certificates are provided with combined probationary certificates and service registers, the latter of which is designed to contain a record of their service in teaching for the probationary period of 18 months after passing the Preliminary Examination and before admission to the Final Examination and 755 such probationary certificates were issued during the year.

TRAINING SCHOOLS.

(a) Training Schools for Masters.

76. Training schools for masters rose in number as already pointed out, from 45 to 46, but their strength fell from 2,321 to 2,164, of whom 116 were of the secondary and 2,048 of the elementary grade, against 114 and 2,207 in the previous year. It will thus be seen that the decrease in strength was confined to the elementary teachers, who do not seem to resort for training in such large numbers as heretofore owing probably to the prolonged course of training which they are now required to undergo. This is doubtless a passing phase. All the districts except 6 shared the decrease in the number of students and of the latter six, 2 viz., Cuddapah and Tanjore contained the same number of students. Europeans contributed but a single student as last year, while all the other classes of the community except Muhammadans, whose number had risen from 138 to 153, shared the general decrease. All the schools except 15 were under departmental management, and all the schools under private management except 2 were aided.

77. The teaching in training schools for masters has generally improved under the careful supervision of the Inspector of Training Schools, who has both by personal instructions in the course of his inspection and by the supply to each Government school of some of the best modern text-books on teaching endeavoured to rectify the defects noticeable in the teachers who are generally conservative in their methods of teaching. The model schools attached to the training schools have, however, not been in as efficient a condition as they ought to be. There are still some schools in which the full model school staff has not been employed for want of suitable teachers, and in schools in which the full staff has been at work most of the members are unable to carry out satisfactorily the scheme of studies for elementary schools owing to their inferior attainments. Mr. Middlemast writes that "most of the schools have at present little claim to be real model schools. In many of them, the principles taught in the training section are lost sight of in the teaching and organization, and old mechanical methods are employed." There are no doubt exceptions, but a general improvement in the condition of these schools cannot be looked for until they can be staffed with a better set of teachers. The fact that the model schools are all elementary in character seems also to militate against their popularity especially in the larger towns where there are secondary schools. But the so-called disability will vanish as the schools become more efficient and the quality of education afforded in them improves. There were 19 Licentiates in Teaching employed in the Government training schools during the year, or 3 more than in the previous year. The question of improvement to the buildings of the Government training schools had received due attention consistently with the proposals contained in the scheme of re-organization of training schools which is still under the consideration of Government. The extension of the hostel system and the provision of free quarters for the superintendent, who will be a member of the staff, is also under consideration. A committee was appointed by me last year consisting of Messrs. J. H. Stone, W. H. James, and E. W. Middlemast to draw up a type design for hostels for training schools in consultation with the Consulting Architect, but the plan and estimate prepared by the committee had to be revised under my instructions so as to reduce the cost of the estimate in view to the rate of rent leviable from the boarders being kept within their means. Suitable additions have been made to the library, furniture and the museums of Government training schools, and the school gardens have been properly maintained

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in all the schools that have gardeners on their establishment. The schools under private management left much to be desired in these respects except in the matter of school gardens which were fairly good on the whole. A novel feature of the work of Government training schools during the year was the number of educational excursions made by the students and staffs of several of the schools at their own expense, and each of these excursions had a definite object in connection with the course of training, and in most cases the subjects of observation furnished topics for composition. The number of students who obtained employment during the year as teachers in their districts was 943 and the number who became teachers elsewhere was 326.

Qualifications of teachers
in training schools for
masters.

Stipends in training
schools for masters.

Expenditure in training
schools for masters.

78. Of the 169 teachers employed in training schools for masters 154 held trained and probationary teachers' certificates and all the rest had some kind of certificate.

79. The total expenditure on stipends amounted to Rs. 1,56,234, to which Provincial funds contributed Rs. 1,46,905.

80. Special grants for furniture, apparatus and buildings being excluded, the total expenditure on training schools for masters including the outlay on stipends amounted to Rs. 2,87,866, to which Provincial funds contributed Rs. 2,38,911, local and municipal funds Rs. 23,859, and fees and other sources Rs. 25,096. Provincial funds contributed 83 per cent. of the entire expenditure against 77 per cent. last year. The cost per student was Rs. 121 against Rs. 113.

(b) Training Schools for Mistresses.

81. The number of training schools for mistresses remained stationary at 19, but their strength rose further from 394 to 431, the increase being shared both by secondary and elementary teachers, notably by the former, and by all classes of the community except Panchamas. With the new training school for Muhammadan mistresses opened in Guntur the number of Government training schools for mistresses rose from 4 to 5. The number of districts provided with schools of this class remained unchanged.

82. At the preliminary examination for teachers' certificates held in December last, 20 secondary and 207 elementary teachers were successful, the corresponding passes at the Final Examination being 10 and 69. The number of students who obtained employment as teachers in their districts was 302 and the number who became teachers elsewhere was 95.

Qualifications of teachers
in training schools for mis-
tresses.

Stipends in training
schools for mistresses.

Expenditure on training
schools for mistresses.

83. Of the 55 teachers employed in these schools 9 held non-Indian diplomas, 41 trained and probationary teachers' certificates mostly of the secondary grade, and the rest had some kind of certificate or other.

84. The total expenditure on stipends amounted to Rs. 29,450, to which Provincial funds contributed Rs. 28,822.

85. To the total expenditure, viz., Rs. 73,594, Provincial funds contributed 73 per cent. and the cost to Government per student was Rs. 138 against Rs. 147.

(c) Training Schools for Gymnastic Instructors.

86. In the special gymnastic class attached to the Teachers' College, Saidapet, 9 students were admitted for training during the year. For the examination in drill and gymnastics conducted by special Boards of Examiners for gymnastic teachers' certificates, 40 and 18 were examined at Saidapet and Rajahmundry, respectively, and 32 in the former station including the 9 trained in the Teachers' College gymnasium, and all the examinees in the latter were successful. The gymnastic class at Rajahmundry having been carried on hitherto on an informal basis by

the gymnastic instructor of the local Arts College, I have issued instructions for its discontinuance leaving Saidapet as the sole centre of training for gymnastic instructors.

(d) *Sessional Schools.*

87. Forty-nine sessional schools or 3 less than in the previous year were at work, but this decrease did not diminish the supply of teachers under instruction, of whom there were 726 against 710 in the previous year. Six hundred and forty-eight or 55 more teachers also completed their course during the year. The pay of the sessional school teachers would seem to admit of revision so as to make it progressive and attractive, and steps have been taken already for effecting an improvement in this direction in some of the districts.

(B) *TECHNICAL AND INDUSTRIAL SCHOOLS.*

88. The syllabuses in technical subjects underwent no revision during the year, but the Forestry tests, both intermediate and advanced, were abolished under G.O., No. 815, Educational, dated 14th December 1908.

In pursuance of the resolutions passed at the Industrial Conference held at Ootacamund in September 1908 the Government have since the close of the year ordered the transfer to the control of the Director of Industries of 35 industrial schools, leaving to the Educational Department the supervision of all other schools in which the instruction given is either predominantly intellectual or commercial in character.

89. The total number of subject-candidates for the various technical examinations was 9,946, of whom 3,949 were successful. The figures represent an increase in the total number of candidates both under "examined" and "passed" as also in the percentage of subject-passes for the elementary grade, but there was a decrease in the percentage of passes for the advanced and intermediate grades and also on the whole. Two of the subject-candidates for the advanced grade, 38 of those for the intermediate and 221 of those for the elementary grade were female candidates, of whom 227 and 114, respectively, were successful; the majority of the candidates brought up free-hand outline drawing. Twelve diplomas, of which nine were for drawing, and 127 group certificates, including one for electrical engineering, were issued during the year.

(i) *Schools of Arts.*

90. These will be dealt with under (v) below.

(ii) *Law Schools.*

91. There are no Law schools in this Presidency. The Government Law College, which has already been dealt with in Chapter III, continues to be the only institution that provides legal education for candidates preparing for the B.L. degree and the Pleadership examinations as well as those for the special tests.

(iii) *Medical Schools.*

92. There were on the 31st March last 173, 55 and 48 pupils on the rolls of the Government Medical schools at Ráyapuram, Vizagapatam and Tanjore, against 154, 38 and 37, respectively, in the previous year, the increase being satisfactory in each case. In the school department of the Medical College there were at the close of the year 54 Apothecary students (including 12 women), 44 Sanitary Inspectors and 14 hospital Assistants undergoing post-collegiate training or 112 in all. The nationalities of the pupils did not show any variation from that of the previous year. All the 13 students including 3 women who were in their fourth-year course appeared for and passed the final examination for apothecaries held by the Board of Examiners, and of the 42 students of

the Sanitary Inspectors' class who appeared for the Government Technical Examinations in Hygiene and Physiology held in January last, 40 with 9 in the first class passed in the former subject and 39 with 16 in the first class in the latter. For the final examination for hospital assistants held in March last 57, 19 and 7 were presented from the schools at Ráyapuram, Vizagapatam and Tanjore, and 40 from the first school and all the pupils that appeared from the latter two passed, and the Government gold medal was on the recommendation of the Board of Examiners awarded to a pupil in the Vizagapatam school. The chemist and druggist class in the Medical College has proved a complete failure, no one having sought admission into the class during the year. No orders have yet been passed regarding the future of the Tanjore school. The expenditure on medical schools amounted to Rs. 1,33,227, to which Provincial funds contributed Rs. 1,26,923, and fees and other receipts Rs. 6,304. The average annual cost of educating each pupil was Rs. 110 at Ráyapuram, Rs. 212 at Vizagapatam and Rs. 140 at Tanjore.

(iv) *Engineering and Surveying Schools.*

93. According to the revised classification approved by Government the lower subordinate class of the College of Engineering, Madras, has already been remarked upon along with the higher classes in Chapter III, relating to collegiate education. Schools of this class under private management will be dealt with under (v) below:—

(v) *Technical and Industrial Schools other than Medical Schools.*

94. The number of schools of this class fell further from 22 to 20, but their strength rose from 1,881 to 2,014, of whom 94 pupils were found in the only school intended for Europeans. The decrease in the number of schools was the net result of the transfer of three schools to the list of lower class schools and the closing of two of the schools on the one hand, and to the opening of two new schools and the transfer of one of the schools from the lower class list on the other. These schools provided instruction in several technical subjects, such as engineering, commerce, music, drawing, jewellers' work, printing and book-binding, wood and metal work, textile industries, and tailoring and dress-making, and the most popular of the subjects as evidenced by the numbers studying them were drawing, wood and metal work and engineering. Six of the schools as against 5 in the previous year had 100 pupils or more on the rolls on the 31st March last, the School of Arts heading the list as usual with 477 students, the Reformatory school, Chingleput, and the Nazareth Art Industrial school for boys again standing next with 203 and 141 students, respectively. There was a further accession to the numbers in the drawing and industrial classes of the School of Arts, but a smaller number than in the previous year presented themselves for the Government Technical Examinations in the subjects of the drawing group, and a slightly larger number for those in the industrial subjects. A higher percentage of success was, however, obtained in the former examinations and a slightly lower percentage in the latter. The general education classes attached to the school for a long time were closed during the year and in January last was introduced the new scholarship scheme which has supplanted the old system of paid apprentices and under which the number of the scholarships allotted has been reduced to 30. Since the close of the year the reorganization of the school, which had been long pending, has been sanctioned and given effect to. The Reformatory school, Chingleput, continued to do useful work. Both this institution and the School of Arts, which are mainly industrial in character, have continued to be under the control of the Educational Department.

95. There were 41 schools of this class with 1,480 pupils against 42 with 1,476 pupils in the previous year, the decrease of one school having been brought about by the closing of 6 of the schools and the opening of 5 new schools. Two of the schools with 191 pupils were for Europeans. Commerce, textile industries, printing and electrical engineering were in order the subjects largely taken up in these schools. Further particulars about these schools and

Number and strength of higher class technical schools teaching subjects coming under only one group of the Technical Examination Scheme.

SPECIAL
EDUCATION.

classes are given in Appendix D. Among Schools of Commerce the largest and the most important is the Government School of Commerce, Calicut, which had on its rolls 216 students or 8 more than in the previous year, distributed among the English and vernacular sections, the latter of which is mainly intended for Mappillas. For the Government Technical Examinations held in April 1908, 157 students appeared from the English section and 80 or 50.9 per cent. passed, while in the final school examination held at the end of the course in May 1908 the vernacular section passed 14 out of the 34 examined, thus securing 41.2 per cent. against 45.8 per cent. in the previous year. It is expected that the usefulness of the school will be further enhanced when the building work is completed and the school removed into the new building.

96. The lower class schools had an accession both to their number and strength, their number having risen from 11 to 16 and strength from 295 to 475. In these schools the boys generally learnt drawing and carpentry and the girls lace-making.

Number and strength
of lower class technical
schools.

(vi) Commercial Schools.

97. These schools have been dealt with above.

(vii) Agricultural Schools.

98. The United Free Church Mission school at Melrosapuram which has been for years the only school of agriculture contained 9 pupils or 6 fewer than in the previous year, and the boys who are all Panchama Christians receive practical instruction in agriculture, gardening and in other minor industries, such as the manufacture of jaggery, ropemaking with plantain fibre, etc., and are employed in pumping experiments. The fall in attendance is much to be regretted.

(viii) Other Schools.

99. Fifteen institutions for general education with 1,621 pupils as against 18 with 1,397 pupils in the previous year have special classes at work in various industrial and art subjects, such as drawing, carpentry, practical telegraphy, tailoring and dress-making. For reasons given in the last report the number of pupils attending these classes is not included in the total strength of technical schools.

100. One hundred and forty-eight students trained in the several technical schools excluding the medical are returned as having obtained employment during the year. The value of the articles turned out and the amount realized by sales aggregated Rs. 1,34,586 and Rs. 97,105, respectively.

Work done by technical
industrial or Art schools.

101. The total number of teachers employed in technical schools declined from 260 to 230, of whom 13 were educated in Europe, and all the rest except 41 possessed some technical qualification or other.

Qualifications of teachers
in technical schools.

102. Out of 263 technical scholarships allotted, 139 have been awarded, 98 to males and 41 to females. All the 20 scholarships open to Mappillas in the special commercial class attached to the Government School of Commerce, Calicut, have also been awarded. The total expenditure on scholarships in technical schools was Rs. 38,907, to which provincial funds contributed Rs. 14,914.

Scholarships in technical
schools.

103. The total expenditure on technical schools was Rs. 3,14,369, towards which provincial funds contributed 26 per cent., local and municipal funds 5 per cent., fees 10 per cent. and other sources 59 per cent.

Expenditure on technical
schools.

FEMALE
EDUCATION.

VII.—FEMALE EDUCATION.

(a) GENERAL CONDITION OF FEMALE EDUCATION.

104. Public institutions for girls fell during the year from 1,121 to 1,103, but their strength rose from 73,548 to 76,821 indicating greater consolidation. Private institutions numbered 101 with 3,605 pupils against 117 with 3,763 pupils and the loss in both respects of these ephemeral schools is not matter for regret. Of the public institutions, 185 were managed by Government and 18 by boards, 785 were aided and 115 unaided. Including girls in boys' schools, there were in all 178,867 girls under instruction in all classes of institutions, boys' schools alone contributing 102,514 or more than a half. The percentage of girls under instruction to the total non-European female population of school age rose from 5.8 to 6.2. Madras ranked first with 28.5 per cent. and was followed by Nilgiris and Malabar with 13.4 and 10.8 per cent., respectively, while Ganjam stood last with 3 per cent. Both Miss Arnold and Miss Lynch consider the inadequacy of the female inspecting staff and the low pay of schoolmistresses to be the main causes for the lack of rapid development in girls' schools. Miss Arnold says—

"What is needed is the development of the female inspecting agency and a large expenditure on girls' schools. Given these two conditions, I am confident that in a few years the spread of female education will enormously increase."

This cannot be done all at once and the improvements needed can only be effected gradually. Farther the fact remains that enhanced rates of salary cannot increase the supply of qualified native mistresses, and that this is the case will be gathered from the fact that in not a few cases have the teachers been allowed lower rates of salaries than those sanctioned for the posts held by them.

One of the inspectresses considers that, to make a real advance in female education, the practice of allowing girls to read with boys should be discouraged as far as possible and that pure girls' schools should be opened in all places where there is a sufficient number of girls of school age. Separate schools for girls and a female inspecting agency are no doubt desirable; but, until sufficient funds for these are forthcoming, nothing should be done to discourage girls from reading in boys' schools and while so many of the teachers in girls' schools are males and all but a few of the pupils are very young, there is no immediate necessity for any large increase in the female inspecting agency. Reasonable fee income would do much towards the provision of funds but even parents who could easily afford to do so seem unwilling to spend anything upon the education of girls. The action of the department and of private managers in demanding very small or no fees has done much to countenance this attitude. I fear that apathy on the part of parents is what checks any real advance.

(b) UNIVERSITY EXAMINATIONS.

105. For the Matriculation examination of December 1908, 234 females, including Europeans, presented themselves. Of these, 166 were allowed to sit for the re-examination of February 1909 but only 103, excluding Europeans, actually appeared (five Brahmans, 13 non-Brahman caste Hindus, 83 native Christians, a Muhammadan and a Jew) and 41 (two Brahmans, five non-Brahman caste Hindus and 34 Native Christians) came out successful or 40 per cent. which is below the average for the Presidency (44.4 per cent.).

For the First Examination in Arts, twenty appeared—two non-Brahman caste Hindus and 18 Native Christians, of whom ten passed—one of the former and nine of the latter. The total absence of the Brahman element is regrettable. Up to the present, 64 female candidates have passed this examination, 51 Native Christians, 8 Brahmans and 5 non-Brahman caste Hindus.

Five females—a Brahman, a non-Brahman Caste Hindu and three Native Christians—were examined at the English Language division of the B.A. degree examination, of whom all but the non-Brahman Caste Hindu passed. All the five

who appeared for the Second Language division came out successful and for the Science division two non-Brahman caste Hindus and three Native Christians presented themselves and two of the Native Christians passed.

(c) COLLEGES FOR WOMEN.

106. There was a further decline from five to three in the strength of the only college for native women—the Sarah Tucker College, Palamcottah. There were besides 28 female students studying in the Colleges intended for men—16 in the Presidency College, four in Zamorin's College, Calicut, three in the Mangalore College, two in the B.G.M. College, Calicut, and one each in Pachaiyappa's College, Madras, S.P.G. College, Trichinopoly, and Wesley College, Rayapet. There were thus in all 31 female students in the collegiate stage of instruction or nine more than in the previous year. This is gratifying.

(d) SECONDARY SCHOOLS FOR GIRLS.

107. The number of secondary schools for girls on the 31st March last was 46 with a strength of 5,629 pupils against 114 with 14,531 on the corresponding date in the previous year, the decrease being almost entirely due to the schools having been classified and recognised as elementary schools under the present Educational Rules. Of the secondary schools, three were Government institutions and the rest were under mission management, all but two of the latter being aided. Native Christians and non-Brahman caste Hindus formed the bulk of the pupils as usual, while Brahmans, for the reason mentioned in the last report, were very poorly represented with 6 per cent. of the total strength. The number of girls in secondary schools including girls in boys' schools was 6,305, Madras and Tinnevely alone contributing together nearly 40 per cent., while Anantapur which had but two pupils under instruction was the most backward in point of the secondary education of girls. Forty-four of the schools had buildings of their own and one was held in a rented building, while another, viz., the United Free Church Mission Home Education classes, Madras, had accommodation of neither kind, instruction being given in the houses of the pupils themselves.

(e) PUBLIC ELEMENTARY SCHOOLS FOR GIRLS.

108. Public elementary schools for girls rose during the year from 973 with 58,173 pupils to 1,021 with 70,212 pupils. Of these, 170 were schools with standards above the fourth, 461 had standards up to and including the fourth and the remaining 390 had standards below the fourth. One hundred and twenty-four schools were closed during the year and 101 were newly opened, while 71 which were secondary became elementary. Taking secondary and elementary schools together, there was a fall of 20 in their number; but the strength had increased by over 3,100 pupils. Of the 1,021 elementary schools at the close of the year, 177 were Government institutions and 18 board schools, while of the rest, 527 or 64 per cent. were under mission agencies. The housing of these schools continued to receive due attention, 913 or nearly 90 per cent. either having buildings of their own or being held in rented buildings, while 44 were held in chavadies, chattrams, etc., and 62 in the managers' or headmasters' own residence, the two remaining institutions, the National Indian Association Home Education classes at Madras and at Cuddalore having, for obvious reasons, no buildings of their own. No new elementary school buildings were actually constructed during the year. The total number of girls in public elementary schools including girls in boys' schools rose during the year from 137,256 or 4.7 per cent. of the total non-European female population of school age to 1,57,056 or 5.4 per cent.

The highest percentage (23.5) was in Madras, while ten districts had over 5 per cent. and the rest between $2\frac{1}{2}$ and 5 per cent. Malabar as usual had the largest number (17,506) and the Nilgiris the smallest (818).

(f) SCHOLARSHIPS AND EXPENDITURE IN GIRLS' SCHOOLS.

109. All the 31 scholarships provided for girls in the higher forms of secondary schools and the 80 scholarships provided for girls reading in the lower forms of secondary schools and the higher standards of elementary schools were awarded during the year, the majority of the recipients being native Christians in the former case and Hindus in the latter. All the 60 special scholarships provided for Muhammadan and caste Hindu girls were awarded. On the results of the Matriculation Examination, eight scholarships were given to female pupils comprising a Eurasian, two Hindus and five native Christians. Out of the 68 scholarships allotted to Hindu and Muhammadan widows, 39 were awarded. On the subject of these scholarships Miss Lynch writes:

"As a general rule, it may be taken for granted that any native woman over 20 who has had little or no previous education is quite unfit to be trained for the teaching profession and the encouragement of such an applicant by means of a scholarship is merely putting a premium on incompetency as well as imposing a useless burthen on the already overworked training staffs. From this point of view the widow scholarship scheme as it now stands has certainly failed to attract the right class of applicant and unless other measures are devised by the opening of a widows' hostel, it will not be possible to secure caste widows between the ages of 8 and 18 when they can be properly educated and fitted for the teaching profession."

MISS ARNOLD SAYS:

"Many of the widow scholarship holders are women between eighteen and twenty-five years of age who are driven by poverty to apply for a scholarship in the hope that they may later on make a livelihood as teachers. They have generally forgotten what little knowledge they ever had and much difficulty is found in teaching them and still more in training them. They have evidently gone through experiences which, whether happy or otherwise, have certainly succeeded in deadening their intelligence. I am of the opinion that such women should be taught some manual work and that much harm is done by turning them out as teachers of ordinary subjects who have to be provided for in spite of their obvious incapacity. It is the child widow who should be encouraged to devote her life to teaching and for this it is necessary that a special institution should be provided in which it may not be thought derogatory to live and to be taught. The child widow is marked out by all the circumstances of her life to be the teacher of the future. Other women teachers are full of family cares and this is one reason why they are so seldom successful in their school work."

Miss Lynch's proposal to open a hostel for caste widows is beset with difficulties, but it will nevertheless receive my earnest attention.

The total expenditure on scholarships during the year amounted to Rs. 19,607, towards which provincial funds contributed Rs. 19,064.

110. The expenditure in secondary and elementary schools for girls was Rs. 7,17,530 to which provincial funds contributed Rs. 2,07,840, local and municipal funds Rs. 1,26,862, fees Rs. 49,845 and subscriptions and other sources Rs. 3,32,983. The total average cost per pupil was Rs. 9-15 and the average cost to public funds Rs. 4-10. The average fee paid by each pupil was As. 11-1.

(g) GENERAL.

111. The statistics distributing the pupils in public secondary and elementary schools for girls according to the different classes and forms show that, while, in the case of secondary schools, the figures do not present any striking peculiarities, there is, as remarked, a sudden drop in the case of elementary schools from 6,015 in the fourth last year, a sudden drop in the case of elementary schools from 6,015 in the fourth standard to 1,315 or less than a fourth of the number in the fifth standard. This shows that the majority of the girls do not continue beyond the fourth standard.

112. With the increase in the total number of pupils, the number of teachers in public secondary and elementary schools for girls rose from 3,555 to 3,658—30 holding non-Indian diplomas, 2,152 trained teachers' certificates including probationary teachers' certificates, 246 untrained teachers' certificates, 214 approved service certificates and 671 general education certificates, while 345 held no certificates whatever. There was thus a slight

improvement in the qualifications of the teaching staff, the proportion of qualified teachers to the total number having risen by 2 per cent. Of the 3,283 teachers holding Indian certificates, 44 were of the collegiate grade, 343 of the secondary grade and 2,852 of the elementary grade, while 44 were unpassed with approved service certificates.

113. As in the previous year, three groups of classes of this description were at work during the year, one secondary and two elementary, with 94 pupils under instruction. Of these, two were in the secondary forms and 35 in the lower classes of the secondary school. The National Indian Association had classes at Madras and Cuddalore both treated as elementary and the United Free Church Mission classes only at Madras, recognised as secondary.

114. With a view to improve the efficiency of the schools and to familiarize the new scheme of studies for elementary schools and to give the teachers some idea of the modern methods of teaching, special classes were arranged by the Inspectress of Girls' Schools, Southern Circle, at Coimbatore, during the Christmas vacation of the year for the benefit of the teachers in the circle. The classes were attended by 73 teachers of Government schools and a few teachers of aided schools.

VIII.—EUROPEAN EDUCATION.

115. There were at the close of the year 91 institutions with a total strength of 7,094 (3,400 boys and 3,694 girls), the respective figures for 1907-1908 being 96 and 7,037 (3,412 boys and 3,625 girls). The college department of the Presentation Convent College, Georgetown, which was the only college for women, was closed at the end of the year. The variation in the number of each of the other classes of schools was due to their regrading, the closure of certain schools and the starting of certain others. Of the total number on the rolls, 383 or 5.4 per cent. were non-Europeans, the figures for the previous year being 370 and 5.4 per cent. The total number of Europeans on the rolls of all classes of institutions in the Presidency was 7,354 against 7,323 in 1907-1908.

116. In the Doveton Protestant College, which is the only European College for men, there were 7 women out of a total strength of 18. Out of this strength again 7 were Native Christians. The total number of Europeans studying in Arts Colleges in the Presidency was 25, the same as in the previous year. In Professional Colleges there were 42 and in Training schools for teachers 38, the corresponding figures for 1907-1908 being 41 and 32, respectively. In the First Examination in Arts 5 out of 7 from European Colleges passed, the total number of Europeans from all colleges in the Presidency examined and passed being 17 and 10, respectively. In the B.A. degree examination 2 out of 5 passed in English and 4 out of 5 in the second language. In the Science division only one passed out of 5 examined.

117. There were at the end of the year 25 high schools, 12 for boys and 13 for girls, with a strength of 1,606 and 1,389, respectively. The number of middle and primary schools was 41 (21 for boys and 20 for girls) and 21 (10 for boys and 11 for girls) with 2,788 and 1,008 pupils, respectively. There were 820 girls reading in boys' schools and 787 boys reading in girls' schools.

118. The High school and scholarship examination under the Code of Regulations for European schools was held for the first time during the year under report and the high school scholarships were awarded on the results of that examination. Forty-two candidates appeared for the examination and 6 passed; the results were disappointing, especially in the case of female candidates. Under article 18 of the Code of Regulations for European schools, pupils in European schools are under special sanction permitted

to appear for the Matriculation examination. Forty-five candidates from European institutions appeared for the examination, of whom 20 were successful, the total number of Europeans from all schools in the Presidency examined and passed being 94 and 48, respectively. For the Middle school and scholarship examination under the Code of Regulations for European schools 126 appeared, of whom 29 passed. For the Primary scholarship examination 72 appeared, of whom 17 obtained marks qualifying them for admission to the scholarship list. The question of entrusting the conduct of the examinations under the Code of Regulations for European schools to a separate board was under consideration during the year and orders were received after the close of the year approving the scheme.

119. The number of trained teachers rose from 261 to 284. The difficulty of securing qualified European or Eurasian teachers especially for the higher standards continued to be felt during the year. No real improvement in the staff of European schools can be expected until an adequate supply of competent European or Eurasian teachers is available. No European teacher in this Presidency has yet availed himself of the training afforded in the Government Training class at Sanawar. It may perhaps be well to consider the question of establishing a separate training school for Europeans in this Presidency as suggested by the Inspector of European and Training schools in the following extract:—

"Training Schools.—As the same training has been hitherto given to both European and native teachers, and the former have not been afforded any special opportunities of teaching under similar conditions to those which prevail in European schools, the question of establishing a separate training school for Europeans in this Presidency may be well considered. The Lawrence Asylum, Ootacamund, would make an excellent practising school, and if a training class for Europeans only were established in connection with it, I am of opinion that far more could be done to improve the efficiency of the European schools generally than by any other means. In fact, the question of securing a well-trained staff for European schools is, I consider, now of such vital importance that, unless speedy measures are taken to place a suitable training within the reach of future teachers, the standard of efficiency in these schools cannot well be raised to any perceptible degree notwithstanding the issue of new Codes, curricula and syllabuses."

120. The rules provide that candidates for teachers' certificates under the Code of Regulations for European schools should teach for two years under the observation of the Inspector or Inspectress and should pass a written examination in the art of teaching and class management at the end of that period. A scheme for the conduct of the written examination was approved during the year and the form of the certificate was decided upon. Steps were taken during the year towards the preparation of a list of the teachers to be exempted under article 64 (a) of the Code of Regulations for European schools from obtaining a certificate in the ordinary way.

121. The sanction of Government for the revised curricula, subjects of examination and syllabuses for European schools, to be substituted for the courses prescribed in articles 93 to 98 of the Code of Regulations for European schools was received during the year and they were to come into force from the beginning of 1909. The revised curricula provided for two types of high schools, one preparing pupils for the University and the liberal professions and the other for business life. In regard to Middle schools, they provided for three types, two of them being preparatory to the high schools of the two types mentioned above, and the third providing for pupils not likely to continue at a school beyond the seventh standard.

122. The new buildings of the St. Aloysius' High school, Vizagapatam, towards which a grant of Rs. 22,000 had been sanctioned, were completed in the year and the last instalment of the grant of Rs. 7,000 was paid. Building grants were sanctioned also on behalf of five other schools.

123. The demands for these grants both under articles 40 and 42 are growing, and last year grants amounting to over Rs. 7,000 in excess of the budget provision were given from savings under other heads.

REPORT ON PUBLIC INSTRUCTION.

124. The total amount of scholarships awarded in the European schools was Rs. 6,842 against a budget allotment of Rs. 5,000. The excess was partly due to the increased demand and partly to the payment of certain renewed scholarships sanctioned before the Code came into force.

125. The total expenditure in European institutions which was Rs. 8,17,747 in 1907-1908 rose to Rs. 8,48,236, towards which public funds contributed Rs. 2,60,593 or 31 per cent., fees Rs. 1,80,876 or 21 per cent., and private funds Rs. 4,06,767 or 48 per cent., the corresponding percentages in 1907-1908 being 30, 17 and 53 respectively.

IX.—EDUCATION OF MUHAMMADANS.

126. Judged by the number of pupils under instruction, the education of Muhammadans may be considered to have made some progress during the year, though there was a fall both in the number and strength of institutions specially intended for them. There were at the close of the year 2,049 schools with 87,025 pupils against 2,200 and 93,952, respectively, at its beginning, the decrease having been shared by both public and private institutions. A larger number of Muhammadans were, however, reading in schools not specially intended for them and this is a hopeful sign as their contact with Hindu boys is calculated to rouse in them a spirit of emulation which is generally dormant among Muhammadan boys. Owing to the opening of four new schools—one for boys and three for girls—Government institutions rose from 51 to 55 and had an increase of 69 pupils, while board, aided and unaided schools all retrograded. The total number of Muhammadans under instruction in all classes of institutions rose however from 126,036 (102,273 boys and 23,763 girls) to 128,835 (102,968 boys and 24,867 girls), the percentage to previous year. As usual, Gódvári had the largest percentage, viz., 64.8, while South Canara took the last place with a percentage of 18.2.

127. There were in all 84 Muhammadans in Arts Colleges or eight more than in the previous year. The Madras Christian College claimed the largest number, viz., 28 and the Presidency College 16. For the English Language Division of the B.A. degree examination, 21 Muhammadans appeared, of whom six passed. All the eight that went up for the Second Language division came out successful and of the 16 that appeared for the Science division nine passed. For the First Examination in Arts 43 appeared and 17 passed.

128. The number of secondary schools for Muhammadans fell from seven to five, the two girls' schools which were treated as secondary in the previous year having become elementary. Of the five secondary schools for boys, two were complete secondary schools—the Madrasa-i-Azam with 223 pupils and the Harris High School, Rayapet, with 284 pupils. The total number of Muhammadans in public secondary schools, both Muhammadan and non-Muhammadan, was 5,334 including 14 girls. For the Matriculation examination 89 Muhammadans including a female presented themselves and 42 of the males passed or 47.2 per cent. against 46.1 per cent., the average for the Presidency. The appearance of a Muhammadan girl notwithstanding her failure is a satisfactory feature. At the Upper Secondary examination 29 Muhammadans were examined, of whom only two passed.

129. Public elementary schools for Muhammadans fell both in number and strength, the decrease being confined to boys' schools, while girls' schools increased by two in number and 279 in strength owing to the transfer of these two schools from the secondary list. Private institutions also suffered in both respects. The total number of Muhammadan pupils in public elementary schools was 83,331, including 14,362 girls.

REPORT ON PUBLIC INSTRUCTION.

130. The number of public institutions for girls rose by one and their strength by 11, while private institutions fell in both respects. Both the secondary schools became elementary during the year and there was in consequence an increase under the latter head. Owing to the opening of a school for the training of Muhammadan women in Guntúr, the number of training schools rose to two. Taking all classes and grades of institutions together, a larger number of Muhammadan girls were under instruction on the 31st March last than on the corresponding date in the previous year; the number having increased from 23,763 to 24,867. The education of Muhammadan girls thus made some advance during the year.

131. The opening of the training school for Muhammadan women referred to above raised the number of special schools from six to seven and their strength also increased from 269 to 299. There were four training institutions—two for masters and two for mistresses—and three industrial schools—two for boys and one for girls. In the professional colleges, there were 11 Muhammadan students, five each in the Law and Medical Colleges and one in the College of Engineering. Of the 159 Muhammadan males under training, 57 were in the Muhammadan Training School, Madras, 27 in the Government Training School, Malappuram; 17 in the Government Training School, Ráyachóti, and 11 in the Government Training School, Kurnool, while the rest were distributed among the other training schools in smaller numbers. There were 20 Muhammadan females under training—12 in the Hobart Training School, Madras, six in the new Government Training School for Muhammadan Mistresses, Guntúr, and two in the Moyan Training School, Calicut. The two industrial schools for Muhammadan boys were the Anjuman-i-Muffid-i-Ala-i-Islam, Madras, with 102 pupils and the Anjuman Industrial School, Vellore, with 66 pupils, while the only industrial school for Muhammadan girls—the A.E.L.M. Industrial School, Guntúr,—had 29 pupils. There were 24 Muhammadans in the Reformatory School, Chingleput; twenty-two were attending the Medical schools, 13 the School of Arts and 45 (Mappillas) the School of Commerce, Calicut.

132. There was a fall in the number of institutions specially intended for Mappillas, the decrease being wholly under private institutions. Public institutions for boys numbered 288 with 18,591 pupils, comprising 77 board schools, 170 aided schools and 41 unaided schools, against 284 with 17,602 pupils in the previous year. Of girls' schools there were 15, or two less, with a strength of 793 pupils. The number of teachers in Mappilla schools was 679, of whom 190 were entirely unqualified. The total expenditure on Mappilla education during the year was Rs. 55,722, towards which provincial funds contributed Rs. 7,816, local funds Rs. 38,710, municipal funds Rs. 8,617 and subscriptions, endowments and other sources Rs. 578. The fee collections are stated to have amounted to a rupee which shows how indifferent Mappillas have been to the education of their children.

133. The usual reports furnished by the Collector of Malabar show that the school at Androth continued to make good progress during the year. In the school at Kavaráthi, the strength had increased from 50 to 78 and the Divisional Officer who inspected the school found the results on the whole satisfactory, though there was room for improvement in the lower classes. The school at Kalpenni was not up to the mark and the night school which was opened in the previous year in this island was closed for want of pupils. It is reported that the pupil of the former school who is reading in the Basel German Mission College, Calicut, is making good progress. The entire charges for education in these islands are met from the island funds and no fees are levied from the pupils.

134. Three scholarships were awarded to Muhammadans on the result of First Examination in Arts and all the ten scholarships allotted to students of this community on the results of the Matriculation examination were awarded. In the higher forms of secondary schools all the 14 scholarships that were allotted were awarded and out of the 46 allotted for the lower forms of secondary schools and the higher standards

of elementary schools 35 were awarded. Special scholarships were awarded to 36 boys of Carnatic stipendiaries and to 20 Mappillas of the School of Commerce, Calicut.

135. The expenditure on Muhammadan and Mappilla schools was Rs. 3,90,400 of which Rs. 62,304 was met from provincial funds, Rs. 1,33,173 from local funds, Rs. 40,871 from municipal funds, Rs. 42,860 from fees and Rs. 1,11,192 from subscriptions and other sources. In other words, public funds met 61 per cent., fees 11 per cent. and other sources 28 per cent.

X.—EDUCATION OF PANCHAMAS.

136. In my last quinquennial report, I referred to the difficulty of obtaining accurate statistics regarding the education of this class of the community as managers return Panchamas who are Native Christians sometimes as Panchamas and sometimes as Native Christians. With such unreliable data, no profitable comparison with the statistics of the previous year can be made. Taking, however, the figures as given in the annual returns, there was an apparent fall from 3,649 to 3,157 in the number of schools intended for Panchamas and from 90,978 to 82,962 in their strength. This apparent fall which was wholly under public institutions does not when the figures in the next paragraph are taken into consideration, appear to be real but due mainly to a change in classification as mentioned above. Secondary schools decreased from nine to one, all the rest having become elementary, while private institutions which numbered 37 with 983 pupils received an accession of two to their number and of 382 to their strength.

137. There is evidence to show that the education of this class of people made a further advance during the year, the number of Panchama pupils in all classes of public institutions having risen from 58,755 (50,664 boys and 8,091 girls) to 64,846 (55,183 boys and 9,663 girls). It is to be regretted that there was not a single Panchama student in the collegiate stage. In secondary schools, there were 312 boys and 88 girls: 102 men and 8 women were undergoing training in training schools and 58 boys and a girl were under instruction in other special schools. Taking public and private institutions together, the number of Panchamas under instruction, had increased from 60,164 including 8,104 girls to 66,653 including 9,779 girls, the percentage to the corresponding population of school age having risen from 17 to 18.6 in the case of boys and from 2.5 to 3.1 in the case of girls. The percentage to the population of school age in the case of male pupils was the largest in Tinnevely, Madras came next, while South Canara took the last place. Taking boys and girls together, the percentage to the total Panchama population of school age had risen from 9.6 to 10.7.

138. The expenditure on Panchama schools during the year aggregated Rs. 5,24,099, towards which Provincial funds contributed Rs. 16,624, Local funds Rs. 1,89,912, Municipal funds Rs. 45,155, fees Rs. 13,287, and other sources Rs. 2,59,121. Public funds thus met 48 per cent., fees 3 per cent. and private funds 49 per cent.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

139. According to the annual returns there were at the close of the year in the three agencies of Ganjam, Vizagapatam and Gódvári 220 schools for aborigines with 6,353 pupils against 231 with 7,183 pupils in the previous year. All of these were public institutions, 112 being managed by Government and 10 by local boards, 87 being

aided and 11 unaided. Of the total number of pupils, 3,327 belonged to the aboriginal tribes and including 546 pupils of those classes reading in other schools in these agencies, there were in all 3,873 pupils under instruction on the 31st March 1909.

Besides the schools in the above agencies, there were a few others for the aboriginal tribes in other parts of the Presidency. In Gódvári there were ten schools, with 154 pupils, six under Government management and four under that of the taluk board. In Kistna, the only board school for Koyas at Buchampet continued to work during the year with 11 pupils, but the inspecting officer who visited the school was not favourably impressed with its working. The school for Lambadis at Gandikanamala in the Guntur district did not work satisfactorily and as it is reported that most of the Lambadis in the village have left the place, proposals for its transfer to some other locality are under consideration. A pupil of this community is studying in the third form of the board secondary school, Narasaraopet, with a scholarship from local funds. In Anantapur the school for the above class of people which was newly opened at Balaguppa in the previous year increased in strength from 11 to 34 and showed signs of progress. The two board schools for Chenchus in the Kurnool district received a slight accession to their strength during the year. The pupils in these schools are fed, clothed and supplied with books, etc., by the board. Proposals have been made for the opening of two more schools by the boards concerned, one for Lambadis and the other for Chenchus. The board school for Malayalis at Gangavaram at the foot of the Javadi hills in North Arcot worked during the year, but is reported to have since been closed, all the pupils having left owing to the discontinuance by the board of the boarding arrangements hitherto in force. It is, however, reported that arrangements are being made to revive it. The two schools in Trichinopoly for the above class declined in strength during the year. In Madura, the American Mission maintained a school for Pulayars on the Adalur hills and it had nine pupils on its rolls. In Coimbatore, there was a board school for Malasas in the Satyamangalam Ghâts which owing to the unfavourable season did not work satisfactorily. The opening of a private school in the Vathamalai hills raised the number of schools for Malayalis in the Salem district to three and their strength from 53 to 59. In the Nilgiris, there were five schools for Kotas with an attendance of 84 pupils and two for Todas with 38 pupils. The schools for the latter class are maintained by the C.E.Z. Mission and the pupils are given scholarships, clothes, etc. For Badagas (not treated as aborigines) there were 35 schools or three less than in the previous year and their strength had fallen from 1,593 to 1,249.

In all classes and grades of institutions, 4,260 boys and 117 girls belonging to the aboriginal tribes were under instruction on the 31st March last against 4,709 boys and 93 girls at the beginning of the year.

140. The expenditure on schools for the aborigines and hill tribes was Rs. 43,401 towards which provincial funds contributed Rs. 40,244, local funds Rs. 2,345, fees Rs. 676 and subscriptions and other sources Rs. 136.

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

141. The number of schools for the blind in Tinnevely was reduced to two—one for boys and one for girls—both at Palamcottah, the school for boys at Panneivilai having been amalgamated with that at Palamcottah. Both continued to be aided from public funds under chapter VI of the Grant-in-Aid Code. They had on their rolls on the 31st March last 74 pupils or four more than in the previous year, these being composed of one Eurasian, 28 Native Christians, 30 Non-Brahman Hindus and 15 pupils of the backward classes. Both the schools are reported to have done well at the inspection. The industrial class attached to the boys' school is also reported to have maintained its efficiency during the year, the subjects taught in the class being the same as those

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mentioned in the last report. Of the 14 pupils in the class, four had passed the primary examination and four held elementary school leaving certificates, and of the former pupils who had passed the primary examination, 15 are employed as teachers; three of these hold trained teachers' certificates and two are being trained in the C.M.S. Training institution, Palamcottah. The scheme for building an industrial home and school house for boys referred to in the last report was taken in hand during the year and plans and estimates have been prepared.

The school for the education of the South Indian Blind, Madras, had on its rolls at the end of the year 25 pupils or three more than in the previous year. The pupils in the industrial section are reported to turn out excellent work in the making of cuscus tatties, bamboo chicks, bead screens and badminton and tennis nets, the last industry, which was newly added to the course of instruction, being considered to be one peculiarly suited to the blind. The school continued to maintain its general efficiency.

142. The school for deaf mutes at Palamcottah which continues to be on the list of aided schools received a slight accession to its strength, the number on the rolls on the 31st March last being 104—57 boys and 47 girls—against 100 in the previous year. In consideration of the usefulness of the institution several district boards contribute towards its upkeep. The Inspectress has reported favourably on its working. The blind, deaf and dumb Brahman girl who was admitted last year is stated to have made wonderful progress, and it is also reported that the speech classes which have been working for some years have developed satisfactorily.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

143. The number of wards under instruction at Newington continued to be the same as in the previous year, viz. 12. One of them—the Telapreth ward—is reported to have made considerable progress in Agriculture and Mr. Morrison, the Court's Tutor at Newington, considers his interest in the subject "a credit to the Court's upbringing." Another, the Sivagiri ward, who was attending the Veterinary College is stated to have obtained a diploma in the Veterinary examination. The religious and moral instruction of the wards appears to have received due attention. The Advisory Committee appointed by Government visited the institution three during the year. The conduct of the wards continued to be satisfactory.

XIV.—PRIVATE INSTITUTIONS.

144. The Sub-Assistant Inspector of Sanskrit schools inspected 86 schools, of which 25 were in receipt of grants. Returns were received from 247 schools or from nine more than in the previous year and there was an increase in their strength from 4,410 to 4,991. Six of the schools against four in the previous year were for girls.

145. There was again a fall in the number and strength of private institutions which numbered 4,986 with 118,392 pupils against 5,229 with 124,772 pupils on the 31st March 1908, both secondary and elementary schools sharing in the decrease. As stated in the last report, the fall was presumably due to the transfer of some of the schools to the list of public institutions by their conforming to departmental standards. Of the total number of schools, 316 including six girls' schools were schools teaching either Sanskrit, Arabic or Persian language and literature, 2,207 were schools teaching a vernacular only and 969 were Quran schools, while 1,494 were schools not conforming to departmental standards. Madura had the largest number of schools, namely, 704, while Malabar, as usual, was credited with the largest number of pupils.

146. There were 249 high class indigenous schools at the close of the year of which 180 including five girls' schools were Sanskrit schools with 3,242 pupils and 69 were Arabic schools with 3,049 pupils, one of them being a girls' school. Sanskrit schools alone received aid in the form of teaching grants and special grants for furniture, etc., which aggregated Rs. 2,960 during the year. Other schools are maintained from endowments or from funds attached to temples, mosques, and chattrams, while in elementary schools the teachers depend upon fees in cash or in kind or on donations and other receipts.

147. As already noticed, elementary indigenous schools fell both in number and strength, from 4,893 with 116,813 pupils to 4,695 with 111,390 pupils, 95 of them with 3,385 pupils being for girls.

XV.—BOOKS.

148. During the year under report there was no change of any importance in the constitution of the Committee. There were two meetings of the Committee during the year, and, out of 317 books that were considered in those meetings, 202 were found suitable for use in schools. Government in their orders Nos. 270, 277 and 336, Educational, dated 8th and 10th April and 6th May 1903, respectively, delegated to the Director the powers which were till then vested in them of framing rules for the guidance of the Text-book Committee, of approving text-books recommended by the Committee and of prescribing those to be used in schools under public management.

149. Rao Bahadur M. Rangachariar continued to hold the office of Curator.

The number of manuscripts acquired during the year was by far greater than that acquired for the library during any of the past years, the number being 757 against 361 in the previous official year. Of these, so many as 554 were purchased, 85 were acquired by presentation, 72 by transcription and 46 by restoration. Classified according to subject-matter, the largest number of manuscripts acquired came under "Philosophy," "Religion" ranking next. As usual, the largest collection occurred under Sanskrit. There has been an increase both in the number of visitors and in the number of manuscripts consulted during the year which was evidence of the continued popularity and usefulness of the library. The work in connection with the publication of the Descriptive Catalogue of Sanskrit Manuscripts was being pushed on, and Volume IV, Part II, relating to works on Upapuranas and Sthalamahatmyas and Volume V dealing with Dharmasastres were also published. The printing of the Tamil Descriptive Catalogue also made fair progress, and this work will, it is hoped, be pushed through as rapidly as possible.

150. Rao Bahadur M. Rangachariar continued to hold the office of Registrar.

The total number of publications registered during the year was 2,341, this being the highest figure on record in the course of the past forty years; 1,686 of these were books and 655 periodicals, the corresponding figures for last year being 1,154 and 523. Of the total number, 2,223 were original works, 49 republications and 69 translations as against 1,576, 46 and 55, respectively, in the previous year. Of these again 678 works were in English and 1,663 in the vernaculars, while 431 were or a little more than 18 per cent. of the total number registered were educational in their aim. Classified according to subject-matter, the largest number came again under the head "Religion." There was a decided progress in the matter of copyright registration during the year, the total number of such registrations being 577 as against 486 in the year preceding.

XVI.—GENERAL REMARKS.

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151. Two diagrams are annexed to this paragraph, one for non-European and the other for European institutions, showing the number of pupils in each year of the school or University course on the general education side and giving similar particulars on the special education side. To avoid confusion separate particulars are given for non-European and European schools. The headings are almost the same in both cases, but the distinction between elementary and secondary schools and classes observed in the case of the former is not kept up in the case of the latter. Further, the heading—'Professional Colleges'—has been omitted in the second diagram as there are no Professional Colleges in this Presidency specially intended for Europeans. From the diagram relating to non-European institutions it will be observed that the same striking features in regard to the relative strength of the corresponding classes in elementary and secondary schools as were noticed last year are again visible. In the case of the elementary schools there was a gradual fall in the number of pupils, both male and female, from the first to the third standard, while the numbers reduced themselves to less than a third in the case of males and to less than a half in the case of females in the fourth standard and then gradually dwindled down to insignificance in the next three higher standards. In the case of secondary schools there was a gradual increase in the numbers under instruction from the lowest class to the first form, and a gradual decline from the second form upwards to the fifth form, after which the process was reversed. The marked contrast between the strength of the third and of each of the higher standards in the case of elementary schools appears to have been due partly to the smaller number of schools with standards up to and higher than the fourth and partly to the discontinuance of studies of the majority of pupils after qualifying themselves for the elementary school leaving certificate. From the second diagram it will be noticed that there is a regular and gradual fall from standard to standard on the general education side as we ascend the scale.

152. Physical education is receiving increased attention as will be apparent from the fact that the total number of institutions in which gymnastics is taught according to the syllabus laid down in the Educational Rules and according to the native system, rose from 2,551 and 2,216 to 12,271 and 3,480, respectively, during the year. No provision for the teaching of gymnastics existed in a large number of elementary schools for boys where the necessity for such instruction is not so pressing as in secondary schools and colleges.

153. From paragraph 16 of the report on the Administration of the Jails in this Presidency for the year 1908, it will be observed that male convicts under 15 years of age were fewer by 39, while there was an increase of 27 under female convicts and that there were still sufficient materials for operation in the Reformatory School. Paragraph 12 of the above report shows that the percentage of literary convicts to the total number admitted had declined from 15 to 13, thus supporting the theory that it is generally the illiterate that resort to crime. Of the male convicts, 43 were sent to the Reformatory School, Chingleput, and of 106 boys discharged from that institution during the three years ending with 1907, only 16 are reported to have relapsed into crime and been reconvicted.

154. The total number of hostels and boarding houses rose from 245 to 247, but the number of boarders therein decreased from 13,677 to 12,823 in consequence of the fall in the number of hostels intended for males as well as in the number of boarders in them. The majority of the hostels were for Native Christians and Hindus, while those intended for Muhammadans rose from 3 with 177 boarders to 5 with 198, of whom 4 were females. It is curious that these Muhammadan girls have been

NON-EUROPEAN SCHOOLS.

Special Education.

General Education.

	1 year. 2 years. 4 years. 4 years. 5 years.					Post Graduate. [57 + 0.]		
	1 year.	2 years.	4 years.	4 years.	5 years.			
Professional Collegiate. [772 + 15.]	L.T.	B.L.						
							FOURTH YEAR .. [846 + 6.]	
							THIRD YEAR .. [779 + 9.]	Arts Collegiate.
							SECOND YEAR .. [1,337 + 5.]	
							FIRST YEAR .. [1,197 + 11.]	
							Secondary.	
							Sixth Form. [7,561 + 108.]	
							Fifth Form. [6,397 + 117.]	
							Fourth Form. [8,492 + 206.]	
							Third Form .. [10,459 + 398.]	Elementary. Seventh Standard. [364 + 345.]
							Second Form .. [12,513 + 545.]	Sixth Standard. [667 + 609.]
							First Form .. [15,782 + 781.]	Fifth Standard. [1,709 + 1,315.]
							Fourth Class .. [12,723 + 909.]	Fourth Standard. [33,654 + 6,015.]
							Third Class .. [9,201 + 789.]	Third Standard. [112,365 + 14,670.]
							Second Class .. [4,905 + 754.]	Second Standard. [128,867 + 21,502.]
							First Class .. [3,790 + 736.]	First Standard. [164,797 + 32,741.]
							Infant Class .. [3,266 + 962.]	Infant Standard. [261,370 + 79,859.]

Note.—The number to the left of the sign + denotes male scholars, that to the right, female scholars.

EUROPEAN SCHOOLS.

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Special Education.

General Education.

Technical and Higher Industrial.	Advanced Technical. [2 + 18.]		Post Graduate. Nil.		
			FOURTH YEAR Nil.	..	Arts Collegiate.
			THIRD YEAR Nil.	..	
			SECOND YEAR [5 + 5.]	..	
			FIRST YEAR [6 + 2]	..	
	Intermedi- ate Tech- nical. [3 + 38.]		Ninth Standard [70 + 71.]	..	High Department.
			Eighth Standard [89 + 77.]	..	
			Seventh Standard [178 + 186.]	..	Middle Depart- ment.
	Elementary Technical. [3 + 48.]		Sixth Standard [238 + 219.]	..	
Lower Industrial.	Standard D. [5 + 37.]		Fifth Standard [279 + 291.]	..	
			Fourth Standard [401 + 383.]	..	Primary Depart- ment.
	Standard C. [0 + 41.]		Third Standard [415 + 425.]	..	
	Standard B. [0 + 72.]		Second Standard [418 + 471.]	..	
	Standard A. [0 + 18.]		First Standard [435 + 419.]	..	
			Upper [400 + 433.]	..	
			Lower [453 + 440.]	..	

Note. — The number to the left of the sign + denotes male scholars, that to the right, female scholars.

returned as boarders though not a single hostel existed for them during the year. There is evidence to show that managers of schools have begun to recognize the need for and importance of hostels, but lack of funds seems to be the chief obstacle to any appreciable improvement in this direction of reform.

155. The statistics furnished bespeak further improvement in the nature of the accommodation provided for schools, the number of them held in buildings of their own and in rented houses having risen from 15,877 to 16,407. As in the previous year elementary schools for boys stood in need of considerable improvement in the matter of accommodation.

156. All the colleges and nearly all the secondary and training schools had suitable libraries attached to them, while elementary schools and special schools other than training schools possessed, as might be expected, very few of these adjuncts.

Increasing interest is being evinced in the maintenance of school museums and the collection of useful specimens for them. This is specially the case with the Government training schools. The pictures of the Art Loan Collection in the Director's office have been classified and arranged in the shelves, and descriptions have been prepared for most of them. The books in the library of the same office have been catalogued and arranged according to the classification adopted in the catalogue, the printing of which is approaching completion.

Educational exhibitions continued to command much interest and were instrumental in educating teachers in the new schemes of studies and in regard to the provision of the various kinds of apparatus and appliances required for the realistic teaching of the several subjects of instruction laid down for secondary and elementary schools. Exhibitions were held during the year at Vizagapatam, Nellore, Conjeevaram, Trichinopoly, Madura, Sankaranayinarkóvil (Tinnevely) and Salem, chiefly through the exertion of the inspecting officers and with the co-operation of managers and heads of schools. In several cases contributions were made from local and municipal funds towards the cost of the exhibitions. Lectures on various subjects were delivered and model lessons given at these exhibitions, to which some of the British exhibits from the Director's office were lent.

157. The number of Teachers' Associations and their members showed an appreciable increase. Registered reading rooms and literary societies made but a slight advance, while those unregistered showed a falling off both as regards number and membership owing probably to complete returns not having been obtained from them.

158. Conferences continued to be held in important centres in each circle under the presidency of Inspectors of Schools and Inspectresses of Girls' Schools or their assistants and they were attended by heads of institutions and a select number of teachers from each of them. Lectures and model lessons were given at these conferences, specimen syllabuses of studies were presented and discussed and various other matters of educational value considered. The Madras Teachers' Guild held its annual Educational Conference at Madras in December last with an opening address by the Hon'ble Mr. Hammick. Papers on several important questions including those relating to the formation of Provident funds for teachers employed in institutions under private management were read and discussed. Modern school books and appliances were also exhibited on the occasion by the several firms and book agents in Madras.

159. The Postmaster-General, Madras, has again remarked favourably on the satisfactory working of the system of utilizing the services of Government and Local Board schoolmasters as branch postmasters. The number of offices in charge of such teachers is reported to have increased by 2.2 per cent., the corresponding increase in the previous year being 10.2 per cent. The proportion of branch offices in charge of schoolmasters of all classes to the total number of extra departmental branch offices continued to be almost the same as in the previous year, viz., about 40 per cent.

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160. Service registers and verified copies of them, as also inventories of valuable stock, are reported to have been properly maintained. Detailed instructions are being issued for the systematic verification of service registers and the prompt preparation of pension applications with a view to minimise the delays in the submission of such applications.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. BOURNE,

Director of Public Instruction.

GENERAL TABLES.

(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.	Profes- sional colleges.	Secondary schools.*	Primary schools.†
1	2	3	4	5	6	7	8
141,866	Towns 234 Villages 54,625 Total ... 54,859	Males 18,841,971 Females... .. 19,368,391 Total ... 38,210,362	Institutions {	For males 32	5	554	22,412
				For females 1	...	249	563
			Scholars {	Total ... 33	5	803	23,274
				For males 4,227	772	112,441	689,817
			For females 38	15	30,992	135,754	
			Total ... 4,265	787	143,433	825,601	

* These relate to European and Non-European Secondary
† These relate to European Primary Schools and other

(2)—Abstract return of expenditure on public instruction

		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
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ...	{ For males ... For females ...	7,23,353 6,622	3,50,238	25,33,120 5,61,931	31,59,883 3,60,960	2,57,866 73,594	3,00,972 37,624	73,64,432 19,30,761
Total ...		7,29,975	3,50,238	30,85,051	35,20,873	3,61,460	4,47,596	83,95,193
2. (a) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on public instruction.		8.20	6.27	16.42	6.25	10.54	7.51	55.19
(b) Percentage of District Fund expenditure included in columns 2-17 to total District Fund expenditure on public instruction.		.....	.....	5.60	82.56	1.11	.74	89.41
(c) Percentage of Municipal expenditure included in columns 2-17 to total Municipal expenditure on public instruction.		3.63	.....	13.70	67.89	.14	.87	85.23
(d) Percentage of total expenditure included in columns 2-17 to total expenditure on public instruction.		6.22	2.13	26.28	29.98	3.08	3.81	71.50
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 Cost to District and Municipal Funds		153 11 0 199 6 3	109 6 3 285 0 2	14 14 11 17 14 10	90 11 10 10 1 4	131 5 11 1 12 6	149 3 9 0 3 10	34 3 10 0 1 10
Total cost ...		199 2 4	285 0 2	17 14 10	10 1 4	133 11 3	170 15 7	41 15 5
District Board Institutions. { Cost to Provincial Revenues Cost to District Funds		..... .....	..... .....	4 19 7 5 12 4	5 1 7 6 1 9	95 6 1 95 6 2	75 12 6 168 6 0	5 4 0 6 13 10
Total cost ...		.....	.....	10 15 8	5 12 4	95 6 2	168 6 0	9 9 10 5 11 9
Municipal Institutions. { Cost to Provincial Revenues Cost to Municipal Funds		59 9 10 .....	..... .....	2 6 6 2 14 11	6 1 9 .....	..... .....	1 8 9 2 2 2	5 11 9 12 4 0
Total cost ...		164 20 1	.....	23 3 7	6 10 7	.....	2 2 2	.....
Institutions in Native States. { Cost to Native State Revenues Cost to District and Municipal Funds		..... .....	..... .....	..... .....	..... .....	..... .....	..... .....	8 19 2
Total cost ...		.....	.....	12 11 2	4 11 3	.....	.....	0 23 5 1 13 6
Aided institutions... { Cost to Provincial Revenues Cost to District and Municipal Funds		30 2 9 0 12 2	..... .....	3 7 2 0 12 2	0 1 0 2 0 9	81 15 6	32 15 9 0 8 11	1 13 6 8 7 8
Total cost ...		150 10 8	.....	25 0 2	4 3 2	139 2 7	100 15 6	5 6 10
Unaided institutions ...		150 10 8	.....	25 0 2	4 3 2	139 2 7	100 15 6	5 6 10
Total cost ...		233 8 10	.....	19 8 7	2 1 10	44 1 9	28 14 11	1 9 11 2 5 2
All institutions ... { Cost to Provincial Revenues Cost to District and Municipal Funds		53 12 4 3 4 8	198 6 3	3 5 2 1 2 4	0 3 6 2 7 10	105 14 2 3 10 6	51 6 2 4 2 8	2 5 2 8 13 11
Total cost ...		172 3 3	235 0 2	22 7 3	4 6 8	139 10 10	110 3 1	8 13 11

* These relate to European and Non-European Secondary Schools
† These relate to European Primary Schools and other Elementary
‡ The totals in this column include as part of the cost the expenditure

Madras Presidency for the official year 1908-1909.

Institutions.		Private institutions.		Total of public institutions.	Grand Total.	Percentage of
School education, special.		Advanced.	Elementary.			
Training schools.	All other special schools.					
9	10	11	12	13	14	15
65	62	25,130	285	4,600	28,015	Institutions to number of towns and villages { 51.6 2.3
19	19	1,150	6	95	1,251	
84	81	24,280	291	4,695	29,266	53.3
2,337	3,412	813,956	6,758	97,260	917,654	Male scholars to male population of school-going age ... 33.4
487	581	168,167	264	14,130	182,561	Female scholars to female population of school-going age ... 6.3
2,844	4,293	981,323	7,002	111,390	1,099,615	15.2

Schools and Elementary Schools with standards above the fourth.
Elementary Schools.

in the Madras Presidency for the official year 1908-1909.

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.
3,70,625	71,653	6,70,980	1,45,362	7,11,899	17,261	13,57,944	33,45,734	1,17,40,917
3,70,625	71,653	6,70,980	1,45,362	7,11,899	17,261	13,57,944	33,45,734	1,17,40,917
5.25	2.58	19.50	3.00	8.84	.62	5.02	44.31	100.00
...	...	5.46	.36	4.67	...	.10	10.79	100.00
...	...	3.83	.05	8.76	...	2.08	14.77	100.00
3.16	.02	2.71	1.24	6.06	.15	11.56	25.50	100.00

and Elementary Schools with standards above the fourth.
Schools.
and from sale-proceeds in Technical and Industrial and other schools.

(3)—Return of colleges, schools and scholars in the

Public

Classes of institutions.	Under public management.											
	Managed by Government.				Managed by District or Municipal Boards.				Managed by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	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
Collegiate education.												
<i>Arts Colleges.</i>												
English { For boys ...	4	971	1,087	817	3	212	235	195				
Oriental { For girls ...												
Total ...	4	971	1,087	817	3	212	235	195				
<i>Colleges or departments of Colleges for professional training.</i>												
Law	1	323	304	273								
Medicine	1	248	248	241								
Engineering	1	140	267	249								
Teaching	2	76	69	65								
Agriculture												
Total ...	5	787	878	821								
<i>Secondary schools.</i>												
For boys { High schools, English (a) ...	6	1,439	1,363	1,230	26	9,930	9,534	8,257				
Middle schools, English (b) ...	2	104	212	181	64	8,276	7,718	6,616	1	125	122	93
schools, Vernacular (c) ...	3	272	249	190	43	5,246	5,031	4,088				
For girls { High schools, English (a) ...	2	154	131	114								
Middle schools, Vernacular (b) ...	2	487	437	291								
schools, Vernacular (c) ...	61	8,455	8,146	5,622	2	289	298	279				
Total ...	70	10,948	10,538	7,623	135	23,741	22,581	19,240	1	125	122	93
<i>Primary schools.</i>												
For boys (d)	147	7,049	6,794	5,717	3,692	200,233	194,514	160,052	6	182	138	83
For girls (d)	116	5,865	5,050	5,763	16	1,383	1,188	898				
Total ...	263	12,914	11,844	11,480	3,708	201,616	195,702	160,950	6	182	138	83
<i>Schools for special instruction.</i>												
Training schools for masters ...	31	1,050	1,034	1,532	19	249	217	297				
Do. for mistresses ...	5	142	120	114								
School of Arts	1	477	415	373								
Law schools												
Medical schools												
Engineering and Surveying schools ...	4	324	324	298								
Technical and Industrial schools (f) ...												
Commercial schools	1	216	245	235	1	28	28	19				
Agricultural schools												
Reformatory schools	1	208	208	208								
Other schools (e)	1	53	50	41	4	225	263	170				
Total ...	44	3,050	3,016	2,801	24	502	508	306				
Total of Colleges and Schools of Public Instruction ...	392	31,500	30,369	23,547	3,780	226,071	219,026	181,981	7	257	254	178
Private institutions.												
1. Advanced, teaching—												
(a) Arabic or Persian { For boys ...												
(b) Sanskrit { For girls ...												
(c) Any other Oriental classic ...												
2. Elementary, teaching—												
A vernacular only or mainly—												
For boys												
For girls												
3. Elementary, teaching the Quran—												
For boys												
For girls												
4. Other schools not conforming to departmental standards—												
For boys												
For girls												
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total ...	392	31,500	30,369	23,547	3,780	226,071	219,026	181,981	7	257	254	178

(a) European High Schools and Non-European Secondary Schools with forms higher than the third.
 (b) European Middle Schools, Non-European Secondary Schools with no forms higher than the third, and also Preparatory Secondary schools with classes up to the fourth.
 (c) Elementary Schools with standards above the fourth.
 (d) European Primary schools, Elementary schools with standards up to and including the fourth and other Elementary Schools.

Madras Presidency for the official year 1908-1909.

Under private management.												Number of scholars on the 31st March learning			
Aided by Government or by District or Municipal Boards.								Unaided.				English.		A classical language.	
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.	Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24	25	24a	24b	25a	25b
21	2,990	2,733	2,517	4	179	179	151	32	4,262	4,068	35	1,106	7		
1	3	5	5					1	3						
22	2,963	2,738	2,522	4	179	179	151	33	4,265	4,068	38	1,106	7		
								1	323	323	13				
								1	248	248					
								1	140	140					
								2	76	76	2				
								5	787	778	15				
164	89,238	37,772	33,220	33	15,727	14,993	12,951	160	66,334	62,430	378	11,119	33		
132	17,412	16,892	14,137	40	6,443	6,154	5,192	239	32,419	26,451	845	2,924	33		
90	9,239	9,173	7,324	10	512	475	384	146	15,269	6,643	398	77			
29	3,834	3,434	3,042	1	48	50	30	32	3,836	309	3,448	71	783		
44	4,099	3,831	3,419	1	22	24	23	47	4,588	397	5,248	22	219		
98	11,475	10,895	8,762	9	768	739	542	170	29,947	182	3,758	21	123		
497	85,097	81,817	70,104	94	23,622	22,345	19,142	803	143,433	96,423	12,076	13,534	1,210		
13,863	452,778	438,030	359,064	4,764	115,693	110,225	94,743	22,412	775,793	26,481	1,676	17,289	4,892		
628	35,364	33,934	26,059	102	4,394	3,229	2,229	862	49,806	449	1,736	234	1,600		
14,521	488,142	471,970	385,123	4,866	119,927	114,319	97,972	23,274	895,601	26,930	3,412	17,523	6,492		
15	458	460	431	2	46	45	39	65	2,413	85	1				
14	289	270	262					19	431	142	64				
								1	477	19	10				
								4	324	305	19				
9	291	211	188	6	156	141	134	(g) 16	475	13					
1	9	9	8					1	216	167	2				
23	1,656	1,581	1,370	24	650	587	490	(h) 37	2,584	931	278				
65	2,703	2,531	2,250	32	852	773	663	165	7,137	1,643	339				
15,105	578,845	559,056	460,008	4,996	144,550	137,616	117,928	24,280	981,225	129,866	15,990	32,763	7,769		
								68	3,008	75		2,886	35		
								1	45	48		3,621	17		
								5	174			8	164		
								2,867	56,238	256	11	1,918	101		
								7	125	5	2		69		
								881	29,069			29,532	7,323		
								88	5,280			466	2,762		
								1,494	29,419	63	1	1,090	27		
								4,986	113,392	447	17	30,243	10,536		
15,105	578,845	559,056	460,008	4,996	144,550	137,616	117,928	24,280	1,009,615	130,313	15,917	62,466	18,246		

(e) These relate to Higher class Technical or Industrial schools.
 (f) These relate to Lower class Technical or Industrial schools.
 (g) Of these 7 schools with 248 pupils were for girls.
 (h) Of these 15 schools with 570 girls and 13 boys were for girls.

(3)—Return of colleges, schools and scholars in the Madras Presidency for the official year 1908-1909—continued.

Classes of institutions.		Number of scholars on the 31st March learning—cont.		Classification of scholars on the 31st March according to race or creed.										Number of girls in boys' schools.	Number of boys in girls' schools.
		A vernacular language.		Europeans and Eurasians.	Native Christians.	Hindus.									
		Boys.	Girls.			Brahmans.	Non-Brahmans.	Muhammadians.	Buddhists.	Parsis.	Others.				
		28a	28b	27	28	29	30	31	32	33	34	35	36		
Collegiate education.															
Arts Colleges.															
English	For boys...	2,345	17	25	367	2,974	898	84	...	...	4	35	...		
Oriental	For girls...	...	3	...	3	...	...	...	...	...	...	...	...		
Total		2,343	20	25	370	2,974	898	84	...	...	4	35	...		
Colleges or departments of Colleges for professional training.															
Law	...	...	...	1	12	254	50	3	...	...	...	13	...		
Medicine	...	...	...	26	48	87	81	5	1	...	...	...	...		
Engineering	...	...	...	13	8	105	13	1	...	...	...	...	...		
Teaching	...	...	...	2	7	82	5	...	...	...	...	2	...		
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total		...	...	42	76	508	142	11	1	...	...	15	...		
Secondary schools.															
For boys.	High schools, English	54,367	384	1,733	6,078	30,837	23,975	3,650	8	21	32	469	...		
	Middle schools, English	29,524	719	1,356	2,836	11,343	15,193	1,668	1	17	5	1,104	...		
	Do. Vernacular	14,130	1,567	10	3,225	2,061	8,299	1,062	...	...	12	1,533	...		
	High schools, English	98	2,322	1,311	1,873	54	571	5	2	18	2	...	...		
	Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...		
	Do. English	223	3,221	1,395	2,401	390	582	11	...	9	...	...	...		
For girls.	Middle schools, English	705	20,069	9	3,479	4,875	12,129	491	...	1	3	...	...		
	Do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...		
Total		99,663	28,282	5,514	19,792	49,460	60,749	7,437	11	66	54	3,105	1,525		
Primary schools.															
For boys	...	695,397	89,142	530	52,405	66,059	576,629	75,719	6	...	4,425	88,825	...		
For girls	...	2,674	47,453	560	7,175	8,662	27,895	5,459	10	8	7	...	2,847		
Total		698,071	136,595	1,090	59,581	74,722	604,524	81,178	16	8	4,432	88,825	2,847		
Schools for special instruction.															
Training schools for masters	Do. for mistresses	2,392	25	1	534	779	945	159	1	...	3	26	...		
	School of Arts	...	377	37	317	4	53	20	...	...	...	...	...		
	Law schools	...	16	24	51	15	373	13	1	...	...	26	...		
	Medical schools	...	...	44	52	93	106	22	5	1	1	19	...		
	Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...		
	Technical and Industrial schools	199	263	...	240	22	182	31	...	...	...	15	...		
	Commercial schools	47	...	3	18	12	58	45	...	...	...	2	...		
	Agricultural schools	9	...	...	9	...	...	...	...	...	...	...	...		
	Reformatory schools	208	...	...	9	2	173	24	...	...	...	...	...		
	Other schools	1,082	298	274	899	585	613	211	...	...	2	1	13		
Total		4,146	979	883	2,129	1,583	2,503	525	7	1	6	89	13		
Total of Colleges and Schools of Public Instruction		804,223	165,876	7,354	81,948	129,297	608,733	89,285	35	75	4,495	92,070	4,385		
Private institutions.															
1. Advanced, teaching—	(a) Arabic or Persian	381	35	...	...	...	...	3,063	...	...	...	35	...		
	(b) Sanskrit	177	10	...	...	...	...	46	...	...	...	17	...		
	(c) Any other Oriental classic	4	81	...	1	2,874	192	1	...	...	...	...	...		
	2. Elementary, teaching—	...	...	...	...	...	...	...	...	...	...	...	...		
	A vernacular only or mainly—	...	...	...	...	...	...	...	...	...	...	...	...		
	For boys	46,415	2,651	...	866	2,735	44,215	2,378	...	...	44	2,694	...		
	For girls	6	119	...	46	36	...	45	...	...	...	...	...		
	3. Elementary, teaching the Quran—	...	...	...	...	...	...	...	...	...	...	...	...		
	For boys	2,645	496	...	...	...	...	29,029	...	...	...	7,406	...		
	For girls	43	687	...	...	...	...	3,260	...	...	...	...	...		
	4. Other schools not conforming to departmental standards—	...	...	...	...	...	...	...	...	...	...	...	...		
	For boys	27,596	1,091	...	720	2,280	24,058	1,700	...	...	2	1,112	...		
For girls	...	...	...	...	...	...	...	...	...	...	...	...			
Total of Private Institutions		77,287	5,216	...	1,587	8,064	69,155	39,550	...	...	40	11,224	475		
Grand total		881,510	171,092	7,354	83,535	137,351	737,888	128,835	35	75	4,542	103,354	4,860		

(3a)—Number of scholars on the 31st March 1909, classified according to sex, race or creed.

Classes of institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Others.			
				Brahmans.	Non-Brahmans.							
1		2	3	4	5	6	7	8	9			
Arts Colleges—												
Collegiate education.	English	For boys ... Male	17	318	2,969	805	84			4		
		For girls ... Female	8	19	5	3						
	Oriental	Male		3								
		Female										
	Colleges for professional training—											
	Law	Male	1	13	254	50	5					
		Female										
	Medicine	Male	20	43	87	79	5	1				
		Female	6	5								
	Engineering	Male	18	8	105	13	1					
Female												
Teaching	Male		7	62	5							
	Female	2										
Agriculture	Male											
	Female											
Total		67	440	3,482	957	95	1		4			
Secondary schools—												
School education, general.	For boys.	High schools, English (a) Male	1,066	5,066	39,752	23,890	3,650	8	19	32		
		Middle schools, English (b) Male	127	170	85	83			2			
		Do. Vernacular (c) Male	863	2,635	11,130	14,985	1,666	1	19	5		
		Do. Vernacular (c) Female	493	181	213	208			7			
		High schools, English (a) Male	8	2,587	1,845	7,023	1,662			11		
		Do. Vernacular (c) Female	2	638	216	676			1	2		
	For girls.	High schools, English (a) Male	199	72	5	41		2	17			
		Do. Vernacular (c) Female	1,112	1,801	49	530	3					
		Middle schools, English (b) Male	297	130	9	24	2		3			
		Do. Vernacular (c) Female	1,098	2,171	281	555	9		6			
		Primary schools—	Male	2	253	83	367	31				
		For boys (d) ... Female	7	3,226	4,792	11,762	460		1	3		
	For girls (d) ...	Male	347	38,438	50,563	226,006	66,879	6		4,291		
		Female	183	13,913	15,217	50,333	8,440			184		
		Male	233	602	269	1,339	307		4	3		
		Female	327	6,513	8,483	26,556	5,062	10	1	4		
		Total	6,904	79,373	124,232	665,273	88,665	27	74	4,486		
		Schools for special instruction—										
	School education, special.	Training schools for masters.	Male	1	515	768	940	159	1		2	
Female				19	2	5						
Training schools for mistresses.		Male										
		Female	37	317	4	53	26					
School of Arts		Male	9	48	15	365	13	1				
		Female	12	3		8						
Law schools		Male										
		Female										
Medical schools		Male	32	47	93	104	22	5	1	1		
		Female	12	5		2						
Engineering and Surveying schools.		Male										
		Female										
Technical and Industrial schools. (e)		Male		93	16	100	3					
		Female		147	6	82	28					
Commercial schools		Male	1	18	92	58	45					
		Female	2									
Agricultural schools	Male		9									
	Female											
Reformatory schools	Male		9	2	173	24						
	Female											
Other schools (f)	Male	27	582	584	607	211			2			
	Female	247	317	1	6							
Total		383	2,129	1,583	2,503	525	7	1	6			
Total of Colleges and Schools of Public Instruction.		7,354	81,948	129,297	668,733	89,285	35	75	4,492			
Private institutions.												
1. Advanced, teaching—												
	(a) Arabic or Persian (Boys for boys.)	Male				2,068						
		Female				35						
	(b) Arabic or Persian (Girls for girls.)	Male					46					
		Female										
	(c) Sanskrit (Boys for boys.)	Male		1	2,861	188						
		Female			13	4						
	(d) Sanskrit (Girls for girls.)	Male				8						
		Female				43						
	(e) Any other Oriental classic.	Male										
		Female										
2. Elementary, teaching—												
A Vernacular only or mainly—												
	For boys	Male		733	2,513	41,339	2,285			46		
		Female		113	219	2,270	93					
	For girls	Male			46	96	37					
		Female										
3. Elementary, teaching the Quran only—												
	For boys	Male				21,863						
		Female				7,406						
	For girls	Male				2,790						
		Female										
4. Other schools not conforming to departmental standards—												
	For boys	Male		430	2,191	23,991	1,723			2		
		Female		230	98	757	27					
	For girls	Male										
		Female										
Total of private institutions			1,567	8,054	69,155	39,550			46			
Grand total		7,354	83,535	137,351	737,888	128,835	35	75	4,542			

(a) European High schools and Non-European Secondary schools having forms above the third.
 (b) European Middle schools, Non-European Secondary schools with no forms higher than the third and also Preparatory Secondary schools with classes up to the fourth.
 (c) Elementary schools with standards above the fourth.
 (d) European Primary schools and other Elementary schools.
 (e) These relate to Lower class Technical or Industrial schools.
 (f) These relate to Higher class Technical or Industrial schools.

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

* 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 1908-1909.

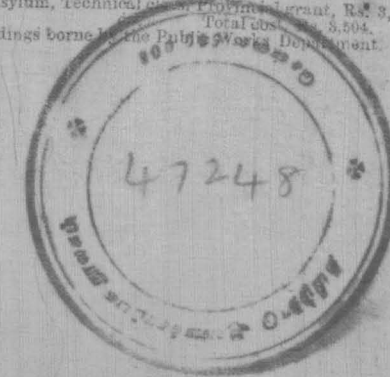
† All these are girls' schools with 272 girls and 13 boys.

(4)—Return of expenditure on public instruction

in the Madras Presidency for the official year 1908-1909.

(a) Lawrence Asylum, Female Branch, Total cost, Rs. 7,796.
(b) Net cost of Municipal schools.
(c) Non-departmental.
(d) Non-departmental.

(k) Lawrence Asylum, Technical class, Political grant, R.S. 3,504
(l) Do. Total Abs. 8,504.
(m) Cost of buildings borne by the Public Works Department.



(4a)—Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1908-1909.

Public institutions.																					
Under public management.																					
Objects of expenditure.	Managed by Government.						Managed by District or Municipal Boards.						Maintained by Native States.								
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
Colleges— Arts colleges— English For boys For girls Total	RS.	RS.	RS.	RS.	RS.	RS.	8	RS.	RS.	RS.	RS.	RS.	RS.	15	RS.	RS.	RS.	RS.	RS.	RS.	23
Secondary schools— For boys For girls Total	23,378			1,002			24,380														
Primary schools— For boys For girls Total	7,796			1,002			8,798														
Schools for special instruction— Industrial schools Other schools Total	3,504						3,504														
School education— special. Building Furniture and apparatus (special grants only). Total	3,504						3,504														
Scholarships Art colleges Secondary schools Primary schools Miscellaneous Total																					
Total expenditure on European schools	34,875			1,002			35,877														

[illegible]

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GENERAL TABLES.

(7)—Return showing the distribution of District Board and Municipal expenditure, on Public Instruction in the Madras Presidency for the official year 1908-1909.

NOTE A.--Net cost of District Boards as per column 16

Miscellaneous charges

Add—Cost met from Municipal grants

Do.	Fee
Do.	Sub

52

Cost of Building

Gross expenditures as per Accountant-General's statement

1

(8)—Return showing the attendance and expenditure in Hostels and Boarding-houses in the Madras Presidency for the official year 1908-1909.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Colleges for professional training.	Secondary schools.	Elementary 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	792	269	98	94	185	146	Rs. * 9,504	Rs. ...	Rs. † 1,07,391	Rs. 68,071	Rs. 1,80,025
2. Managed by District or Municipal Boards.	5	338	...	...	211	127	...	...	...	13,278	1,602	14,878
3. Aided by Government or by District or by Municipal Boards.	10	791	...	...	289	562	...	22,162	188	36,837	28,179	87,346
4. Unaided ...	127	5,528	582	7	2,644	1,793	500	...	...	2,03,074	1,13,158	3,16,232
Total ...	151	7,447	851	105	3,238	2,607	646	31,726	188	3,80,598	2,06,010	5,86,602
<i>For Females.</i>												
1. Managed by Government ...	1	164	...	...	53	100	9	Rs. * 11,109	...	Rs. † 35,732	...	Rs. 46,841
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or by Municipal Boards.	15	714	...	...	163	317	34	26,798	50	35,342	22,631	85,721
4. Unaided ...	30	4,498	7	...	1,223	2,984	284	...	...	1,33,411	36,825	1,70,236
Total ...	96	5,876	7	...	1,441	3,601	327	37,907	950	2,04,495	59,456	3,02,898
Grand total ...	247	12,823	858	...	4,679	6,208	973	69,633	1,138	5,85,093	2,65,466	8,07,550

* Lawrence Asylum Provincial Grant. † Lawrence Asylum Miscellaneous Receipts Rs. 1,03,833.
 ‡ Lawrence Asylum Miscellaneous Receipts.

Nos. 662, 663, EDUCATIONAL, 23RD DECEMBER 1909.



GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper :—

Report on Public Instruction for 1908-1909.

Order—No. 662, Educational, dated 23rd December 1909.

The Director of Public Instruction submits his annual report on the state and progress of education in the Presidency during the year 1908-1909.

2. The chief events of the year are mentioned in paragraphs 2 to 5 of the report. Among the measures which have been under consideration and which have either been carried out or in regard to which a settled decision has been arrived at may be noted the change in the system of payment of teaching grants to aided elementary schools in municipal and local fund areas. The amount previously provided as subsidy towards the grants on behalf of these schools is now distributed direct instead of through local bodies. Another measure taken in the year was the provincialization of the agency of supervisors of elementary schools.

The gentlemen nominated to the two additional posts of Inspectors sanctioned towards the close of 1907-1908 arrived in January 1909 and, as the number of Inspectors excluding the Inspector of European and Training Schools was thus increased from six to eight, a redistribution of the territorial charges of the Inspectors was made with effect from the 1st March 1909. An important change was also made in the arrangements for the inspection of educational institutions, each district, except Madras and the Nilgiris, being placed under the charge of a District Assistant Inspector who was to be mainly responsible for the elementary education of the district and who was to be also the chief educational adviser to the Local Boards and Municipal Councils in the district.

A scheme for the establishment of training schools for the training of higher elementary teachers and also for the general reorganization of the training institutions in this Presidency was formulated by the Director of Public Instruction and generally approved by Government. A special grant of Rs. 50,000 was disbursed to the University towards the cost of establishing University vacation lectures and the sanction was accorded to the utilization by the University of the income from the fee-fund for the establishment of University Lectureships and Research Scholarships. Steps were also taken to strengthen the staff of Government colleges so as to raise their efficiency to the standard required by the new University Regulations and to cope with the increased work entailed by their affiliation to the University in certain additional subjects.

The Committee appointed towards the close of 1907-1908, to consider and report on the proposal to institute a School Final examination, submitted a scheme for the award of a certificate to be called the "School Leaving Certificate" on the completion

of the secondary school course. The Committee's report and proposals were published in the *Fort St. George Gazette* and the opinions of certain bodies and gentlemen likely to be interested in them were specially invited. The suggestions received on the subject were under the consideration of Government at the close of the year and the scheme has since been approved.

3. *General statistics.*—There was a further advance in the total number of educational institutions (public and private) and in the number of students attending them, the total number of pupils in educational institutions of all classes and grades being 1,099,615 or 42,445 more than in the previous year, which represents an increase of more than 4 per cent. The increase both in the number and attendance was entirely under public institutions, while private institutions showed a decline in both respects, which was partly due to the transfer of some of the advanced Sanskrit and elementary vernacular schools to the list of public institutions. The percentage of male and female pupils under instruction in all institutions to those of school-going age, calculated on the census figures of 1901, rose from 31.3 and 5.9 to 32.4 and 6.3, respectively.

4. *Expenditure.*—The total expenditure for the year, direct and indirect, from Provincial, Local and Municipal funds, from fees and from other sources, amounted to 117.40 lakhs against 106.91 lakhs in the preceding year. Of the total, 83.95 lakhs were "direct" expenditure, that is, expenditure on colleges, primary and secondary schools, and special, professional and training institutions, and inclusive of rent, contingencies and the like and also of stipends in training schools; while 33.45 lakhs were classed as "indirect" expenditure, or expenditure on the University and on direction and inspection, scholarships, buildings, grants for furniture and apparatus, and "miscellaneous", of which over 9 lakhs were spent on hostels and boarding-houses. This gross expenditure was made up of (a) a net expenditure from Provincial funds of 39.95 lakhs, (b) 9.44 lakhs from Local funds, (c) 2.91 lakhs from Municipal revenues, (d) 32.73 lakhs from fees and (e) other sources 32.36 lakhs. The increase appeared under all heads; but was conspicuous under "other sources" being an advance of over 20 per cent. on the previous year. The increase under this head is satisfactory and, as observed in the review of the report for 1907-1908, indicates that private agencies spend more from their own funds on the maintenance of their schools. There was an increase of over 3½ lakhs in the expenditure on Board Schools (secondary and elementary) which was due to the improvements effected in the establishments of these schools under the new rules. Of the total expenditure from public funds of 27½ lakhs on secondary and elementary schools, about 85 per cent. related to the latter.

5. *Elementary and Secondary schools.*—Public elementary schools for boys rose in number by 546 and in strength by 44,294. Of the total number, 146 schools with 15,269 pupils, against 81 schools with 8,684 pupils in the previous year, contained standards above the fourth and 4,342 schools contained the fourth and lower standards. The increase in the number of higher elementary schools which is ascribed to the transfer of a number of the so-called incomplete secondary schools to the list of elementary schools is encouraging. But the number of these institutions as compared with the total number of elementary schools is still inconsiderable and special endeavours should be made to develop them. A large proportion of the schools was under private management, and aided schools showed as in the previous year an increase both in number and in strength while unaided schools declined in both these respects. There was also an increase in the number of schools maintained by local and municipal bodies, and in view of the increased efficiency of the staff of supervisors of elementary schools which will result from the recent reorganization, and of the larger funds which look forward to a further extension of the operations of these bodies in the cause of elementary education either by grants-in-aid or by opening schools. Judged by the increase in the total number and strength of elementary schools, elementary education may be considered to have made an advance during the year. There has also been an improvement both in the number and qualifications of the teachers employed in elementary schools and the Government trust that the efforts made to improve the qualifications of the staff in these schools will be sustained.

There was a further decline in the number of secondary schools for boys which fell from 421 to 375, but the attendance in them rose from 94,603 to 95,765. The decrease in the number of secondary schools was the result of the revised classification according to which, as already stated, some of the existing lower secondary schools became elementary schools of the higher grade. At the same time it is observed that some lower secondary schools were recognised during the year as incomplete secondary schools. The Government recognise that in this matter of the classification of schools as secondary and elementary the position is still not entirely satisfactory. It seems very doubtful whether in most cases the supervision of the incomplete secondary schools by the manager of a neighbouring high school is not so ineffective as to be almost valueless, while the strong objection which exists in many parts of the country to the removal of young children from their homes will probably prevent many children from enjoying the advantages of secondary education unless they can obtain facilities for doing so, so far as the earlier stages are concerned, near their own homes. Where, however, such a course is possible the Government desire that every effort should continue to be made to resist the attempts of managers to bring into existence a number of incomplete secondary schools. The efforts made by managers of high schools to improve the staff, accommodation and appliances of secondary schools in order to satisfy the requirements of the Educational Rules, and the resultant improvement in the methods of teaching in the important subjects of the secondary school curriculum are noted. From paragraph 63 of the report, however, it appears that a great deal yet remains to be done before secondary education can be considered to be on an entirely satisfactory footing.

6. *The University and Collegiate education.*—The affiliation of the Basel German Mission Institution, Calicut, as a second-grade college was sanctioned during the year, while three second-grade colleges, namely, the Wardlaw College, Bellary, the St. Joseph's College, Ouddalore, and the Presentation Convent College, Georgetown, were closed. The number of first and second-grade colleges was thus 33 against 35 in the previous year. The balance (Rs. 53,500) which remained for payment at the end of the previous year of the grant of Rs. 2,77,500 sanctioned for the first-grade colleges and selected second-grade colleges, to assist the college authorities in complying with the new Regulations of the University in regard to accommodation and equipment, was disbursed during the year. In addition to the grant of Rs. 50,000 mentioned above, a sum of Rs. 5,000 was also paid towards the travelling expenses of fellows and inspection charges.

7. *The training of teachers.*—The number of masters who attended training schools fell from 2,321 to 2,164, the decrease being confined to the elementary teachers. This decrease is probably due to the extension of the period of training and the Director hopes it will not be permanent. The strength of the training schools for mistresses, however, rose from 394 to 431, the increase being notably among secondary teachers. With the progress of elementary education, the demand for qualified elementary teachers is increasing, and although the number of certificated elementary teachers rose from 10,349 to 11,796 or by about 14 per cent., the number is still inadequate, being only about 34.1 per cent. of the total number of teachers in elementary schools. Not quite 8,000 teachers were fully trained.

8. *Female education.*—The total number of girls under instruction showed a further advance, being 178,867 or 10,170 more than in the previous year, but more than half of the number of girls (102,514) attended mixed schools intended primarily for boys. Female education is still confined mainly to the elementary stage, the total number of girls who received instruction beyond that stage being only 1.2 per cent. of the total number of girls under instruction. The Director of Public Instruction rightly remarks on the unwillingness of parents who can afford to provide funds for the education of their girls to spend any thing upon this object.

9. *European education.*—The total number of pupils under instruction in European schools remained almost stationary. There was a slight increase in the number of trained teachers employed in these schools, but the difficulty of securing qualified European or Eurasian teachers especially for higher standards continued as before. It is to be regretted that no European teacher in this Presidency has yet availed himself of the training afforded in the Government Training School at Sanawar.

10. *General remarks.*—The year was marked by an advance especially in elementary education, and the thanks of Government are due to Dr. Bourne and the officers of the department for their work during the year.

(True Extract.)

N. S. BRODIE,
Ag. Secretary to Government.

To the Director of Public Instruction.
" Surgeon-General.
" Accountant-General.
" Registrar, Madras University.
Editors' Table.

Endorsement—No. 663, Educational, dated 23rd December 1909.

Copy to the Government of India, Home Department.

N. S. BRODIE,
Ag. Secretary to Government.



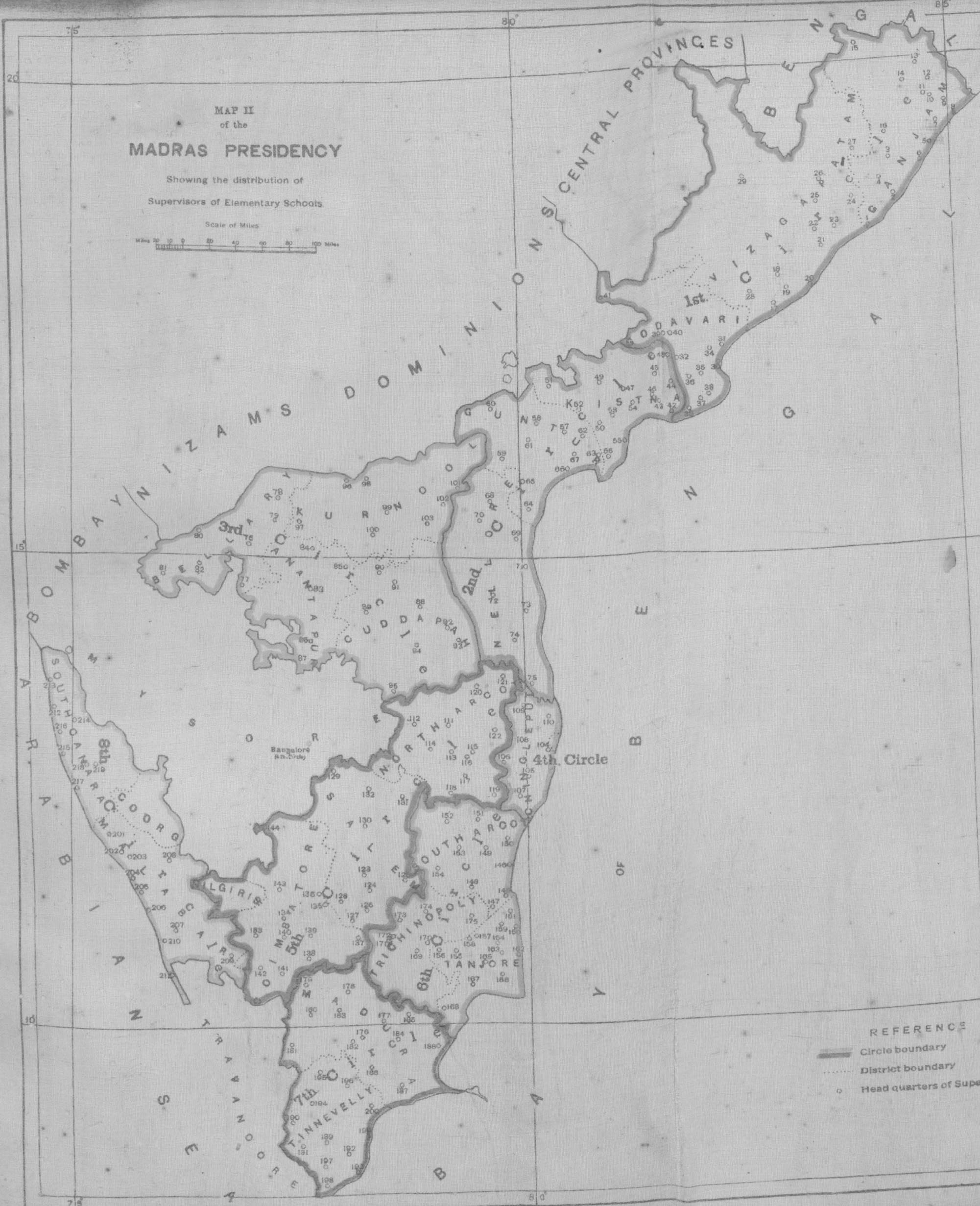
GENERAL TABLES.

(4)—Return of expenditure on public instruction in the Madras Presidency for the official year 1908-1909—continued.

Objects of expenditure—cont.		Public institutions—cont.				Total expenditure from								Grand Total.
		Under private management—cont.												
		Unaided.												
		Fees.	Subscriptions.	Endowment and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.				
	30	31	32	33	34	35	36	37	38	39	40			
College education.	Arts colleges—													
	English for boys	11,183	90	34,113	45,396	2,27,052	...	13,051	2,55,016	1,94,354	7,25,353			
	English for girls	...	...	...	...	872	...	...	7313	5,455	6,622			
	Oriental	...	...	...	...	...	...	...	...	...	...			
	Colleges or departments of colleges for professional training—													
	Law	...	...	...	...	60,330	...	...	27,909	5	27,914			
	Medicine	...	...	...	...	89,376	...	...	16,991	502	89,554			
	Engineering	...	...	...	...	28,481	...	...	660	556	29,697			
	Teaching	...	...	...	...	...	...	...	...	...	...			
	Agriculture	...	...	...	...	...	...	...	...	...	...			
Total	11,183	90	34,113	45,396	4,02,111	...	13,061	3,62,533	2,01,508	...	9,80,213			
School education, general.	Secondary schools—													
	High schools, English*	2,73,702	2,745	68,350	2,41,795	1,95,453	10,531	7,397	12,13,894	3,87,169	18,14,442			
	For boys													
	Middle English	56,090	4,335	17,731	78,556	7,332	34,216	7,495	2,88,218	1,72,411	6,60,202			
	High Vernacular	1,453	300	3,227	4,980	5,512	49,753	11,434	32,544	48,933	1,49,476			
	For girls													
	Middle English	470	...	4,912	5,383	59,625	...	...	41,208	1,14,506	3,15,338			
	High Vernacular	...	...	...	...	...	...	...	...	...	...			
	Middle Vernacular	84	481	4,792	5,357	44,658	10,137	26,318	15,247	50,909	1,72,828			
	Total	3,31,709	7,369	96,593	4,36,661	4,56,312	1,04,637	32,671	16,10,864	8,60,574	30,55,051			
Primary schools—														
For boys	1,19,031	11,739	89,399	2,30,229	57,423	16,79,829	5,15,738	9,90,635	5,56,233	31,39,855				
For girls	826	2,392	17,880	21,501	86,646	46,658	43,249	13,918	1,71,119	3,00,990				
Total	1,19,857	14,131	1,07,279	2,41,521	1,73,469	17,26,478	5,29,083	6,04,541	7,57,352	35,20,873				
School education, special.	Schools of special instruction—													
	Training schools for masters	...	...	1,985	1,985	2,35,911	23,908	551	229	24,567	2,87,806			
	Do. for mistresses	...	...	...	...	32,973	...	...	187	19,434	73,594			
	School of Arts	...	...	...	...	36,135	...	...	3,502	7,357	46,094			
	Law schools	...	...	...	...	1,26,923	...	...	5,750	348	1,33,227			
	Medical schools	...	...	...	...	...	...	...	...	...	...			
	Engineering and Surveying schools	...	...	1,924	1,924	1,930	1,000	...	5,233	31,633	37,816			
	Technical and Industrial schools	...	...	...	...	2,142	...	...	4,628	6,523	7,706			
	Commercial schools	...	...	...	...	160	...	...	23	...	30,832			
	Agricultural schools	...	...	...	...	15,476	...	...	...	6,136	2,00,033			
Reformatory schools	...	...	...	...	25,549	14,384	1,456	18,867	1,40,415	2,00,033				
Other schools	7,108	50	11,981	19,139	...	...	...	...	...	...				
Total	7,108	50	15,890	23,048	5,01,619	38,092	1,987	35,825	(a) 2,30,093	(c) 5,00,096				
Buildings	Furniture and apparatus (special grants only)	...	3,133	5,739	8,574	2,45,651	97,659	36,679	...	3,34,870	7,11,899			
	Total	...	3,133	5,739	8,574	2,45,651	97,659	36,679	...	3,34,870	7,11,899			
University	Direction	...	...	...	...	1,45,750	...	...	(p) 2,00,748	24,127	3,70,625			
	Inspection	...	...	...	...	71,653	...	...	...	...	71,653			
Scholarships and bursaries.	Arts colleges	...	...	...	...	5,41,889	1,14,169	14,923	...	13,572	26,634			
	Medical colleges	...	...	...	...	12,894	165	...	...	18,701	21,477			
	Other Professional colleges	...	...	...	...	2,391	385	...	...	6,329	45,319			
	Secondary schools	...	...	...	...	4,698	...	91	...	5,655	6,738			
	Primary schools	...	...	...	...	41,699	154	...	...	5,112	12,449			
	Medical schools	...	...	...	...	6,006	120	...	...	...	851			
	Technical and Industrial schools	...	...	...	...	7,357	121	...	...	12,198	26,807			
	Other special schools	...	...	...	...	530	...	90	...	...	...			
	Miscellaneous	...	...	...	...	7,047	6,472	...	...	...	...			
	Total	...	...	...	...	1,36,329	2,162	7,086	4,36,727	8,57,266	26,16,504			
Total expenditure on public instruction		4,08,837	23,619	2,59,914	7,56,360	(r) 27,78,436	20,01,227	3,84,413	32,50,288	32,56,553	1,17,40,917			

* European High Schools and non-European Secondary schools having forms above the third.
 † European Middle Schools and non-European Secondary schools with no forms higher than the third.
 ‡ European Primary Schools and other Elementary (non-European) schools.
 (a) and (c) include an expenditure of Rs. 57,105 met from sale-proceeds in technical and industrial and other schools.
 (p) Surplus from University, Rs. 79,132.
 (q) Includes expenditure on Private schools (see, Rs. 1,03,724; other sources, Rs. 1,39,579 and total, Rs. 2,57,293).
 (r) Includes grants to Orphanages not paid through the department, Rs. 1,355; grants to Private schools, Rs. 2,690; grant to the Indian Institute of Science, Rs. 50,000.

NOTE.—Total of columns 8, 9 and 23 (Rs. 14,79,512 + 16,355 + 3,34,463)		RS.	RS.
Add—Indirect charges—			20,11,910
University	...	1,45,750	
Direction	...	71,653	
Inspection	...	5,41,889	
Scholarships	...	35,352	
Contribution to District Boards	...	11,46,939	
do. to Municipal Boards	...	92,474	
Miscellaneous	...	2,82,656	
		23,67,393	
Debit—Cost of Medical College and Schools	...	43,79,503	
Lawrence Asylum Charges	...	2,32,009	
Grants to Orphanages not paid through the department	...	1,87,624	
Charges met from non-departmental receipts	...	1,555	
Building charges met from Public Works funds	...	3,894	
		2,15,165	
Total expenditure as per Accountant-General's statement		6,40,360	
		37,39,003	

MAP II
of the
MADRAS PRESIDENCYShowing the distribution of
Supervisors of Elementary SchoolsScale of Miles
0 10 20 30 40 50 60 70 80 90 100 Miles

REFERENCE

- Circle boundary
 - - - District boundary
 • Head quarters of Supervisors

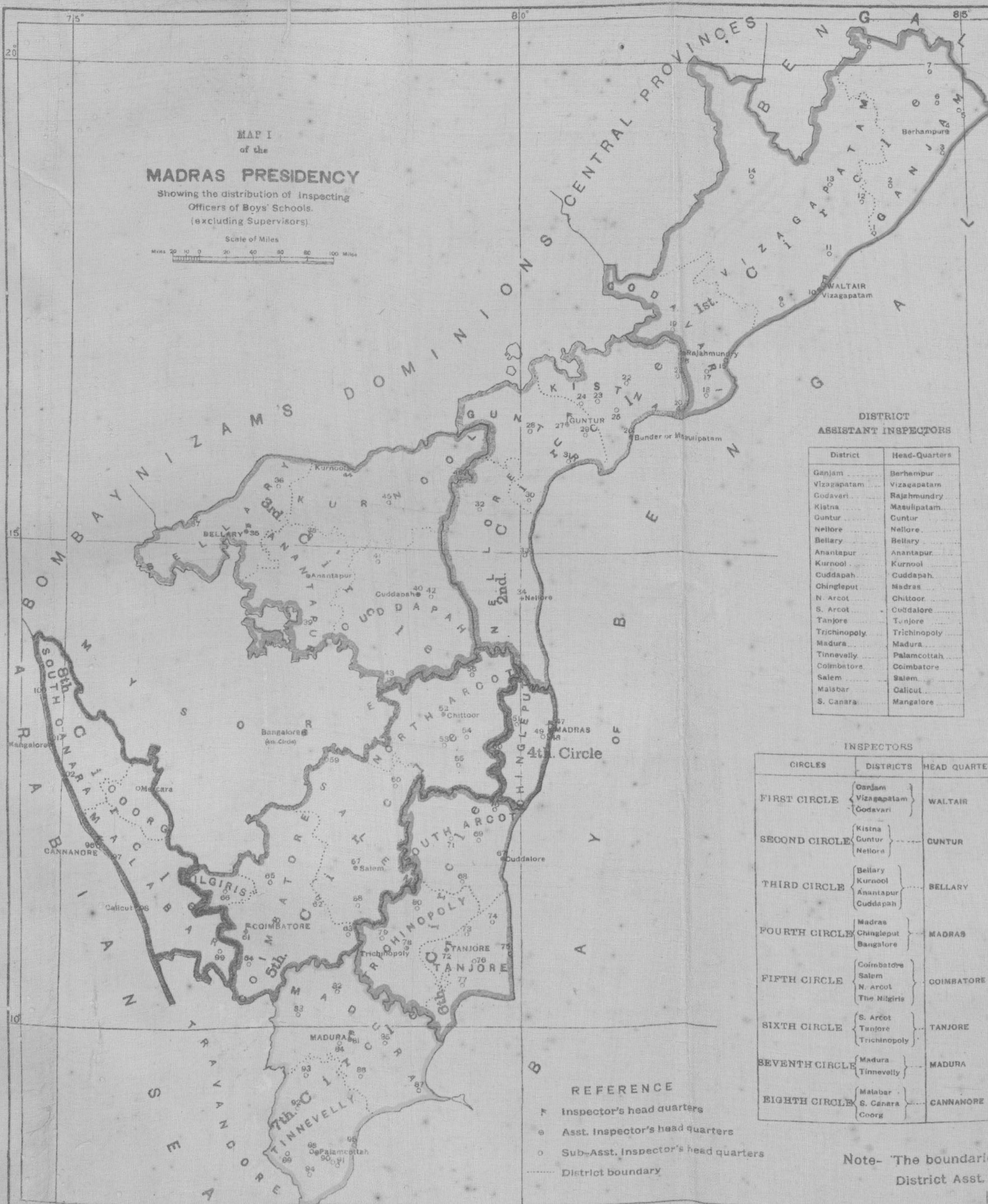
SUPERVISORS.

GANJAM DISTRICT.		BELLARY DISTRICT.		SOUTH ARCOT DIST.	
1.	Chicacole	76.	Bellary	145.	Chidambaram
2.	Tekkali	77.	Rayagrug	146.	Cuddalore
3.	Parlakimedi (for Agency)	78.	Adoni	147.	Mannargudi
4.	Parlakimedi (for Taluk.)	79.	Alur	148.	Vidhachalam
5.	Ichchhapuram	80.	Hospet	149.	Villupuram
6.	Sompeta	81.	Harpanahalli	150.	Vanur
7.	Berampur	82.	Kudligi	151.	Gingee
8.	Chatrapur	ANANTAPUR DISTRICT.		152.	Tiruvannamalai
9.	Purushottapur	83.	Anantapur	153.	Tirukkoyilur
10.	Boyrani	84.	Gooty	154.	Kallakurchi
11.	Aska	85.	Tadpatri	TANJORE DISTRICT	
12.	Bailipodero	86.	Penukonda	155.	Tanjore
13.	Russelikonda	87.	Hindupur	156.	Tirukkattupalli
14.	Surada	CUDDAPAH DISTRICT.		157.	Kumbakonam
15.	Balliguda	88.	Cuddapah	158.	Papanasam
16.	Udayagiri	89.	Pulivendla	159.	Mayavaram
VIZAGAPATAM DISTRICT.		90.	Jammalanadugu	160.	Porayar
17.	Yellamanchili	91.	Proddatur	161.	Shiyali
18.	Chodavaram	92.	Nandalur	162.	Negapatam
19.	Anakapalle	93.	Pullampet	163.	Tiruvalur
20.	Vizagapatam	94.	Rayachoti	164.	Nannilam
21.	Vizianagaram	95.	Madanapalle	165.	Mannargudi
22.	Gajapati nagaram	KURNOOL DISTRICT		166.	Tirutturaipundi
23.	Chipurupalle	96.	Kurnool	167.	Pattukkottai
24.	Palkonda	97.	Pattikonda	168.	Arantangi
25.	Bobbili	98.	Nandikotkur	TRICHINOPOLY DISTRICT	
26.	Parvatipuram	99.	Nandyal	169.	Trichinopoly
27.	Gunupur	100.	Kollukunta	170.	Laigudi
28.	Narasapattanam	101.	Markapur	171.	Kulittalai
29.	Jeypore	102.	Cumbum	172.	Musiri
GODAVARI DISTRICT.		103.	Giddalur	173.	Turaiyur
30.	Cocanada	CHINGLEPUT DISTRICT.		174.	Perambalur
31.	Pithapuram	104.	Saidapet	175.	Udayarpalayam
32.	Rajahmundry	105.	Chingleput	MADRAS DISTRICT.	
33.	Nagaram	106.	Conjeevaram	176.	Madura
34.	Peddapuram	107.	Madurantakam	177.	Melur
35.	Ramachandrapuram	108.	Tiruvallur	178.	Dindigul
36.	Alamur	109.	Sattiyavedu	179.	Palni
37.	Amalapuram	110.	Ponneri	180.	Periyakulam
38.	Mummidiavaram	NORTH ARCOT DISTRICT.		181.	Uttamapalayam
39.	Polavaram	111.	Chittoor	182.	Tirumangalam
40.	Purushottapattanam	112.	Palmaner	183.	Nilakkottai
41.	Bhadrachalam	113.	Vellore	184.	Sivaganga
KISTNA DISTRICT.		114.	Gudiyattam	185.	Tirupattur
42.	Narsapur	115.	Walajapet	186.	Tiruchuli
43.	Bhimavaram	116.	Arcot	187.	Muthukulattur
44.	Tanuku	117.	Arni	188.	Tiruvadanai
45.	Pentapadu	118.	Polur	TINNEVELLY DISTRICT	
46.	Undi	119.	Wandiwash	189.	Tinnevely
47.	Elore	120.	Tirupati	190.	Tenkasi
48.	Kovvur	121.	Kalahasti	191.	Ambasamudram
49.	Nuzvid	122.	Tiruttani	192.	Srivalkuntam
50.	Vuyyuru	SALEM DISTRICT.		193.	Kulasekarapattanam
51.	Nandigama	123.	Salem	194.	Sankaranayinarkoyil
52.	Bezawada	124.	Rasipuram	195.	Srivilliputtur
53.	Gudivada	125.	Alur	196.	Satur
54.	Kalkalur	126.	Namakkal	197.	Nanguneri
55.	Bunder or Masulipatam	127.	Paramati	198.	Radhapuram
56.	Avanigadda	128.	Tiruchengodu	199.	Tuticorin
GUNTUR DISTRICT.		129.	Hosur	200.	Villattikulam
57.	Guntur	130.	Dharmapuri	MALABAR DISTRICT.	
58.	Sattenapalle	131.	Tirupattur	201.	Taliparamba
59.	Vinukonda	132.	Krishnagiri	202.	Ancharakandi
60.	Gurazala	COIMBATORE DISTRICT		203.	Kuttuparamba
61.	Narasaraopet	133.	Coimbatore	204.	Badagara
62.	Tenali	134.	Avanashi	205.	Quilandi
63.	Repalle	135.	Erode	206.	Calicut
64.	Ongole	136.	Bhayani	207.	Malappuram
65.	Addanki	137.	Karur	208.	Manantoddy
66.	Bapatla	138.	Dharapuram	209.	Palghat
67.	Ponnur	139.	Kangayam	210.	Tirur
NELLORE DISTRICT.		140.	Palladam	211.	Chowghat
68.	Podili	141.	Udamalpet	SOUTH CANARA DIST.	
69.	Kandukur	142.	Pollachi	212.	Udipi
70.	Kanigiri	143.	Satyamangalam	213.	Coondapoor
71.	Kavali	144.	Kollegal	214.	Karkai
72.	Atmakur			215.	Mangalore
73.	Nellore			216.	Mulki
74.	Qudur			217.	Kasaragod
75.	Soturpet			218.	Vittal
				219.	Puttur

MAP I of the MADRAS PRESIDENCY

Showing the distribution of Inspecting
Officers of Boys' Schools.
(excluding Supervisors)

Scale of Miles
0 10 20 30 40 50 60 70 80 90 100 Miles



DISTRICT ASSISTANT INSPECTORS

District	Head-Quarters
Ganjam	Berhampur
Vizagapatam	Vizagapatam
Godavari	Rajahmundry
Kistna	Masulipatam
Guntur	Guntur
Nellore	Nellore
Bellary	Bellary
Anantapur	Anantapur
Kurnool	Kurnool
Cuddapah	Cuddapah
Chingleput	Madras
N. Arcot	Chittoor
S. Arcot	Cuddalore
Tanjore	Tanjore
Trichinopoly	Trichinopoly
Madura	Madura
Tinnevely	Palamcottah
Coimbatore	Coimbatore
Salem	Salem
Malabar	Calicut
S. Canara	Mangalore

INSPECTORS

CIRCLES	DISTRICTS	HEAD QUARTERS
FIRST CIRCLE	Ganjam Vizagapatam Godavari	WALTAIR
SECOND CIRCLE	Kistna Guntur Nellore	GUNTUR
THIRD CIRCLE	Bellary Kurnool Anantapur Cuddapah	BELLARY
FOURTH CIRCLE	Madras Chingleput Bangalore	MADRAS
FIFTH CIRCLE	Coimbatore Salem N. Arcot The Nilgiris	COIMBATORE
SIXTH CIRCLE	S. Arcot Tanjore Trichinopoly	TANJORE
SEVENTH CIRCLE	Madura Tinnevely	MADURA
EIGHTH CIRCLE	Malabar S. Canara Coorg	CANNANORE

REFERENCE

- Inspector's head quarters
- Asst. Inspector's head quarters
- Sub-Asst. Inspector's head quarters
- District boundary

RANGES OF SUB-ASSISTANT INSPECTORS.

GANJAM DISTRICT. 1. Chicacole 2. Parlakimedi 3. Ichchhapuram 4. Berhampur 5. Purushottapur 6. Aska 7. Russelkonda 8. Bailiguda hill range. VIZAGAPATAM DISTRICT. 9. Yellamanchilli 10. Vizagapatam 11. Vizianagram 12. Palakonda 13. Paryatipuram 14. Jeypore hill range. GODAVARI DISTRICT. 15. Cocanada 16. Rajahmundry 17. Ramachandrapuram 18. Amalapuram 19. Polavaram KISTNA DISTRICT. 20. Narsapur 21. Taruku 22. Ellero 23. Gannavaram 24. Bezvada 25. Gudivada 26. Bunder or Nasulipatam GUNTUR DISTRICT. 27. Guntur 28. Narasaraopet 29. Terail 30. Ongole 31. Bapatla NELLORE DISTRICT. 32. Kanigiri 33. Kavali 34. Nellore BELLARY DISTRICT. 35. Bellary 36. Adoni 37. Hospet ANANTAPUR DISTRICT. 38. Gooty 39. Perukonda CUDDAPAH DISTRICT. 40. Cuddapah 41. Jammalamadugu 42. Siddhavattam 43. Nandalur (Head quarters) 44. Madanapalle KURNOOL DISTRICT. 45. Kurnool 46. Nandyal 47. Markapur MADRAS DISTRICT. 48. George Town 49. Triplicane CHINGLEPUT DISTRICT. 50. Saldapet 51. Conjeevaram 52. Tiruvallur	N. ARCOT DISTRICT. 52. Chittoor 53. Vellore 54. Walajapet 55. Arni 56. Tirupati SALEM DISTRICT. 57. Salem 58. Namakkal 59. Hosur 60. Tirupattur COIMBATORE DISTRICT. 61. Coimbatore 62. Erode 63. Karur 64. Pollachi 65. Satyamangalam 66. Gobichettipalayam (Head quarters) NILGIRI DISTRICT. 66. Nilgiris 67. Ootacamund (Head quarters) S. ARCOT DISTRICT. 67. Cuddalore 68. Vriddhachalam 69. Villupuram 70. Tindivanam 71. Tirukkoyilur TANJORE DISTRICT. 72. Tanjore 73. Kumbakonam 74. Mayavaram 75. Negapatam 76. Mannargudi 77. Pattukkottai TRICHINOPOLY DISTRICT. 78. Trichinopoly 79. Kulittalai 80. Perambalur 81. Ariyalur (Head quarters) MADURA DISTRICT. 81. Madura 82. Dindigul 83. Periyakulam 84. Tirumangalam 85. Sivaganga 86. Tiruchuli 87. Aruppukottai (Hd. quarters) 88. Rannad TINNEVELLY DISTRICT. 88. Tinnevely 89. Ambasamudram 90. West Srivaikuntam 91. East do. 92. Perunkulam (Head quarters) 93. Sankaranayinarkoyil 94. Srivilliputtur 95. Nanguneri 96. Tuticorin MALABAR DISTRICT. 96. Cannanore 97. Tellicherry 98. Calicut 99. Palghat SOUTH CANARA DISTRICT. 100. Udipi 101. Mangalore 102. Kasaraged
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Note- The boundaries of the Circles are indicated by colours and those of the District Asst. Inspectors' in each Circle by dotted lines.