

REPORT
OF
PUBLIC INSTRUCTION
IN THE
MADRAS PRESIDENCY
FOR 1911-12 AND FOR THE QUINQUENNium 1906-07 TO 1911

VOLUME I.

MADRAS:
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OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 22nd October 1912.

C. No. 8398 of 1912.

From

THE HON'BLE MR. A. G. BOURNE, D.Sc., 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 a report on the state and progress of education in the Presidency during the quinquennium which ended on March 31, 1912. The work of all the earlier stages in the preparation of the report was carried out by the Hon'ble Mr. J. H. Stone who was placed on special duty for the purpose.

2. The work of the period may be described as completing and consolidating the changes introduced into our system in consequence of the Simla Conference of 1901, the issue of the resolution of the Government of India on educational policy in March 1904, and the passing of the Indian Universities Act in 1904, and has involved developments of considerable importance.

I give here a brief resumé of the chief events of the quinquennium. They will be described at greater length under the several heads of the report.

3. The rapid development of education of all grades made some reorganization of the inspecting staff necessary. This was effected in the early years of the quinquennium.

4. Although the new regulations of the University necessitated by the passing of the Indian Universities Act were promulgated by Government in 1906, it was on the understanding that the examination system was incomplete. It was completed by the revision of the regulations for the L.T. degree, by minor alterations in the Arts courses, and by the framing of regulations for the award of titles in Oriental Learning. Regulations have also been made for the institution of University lectureships and research studentships. University lecturers were first appointed in March 1912.

5. The staffs of the Government Arts Colleges have been greatly strengthened to enable them to meet the demands made on them by the new University courses. In the case of the Presidency College these include both pass and honours courses for the B.A. degree so that in that college there will be in each department seven classes at work each year—two for the Intermediate, two for the B.A. pass course and three for honours, the latter being a three-year course. There are ten departments. Great additions have also been made to the buildings and equipment of Arts Colleges.

6. The Medical College has been greatly enlarged by the erection of physiological, hygiene and bacteriological laboratories. The College and Medical schools have now been transferred to the Medical Department.

The College of Engineering has been reorganized both as regards its staff, of which the subordinate members are now recruited from the Public Works Department, and the arrangement of classes in it, a probationary class having been established, the better students from which will, at the end of two years, form an Upper Subordinate class, while the rest constitute the Lower Subordinate class. Steps have been taken for the removal of the college from its present cramped quarters and its re-establishment elsewhere on a larger scale.

The revision of the L.T. course made necessary a complete reconstitution of our system of training graduate teachers. This involved the absorption by the Teachers' College, Saidapet, of the training section of the Government College, Rajahmundry, and the addition to the staff of the former of four lecturers each a specialist in a branch of school education. The buildings formerly occupied by the College of Agriculture which adjoin the Teachers' College at Saidapet have been put at the disposal of the latter and when some necessary structural alterations and additions to equipment have been made this institution will provide ample residential and college accommodation for one hundred or more graduate teachers.

7. The long-debated question of a School Final Examination has been settled by the introduction of a scheme for the award of Secondary School-Leaving Certificates which record, not only the degree of success attained in a public examination, but also the work done in school for not less than three years and the character and aptitudes of the holders as manifested during the same period.

8. The increasing cost of higher and secondary education consequent on the growing demand for efficiency made necessary a revision of the standard rates of fees in colleges and high schools. Fees have been in both considerably raised. In the case of the latter differential rates for forms and classes have been abolished, the new rates being the same for all the forms and classes of each of the main divisions of the secondary course.

9. The number of Government schools for girls, both Hindu and Muhammadan, has been increased and the provision of these schools with suitable buildings has made progress.

10. The revision of the Grant-in-Aid Code and of the Madras Educational Rules which I described in detail in 1907 initiated changes which have been in progress during the present quinquennium. The differentiation of secondary from elementary education is one of these. The schools formerly classed as lower secondary have been passed in review and many of them have been refused recognition as secondary as being financially instable, not affording an education really secondary in character or not satisfying a real local need. To take their place as preparatory schools secondary schools have been encouraged to add preparatory classes, and as end schools, elementary schools have been encouraged to open standards above the fourth.

11. Another development connected with the revision of the rules has been an increase in the number of local and municipal board elementary schools.

12. Special grants have been given to improve the equipment of secondary schools for boys, both generally, and with special reference to the secondary school-leaving certificate scheme, for buildings and equipment for European schools, and for the establishment of more elementary schools by local boards and the provision by them of elementary school-houses.

13. Schemes of study for elementary schools for both boys and girls have been published and the inspecting staff have been engaged in the measures necessary for their successful introduction.

14. The relations between provincial and local funds have been further simplified, grants to elementary schools being paid almost entirely direct from provincial funds, while the system of subsidies to local bodies is continued where such are necessary to enable these bodies to maintain their own schools.

15. With a view to the improvement of indigenous education in Sanskrit, the Sub-Assistant Inspector of Sanskrit Schools was deputed to visit Sanskrit colleges and schools in Northern India. He did so and his report was referred to a committee which made recommendations. Most of these were approved by Government and the necessary action on them is being taken.

16. The School of Arts has been reorganized as regards staff and grouping of students and schemes of instruction with a view to its working as a school of industrial art.

The first step in the reorganization of the training schools for masters was taken in 1907-08 when a model school staffed independently of the training staff was provided for each. A scheme has been approved by Government for completing this reorganization and awaits ultimate sanction. It substitutes secondary training classes attached to high schools or colleges for secondary training schools, reduces the number of lower elementary schools and somewhat alters the geographical distribution of these and of higher elementary schools. It much improves the pay and prospects of teachers in training schools.

A similar scheme for the training schools for mistresses has been approved by the Government of India and is being brought into effect. It constitutes for each school a school and makes necessary improvements in the staff, grade and working of each of the existing schools. It provides also for the opening of two new schools for the training of Telugu and Canarese teachers respectively. The former has already begun work.

17. The curricula, subjects of examination, and syllabuses in the Code of Regulations for European Schools required adapting to the special circumstances of this Presidency. They were accordingly examined by a committee and a revised body of rules recommended by Government and brought into force in 1908-09.

18. Owing to the rapid development of book publishing in Madras, it was found necessary to enlarge the office establishment of the Registrar of Books. Similar action was necessary in the case of that of the Curator of Oriental Manuscripts.

19. During the quinquennium some alterations in and additions to the Madras Educational Rules have proved necessary. A new chapter was added to the rules containing disciplinary regulations for public schools under public management and recognised schools, with the object of preventing teachers and pupils becoming involved in political agitation. Rules were also introduced regarding protection from small-pox in the rules of recognition for elementary and secondary schools and restrictions on the admission of unprotected pupils into schools under public management.

Rule 47 was amended so as to permit in certain circumstances the transfer of pupils from elementary to secondary schools.

1.—GENERAL SUMMARY.

20. During the quinquennium the total number of public institutions rose by 11.2 per cent. and their total strength by 31.7. Both the number and strength of private institutions declined. These changes in numbers were largely due to the recognition of private institutions which gave them the status of public ones.

Taking public and private institutions together, the total strength increased by 27.1 per cent. as against an increase of 17 per cent. in the previous quinquennium, and the total number of persons under instruction exceeded one million and a quarter.

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SUMMARY.

REPORT ON PUBLIC INSTRUCTION.

21. The increase in the number of scholars has been shared by all the districts though in varying degrees. Malabar, Kistna, Vizagapatam, Gōdāvari all show an increase of over 40 per cent. and it is particularly satisfactory that Anantapur, although it has a comparatively small number of institutions and scholars, shows an increase of 41 per cent. which is no doubt due to its recovery from the set-back due to plague in the previous quinquennium. Bellary shows a similar though smaller recovery of the same kind. The increase has been 20 per cent. or more in Chingleput, South Arcot, Coimbatore, Trichinopoly, Tinnévely and South Canara. In Tanjore it was only 14 per cent. although this district stands third in the Presidency for total strength and in percentage of scholars to population of school-age.

22. The number of Government institutions rose steadily from 378 to 408, the increase being in elementary schools. The number of municipal schools rose from 319 to 357 and of local board schools from 3,206 to 4,254.

The number of aided institutions increased from 13,912 to 16,356 and of pupils in them from 520,693 to 716,375. The proportion of non-mission to mission aided institutions showed a tendency to increase during the quinquennium; the former increased in number by 20 and the latter by 9 per cent.

Unaided institutions fell from 5,435 to 4,476 and pupils in them from 145,312 to 125,947, the loss being largely of schools teaching the Quran only which is partly accounted for by such schools adding secular subjects and so becoming eligible for aid. The number of ordinary unaided elementary schools has not greatly diminished. It will be observed that the increase in the number of aided has been very much greater than the diminution of that of unaided schools. It would appear therefore that the present Grant-in-Aid Code both stimulates endeavour to reach the departmental standard of efficiency and the starting of new schools. The pial school is however not appreciably nearer complete extinction than it was ten years ago.

23. The percentage of male scholars to the male population of school-age increased from 29.8 to 34.4 during the period and the corresponding percentage for female scholars rose from 5.7 to 7.2; the percentage of the number of scholars, male and female, to the total population of school-age rose from 17.6 to 20.6. It will be observed that these figures do not quite represent the facts since they are calculated for 1906-07 on the census returns for 1901 and for 1911-12 on those for 1911. The increase in the percentage in school of persons of school-age was therefore in reality somewhat greater than that represented by the difference between 29.8 and 34.4.

The increase in the percentage of scholars to population of persons of school-age took place in all the districts of the Presidency except Trichinopoly.

In 1911-12 the percentages varied in the different districts from 86.8 in Madras to 21.0 in Vizagapatam in the case of males and from 36.0 in Madras to 3.4 in Ganjam in the case of females.

24. Male and female scholars of all classes of the community except Europeans increased in numbers during the quinquennium, Indian Christians by 14, Brahmans by 19, non-Brahman Hindus by 31 and Muhammadans by 22 per cent.

25. The number of scholars studying English has increased from 132,857 to 156,110. The phenomenon which I remarked on in 1907 of a marked diminution in the number reading English in primary schools has not recurred. The figures for 1912 show an increase of 17 per cent. on those for 1907.

26. The number of scholars unprotected from small-pox fell during the quinquennium from 11,138 in 1907 to 4,761 in 1912.

27. I noted in 1907 that the percentage of scholars in municipal areas to the total number of scholars had declined. This is still more noticeable in the present quinquennium, the proportion having diminished from about 30 to 20 per cent. and this indicates considerable success in our endeavours to extend education in the rural areas.

General
receipts and charges.

28. The total expenditure on education rose during the quinquennium from Rs. 97,64,358 to Rs. 1,35,65,102, an increase of 39 per cent.

The amount met from each of the sources, provincial funds, municipal funds, fees and private funds increased while that from district funds diminished considerably. This is because, since 1909, grants-in-aid to elementary schools in non-municipal areas which were formerly, even when really met from provincial funds, paid through the local boards, have been paid direct from provincial funds. This fact of course also helps to explain the increase in the amount contributed from provincial funds. This increase was very considerable during the quinquennium amounting to 79 per cent. as against 15 per cent. for the quinquennium 1902-07, and is due to the progressive acceptance by Government of larger and larger responsibilities for education. The ensuing quinquennium bids fair to realize an advance almost revolutionary. The increase under the head of fees is no doubt partly due to the advance in the rates of fees in colleges and secondary schools caused by the fee notification of 1910 and partly to increased attendance.

The total direct expenditure on education increased from Rs. 70,86,715 to Rs. 94,53,469 an increase of 33 per cent. There was an increase of expenditure from all sources except local and municipal funds; the reason for this has already been explained.

The total indirect expenditure increased from Rs. 26,77,643 to Rs. 41,11,637 the increase being shared by all heads except University and Direction. The most noticeable increases have been under Inspection, due to the enlargement of the inspection agency and met from provincial funds, scholarships and buildings and miscellaneous, which mainly refers to private institutions and hostels, met from fees and private sources.

The direct expenditure from provincial revenues on Government institutions increased by 14 per cent. in the period: the increase being distributed over all classes of institutions. It is mainly accounted for by the strengthening of the staffs of the Arts Colleges, the reorganization of the Engineering and Teachers' Colleges and School of Arts, and the grant of compensation for the dearth of food to students in training schools. It would be larger but for the exclusion in 1912 from the educational accounts of the expenditure on the Medical College and Schools. The amount spent by District and Municipal Boards on their own elementary schools rose from Rs. 6,17,394 to Rs. 11,75,697 owing to the considerable extension of this kind of education. Under Grants-in-aid, expenditure on secondary schools varied little during the quinquennium but owing to the change of system mentioned above the bulk of that on elementary schools is shown as provincial instead of local and municipal. Taking, however, the three sources of public expenditure together grants-in-aid to elementary schools increased in the quinquennium from Rs. 8,95,556 to Rs. 12,32,920 or by 38 per cent.

29. The budget grant for the year 1911-12, under 22. Education, was Rupees 49,94,000 and the altered grant Rs. 45,65,000 or including printing at private presses Rs. 45,65,100. The expenditure under the above heads was Rs. 45,66,453 or Rs. 1,353 more than the altered grant.

Excluding the figures relating to the Lawrence Asylum, Ootacamund, but including the expenditure on educational buildings, provincial receipts and charges aggregated Rs. 3,25,359 and Rs. 49,21,783 against Rs. 2,58,699 and Rs. 38,89,732 respectively in the previous quinquennium. The increase in receipts was mainly due to the inclusion in the educational accounts of the sale-proceeds of the Industrial schools and Weaving and Tanning departments. The increase in charges was partly under grants-in-aid and partly under Inspection, in consequence of the appointment of additional Inspectors and the provincialisation of the agency of Supervisors of Elementary Schools also partly due to the enhanced expenditure on Government institutions.

The amount of grants-in-aid paid to institutions under private management rose from Rs. 15,53,003 to Rs. 21,36,346. From 1910 the great bulk of the money spent in this way was expended directly from provincial funds, this method of paying aid to elementary

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AGENCIES.

schools in non-municipal areas having been adopted in that year as already explained. These figures do not include any contributions paid to institutions under public management, nor subsidies paid to local bodies to assist them in maintaining their own schools.

31. In 1911-12 grants to the amount of Rs. 20,44,109 were paid directly from provincial funds to institutions under private management. This cannot be directly compared with the amount for 1907; because it includes grants to elementary schools formerly paid from district funds. A special grant of Rs. 1,50,000 was given to the Indian Institute of Science, Bangalore, during the quinquennium.

II.—CONTROLLING AGENCIES.

32. I was in charge of the department during the quinquennium except that I was on leave in 1908-09 for about six weeks and in 1910-11 for thirteen months. During both of these periods Mr. Stone, Principal of the Presidency College, acted for me.

33. During the quinquennium what amounts to a reorganization of the Inspecting Agency for boys' schools was effected. Down to 1908-09 the Presidency was divided into six Inspectors' circles each consisting of a number of revenue districts varying from two to six according to the density of the population and educational forwardness. Each circle contained two or more divisions each consisting of one or more revenue districts and of these divisions there were twelve. Over each division was an Assistant Inspector of Schools. The divisions were made up of Sub-Assistant Inspectors' ranges, each of which was, with a few exceptions, coterminous with a revenue taluk or the area under a taluk board. Mainly subordinate to the Sub-Assistant Inspectors were the supervisors of elementary schools all but three of whom were appointed and paid by Local Boards and Municipalities. They were each in charge of a sub-range and on an average each Sub-Assistant's range was divided into two sub-ranges. The Inspectors were responsible for boys' education in general in their circles and in particular for the inspection and supervision of secondary schools with forms above the third. The Assistant Inspectors inspected the other secondary schools and elementary schools at important centres, supervised the work of the Sub-Assistants, presided at the conferences for admission to aid and final assignment of grants of elementary schools, and prepared most of the statistical returns of their divisions. The Sub-Assistant's work was the supervision of elementary education, and in particular the inspection of elementary schools for grant. The supervisors were originally called inspecting schoolmasters because their work was confined to visiting elementary schools with a view to their improvement. Their functions later included the opening of new elementary schools and the administrative superintendence of schools and the name of supervisor was considered more appropriate.

The first item in the reorganization was the appointment of two more Inspectors and the consequent raising of the number of circles to eight and a reduction in the size of those which had proved unmanageable. The second was the appointment of an Assistant Inspector for each revenue district. The third was the provincialisation of the staff of supervisors. This was done with a view to improving the personnel of the establishment and ensuring a more effective supervision of elementary schools. It was advocated by both Dr. Duncan and Mr. Stuart and proposals for it had been submitted in 1899 and in 1901.

These improvements in the inspecting staff have enabled me to make alterations in the distribution of the work of inspecting officers made necessary by the new edition of the Madras Educational Rules and of the Grant-in-Aid Code. All secondary schools have now been placed in charge of the Inspectors, any assistance they may need in inspection being given by the Assistant Inspectors. The principal work of these latter officers is to supervise elementary education in their districts. They supervise generally the work of the Sub-Assistants and supervisors and check specifically each year the work done by these in a certain number of schools. They are also the educational advisers of

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Local Boards and Municipalities. They are still also mainly responsible for statistics, and they commonly preside at the conferences for admission to aid and the assignment of grants. The chief function of the Sub-Assistants is still the inspection for aid of elementary schools. The supervisor's duty is to improve existing schools and assist in the starting of new ones. In order that they may be able to spend most of their time in the schools, they have been almost entirely relieved of office work and correspondence. A supervisor has no office establishment and is regarded not so much as being in charge of a defined locality as a member of a Sub-Assistant's office who goes out to do what executive work is assigned to him by the Sub-Assistant. He keeps a note book in which he records the work he does and submits weekly to the Sub-Assistant a carbon paper duplicate of the entries made.

This system obviously makes considerable demands on the initiative, administrative ability and tact of the Assistant and Sub-Assistant Inspectors. The former have to a great extent to plan out their work for themselves and the latter have to see that the supervisors keep themselves profitably occupied in work that is not regulated by a stereotyped routine. The substitution of elastic schemes of studies for elementary schools for the old minutely defined courses has laid on all subordinate inspecting officers in varying degrees the duty of advising managers or teachers as to the subjects to be taken up and the methods of dealing with them, so that these officers require for their work a high degree of pedagogical knowledge and skill. I am glad to be able to say that they have on the whole justified the confidence placed in them. At present the weakest link in the chain is probably the staff of Assistant Inspectors. These are necessarily senior officers, some of whom were recruited at a time when we had to be content with lower educational qualifications than at present, and they do not always find it easy to adapt themselves to the new conditions. In taking over from the Local Boards their staff of supervisors, I was careful to select the more competent but it was of course impossible altogether to ignore the claims of quasi-Government service. Recruiting for the cadre of supervisors has since been satisfactory. There are now in it 12 trained teachers of the collegiate grade (B.A., L.T.'s) and I hope that it will in time be possible to make all Sub-Assistants pass through the grade of supervisor. From the Inspectors' reports it is clear that progress is being made in co-ordinating the work of Sub-Assistants and supervisors, but here again we are met by the difficulties attendant on putting new wine into old bottles.

In 1903 a single Inspector was appointed for European and Training Schools and placed in charge of the European boys' schools and the training schools for masters. As the Code of Regulations for European Schools was brought fully into operation and the training schools under the new system called for more and more attention, his work became increasingly exacting and in 1908-09 it was found that something must be done to lighten it. It was also the opinion of some of the Inspectors that their efforts to improve elementary education were somewhat impeded by their having no control over the institutions in which the teachers were trained. The functions of the Inspector of European and Training Schools were therefore modified. The inspection of all and much of the management of the Government training schools was transferred to the Circle Inspectors, the Inspector of training schools being charged with the management of the Teachers' Certificate examinations, the preparation of the budget estimates for training schools for both masters and mistresses, the selection of sites for buildings, applications for building grants to aided schools, training courses, and all matters common to all schools and affecting the co-ordination of their work. At the same time the inspection of most of the European girls' high schools was transferred to him. In 1911 the Bree's Memorial school, Ootacamund, ceased to be a Government school and since experience had proved that the Inspector of European and Training Schools was still greatly overworked it was decided to utilize the place in the Provincial Educational Service thus set free for an Assistant for him and the late Headmaster of the Bree's school is the first holder of the new appointment.

34. There are three Inspectresses in charge respectively of the Northern, Central and Southern districts of the Presidency and ten Assistant and Sub-Assistant Inspectresses, the work of each of whom is confined to a range of from two to three districts. The

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Inspectress is in general charge of female education in the circle, and directly supervises higher education and special education for females. The Assistant and Sub-Assistant Inspectresses, who are not administratively subordinate to the Assistants, are more especially concerned with elementary female education. An important part of the work of the Inspectresses and their subordinates is the management of the Government girls' schools and the Government training schools for mistresses. The above organization has remained in force for the whole of the quinquennium and there is no doubt that the work of all grades of the inspecting agency is heavy.

35.

At the opening of the quinquennium there was an Inspector of Technical Schools who did not, however, hold this as an independent appointment but discharged its duties in addition to those of some other, such for instance as a Professorship of Engineering. He did inspect all the special schools, but only those of a distinctly industrial character, the inspection of others being left to the Circle Inspectors or where necessary entrusted to specialists. In 1909-10 the Department of Industries was created and the industrial schools were transferred to it, the duties of Inspector of Technical Education becoming merged in those of the Director of Industries. In 1911 the Department of Industries was abolished and in place of its Director a Superintendent of Industrial Education was appointed and the industrial schools passed to his control.

36.

The department lost the services of Mr. Logan by retirement in 1910. Mr. R. G. Grieco was appointed Inspector of Schools in the Seventh Circle, having previously held the post of Vice-Principal of the Teachers' College. Mr. Middlemast was confirmed as Inspector of European and Training Schools in the same year and when later in it he was appointed Professor of Mathematics in the Presidency College, Mr. R. Littlehailes was appointed Inspector of European and Training Schools. On his taking leave Mr. J. H. Melville, late Inspector of Industrial Schools under the Home office, was appointed temporarily by the Secretary of State to fill his place. Messrs. O. J. Couldrey and H. O. Kershaw were appointed in 1909 to the Indian Educational Service and placed in charge of the Third and Fifth Circles respectively. Mr. Chatterton was appointed Superintendent of Industrial Education in 1911.

In 1911 Miss Arnold was transferred as Inspectress from the Central to the Southern Circle and Miss Lynch from the Southern to the Central Circle.

I. Mayhew succeeded Mr. Middlemast as Deputy Director of Public Instruction and was succeeded by Mr. H. S. Duncan in 1910.

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In my detail in my report for the quinquennium 1906-07 the reorganization of the University consequent upon the passing of the Indian Universities Act. It is that under review the University has worked with a Senate and Syndicate constituted as laid down in the Act. The work accomplished may be summarised as the completion and perfecting of the new scheme of examinations and the bringing of it into operation so far as the necessarily gradual nature of this process allowed, the revision, in the light of experience of some regulations, and the improvement, by inspection, advice, disciplinary action, and university teaching of the body of affiliated colleges and recognised high schools. There is no room for doubt that the work has been carried out more smoothly, expeditiously and efficiently than would have been possible under the University regulations as they were before December 31, 1906.

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38. The establishment of a system of distinctions for purely oriental learning engaged the Senate's attention as early as 1906, and in 1907 a committee was appointed to draft regulations for this purpose, which reported to the Senate in 1909. The committee's recommendations were accepted with some modifications, and Government having satisfied themselves that the scheme would not unduly burden the revenues of the University and that the relevant remarks and suggestions of the Indian Universities Commission of 1902 had been considered, sanctioned the necessary regulations in March 1910.

The original intention in framing these regulations was that the proposed titles should encourage the study of oriental languages and literature on indigenous lines, but the view was successfully advanced that the University should seek to introduce among pandits and maulvis the more critical methods of European orientalists. With a view to qualifying candidates for this the regulations require that they shall have passed in the English division of the Matriculation examination. Except for this requirement the regulations establish a system of education on oriental lines parallel with, but separate from, that carried on under the other regulations in Arts. Candidates unless specially exempted must receive adequate instruction for four years in an approved institution and must attend any special courses of lectures the Syndicate may institute for the purposes of the examination. The titles to be granted are Siromani added to Veda, Vedanta, Nyaya or Vyakarana, for purely Sanskrit studies, Maulavi-i-Fazil for Arabic, Vidvan for two Dravidian languages or for one such and Sanskrit and Munshi-i-Fazil for Persian and Urdu. The examination is to be held once a year and for the first time in 1915.

In 1911 Government sanctioned the establishment of an honour's course in Arabic language and literature similar to the course in Sanskrit language and literature.

39. The University was so fully occupied down to December 1906, in elaborating its new courses for the degree of B.A., that it was found impossible to effect the very necessary revision of the course for the L.T. degree. Government, therefore, on the understanding that this would be taken up without delay, included the old regulations for that degree in the body promulgated in December 1906. The Board of Studies in Teaching accordingly drafted revised regulations which were recommended by the Syndicate for adoption by the Senate. That body, however, preferred to appoint a committee to deal with the matter and regulations drafted by it were, after exhaustive discussion and considerable modification in committee, passed by the Senate and finally sanctioned by Government in November 1909.

The new regulations seek to lay down courses of studies rather than merely to provide an examination syllabus, and in this respect conform to the underlying intention of those for other degrees. They also seek to meet the needs of teachers of diverse aptitudes and previous studies. Under them all candidates will study the general principles of education and also their application to the teaching of English, and of all the subjects to young children, but each will specialize in the teaching of either Mathematics, Physical Science, Natural Science, History and Geography or languages other than English. All will undergo a practical training in the art of teaching, and no one will be admitted to the degree who has not satisfactorily completed the course in a recognised training college. The old practical examination which consisted in teaching two lessons before a board of not fewer than two examiners finds no place in the present regulations. It was represented that it was not fair to make so much depend on a man's power to teach acceptably a class of strange pupils in unfamiliar surroundings, that elaborate preparations of the lessons to be taught, amounting to cramming, was common, that candidates often failed through nervousness, and that consequently the examination afforded little evidence of the relative teaching power of the candidates. The objections to the examination would have been minimised by arranging for observation of the work of teachers in their own schools, but this was considered impracticable. It is at present too soon to pronounce an opinion on the success of the new regulations. It is only since the reorganisation of the Teachers' College this year that teaching in accordance with them has been possible. There is no doubt, however,

that the new syllabuses are an improvement on the old both as regards contents and arrangement and that the choice of studies allowed will not only tend to provide the class of specialized teachers that the schools need but also favour the awakening of that intelligent professional interest which is not the least valuable of the results of training. Fears were freely expressed in the Senate that the abolition of the practical examination would result in a falling off in teaching ability. It must, however, be remembered that a teacher after taking his degree merely passes from college to departmental supervision and control, and it may be expected that departmental action will at least maintain the standard of teaching in schools at the level it reached under the old system. There will always be great differences between the best teachers and the worst but it seems better to follow in the teaching profession as in others the policy of letting each man find his level than that of seeking to limit the exercise of it to those who have conformed to an arbitrary standard of ability.

40. As noted in the last quinquennial report Government while adopting in the main the regulations drawn up by the University in 1905-06 added to them a regulation making composition in an Indian vernacular compulsory for the Intermediate examination. This regulation was subject to much criticism on the grounds that it tended to discourage the study of Sanskrit and bore hardly on students who had not taken up a vernacular in their school course. As regards the first it was pointed out that while previously pupils in schools studied at their option a vernacular or a classical language all must in future study a vernacular language and consequently could only take up a classical language in addition, that in order to take a classical language they would therefore have to take two languages in addition to English. It was found to be the case that since the notification of the regulation the number of boys taking Sanskrit in school had materially diminished.

When these facts came to be generally known, the Senate in 1908 appointed a committee and on its report passed resolutions abolishing composition in a vernacular language as one of the compulsory subjects for the Intermediate examination. The Government declined to sanction these resolutions. The question was again raised in the Senate in 1910 and another committee was appointed to consider it and made recommendations which were adopted by the Senate and when thrown into the form of regulations approved by Government.

To understand the changes thus introduced, it must be remembered that under the regulations of 1906 candidates could choose one of four groups of subjects for the Intermediate examination of which Group III was Ancient and Modern History and Logic and Group IV Ancient or Modern History, a classical language or a foreign or Indian vernacular language. The regulations as revised show only three groups, all the subjects of the former Groups III and IV being included in Group III, and candidates are allowed to take any three of these five subjects, provided that a candidate wishing to take Moral Science, History or two languages for the B.A. must have taken for the Intermediate either Logic, Ancient and Modern History, or a classical language respectively. The intention of this alteration was to encourage the study of classical languages, particularly Sanskrit, since it allows students to take Sanskrit whether they intend to take Moral Science, History or languages in the B.A. course. It is impossible to forecast the result of this change. All that we know so far is that while 2 per cent. of the candidates presented Sanskrit under the old grouping of subjects 4 per cent. of them did so under the new. Apart from the realization of its avowed objects the change is a good one as adapting the Intermediate course to a greater variety of tastes and aptitudes than before.

With a view to compensate students for the addition of vernacular composition to the examination, the Senate further recommended the omission from the English Course for the Intermediate Examination of the History of English Literature.

It was pointed out that making vernacular composition compulsory was subject to the difficulty that there were students of purely Indian descent who knew no vernacular language, having only a colloquial smattering of one or more. To meet this difficulty and further to encourage the study of classical languages it was decided to allow translation into English from a classical or foreign language to be taken as an alternative to vernacular composition.

41. The exclusion of the History of English Literature from the Intermediate Course made necessary some further changes and the regulations were so recast as to clearly set forth the course of study that colleges are expected to follow and to simplify the examination. A similar revision of the B.A. (Pass) Course in English was also effected. This course originally included the History of the language with the outlines of Historical English Grammar as defined by a syllabus, but when it came to drawing this up the Board of Studies found themselves in something of a dilemma. While the interests of sound learning seemed to call for that treatment of the subject favoured by modern scholars it was felt that the compulsory inclusion of so technical and specialized a study in the English course was unnecessary. The difficulty was met by giving candidates a choice between the history of the language and the principles of rhetoric and style. The new regulations embodying changes in the Intermediate Course were sanctioned by Government in March and those for the B.A. Course in May 1911.

42. Another and far more momentous change in the University's system of examinations remains to be noted. From the foundation of the University, entrance on a course of study had been contingent on passing an examination in a fixed number of subjects, and so far as it is possible to fix such a thing, of a fixed standard of difficulty. The regulations for this examination had been subject from time to time to alteration, but for many years the subjects had been the same, changes being confined to the manner of examining in them or in the estimation of their relative importance. The new regulations of 1905 left the Matriculation Examination substantially as it had been. Improvements were made in detail but the University appears to have been troubled by no misgivings as to the possibility of deciding with perfect definiteness what a boy must know to be fit to enter on a University Course. In the last few years all this has been completely changed.

In June 1908 the scheme for the award of Secondary School-Leaving Certificates was drawn up and in July 1909 Government requested the Syndicate of the Madras University to state whether they would be prepared to accept the school-leaving certificate as a substitute as a whole or in part for the Matriculation Examination as a qualification for admission to the University Course. The result of the Syndicate's deliberation on this reference was a recommendation to the Senate of certain changes in the regulations. These incidentally restored to the word Matriculation its true meaning of admission to a University by adding to the Regulations a section headed "Matriculation" defining the ways in which this may be effected. The first of these is by registration as a matriculate by virtue of holding a school-leaving certificate accepted by the head of an affiliated college as evidence of fitness for a University course of study, the second passing the Matriculation Examination of the University or some other examination accepted as equivalent thereto.

The acceptance by the Senate of this regulation brought about a considerable change of opinion. I do not propose to attempt an exhaustive explanation of how this change was brought about but I think that there is no doubt that the report of the Committee on the Matriculation Examination had a good deal to do with it. This Committee was appointed by the Syndicate in 1908 to investigate the cause or causes responsible for the large number of failures that occurred year after year in the Matriculation Examination. The percentage of failures had indeed year after year been enormous and had resulted in attacks by the managers and teachers on the character of the examination.

The Committee made a minute and extensive enquiry, calling for returns from the University and from the schools, compiling statistics, scrutinising question and answer papers, and examining witnesses. Their report indicated that, while the causes of failure were principally those defects in the staffing, management and equipment of the schools which it is the constant aim of the department to diminish, defects in the examination itself were in some measure responsible for the low average of success from year to year and for much of the variations in the annual results and that the object of the examination of selecting those students and those only fit for a University course was imperfectly realised. They further made

certain recommendations amongst which were that the number of compulsory subjects in the examination should be reduced and optional subjects and optional questions should be introduced and that the examination should be conducted by a special board the members of which should not necessarily be examiners and on which the high schools should be directly represented.

The Committee's report therefore not only threw considerable discredit on the Matriculation Examination but made suggestions which were met, and more than met, by the Secondary School-Leaving Certificate scheme. The Committee's report therefore may be presumed to have influenced the Senate in accepting the scheme. Their doing so made a revision of the Matriculation regulations unnecessary. They did however obtain the sanction of Government to an addition to the regulations providing for special boards for the purpose of supervising the Matriculation Examination and the Intermediate Examination in Arts.

43. The new regulations included transitory provisions for bringing into operation the revised scheme of studies and examinations. The University year having been changed from the calendar year to one extending from July to the following March the period from January 1910 to March 1911 was treated as one University year consisting for fee collection of three terms, and there were no Arts examinations between January 1910 and March 1911. This was not altogether a disadvantage since it gave the first two Intermediate classes under the new system a course of five instead of four terms. This was some compensation for our having to recruit the first class for the Intermediate Examination under the new regulations from students who had matriculated under the old system, the first Matriculation Examination under the new having been held in December 1909.

44. The first Intermediate Examination was held in March 1911 and 41.4 per cent. of the candidates passed it. This result does not compare unfavourably with that of the First Examination in Arts in recent years and may be taken to indicate that the much greater stringency of the requirements in each subject taken up was compensated by the reduction in the number of subjects. This also probably explains a very great increase in the proportion of candidates passing in the first class. This approached 30 per cent. whereas under the old regulations it never reached even 10 per cent. The board appointed to superintend the examination considerably moderated the results arrived at by the Registrar's tabulation of the marks, presumably on the principle of allowing candidates to pass who showed decided proficiency in some subjects while they were a little below the standard in others. The first examination under the new scheme for the B.A. Degree (Pass) will take place in March 1913, and for the B.A. Degree (Honours) in 1914.

45. No general inspection of colleges was undertaken by the University between 1905-06 and 1909-10. In the intervening years however the replies received from affiliated colleges with respect to the defects pointed out in them were considered by the Syndicate and the necessary action taken on them. There was much to be done in most of the colleges in the way of improving buildings and equipment, teaching staff and instruction, and the residence and supervision of the students. In 1908 the appointment of another inspection commission was mooted and as a preparatory step the Syndicate called for reports as to the extent to which the recommendations of the previous commission had been acted on. These replies amply proved the need for another inspection which it was at first intended to confine to those colleges most needing it. Later the inspection of all the affiliated colleges including those for special education was decided on and this was carried out between February 1910 and February 1911, by three commissions which were accompanied by the Director in his official capacity and by the Registrar as Secretary.

From the tenor of the reports of these commissions it appears that in most colleges considerable improvement had been effected since the first inspection, but that this was in part due to the stimulus of the detailed interrogations the issue of which preceded the second inspection. Some colleges appear to have waited for

action on the part of the University before seeking to meet adequately the requirements of the new courses. This seems to indicate the need for a constant rather than an intermittent relation being maintained between the Syndicate and the Colleges and with this in view the colleges were asked to report by a fixed date what they had done to carry out the suggestions of the commissions. They have done so and the Syndicate through a permanent Committee appointed for the purpose on which members of the commissions serve has taken and continues to take necessary action. Incidentally the commissions note the usefulness of inspections as affording the college authorities the opportunity of receiving the advice and support of the commission as regards improvements and of discussing the difficulties peculiar to each institution.

46. The new University Regulations have made the conditions to be complied with by college seeking affiliation more stringent. A considerable number of colleges have been inspected for affiliation in one or more subjects and in most cases the affiliation has been granted. In 1911 affiliation was for the first time granted for honours courses, to the Presidency and Christian and St. Joseph's (Trichinopoly) colleges in Physics and in History and Economics, to the two former also in Natural Science, Mental and Moral Science and English and to the first also in Chemistry and Sanskrit Language and Literature. A Teachers' College opened by the Government of Travancore was affiliated in the same year. The affiliations in the various Intermediate and pass B.A. Courses need not be particularized. It is worthy of note however that four colleges were affiliated for courses in the Indian vernacular languages.

47. Towards the close of the last quinquennium the University arranged for the delivery during the Christmas vacation of lectures to teachers in secondary schools on modern and experimental methods of teaching Mathematics, the cost of which was met by a special grant from Government.

In 1907-08 Government having intimated their willingness to make a special grant towards the cost of vacation lectures for teachers or for University professorships the Syndicate decided to accept it for the former, and arranged for courses during the Christmas vacation of 1908, on the teaching of History, Geography, Chemistry and Physics. Since the applications of many teachers to attend these lectures were of necessity rejected, they were repeated in the vacation of 1909. The curtailment of the Christmas vacations necessitated by the rearrangement of the University year has prevented any further action of this kind. The courses given have done much to improve the teaching in high schools.

48. For many years the University has conducted its examinations at a profit and in 1908-09 the accumulated capital from this source, known as the fee fund, amounted to over seven lakhs. With a view to realising the intention of making the University something more than a mere examining body the Syndicate obtained the sanction of Government to the expenditure of the interest on this fund upon University lectureships and studentships, and necessary regulations were passed by the Senate and received the approval of Government in November 1909.

The regulations for lectureships provide for courses of lectures which, although they may be delivered in any affiliated college, will be open without additional fee to all honour students and which will be University lectures in the sense that attendance at them will be part of a University course, and also empower the Syndicate with the sanction of the Senate to make from time to time special arrangements for a course of lectures to be delivered by a person eminent in arts or science on any subject they may select. The regulations for studentships provide for the award annually of not more than eight of the value of Rs. 75 per mensem to enable graduates to undertake for two years research in any subject in the Faculties of Arts, Medicine and Engineering and also empower the Syndicate to make arrangements for affording facilities for research and to defray the cost of it from University funds. In July 1911 the Christian and Presidency Colleges arranged that certain of the lectures in English Language and Literature in the

two colleges should be open to students of both without the payment of additional fees and the University sanctioned this arrangement for inter-collegiate lecturing. University lecturers have been appointed for the University year beginning in July 1912. So far no studentships have been awarded.

49. In 1907 the Government made a grant of Rs. 1,00,000 to the University library which now contains more than 10,000 volumes. It bids fair to soon outgrow the accommodation available for it in the Connemara Library building and the question of housing it in a building of its own must soon arise.

(b) ARTS COLLEGES.

50. All the Arts Colleges in the Presidency except three of those maintained by Government are attached to high schools and many of them are only affiliated to the University for the Intermediate course. In some cases the college departments of these institutions were until recently little more than two classes attached to the high school which were not infrequently called the seventh and eighth classes. A not unimportant part of University reform has been insistence on a marked severance of colleges from schools and on the provision in the former of teaching of a really collegiate standard. During the quinquennium the managers of no fewer than six institutions have recognized their inability to raise their college departments to an adequate standard of efficiency and have closed them. These are, the Wardlaw College, Bellary, St. Joseph's College, Cuddalore, the Presentation Convent and the Church of Scotland Mission College, Madras, and the American Baptist Mission College, Ongole, all affiliated for the Intermediate course, and St. Peter's College of the S.P.G. Mission, Tanjore, affiliated for the B.A. pass course. Except perhaps in the case of the Wardlaw College, Bellary, which was the only college in the Ceded Districts, I do not think that the decision of the Managers need be regretted, since the abandonment of their high schools.

51. The stimulus and advice of the University inspection commissions and the distribution of Rs. 2,80,500 from the special non-recurring grant placed at the disposal of the Madras Government by the Government of India in aid of University education have led to very considerable improvements in college accommodation and equipment. Considerable sums have also been forthcoming from the Mission Societies and from private benefactions. The Christian College, Madras, and the American Mission College, Madura, may be mentioned as having in particular benefited in this manner. Attention has been increasingly directed to the provision of hostels and to the supervision of the lodgings occupied by students. There are few colleges that have not now some hostel accommodation and those without it are attended by few students from a distance. There is still room however for considerable extension of the hostel system. The University regulations now give to the Syndicate disciplinary powers over students in hostels.

52. The strength of the Arts Colleges has hitherto mainly depended on the numbers passing the Matriculation Examination. The new regulations for Matriculation however allow Principals of Colleges to admit to a college course students whose school-leaving certificates show they are fit for it. The immediate result of the change was the admission into the first year college class of nearly twice the number of students that has usually in any year joined it. This seemed to indicate that admissions had been made with insufficient care, and enquiry by the Syndicate showed that in the case of some colleges this had been so. Measures were accordingly taken which it is anticipated will ensure better grounded and consequently less numerous admissions in future.

Leaving out of account this abnormal rise there has been a steady though not sufficiently accounted for by the fact that this included two years of abnormal failure in the Matriculation Examination and that these were not fully compensated for by a year of equally abnormal success and is no indication of any diminution of either the will or the power to pursue university studies. The number of girls in all arts

colleges rose considerably. There were 32 such on 31st March 1911 and 46 in 1912. The number of students taking postgraduate courses also rose somewhat. The distribution of the students among the various courses has altered little except that there has been a steady increase in the numbers taking History and Economics. In the second term of 1911-12 there were in all 92 students reading for Honours, in the Presidency College 60, in Christian College 20, and in St. Joseph's College, Trichinopoly, 12. They were evenly distributed among Languages, Natural and Physical Science, and History and Economics.

53. For many years Government has granted scholarships tenable in a college selected by the holder. In addition to these, scholarships are now given tenable only in the Presidency College and awarded by the council of that institution to students of promise and particularly to those who are unable to continue their studies without such assistance. This marks a decided advance in the development of the college along the lines followed by the most famous seats of learning in Europe.

54. The demands of the new courses, particularly those in Honours, necessitated a considerable strengthening of the staffs of the Government colleges. Additional professorships in English, Physics, Chemistry and History have been constituted in the Presidency College and the assistant professorships in Geology and Zoology have been converted into professorships. The staff of assistant professors has also been considerably increased both in this college and in those of Kumbakonam and Rajahmundry; a lectureship in History has been created in the former of these and in Physical Science in the latter. Additions have also been made to the staffs of aided colleges.

(c) COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Law.

55. This college has continued to prepare graduates for the university degree of B.L. and graduates for the First-grade and men who have passed the Intermediate Examination for the Second-grade Pleaders Examination. The strength has varied little during the quinquennium and there appears to be no diminution in the demand for a legal education. The college has continued to be self-supporting. It did not escape criticism at the hands of the University inspection commission and proposals for strengthening the staff are under consideration.

Medicine.

56. The Medical College has been nominally controlled by the Education Department since 1855, but it has always been almost exclusively staffed by officers of the Indian Medical Service and budgeted for under Medicine. Towards the end of the quinquennium the question of transferring it altogether to the Medical Department was raised and it was so transferred in 1911. It works in connection with the General, Maternity and Ophthalmic Hospitals so that its students enjoy ample advantages of practical training. New Hygiene and physiological laboratories were completed in 1911 at a cost of nearly two lakhs of rupees; but the Principal had occasion to remark that "these laboratories are but an instalment of what will be required in the way of building in the near future, to enable the college to keep abreast of similar institutions in Europe." The University inspection commission confirmed this view. It pronounced the arrangements for the teaching of Pathology to be quite inadequate and it may be anticipated that further building and a strengthening of the professorial staff will be found necessary. The college continued to do satisfactory work during the quinquennium, its strength was well maintained and has tended to be in excess of the accommodation.

Engineering.

57. The reorganisation of this college in accordance with the recommendations of the Committee of 1904 was described in my last quinquennial report. It has since been given effect to, but has recently been modified. It established in the college courses of three years each for Civil Engineers, Mechanical Engineers, Upper Subordinates and Lower

Subordinates. Only graduates were, and still are, eligible for the first two courses, the qualifications for the other two being a pass in the Intermediate and Matriculation Examinations respectively. Now there is to be a probationary subordinate class recruited from Matriculates and holders of School-Leaving Certificates and the Upper Subordinate class is to consist of thirty students who have shown by their progress during the first two years that they are fit for it. The remainder of the probationary class will form the Lower Subordinate class.

The examinations for promotions, diplomas and certificates were till 1908-09 conducted by an outside board to which two members of the staff were added as advisory members. In that year it was decided that the examinations could be conducted with equal impartiality and more in co-ordination with the college work by the college staff and the Board of Examiners for the College of Engineering was consequently abolished.

The Principal, Mr. James, pointed out that this reorganization of the college classes made a strengthening of the staff necessary, and that in order to ensure the appointment of competent men and the co-ordination of the college work with practical engineering in the Presidency, the subordinate staff should be recruited from the department of Public Works. These proposals were eventually accepted. The staff has been strengthened by the addition of a First Assistant Instructor in Civil Engineering. The cadre of subordinate officers in the Public Works Department has also been increased by the addition to it of two Sub-Engineers, three supervisors, and six overseers. This will admit of the subordinate staff of the college being recruited by temporary transfers from the Public Works Department the officers transferred retaining all the advantages of pay and promotion they would have enjoyed if they had continued to do ordinary departmental work. Such transfers will ordinarily be for only three years so that the teaching in the college should be thoroughly in touch with practical work.

The Committee of 1904 reported that in view of the need for more laboratory and residential accommodation, the future expansion of the college to meet modern developments, and the impossibility of extending the buildings on the present site, it was desirable to move the college. A site has been acquired to the south of the Adyar and plans for new buildings have been drawn up. When these have been carried out, it is anticipated that the college will be able to meet in the most thorough manner the needs of Engineering training.

Teaching.

58. At the beginning of the quinquennium there were two colleges for the training of graduate teachers, at Saidapet and Rajahmundry respectively. The latter had always been something of a makeshift, maintained because it was thought necessary to make special provision for the teachers in the Northern Circars from which until the completion of the East Coast Railway, Madras was difficult of access. Some years ago it was proposed to close the Rajahmundry Training College in order to enlarge and strengthen the Teachers' College, Saidapet, and in 1911 this was done and the Teachers' College was reorganized. This reorganization had been under discussion for some time and was made urgently necessary by the revision of the courses for the L.T. degree. As reorganized the Model School is staffed independently of the college, and the latter has in addition to a Principal and Vice-Principal lecturers in the methods of teaching Mathematics, Physical Science, Natural Science and History and Geography. To provide for this staff two new appointments on Rs. 250 have been created. The permanent staffing of the Model School awaits the sanction of the scheme for the reversion to maintenance by Government of a certain number of secondary schools for the Presidency at large but meanwhile temporary teachers have been appointed. The accommodation of the college has been increased by handing over to it the adjoining buildings formerly occupied by the Agricultural College. Considerable sums are being devoted to the equipment of laboratories and the extension of the library. The Kindergarten Department is maintained on its previous footing. It is intended that there shall be not fewer than 100 graduate teachers trained each year and that number was admitted in July 1911. In the previous year in the Rajahmundry and Saidapet colleges together there had only been 57 students.

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59. The new rules introduced in 1906 greatly modified the system of secondary education. In the first place they emphasized the distinction between secondary and elementary schools by declaring that a school must be either one or the other, whereas the old rules dealt with departments, rather than schools, so that a school might contain one, two or three of the Upper Secondary, Lower Secondary and Primary departments. Under the existing rules no secondary school can contain an elementary department. The ideal school will have classes corresponding as respects the pupils' age with those of the elementary school from the infant to the fourth standard, but these classes will be secondary in the sense that they are organized and taught with a view to the pupil's future career in the secondary school. The old lower secondary department has disappeared from our classification, because in so far as its existence implies the provision of an end education midway between the elementary and secondary standards, we consider that it is unnecessary. Boys in secondary schools are assumed to contemplate a complete secondary course culminating in admission to an Arts college or a Technical institution or some walk in life necessitating such a course. Boys who wish to go beyond the ordinary elementary standard, but to leave school without completing a secondary course should do so in a higher elementary school.

There were in 1906 many lower secondary schools and a departmental problem has been how to fit these schools into our revised system. It was at first in contemplation that they should all be classed as elementary, and that admission from them to secondary schools should be penalized. It was found, however, that the need for preparatory secondary schools was very generally experienced, as without them many parents would either have to give up the idea of a secondary education for their sons or send them away from home at too early an age. It was consequently decided to extend re-recognition as secondary to as many of the old lower secondary schools as could be shown to be necessary for this purpose.

During the early years of the quinquennium consequently the financial stability, the efficiency of management and necessity for existency of each of such schools was reviewed and a certain number were refused re-recognition, the largest number in one year being 45 in 1908-09. Meanwhile applications for the recognition of new schools were only granted when the conditions laid down in the rules were fully complied with. In the remaining years of the quinquennium there were further withdrawals of recognition as secondary from such schools. There are still, however, in the Presidency a number of secondary schools that have not the three higher forms and that have commonly no forms above the third. These are known as incomplete secondary schools, the justification for their survival being that they are preparatory secondary schools or branches of a central complete school. In 1912, there were 186 incomplete secondary schools as against 271 English lower secondary schools in 1907.

A secondary school may also be incomplete in the sense that it has no classes below the third form. The absence of the lower classes is one cause of admissions to the forms of boys from elementary schools. Secondary schools are therefore encouraged to open the lower classes and the proportion of schools complete in this sense has materially increased. There were in 1912, 41,243 pupils in the infant and four lower classes of secondary schools as against 33,984 in 1907 notwithstanding the considerable fall in the number of schools. The completion of secondary schools in this way is not unattended with difficulties. Parents prefer to keep children in elementary schools as long as possible, because the fees are low. They are neither influenced by the class-feeling that keeps so many children out of the board schools in Great Britain nor impressed by the superiority of the training given in the lower classes of secondary schools. These classes consequently rarely go below the second class and are thinly attended and a source of expense to the schools of which they would gladly be relieved. It is also the case that the increase

60. In describing in 1907 the severance which it was sought to effect between secondary and elementary education I pointed out the necessity for this purpose, of restricting transfers from elementary to secondary schools. I remarked "if free transfers were allowed between the two classes of schools a large number of schools really secondary in character and feeders to complete secondary schools would masquerade as elementary both for the sake of avoiding the stringent requirements of the department and of the material advantage to be gained from the lower scale of fees prescribed." The rules of 1906 therefore contained a provision that a pupil coming from an elementary school cannot be admitted into any class of a secondary school higher than the fourth (the class next below the first form) and to be admitted into that class he must have passed through the fourth standard of the elementary school and have secured an elementary school-leaving certificate marked "good". In practice this rule was found to inflict unnecessary hardships on parents who lived in places where there was no secondary school with preparatory classes, and it was accordingly revised in 1907-08 and headmasters were authorized to place a newly admitted pupil in the class he was found fit for, subject to the revision of the Inspector, irrespective of the kind of school from which he came. This freedom was not always exercised with judgment and the proportion of admission from elementary schools tended to rise. This was particularly the case with elementary schools in towns, many of which had for years been feeders of secondary schools and continued to be treated as such by the authorities of such schools. A further modification of the rules was consequently effected by the fee notification of 1910 which provides that in the case of admission into forms I, II, III, or IV of a pupil who does not produce a certificate of attendance at a recognized secondary school an entrance fee equal in amount to the year's fee of the former class next below that into which he is admitted shall be levied in addition to the ordinary fees, provided that if the headmaster is satisfied that previous to admission a recognized secondary school was inaccessible to the pupil, this entrance fee may be reduced. The value of this rule clearly depends on the meaning placed on the word inaccessible and I fear that headmasters are inclined to some laxity of interpretation of it and that admissions from elementary schools are, if anything, becoming more frequent.

Complaints of the laxity of headmasters in making promotions and of their accessibility to parental pleas for mercy, have long been common places of inspection reports. The rule which limits appearance for the Matriculation and Leaving Certificate public examinations to boys over 15, the equalization of fees for the middle and high school forms, improvement in the morale of headmasters, and, it may be hoped, a growing clearness of perception of their children's real interests on the part of parents, have tended to mitigate this evil and the Inspectors agree in reporting that there has been an improvement in the quinquennium in the way in which promotions are made. There is, however, plenty of room for further improvement. School managers too often interfere in promotions: in this as in other matters they shrink from entrusting the school staff with responsibilities that legitimately belong to it with the result that headmasters are far from having in purely school matters that position of freedom from outside control that experience proves is the real guarantee of efficiency.

The changes in the University Regulations and in the Madras Educational Rules set up a much higher standard of staff and equipment in colleges and schools than formerly with the result that much larger expenditure on them is now necessary. It was considered that those who benefited by the superior education given in these institutions should help to bear the burden of this increased expenditure and accordingly in 1909-10 the revision of the fee regulations for colleges and schools had remained unaltered since 1894, was taken in hand. These regulations have been revised so as to make fees leviable in all colleges and schools under public management. The Government of Madras has also introduced a new system of direct grants to private schools on private management. The Government of Madras, however, declares that in calculating the grant-in-aid Code, how much should be paid to a secondary school

expenditure incurred by the management in defraying any difference between the fees calculated at standard rates and those actually collected, will not be considered as necessary expenditure. Other things being equal, therefore, a school loses in grant a sum equal to half that by which its fee collections fall short of what they might be at standard rates, and it is commonly the interest of a school from a financial point of view to levy fees at standard rates. Moreover, the fee regulations state that private managers will not be permitted to compete improperly by unduly lowering fees. Any rise in the standard rates laid down by the fee regulations is therefore likely to lead the majority of private managers to raise their rates correspondingly, and experience proves that it does do so. There are however several striking instances in which one school has feared to raise its fee rates owing to a doubt as to whether a rival school will follow suit and when one school is a mission school and the other the creation of indigenous effort the situation has an ironical side. I submitted proposals for the revision of the standard rates in 1909-10 and after they had been discussed by a conference of representative gentlemen interested in education a revised fee notification was issued in the following year. This notification not only raised the rate of fees but also introduced modifications in their collection that should favourably affect the working of the schools. The school year is divided into two terms of which the second, from June to December, is much longer than the first, January to May. The notification recognizes this and lays down differential rates for the two terms. The old rules laid down different rates for each class and form, so that it was the pecuniary interest of managers to promote boys as rapidly as possible. The new rules prescribe the same terminal fees for each of the main divisions of the school, the sixth to the fourth form, the third to the first, the third and fourth preparatory classes and the infant, first and second classes. This change will remove a frequent cause of ill-advised promotions.

Under the new rates a complete secondary course from the infant class to the sixth form will cost about 22 per cent. more than under the old. The new rates did not come into force till July 1912. From July 1910 till that date an intermediate scale, making about 50 per cent. of the whole increase, has been in force, and has resulted in a considerably increased fee income.

62. Possibly the institution of the secondary school-leaving certificate scheme will prove to have been the most important new departure of the quinquennium. For years the imperfections had been recognized of a system of secondary education which made it subservient examination ostensibly framed to test fitness for University studies, but made also to serve the purpose of a public service test, and carried on by a body having no direct control of schools. As early as 1889 an attempt was made to create a parallel secondary education meant to fit boys for active life by setting up the Upper Secondary examination. This differed from the Matriculation principally in being more difficult to pass and in not admitting the successful candidates to a University course. It is not surprising that it was favoured neither by managers, teachers, nor pupils, for whom its theoretical subjects were quite obscured by its practical inutility. Only one school ever seriously took up the examination and its candidates were mainly recruited from failures and derelicts. Only 210 persons completed the test although it was held for twenty consecutive years.

These facts as well as the consideration that parents ought not to be obliged at an early stage in their boys' school course to decide what career they should be devoted to, led to the conclusion that a school-leaving certificate ought to initiate its holder in any career that his abilities and circumstances made open to him. The Government consequently proposed to withdraw the recognition of the Matriculation examination as an entrance test for the public service and to institute a school-final examination which would serve both as an entrance test to the public service and technical institutions and a test of satisfactory completion of a secondary course, and appointed a committee consisting of the Director as president and four official and four non-official members to draw up a scheme which should be so formulated as to be acceptable to the University as a substitute for the Matriculation examination either in whole or in part.

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The committee formulated a scheme which carried out the above and other instructions of Government but went further in the path of reform than Government had originally contemplated. They had laid it down that the new examination should guarantee not merely that a boy had passed a certain test but also that he had gone satisfactorily through a definite course of study in a recognized school. The committee, however, decided that what was wanted was not a new test, however wide in scope, but a scheme for the award of a school-leaving certificate which should afford as complete evidence as possible of the character and result of a pupil's school career without making any statement of his having attained any fixed standard of excellence or "passed" any examination. Under the scheme which they devised and which was approved by Government any pupil who had gone through a secondary course to the satisfaction of his headmaster could receive a certificate the value of which for any particular purpose could be estimated by any person of the necessary competence such as an officer of Government or the Principal of a college.

In framing the scheme the committee had in view the evil results in schools of the long dominance over them of the Matriculation Examination. These may be summarised as the narrow range of studies to which schools were confined and the discouragement of initiative and originality in handling them: the cramming which was the necessary result of aiming not at mental training nor even knowledge, but at securing a minimum of marks, and which often did not realise this humble aim: the comparative indifference of schools to moral and physical culture and manual training, to anything indeed that had no obvious examination value: the congestion of the higher forms by the return of failures: the frequent unnecessary emigrations from school to school: and the rudimentary organization with which schools were content and particularly their failure to study or provide for special aptitudes.

The adoption of the scheme which follows will, I think, show that it not only provides for the issue to boys of school-leaving certificates affording all necessary information about their school career, but is also so devised as to retain the advantages of a public general examination while guarding against its producing results comparable to those of the Matriculation. It makes it moreover possible to differentiate much more fairly between one school and another and must eventually lead either to the improvement or to the extinction of the unfit.

The list of subjects includes all those now studied in schools as well as others which it is thought ought to be provided for, and may be enlarged by any divisions known as A, B and C. The A subjects English, Vernacular Composition and Translation, and Elementary Mathematics, will, it is assumed, not ordinarily be omitted in any school and an annual public examination is held in them. The B subjects Geography, Indian History, Elementary Science, Drawing, Physical Training and, for girls, Domestic Economy and Needlework should similarly find a place in every school course. Experience shows, however, that the subjection of pupils to a public examination in these subjects prevents variety and originality of treatment, induces cramming and impairs their value as mental training. It is impossible to say moreover what, if any, fixed quantity of knowledge in them is necessary for entrance on any career. There is therefore no public examination in proficiency in one or more of which is plainly necessary for entering the University, a technical institution, or business, or is recognized as forming part of a good school education. Among them are the more specialized parts of Elementary Mathematics and Science, Algebra, Geometry, Physics, Chemistry and Botany: English History: Classical, Foreign and Vernacular Languages: Commercial subjects, Shorthand, Typewriting, Book-keeping, Commercial Arithmetic, Practice: and Geography, Agriculture, Music, Needlework, Dressmaking and Lace-making. Since heads of colleges, officers of Government and others require precise information as to the progress made by a pupil who claims to have to some extent specialized in any of these subjects a public examination is held in them.

It is observed that the scheme makes no subject compulsory. The subjects and a school will not

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be allowed to omit any of them without good reason but will, on the other hand, admit such reason. In schools for girls, for instance, it might be desirable to omit English or Mathematics. It is also intended that each school shall take more than one of the C subjects, and it is hoped that schools will increasingly provide specialized instruction so that a bifurcation of courses resembling that of the modern and classical sides of the English public school may become common. There is ample scope, moreover, for the framing of exceptional courses for exceptional schools. The scheme can be applied for instance with no difficulty to European schools, to girls' schools, or to schools in which English is not taken.

With a view to correcting the prevalent view of school work as a mere preparation for examinations and to securing continuity of effort throughout the school course the scheme provides for the entry in the certificate of marks granted in school in all subjects taken up for not less than two terms in each of the higher forms, and this is the only evidence of a pupil's progress in the "B" subjects. The certificates are completed by the entry of the marks obtained in the A and C subjects in the public examination for which pupils can only appear if considered fit when their certificates show attendance for a minimum number of days for a year in each of the higher forms. The certificates do not contain any statement that a pupil has or has not "passed" the public examination. They contain entries of the average marks gained in the various subjects in the Presidency and in the particular school and a comparison of the marks of any pupil with these should afford necessary information as to his proficiency.

The system therefore gives to schools and to individual pupils a considerable choice of subjects and to teachers especially in the "B" subjects considerable freedom in framing courses and syllabuses. It also imposes on them a large measure of responsibility. They have, in the first place, the duty of assessing the marks "in school" which should not be done merely by class examinations, but as the result of careful observation of pupils' work of all kinds, oral and written. They have further to make entries under physical training and games and general remarks on special aptitudes, character and conduct. The proper performance of this last duty requires intimate knowledge of individual pupils and it is hoped that its imposition will only emphasise the importance of moral and physical culture but will encourage personal interest in pupils.

The scheme further makes provision for pupils who obtain certificates of a standard lower than they desire. They can rejoin a school for a year or more to improve their marks in any subject they have already taken or to take up new subjects. This arrangement should help much to improve the organization of teaching in schools. One great defect of the old system was the congestion of the sixth forms owing to the return to them of boys who had failed in Matriculation. In large schools sixth forms were commonly divided into two, three, or even four parallel sections, the boys in them all doing the same work and all repeating the work of the previous year. The new arrangement will not only diminish the number returning to school but will oblige the schools to provide specialized instruction for those who do return and in doing so to take advantage of the sections in which the forms are worked.

The scheme tends to check needless migrations since no term counts for the certificate that is not spent wholly in one school. In the present state of practice and opinion in the matter it seemed inadvisable to go further, but as schools become better organized and their work more individualized it may be expected that they will tend to admit pupils in the middle of the year with less readiness than at present. That there has been regrettable laxity in such admissions is shown by the facts that of 9,747 pupils in sixth forms in 1907, 2,080 were admitted from other schools in 1907 and 1,083 in 1906, that is to say, that nearly a third of the candidates for Matriculation in 1907 must have begun their high school course in one school and completed it in another, and there is no reason to suppose that this year, the only one for which figures were collected, was exceptional. The difference of 1,000 between 2,080 and 1,083 probably gives approximately the number who left their schools for others at the end of 1906 and therefore pursued their studies in at least three different schools. These shiftings are inevitable in a certain number of cases owing to the transfer of parents or guardians from station to station but their

astounding prevalence must astonish and sadden all those who have a high ideal of school education.

The public examinations are conducted by a board which also worked out the details of the scheme and which the Director can consult as he wishes. It consists of the Director as President and four official and four non-official members. The Secretary to the Commissioner for Government Examinations is ex-officio its Secretary. Its members are Inspectors of Schools, Managers of Aided Schools and others in close touch with secondary education.

The only alterations of any importance made in the light of the first two years' working of the scheme are allowing a boy to count a minimum number of days' attendance in a school year as an alternative to a minimum number of days in each term, and the tentative introduction of a practical examination in Physics and Chemistry. This is at present optional to pupils taking these subjects and will only be held in schools possessing the necessary science equipment. Some attempt to teach these subjects was obligatory in every school preparing candidates for the Matriculation and in perhaps the majority of cases competent teaching and proper equipment were alike wanting. Schools may now select other subjects or they must make suitable arrangements.

As consequences of the introduction of the scheme the Upper Secondary Examination has been discontinued and holders of Secondary School-Leaving Certificates affording evidence of proficiency in the ordinary subjects of a school course and in two additional subjects, not being Shorthand or Typewriting, have been declared eligible for Government service and a pass in the Matriculation Examination has been excluded from the list of qualifications for that service.

The scheme has now been adopted by all high schools in the Presidency and the entries for the Matriculation fell in 1912 from eight or ten thousand to 580. The scheme with or without modification has been adopted in Hyderabad, Travancore, Cochin and since the end of the quinquennium in Mysore.

The first public examination was held in 1911 arrangements being made for the candidates to sit for it each in his own school, and for it 7,290 candidates, including 68 girls, were presented by 173 schools and the certificates of 7,253 candidates were completed by the signature of the Secretary to the Board. Only two candidates did not take English and only 43 did not take Vernacular Composition and Translation. Among the C subjects the History of England was taken by the largest number of candidates and Algebra and Geometry, Chemistry and Physics which the schools had long been accustomed to teach. The percentages of marks in the Presidency showed no great variation for the various subjects, except in the case of Physics and Chemistry, the percentages for which were as low as 14 and 18 respectively. Many schools were as already stated ill-equipped for teaching them and the examination in them was moreover certainly stringent. Few candidates took a Classical Language, Sanskrit being only taken by 613 as against 1,748 in the Matriculation Examination of 1909, the last for which there was any considerable number of candidates. The numbers taking a Vernacular Language under C showed a similar though smaller falling off. This was particularly marked in Malayalam the figures being 556 and 1,397 respectively. The decline in both cases was doubtless due to the action of the University in regard to college courses rather than to anything inherent in the scheme.

The second examination was held in March 1912. For it 6,393 pupils were presented. Of this number 2,111 sought to improve the certificate obtained in the previous year. In view of the large number of admissions to colleges and above this number is somewhat large. It probably contains a large number of those who have a better mark in English, about half for one in Elementary Mathematics and a few or none in any language under C. A smaller number than in 1911 was presented in view of the low average of marks awarded in 1911, especially in Physics and Chemistry. It is to be hoped that this is largely due to care in examinations on the part of the schools which now realize that it is impossible to teach these subjects without provision for practical work.

It would be interesting to compare this proportion of one-third holders of Secondary School-Leaving Certificates with which they were dissatisfied with the proportion of candidates for the Matriculation who returned to school after failing. I have only figures for this for one year, however, 1907, and it is curious that in that year it was also about one-third.

The calculation of the average marks in each subject for each school which the scheme necessitates shows that in the examination of 1910 the variation in non-European schools for boys was for English between 45 and 19 per cent., for Elementary Mathematics between 65 and 23, for Physics between 34 and 1 and for Chemistry between 34 and 3. A scrutiny of the average obtained by schools does not always give the same results as regards their relative efficiency as are arrived at by other means but more and more similar results may be expected as time goes on.

All the Inspectors report favourably of the manner in which the scheme has been taken up in the schools. Mr. Kershaw remarks: "The progress on the whole has been satisfactory and much in advance of my anticipations. Schools were on the whole anxious to be relieved from the thrall of examinations and considering how for many years they have been subjected to the cramping influences of an obsolete examination system, the manner in which they have utilized their newly found liberty is a matter of congratulation." Mr. Ransford says of the scheme that it is beyond question that a more enlightened progress of work evokes more interest. Mr. Hodges says: "The new scheme has been almost universally recognized as a boon and managers have not been backward in showing their appreciation of it." The Rev. H. Schaffter of Tinnevely writes: "The Secondary School-Leaving Certificate Scheme is a blessing. The manners and conduct and the progress of the students have greatly improved and there is less difficulty in maintaining discipline. The number on the rolls shows an increase this year. The choice of subjects given to students is an attraction causing the increase in number." The idea that the numbers in secondary schools will be increased by the scheme appears several times in the Inspectors' reports. Another notion, for which there does not appear to be any ground, is that schools attached to colleges will profit most by this since boys imagine that their admission to the college course will be easier from such schools.

When the scheme was initiated it was anticipated that the giving of marks in schools would require careful working out. None of the Inspectors consider that this is yet done quite satisfactorily. I am glad to say that in no case has the *bona fides* of a school been impugned, but there is a general impression that the marks have not been awarded with sufficient system and accuracy. The Board for the conduct of the examination have given great attention to this matter and have drawn up a system of awarding marks. I think it undesirable to impose this system upon all schools, but it has been communicated to them and should be the means of correcting what is faulty in their present practice. It is very undesirable that the marks should be given wholly on the result of written examinations, and at the same time there is danger that if they are given for oral answers in class the teaching will be interrupted and attention diverted from it to the mere marking, that in fact questioning in class may be used less for the purpose of teaching than of examining. It is not easy to steer a middle course between these dangers but I anticipate that improvement in the efficiency of marking in school will go along with that of teaching in general.

The following interesting remarks of Mr. Pranatartihara Aiyar, Inspector in the Fourth Circle, have a bearing on this subject because the undervaluing of the school marks to which he refers was probably due to the impression that the schools had not had time to adapt themselves to the new conditions:—

"This scheme has now been in operation for two years and has come to be thoroughly well understood and appreciated by the educational public. Its essential features are the great store it sets by the teaching and training given in school and the little value it attaches to an extraneous public test of such teaching and training. It gives free scope to individual development and reduces to a minimum domination from without. It depends for its success not only upon the work done in schools in conformity with its principles but also to an equal and even greater extent, upon the appreciation and recognition of such work by those to whom pupils who complete their school career have to go for either further study or for employment. These are, first,

the heads of Arts Colleges and technical institutions and secondly the heads of public offices. But so far these last mentioned authorities do not appear to have given the desirable recognition to school work done. On the other hand, they seem to have been mostly, if not wholly, guided by the results of the public examination held by the Board, which is after all but an incident in the scheme. To do these authorities justice, however, the scheme has not been sufficiently long at work for each high school to establish a reputation of its own; and it was only natural that they should have taken for reliable data the results of the public examination. All the same, some harm has been done to the scheme by the report which went abroad at the commencement of this academical year as to the manner in which admissions were made into the junior Intermediate class in Arts Colleges. Pupils have come to disregard the subjects of Group B which do not come in for public examination; and all the disciplinary measures are required to make them give the necessary attention to them. Pupils again whose intention is to take up Group III of the Intermediate Collegiate Course have been known to neglect even Elementary Mathematics of Group A. The subjects of Groups A and B provide the equipment of all-round knowledge and training required for a secondary course and I have found it necessary here and there to impress upon heads of schools the necessity of taking measures so as to discourage any tendency to neglect any of these subjects."

The complaint he makes that pupils are inclined to neglect the B subjects because there is no public examination in them is echoed by other Inspectors, and is, I have no doubt, well founded. These are subjects which depend for their educational value largely on the interest with which they are studied and schools which fail to evoke such interest have chiefly themselves to blame. At the same time his contention that schools are handicapped by the little value attached to marks given by them cannot be ignored, and I take this opportunity of expressing my hope that heads of colleges and officials will co-operate with Government and the department in the reform of secondary education which is in progress by not accepting any certificate which does not afford evidence of proper attention having been paid to the "B" subjects. A scrutiny of these marks is necessary to ascertain whether a candidate for Government service possesses, in the language of the Public Service Notification "sufficient knowledge of the ordinary subjects." A boy who has neglected them, moreover, cannot claim that amount of mental cultivation that would entitle him to admission to a college course even though the further study of them forms no part of that course.

It is not to be expected that in so short a time the schools should have been able to very greatly extend the range of their curricula. A number of schools have taken up commercial subjects, especially Shorthand and Typewriting. Fewer teach Practical Mathematics. One has taken up Agriculture. Under elementary science most schools confine themselves to Physics and Chemistry which they have long been accustomed to teach or to attempt so to do. A few include in their course the elements of Physiology, Botany and Geology. The drawing up of a satisfactory syllabus under elementary science requires much knowledge and skill. It will probably be necessary for the Board to afford some help in the matter.

For the public examinations of 1911 and 1912 the following subjects in addition to those formerly studied for Matriculation, were presented by candidates, Practical Mathematics, Trigonometry, Botany, Music, Agriculture, Physiology, Commercial Practice and Geography, Book-keeping and Commercial Arithmetic, Shorthand and Typewriting, Précis-writing and Indexing, and by girls Needle-work and Dress-making. Of these the commercial subjects were presented by the largest numbers there being in all 589 entries (not candidates) in them in 1911 and 624 in 1912.

In 1911 Government sanctioned a grant free of contribution by managers of seventy thousand rupees to enable the schools to equip themselves for the teaching of special subjects under the scheme. Inspecting officers were instructed not to distribute this sum in dribs and drabs to all the schools in their circles but in comparatively large sums to such as were prepared to take up commercial subjects, Manual Training or Botany. A number of schools were supplied with typewriting machines and tables, but very few were prepared to take up Manual Training, in one case owing to the difficulty of finding accommodation, which has since been met by a building grant. A few also were supplied with tables and apparatus for Botany and Practical Mathematics. A large proportion of the sum was devoted to work-benches and apparatus for pupils' own work in Physics and Chemistry. Further

large sums were entered in the Budget at the close of the quinquennium for similar purposes.

63. The Madras Educational Rules require that the headmaster of every secondary school and at least three other teachers in the case of schools containing all the three forms IV, V and VI should ordinarily hold collegiate-trained teachers' certificates and that the other teachers should ordinarily hold trained teachers' certificates of a not lower grade than secondary. It was realized that this ideal could not be at once attained. The officers of the department have spared no pains to secure the employment of properly qualified teachers and managers have for the most part, been willing to meet their wishes. The proportion of poorly qualified and untrained teachers still, however, remains large and must do so while the demand for trained men so far exceeds the supply as is the case at present. The secondary schools demand a minimum number of 900 teachers with trained teachers' certificates of the collegiate grade, that is, practically, of men with the degree of L.T. Fewer than this have taken that degree. Of those who have done so many are employed in colleges, training schools, and the inspecting staff and there has of course been wastage by death, employment outside the Presidency and other causes. The supply of secondary teachers is similarly limited. Comparatively few matriculates adopt teaching as a permanent profession and of late years the outturn of secondary has even been smaller than that of collegiate teachers. In the light of these facts it is not surprising that few complete schools have the number of L.T. teachers required by the rules and fewer incomplete schools have a L.T. headmaster, and that the lower classes of both complete and incomplete schools are far too frequently staffed with elementary teachers. There has notwithstanding been an improvement in the quinquennium in the professional qualifications of teachers in secondary schools. The total number of pupils has risen by nearly twenty per cent. while that of schools is less by two hundred owing to the reduction in grade of old lower secondary schools, while the number of teachers with collegiate certificates has risen by twenty-five per cent. The number of secondary grade teachers has fallen by nearly ten per cent. and that of the elementary grade by nearly forty per cent. The number of graduate teachers without professional certificates has also considerably risen and that of uncertified teachers of the lower grades fallen.

As regards collegiate teachers the reorganization of the Teachers' College, described elsewhere, will increase the supply although it is clear that the minimum number of one hundred students will have to be considerably exceeded if supply is ever to overtake demand. Mr. Kershaw and Mr. Pranatartihara Aiyar agree in thinking that the Secondary School-Leaving Certificate scheme will tend to increase the number of secondary teachers, and I think this likely enough, but it is to be feared that it will be largely by boys with inferior certificates taking up teaching in despair of doing better. Mr. Hodges thinks that the want of definite scales of pay with periodical increments in schools under private management keeps their staffs weak while on the other hand Mr. Pranatartihara Aiyar thinks that the rigidity of scales of pay in schools under public management prevents their getting such good teachers as private managers whose rates can follow the market. It is generally thought that a provident fund would render the profession more attractive. It is no doubt the case that it largely fails to attract men of the highest abilities, but I suppose that it is almost universally the case that men take to schoolmastering for want of something better. It is some indication of improvement in the quality of teachers that sixteen Masters of Arts have been trained in the Teachers' College, in the quinquennium, eight of them in the last year of it.

Some advance has been made in the organization of the staffs of high schools. The rules now require that there shall be a headmaster in addition to a teacher for every class who shall devote most of his time to supervising and co-ordinating the work of the assistants. There are now few schools which have not teachers specially qualified in History, Mathematics and Science respectively, although these are too often untrained graduates. These things have made possible decided progress in school organization and management. It is now the rule for the teaching to be done according to courses of study and syllabuses

carefully thought out beforehand. The idea that a term's work is properly defined as a portion of a text-book is losing its vogue. In discussing the Secondary School-Leaving Certificate scheme I have noted ways in which this may be expected to further improve the organization of schools.

Complaints have been frequent during the quinquennium as to the stringency of the requirements of the department, but there are signs of a more general appreciation of the fact that the aim has been to make education more of a reality and less of a name.

64. It is only of recent years that much attention has been given to school architecture. The older school buildings consist of a series of rooms each commonly large enough to accommodate several classes, or where class rooms are provided dimensions are calculated on the minimum standard of 8 square feet per pupil including verandahs. Rooms adapted for special purposes such as laboratories, room for drawing classes, for libraries and reading-rooms are not to be found. Class rooms commonly open one into another, are sometimes ill-lighted and ill-ventilated, and are of unsuitable shape, being often long and narrow because they are walled in verandahs. As long as the hollow square arrangement of backed benches without desks was the ideal one for a class, and the presence of several teachers shouting against one another in the same room was accepted as an inevitable condition of school work, these defects aroused no comment. The modern conception of secondary education has led to their being increasingly recognised. The aim of managers and inspecting officers alike is now to provide a sufficiency of class rooms giving space enough for the arrangement of classes in desks each to accommodate two or three pupils, and, in addition, rooms adapted to specialized teaching. With a view to assisting in this Government requested Mr. Nicholls, their Consulting Architect, to prepare plans of a model high school building which were circulated to all Inspectors and Inspectresses. This action has been supplemented by the initiative of some missionary managers, particularly Americans, who seek to attain in their school buildings the high standard of perfection set up in the States. The new buildings and additions of the quinquennium have been therefore commonly planned on more enlightened lines than formerly.

In the First Circle the accommodation of several schools has been extended. The Virasalingam High School, Rajahmundry, has been provided with a large and well-arranged building. The Raja's school, Tuni, the A.E.L.M. High school, Peddapur, the Pittapur Raja's College, Cocanada, and the Mrs. A.V.N. College, Vizagapatam, have all been considerably added to. In the Second Circle there has also been building activity. Important buildings have been completed or are in progress for the Venkatagiri Raja's and American Baptist Mission Schools at Nellore, the Tenali school, the American Evangelical Lutheran Mission College, Guntur, and the Noble College, Masulipatam. In the Third Circle out of the seven privately managed schools four have undertaken large extensions. "On the whole" writes the Inspector, "the energy shown throughout has been most gratifying." The Cole Memorial school at Kurnool is said to be a model of what a school building should be. In the Sixth Circle there has been similar activity. The Zamindar's High school, Kattuputtur, the S.P.G. College, Trichinopoly, the High school, Srirangam, the Findlay College, Mannargudi, and the Kaliyana-sundaram High school, Tanjore, all have new buildings of considerable extent in a more or less forward state of completion. In the Seventh Circle the American Mission College has been provided with a handsome building designed and completed in every detail of equipment on modern lines, the Madura College has completed a new wing and smaller additions have been made to the Municipal High school at Dindigul, the Hindu High school at Srivillipattur, the C.M.S. College, Tinnevely, and the Caldwell High school, Tuticorin. In several schools rooms have been set aside as science laboratories, and quite a number of schools have new buildings in contemplation. In the Eighth Circle the most considerable extension of accommodation has been the completion of a large and well-planned building for its College at Calicut by the Basel German Mission.

I have not data for a comparison of all this activity with that of previous periods but I believe that exceptional progress has been made both in the quantity and quality of school building. An enormous amount remains however to be done.

65. Considerable improvement has been effected in the equipment of schools.

Equipment. It is now the rule for the three highest forms to be provided with desks, arranged where the shape and size of the class room admit of it in parallel rows. In the First Circle Mr. Muhammad Azam writes that almost all the schools are now supplied with dual desks of different sizes. In the Seventh Circle, on the other hand, Mr. Hodges notes that hardly a single school has a good supply of desks. The grant free of Managers' contributions in 1911-12 was largely utilized in furniture. Classes below the fourth form are still far too often not provided with desks. Pupils consequently may be seen not only writing but doing practical geometry in books held on their knees. Much of the slovenliness in written work which the Inspectors complain of is no doubt due to pupils working in this posture, fit enough for incising cadjan leaves with a style worked on the thumbnail, but totally unsuited for writing in the European manner.

Next to furniture the most pressing need of the schools is for science apparatus and particularly for the equipment of laboratories for pupils' own practical work. Here again the special grant of 1911-12 helped, but considerably more expenditure is necessary.

During the quinquennium Rs. 4,04,232 were paid as grants-in-aid for equipment as against Rs. 79,483 from 1902-07, and the very large increase in the amount of these grants in recent years has been almost entirely due to increased expenditure on secondary schools.

66. The conception of the functions of an Inspector has greatly developed during the quinquennium. It is now a commonplace that inspection work should be constructive and the Inspectors spare no pains in improving teaching methods in the schools and despite some inevitable disappointment at the results of their efforts, it is evident that a real reform is in progress. The "direct" method of teaching English is now almost universally employed and with marked success. Composition is attended to and boys are encouraged to read outside their text books. The labours of Mr. Yates in the first circle have had much to do with the first reform and the University's device, adopted also in the leaving certificate scheme, of prescribing books "of which a detailed knowledge will not be required" and setting for matriculation papers consisting largely of composition subjects taken from these books, with the others.

In mathematics practical methods are increasingly employed and the prescription of syllabuses in which the artificial barriers raised between arithmetic, algebra and geometry are broken down, has done much to rationalize the treatment of the subject. Science teaching is probably least well done. There are some schools with well-equipped laboratories for pupils' work but these are exceptional, and outside them it is not surprising if work in physics and chemistry is still little better than text-book study with at best a few demonstration experiments. Mr. Champion in the third circle is better satisfied than other Inspectors with science teaching. He writes—

"Many schools are provided with suitable laboratories; in others they are in process of construction; and I anticipate that, at the rate of progress made during the year under report, within three years all schools will possess sufficient accommodation, furniture, and apparatus to allow of practical work throughout the syllabus by at least ten boys working at the same time. Class-work, too, has made satisfactory progress: so far as the supply of apparatus permits, experiments are performed, and their results recorded, by the boys themselves. At the same time, the spirit of true investigation has yet to be created; the teacher is still too prone to dictate the various steps in the experiments, original work by the boy being confined to observation of the results."

History and geography teaching have been greatly improved. The making of relief maps and maps to show special features such as climate, distribution of population and trade routes is common. Teachers strive to represent the facts of both history and geography in their causal relations.

Improved methods are not of course handled with equal success in all the circles and in every school. Mr. Kershaw remarks of his circle that, "in no school has history received local treatment. No school has taken up for detailed study a short period of Indian History, none specialized in any of the special features of geography, none made a special study of any one branch of science."

Mr. Hodges is dissatisfied with the teaching of English. "For the most part," he says, "teachers refuse to realize that English is a foreign language, and must be taught as such. Reformed methods are only adopted in name, and the teachers' preparation is usually inadequate." Mr. Hart, however, says "the teaching in English is undoubtedly improving from year to year. In the teaching of prose and poetry many teachers are beginning to give up the old method of requiring the meaning of single words and phrases in simpler English or in the vernacular, attention is being directed to the thought contained in whole sentences and paragraphs and in poetry to stanzas or sets of lines: summarization and giving the substance in the pupils' own words are required and in this way more practice is given in the use of the language. Composition is receiving more attention too, though there are still some schools that think that one period a week is enough for this subject." Mr. Braithwaite considers that in his circle "the teaching of mathematics may be considered fair on the whole. Work can be more practical and thus more interesting. In one school at least occasional outdoor work in measurement of areas is done. The ordinary teacher is not, however, careful as to the methods employed and as to the neatness of the class exercise books." It is clear too from what he says about history teaching that modern methods are not always understood. "Teachers give notes slavishly on every point, instead of confining themselves to those questions only on which the text-book gives little or no information. Some do not make efforts to prevent the learning of books or notes by heart. The subject gives the teacher too many opportunities to spout and to presuppose too much knowledge in the class, without troubling to elicit their ability by questioning." Mr. Muhammad Azam in the first circle finds little to criticise in the English teaching but pronunciation which he says "leaves much to be desired in most schools although attempts to improve it by the use of phonetic script are being made in some institutions with a certain amount of success." On the whole the Inspectors are satisfied that real progress is being made in the high schools and my own inspections confirm their view.

The work of the incomplete secondary schools is in general much less satisfactory, and in view of the too frequently low qualifications of the teachers we are able to secure for them this is not surprising. As I have pointed out it is impossible that many of them should have graduate headmasters of their own. With a view to mitigate this evil I initiated in 1907-08 with the approval of Government a system of grouping such incomplete secondary schools as could not employ graduate headmasters with a neighbouring efficient complete school. The objects of the grouping were to emphasize the position of the incomplete schools as preparatory, and to secure for them the supervision of the headmasters of the complete school. The first idea was by no means new. Many incomplete schools were informally recognized as being "feeders" of high schools. There were also precedents for the second. It is common enough for a manager, the president of a local board or a missionary, to have several schools under his charge and to work them more or less in connection with one another. The scheme aimed principally at a much more complete supervision than had been previously exercised. During the quinquennium it has received considerable extension and the majority of incomplete schools are under supervision, usually of some neighbouring headmaster. I am bound to say that the results of introducing it have fallen short of our expectations. The work of the supervising headmasters is too often perfunctory and spasmodic. It is not altogether their fault that it is so. In the nature of things it is difficult for the headmaster of a large high school to find time for supervising other schools particularly as this often involves journeys of some length. The system works best where a local board employs for a group of schools an itinerating headmaster who has no school of his own. This is done with conspicuous success by the Palghat Municipal Council and by the District Board of South Arcot. I do not consider that anything short of the provision of graduate headmasters for all these schools would be a permanently satisfactory arrangement. It will be long before this is possible and the grouping of incomplete schools under an itinerating headmaster is the best practicable solution of the problem of their staffing.

67. There are still grounds for the complaint that the schools do not do enough for the formation of character. As Mr. Yates remarks "there is in them no organised attempt to influence boys' lives."

Moral training and discipline.

Such moral influence as they exert, and I am not disposed to undervalue it, is indirect and sub-conscious. They do at least form habits of punctuality, attention, accuracy, and within well recognized limits, of obedience. In proportion as school work is rationalized I believe that it makes for clarity of mind and a favourable disposition towards truth in general and towards its related virtues, and the improvement in the morale of the lower grades of the public service and in business, of which there is overwhelming evidence, proves to me, at any rate, that it is easy to belittle the moral value of our secondary education.

Early in 1912, Government appointed a strong and representative committee to discuss religious and moral instruction in schools. It remains to be seen whether any action can be taken on the recommendations of that committee.

Discipline was on the whole well maintained during the quinquennium. The secondary school-leaving certificate scheme has been already found to improve it by the inducements the scheme holds out to regularity of attendance and work and the power it gives to headmasters of entering in the certificates remarks as to character and conduct.

68. Except that there has been some increase of the amount of football, badminton and other games played in schools, there is little to record under the head of physical education. The great bulk of the boys pass through their school course without further physical training than is afforded by perfunctory attendance at drill and gymnastic classes which owing to the impossibility of maintaining an adequate staff of instructors in the larger schools occur too infrequently in the week to have any appreciable effect. The secondary school-leaving certificate scheme provides for a terminal entry under this head and it is to be hoped that this will stimulate interest.

69. The number of secondary schools fell considerably during the quinquennium chiefly owing to the causes already explained. The number of complete secondary schools remained nearly constant till the final year of the quinquennium when owing to their inability to comply with the demands of the new rules the managing body of the Church of Scotland Mission school, Madras, decided to close it and the managers of two other complete schools had to close their higher forms.

The number of boys in secondary schools increased steadily up to 1909-10, when it was over 100,000, but fell by more than 5,000 in 1911-12. This fall was pretty evenly distributed over the higher classes. There was a gain of 2,000 pupils in the classes below the third form. From July 1910 the enhanced rate of fees mentioned elsewhere came into force but this is not likely to have affected the strength of the fifth and sixth forms, the withdrawal of recognition from some incomplete schools may have been the cause of the fall in strength. In 1911-12 there was some recovery in strength although sixth forms very commonly fell off. This is attributed to pupils' being satisfied with leaving certificates showing only a low degree of proficiency and consequently not returning to improve them. This was particularly the case with the old stagers in the sixth form who were glad to be released from the fruitless struggle to pass the Matriculation examination. During the quinquennium there was a net gain of pupils of about twenty per cent.

70. The total expenditure in secondary schools for boys rose from Rs. 17,90,619 in 1906-07 to Rs. 24,41,066 in 1911-12. The expenditure from public funds rose from Rs. 2,36,384 to Rs. 2,45,696 and fees rose from Rs. 12,89,651 to Rs. 17,38,715; the average fee per pupil increased from Rs. 13-15 to Rs. 16-14 in the period. The amount provided from private sources rose from Rs. 2,64,584 to Rs. 4,56,655. The expenditure from private sources on schools under private management increased from Rs. 2,59,046 to Rs. 4,50,017.

71. I remarked in 1907 that the spread of secondary education in this province is perhaps not such a pressing matter as improvement in its quality. The quinquennium just completed has been marked by efforts at such improvement and as I have already intimated I believe that, largely under the influence of the secondary school-leaving certificate scheme, what may not improperly be called a reform in school organization and teaching methods is in progress.

General.

There are, however, some features of secondary education that I cannot regard with complete satisfaction. The schools are much too apt to depend for their maintenance exclusively on fees and grants. Few of them are endowed in the sense that English educational foundations are so and none are largely endowed. In some cases the endowment fund is of the nature of floating capital liable to be drawn upon at any moment of emergency however temporary. The absence of endowments makes the schools too dependent on their fee collections and obliges them to have in mind not so much an ideal of education as the demands of the pupils and their parents. They cannot moreover restrict admissions to the numbers for which they can provide adequate teaching and accommodation. Consequently successful schools tend to be over-crowded and unmanageable. It is increasingly common for the forms to be divided into two, three or more sections. The demand for teachers is consequently altogether out of proportion to the supply. Raw graduates who have often no intention of permanently following the profession have to be engaged for these sections, or men of lower qualifications still. It is not surprising therefore that the constructive labours of the inspecting staff are too often inoperative and that in report after report the same defective methods are recorded. It is idle to enquire how far the retention of the old Lower Secondary examination by stemming the flow of boys into the high school forms would have prevented congestion because it would only have been transferred to a lower stage. The leaving certificate scheme may be expected to do something to relieve it, but as the scheme is better understood it is likely that boys will return to school to improve their certificates in increasing numbers. Nothing we have been able to do so far has appreciably converted the demand for secondary into one for higher elementary education. The more successful the leaving certificate scheme proves to be the more widespread will become the desire to obtain a certificate and the greater the pressure on high school accommodation. We must therefore, I think, contemplate a continued increase in the quantity of secondary education and seek means to prevent this impeding the improvement of its quality.

The raising of the rates of fees above described is one of these means since it will place larger funds in the hands of managers and enable them to improve the pay and prospects of the teaching profession. Additional funds, now available will afford increased assistance from the State in the improvement of existing schools without departure from the principle that a considerable proportion of the cost of secondary education should be borne by the class that benefits by it, but extension must probably depend upon large provision of funds from private sources. The question of establishing a provident fund for teachers in private institutions is under consideration, and expenditure upon provident funds started by private managers is now recognized as a proper object of aid. A scheme for taking under the direct management of Government certain schools under board and private management to be worked as model schools is awaiting sanction and Government have given assurances that the cost of it will not be met by diminishing the assistance given to existing private schools, this has not however prevented certain people from expressing their fear that these schools may be too good for others to imitate. These measures are contributions to the solution of the problems of secondary education—how to meet both the demand for efficiency and that for extension, and how to determine the proportions in which its cost should be respectively borne by the parent, the State and private management.

In conclusion I can only add that more remains to be done than has been achieved up to now and that few, if any, of the existing schools are what they ought to be. There are so few people in the country with any knowledge of a really good school and of these many seem to have in the course of years allowed their standard to be influenced by environment.

V.—ELEMENTARY EDUCATION.

Managing agencies.

72. The number of Government schools still continues very small, being less than one per cent. of the total number of schools.

The policy has been consistently followed of seeking to increase the number of schools managed by local boards and municipalities, with the result that the percentage of such schools has risen from sixteen to eighteen. Nothing has been effected in the quinquennium to diminish the difficulties in the way of this policy. The resources of local boards and municipalities remain much what they were except that they no longer have to pay supervisors, and so much as 15 per cent. of these resources, a proportion usually taken as a proper one, is by no means always devoted to education. The annual subsidizing of local boards by the Provincial Government has consequently continued and in addition to this in 1911-12 they allotted a special subsidy of Rs. 87,500 to district boards for the opening of new schools and undertook to maintain the schools so opened for two succeeding years at an estimated cost of Rs. 1,60,000. I had previously had a list drawn up of villages in which new schools might be opened with prospects of success, and this greatly facilitated the opening of schools; 698 new schools had been opened by the end of the year.

Of the schools under private management over one-fifth or nearly 22 per cent. are under missionary management, as against 21 per cent. at the end of the last quinquennium. This indicates the extent of missionary activity in starting new schools and taking over schools from private managers.

The remaining schools are still under the kind of management I described in 1907, that is, they are managed by private individuals whom philanthropy or self-interest has induced to establish them, or by teachers. They depend almost entirely on fees and grants.

As in 1907 about three-fourths of the elementary schools are aided, the causes that exclude from aid the other one-fourth being their ephemeral character, their being in a stage of probation, rejected owing to inefficiency, or superfluous in their particular locality.

As regards the relative efficiency of the different managements it may be confidently said that the last is the least so; "Teacher-Manager" schools, in particular are ill-housed, ill-equipped, and ill-taught. They do, no doubt, at a relatively small cost to Government, offer the rudiments of instruction to many children who would otherwise be without them. I doubt however whether they are doing much to increase the real literacy of the population and it is probable that additional expenditure can be more profitably devoted to opening board schools in villages where there is now no school, and to taking "Teacher-Manager" schools under board management than in further encouraging such schools.

73. I remarked in 1907 on the unpopularity of the abolition of the Primary examination and the substitution of the Elementary school-leaving certificate for a certificate of having passed an examination. Whether the people are now reconciled to the change or not, 74,000 leaving certificates have been issued since the system was introduced and I estimate that of pupils whose schooling ends with the fourth standard, about one in three takes a certificate.

74. The number of male pupils in public elementary schools was at the end of the quinquennium 828,831 which shows an increase of 34 per cent. on the preceding quinquennium. The Census return for 1911 shows an increase in the male population of eight per cent. so that the increase in the number of male pupils in elementary schools has been at a much higher rate than that of the population.

75. In 1907 I remarked upon the distribution of pupils in the various school years, particularly in elementary schools. I pointed out that the greatest accession of strength had occurred in the quinquennium 1902-03 to 1906-07, not merely numerically, but also relatively, in the first school year and that this was largely explicable by the abolition of the results grants system under which the grants were graduated according to the standard of the pupils presented for examination, being lowest for the lowest standards, because all pupils being after that abolition equally valuable to the teacher from the point of view of grants-in-aid, it was his interest to swell numbers by the admission of all children who could be induced to come to school. In the quinquennium under review the unevenness in the distribution of

pupils has increased. At the beginning of the quinquennium there were 35 per cent. of the total number of pupils in the infant standard and 24, 19 and 16 per cent. in the first, second and third standards respectively. In the succeeding years the percentage in the infant standard has risen and in the other standards fallen so that in the final year there were 43, 22, 16 and 14 in the infant and first, second and third standards respectively. As I said in 1907 "even this limited function of the school is not to be despised and it is something that even in this way the influence of the school is making itself felt." At the same time it is impossible to escape the conclusion that a considerable number of children that enter school do not get beyond the infant standard and that these can receive no education of permanent value. It is not easy to say how many years' schooling results in permanent literacy, but since a school with three standards above the infant is the typical elementary school it may be presumed that the acquisitions of a school career of much less than four years do not persist in adult life. The percentages given above indicate that the tendency in the quinquennium has been for a diminishing proportion of pupils to pass from the first into the second and from the second to the third standards. That is to say the rise in the number of pupils in elementary schools cannot have resulted in a proportionate increase of literacy.

The disproportionate distribution of pupils in elementary schools was discussed by Mr. Orange in his Progress of Education in 1902-07 (pages 101, 102). Since he did not take into account the figures for all the different standards of primary education, but based his discussion merely on the proportion of pupils in fourth standards, which is a matter lying outside the scope of my present discussion, he failed to reach any important conclusion. He pointed out however that the extension of primary education depends not only on the percentage of the population in school but also on the average duration of school life. So long as the number of admissions does not diminish, the longer children stay in school the more of them will be there in any particular year. In a country that has reached the state of primary education that India has, we might reasonably hope to have evidence of increased numbers due to both these causes. In Madras what evidence there is points to the contrary. The number of children in school increases but the duration of their school life does not do so. If it did we should have an increase of strength in the higher standards which would tend to equalize the size of the classes. The tendency of the infant standard, the only one that not only becomes larger but from year to year an increasing proportion of the pupils.

I am not prepared with any remedy for this state of things. It has been proposed to improve matters by giving higher capitation grants and allowances for pupils in the higher standards but this scheme is open to objection. It assumes that it is the teacher's fault that the lower standards are disproportionately large and that if he were encouraged to do so he could increase the size of the higher and so he would in numberless cases and that by the easiest method of unduly accelerating promotions, thus improving statistics rather than education.

Of course the evil to be combated is not the number of pupils but their quality. In Europe legislation is necessary to prevent this. In India we can only hope that as schools are made more efficient, parents will increasingly appreciate the advantages they offer and less frequently refuse to be expected that in so short a time our efforts to provide a training fitting the child for the life he has to lead should have been sufficiently recognized by parents to have appreciably lengthened the average period of schooling. It is hoped that very much may be done during the ensuing quinquennium by remission of fees, provision of books and slates and the offer of other inducements in all cases where poverty has exercised a restraining influence.

76. The complete elementary school should provide for eight years of instruction, i.e. it should have seven standards above the infant. There are at present few such schools and I do not anticipate any great increase in their number for years to come. They have

become more numerous during the quinquennium, but these also show the

Number of complete elementary schools.

1907-08
1908-09
1909-10
1910-11
1911-12

show, but these also show the increase of the second year of the new classification of schools has not been maintained. The addition of 65 schools to the list in 1908-09 is explained by the conversion owing to that reclassification of old lower secondary into higher elementary schools. The later additions have been partly due to the rise in the standard of schools previously classed as elementary. I noted in 1907 the popular preference for incomplete secondary over complete elementary schools. There are few, if any, indications of a diminution of this. There is a very wide spread idea that if only the school be called "Secondary" the pupils will learn English—that what they would learn under this designation could be anything better than a good elementary school might offer is, of course, with our present supply of secondary teachers, a fallacy. The great reason for staying at school beyond the fourth standard is the hope of a secondary school and possible University career. The prospects must indeed be glittering that will induce a man of the small farmer class to keep his boy out of the fields when he has acquired a smattering of the three R's, and the small shopkeeper either does not send his boy to a recognized school at all or has no faith in an extended schooling, making him more fit for business. The educated classes naturally want their boys to do better than themselves in their own line, so that the demand for higher education comes mainly from them and is often a demand for a secondary school to be maintained from local funds.

Most of the schools classed as higher elementary have only four standards above the infant. These schools were formerly known as Upper Primary and since pupils from these were admitted to the Primary examination, they have long been a recognised rung in the educational ladder. The changes of 1906 had for one object to beat down the popular faith in examinations as the end of education and to substitute a system that should provide for the masses an education suited to their needs and not circumscribed by arbitrary standards. Moreover, prior to 1906, as fourth standard pupils earned a comparatively high rate of grant every teacher although single-handed endeavoured to open a fourth standard to which he devoted an altogether undue proportion of his time. No specific encouragement was therefore given to the multiplication of fourth standard schools by assigning higher rates of pay or grant to them, it was left to the inspecting officers to encourage the maintenance of a fourth standard wherever it was wanted and a teacher was competent to take it. It was believed that the rates of pay recommended for board schools which are more favourable the more teachers there are employed, would sufficiently encourage the opening of higher standards in these schools. It is now commonly represented that they do not do so, because whereas headmasters in three standard schools are allowed to retain the fees they collect and trained teachers in such to share in a capitation allowance, the opening of a fourth standard deprives the teachers of these advantages while the higher rates of pay do not compensate them for the loss. Whether the Madras Educational Rules and the Grant-in-aid Code should be modified so as to definitely encourage the opening of fourth standards or at any rate to remove obstacles to it, is now under consideration. The proposed abolition of fees on a large scale will of course put an entirely different complexion on the matter and the necessary alterations in the rules and Code will be proposed without delay. No doubt there are schools the standard of which might be raised with advantage; but there is a danger that if the opening of the fourth standards were made too profitable, many of them might come into the hands of incompetent teachers. It is the case that the proportion of fourth standard schools has declined during the quinquennium. In 1906-07 it was nearly 23 per cent., in 1911-12, 17 per cent.

Such guidance as to curricula as was thought necessary for inspecting officers and schoolmasters is to be found in the Scheme of Studies for Elementary Schools originally issued in 1907 and again with modifications in 1908. Strictly speaking this scheme makes no subject compulsory but the following subjects are recommended as desirable for all schools. The Vernacular, Space and Number work, General Knowledge, Drawing, Recitation with appropriate Ragams, i.e., Singing, and Physical Exercise. Instruction may also be given in any of the following:

English, Geography, Civics and Indian History, Nature Study and Elementary Science, Hindustani or any South Indian Vernacular in addition to the pupils' mother tongue.

The names of the subjects intended for all schools are self-explanatory except perhaps General Knowledge. This comprises the simpler parts of Nature Study, Geography and Civics as these are understood in elementary schools, and simple and important rules of health and conduct. In particular pupils should be able to point out on the village survey map any particular field and its boundaries, to calculate kist, to know what a patta means, to know how to durkast (apply) for waste lands, how to relinquish land, how to apply for change of registry, and how to apply for remission.

The underlying idea of the scheme is that schools should give the pupils that training that their parents' circumstances and their own prospects call for. It recognizes the necessity of acquiring the arts of reading, writing and ciphering, but it seeks to make their acquisition subserve the purposes of mental training. It adds Drawing, not so much as an end in itself as because it is a means of expression and is also a valuable mental and physical discipline. The knowledge sought to be imparted is that likely to be useful in after-life and is of a kind that closely unites the pupils' school with his home life. In so far as his range of knowledge is extended by study of any of the additional subjects the relation of it to his life is similarly kept in view.

The methods of teaching recommended are realistic and practical. The lower classes should be Kindergartens, in the higher full use must be made of apparatus and illustration and everything must be done to prevent school work degenerating into a monotonous routine.

The change sought to be effected, however, is not only of curricula and methods. The scheme of studies also contemplates a more elastic classification or grouping of pupils than the rigid yearly standard system. Promotions may be made more frequently than annually. No special portion of the work is prescribed in any grade for any particular year or standard, as the amount accomplished each year will necessarily vary according to the circumstances of the school. It is for the inspecting officers to see that work given for any particular class or group is suited to the capacities of the pupils.

The great work of the quinquennium in elementary education has been to bring the schools gradually nearer to the ideal put forth in this scheme. The inspecting officers have been warned not to force the pace. It is no part of their duty to try to make teachers who are obviously unfit for it. For the most part the older men have been allowed to go on in their old ways, only conforming to the scheme so far as they are able to understand it. The younger men, especially those who have been trained in recent years, understand it better and the inspectors express themselves as not dissatisfied with the progress that has been made. It is not surprising that parents should be slow to understand the new system, and should be opposed to "day schools," but often when they can be got to come to the school and see what is really being done they become warmly interested in it. Perhaps there is a danger lest the ordinary school arts of reading, writing and ciphering should be neglected in favour of more showy subjects that it is easier to pretend to teach intelligently, particularly as the teacher has no longer the examination for results grants to give an artificial value to his work.

The means taken by the inspectors to train the teachers in new methods are the holding of conferences of subordinates, the issue of circulars and visits to schools.

The subordinate officers similarly confer with their subordinates and with schoolmasters and issue circulars. They also give model lessons in the schools and instruct the schoolmasters. The training of teachers is sometimes in the form of courses of instruction for teachers during vacations. The formation of teachers' associations is encouraged and many have come into existence during the quinquennium. Several exhibitions of educational appliances and pupils' work have been held, notably at Nellore, Gantūr, Srivilliputtūr and Kaity. In connection with them series of lectures and demonstrations have been given. They have been organized by school managers and teachers aided by the inspecting officers and while by no means confined to elementary school work have probably

a special value in relation to the general public as well as to the new ideas.

They have been visited by large numbers of the public and must have done something to popularize the new ideas.

It is not easy to estimate the results of all this activity. The inspectors are inclined in their reports to dwell upon the apathy or opposition of parents, the poor attendance at teachers' association meetings, the imperfect grasp of educational principles attained by schoolmasters, their want of initiative and resource in teaching. It is a sign of progress that things which were accepted as a matter of course ten years ago are now the subject of complaint and I have seen enough in my own tours to convince me that the progress in liberalizing elementary education made since the old days of results grants has been considerable.

77. I recently invited opinions from the inspectors as to the effect on elementary education of the reorganization of the subordinate inspecting staff. They are divided in opinion as to the utility of the change, done by district assistant inspectors, which is, I think, explained by some of them having had less favourable personal experience than others. Mr. Kershaw is the only one who complains of the system, going so far as to say "the work of the assistant inspector serves no useful purpose, nay, in fact is rather a hindrance to both administration and efficient execution." He admits, however, that his experience has probably been exceptionally unfavourable and I attach little importance to his opinion in the matter. The other inspectors even when they complain that the assistants under them have not done as much as they might agree as to the potentialities of the system. They say that the assistant inspector having been relieved of grant inspection work has time at his disposal, and that this and the comparative smallness of the area he has to cover enables him to know both the district as a whole and in detail. He is thus in a position to co-ordinate the work of the sub-assistants, to correct individual vagaries, to bring to light abuses, and in general, to impose on the district the policy that Government seeks through the department to carry out. This he does to a considerable extent in the annual conference of the inspecting officers in which the grants for the year are settled and it is decided which schools are to receive enhanced grants and which to be penalized by reductions. His connection with local and municipal boards should also give him opportunities for useful work, but several inspectors are of opinion that these bodies are inclined to undervalue his advice. Cases of the kind have occasionally come to my notice, but I do not think there has been any foundation for a general complaint. Presidents and chairmen commonly welcome the expert assistance of educational officers of all grades and are quick to recognize exceptional ability and energy.

The provincialization of the supervisors is generally admitted to have improved this branch of the service. Mr. Hart writes of their work in the sixth circle:-

"The work of the supervisors is now of a pioneering nature; they visit villages and start and organise new schools where they are required. In this way many villages which were formerly without schools are now provided with a school of some sort or other; most of the recent schools have been started at the instigation of and under the influence of these officers. Then the fairly frequent visits that the supervisors pay to the schools have the effect of stimulating the teachers and keeping them on the alert; their visits generally surprise ones like those of the assistant inspectors. In these visits model lessons are given and the teachers are practically guided into the rational methods of handling the various subjects. The regular visits (each school received 2 or 3 visits per annum), are slowly but surely leaving their mark of improvement on the elementary teachers."

Mr. Kershaw describes the manner in which the supervisor's work is organized in his circle:-

"At first, the relationship between the sub-assistant inspectors and the schools was what strained, owing to the former officers' treating the latter as uncooperative and upon them hardships of work and travel and indignities which they considered not commensurate with their status. That friction has now been removed and some semblance of co-operation with their status. That friction has now been removed and some semblance of co-operation introduced into the work. I have seen that maps of each sub-range method and organization introduced into the work. I have seen that maps of each sub-range have been prepared in each of the sub-assistant inspector's office concerned, that the sub-range is properly sub-divided, so that each school receives a visit once in three or at most four months. Programmes are issued by the 25th of the month to each supervisor setting forth the schools he is to visit in the subsequent month, and the work he is to do in each school. Central classes and

teachers' association meetings are properly organised and regularly held. The supervisor or sub-assistant inspector attends as many meetings as possible and a return is submitted to me every six months containing particulars of the meetings held during that period. Now that the sub-assistant inspectors are beginning to realize the functions of supervisors, the usefulness of the latter's work is improving, and so long as we can obtain keen energetic men to fill the posts, this branch of service should constitute a useful instrument, but the work requires very careful supervision and control, and if this be relaxed I am conscious that simultaneously, sloth and lethargy will supervene and the agency will lose any usefulness it is capable of."

The inspectors agree that supervisors vary much in initiative and pedagogical knowledge and it is clear that their usefulness is largely in proportion to the efficiency of the supervision of the sub-assistants, and less exception is taken to this division of the inspecting staff than to either of the others. The sub-assistant inspectors are almost all trained teachers of the collegiate grade who, while not without experience, are far from superannuation. Their work is reported to have been generally satisfactory.

78. The number of teachers has increased by 31 per cent. during the quinquennium while that of schools and pupils has increased by 12 and 36 respectively. The number of pupils that each teacher has to manage has risen considerably and these are very commonly in two, three or even four different stages of instruction. The smallness of the school attendance, particularly in the higher standards, and the limited amount of grant we have been able to give for each additional teacher makes this inevitable in a large proportion of the aided schools. Schools under public management are better staffed since the standard of staffing recommended in the Madras Educational Rules is now almost without exception adopted by the Local Boards and Municipalities. This standard however is necessarily by no means a high one.

79. The qualifications of the teachers show a considerable advance during the quinquennium. The number of those without any qualifications fluctuated somewhat but was the same in the first and fourth years. The number of those with professional certificates increased by 46 per cent. and with general educational certificates by 29. Professional certificates are now of two kinds. They are either probationary certificates granted on the result of a written examination at the end of the training school course or final certificates granted to teachers who have satisfied a board as to their professional skill at the end of a probation ordinarily of from one and a half to three years. The grant of certificates of approved service has been discontinued for many years so that the number of teachers holding them is now inconsiderable. The department recognises also a class of teachers of proved ability though untrained and not formally certificated. Teachers of both these classes appear in the tables as without professional certificates. The professional certificates are of two grades, secondary and elementary, but the demand for teachers of the secondary grade for secondary schools leaves very few of them for elementary schools and these are mostly employed as headmasters in the model schools of training institutions and in municipal board schools.

80. In 1907 I estimated that the average salary and allowances of teachers under taluk boards amounted to a little over Rs. 8½ per mensem and that the majority of teachers drew Rs. 7 or Rs. 8 per mensem. During the quinquennium the scales of pay recommended in the Madras Educational Rules for teachers in board schools have been generally adopted so that for such teachers Rs. 8 may be now taken as the minimum rate and the average must therefore have risen. The majority still drew Rs. 8 however up to the close of the quinquennium. It is to be remembered that in board schools with standards below the fourth the trained teachers receive a capitulation allowance on an average amounting to Rs. 2 a month and that the headmaster is allowed to retain the fees collected. The average emoluments of teachers in such schools is therefore higher than their average pay. The improved position of teachers in board schools may be presumed to influence rates of pay in schools under responsible private management, such as that of missionary societies; but there is no reason to think that the teacher-managers are any better off than five years ago. I consider that nothing would conduce more to the improvement

of elementary education than a substantial increase in the pay of teachers; but the cost of such increase must inevitably fall on the State and during the quinquennium under review funds have not been available for it since even a small increase requires a very large amount. There is now of course great hope for the future.

81. The figures for accommodation show a considerable advance during the quinquennium, the number of schools having buildings of their own having risen from 36 to 40 per cent. of the total number of schools, and nearly 2,000 more schools having buildings of their own than formerly. The number in rented premises rose by over 800, the number in chavadis, choultries, etc., rose slightly and the number in managers' and headmasters' houses slightly fell. The schools maintained by missionary bodies and local authorities are for the most part in their own buildings or in more or less suitable rented houses. Many teacher-manager schools are poorly accommodated; but there are some in reasonably good school houses belonging to the manager. This is noticeably so in Malabar. The people of a village will sometimes provide material or labour for building a school house; but this is an only too infrequent exercise of communal activity. A special grant was made by Government in 1911-1912 of Rs. 1,25,000 for the erection of school buildings by local boards for well-established schools. Except that Rs. 2,000 was stated as the anticipated approximate cost of each school house, the boards were left to determine the size and design of the buildings they would erect. Of the total allotment Rs. 57,909 was spent within the year. There is scope for enormous improvement in this matter of accommodation to which it is impossible to attach too much importance.

Play grounds and school gardens are recognized in theory as necessary parts of school accommodation, but schools are often provided with neither. The maintenance of a garden demands a well and a goat-proof wall or hedge. Many villages are insufficiently provided with wells for ordinary purposes and it is not surprising if in such the digging of a well for a school garden is not to be thought of. Walls are expensive and hedges difficult, if not impossible, to maintain and without them there is much "free-grazing" and little garden. We have no figures for gardens; but I fear that very little progress has been made in providing them although many of the teachers trained in the last few years are quite aware of their usefulness.

82. Furniture of the simplest ought to serve for elementary schools, and one would suppose that for sitting purposes pupils should be content with a mat or board and for writing with a low desk adapted to a seat on the floor. It seems to have been thought, however, that a school must be as different from the home as possible and so it was at one time the fashion to provide schools with eighteen-inch high benches from which rows of small boys dangled their feet in an attitude wholly unnatural to them. The inspecting officers are doing their best to instil common sense notions and these high benches are being cut down into more suitable furniture. There are plenty of them left but decided progress has been made. These observations apply to the better schools. The worse have never had any furniture beyond perhaps a stool for the teacher.

There has been considerable improvement in the better schools in the supply of teaching appliances. Books and maps are better and more numerous and rough relief maps are often found. Collections of objects for teaching purposes called sometimes school museums, clay for modelling, apparatus for "practical" Arithmetic, such as cardboard coins, weights and scales, measures of length and capacity, are becoming common in schools. Even the humblest has its heaps of tamarind seeds for counting, etc., and its bundles of splints or bags of seeds for the decimal notation. Blackened wall spaces are often used in place of or in addition to black boards and sand for the beginnings of writing and drawing. Appliances are however of little use if the school is held in a dark cow-shed.

83. Elementary schools have been aided throughout the quinquennium on the system initiated in 1906-1907 and described in my last quinquennial report. Under it an annual grant is given based upon (1) the number of teachers, (2) the average attendance of the pupils, (3) the

general efficiency of the school. For each teacher Rs. 3 per mensem is given and for each pupil As. 8 (or in special cases As. 12) per annum. The total grant thus arrived at may be reduced or enhanced by 25 per cent. either way according to the general efficiency of the school. Manipulation of registers or other fraud entails the withdrawal of a grant otherwise earned.

This scheme was subject to much unfavourable criticism and no doubt many schools get less under it than under the system of result and fixed grants which it displaced but there is a vast number that get more and under it both the amount and quality of elementary education have advanced and we are, I think, justified in holding that it achieves the end of distributing the public money available for its particular purpose among the schools in direct proportion to their staff, strength and efficiency, that it has the merit of simplicity, and that should more money be available an enhancement of the rate for each teacher or pupil could immediately be effected and this will I hope be now possible. It is moreover free from the objectionable features of the results-grant system.

VI.—SPECIAL EDUCATION.

TRAINING OF TEACHERS.

84. No change has been made in the character and scope of the training of teachers described in my last quinquennial report and the transition from the old system to the new has been gradually effected under the guidance of a "Scheme of Work for training schools" published in 1907-08. Training institutions are now of three grades, Collegiate, Secondary and Elementary. The first are for the training of graduate teachers and at present there is only one such in the Presidency, the Teachers' College, Saidapet, which has been sufficiently dealt with under Colleges for Special Education. Secondary training classes are for training teachers who are under-graduates of the University or have passed an examination reckoned equivalent to the Matriculation Examination, or hold Secondary School-Leaving Certificates considered satisfactory by the head of a training school. Before entering a training school they have usually had some experience in teaching and after leaving they expect to be employed in the lower classes of secondary schools or as headmasters in Elementary Schools. The number of them whose attainments are higher than the standard represented by the Matriculation is negligible. Elementary classes are for training teachers who have passed, at most, the old Lower Secondary examination. Teachers in them however fall into two divisions according to their qualifications. They are higher elementary, i.e., have satisfactorily completed a school course up to the seventh standard in an elementary school or the third form in a secondary school, or lower elementary, i.e., have at least satisfactorily completed a fourth standard. They find work for the most part in elementary schools of all grades although some are still employed in the lower classes of secondary schools.

All training schools have the classes below the grade after which they are named. A secondary training school has therefore two elementary, higher and lower, classes, and a higher elementary school has also lower elementary classes. The course for the elementary class is two years, but at present higher elementary men are only kept for one year. In secondary classes the work is purely professional and is done in English; in the elementary classes it includes a considerable amount of general educational work and is done in the vernacular. I do not think it is necessary here to repeat the detailed description of it given in my report for 1902-07, nor that of the system of the certification of secondary and elementary teachers. Experience has naturally brought to light imperfections of detail in both and the revision of the courses has been taken in hand.

The reorganization scheme now before Government contemplates also the extension of the course for secondary teachers to two years and making it similar to the elementary course, which is characterized by the importance given to extending the teachers' general knowledge and by reliance on professional training for increasing professional skill, rather than on book work in educational theory.

I dwelt in 1907 on the difficulties met with in extending the range of knowledge and ideas of the teachers under training, that arose from the low level of mental culture of the teachers when they entered the training school. The improvement that has been going on in elementary education seems to have already brought into the schools men of less rudimentary mental development and the inspectors are now inclined to dwell on the deficiencies of the training staffs. Mr. Middlemast offers the following observations on the teaching of the subjects of general education:—

"These subjects fall roughly into two groups—(i) those of which the students have or are supposed to have some previous knowledge such as, the vernacular, arithmetic, geography and drill and (ii) those which are comparatively new to them such as experimental geometry (or space work), nature study and gardening, elementary science and civics.

"On the whole, it appears to me that the second group is better handled in the schools than the first. The reason is not far to seek; much of what the students have learned in their Primary School course has been taught so badly that it has to be unlearned before they can make any progress.

"On the part of teaching staffs too of the training schools, there is a certain conservatism in respect of the handling of the first group which is not apparent in the new subject of the second group.

"These remarks apply specially to the teaching of arithmetic, which in hardly any school is taught according to the rational methods now generally accepted and which are to be found in modern books on methods of teaching, in modern text-books of arithmetic for schools and in educational journals.

"The language teaching suffers like that of arithmetic from conservatism on the part of the teachers and had previous training in the case of the students. In many of the schools, regular composition exercises are not given, and the habit of taking notes from dictation robs the students of the opportunity of acquiring practice in the expression of thought which the other lessons would otherwise give them.

"Many of the teachers had little acquaintance with the newer subjects when they were first included in the course, and deserve credit for the zeal with which they endeavoured to qualify themselves. The standard of instruction in Experimental Geometry, Botany, Physiology, Elementary Physics and Chemistry, and Civics is of course very humble at present, but I found that in most schools, the staff had grasped the intention with which these subjects had been introduced into the curriculum to make the students observe and think about common phenomena and experiences and to put them into a position to make their future pupils do the same. Of these subjects I found that experimental geometry and civics were handled in the least satisfactory method. The teaching of the former was in some cases hampered by reminiscences of Euclid and by an idea, which once used to pervade geometrical teaching under the Euclidean system, to the effect that the worse the figure used in illustration of a successful demonstration of a proposition, the better the grasp shown of the principle.

"On my first round of inspection, I found the geometrical drawing hopelessly untidy and inaccurate but noticed in several of the schools, which I inspected this year for the second time since I took charge of the office, a very considerable improvement.

"In civics though the scheme of studies for training schools is very clear as regards the order in which the various topics should be handled, there was a tendency in several schools for the teachers to begin at London and work their way through Calcutta and Madras instead of making the known facts as seen in the village the point of departure."

Every effort has been made towards improvement in matters referred to by the provision of books and apparatus and the instructions of the training school staffs in vacation classes and I have no doubt that advance is being made. The training masters ought however to be picked men and under the system of recruiting them described below as part of the reorganization scheme it will be possible to see that they are so, under existing conditions it is not.

85. The remodelling of the training school courses, the extension of the period of training, and the consequent alterations in the rules for the certification of teachers were effected during the last quinquennium. During that under review considerable progress has been made in the reorganization of the training school staffs by the establishment of model schools.

It had always been the rule to have a practising school attached to each training school, which was taught partly by the training school staff, partly by the teachers under training. In 1904 Mr. Stone, the first Inspector of European and Training Schools, represented that this system was defective. He pointed out

that the practising schools were often poorly attended because the teaching in them was necessarily indifferent. They were badly organized and equipped, the training of students was sacrificed to some extent to the necessity for popularising the practising school, which led the training staff to devote too large a proportion of their time to it. Moreover the urgent need of the elementary teacher was not instruction in pedagogics but extension of his general education and time for this could with difficulty be found while training staff and students had the burden of the practising school on their shoulders. At the same time it was important that the students should have access to a good elementary school in which they might be practically trained in school organization, observe good teaching, and have themselves some practice in teaching. He therefore proposed to substitute for the practising schools, model schools, i.e., schools having independent staffs and worked under the supervision of the training school staff by headmasters of their own. These schools, it was conceived, would be standing object lessons of what elementary schools should be, and even though the teacher's training should involve less actual teaching than before, he would learn more of what good teaching really was by observation of the work of such schools than he had previously done by blundering endeavours to teach, inefficiently and perfunctorily corrected by the training staff.

The proposal to constitute model schools and to provide them with separate staffs was accepted by Government as part of the reorganization of the schools and was carried into force in 1907-08. The training work has been greatly facilitated by the change, the training staff being now able to devote their whole time and attention to it, but so far it has not proved possible to find sufficiently good teachers to altogether justify the name "model" schools.

The reorganization of the training schools is still incomplete and the scheme for it, to which I have referred above, received the approval of the Local Government in 1911-12. This scheme materially improves the pay and prospects of the training staffs.

86. There has been little change during the quinquennium in the number and distribution of training institutions. With one exception the schools are either managed by Government or by missionary societies. Except that a small secondary class was added to the Mangalore school and an elementary higher class to the Chittoor school and that the Madura school was transferred to Dindigul, the number and distribution of the Government training schools for masters have been unchanged. The reorganization scheme now under consideration modifies both. It proposes to abolish the grade of secondary training schools and to substitute for them secondary training classes each attached to a college or high school. Some of the institutions which Government proposes to take over from local board or municipal management will be utilized in this way. This, it is anticipated, will not only give facilities for continuing the general education of the teachers but will tend to boys who have gone through the secondary course joining the training class with a view to adopting the teaching profession. The reorganization also involves increasing the proportion of higher elementary schools and aims at a better geographical distribution of the schools. The abolition of some of the existing schools was proposed but it is abundantly evident now that this will be undesirable.

The American Evangelical Lutheran Mission has started a new higher elementary school at Rajahmundry and the Basel German Mission has closed theirs at Kaitiy on the Nilgiris. Schools are projected by the Schleswig Holstein Mission at Jeypore and by the Society for the Propagation of the Gospel at Nandyal and a building grant has been promised for the latter.

87. During the quinquennium the Government Gunneirbeed Training School for Muhammadan Mistresses was closed, and it was replaced by a new school of the elementary grade at Guntur. A school was opened by the American Baptist Mission at Phirangipuram, Guntur district. Otherwise until the present year the number and distribution of training schools were unaltered.

Training of teachers for girls' schools.

The training of women teachers has, however, been engaging the attention of the department and of Government for some years and in September 1911 the sanction of the Government of India was received for a comprehensive scheme of reorganization in which each of the existing training schools was separately treated and certain new schools provided for.

The Presidency Training School for Mistresses, Madras, is the most important institution of the kind we have. By successive additions to it, made necessary by the progress of female education, it had come to discharge the varied functions of a high school for girls, a training school for secondary teachers, principally Europeans and Anglo-Indians, and a training school for Tamil and Telugu teachers of the lower grades. Of the various sections in which it was worked, the Telugu training department with its practising school has been the least successful, as it has always been found impossible to get together a satisfactory school of Telugu girls. The new scheme consequently abolishes this section altogether, and constitutes the school in three divisions—a secondary school for girls, and English and Tamil training sections. The secondary school will be the model school for the English section and there will be a complete staff for it as also for a model school for the Tamil training section which will be of the higher elementary grade.

This simplification of organization and the additional and better-paid staff which the scheme provides will, it is expected, make the institution more manageable and enhance its efficiency.

The other training schools, the Hobart Muhammadan Training School, Madras, and the schools at Coimbatore and Calicut, are to be provided with larger and better-paid staffs including separate staffs for their practising or model schools. The model school at Coimbatore is to be raised to the upper secondary grade, in the hope that it may in time supply girls educated to that standard for training as teachers. The scheme also includes the establishment of two new schools—one at Mangalore for the training of Canarese teachers and the other at Rajahmundry for Telugus. The latter should more than compensate for the abolition of the Telugu section in the Presidency Training School by training Telugu teachers for both the Northern and Central Circles. It was opened at the beginning of 1912, the Government girls' school becoming its model school.

88. The number of teachers under training in secondary and elementary training institutions for men was at the beginning of the quinquennium 1,451 and at the end 2,552. The extension of the lower elementary course to two years might have been expected to make it more difficult to fill the training schools, and at first it was so. The difficulty has diminished however, and the numbers of teachers in the schools during this quinquennium compare favourably with those for the last. It was hoped that the provision of separate staffs for the practising schools would have increased their popularity and therefore their strength, but this hope has been only very partially realised the strength of model schools, as they are now called, being little higher than when they were mostly taught by the students under training. This is no doubt partly the result of prejudice but also that of the competition of other schools, and of the origin of any particular model school, those that began as independent board schools commonly keeping up their strength while it is extremely difficult to get together a model school for a newly started training school as is well illustrated by the case of the Madura school transferred to Dindigul.

89. Ever since the appointment of an Inspector for Training Schools efforts have been unremitting to secure trained graduates as headmasters and the number rose, during the quinquennium, from

Staff.

19 to 27. An important feature of the reorganization scheme is the placing of teachers in training schools in the cadres of Sub-Assistant Inspectors and Supervisors. This is desirable both to secure the recruitment of men of the necessary qualifications and to make it possible to retain men in training schools whose efficiency and seniority entitle them to promotion even up to the highest grade of Sub-Assistant Inspectors. It will have the further advantage that it will allow of Sub-Assistant Inspectors being made to and from the two services so as to ensure the co-ordination of training school work with elementary education in general. The headmasters for the secondary training sections are, however, outside the cadre of Sub-Assistants on a fixed pay of Rs. 200.

90. The building activity in connection with the Government training schools mentioned in 1907 was maintained in the first part of the quinquennium, but later schemes for building have been postponed to the completion of the reorganization scheme. There are still many schools that need more extensive or better arranged accommodation. New buildings on the type-design were completed at Villupuram, Dindigul, Tinnevely and Malappuram. The provision of hostel buildings for training schools has engaged my attention. I appointed a committee to draw up in consultation with the Consulting Architect to Government a type-design for hostel buildings. It has however proved impossible to frame a design cheap enough to allow of its being executed at a cost that would admit of the residents in the hostel paying the rents fixed by the Public Works Department rules. Further consideration of the question has been postponed to the settlement of the scheme for the reorganization of the schools. Several of the schools have good gardens, notably those to which agricultural instructors have been posted. Others have at present little or no garden ground and for some the water-supply is insufficient. In any proposals for improving accommodation the needs of the garden are kept in view.

91. In the absence of the provision of hostel buildings by Government, no progress has been made in supplying training schools with hostels. The number which have had them has varied slightly from year to year. They are kept in rented buildings and usually owe their existence to the exertion of the headmaster. The transfer of a headmaster may mean the closing of a hostel. Such local circumstances as a visitation of plague or the rise in wages of Brahman cooks may also cause a closure. The students can usually live cheaper outside a hostel, though they recognise the advantages of hostel life. I believe that until simple hostel buildings can be provided by Government rent-free, training will be much less effective than it might be.

92. Vacation classes for improving the knowledge and broadening the ideas of the training schools staffs were held in 1909 as in previous years at the Teachers' College, Saidapet. They have since been discontinued partly because the need for them has diminished and partly because the Inspector, on whom they entail a considerable amount of work, cannot find time for them.

Teachers' Associations continue to be attached to most of the schools in which papers of pedagogic interest are read and discussed.

The success of the training school work as tested by the examinations for teachers' certificates has certainly not been unsatisfactory, the percentage of success both in the final and preliminary examinations having remained throughout the quinquennium at the level of about 70 and 65 for the secondary and elementary teachers respectively.

It is not infrequently advisable to send persons already temporarily or permanently in the service of Government or of local boards or selected with a view to employment, to training institutions either because they have not been trained or with a view to a supplementary course. The Civil Service Regulations provide for the grant of salaries and travelling allowances to such persons. In 1909-10 permission of the Government of India was obtained to the delegation by the Local Government to the Director of power of sanction to them of a rate of pay not exceeding the substantive pay of their appointments or Rs. 50 *per mensem* if they are not in service. Similar powers were also given to Presidents of Local Boards and Chairmen of Municipal Councils in respect of teachers employed in their schools. In 1910-11 this power was extended so as to include the case of teachers deputed for a course of training in the College of Agriculture, Coimbatore.

LAW SCHOOLS.

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

MEDICAL SCHOOLS.

94. During the greater part of the quinquennium there were three medical schools under the department, at Tanjore, Royapuram (Madras) and Vizagapatam, in addition to the school department of the Medical College. These schools are

chiefly for the training of subordinate officers in the Medical Department. The Medical College contains classes for apothecaries, chemists and druggists and sanitary inspectors. For want of qualified candidates there have been no admissions of late years to the chemist and druggist class. Acceptance of the Secondary School-leaving Certificate as a qualification for admission to it will probably remedy this. A tendency to increase in the numbers of students in the medical schools was observable due presumably to improved conditions of service in the Medical Department. The school at Vizagapatam has been provided with a handsome and well-arranged building by the generosity of Maharani Gajapati Rao, and when it was found desirable to have a dissecting room detached from the hospital, that lady provided this also. In 1911 the medical schools were transferred to the Medical Department.

ART, TECHNICAL, INDUSTRIAL, COMMERCIAL AND AGRICULTURAL EDUCATION.

95. In so far as Art, Technical and Industrial education in the Presidency is organized it is in connection with the system of Technical Examinations controlled by the Commissioner for Government

Examinations. These are in three grades, elementary, intermediate and advanced, and cover a large number of subjects some of which belong rather to education in general than to any special branch of it. The "special" subjects may be roughly classified as follows:—*Art subjects*—drawing, so far as it is aesthetic as opposed to practical in its aims; music. *Technical subjects*—civil and mechanical engineering; electrical engineering and telegraphy. *Industrial subjects*—Wood engraving; jewellers' work; printing and book-binding; wood and rattan work; metal-work; textile fabrics, including cotton and carpet weaving; lace-making; embroidery and hand-knitting; tailoring and dressmaking. *Commercial subjects*—book-keeping; commercial correspondence; banking; commercial geography; type-writing and shorthand. *Agriculture*.

This classification is only a rough one because it is clear that some of the subjects classed as technical may be taught from an industrial point of view, i.e., with a view to knowledge of the sciences underlying industrial processes and to ability to organize and control industries instead of merely with a view to craftsmanship. It suits the Madras schools and classes pretty well however, because the teaching under the subjects I have classed as industrial has for the most part craftsmanship in view. Furthermore, although it is a more or less convenient frame-work in which to arrange any description of the progress of special education it only serves imperfectly as a means of grouping the schools, because these often do not confine themselves to one subject or even to obviously related subjects. The figures for all these schools and classes are given in great detail in the appendices and supplemental statistics attached to this report, and they are therein classified as being art or technical, or industrial, and according as they take one or more subjects up to the standard of the technical examinations or teach only to a lower or preparatory standard defined by the department, and also as aided and unaided. In these tables it will be observed that "technical" includes "commercial" education.

These tables although essential as giving the facts about the schools do not afford much help in estimating the extension of education of these kinds during the quinquennium. I have therefore added another which shows the number of students studying each subject at the beginning and end of the quinquennium and arranged the subjects in the groups indicated above. These numbers must, of course, be distinguished from those on the rolls of each school. In 1907 the total of these, excluding those in Medical schools, was 4,995 and in 1912, 4,991.

Important variations for separate subjects are noted in the following sections.

96. The School of Arts, Madras, continues to be the only institution where art instruction is given on any large scale. In the quinquennium 1902-07 its functions as a School of Art had been rather

thrown into the shade by its industrial activity. The appointment of Mr. Hadaway as Superintendent and the removal of the school from the control of the Inspector of Technical Schools marked a new era in its history. The staff and method of

working the school have been reorganized. It is now intended that it shall be concerned only with industrial art, the only concession to the claims of fine art that is made being the holding of a class for printing. There is other drawing instruction in the school but it is made to subserve the needs of such crafts as engraving, wood-carving, weaving, and lacquer and jeweller's work. The aim is to develop the art industries of the Presidency on Indian lines, and to avoid that westernizing of ideals and methods which it is conceived results from putting Indians through a South Kensington drill in drawing and modelling. The old system of paid apprenticeship has been replaced by scholarships and as the smallness of the number of these originally sanctioned appeared to discourage attendance, it was increased. The Superintendent considers the influence of the Government Technical Examinations harmful rather than not and rather discourages his pupils from taking them. A good number do so however and a large proportion pass. He holds competitions among them in craftsmanship and with the help of his staff awards certificates of merit. Improvements have been made in the building and equipment of the school. The Superintendent again occupies the house on the premises, the pupils all attend for a full day's work, the staff is properly organized in industrial departments, and I am glad to be able to say that I consider that the school is now working steadily with definite intelligible aims and in a way adapted to their realization. The numbers on the rolls are not appreciably smaller than under the old system, and the average daily attendance is decidedly better. Pupils who have left recently have almost all secured work for which their training fits them.

97. Drawing is taught in the technical and industrial schools for boys and in many special classes, but except in the schools I have mentioned below as giving a technical training it is almost confined to freehand outline drawing which can have very little relation to any industry, but which one hesitates to class as art. It is now moreover an ordinary school subject in both secondary and elementary schools, and has long been compulsory in the former. Its inclusion in the returns is really due to the existence of the technical examinations in drawing. A boy learning drawing is not doing anything technical unless he is learning it with the examination ever so remotely in view. The returns show some falling off in the number taking freehand outline drawing. This by no means indicates any real decline in its importance in education, but on the contrary rather suggests that it is now so much a matter of course for any education to include it that it is losing its technical status.

98. The only school of music that is aided is the Madras school of Music which teaches European music to Europeans with considerable success. There are returns for two classes for native music which are not aided. Of these one at Masulipatam is the larger.

99. In 1907 the College of Engineering was the only institution that could be called a school of engineering and surveying, and in my remarks on this college I have dealt with the non-university classes, moreover the figures for special education exclude all the classes of this institution. During the quinquennium the Chengalvaraya Naicker's Technical Institute, Vepery, which appears in the 1907 returns as the Chengalvaraya Naicker's Commercial School has developed into a School of Civil Engineering. It had in 1911, 35 pupils studying building, earthwork and roadmaking, surveying and levelling, mensuration and bridge work. The same school has also a mechanical engineering department and in 1909-10 large grants were made for machinery, etc. In 1911 there were 98 and 87 pupils respectively being trained as mechanical foremen and fitters and studying machine-drawing and construction and fitter's work. Similar work is being done on a rather smaller scale in the Madura Technical Institute and the Teppakulam Institute of Mechanical Engineering at Trichinopoly. Of the latter the Superintendent of Industrial Education remarks "This institute aims at training engineers in mechanical, electrical and civil engineering, but it is rather doubtful whether considering the character of the management and qualifications of the staff, the desired result can be attained. Trichinopoly is the headquarters of fitters and mechanics in the railway workshops. There is ample scope for the employment of this school or the St. Joseph's Industrial School, under the management of Jesuit Mission, should be developed."

A school where similar work is being done is attached to St. Aloysius' high school, a European school and orphanage managed by the Roman Catholic Mission at Vizagapatam. This is in charge of a lay brother with a genius for mechanics and has excellent buildings and plant. The educational work is at present on a limited scale but should be susceptible of very useful development.

The other classes falling under this head are for electrical engineering and telegraphy. Practical telegraphy is taught in several unaided schools, of which the Madras Telegraphic School appears to be the largest, and in the Lawrence Asylum, Ootacamund, where for some years a class has worked with conspicuous success. The only school that claims to teach electrical engineering is the Teppakulam Institute mentioned above.

Leaving out of account carpentry and wood-turning which the tables include under civil engineering the pupils taking technical subjects were in 1907, 102 and in 1912, 625

100. I have mentioned in chapter II the changes that have taken place in the control of industrial education. It seems unnecessary to refer to them further except to note that what follows is as much drawn from the reports of the Director of Industries as from those of officers of the Educational Department and that the transfer of a definite number of schools as distinctively industrial to the Director of Industries in 1909-10 has made this section refer chiefly to those schools and certain others added to the list by him or by the Superintendent of Industrial Education.

As pointed out in 1907 industries are carried on in this Presidency by people working with their families in their homes or in small groups in workshops. The industrial revolution has gone but a little way. There are, however, in Madras and elsewhere a good many cotton mills and a considerable body of operatives. There are also tanneries on a fairly large scale and the railway workshops. Industrial education appears so far to have had little relation to production on a large scale as exemplified by such factories and workshops. The industrial schools have mostly been established by missionaries anxious to secure a livelihood for their converts. They are therefore often on a small scale and many of them are schools of lace-making and needlework. The Director of Industries criticised them as forming an unorganized body and as being too little in touch with actual industries and pointed out that industrial efficiency demands besides craftsmanship, the ability to use time and material with such economy as results in commercial profit and that the training necessary for this can only be obtained in an institution in which one part of the work is the actual production of goods at a profit. Perhaps the most important step in this direction has been the elaboration by him of a scheme for reorganizing the Madura Technical Institute, which has been taken over by Government from the District Board. This includes the erection of extensive new buildings, the strengthening of the staff and the addition of advanced instruction in weaving and dyeing to the present courses for mechanics and fitters. This scheme is under the consideration of Government and belongs as much to technical as to industrial education.

Wood-engraving might seem equally entitled to be considered an art as an industry. It is taught only in the School of Arts, Madras, where there were 134 pupils learning it in 1912, which is a large increase on the number for 1907. Jeweller's work is also only taught in the School of Arts and the number learning it has risen from 9 to 40.

Printing and Book-binding are taught on the largest scale in the Madras Government Press Technical School, where there are pupils learning compositor's and proof-reader's work, press-work and book-binding. Most of the other pupils in the subject are learning compositor's work only in five other schools, of which the Ramanad S.P.G. Industrial School has the largest classes. The total number has fallen off since 1907. Two or three small classes have been discontinued and the numbers have fallen in the Government Press School.

Under wood-work I have included carpentry and wood-turning which are classed in the tables under mechanical engineering and cabinet-making which is classed as an industry. Wood-work of one kind or another is, as might be expected, the most generally taught craft. The Madras Anjuman-i-Muffidi-Ala-i-Islam has

the largest classes. This is an institution for poor Muhammadan boys which is in receipt of substantial aid from Government and to which a large building grant was promised in 1911. Other schools that make a speciality of wood-work are the Wesleyan Mission Industrial School, Karūr, the Nazareth Art Industrial School of the S.P.G., the St. Joseph's Industrial School, Trichinopoly, and a school of the same name at Coimbatore. Wood-turning is only taught in the School of Arts.

Metal-work is confined to blacksmith's work and is taken by a small number of pupils in about six schools of which the Madura Technical Institute has the largest class. The number taking it has somewhat fallen off since 1907, several schools that returned it then having ceased to do so. In some cases it seems to have been replaced by fitter's work.

The various crafts grouped under textiles show the next largest number of pupils. There has been some total increase since 1907. There is a fall under cotton-weaving, however, caused apparently by the Manamadurai A.M. Technical class which returned 51 pupils in 1907 having since been closed.

Lace-making is the most generally practised craft. It holds out to women a prospect of earning in their own homes. The Director of Industries considered that this prospect is too seldom realized and held out some hope of being able to interest home firms in Indian made lace. If this could be done he thought that a large industry would spring up, as the instruction now given in lace-making is perhaps more efficient than in any other subject and the work turned out frequently attains a high standard of excellence.

I mentioned in 1907 that a noticeable feature of some of the most efficient of the Industrial schools is the extent of their commercial side. The schools employ skilled artisans and execute orders of some magnitude and in their annual statement of accounts the cost of materials and wages of workmen bulk largely on one side while on the other the sale-proceeds form a correspondingly large item. During the quinquennium the total value of the work turned out has somewhat fallen off, but the amount actually realized during the year from the sale-proceeds of school manufactures rose. This seems to show that the schools are becoming increasingly efficient from a commercial point of view and are more successfully studying their markets.

101. The numbers undergoing commercial education are considerably larger than in 1907. The principal rise has been under type-writing which has been an increasingly wage-earning occupation during the quinquennium. A good proportion of the schools called commercial teach nothing else. There are a few however that return pupils under book-keeping, commercial correspondence and banking.

The most important commercial school, however, continues to be the School of Commerce, Calicut, which is a Government institution. It has now been providing with a handsome and commodious building. It has worked with steadily increasing strength and efficiency during the quinquennium. For two successive years 1909-10 and 1910-11, training classes were worked in connection with it for teachers who might be employed in teaching commercial subjects under the Secondary School-Leaving Certificate scheme. A large proportion of those trained received certificates of proficiency but since they appeared to meet the immediate demand for teachers of this kind it was decided not to open a class in 1911-12.

102. The connection of the College of Agriculture with the Education Department came to an end early in the quinquennium. The school at Melrosapuram mentioned in 1907 has continued to do useful work. The American Madura Mission maintains a farm of eight acres at Pasu-malai on which boys of their secondary school are trained in the ordinary operations of agriculture. The Secondary School-Leaving Certificate scheme includes agriculture and this should encourage other schools for general education to take it up. A scheme under which selected teachers are sent for training to the College of Agriculture, Coimbatore, was initiated during the quinquennium. It is intended to employ such men in training schools with a view to the widest diffusion of agricultural knowledge through the general educational agencies that circumstances admit of.

103. In 1910 Government took over from the District Boards the Technical Institutes at Madura and Tinnevely, but since it was thought better to concentrate work at Madura the Tinnevely Institute was closed. The Medical schools were transferred to the Medical Department in 1911. The Government institutions are now, therefore, the School of Arts, the Madura Technical Institute, the Government School of Commerce, Calicut, and the Reformatory School, Chingleput. There are also certain technical classes attached to various colleges and schools, but these are of small importance. No local board now maintains any technical school. Certain municipalities in the Northern Circars have drawing classes and there are others attached to the Chicacole Municipal High School and the Municipal High School, Bellary, that are returned as very strong. They include, however, the pupils in the schools. The former school also has a manual training class, which if it is what its name implies is not technical or industrial at all.

The other industrial schools are chiefly under mission management, but there are a large number of type-writing schools under private management. The Chengalvaraya Naicker's Technical School and the Madras and Vellore Anjuman are the largest institutions under Committee management.

104. All schools that require it and are in a reasonable state of efficiency are in the receipt of aid. The Director of Industries remarked in 1910 that "recognition appears to be looked upon as synonymous with State aid, and it is perhaps for this reason that in cases where schools are self-supporting and where they are so badly managed as to make State aid out of the question the management do not consider it worth while to try and secure recognition. It is to be hoped that the managers of such schools will come to recognize that their interests will, in the future, lie in the direction of co-operation rather than of independence." One part of the work of the Superintendent of Industrial Education has therefore been that of "discovering" industrial schools and establishing departmental relations with them. When the schools were handed over to the Director of Industries in 1910 there were 35; in 1912 there were 43. This policy has therefore met with some success.

105. The number of teachers has increased during the quinquennium by nearly fifty per cent. and the number of those with higher technical qualifications has increased and of those with no certificates diminished. The Director of Industries says: "It is impossible to refrain from remarking that the possession of such certificates appears to mean very little. A new form of teachers' certificate, one which constitutes a more practical test of a man's ability to teach and look after a workshop, appears to be called for."

106. The scholarship system was recast in 1910. The scholarships were increased both in number and value, a special clause being introduced to provide special facilities "for members of the artisan caste or others whose families are already engaged in trade."

REFORMATORY SCHOOLS.

107. The Reformatory School, Chinglepat, has continued to be worked on the lines described in 1907. A modification of the working arrangements is being tried by which the boys work to some extent in shifts, one being in school while the other is in the workshops. This has the advantage of reducing the number under one teacher or instructor. The trades taught are carpentry, blacksmiths' and metal-work, weaving, tailoring, band-playing, masons' work and rattan-work, the last having been recently revived as being a useful adjunct to carpentry. Little difficulty is experienced in finding employment for the boys when they leave. Great attention is given to moral and physical training and the school is more successful in leaving a definite impress on the boys who pass through it than many of much higher pretensions. The excellence of its tone is indicated by the fact that the whole school was taken in 1911 into camp for a Christmas trip to the Seven Pagodas. His Excellency the Governor visited the camp and recorded his appreciation of what he saw. The experiment, one not altogether unattended with risk, was completely successful.

MALE EDUCATION.

108. The total

Chara:

years 190

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growth for the year
This is not so for
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revised Grant-in-
place girls' schools were
Grant-in-Aid (C)

that female education would receive a decided
diminution in its rate of extension appears at first sight to support this view.
and also that the number of aided schools maintained by missionary
societies, which rose in the quinquennium 1907, fell steadily during that under
review, while the number of aided schools in general continued to rise
till the middle of the quinquennium, fell off again towards the end. Considering
the facts, however, it is remembered that the diminution in the number of
schools under public management by a steady increase in the number of
public need than missionary schools by a more rapid increase of the number of
school atmosphere and their
cularly caste girls sent to mission
are and consequently the number of
maintenance of schools by Government from
grounds. It is to be added that the
empowers the Director to increase the number of schools in special
that sufficient funds from other sources are not forthcoming used in
cases to ensure the continued existence and efficiency of a school

I discussed in 1907 the probable effects of the withdrawal of co-education from girls' schools in connection with the extent to which there was a growth of
indigenous effort to secure the education of girls, and pointed out that the removal
of inducements to an unasked-for supply of female education would do something
towards creating a real demand. There have been symptoms during the quin-
quennium of an advance in public opinion on the education of girls, the leaders of
Indian thought seeming to be increasingly alive to the importance of the
real progress of the country. They have not so far given practical effect to their views. One thing I am sure has been to as indicating an
effort to do so, is a small increase in the number of girls' schools which length of girls' schools
maintained by local committees: another is the increase in the number of Muni-
cipal and Local Board girls' schools which perhaps suggests that the members of
boards are taking an increasing interest in the education of girls but is more
probably due to pressure brought to bear by the Inspectresses of girls' schools.

The difficulty of keeping girls under instruction has been constantly dwelt upon. In this
regard has been constantly dwelt upon. In this regard has been constantly dwelt upon. In this
improvement, in fact there were fewer girls at the end of it than at the beginning.
above the third standard than there were at the beginning of the year.
The Inspectresses report, however, a tendency to an increase in the number of girls at the end of the year.

Arnold writes

"The tendency

Vide Census.

edge of English which is a valuable asset to the parents and
girls are attracted by the school. The result is that the number of girls
order to supplement the meagre knowledge already possessed by them.
individual cases in which the desire to send their children to school is
regret that custom or adverse conditions have prevented this.
feeling has advanced in favour of attendance in the school.

Another interesting feature of girls' education is the fact that more girls were
found in boys' schools. I noted in 1907 that more girls were found in boys' schools
than in those specially intended for them.

throughout the quinquennium and at the end of it there was a change
in the proportion of 11 girls in boys' schools to every 20 under instruction, that I
noted in 1907. There are indications, however, that this proportion will not be
maintained. The number of girls in girls' schools has increased on the whole more
rapidly than of girls in boys' schools and in fact the last years of the period the
rate of increase in the latter has diminished.

The policy of encouraging mixed schools initiated in 1906 by opening element-
ary schools to boys and girls alike and fixing a higher capitation allowance for girls
whether in boys' or girls' board schools, has not commanded universal approval.
It has the obvious advantage of economy but it is said that Indian social condi-
tions do not favour the co-education of the sexes, particularly in the case of caste
girls. This is partly true and I would by no means advocate mixed schools for any
but young children, and what has been done of late in increasing the number of
girls' schools under public management, I think disposes of the idea that there is
any intention of trying to make mixed schools serve all the needs of female edu-
cation. The very fact that many girls are sent to boys' schools proves that feeling
is not very strong against co-education up to a certain point. I welcome the
presence of girls in boys' schools as a very valuable means of extending female
education at little cost. It must not of course be allowed to be made an excuse
for not maintaining girls' schools where they are necessary.

In this connection the disproportionate size of infant standards is not
without significance. This is much more marked in the case of girls in boys'
schools than of girls in girls' schools, and this must be largely due to the unwilling-
ness of parents to send any but little girls to boys' schools.

109. The difficulty of satisfactorily staffing girls' schools has not diminished
during the quinquennium, nor can it be expected to do so while the proportion of girls who get beyond the fourth standard is
so small. The smallness of the number of women teachers available has led to men
being freely employed even in Government schools. This was until lately almost
the rule in the Northern Circle but in the course of 1911-12, some improvement
was effected. In the Southern Circle a majority of women are employed. In the
Central Circle the percentage of the male teachers in girls' schools is now only 36.

Another difficulty in staffing schools is to get headmistresses with sufficient
authority and administrative ability. These are at present found most markedly in
Europeans and Anglo-Indians, and attempts have been made to secure the services
of such by offering enhanced rates of pay, so far with little success and the rates
will have to be further enhanced.

110. It was thought that Hindu widows might be a source of recruitment
for teachers for girls' schools. A special scholarship system for teachers for girls' schools was therefore instituted for them. So far as numbers go
the results have been satisfactory a large proportion of the number of scholarships
offered having been awarded. The system was, however, to attract high
caste Hindu widows of whom Mrs. Rhenius remarks: "If a woman of this caste seeks
a scholarship it is because she is poor and has no other means of support, not from a desire
for an independent life, but from a desire to escape the life of a widow enforcing priva-
tion and abstinence from the ordinary joys of life." The widows who take the
scholarships are often too old to be trained with any advantage. Miss Lyndall writes:
"As a general rule it may be taken for granted that a woman over 30 years of age
has had little or no previous education, is not fit to be trained for the teaching
profession and the encouragement of such an attempt is merely putting a premium on incompetency
on the already overworked training staff. The widow scholarship holders are women
age who are driven by poverty to apply for a scholarship. They are generally forgotten what
little knowledge they have had and much of their training is wasted. They have
succeeded in getting a scholarship, but they have not succeeded in getting a good education.
The Inspectresses think that the aim is securing a good education for the child and teaching and training them."

child and teaching and training them.

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 seldom successful in their school work." Miss Lynch also considers that "Unless 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." A hostel for widows has been opened by Mr. Viresalingam Pantulu, a T-lugu pundit of distinction, but it is not under departmental supervision and I have no information about it except that two widows resident in it are reading in the Viresalingam High School with a view to securing secondary school-leaving certificates. I do not think that much can be done in this matter except on indigenous initiative. I have, however, proposed an experiment at Vizagapatam.

111. The expenditure on secondary and elementary schools for girls fell from Rs. 8,24,857 in 1906-07 to Rs. 8,09,466 in 1911-12. The expenditure from public funds rose from Rs. 3,51,789 to Rs. 3,85,089, fees fell from Rs. 85,644 to Rs. 59,888 and the expenditure from private sources rose from Rs. 3,57,424 to Rs. 3,64,489.

COLLEGIATE EDUCATION.

112. We have now only one Arts College specially intended for women, the Sarah Tucker College, Palamcottah, but in several men's colleges suitable arrangements are made for women. The U.F.C.M. institution, Royapuram, though not affiliated to the University also teaches girls up to the Intermediate Standard. The question of establishing a women's college in Madras has been mooted more than once but such a college would be either impossibly expensive or quite inefficient. Girls are no doubt subject to some inconveniences in colleges for men but they have the advantage of the best teaching available in the Presidency and of the stimulus of collegiate life. There were 45 women reading in Arts Colleges in 1912 and the numbers have been fairly maintained during the quinquennium notwithstanding the University Regulation which permits women to appear for examination without certificates of attendance.

The number of women in professional colleges shows little tendency to increase. The number in the Medical College rose till the middle of the quinquennium, but fell again towards its close. There are this year three women in the Teachers' College, making five trained there during the quinquennium. The number there is never likely to be large since the regulations now allow them to proceed to the L.T. degree without producing certificates of attendance in a college. I do not regret this as the Teachers' College is the only one of its kind and does not provide separate training for women-teachers for secondary schools. In the existing circumstances I think that a woman graduate who has taught satisfactorily for two or three years in a good secondary girls' school and passed the necessary examination may very properly be admitted to the L.T. degree or accepted as teacher without it.

SECONDARY EDUCATION.

113. Previous to 1906, girls' secondary schools, like boys' were classified as vernacular being the medium of instruction and English commonly not being taught at all. The reclassification of schools effected under the revised Madras Educational Rules has resulted in a large number of lower secondary schools, especially the vernacular schools, being classed as higher elementary schools, having standards above the fourth. The process of reclassification was effected in the early years of the quinquennium so that the number of secondary schools at its end is very much smaller than in 1907, it has in fact dropped from 224 to 35 and had been reduced to 46 by 1908-09. The reason for this reclassification was that the

majority of the old Lower Secondary schools were in no sense really secondary. They merely sought to carry a small proportion of their girls a little beyond the fourth standard without really aiming at all at preparation for entrance to an arts or professional college. They were consequently poorly staffed and equipped. The recognition of these facts in dealing with the schools led to an apparent lowering of the standard of girls' education. The lowering is of course only apparent. The great majority of old lower secondary schools still exist as elementary and very many of them as higher elementary. The difference is that they now have in view the definite aim of fitting the girls for life and have the advantage of an elastic curriculum which can be made to suit all varieties of racial and local circumstances.

Of the 35 secondary schools 13 are complete, i.e., they have all the forms up to the sixth. Four others have forms above the third. The number of pupils in them is largely dependant on the comparative willingness of people of different communities to keep the girls at school after the age of thirteen or so. This is of course least among caste Hindus and the figures for the quinquennium do not indicate any important change in the Brahmin attitude in this respect. The number of Brahmin girls in secondary schools is still inconsiderable and of those in forms above the third a negligible quantity. These forms continue to be recruited mainly from Europeans and Indian Christians. The reclassification makes a comparison of the numbers in secondary schools in 1907 with that in 1912 fruitless but a comparison of the number in all secondary forms in 1907, with those in secondary forms and classes above the fourth in higher elementary schools, is not without significance. The numbers are for 1907, 4,904 and for 1912, 5,495.

114. Except the Presidency Training School for Mistresses, Madras, the Girls' School, Cannanore, and the Model School attached to the Government Training School for Mistresses, Coimbatore, which are Government institutions, all the secondary schools are managed by missionaries. Government in 1911 approved the raising of the Model School attached to the Coimbatore Training School for Mistresses to the secondary grade. This is in the hope that girls who pass through the secondary course in this school may adopt the teaching profession.

115. Till recently the secondary schools were dominated by the Matriculation examination. They are now beginning to come under the secondary school-leaving certificate scheme and since this recognises Music, Domestic Economy, and industrial subjects and does not insist on English it is anticipated that they will increasingly adapt their courses to the special needs of girls.

116. Girls' secondary schools continue to be on the whole better housed and equipped than those for boys. Many of them are boarding schools and others have well-managed hostels.

ELEMENTARY EDUCATION.

117. I have already remarked on the numerical extension of elementary education for girls. Of the whole number of elementary schools in 1911-12, 232 were higher elementary, i.e., had classes above the fourth standard and 31,021 pupils were reading in them. The majority of these schools had previously been classed as Lower Secondary. Taking this fact into account, since there were 198 Lower Secondary schools in 1907 and 26 Upper Secondary and there were 35 secondary and 232 higher elementary schools in 1912, there has been an increase of 43 schools working above the fourth standard. It is still the case, as in 1907, that even leaving out of account schools with standards above the fourth the majority of public elementary schools for girls are of the grade that used to be called the upper primary, i.e., they have standards up to the fourth. This proportion is very different from that for boys' schools. Taking the number of girls in school, however, the proportion in fourth standards is somewhat less than that of boys.

118. The majority of the schools remained under mission management and in fact the proportion of schools under mission management to the total of those not under public management increased. The

number of Government elementary schools has been raised from 123 in 1907 to 184. This is largely due to the reclassification but there has been an actual increase of 58 Government elementary schools. The number of board schools has also increased from 9 in 1907 to 111 in 1912, and there has been some increase in the number of those under the management of local committees. The Inspector of Schools, Southern Circle, selects for especial praise committee managed schools in Tinnevely and Malabar. The other Inspectresses deplore the rarity of schools of this type. Most of the non-mission aided schools are managed by private individuals often by headmasters of boys' schools.

119. The Scheme of Studies for Elementary Schools for Girls was published in 1908 and as in the case of boys' schools the work of the quinquennium has been largely in helping the schools to make the transition from the old order to the new.

This scheme has, like that for boys' schools, substituted a list of subjects of which some may be taken for a rigidly defined one and has left each manager with the help of the inspecting officers to devise a course suitable to his school. Among the subjects that should be taken in all schools are Health and House Management which is defined in the simplest terms and is to be taught in a thoroughly practical manner, and plain needle-work. This is a great step in advance, since it makes compulsory in schools for girls, subjects specially suited to them.

120. School houses on the type design are gradually being provided for Government schools, but many such schools are still held in rented buildings. The necessity for having girls' schools in close proximity to the houses of the pupils makes it very difficult to secure suitable sites for them at a reasonable cost. The mission schools are provided in a larger proportion than Government schools with buildings of their own. There are few schools held in chavadies, choultries, or other public places.

121. The inspecting staff have been active in using all means likely to improve methods of teaching, but they all complain of the smallness of their numbers in view, not so much of the number of schools, as of the large area to be covered in their tours and of the low general educational qualifications of the bulk of the teachers. In this respect I do not think that their difficulties are greater than those of the Inspectors. In one respect they should be less, since for many years well-qualified European ladies of the inspecting staff and mission societies have been energetically teaching kindergarten methods and preaching the kindergarten spirit. Indeed my own observation convinces me that in their attitude towards the training of little children the girls' schools are far superior to the boys'.

VIII.—EDUCATION OF EUROPEANS.

122. Towards the end of the previous quinquennium the new Code of Regulations for European Schools came into force and from that time European schools have formed a class apart with different conditions of recognition and aid from those for the great majority of schools in the Presidency. The classification of European schools made in 1907 (1) Public Schools, (2) Parish Schools, (3) Railway Schools and (4) Orphanages, still holds good. In 1907 college departments were attached to two of the public schools, one the Doveton College, the other, the Presentation Convent, for women only, but the managers of the latter institution have found the requirements of the new University Regulations too exacting and have closed their college department. The number of schools altered very little. In 1907 I remarked upon the avoidable overlapping of schools in Madras. This has been diminished slightly by amalgamation of schools, but the most needed amalgamation, that of the Doveton and Bishop Corrie's Schools, hangs fire. Having in view the closing of one of the college departments which was merely a drag on the school, such amount of amalgamation as has been effected, and the opening of certain new schools by railway companies, the provision of schools for Europeans may be considered a little more satisfactory than it was.

123. The number of Europeans in arts colleges has shown some tendency to increase notwithstanding the abolition of one of the special colleges, as also that studying in professional colleges, principally the Medical and Engineering Colleges and in technical schools. Notwithstanding some little improvement the proportion of Europeans pursuing higher studies cannot yet be considered satisfactory. That it has risen at all may be attributed to the general improvement in European Education effected under the code. The number of pupils in schools has shown some little tendency to diminish. This is probably explained by a diminution of the European population of Madras. Having in view the geographical distribution of the schools, which leaves no centre of European population without at least one, the operation of the provision in the code for the assisted education of children whose parents live in places where there is no school, and the activity of the orphanages, there is no reason to think that the supply of European education does not adequately meet the demand for it.

124. The distribution of the schools according to management remained almost unchanged till 1911 when the only Government school, Breek's School, Ootacamund, was transferred to a Committee to be worked as a mixed school teaching up to a standard not lower than the Cambridge Junior Local Examination. The attempt to develop this school into a higher class European school had proved a failure. The number of pupils remained small and few were attracted from the class in view when the school was started. It was thought that the considerable expense entailed by its maintenance was not justified by any marked superiority to other schools on the hills.

125. Figures are given for the number of boys reading in girls' schools and of girls reading in boys' schools. As a matter of fact, except in the case of Roman Catholic Schools, almost all are for both sexes and the distinction between boys' and girls' schools is whether they are under the Inspector or Inspectress. This now applies to middle and primary schools only the girls' high schools being all under the Inspector.

126. The curricula, subjects of examination, and syllabuses in the Code of Regulations for European Schools were found not to be suitable to conditions obtaining in this Presidency. I therefore appointed a Committee to revise them and their recommendations were accepted by Government and brought into force from 1908-1909. The objects of the revision were in the first place to provide courses of study for schools of varying types, particularly for those that did not aim at a University course, and in the second place to bring the curricula and syllabuses more into line with modern conceptions of education. The revised curricula accordingly provided for two types of High schools, one preparing pupils for the University and the liberal professions and the other for business life. For middle schools they provided three alternative courses according as they were to prepare for one or the other type of High school or to provide for pupils not likely to continue at school beyond the seventh standard. This attempt at differentiation has not elicited much response from the schools. Practically all of these are maintained with mixed aims and they are not large enough nor sufficiently well-staffed to have classical and modern sides. The courses of study are still for the most part those which were stereotyped by the Matriculation examination. The Inspector, Mr. Littlehales, complained as late as 1911 that the essentially practical, industrial, and technical subjects are neglected in many schools, and in those schools in which instruction is imparted in them it is much too theoretical: "Science is taught without a laboratory, and with little or no apparatus. Domestic economy is taught mainly, when not entirely, from books, the needle-work taught does not direct itself to the mending and darning of clothing and the making of the simpler garments a knowledge of which the majority of the girls in schools in this country will find necessary in their after-life. . . . Botany is taught from a book-study of plants not generally obtained in this country, the teaching of drawing is not sufficiently realistic: book-keeping, commercial correspondence and type-writing are scarcely taught at all." This citation, I think, sufficiently illustrates a striking defect in the schools—their comparative failure to study the real as opposed to the imaginary needs of their pupils and to adapt the training

127. The examinations prescribed by the code were held in 1909, I thought it advisable to constitute for their management a committee consisting of ladies and gentlemen directly interested in the schools and inspecting of passes in these examinations has been small though noticeable. The number

The European schools suffer under great disadvantages. Funds sufficient for such salaries as would attract in any numbers teachers of decided ability and adequate intellectual equipment, and in too many cases the influence hinders rather than helps the teacher. The teacher's position, however, has been made in the quinquennium in the case of a few schools the advance made in the last few years. Decided progress in the case of a few schools the advance made in the last few years. Decided progress in the case of a few schools the advance made in the last few years.

able provides that candidates for the two years under the old and should and class name at the end of that period. Those teachers who have been constituted in the art of has been willing to go for training to obtain good proportion of trained men teachers in the schools is that no trained teachers in the schools are Mistresses.

150. For the benefit of the training school for
the trainees in December
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ignorance of the

132. Considerable advance has been made in accommodation. Extensive new buildings have been provided for the St. Aloysius' School, Vizagapatam, St. Thomas's Convent Girls' High School and Orphanage, Madras, St. Joseph's European Boarding Institution, Coonoor, and the Stanes' High School, Coonoor. For all these grants were sanctioned and also for the purchase of a building for the use of St. Peter's School, Royapuram.

Considerable improvement has been effected by the aid of grants in the furniture and teaching appliances of the schools.

EDUCATION OF MUHAMMADANS

Aparthy and intellectual indolence and the postponement of school to religious instruction no doubt go far to account for these facts. The community moreover is poor and some families who would otherwise keep their boys at school are not able to find the money for fees. It is also both a cause and consequence of indifference to higher education that well-to-do Muhammadans are so commonly in business and perhaps this indicates a prevalence of common sense. The number of secondary schools in which Urdu is the medium of instruction is still very small and in other schools Muhammadans are at a disadvantage in the lower classes where a Dravidian language is the medium of instruction. These causes, I think, account for the absence of progress in secondary education and while this remains stationary, the fluctuations in the numbers in Colleges may be regarded as merely accidental.

The number of schools has increased by 110. Seven Government schools, all for girls and all elementary, have been added bringing the total of Government schools up to 60. Local Municipal Boards have also increased the number of their schools. There were 160 such in 1907-08 and 520 at the end of the quinquennium. The number of aided schools rose by 140, while that of unaided private schools has somewhat diminished. The increase in schools has been most marked in public schools intended for Muhammadans, amounting to 33 per cent., while in public institutions generally it was 27 per cent. This comparatively small increase is very far from indicating the degree of preference for their own schools on the part of Muhammadans, because most parents cannot exercise any choice in the matter, the only accessible school being one not specially intended for them. There has been an increase of over 1,000 in the number of pupils in private schools.

That this is not larger need not be regretted in so far as this is due to such schools having complied with departmental requirements and been admitted to aid. These private schools are largely Quran Schools in which little secular instruction is given and are almost confined to two or three southern districts where Lubbays and Marakayas, backward classes of Muhammadans, are numerous. Attempts have been made, with some success, to induce the teachers in these schools to add secular to their religious instruction, which consisting as it does in learning by rote Arabic scriptures which are understood by neither pupil nor teacher has not much value as mental discipline.

134. There are at present only four secondary schools for Muhammadans. Two of these four schools are complete secondary schools, the Government Madrasa-i-Azam and the Harris High School of the Church Missionary Society. Both are in Madras. The Madrasa-i-Azam is second to no school in the Presidency for buildings and play-ground. It has recently been provided with a mosque. It is by no means so well attended as I could wish and the hostel, which only provides accommodations for 20 students and which receives them also from other schools, has never yet been full. It has been found impossible hitherto to completely staff the school with Muhammadan teachers. The Harris High School is somewhat better attended, probably because it is in the heart of Triplicane where the proportion of Muhammadans is higher than elsewhere in Madras. The third school, the Islamiah school at Vaniyambadi in the North Arcot district is interesting as owing its origin to the efforts of members of the Muhammadan community. Of recent years the opinion has been gaining ground among the Muhammadans of the south of the Presidency, for very many of whom Tamil is the mother tongue, that their salvation lies in the substitution for Tamil of Urdu as being, for them, the language of culture and refinement. There are Lubbay settlements in Salem and North Arcot which a dozen years ago spoke Tamil but now speak Urdu. The establishment of the Islamiah school is one outcome of this movement. It now has a strength of about two hundred. Its headmaster is an officer of the department, a Muhammadan Licentiate in Teaching, whose services have been lent to the Committee by Government. It has all the lower classes and five forms.

135. The proportion of Muhammadan girls in school to pupils is nearly one-fourth, which is distinctly higher than that of girls to pupils in schools in general, and there has been little variation in this proportion throughout the quinquennium. The number of girls in school has risen therefore equally with that of boys there having been a total gain of 3,005. There were, however, 3,524 girls in Quran Schools in 1912 as against 2,317 in 1907. Girls are still almost entirely in the elementary stage of instruction, there being in 1912 only four in the secondary stage and one in the collegiate. There are now 42 Government Muhammadan Girls' schools including two training schools for mistresses.

136. The Special schools for Muhammadans are four training schools, two for masters and two for mistresses, all maintained by Government, and two Industrial schools for boys. The number of teachers under training has risen considerably although it is still too small to provide adequately for the needs of the schools. It is one of the results of the small proportion of Muhammadans continuing their education beyond the elementary stage that very few are available for educational work, so that it is difficult to find capable Muhammadans for departmental posts and for staffing schools. In these Hindus are often employed and Muhammadans of low attainments and no professional qualifications.

137. The policy of making special efforts to educate the Mappillas of the West Coast has been continued and with increasing success. The number of schools and scholars has increased, the latter by more than 40 per cent. Scholarships have been fully utilized and the proportion of boys going on to secondary schools has risen considerably. Mr. Braithwaite, who was in charge of their education till within a few months of the close of the quinquennium, takes a very favourable view of the educational progress of the

Mappillas and of its influence on their general well-being. Two Mappillas took the B.A. degree in the quinquennium, one proceeded to the L.T., the other, whose college career may be called distinguished, is studying for the degree of B.L.

138. During the greater part of the quinquennium, education was confined to three of the Laccadive Islands, Androll, Kalpenni, and Kavarathi, but in 1909-10 a student from the training school, Calicut, was sent to Agathi to organize a school there. Education is reported by the Collector of Malabar to have made satisfactory progress on the islands.

X.—EDUCATION OF PANCHAMAS.

139. The term Panchama designates the great class of Parayars in Tamil districts and the cognate classes in other districts, such for example as the Telugu Malas and the Canarese Holeyas, who are not merely outside the traditional four great Hindu castes, but are also regarded by caste Hindus as specially polluted. It is still the case that Hindus in general take little interest in these people and practically all that has been or is being done to elevate them is the work of missionary bodies among whom, in this connection, the Theosophical Society may not improperly be included, and directly through local boards, and indirectly by means of grants-in-aid, by Government. There have been of late some indications of Hindu alarm at the hold Christianity is obtaining over the depressed classes but it has not yet resulted in anything practical. In trying to estimate the progress of Panchama education we are still met with a difficulty I mentioned in 1907. In the returns submitted to me there is a want of consistency, Panchamas who have become Christians, being sometimes numbered among Panchamas, sometimes among Christians. I do not complain of this. I think that a generation or two of Christianity does raise a family out of the depressed classes and the need for special treatment, but the fact remains that statistically it has not been found possible to draw a hard and fast line between Panchamas and Christians, so that the figures for the former do not by any means include all pupils who might properly be regarded as still belonging to the depressed classes, and give therefore a somewhat less favourable impression of the state of their education than the facts warrant. The great majority of Christians are doubtless of Panchama origin.

140. Both the number and strength of institutions wholly intended for Panchamas have continued to rise during the quinquennium. As I anticipated the number of schools classed as secondary has fallen, some having become higher elementary schools under the new system. By far the greatest ratio of increase is for the aided schools, i.e., those maintained by missionaries. The Local and Municipal Boards have now 439 schools against 402 in 1907. These figures do not suggest any great increase of interest in Panchama education on the part of these representative bodies. The number of unaided schools has somewhat diminished, showing that the elastic provisions of the present Grant-in-aid Code are not less favourable to these special schools than was the old code.

The total number of Panchama pupils in all classes of institutions has risen by nearly 30 per cent. It is very much smaller than that of pupils in schools chiefly intended for Panchamas because in these schools a good many pupils are returned as non-Panchamas, frequently as Christians. Owing to the reclassification of schools the number in the secondary stage shows a fall. Of course Panchama children are particularly liable to be taken away young by their parents and set to work. There are now four training schools for Panchama teachers as against two in 1907: the figures for the special schools have remained practically unchanged throughout the quinquennium.

141. The total expenditure rose from Rs. 4,31,217 in 1906-07 to Rs. 6,07,775 in 1911-12. The expenditure from public funds rose from Rs. 2,04,573 to Rs. 2,63,072, fees rose from Rs. 10,849 to Rs. 17,392 and expenditure from private sources from Rs. 2,15,795 to Rs. 3,27,311.

XI.—EDUCATION OF THE ABORIGINAL AND HILL TRIBES.

The aboriginal and hill tribes to whom the statistics refer are mainly Khonds, with their somewhat less uncivilized offshoots the Jatapus and Kondoras, Savaras, Panos, and Koyas who are found in one or other of the agency tracts in the three northernmost districts Ganjam, Vizagapatam and Gōdāvari.

142. In the Agency tracts of the Ganjam district there are now 151 schools with 5,193 pupils which is a smaller number of both schools and pupils than in 1907. This is chiefly due to a falling off in the number of aided schools. Of the 151 schools 87 are maintained directly by Government as against 81 in 1907. Of these schools about a five-eighths are intended for the aboriginal tribes, in the case of Savaras, Khonds and Panos, but the others also contain children of such, about half the total school population belonging to them.

143. In the Vizagapatam Agency the tribes are Jatapus and Kondoras who although supposed to be sections of the Khond tribe conform to some extent to Hindu customs and speak Telugu, and also Bagatas. About four-fifths of the children in school belong to these tribes.

144. In Gōdāvari the only hill people returned as attending school were the Koyas who were about a third of the total school population of the Gōdāvari Agency tracts. The rise in the number of schools and scholars in this agency is marked and is due to the addition to it in 1909-10 of three taluks transferred to Madras from the Central Provinces.

145. The following remarks of Mr. Yates, illustrating the difficulty of extending education among aboriginal tribes are of interest:—

"In the course of the year I visited the Agency and saw something of the Koya schools. New schools were provided for these primitive people in the interior of the agency during the year and were to be opened during the current year. The chief difficulty in the way of spreading education among them lies in the fact that Koya teachers are at present very scarce: before the pupils can learn arithmetic, etc., they must be taught Telugu. The Koya language has been reduced to writing by the Rev. J. Cain in a version of the Gospel of St. Luke. I have suggested that, if teaching of arithmetic and reading is to be satisfactory, it should be at first in the Koya language. The teachers must learn the language. The teaching of Telugu should be mainly for practical purposes: The Telugu alphabet will serve for representing the Koya words.

"In the Parlakimidi and Gunupur hills are the Savaras. Similar difficulties with regard to language and the willingness of parents to send their children to school are remarked as in the case of Koyas. The Savaras must learn Uriya or Telugu so long as the teachers do not know Savara.

"I am informed that some progress is being made in the Balliguda Hills with the education of Khonds: A small number of Khond teachers have been trained at Russellkonda. The Baptist Mission has now on foot a scheme to start a training school at Udayagiri specially for Khond teachers and to use Romic characters in teaching the Khond languages.

In 1907-08 twenty-five special scholarships ranging from As. 8 in the infant to Rs. 2 per mensem in the fourth standard were sanctioned for the Koya boys attending the schools in the Bhadrachalam taluk to whom the supply of books and slates free of cost was also authorized as an experimental measure. It was not found practicable to adhere to the number of 25 scholarships. The Government agent pointed out that all Koyas are alike poor and not able to understand the principles upon which pupils were selected for scholarships and that they would accordingly view with jealousy and dissatisfaction any such selection of scholarship-holders and might go to the length of withdrawing the children to whom scholarships had not been awarded. Scholarships have therefore been sanctioned to all the Koya pupils reading in schools in the Bhadrachalam Agency and in 1910-11 the number so

given had risen to 227. The rates were reduced however to half those mentioned above. The projected training school at Udayagiri does not appear to have yet been started.

Government undertook the publication of a Savara Dictionary and Grammar and Savara Reading Books by M.R. Ry. G. V. Ramamurthy and they have accordingly been printed at the Government Press.

146. Besides these groups of schools in the Agency tracts of the Northern Circars there are others for aborigines in different parts of the Presidency. Among these are the schools for Chenchus in Kurnool. Of these two are board schools and the pupils are fed, clothed and supplied with books, etc., by the Board. There are also two schools maintained by private agencies. Others are schools for Lambadis in Anantapur and Bellary, two board schools for Malayalis in Trichinopoly and Salem, an American Mission school for Pulayars on the Adalur hills in Madura, and a board school for Malasas on the Satyamangalam ghâts.

On the Nilgiris the schools for Kotas have continued to work satisfactorily and some progress has been made in the education of the Todas, in which Miss Ling of the Church of England Zenana Mission has greatly interested herself. She has schools which are aided by the Nilgiris District Board. There are also on the Nilgiris schools for Badagas, but these people are not aboriginal inhabitants of the plateau nor much behind the agriculturists of the plains in civilization.

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

147. The number of schools for the blind has been reduced from four to three during the quinquennium by the amalgamation of the mixed school at Pannaivilai with those for boys and girls respectively at Palamcottah. These have continued to be managed by Miss J. N. Askwith, Principal of the Sarah Tucker College, and have made steady progress both in strength and efficiency.

The Palamcottah schools give a general education up to the fourth standard and there are also industrial classes for boys in which such subjects as mat-weaving, chair-caning, basket and rope-making are taught. The ex-pupils of the Palamcottah schools are often sent for training and find employment as teachers.

148. At Palamcottah there is also a school for deaf-mutes. This satisfies more than local needs, pupils having been received in it from Calcutta, Orissa and Colombo. It provides an elementary education up to the fourth standard and suitable industrial instruction for boys and girls. The teaching of speech has continued throughout the quinquennium and in 1911 a fully trained teacher of the deaf arrived from England who while studying Tamil is reported to have been giving special lessons in English speech to a class of mutes. An interesting case in the school is an orphan Brahman girl who is not only a deaf mute but also blind. She is making remarkable progress in speech and general intellectual development. The school is aided by Government and also by the District Boards that send pupils to it.

XIII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

149. This Presidency boasts no Chiefs' College. The establishment of one has frequently been discussed and in 1909-10 at the instance of the Maharaja of Bobbili Government appointed a committee to draw up a scheme for a zamindars' college. The scheme that the committee prepared commended itself on the whole to Government, but their support of it was made contingent on the raising of a considerable sum of money by the zamindars themselves and I have no information as to any further progress in the matter. It is probable that the number of boys that would join such a college is not large enough to ensure its success.

PRIVATE INSTITUTIONS.

150. The institution maintained at Newington, Madras, by the Court of Wards for the education of the minor proprietors of the estates that come under their management to some extent supplies the place of a Chiefs' College since boys who are not wards of the Court can be admitted to it. It has worked throughout the quinquennium with conspicuous success. Its principal and staff continue to give great attention to the moral and physical development of the wards. Recreations and hobbies are equally provided for with book-learning, and agriculture and other subjects likely to be useful to landlords receive attention.

In the course of the quinquennium two of the wards prosecuted their studies in the Christian College and both passed the F.A. examination. One of them subsequently took the B.A. degree, but he had attained his majority before he did so.

There were 13 pupils at Newington in 1912 of whom two were not wards of the Court.

XIV.—PRIVATE INSTITUTIONS.

151. Private institutions, as in 1907, are those which do not conform to the standards of efficiency or accept the course of study prescribed by the University or the department and are not recognized under the educational rules. They are classified as follows:—

- (1) Advanced schools teaching an oriental classical language,
- (2) elementary schools teaching a vernacular language only or mainly,
- (3) elementary schools teaching the Quran, and
- (4) other schools not conforming to departmental standards.

152. During the quinquennium the number of schools in the last three classes has declined as the inducements held out by the department to conform to its standards have led to schools successfully applying for recognition and as local boards and missionary societies have taken schools under their management. Schools have also in some cases no doubt found themselves unable to compete successfully with aided schools in the same locality. The fall, however, is not very considerable being less than ten per cent. of the total number of schools, which in 1907 was 5,167. As I remarked in my report for 1907-08 "although one may regret for some reasons the disappearance of the 'pial' schools as such, there is little reason to doubt that the part improved by conforming to departmental standards now that so much freedom is accorded to them in regard to the work they undertake."

153. In 1909 I proposed to Government that the Sub-Assistant of Sanskrit Schools should be authorized to tour in Northern India with a view to acquiring information which would assist us in putting the private Sanskrit schools of the Presidency on a better footing.

Government having approved my proposal M.R.Ry. Krishnamachariyar visited the Sanskrit Colleges at Calcutta, Benares and Lahore and also a number of tols in each of Bengal, the United Provinces and the Punjab and consulted several distinguished Sanskrit scholars. His report showed that as regards Sanskrit studies, Madras is much behind other provinces and I referred the matter to a committee, with a view to suggestions being made for action likely to remove this reproach. This committee has reported and Government is now considering a scheme for the better aiding and administration of Sanskrit schools.

Of late years the number and strength of these has rapidly increased and when the committee met there were 270 such schools, and it was proposed that 75 of them including those already aided should be under inspection and formally recognized. Of these 36 are classed as colleges, 36 as advanced schools and 31 as elementary schools. The reorganization scheme adopts this classification. It lays down courses of study to be pursued in each grade of institution, which are to include in addition to the Sanskrit language and literature, English, which is not compulsory however, History and Geography, Arithmetic and a vernacular language which will be the medium of instruction. It is in contemplation to aid all these

BOOKS.

institutions except three of the colleges which are not in need of it and a special rate of Re. 1 per annum per pupil is suggested for the elementary schools. Scholarships are to be given in colleges to the 30 students who pass highest in a preliminary examination for admission to them and in advanced schools to 72 of the best pupils from the elementary schools. With a view to better inspection and control, the scheme provides for the Sub-Assistant Inspector to have two officers under him to be called Supervisors of Sanskrit schools, one for the north of the Presidency stationed at Vizagapatam, and the other for the south at Calicut. These officers will be recruited from the pandit class and will correspond with the Sub-Assistant in Sanskrit or a vernacular. It will be his business not only to inspect schools but to secure uniformity of aim and policy in the development of Sanskrit education.

The institution of University examinations for oriental titles and the affiliation of Sanskrit colleges to teach for them have been dealt with under collegiate education.

154. In addition to the Sanskrit schools there are advanced schools for the teaching of Arabic and Persian, but we have no detailed information about them. The total number of classical schools increased during the quinquennium by about ten per cent. There were 315 of them in 1907.

XV.—BOOKS.

155. Since it was found difficult with a maximum membership of twenty to provide subject committees to deal with books submitted to the Text-Book Committee, Government in 1909 raised the maximum to twenty-four and in the same year the Director was empowered to frame rules for the guidance of the committee. It was further decided that books which have fallen into disuse or are out of date should be excluded from the consolidated list of approved text-books to be published once in five years. The activity of the committee has steadily increased during the quinquennium and consequently the number of books examined by the committee has also done so. The majority were found suitable, rejections being mostly on the grounds of unsuitability to schools in India rather than of any specific inferiority.

156. Rao Bahadur M. Rangachariyar was Curator of the Oriental Manuscripts Library throughout the quinquennium. The number of manuscripts was increased by 3,057 in the period. Most of the manuscripts acquired are Sanskrit, the rest being in the South Indian vernaculars. The disproportion is explained by the Curator to be due to Sanskrit manuscripts being more numerous in the Presidency than vernacular ones. He gives no less attention to the acquisition of the latter than of the former. Similarly the consultations and transcriptions of Sanskrit manuscripts by visitors are more numerous. Good progress has been made with the Descriptive catalogue of Sanskrit works, but that of the Tamil and Telugu manuscripts has been slower. The usefulness of the library is attested by a steady increase in the number of visitors, consultations and transcriptions. The Curator has published during the quinquennium two rare Sanskrit works with translations, of which one is the Ganita-Sara-Sangraha, a work on mathematics, and its translation is stated by a competent authority to be "the most noteworthy single contribution to the History of Hindu Mathematics that has been made for nearly a century."

The establishment of the Oriental Library was reorganized in 1910 with a view to better progress with cataloguing and other work.

The library has outgrown its accommodation in the Central Museum and proposals for locating it elsewhere are under consideration.

157. Diwan Bahadur V. Krishnamachariyar, who had held with conspicuous ability the office of Registrar of Books since it was created, died in 1907 and he was succeeded by Rao Bahadur M. Rangachariyar.

There was throughout the quinquennium a steady large increase in the number of books registered, which in 1912 reached a total of 14,356, having in 1911 more than doubled that for the last year of the previous quinquennium. Allowing for unimportant fluctuations from year to year this increase has been evenly distributed among all the classes in which it is usual to group registrations. The number of books is so large and their diversity so great that I hesitate to express an opinion as to whether increase in the quantity of printed matter has been accompanied by improvement in its quality. It is something that the moral tone of books has seldom had to be taken exception to. Several vernacular educational books of decidedly superior quality have appeared and some of the books published in English by private persons have been very favourably reviewed. The great expansion of work necessitated in 1910 a revision of the Registrar's office establishment.

XVI.—MISCELLANEOUS REMARKS.

158. On the opposite page is a diagram showing for 1911-12 the number of pupils in each year of the School or University course. I have under the appropriate heads noted the gains and losses in number of pupils in the quinquennium and under elementary education have dwelt upon the disproportionate strength of the lower classes in elementary schools, and there is nothing further in the table that calls for remark.

159. Physical education has advanced in the quinquennium proportionately, though not more than proportionately with intellectual. Gymnastics and drill continue to form a regular part of the work of colleges and secondary schools. Most of these institutions have their cricket, football, lawn tennis, or hockey clubs. The game of badminton seems to be coming more into vogue. It is less expensive than lawn tennis and meets the needs of many students naturally unfit for more strenuous pastimes. The difficulty of obtaining playing fields and the cost of their maintenance and of materials for games seriously hinder their development. The institution of tournaments and cup ties by which it has been sought to encourage games has not been an unmixed benefit. It has even produced an incipient professionalism which keeps the number of boys actually playing games comparatively small. A more encouraging feature is the increasing ability of students to manage their games for themselves. I fear that the bulk of teachers still take little interest in them. The teaching profession is not largely recruited from the athletic sets in the colleges.

160. In 1908 a conference was held to discuss the scheme for the Secondary School Certificate which has been described above. It consisted of the Director as President, representatives of the Syndicate, the Council on Native education, the Missionary Council on Aided education, and four official and one non-official members nominated by Government. The conference had ten meetings and exhaustively discussed the many complexities of the situation. Government eventually accepted its proposals without important modifications.

Another conference was held in 1910 to discuss proposals for raising the rates of fees in colleges and secondary schools. The Director was President and only one other official, who was prevented from attending, was appointed to it. The non-official members were selected with a view to as wide a representation of the authorities of aided institutions as was compatible with keeping the size of the committee within reasonable bounds. The recommendations of this conference were also accepted by Government.

A committee of a similar kind, except that it included a larger number of officials, was summoned in 1912 to consider the cause of the smallness of the proportion of elementary schools having standards above the third. It was of opinion that certain provisions of the educational rules and the Grant-in-Aid Code tended to prevent the development of schools beyond the third standard and the matter is still under consideration.

NON-EUROPEAN SCHOOLS.

General Education.

Special Education.

	Special Education.			Post Graduate Course. [54 + 0.]	General Education.
	1 year.	2 years.	4 years.		
Professional Collegiate. [859 + 3.]	L.T.	B.L.	B.E.	FIFTH YEAR ..	B.A. Honours Course. Arts Collegiate.
				FOURTH YEAR Pass Course [948 + 5.]	
				THIRD YEAR Pass Course [376 + 2.]	
				Honours Course. [91 + 1]	
				SECOND YEAR [1,197 + 11.]	Intermediate Course.
				FIRST YEAR [2,226 + 26.]	
Advanced Technical. [180 + 7.]				Secondary. Sixth Form. [7,302 + 107.]	Elementary.
Technical and Higher Industrial.				Fifth Form. [6,344 + 137.]	
Intermediate Technical. [752 + 34.]				Fourth Form. [7,873 + 181.]	
Elementary Technical. [1,376 + 48.]				Third Form .. [10,425 + 313.]	
Standard D. [457 + 87.]				Second Form .. [11,967 + 410.]	Sixth Standard. [1,027 + 659.]
Standard C. [185 + 105.]				First Form .. [14,395 + 578.]	Fifth Standard. [2,505 + 1,483.]
Lower Industrial.				Fourth Class .. [14,472 + 695.]	Fourth Standard. [35,093 + 6,111.]
Standard B. [232 + 159.]				Third Class .. [11,113 + 664.]	Third Standard. [120,531 + 15,104.]
Standard A. [382 + 239.]				Second Class .. [6,166 + 661.]	Second Standard. [143,161 + 24,738.]
				First Class .. [4,581 + 689.]	First Standard. [187,453 + 39,079.]
				Infant Class [4,249 + 1,060.]	Infant Standard. [338,518 + 111,605.]

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

Special Education. EUROPEAN SCHOOLS. General Education.

		POST GRADUATE.	
		Nil.	
		FOURTH YEAR	Arts Collegiate.
		THIRD YEAR	
		SECOND YEAR	
		[1 + 1.]	
		FIRST YEAR.	
		Nil.	
Advanced Technical.			
[3 + 14.]			
Intermediate Technical.			
[2 + 23.]		Ninth Standard	High Department.
		[88 + 68.]	
Technical and Higher Industrial.		Eighth Standard	
		[77 + 57.]	
		Seventh Standard	
		[179 + 220.]	
Elementary Technical.		Sixth Standard	Middle Department.
[4 + 41.]		[236 + 216.]	
Standard D.		Fifth Standard	
[1 + 14.]		[309 + 282.]	
Standard O.		Fourth Standard	
		[411 + 392.]	
Industrial.		Third Standard	
		[429 + 400.]	Primary Department.
Standard B.		Second Standard	
		[422 + 426.]	
Standard A.		First Standard	
[0 + 7.]		[393 + 411.]	
		Upper	
		[362 + 411.]	
		Lower	
		[597 + 594.]	

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

MISCELLANEOUS REMARKS.

161. The most noticeable feature in the development of Educational Associations has been the increase in the number of Elementary Teachers' Associations. This is a result of the introduction of the new rules and the consequent scope for independent action on the part of teachers of even this grade. In the more advanced districts associations were started even before the new rules were promulgated but the extension of them to less advanced districts belongs to this quinquennium. They are formed under the auspices of inspecting officers for the general improvement of the teachers and the special study of the subjects of the curricula which are comparatively novel such as drawing, civics and nature study. There is no doubt of their potential utility. In fact it is only through the more or less voluntary efforts of the teachers that much improvement in the schools can be hoped for. Of course associations can only be formed in places where there are more schools than one so that the bulk of teachers in rural schools can come little if at all under their influence, and have to depend on their own efforts as directed and encouraged by the subordinate inspecting officers.

162. The changes in the college and school curricula have greatly stimulated the formation and extension of libraries, both for educational work, and for general reading. In all cases of affiliation to the University, and recognition by the Department the adequacy of the library is a matter for special investigation.

School museums are becoming increasingly common, but there is little indication of the development on the part of pupils of the habit of making systematic collections for them of natural objects, they generally stop short at presenting to the museum any object they think curious that they happen to come across. The pursuit of hobbies, so common among English school boys, is still rare even in schools for Europeans.

163. The system of utilizing the service of Government and Local Fund schoolmasters as branch postmasters continued throughout the quinquennium and was reported by the Postmaster-General each year to have worked satisfactorily. There are now 521 such teachers so employed on monthly salaries varying from Rs. 2 to Rs. 12. The percentage of branch offices in charge of schoolmasters of all classes on the total number of extra-departmental branch offices during 1911-12 was about 35 against 43 in the previous quinquennium.

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

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

(a) These relate to European High and Middle schools and Non-European secondary schools.
(b) These relate to European Primary and all Elementary schools.

(2)—Abstract return of expenditure on public instruction

* These relate to European High and Middle schools and Non-European secondary Schools.
† These relate to European Primary and Non-European Elementary schools.

Madras Presidency for the official year 1911-12.

Institutions.		Private institutions.		Grand Total.	Percentage of
School education, special.	Total of public institutions.	Advanced.	Elementary.		
Training schools.	All other special schools (c).				
9	10	11	12	13	14
44	71	24,587	364	4,702	29,653
21	22	1,272	9	118	1,399
85	93	25,859	373	4,820	31,052
2,820	3,576	943,369	10,294	99,717	1,053,380
433	850	209,517	459	16,709	226,685
3,273	4,426	1,152,886	10,753	116,426	1,280,065

(c) Includes also the statistics of Industrial schools.
(d) Relates to the Census Population of 1911.

in the Madras Presidency for the official year 1911-12.

9-A

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

Public

Under public management.

Managed by Government.

Managed by District or Municipal Boards.

Managed by Native States.

Classes of institutions.

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

Arts Colleges																								
English	For boys	...	...	...	4	963	904	882	3	241	241	217	...	...	...	...								
	For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Total					...	4	963	904	882	3	241	241	217	...	...	...								
Colleges or departments of Colleges for professional training—																								
Law	...	...	...	...	1	455	431	423	...	...	...	...	...	...	...	...								
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Engineering	...	...	...	...	1	308	309	300	...	...	...	...	...	...	...	...								
Teaching	...	...	...	...	...	99	100	94	...	...	...	...	...	...	...	...								
Agriculture	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...								
Total					...	3	862	860	819	...	...	...	...	...	...	...								
Secondary Schools—																								
For boys	High schools, English (a)	...	...	...	5	1,237	1,255	1,163	27	10,575	10,437	9,397	...	...	...	...								
	Middle schools, English (b)	...	...	...	1	110	97	79	57	7,026	7,725	6,719	1	98	107	74								
For girls	High schools, Vernacular	...	...	...	1	178	446	340	...	...	...	...	...	...	...	...								
	Middle schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Total					...	10	1,825	1,798	1,591	84	18,501	18,162	16,016	1	98	107								
Primary Schools—																								
For boys	Upper (c)	121	7,255	7,092	5,882	1,898	141,661	136,745	112,701	...	...	...	...	...	...	...								
	Lower (d)	47	1,304	1,378	1,119	2,493	106,566	101,385	83,393	6	102	101	78	...	...	...								
For girls	Upper (c)	157	19,138	18,362	12,967	25	2,834	2,667	2,077	1	86	81	45	...	...	...								
	Lower (d)	24	1,312	1,301	938	86	4,281	3,894	2,955	...	...	...	...	...	...	...								
Total					...	349	29,009	28,043	20,836	4,502	235,352	219,501	201,126	7	183	182								
Schools for special instruction—																								
Training schools for masters	...	31	1,919	1,707	1,533	18	277	275	263	...	...	...	...	...	...	...								
Do. for mistresses	...	6	145	128	117	...	...	...	...	...	...	...	...	...	...	...								
School of Arts	...	1	397	354	252	...	...	...	...	...	...	...	...	...	...	...								
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Technical and Industrial schools (e)	...	1	44	80	64	...	...	...	...	...	...	...	...	...	...	...								
Commercial schools	...	1	387	337	304	...	...	...	...	...	...	...	...	...	...	...								
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Reformatory schools	...	1	245	245	237	...	...	...	...	...	...	...	...	...	...	...								
Other schools (f)	...	1	38	62	41	4	93	93	51	...	...	...	...	...	...	...								
Total					...	42	3,603	2,862	2,508	22	372	369	314	...	...	...								
Total of Colleges and Schools of Public Instruction													...	408	35,813	34,553	26,725	4,611	274,466	262,270	217,673	8	286	289
1. Advanced, teaching—													...	...	...	...	...	...	...	...	...	...	...	
(a) Arabic or Persian													...	...	...	...	...	...	...	...	...	...	...	
(b) Sanskrit													...	...	...	...	...	...	...	...	...	...	...	
(c) Any other Oriental classic													...	...	...	...	...	...	...	...	...	...	...	
2. Elementary, teaching—													...	...	...	...	...	...	...	...	...	...	...	
A vernacular only or mainly—													...	...	...	...	...	...	...	...	...	...	...	
For boys													...	...	...	...	...	...	...	...	...	...	...	
For girls													...	...	...	...	...	...	...	...	...	...	...	
3. Elementary, teaching the Quran—													...	...	...	...	...	...	...	...	...	...	...	
For boys													...	...	...	...	...	...	...	...	...	...	...	
For girls													...	...	...	...	...	...	...	...	...	...	...	
4. Other schools not conforming to departmental standards—													...	...	...	...	...	...	...	...	...	...	...	
For boys													...	...	...	...	...	...	...	...	...	...	...	
For girls													...	...	...	...	...	...	...	...	...	...	...	
Total of Private Institutions													...	...	...	...	...	...	...	...	...	...	...	
Grand total					...	408	35,812	34,553	26,728	4,611	274,466	262,270	217,673	9	286	289	100							

- (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) European Primary schools, Elementary schools with standards above the fourth and Elementary schools with standards up to and including the fourth.
 (d) These relate to Lower class Technical or Art schools and also all Industrial schools.
 (e) These relate to Higher class Technical or Art schools.

Madras Presidency for the official year 1911-12.

Institutions.

Under private management.

Aided by Government or by District or Municipal Boards.

Unaided.

Number of scholars on the 31st March learning

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.	Grand total of institutions.	Grand total of scholars on the 31st March.	Boys.	Girls.	Boys.	Girls.
14	15	16	17	18	19	20	21	22	23	24a	24b	25a	25b
21	3,590	3,504	3,249	2	130	156	144	30	3,924	4,722	30	745	3
22	3,598	3,511	3,255	5	137	163	150	32	4,939	4,722	45	745	4
131	57,235	56,133	50,310	5	2,509	2,461	2,243	188	71,545	65,518	368	6,054	57
134	21,896	20,864	18,115	...	1,517	1,294	1,206	207	31,241	25,891	817	1,001	49
29	3,881	3,755	3,310	...	...	...	...	35	3,839	353	3,745	31	40
30	3,035	3,021	2,681	2	56	51	45	32	3,091	316	2,535	8	38
324	86,050	83,798	74,372	21	3,873	3,806	3,394	440	119,336	92,078	7,455	7,104	784
2,185	158,456	147,845	117,132	109	5,709	5,475	4,567	4,313	308,161	237,719	2,434	4,741	945
15,099	415,697	398,857	344,927	4,176	108,849	103,750	89,069	19,781	632,528	3,328	519	19,167	5,474
377	45,112	41,008	31,935	36	2,975	2,884	2,071	686	68,445	631	8,222	130	1,191
275	11,758	12,944	9,196	81	2,865	2,735	2,077	406	29,216	8	215	312	1,433
15,946	623,928	609,754	507,200	4,102	126,488	114,544	97,734	25,206	1,029,650	36,686	11,191	26,356	9,043
14	603	559	525	1	33	36	24	64	3,829	155	...	...	...
11	287	245	231	1	11	12	13	1	444	63	74	...	...
31	1,704	1,686	1,416	12	853	285	275	(g) 44	3,121	147	102	...	...
1	11	12	12	...	...	...	...	1	11	...	...	...	...
1	210	211	158	36	1,052	730	673	(h) 45	1,896	1,185	74	...	...
64	2,815	2,713	2,342	50	1,443	1,064	995	178	7,639	1,832	257	...	...
16,356	716,375	699,771	587,179	4,476	125,947	119,877	102,423	25,859	1,152,886	136,177	18,031	34,205	9,831
...	...	...	...	...	...	...	...	104	5,358	21	...	5,277	85
...	...	...	...	...	...	...	...	255	4,221	137	...	4,814	90
...	...	...	...	...	...	...	...	9	363	...	...	9	279
...	...	...	...	...	...	...	...	3,009	60,485	375	28	647	171
...	...	...	...	...	...	...	...	14	595	...	16	...	82
...	...	...	...	...	...	...	...	834	30,362	...	...	21,465	8,639
...	...	...	...	...	...	...	...	104	3,420	...	...	469	2,864
...	...	...	...	...	...	...	...	804	15,735	379	6	734	9
...	...	...	...	...	...	...	...	5,193	127,179	912	60	33,415	12,269
16,356	716,375	699,771	587,179	4,476	125,947	119,877	102,423	31,052	1,280,065	137,039	19,021	67,620	22,040

- (g) Of these, 21 schools with 743 pupils were for girls.
 (h) Of these, one school with 74 girls and 12 boys was for girls.

(3)—Return of colleges, schools and scholars in the Madras Presidency for the official year 1911-12—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.	Muhammadans.	Buddhists.	Parsis.	Others.				
		26	26	27	28	29	30	31	32	33	34	35	36		
Arts Colleges—															
English (For boys)		2,560	19	35	441	3,327	1,017	96	1	1	3	31			
Oriental (For girls)			14	9	14	1									
Total		2,560	33	35	455	3,328	1,017	96	1	1	3	31			
Colleges or departments of Colleges for professional training—															
Law					15	388	53	4							
Medicine					21	18	220	7							
Engineering					11	81	5								
Teaching															
Agriculture															
Total				22	14	684	101	7			1	3			
Secondary Schools.															
For boys. (High schools, English (a)		68,043	430	1,631	6,614	33,814	25,347	4,087	15	22	15	515			
Middle schools, English (b)		29,092	796	1,657	2,717	11,067	14,432	1,419	4	22	23	1,161			
High schools, Vernacular (a)		125	2,720	1,425	1,009	100	763	11		21	10				
Middle schools, Vernacular (b)		124	1,933	1,214	1,085	83	282	2		19	6				
Total		95,384	5,869	5,927	12,785	45,124	40,824	5,519	19	84	54	1,676	680		
Primary Schools—															
For boys. (Upper (c)		271,382	41,958	649	20,505	34,699	217,585	30,339	9		2,635	47,151			
Lower (d)		561,140	74,867	114	47,094	40,280	479,563	60,031			1,736	74,834			
For girls. (Upper (e)		2,387	61,540	434	11,100	13,295	39,045	3,151			1				
Lower (f)		1,458	18,937		2,176	5,611	10,703	3,825							
Total		837,375	196,864	1,247	81,334	93,813	747,506	97,308	9	1	7,384	115,985	4,627		
Schools for special instruction—															
Training schools for masters		2,063	9	1	639	954	1,094	160	4		6	9			
Do. for mistresses			377	42	346	3	41	20			2				
School of Arts		251	9	20	45	11	281	6							
Law schools															
Medical schools															
Engineering and Surveying schools															
Technical and Industrial schools (e)		1,321	651	104	1,355	67	461	254							
Commercial schools		45		4	18	164	64	39				10			
Agricultural schools		11			13										
Reformatory schools		245			9	200	34								
Other schools (f)		125		37	137	817	323	27							
Total		4,564	1,046	268	2,433	1,998	2,464	520	8		8	42	12		
Total of Colleges and Schools of Public Instruction															
		939,787	206,422	7,460	97,354	144,947	792,005	103,538	37	86	7,459	117,737	5,319		
Private institutions.															
1. Advanced, teaching—															
(a) Arabic or Persian (For boys)		842	32												
(b) Sanskrit (For girls)		686	35		10	5,883	1,065	25				85			
(c) Any other Oriental classic			273			272	18	13				80			
2. Elementary, teaching—															
A vernacular only or mainly—															
For boys		62,801	3,917		1,220	2,440	90,108	2,712							
For girls		11	581			82	406	104			5	2,887	14		
3. Elementary, teaching the Quran—															
For boys		2,614	228												
For girls		95	746												
4. Other schools not conforming to departmental standards—															
For boys		13,682	646												
For girls															
Total of Private Institutions		80,401	6,328		1,410	8,239	74,543	32,658			15	948			
Grand total		1,020,281	212,890	7,460	98,773	153,186	866,548	146,196	37	86	7,479	118,685	5,314		
(a) European High schools and Non-European Secondary schools.															

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

(3a)—Number of scholars on the 31st March 1912, classified according to sex, race or creed.

Classes of institutions.			Europeans and Russians.	Native Christians.	Hindus.		Muhamma- dans.	Buddhists.	Parsis.	Others.
		Brahmans.			Non- Brahmans.					
1			2	3	4	5	6	7	8	9
Collegiate education.										
Arts Colleges—										
English	For boys	Male	28	427	3,324	1,014	95	1	1	3
		Female	7	17	3	3	1			
Oriental	For girls	Male		14	1					
		Female								
Colleges for professional training—										
Law		Male		15	538	73	4			
		Female								
Medicine		Male								
		Female								
Engineering		Male	21	18	220	46	2			1
		Female								
Teaching		Male	1	8	81	5	1			
		Female		3						
Agriculture		Male								
		Female								
Total			57	502	4,012	1,121	103	1	1	4
Secondary schools—										
For boys.	(a) High schools, English	Male	1,485	6,434	35,094	25,364	4,087	15	20	15
		Female	146	160	124	81			2	
	(b) Middle schools do.	Male	1,101	2,548	15,877	14,197	1,419		13	21
		Female	556	160	190	285			3	2
	Do. Vernacular	Male								
		Female								
For girls.	(a) High schools, English	Male	196	84	9	66	3		3	4
		Female	1,229	1,835	151	697	9		18	6
	Do. Vernacular.	Male								
		Female								
	(b) Middle schools, English	Male	295	8	2	1			9	
		Female	919	1,877	83	280	1		19	5
	Do. Vernacular.	Male								
		Female								
Primary schools—										
For boys	(c) Upper...	Male	362	15,837	27,887	191,625	28,744	8		2,547
		Female	287	4,428	8,742	25,960	1,645	1		88
	(d) Lower...	Male	87	34,250	30,823	436,732	51,267			4,535
		Female	97	13,714	9,457	42,641	8,704			211
For girls	(c) Upper...	Male	191	813	265	1,756	142			
		Female	263	10,386	13,128	38,180	3,090		1	2
	(d) Lower...	Male		303	116	603	448			
		Female		1,873	3,305	10,010	3,477			1
Total			7,144	94,419	138,037	788,420	102,015	28	85	7,438
Schools for special instruction—										
Training schools for masters	Male	1	624	534	1,09	160	4			6
	Female		6		3					
Training schools for mistresses	Male									
	Female	42	337		41	20				2
School of Arts	Male	6	36	11	281	6	4			
	Female	14	9							
Law schools	Male									
	Female									
Medical schools	Male									
	Female									
Engineering and Surveying schools	Male									
	Female									
(e) Technical and Industrial schools.	Male	5	686	47	390	234				
	Female	99	569	20	65					
Commercial schools	Male	4	16	164	81	59				
	Female									
Agricultural schools	Male		11							
	Female									
Reformatory schools	Male		9	2	200	34				
	Female									
(f) Other schools	Male	26	139	817	321	27				
	Female	71	1		2					
Total			293	2,492	1,998	2,464	520	8		8
Total of Colleges and Schools of Public Instruction.			7,439	97,354	144,947	792,065	103,238	37	96	7,450

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

(3a)—Number of scholars on the 31st March 1912, classified according to sex, race or creed—cont.

of institutions.	European and Eurasian.	Native Christians.	Hindus.		Mal. class.
			Brahmans.	Non-Brahmans.	
1. Advanced, teaching—					
(a) Arabic or Persian for boys					
(b) Arabic or Persian for girls					
(c) Sanskrit for boys			2	1	
(d) Sanskrit for girls			263	18	
(e) Any other Oriya					
2. Elementary, teaching—					
(a) Vernacular only or mainly					
(i) Male		283	7,117	6,546	1,729
(ii) Female		227	298	1,168	182
(iii) Male				10	1
(iv) Female				266	100
3. Elementary, teaching, in English only—					
(i) Male					
(ii) Female					
(iii) Male					
(iv) Female					
4. Other schools or standards—					
(i) Male			1,178	12,705	656
(ii) Female			164	211	55
(iii) Male					
(iv) Female					
Total			71,843	12,658	
Grand total			800,848	146,100	

(3b)—Return of European colleges and schools, and scholars in the Madras Presidency for the official year 1911-12.

100

Under private

(a) These relate to industrial schools.

(b) These relate to H.

Technical or Art schools.

100

institutions.

management.

iii

Number of scholars on the
31st March learning

Classification of scholars
on the 31st March according to
race or creed.

[illegible]

(4)—Return² of expenditure on public instruction

in the Madras Presidency for the official year 1911-12.

management.

Under private management.

Municipal Boards.

Managed by Native States.

Aided by Government or by District or by
Municipal Boards.

(k) Non-departmental.
(l) Non-departmental.
(m) Non-departmental.

(n) Lawrence Asylum, Technical classes, Provincial Grant, Rs. 4,666.
(o) Lawrence Asylum, Technical classes, Total cost, Rs. 4,666.
(p) Cost of buildings borne by the Public Works Department.

(4)—Return of expenditure on public instruction in the Madras Presidency for the official year 1911-12—continued.

34.—Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1911-12.

Under public management,

Objects of expenditure.

Maintained by Native States.

(4a)—Return of expenditure on European colleges and schools in the Madras Presidency for the official year 1911-12—continued.

Public institutions—continued.																
Under private management.																
Total expenditure from																
Aided by Government or by District or by Municipal Boards.																
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GENERAL TABLES.

GENERAL TABLES.

(5)—Return of the stages of instruction of pupils in public schools for general education in the Madras Presidency for the official year 1911-12.

Classes of schools.	Number of schools.	Number of pupils on rolls on the 31st March.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.			Total.		
			Comprising all pupils who have passed beyond the Lower Secondary (middle) stage, but have not passed the Matriculation Examination.			(c) Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed the Middle stage.			Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.			Reading printed books.		
			Boys.			Boys.			Boys.			Boys.			Boys.		
			Girls.	Total.	Girls.	Boys.	Girls.	Total.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																	
Government { Vernacular	...	1,347	452	452	452	452	452	452	452	452	452	452	452	452	452	452	452
District Board { English	...	12,006	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240	1,240
Municipal { Vernacular	...	6,445	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319	1,319
Native States { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	375	102,886	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084
Primary Schools—																	
Government { Vernacular	...	4	478	478	478	478	478	478	478	478	478	478	478	478	478	478	478
District Board { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Native States { English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	65	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450
Total, Secondary schools	440	110,336	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084	21,084
Total, Primary schools	109	23,514	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450	7,450
Total	549	133,850	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534	28,534

(a) These relate to European High and Middle Schools and Non-European Secondary Schools.
 (b) These relate to European Primary Schools and all Elementary schools.
 (c) The statistics of pupils in standards 6th to 7th of Elementary Schools with standards above the 4th appear under this head.

GENERAL TABLES.

Classes of institutions.	Number of schools.		Number of pupils on roll on the 1st March.		High stage.		Middle stage.		Upper Primary stage.		Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
	Number of schools.	Pupils.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.							
Secondary Schools—																	
	For boys {																
	For girls {																
Total	31	2,537	176	611	844	357	300	1,112	1,460	2,572	740	971	2,543	740	971	2,543	740
Primary Schools—																	
	For boys {																
	For girls {																
Total	32	3,221	196	844	48	29	275	1,113	1,460	2,573	741	972	2,544	741	972	2,544	741
Grand total	63	5,758	372	1,455	1,328	386	587	2,225	2,920	5,145	1,481	1,943	3,424	1,481	1,943	3,424	1,481

(6) — Return showing the results of prescribed examinations in the Marine Presidency during the official year 1911-12.

[illegible]

GENERAL TABLES.

(4)—Return showing the results of prescribed examinations in the Madras Presidency during the official year 1911-12—continued

(4) Return showing the results of prescribed examinations in the year 1911.																				
Names of examinations.	Number of institutions sending examinees.				Number of examinees.				Number passed.				Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Europeans.	Native Christians.	Hindus.	Mohammedans.	Buddhists.	Others.
COURSES FOR PROFESSIONAL TRAINING—cont.																				
Engineering.																				
1. M.C.E. (Civil)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E. or B.E. (Mechanical)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L.C.E. (First Examination in Engineering)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching.																				
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.																				
1. Secondary School Leaving Certificate	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Matriculation Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Lower Secondary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Upper Primary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Lower Primary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Public Service Certificate Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.																				
1. Training Schools for Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training Schools for Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(5) Excludes 2,879 candidates for supplementary certificates and includes all those whose certificates were completed in the year 1911.																				

(a) Excludes 2,111 candidates for supplementary certificates.

(b) Excludes 2,908 candidates for supplementary certificates and includes all those whose certificates were completed in the year.

(7)—Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1911-12.

GENERAL TABLES.

17) Return showing the distribution of District Board and Municipal expenditure on Public Instruction in the Madras Presidency for the official year 1911-12—continued.

Expenditure of Municipal Boards on public instruction.															
Objects of expenditure—cont.	In institutions managed by Municipal Boards.										In institutions managed by			Total expenditure of District and Municipal Boards on public instruction.	
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provisional revenues.	Municipal funds.	District funds.	Recess.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.		Private persons or associations.
College education.															
Arts Colleges—															
English	8	241	241	217	18,138	5,517	22,294	23,264	106	427	29,298	RS.	RS.	RS.	32
Oriental	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
College or departments of letters for professional training—															
Law	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Medicine	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Secondary schools.															
For boys—	14	5,540	5,532	4,932	18,138	5,517	22,294	23,264	106	427	29,298	RS.	RS.	RS.	32
High schools, English	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Middle schools, English	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
For girls—	7	905	948	774	3,423	5,517	—	—	—	—	—	—	—	—	—
High schools, English	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Middle schools, English	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Middle schools, Vernacular	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Primary schools.															
For boys—	22	6,445	6,480	5,765	(6) 21,601	5,517	1,21,248	106	1,210	1,03,609	—	—	—	—	—
Upper Primary	137	14,081	13,010	11,870	—	—	—	—	—	—	—	—	—	—	—
Lower Primary	175	9,742	9,374	7,898	—	—	—	—	—	—	—	—	—	—	—
For girls—	312	24,423	23,264	19,000	—	—	—	—	—	—	—	—	—	—	—
Upper Primary	19	1,268	1,207	888	—	—	—	—	—	—	—	—	—	—	—
Lower Primary	7	510	451	315	—	—	—	—	—	—	—	—	—	—	—
Total Primary schools for boys and girls	329	26,211	24,941	20,154	—	—	—	—	—	—	—	—	—	—	—
Schools for special instruction.															
Training schools for masters	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Schools of Art	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Law schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Medical schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Engineering and surveying schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

School type	Technical and industrial schools										Buildings, furniture and apparatus (special grants only)										Inspection—										Scholarships										Miscellaneous																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
	Commercial schools		Agricultural schools		Elementary schools		Other schools		Total		Total		Total		Total		Total		Total		Total		Total		Total		Total		Total		Total		Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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(a) Surplus less to Municipal Boards, Rs. 821.

(b) Represents net cost to Municipal Schools.

GENERAL TABLES.

(8)—Return showing the attendance and expenditure* in Hostels and Boarding-houses in the Madras Presidency for the official year 1911-12.

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.
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>For Males.</i>												
1. Managed by Government ...	13	863	230	111	109	174	119	Rs. 3,236	Rs. 1,03,211	Rs. 63,078	Rs. 1,61,594	
2. Managed by District or Municipal Boards.	3	263	...	...	176	87	...	...	...	6,610	2,060	9,700
3. Aided by Government or by District or by Municipal Boards.	12	835	...	...	413	417	...	33,104	710	43,046	99,644	1,13,104
4. Unaided	171	7,461	586	1	3,023	5,949	303	...	...	...	...	...
Total ...	202	9,362	876	112	3,729	5,726	922	38,399	710	3,04,688	2,48,531	6,47,198
<i>For Females.</i>												
1. Managed by Government ...	1	167	...	...	33	94	20	Rs. 9,393	...	Rs. 55,070	...	64,469
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or by Municipal Boards.	32	925	...	...	359	541	23	54,008	2,080	67,393	30,433	1,24,111
4. Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	119	5,805	11	1	1,293	4,100	461	43,396	2,080	2,40,133	1,00,536	3,95,945
Grand total ...	321	15,227	887	113	5,022	7,826	1,383	81,795	2,790	6,13,821	3,49,067	10,62,173

* Lawrence Asylum Provincial grant, Rs. 5,205.

† Lawrence Asylum Miscellaneous receipts, Rs. 92,437.

‡ Lawrence Asylum Provincial grant.

§ Lawrence Asylum Miscellaneous receipts.

GENERAL TABLES.

(9)—Classification by Ages.

Ages.	Infants.		Primary.				Middle.			High.		(a) Arts colleges affiliated to the University.						Totals.	
	A. (b)	B. (c)	First Standard and below Class.	Second Standard and below Class.	Third Standard and below Class.	Fourth Standard and below Class.	First Form and below Standard.	Second Form and below Standard.	Third Form and below Standard.	Fourth Form and below Standard.	Fifth Form and below Standard.	Sixth Form and below Standard.	Intermediate course.			B.A. Honours or Pass course.	Post Graduate Class.		
													First year Class.	Second year Class.	Third year Class.				Fourth year Class.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Below 5	154	12,947	116	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,234
5 to 6	403	96,039	3,340	407	23	...	...	...	...	...	...	...	...	...	...	...	...	...	102,218
6 to 7	301	110,650	25,556	3,887	408	5	...	...	...	...	...	...	...	...	...	...	...	...	140,577
7 to 8	297	96,178	44,639	15,707	3,342	105	14	2	...	...	...	...	...	...	...	...	...	...	161,574
8 to 9	71	63,428	49,811	30,147	12,684	1,332	64	16	8	...	...	...	...	...	...	...	...	...	157,581
9 to 10	32	36,120	39,575	39,151	22,931	5,402	577	73	50	...	...	...	...	...	...	...	...	...	141,231
10 to 11	11	19,468	27,236	31,433	27,765	9,485	2,367	517	60	1	...	...	...	...	...	...	...	...	118,279
11 to 12	7	16,805	17,555	24,571	28,943	12,202	4,341	1,807	392	92	...	...	...	...	...	...	...	...	109,635
12 to 13	4	5,634	9,901	13,471	23,095	11,966	4,517	3,079	1,434	208	13	5	...	...	...	...	...	...	74,397
13 to 14	1	2,353	4,823	7,872	13,693	8,606	3,555	3,111	2,408	1,097	458	19	...	...	...	...	...	...	47,016
14 to 15	...	1,159	2,729	4,010	7,485	4,552	2,139	2,624	2,589	1,781	821	183	...	...	...	...	...	...	39,972
15 to 16	...	613	1,492	1,983	3,978	2,638	1,171	1,750	2,361	1,903	1,544	799	...	...	...	...	...	...	29,039
16 to 17	...	320	826	1,086	1,904	1,275	569	914	1,507	1,583	1,627	1,945	...	...	...	...	...	...	13,387
17 to 18	...	182	333	668	872	513	289	391	747	846	1,255	1,644	...	...	...	...	...	...	8,705
18 to 19	...	126	184	370	417	254	80	145	345	414	706	1,459	...	...	...	...	...	...	5,707
19 to 20	...	102	425	365	283	131	41	54	132	189	312	1,682	...	...	...	...	...	...	4,901
Over 20	...	157	1,009	499	392	176	28	32	71	84	188	1,029	...	...	...	...	...	...	5,572
Totals ...	1,191	456,206	232,629	175,374	148,211	57,174	19,562	14,515	12,070	8,604	6,616	7,593	2,522	1,210	470	933	54	1,144,233	...
Totals ...	457,237	615,918	461,137	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(a) Excluding Training Colleges.

(b) Relates to the statistics of pupils in the infant lower classes of European Schools only.

(c) Relates to the statistics of pupils in the infant upper classes of European Schools, in the infant standard of Elementary Schools and in the infant classes of Non-European Secondary Schools.

(10)—Number and qualifications of teachers.

	(a) In Primary Schools				(b) In Middle Schools				(c) In High Schools				In Colleges	
	Govt.	Municipal	Aided	Unaided	Govt.	Municipal	Aided	Unaided	Govt.	Municipal	Aided	Unaided	Govt.	Municipal
Teachers	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Students	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

Report on public instruction in the Madras Presidency for the quinquennium ending 31st March 1912.

Order—No. 129, Educational, dated 12th February 1913.

With the letter read above, the Director of Public Instruction submits his report on the state and progress of education in the Madras Presidency during the quinquennium ending with 31st March 1912.

2. The statistics furnished differ as compared with the reports for the previous quinquennial periods in so far as they omit the figures relating to the medical schools and college, the Agricultural college at Coimbatore and the Veterinary college in Madras, being institutions now removed from the control of the Educational Department.

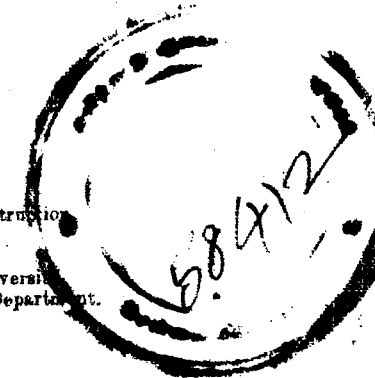
3. The Government do not propose to subject to detailed criticism either the narrative portion of the report or the statistics appended to it. The chief events of the period under review are summarized in the opening paragraphs and the sections which follow sufficiently discuss the more important issues which have arisen during the past five years. The Government have perused with especial interest the paragraph dealing with the secondary leaving certificate scheme, the institution of which constitutes perhaps the most striking reform of the quinquennium. The particular attention of all heads of departments will be separately drawn to the Director's appeal for co-operation with him in his efforts to ensure adequate recognition of the school work done by holders of leaving certificates. It is a cardinal feature of the scheme to attach value to the character and result of a boy's entire school career in preference to the bare record of his success at any single examination.

4. Taken as a whole the report furnishes evidence of steady progress in almost every direction and the Government have again to congratulate the Director and his subordinates on the result of their labours.

(True Extract.)

L. DAVIDSON,
Ag. Secretary to Government.

Director of Public Instruction
Surgeon-General
Accountant-General
Registrar, Madras University
Local and Municipal Departments
Editors' Table.



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