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Madras, 12th January 1923.

C. No. 7-F. of 1923.

From

R. G. GRIEVE, Esq., M.A., F.R.G.S., M.L.C.,
ACTING DIRECTOR OF PUBLIC INSTRUCTION,
Madras.

To

THE SECRETARY TO GOVERNMENT,
LAW (EDUCATION) DEPARTMENT,
Fort St. George, Madras.

SIR,

I have the honour to submit my report on the state and progress of education in the Presidency during the quinquennium which ended on 31st March 1922. For the final preparation of the report Mr. R. M. Statham was placed on special duty.

2. *Events of the period.*—The chief events of the period are summarized in the following paragraphs:—

(i) *The war and education.*—The financial stringency noted in the last quinquennial report continued after the close of the war and has hampered educational progress throughout the period under review. It is gratifying to note, however, that, in spite of this, the total expenditure on education during the period 1917 to 1922, as compared with the last quinquennium, increased by nearly 50 per cent.

Pending the final orders of Government the Alien Enemy Mission schools continued to be managed by the Missionary Educational Council of Southern India through the agency of committees, nominated by the Council and approved by Government.

Mr. Braithwaite, who was before the war on deputation with the Government of India, was killed on active service in Palestine in October 1918. On joining the department Messrs. Brierley and Saunders both served in the

Mr. Brierley was on active service in Mesopotamia with the Madras Motor Cyclists Corps and Mr. Saunders held a commission in the I.A.R.O. Miss J. M. Ferrard, now a Professor in Queen Mary's College, served with the Scottish Women's Hospital Unit in Serbia and Miss W. Park, Lecturer in Domestic Economy for European Schools, nursed in Indian War hospitals from 1917 to 1920.

In 1918 Government appointed an officer on special duty as war propagandist lecturer, in connexion with the Publicity Bureau, to give lantern lectures in the schools and colleges of the presidency.

(ii) *The Government of India Act.*—Consequent on the passing of the Government of India Act, education, excluding European education, became a transferred subject with effect from December 1920 when the first Minister for Education was appointed. In April 1921 the educational budget was entirely rearranged so as to suit the revised budget and account heads introduced by the reform scheme.

The full effect of the transfer of education to a responsible Minister will become more apparent during the present quinquennium. It may be noted, however, that the anticipated development in education has been largely unrealized owing to the impossibility of increasing the educational budget.

(iii) *The Elementary Education Act.*—The Madras Elementary Education Act was passed in 1920. Under this Act provision is made for the creation in each district of a District Educational Council, for the levy, with the sanction of the Governor in Council, of a local education tax and for the introduction of compul-
sion in suitable areas with the sanction of the Local Government. Four municipa-
lities applied, towards the close of the quinquennium, for permission to
introduce compulsion under the Act.

(iv) *The Municipalities and Local Boards Acts.*—During the year 1920 the District Municipalities Act and the Local Boards Act were passed. Under these Acts elementary education is removed from the purview of District Boards and will, in future, be looked after by taluk boards and municipalities as well as by private agencies. It is the intention of Government ultimately to transfer all Government elementary schools to the control of local bodies.

(v) *The Legislative Council and Education.*—The Legislative Council showed great activity and interest in educational matters as was witnessed by the very large number of questions and resolutions relating to education. The following are some of the most important private resolutions of educational interest discussed in the reformed Legislative Council:—

(1) "That this Council recommends to the Government that a new rule be inserted in the Grant-in-Aid Code that no grants shall be paid to any institution that compels any student to attend any religious class without the consent of his parents or guardian."

The resolution was not carried.

(2) "That this Council recommends to the Government that candidates for the Secondary School Leaving Certificate Examination belonging to the Adi-Dravida and other depressed classes be exempted from the payment of the examination fees."

After discussion the resolution was withdrawn, but the question has recently been reconsidered.

(3) "That this Council recommends to the Government that 50 per cent of the seats allotted at the different Government and aided colleges be reserved for non-brahman Hindus, Muhammadans and Christians."

After discussion the resolution was withdrawn, but Government under-
took to appoint selection committees for each of the Government colleges.

(4) "That this Council recommends to the Government that for the next five years not less than 50 per cent of the scholarships awarded by the Government in educational and industrial institutions under their control be reserved for and given to the members of Hindu Adi-Dravida and other depressed communities."

After the Minister for Education had explained the policy of Government with regard to scholarships for the depressed classes, the motion was, by leave, withdrawn.

(vi) *Reorganization of the services.*—In conformity with the recommendations of the Royal Commission on the Public Services in India, the higher educational services were reorganized into two main divisions, the Indian Educational Service and the Madras Educational Service. As a result of the reorganization there were, at the end of the year 1921-22, 56 posts (3 temporary) in the Indian Educational Service and 43 posts in the Madras Educational Service as against the 28 Indian Educational Service posts and the 41 Provincial Service posts at the end of the last quinquennium. The scales of pay of both services were also revised.

In 1920 the Women's Educational Service was also reorganized and in 1921 the Madras Educational Service, Women's Branch, was created.

(vii) *Conferences and committees.*—In April 1920, Government appointed a committee of six ladies and gentlemen to draw up a scheme for the teaching of music in Indian schools. The report of the committee is under consideration.

In August 1920, Government authorized the Director of Public Instruction to convene a conference of representatives of libraries in the city of Madras for discussing the details connected with the scheme of library circles. Government have since decided to hold the scheme in abeyance.

In accordance with a recommendation made by the Royal Commission on the Public Services in India, Government, in 1920, appointed a committee to advise them on the selection of candidates for direct recruitment to the higher branches of the service.

In 1921 Government appointed a committee to draw up new designs for elementary schools and other educational institutions. The committee's designs have since been approved.

At a meeting of the Legislative Council held in September 1921, Govern-
ment accepted a resolution to appoint a committee to consider, in the light of the
recommendations of the University of Madras, the applicability of the report of
the Calcutta University Commission to South India. The committee's recom-
mendations are before Government.

In October 1921, Government appointed a committee to consider the pro-
posal for the establishment of a separate Andhra University in the Madras
Presidency. The committee's report has not yet been published.

In pursuance of a resolution of the Legislative Council, Government
appointed, in October 1921, a committee of officials and non-officials to consider
the reorganization of the School of Arts, Madras. The orders of Government on
the committee's report are awaited.

The annual Indian Science Congress was held in Madras in January 1922
and Government sanctioned a grant of Rs. 2,500 towards the expenses of the
meeting.

(viii) *University development.*—The outstanding feature of the period was
the effect of the publication of the Calcutta University Commission's report. The
Senate held prolonged sittings to discuss the applicability of the Commission's
recommendations to the Madras University and also appointed, in October 1919, a
committee to consider the details of the Calcutta report.

In March 1921, the Senate passed a resolution which proposed to alter the
constitution of the University in accordance with the main recommendations
of the Calcutta University Commission and the resolution was submitted to
Government for necessary action. The proposed new Madras University Bill will,
however, if passed into law, render further action by the Government or the
Syndicate unnecessary.

Two other points of importance were the abolition of the University Pro-
fessorship of Comparative Philology in 1919 and the acceptance of the Senate's
proposals to hold the Intermediate, B.A. degree, B.A. Honours preliminary and
L.T. degree examinations twice a year.

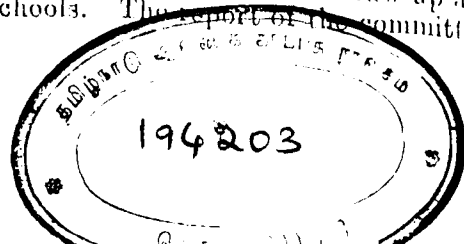
(ix) *Arts colleges.*—The number of Arts Colleges has increased by four,
including one college for women. During the quinquennium, Government took
over the control of the Victoria College, Palghat, the Breunnen College, Tellicherry,
and the Arts College, Coimbatore.

(x) *Professional colleges.*—In July 1920, the Engineering College was
removed to Guindy where new buildings have been constructed at a cost of over
twenty lakhs.

The L.T. College at Rajahmundry was reopened and an L.T. class opened
at the St. Joseph's College, Trichinopoly. An L.T. class for women was also
attached to Queen Mary's College, Madras.

(xi) *The Secondary School Leaving Certificate scheme.*—Several modifications
were made in the scheme during the quinquennium; of these the most important
were the permission given to candidates who have taken a supplementary course to
appear for subsequent examinations as private candidates and the authority given
to the Director to grant exemptions from the age-limit rule for a period not
exceeding one year.

(xii) *Special schools.*—The Government Institute of Commerce was opened
in September 1918 in the Law College buildings, Madras. In 1920 the School of



the number of scholars—male and female—to the total population rose from 4.0 to 4.3.

The increase in the percentage of scholars to population took place in all the districts except Tanjore and Trichinopoly.

In 1921-22 the percentages varied in the different districts from 17.4 in Madras to 4.2 in Salem in the case of males and from 7.2 in Madras to 0.9 in Ganjām and Salem in the case of females. The percentages of scholars to population did not show a noticeable increase in the case of Ganjām, Vizagapatam and Gōlāvāri as the agency tracts in these districts were constituted as a separate unit.

7. *Scholars according to classes of the community.*—Male and female scholars of all classes of the community increased in numbers during the quinquennium, Europeans and Anglo-Indians by 12, Indian Christians by 28, Muhammadans by 5, Brahmans by 3, Non-Brahman caste Hindus by 8 and Adi-Dravidas cum Adi-Andhras by 30 per cent.

8. *Scholars studying English.* The number of scholars studying English increased from 221,967 in 1916-17 to 257,460 in 1921-22. The figures for 1922 show an increase of 14 per cent over those for 1917.

9. *Scholars unprotected from smallpox.*—The number of scholars unprotected from smallpox rose during the quinquennium from 3,668 to 6,096. These figures seem to indicate a state of affairs demanding investigation.

10. *Relative extent of education in municipal and non-municipal areas.* The percentages of institutions and scholars in municipal areas to the total number of institutions and scholars on the 31st March 1922 were 9 and 20, respectively.

11. *General statistics of receipts and charges.*—Including the expenditure on the profession of colleges and special schools not under departmental control, the total expenditure on education rose during the quinquennium from Rs. 216.9 lakhs to Rs. 340 lakhs. The amounts met from all the five sources, viz., provincial funds, local funds, municipal funds, fees and private funds show a considerable increase though in different proportions. The increase in the expenditure under board and municipal was as usual met from the Provincial subsidy to the local bodies. Taking the first three sources together, it will be observed that the expenditure from public funds increased by 72 per cent, fees rose by over 25 per cent and the amount met from private funds and other sources by 59 per cent. Public funds take a proportionately larger share than before in meeting the cost of education and the amount from private funds, though it has increased, shows proportionate diminution. Nearly the whole amount shown under "subscriptions and other sources" in column 32 of General Table 4, represents the managers' contributions and subscriptions collected from private bodies towards the maintenance of schools under private management. The small amount relating to schools under public management represents the miscellaneous receipts of these schools. This head contributes Rs. 43.73 lakhs to the total direct expenditure of Rs. 245.12 lakhs.

The total direct expenditure on education rose from Rs. 153.78 lakhs to Rs. 245.12 lakhs, an increase of Rs. 91.34 lakhs or 59 per cent, against an increase of 57 per cent in the last quinquennium. The increase was shared by all classes of institutions, viz., colleges Rs. 7 lakhs, secondary schools Rs. 28 lakhs, elementary schools Rs. 36 lakhs, training schools Rs. 10 lakhs, and special schools Rs. 10 lakhs. The direct expenditure from Provincial revenues on Government institutions has almost doubled during the period. The amount spent by district and municipal boards on their own elementary schools increased from Rs. 27 lakhs to Rs. 49½ lakhs, while the Provincial subsidy for such schools increased from Rs. 16 lakhs to Rs. 25 lakhs. It will be seen from the following statement giving separate figures for municipalities, that the total recurring expenditure increased from Rs. 7.57 lakhs to Rs. 13.22 lakhs during the period and the capital outlay from Rs. 2.14 lakhs to Rs. 2.46 lakhs. The system of paying teaching grants to aided elementary schools in municipal areas from municipal funds is being gradually discontinued, and hence the amount of such grants is only Rs. 4,995 against Rs. 0.61 lakh in 1916-17.

Expenditure on schools maintained and aided by Municipal Boards.

Class of institutions.	Number of institutions.		Recurring expenditure from						Capital expenditure from					
	Maintained by municipalities.	Aided by municipalities.	Total.	Provincial funds.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.	Provincial funds.	Municipal funds.	Other public funds.	Fees.	Other sources.
Colleges ...	1	1	2	Rs. 4,000	5,565	...	4,871	153	14,589	...	...	...	...	...
High schools ...	28	...	28	85,631	64,399	...	2,91,092	2,057	4,43,179	13,375	64,671	...	...	2,353
Middle English schools ...	7	...	7	18,431	3,145	...	5,772	...	27,348	237	148	...	...	...
Middle Vernacular schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools ...	1,062	30	1,101	3,24,771	4,87,006	1,016	10,913	4,339	48,31,705	62,010	79,680	...	...	3,197
Special schools ...	1	...	1	...	1,766	...	...	...	11,766	...	...	...	...	...
Total 1921-22.	1,090	40	1,130	1,32,833	5,62,481	1,040	3,18,678	6,549	13,21,587	65,652	1,14,802	...	...	5,550
Total 1916-17.	587	345	932	23,224	4,60,480	...	2,69,660	3,360	7,56,721	...	2,09,205	...	...	5,131

* Includes teaching grants to aided elementary schools Rs. 4,995.

† Excludes Rs. 3,148 being stipends paid on behalf of teachers in municipal service, under training; Rs. 1,120 scholarships from municipal funds and Rs. 625 boarding charges of students in hostels attached to municipal institutions.

‡ Excludes Rs. 6,102 spent by Municipal Boards on institutions transferred from their control in the middle of the year.

The total indirect expenditure rose from Rs. 63.10 lakhs to Rs. 94.87 lakhs. The amount contributed by each source showed an increase. The most noticeable features of the indirect expenditure were the increased cost of direction and inspection, owing to the appointment of an Additional Deputy Director and a Deputy Directress in the Office of the Director of Public Instruction and owing to the strengthening of the inspecting agency in all its various branches, and the increased expenditure on buildings and furniture to the extent of Rs. 13 lakhs and on hostels (boarding) charges amounting to nearly Rs. 12 lakhs. The last item represents only the messing charges. The following statement gives a summary of the expenditure of Rs. 37.79 lakhs under building and equipment on different classes of institutions, viz., Colleges Rs. 13.52 lakhs; High schools Rs. 12.62 lakhs; Middle English schools Rs. 1.26 lakhs; Elementary schools Rs. 7.15 lakhs and Special Rs. 3.24 lakhs. To the total expenditure public funds contributed over Rs. 30 lakhs and private funds nearly Rs. 7½ lakhs.

Amount expended on buildings, furniture and apparatus during 1921-22.

	Colleges.	High schools.	Middle English schools.	Middle Vernacular schools.	Primary schools.	Special schools.	Total.
Provincial revenues ...	Rs. 12,78,715	Rs. 5,69,613	55,950	...	2,96,998	2,79,625	24,80,931
Local funds ...	...	1,60,700	19,801	...	2,24,002	1,791	4,06,294
Municipal funds ...	...	64,764	418	...	79,680	...	1,44,862
Subscriptions and other sources.	72,993	4,67,447	49,758	...	1,14,175	42,123	7,46,796
Total ...	13,51,738	12,62,434	1,26,047	...	7,15,155	3,23,449	37,78,823

12. *Provincial receipts and charges.*—The budget grant for the year 1921-22 under 31—Education was Rs. 156.96 lakhs and the actuals amounted to Rs. 144.82 lakhs. The decrease of Rs. 15.14 lakhs is mainly due to (1) to the embargo placed by Government on the complete utilization of the provision for building and equipment grants, (2) to the very low expenditure out of the grants made for the provincialization of the Lawrence Memorial School, Ootacamund, the opening of new elementary, night and continuation schools, the contributions to District Educational Councils towards the cost of establishment, etc., and the duty allowance of teachers in Government elementary schools for girls, and (3) to the schemes for the strengthening of the Inspecting Agency, for the establishment of Agricultural Middle schools, Certified schools for boys and a Reformatory school for

girls not having matured. The resumption by Government of the provision for the opening of new schools for depressed classes and of that relating to the revision of the scale of pay of teachers in Government elementary schools for girls also accounts for the decrease.

Including the figures relating to the Lawrence Memorial School, Ootacamund, professional colleges and special schools not under departmental control and the expenditure on educational buildings, provincial receipts and charges aggregated Rs. 8.19 lakhs and Rs. 170.12 lakhs, respectively, against Rs. 4.09 and Rs. 98.31 lakhs in the previous quinquennium. Fee receipts in Government institutions showed a marked increase. The increase of over Rs. 1.5 lakhs under miscellaneous receipts represents the refund of the unspent balance of provincial contributions paid to local bodies. The increase in the charges was shared by all items, and was especially large in the case of Government institutions, grants-in-aid to institutions under private management and provincial subsidies to local bodies.

13. *Grants-in-aid.*—The total amount of grants-in-aid paid to institutions under private management fell from Rs. 32.92 lakhs to Rs. 23.05 lakhs, in consequence of the passing of the Madras Elementary Education Act under the provisions of which grants to aided elementary schools are paid by the District Educational Councils out of the lump sums placed at their disposal by Government. The total amount thus set apart during 1921–22 was Rs. 27.27 lakhs.

14. *Imperial assignments.*—With the introduction of the Reforms Scheme with financial effect from 1st April 1921, the practice of recording together the Imperial and Provincial transactions against each head of account has ceased to exist and consequently no separate account is maintained for the several Imperial assignments from the year 1921–22. It may, however, be interesting to note that the first four years of the quinquennium under review witnessed the allocation of fresh Imperial grants amounting to Rs. 9.75 lakhs (Rs. 4 lakhs for the improvement of pay and training of teachers, Rs. 5.5 lakhs for primary education and Rs. 0.25 lakh for the strengthening of the staff of the College of Engineering) and these were distributed under the orders of the Local Government.

15. *Miscellaneous charges shown in General Table IV.*—As stated in paragraph 36 of the last quinquennial report on education in this presidency, under the head “Miscellaneous” in General Table IV are included the boarding charges in hostels, amounting to Rs. 27.08 lakhs, the expenditure on private schools, which do not conform to departmental standards of instruction, to the extent of Rs. 4 lakhs, and miscellaneous items, such as the charges relating to the Oriental Manuscripts Library, Registration of Books, Miscellaneous grants, European School examination charges, allowances to the Secretary, Text-Book Committee, and the Secretary, Madras Students’ Advisory Committee, Rs. 63 lakhs. Out of Rs. 0.88 lakh shown under fees, Rs. 0.86 lakh represents fee receipts of private schools and Rs. 0.02 lakh departmental examination fees and of Rs. 4.94 lakhs appearing under “Other sources” Rs. 3.18 lakhs is the amount spent by the managements of these private schools and Rs. 1.73 lakhs the unspent balance of provincial contribution refunded by local bodies.

16. *Average cost and average fee.*—Information as to the average cost of education and the average fee per head paid in the various classes of institutions is appended as desired by the Government of India:—

	Government.		Board.		Aided.	
	Average cost.	Average fee.	Average cost.	Average fee.	Average cost.	Average fee.
<i>Arts Colleges.</i>						
For Indians	Rs. 275	Rs. 89	Rs. 236	Rs. 40	Rs. 189	Rs. 100
<i>Secondary schools for boys.</i>						
For Indians	56	21	43	21	36	24
For Europeans	123	...	...	...	132	28
<i>Elementary schools for boys.</i>						
For Indians	11	As. 2	9	As. 5	5	As. 11
For Europeans	...	...	...	...	43	6

II.—CONTROLLING AGENCIES.

17. *Direction.*—Sir Henry Stone proceeded on leave from the 13th September 1918 and retired from service in December 1918: Mr. H. S. Duncan acted as Director of Public Instruction from the 13th September 1918 to the 3rd February 1919 and Mr. Littlehales, who succeeded him as Acting Director of Public Instruction, was confirmed as Director from the 22nd February 1919. During his absence on leave from the 10th August 1920 to the 9th April 1921, I acted as Director of Public Instruction.

In 1920 two temporary posts of Deputy Directress and Additional Deputy Director were created and subsequently made permanent.

18. *Inspection.*—It was indicated in the last quinquennial report that Circle inspectors had insufficient time to study thoroughly the problems of elementary education in urban and rural areas and to supervise and guide their subordinates; accordingly the aim kept in view, in the subsequent re-organization of the superior inspecting agency, has been to give each district an officer of the status of an Inspector of Schools who would have time and authority to control education both in the elementary and secondary stages and also to supervise the work of the Training Schools. To give partial effect to this policy, Government, towards the close of 1919, sanctioned the employment of four temporary Inspectors of Schools in the Madras Educational Service and kept in abeyance four posts of Assistant Inspectors.

In 1920 Government sanctioned the inclusion of these four posts and two others in the Indian Educational Service. In that year Government also sanctioned the employment temporarily of three Additional Inspectors of Schools in the Indian Educational Service bringing the total number of temporary and permanent Inspectors up to sixteen. During the same period the number of Inspectresses was increased from three to five. Further progress was prevented by financial stringency. Subsequent to the close of the period under review, the whole question of the re-organization of the inspecting agency has been further considered and orders are awaited.

With the passing of the Elementary Education Act of 1920 and the creation of District Educational Councils the position and powers of Inspectors and Inspectresses have altered in relation to Elementary Education. They are now *ex-officio* or nominated members of District Educational Councils and no longer retain the powers of according recognition to and sanctioning aid on behalf of elementary schools.

The Agency tracts of Ganjām, Vizagapatam and Gōdāvari have been constituted into a separate “Agency Division” and an educational officer in the Madras Educational Service placed in charge of education in that area.

To afford relief to the subordinate inspecting agency, Government sanctioned in 1917 the employment of twenty-one Personal Assistants, eight of whom were attached to Inspectors of Schools and thirteen to Assistant Inspectors. The temporary Sub-Assistant Inspectors sanctioned in 1912 and the temporary Sub-Assistant Inspectors of Muhammadan schools sanctioned in 1917 were made permanent in 1918. As the experiment of employing Personal Assistants to Inspectors had not proved satisfactory, the twenty-one Personal Assistants together with twelve new Sub-Assistant Inspectors were in 1919 placed in charge of new Sub-Assistants’ ranges. The permanent retention of these thirty-three temporary Sub-Assistants was sanctioned in 1921.

There were at the close of the quinquennium 195 Sub-Assistant Inspectors, thirteen of whom were in charge of Muhammadan and Mappilla schools.

The abolition of the posts of Supervisors of Elementary Schools has been under contemplation for some time and was partially given effect to by the keeping in abeyance of a number of such posts. The appointment of a single class of officers, to be designated Deputy Inspectors of Schools, in place of the existing Sub-Assistant Inspectors and Supervisors has since been approved by Government. The posts of Supervisors of Schools employed in the agency tracts will never continue to exist.

The number of Assistant and Sub-Assistant Inspectresses increased from eleven to twenty-one, and the posts of the three Assistant Inspectresses were included in the new cadre of the Women's Madras Educational Service. A special appointment of a Woman Specialist in Physical Training was sanctioned as a temporary measure.

The total cost of the inspecting agency in 1921-22 (excluding direction), amounted to Rs. 13,21,281 being 3.89 per cent of the total expenditure on Education and 5.39 per cent of the direct cost.

As desired by the Government of India the following table is furnished giving the number of inspecting officers on 31st March 1922, the grade and number of institutions in their jurisdiction, the number which each has to inspect annually and the average number actually inspected.

Statement of inspecting officers, the grade and number of institutions, etc.

Inspecting officers.	Number of officers in each grade.	Grades of schools.	Number of institutions in their jurisdiction.	Number of institutions which each has to see annually.	Average number of schools actually seen by each.
Inspectors	10	Secondary Training	478 130	39 8	30 7
Inspectresses	5	Secondary Training	57 30	11 6	10 6
Assistant Inspectors	17	Secondary Training Elementary	478 130 33,624	(a) (a) 50 (b)	 148 (c)
Sub-Assistant Inspectors	195	Do.	33,624	172	163 (d)
Assistant and Sub-Assistant Inspectresses	21	Do.	2,431	125	83 (e)
Supervisors	225	Do.	33,624	149	118 (f)

Note.—(a) Assistant Inspectors are required to assist the Inspectors in the inspection of some schools of these classes. They are not required to see any definite number of such schools.
(b) This is the minimum prescribed for each Assistant Inspector.
(c) This includes Secondary and Training schools also.
(d) The inspection of some elementary schools in heavy ranges is transferred to the Assistant Inspector or to a Senior Supervisor.
(e) A few schools are transferred to the male inspecting agency or are inspected by the Inspectresses.
(f) The decrease is due to the gradual abolition of the agency in the last year of the quinquennium.

19. *Inspection of Industrial and Technical Schools.*—With the introduction of new schemes for vocational education and the opening of many new manual training classes the difficulties of inspecting the technical sides of school work have increased. The Circle Inspectors were asked to pay special attention to growing vocational work in schools and in addition Mr. Porrett, Manual Training Instructor at Saidapet, made frequent tours to the mufassal to inspect and give expert advice. The appointment of an Adviser on Vocational Education was under contemplation at the close of the quinquennium and Mr. Trumble has since been appointed to the temporary special post of Adviser on Vocational Education.

20. *Personnel.*—During the period under review very large changes have occurred in the personnel of the department.

Sir Henry Stone, Mr. T. O. Hodges, Mr. R. L. Jones, Mr. H. J. Allen, Mr. O. J. Couldrey and Miss Patterson retired from service. Mr. P. P. Braitwaite was killed in action in Palestine. Mr. Mark Hunter was transferred to Burma as Director of Public Instruction and Dr. J. L. Simonsen's services were permanently placed at the disposal of the Government of India. Mr. H. W. Bark and Miss McCormick resigned.

Ten officers of the Madras Educational Service retired during quinquennium. The following officers joined the Indian Educational Service: Mr. K. Anand Rao, Mr. H. F. Saunders, Dr. B. B. Doy, Mr. G. Nagarathnam, Mr. S. R. U. Savi, Mr. S. F. Dhar, Dr. John Mathai and Mr. K. C. Chakko. Mr. Papworth and

Mr. Brierley were confirmed in the service. Mr. P. Raghava Acharya and Mr. V. K. Raman Menon held acting appointments and Mr. K. Guruswami Reddi is on probation. Mr. K. Ramunni Menon, Mr. N. R. Krishnamma, Mr. H. A. Hart, Mr. H. Narayana Rao, Mr. H. W. Callaghan, Mr. P. V. Seshu Ayyar, Mr. M. C. S. Anantapadmanabha Rao, Mr. A. Chakravarti, Mr. S. E. Ranganathan, Mr. K. R. Ramaswami Ayyangar, Mr. A. Rama Rao, Mr. M. S. H. Thompson, Mr. S. Kuppuswami Sastri, Mr. S. Radhakrishnan and Khan Sahib Abdur Rahim Sahib Bahadur were promoted to the Imperial Service. Miss A. Sergeant, Miss Myers, Mrs. Shreebivasa, Miss Prager and Miss I. H. Lowe were appointed permanently to the Indian Educational Service. Miss Gerrard and Miss E. Ryan are both acting in the Indian Educational Service. Mrs. Drysdale was appointed to the newly created post of Deputy Directress of Public Instruction.

It may be noted that, whereas in the last quinquennium only one Indian held an appointment in the Indian Educational Service, at the close of the period under review 33 Indians and 23 Europeans held acting or permanent appointments.

The post of the Principal of the College of Engineering, Madras, held by Mr. W. H. James has now been included in the Indian Educational Service.

The post of assistant to the Professor of Hygiene and Bacteriology, Medical College, Madras, was transferred from the Madras Educational Service to the Medical Department. Though the School of Arts was transferred to the Department of Industries Mr. W. S. Hadaway continues to be included in the cadre of the Indian Educational Service. The services of Mr. Fyfe, Instructor in Manual Training, were permanently transferred to the Department of Industries. Miss V. E. Fearn was appointed to the newly created temporary post of Woman Specialist in Physical Training and Miss Harding held the post of Lecturer in Domestic Economy during Miss Park's absence on war duty. Mrs. F. M. Craven has been appointed Peripatetic Teacher of Music for European schools in place of Miss Iles resigned.

I append two tables at the request of the Government of India dealing with the classification and pay of officers of the department and with the number and average pay of teachers and also a note on improvements in the conditions of service during the quinquennium.

Classification and pay of officers *Men's Branch.*
Women's Branch.

Service.	Number of officers.			Total salary.	Average pay in rupees to one place of decimals.
	Europeans or domiciled community.	Indians.	Total Indians and Europeans.		
Indian Educational Service	Men. 23 Women. 10	33 1	56 11(a)	Rs. 50,850 6,075	908.0 552.2
Madras Educational Service	Men. 2 Women. 11	37 + 4 8	39 + 4(b) 19(c)	18,325 5,270	341.6 277.8
Subsidiary Educational Service	Men. 1 Women. 45	463 119	464 167(d)	58,744 19,211	126.6 116.0
<i>Unclassified posts.</i>					
(a) Equivalent to Indian Educational Service	Men. 2 Women. 1		2 1	4,300 400	2,150.0 400.0
(b) Equivalent to Madras Educational Service	Men. 3 Women. 1	13 ...	16 1	6,675 180	417.1 180.0
(c) Equivalent to Subordinate Educational Service	Men. 1 Women. ...	99 ...	100 ...	9,153 ...	91.5 ...
Total	Men. 32 Women. 71	645 + 4 124	677 + 4 180	1,43,047 31,130	211.3 116.4

(a) Excludes two posts which were vacant on 31st March 1922.
(b) Two posts vacant. Two posts held in abeyance.
(c) Includes three temporary posts.
(d) Excludes twelve posts vacant on 31st March 1922.
N.B.—This statement excludes all posts below Rs. 75.

Statement showing the number and average pay in rupees of Teachers in Public Institutions which are not managed by Government.

Kind of employment.	Number of teachers in Public Institutions which are not managed by Government.	Average pay in rupees to one place of decimals.			
		In colleges.	In secondary schools.	In primary schools.	In other schools.
<i>In Schools for Indians.</i>		RS.	RS.	RS.	RS.
Municipal Board	3,239	218.6	48.4	21.2	...
Local Board	18,465	84.9	47.1	18.8	60.4
Private { Aided	43,832	134.4	59.0	7.1	46.9
Unaided	3,120	...	27.7	5.6	45.2
Total, Indian Schools ...	68,662	130.3	48.9	10.8	52.5
<i>In Schools for Europeans.</i>					
Private .. Aided	695	...	92.5	46.1	96.6
Total, European Schools ...	695	...	92.5	46.1	96.6

21. *Improvements in conditions of service.*—The reorganization of the Indian Educational Service, already referred to, has increased the maximum pay, introduced two selection grades of Rs. 1,250-50-1,500 and Rs. 1,550-100-1,750, and provided overseas pay for all officers recruited before December 1919 and for other officers of non-Indian domicile. Allowances have also been given to Principals of First Grade and Training Colleges and to the Deputy and additional Deputy Directors. The pay of the Director of Public Instruction was raised to Rs. 2,500-100-3,000.

The Provincial Educational Service has also been reorganized so as to create the New Madras Educational Service on a time scale basis; the scale being Rs. 250-25-500-50-800 with an efficiency bar at Rs. 500.

A separate service for women—the Women's Indian Educational Service—has been formed and the scale and rates of pay for women revised. The new scale is Rs. 400-25-850 with a selection grade Rs. 900-25-950; Rs. 1,000-50-1,050; and overseas pay of Rs. 50. In addition officers of non-Indian domicile are granted second class return passages four times during their service when proceeding out of India on furlough.

In March 1921 the Madras Educational Service, women's branch, was created with a time scale pay of Rs. 200-20-400-25-500, subject to an efficiency bar at Rs. 400.

III.—UNIVERSITY AND COLLEGIATE EDUCATION.

A.—THE UNIVERSITY.

22. The Syndicate of the University of Madras has submitted to the Government of India a report summarizing the important developments in the University during the quinquennium. The major portion of their report is incorporated here.

I.—The Senate.

During the quinquennium the Senate held ten ordinary, four special and two extraordinary meetings. Four times the ordinary meetings were prolonged to two sittings, once to three sittings, and on another occasion to four sittings. In March 1922, the Senate adopted alterations in the Regulations providing for three ordinary meetings of the Senate in a year instead of two.

Committees of the Senate have been appointed to consider, and have reported upon the following important questions, among others:—

- (1) The revision of the Regulations for the Oriental Title examinations.
- (2) Proposals for the appointment of lecturers in Dravidian languages in the university.

(3) The changes desirable in the University Acts and in the Regulations in view of the recommendations of the Calcutta University Commission.

(4) The feasibility of holding the Intermediate and B.A. Degree Examinations twice a year, and the desirability of changing the dates of examinations from March and April to November and December.

Upon these matters the Senate arrived at decisions which are referred to below:—

In October 1919 the Senate appointed a committee to consider and report upon the recommendations of the Calcutta University Commission. In accordance with the proposals of this committee the Senate adopted a series of resolutions, of which one of the most important was as follows:—

“That the principal authorities of the university be—

(a) the Chancellor;

(b) the Vice-Chancellor;

(c) a widely representative Court, including *ex-officio*, elected and nominated members. The Court should have power of making Statutes, of approving the financial policy of the university, and of generally reviewing its work, and, since so large a body could not meet frequently, it should elect a Committee of Reference to represent it in dealing with the Executive Council;

(d) a small Executive Council with substantial powers of control over finance and the general policy of the university and with power to make Ordinances;

(e) an Academic Council including the principal teachers of the university, and having large independent powers in all purely academic questions affecting courses of study, examinations and degrees;

(f) Faculties, Boards of Studies and other Statutory Boards.”

This resolution was passed by the Senate in March 1921 and was submitted to the Government of Madras in the first instance for necessary action; subsequently at the request of the Government the Syndicate has submitted detailed proposals for the reconstitution of the university on the lines of the resolution; and it is understood that the Government is framing a new Madras University Bill for presentation to the Legislative Council at an early date.

Among the resolutions of the Senate on the report of the above committee on the Calcutta University Commission Report which are engaging the attention of the Syndicate and its Committees are the following:—

“That by a system of co-operation between the colleges and between the colleges and the university the teaching resources which exist in the City of Madras be organized in such a way as to create a teaching university.”

“That the Senate considers that with a view to promote Oriental learning and the study of Ancient Indian History from original sources and to afford facilities for research in Oriental subjects and Indian History, it is desirable that the university should establish two institutions, one for Sanskrit and Dravidian studies and the other for Islamic studies in Arabic, Persian and Urdu.

Other resolutions are referred to in detail below:

It was stated in the last quinquennial report that the Senate had resolved to rename the Faculty of Arts as “The Faculty of Arts and Science” and to institute courses for the degrees of Bachelor and Master of Science. The Faculty of Arts and Science has now been divided into two separate Faculties so that at present the Senate of the university consists of five Faculties, viz., Arts, Science, Law, Medicine and Engineering.

At its meeting held in October 1920, the Senate adopted the following resolution:—

“That the Senate is of opinion that the time has come when the increasing demands for liberal education in this presidency should be met by the establishment of more universities and by the re-distribution of the territorial areas of the existing university so as to provide, as far as practicable, at least one university for each principal linguistic area within the presidency; and that the establishment of a university for the Andhras should be taken in hand without further delay.”

This resolution was communicated to the Government of Madras with the request that the Government of India should be addressed with a view to necessary

legislative action. The Government of Madras have appointed a committee to consider the question of the establishment of a separate Andhra University in the Telugu districts.

II.—The Syndicate and University Officials.

The constitution of the Syndicate has remained unchanged and no important modifications in its powers and duties have been made in the period under review.

Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E., B.A., B.L., vacated the office of Vice-Chancellor in May 1918, and he was succeeded in office in July that year by the Hon'ble Mr. Justice Francis DuPre Oldfield, I.C.S.; and, on the expiry of the latter's tenure of office, the Hon'ble Mr. K. Srinivasa Ayyangar, B.A., B.L., was appointed Vice-Chancellor.

(i) The term of office of Dr. Mark Collins as University Professor of Comparative Philology expired in July 1919, and the chair has not been since filled.

(ii) Rao Sahib Dr. S. Krishnaswami Ayyangar has held the appointment of Professor of Indian History and Archaeology throughout the quinquennium under review. The Professor's term of office has been extended for another period of five years from November 1919.

(iii) Dr. Gilbert Slater held the office of University Professor of Indian Economics from December 1916 to April 23, 1921, on which date he vacated the chair on accepting service under the Government as Publicity Officer. The question of filling the vacancy is under the consideration of the Syndicate.

With a view to making the Department of Economics a permanent feature in the work of the university, and to provide an adequate permanent staff to carry on the whole-time and part-time classes reading for the Diploma in Economics (referred to below), an Assistant Professor and two Readers of Indian Economics have been appointed. The post of Assistant Professor is now held by Mr. T. K. Duraiswami Ayyar, M.A., L.T.

The Senate appointed a committee in March 1918 to consider and report upon proposals for the appointment of Lecturers in Dravidian Languages—one for Tamil and one for Telugu—and for the compilation of Histories of Literature in those languages. The committee reported to the Senate in March 1919 against such appointments, and against immediate action (in view of financial stringency) in the matter of the production of the publication of the proposed Histories of Literature.

III.—The University Library and Buildings.

The management of the University Library is still vested in a committee consisting of the Principal Librarian of the Connemara Public Library as the *ex-officio* Chairman and five Fellows of the university appointed by the Syndicate.

The total number of volumes in the University Library amounts to about 24,000. This includes a large number of periodicals, publications of learned societies, Government publications, etc. The number of volumes added to the Library from April 1917, to the year ending with March 31, 1922, is about 5,000. On account of the war and of the lack of accommodation there has been a decrease in the number of volumes added to the Library. The German periodicals, the supply of which was suspended on account of the war, have almost all been received during the quinquennium.

There has been a very large increase in the number of readers of the books in the University Library during the years 1920-21 and 1921-22, which is mainly due to an alteration in the working hours of the Library to suit the convenience of students in colleges. The following statement of books consulted and of books issued on loan during the quinquennium gives an idea of the increasing popularity of the Library :—

Years.	Number of volumes consulted.	Number of volumes lent out.
1917-18	10,050	4,893
1918-19	10,629	4,893
1919-20	10,317	5,030
1920-21	21,966	5,554
1921-22	20,000	5,830

The total amount spent on books and periodicals since the formation of the Library up to March 31, 1922, is about Rs. 1,56,000. Proposals are under consideration by which the annual income for the purchase of books and periodicals will be increased from Rs. 6,000 to about Rs. 18,000, from funded capital, and for the provision of funds to meet the cost of establishment and other charges irrespective of any contribution from the University Fee Fund.

An Author Catalogue of books in the Library was published in 1914, and its first supplement in 1917. A second supplement is in course of preparation. The books in the Library are suited to the requirements of all university courses and of post-graduate study and research. The Library is specially equipped with sets, many of them complete, of periodicals and publications of learned societies and institutions.

The University Library is still located in the building of the Connemara Public Library though the accommodation is altogether inadequate, pending the construction of new library buildings for the university. For this purpose a site to the west of the Senate House was granted by the Madras Government, but subsequently a much more suitable site, finely situated to the north of the Senate House, was acquired from the Government on certain conditions. The plans prepared some years ago for the former site have necessarily been discarded and the loan of the services of the Consulting Architect to Government for the preparation of new plans has been obtained from the Government. The preliminary plans and sketches submitted by him have been approved, and it is anticipated that the construction of the new buildings to contain not only the University Library and the Oriental Manuscripts Library (to be handed over to the university by the Government), but also lecture rooms and Professors' rooms and new university offices will be commenced early in 1923. The approximate cost of these buildings is estimated at Rs. 11,00,000.

IV.—University Finances.

University endowments.—The Government Securities under Endowment on March 31, 1922, amounted to Rs. 3,48,950 against Rs. 2,62,800 on March 31, 1917. The Endowments newly founded during the period amounted to Rs. 66,750; the balance of Rs. 19,400 represents the accumulated interest which has been added to the capital from time to time.

Government grants to the university.—(i) *Non-recurring grant.*—Out of the Imperial Non-recurring Grant of rupees seven lakhs made to the university in the years 1912 and 1913, a sum of rupees five lakhs was set apart for the construction of new University Buildings. This sum, which was invested in Government Securities, together with the annual interest, has now reached an aggregate of rupees eight lakhs.

(ii) *Recurring grant.*—The annual grant of Rs. 65,000 sanctioned by Government year after year is utilized for the Professorship of Indian History and Archaeology and for Special University Lectures, the balance being added to the Capital Account. Out of the accumulated balances, provision is made with the sanction of Government, for the Professorship of Indian Economics and for the additional cost of the compilation of the Tamil Lexicon.

(iii) Grants of Rs. 20,000 have been sanctioned by Government each year during the quinquennium to meet the cost of inspections of colleges and the travelling expenses of Fellows, etc.

Tamil Lexicon account.—As the original allotment of rupees one lakh sanctioned by the Secretary of State for India for the compilation of the work was exhausted during the year 1920-21, the Local Government obtained the sanction of the Government of India for the revised estimate of Rs. 2,61,000, the additional amount required being transferred from the unspent balances of the Recurring Grant.

Building and equipment fund account.—The opening of this new account was sanctioned by Government in September 1920. It is formed mainly out of the

annual interest realized on the accumulated balances of the Fee Fund invested in Government Securities for the future expansion of university activities.

In accordance with the new regulations relating to university finance, the Syndicate for the first time presented to the Senate at its meeting held on March 8, 1918, the Budget Estimate of the university for 1918-19 for its sanction.

General.—The lack of sufficient financial resources has made it impossible for the university as such to make any very definite advance as a teaching organization or to supplement to any material extent the instruction given in the affiliated colleges with higher university teaching.

Until the Government of India made its Non-recurring Grant amounting to Rs. 7,00,000 and its annual Recurring Grant of Rs. 65,000 the university was dependent entirely upon its fee income for the support of all its activities. The greater part of the Non-recurring Grant has been necessarily devoted to the construction of new buildings, and though one temporary Professorship was founded with Rs. 50,000 from this grant that Professorship would have lapsed had not funds originally devoted from the Recurring Grant to another Professorship (the chair of which is now vacant) become available. The Recurring Grant is being reserved in part for the enlargement and expansion of the Library, which hitherto has been starved for funds, and in part for an existing Professorship, while temporarily this grant provides the necessary funds for the Economics department and the compilation of the Tamil Lexicon.

V.—University Regulations, Courses of Study and Examinations.

A general revision of all the university regulations other than those dealing with courses of study and examinations was undertaken by the Syndicate in 1917-18. One feature of these revised body of regulations is that they have been divided into chapters, the regulations in each chapter being numbered separately so that additions to, or deletions from, the regulations may be made at any time without disturbing the numbering of regulations in other chapters. These revised regulations were adopted by the Senate in October 1918, and sanctioned by the Government in January 1919.

Matriculation.—(i) Rules and Directions have been issued annually during the quinquennium by the Syndicate for determining the eligibility of Secondary School-leaving Certificate holders for admission to university courses of study with some modifications from those of preceding years—

(1) Two alternative tests, the one the presidency averages of marks and the other fixed percentages of marks, are now applied to Groups A and C separately;

(2) For the purpose of moderation, the marks of those school pupils only who actually appear at the public examination are taken into account; and

(3) Students appearing privately after a supplementary course are examined in all subjects and their eligibility decided on examination marks alone.

(ii) The Senate adopted, in October 1921, on the motion of a Fellow of the University, a resolution referring to the Syndicate as a Committee for enquiry and report the question of the rescission of the provision now existing in the regulations for the Matriculation of holders of Secondary School-leaving Certificates. The matter is still under enquiry by the Syndicate, references thereon having been made to Principals of all affiliated colleges and educational associations.

(iii) The question of retaining either intact or with modifications the age restriction of fifteen years existing at present in the regulations in the case of candidates for Matriculation has been under consideration by the Senate, and has now been referred to the Syndicate for further consideration and report.

(iv) The regulations for the Matriculation Examination were modified in 1920 so as to provide for the admission to the examination of women candidates upon special exemption after private study, and of holders of Secondary School-leaving Certificates who have twice appeared for the Final Examination for such certificates.

Intermediate Examination in Arts and Science.—(i) As the result of the institution of new courses and degrees in Science the "Intermediate Examination in Arts" has been renamed the "Intermediate Examination in Arts and Science."

(ii) In 1918 the regulations relating to the courses of study for this examination were modified so as (1) to lighten the course of study in English by definitely limiting the amount of English Literature that may be prescribed for the examination, and (2) to provide that, though questions on purely literary criticism or scholarship may appear in the examination papers, such questions shall be optional and no candidate shall be required to answer them.

(iii) In accordance with the proposals of the Senate Committee appointed in October 1919, to consider and report upon the recommendations of the Calcutta University Commission, the Senate passed, in March 1921, the following resolutions:—

(1) That in the opinion of the Senate it is desirable to remodel the Intermediate Courses in such a way as to provide—

(a) for the completion of school education at the Intermediate stage with a view to technical training and commercial life and the like;

(b) for further education in University degree courses.

(2) That the control of the Intermediate courses and examination as contemplated in the resolution already adopted be vested in the University.

(3) That, in order to give effect to resolution (1), the Syndicate be requested to appoint, after consulting the Boards of Studies, a committee to frame the necessary courses of study and that the courses so framed be placed before the Senate for adoption. A representative committee was appointed by the Syndicate, and its report recommending a more practical course in English and an increased number of optional subjects is now under consideration by the Senate.

(iv) Nine thousand two hundred and one undergraduates have passed the Intermediate Examination in Arts and Science in the period from March 1917 to March 1921: of these 7,275 proceeded to the B.A. Degree course, and 719 to the B.A. (Honours) course.

B.A. Degree Examination.—During the period under review the Senate adopted alterations in the regulations relating to this examination providing for—

(i) the lightening of the course and examination in English;

(ii) the setting of common papers for the B.A. and B.Sc. Degree Examination in Mathematics, Physical Science and Natural Science;

(iii) the inclusion in the syllabus for Mathematics in Group (i) of the "Elements of the Calculus" without any corresponding increase in the syllabus as a whole; and

(iv) the reduction of the marks qualifying for a pass from 40 per cent to 35 per cent, and the classification of successful candidates in future into three classes, instead of two.

Proposals for (1) abolishing the compulsory character of English by permitting a candidate taking either English or any other language under Part I of the B.A. Degree course, and (2) for making English one of the optional groups under Part II of the course are now under the consideration of the Senate.

B.A. (Honours) Degree Examination. The following alterations were made by the Senate in the regulations relating to the courses and examination for the B.A. (Honours) Degree during the quinquennium so as

(i) to provide that the courses, text-books and examinations for Honours in "two languages other than English" shall in each of the two selected languages be the same as for the ordinary degree in one such language with the inclusion of an additional test in Composition;

(ii) to make Psychology and Ethics alternative subjects in the curriculum of studies in "Mental and Moral Science;" and

(iii) to include "Theory of Statistics" in the list of optional subjects as an additional option under "Mathematics."

M.A. Degree.—In March 1918, the Senate adopted a new body of regulations for the institution of an examination for the M.A. Degree in all subjects other than the experimental sciences. After the abolition of the M.A. Degree Examination under the old by-laws, Graduates in Arts could qualify for the M.A. Degree (without Honours) as opposed to the M.A. (Honours) for which only Honours Graduates were eligible, by passing the final examination for the B.A. (Honours) Degree after a two years' course of study in an affiliated college in the same subjects in which they qualified for the B.A. Degree. Under the new regulations for the M.A. Degree Examination unrestricted choice is given to each candidate as to the subject in which he may qualify; and each candidate is permitted to appear for the examination two years after passing the B.A. Degree Examination, without further attendance at college.

The Senate adopted at the same time a Transitory Regulation so as to provide for candidates for a higher degree in Science being enabled to proceed to the M.A. Degree under the regulations then existing until such time as the new courses in Science came into operation. The Senate further deleted the word "Honours" from all the regulations relating to the M.A. Degree.

Teaching.—In 1919, with a view to giving candidates for the L.T. Degree an opportunity of showing special competence to teach English, the Senate adopted additions to the regulations relating to that degree providing for the institution of a special course and examination in the methods of teaching English in addition to the compulsory course.

B.Sc., B.Sc. (Honours) and M.Sc. Degrees.—In October 1917, the Senate adopted a new body of regulations providing in this University for courses of study and examinations in Science for the B.Sc., B.Sc. (Honours) and M.Sc. Degrees. A Transitory Regulation was also adopted by the Senate in March 1918, making provision for the continuance of the B.A. (Honours) Degree Examinations in Science until the new courses and examinations for the degrees in Science have come into full operation.

Only one college has applied for and has received affiliation in the B.Sc. Degree courses. This college became affiliated in October 1921. In view of the fact that no colleges had applied for affiliation in the new B.Sc. or B.Sc. (Honours) Degree courses the Senate, in March 1920, adopted alterations in the Transitory Regulations so as to extend the operation of the existing provisions in the regulations, enabling candidates to qualify in Sciences for the M.A. and B.A. (Honours) Degrees, until examinations in these Sciences are held under the regulations for the Degrees in Science. No examination has yet been held in the new Science courses.

Law.—The courses of study and examinations for the B.L. and M.L. Degrees have not undergone any change during the quinquennium under review.

Medicine.—In March 1918, the Senate adopted alterations in the regulation for the M.B. and B.S. and L.M. and S. Degrees so as to provide—

(i) that students who fail to obtain their certificates at the end of a course of study for an examination in Medicine be required to undergo the whole course again, and that students who obtain their certificates and fail to appear at the next ensuing examination be referred to their studies as if they had failed in the examination;

(ii) that existing distinctions between April and October examination in the Regulations be removed;

(iii) that candidates at the first or second M.B. and B.S. or L.M. and S. Examination who fail in one subject only and get high marks in other subjects be allowed to proceed with their further studies and to take the remaining subject at any time before appearing for the next higher examination; and

(iv) that any student who has elected the L.M. and S. course may attempt the M.B. and B.S. qualification in any examination, in which he has already satisfied the L.M. and S. standard, after an additional six months' study for each examination, and intermit his studies for the purpose.

In March 1919, and again in October 1921, the Senate adopted further alterations in the regulations relating to the courses and examinations in Medicine. The important changes were those made in connection with the Final M.B. and S. or L.M. and S. Degree Examination—

(i) by changing the time-table so as to provide for not more than one of the three principal papers—Medicine, Surgery and Medicine—being answered any one day of the examination; and

(ii) by improving the course of study and practical training in Midwifery so as to satisfy the requirements of the General Medical Council.

A Transitory Regulation was also passed so as to make provision for Licentates in Medicine and Surgery who graduated under the regulations prior to April 1914, and who had a four-year course only, to appear for the M.D. or M.S. Degree examination under certain conditions.

The regulations for the M.D., M.S., and B.S.Sc. Degrees have not undergone any change during the quinquennium.

Engineering.—No alterations have been made during the period under review in the courses of study and examinations for the Degree of Bachelor of Engineering.

Diploma in Economics.—In October 1916, Dr. Slater, the Professor of Indian Economics, made proposals for the furtherance of economic studies in and by means of the University. These proposals after consideration by a special committee and by the Board of Studies in History and Economics resulted in the institution of a Diploma in Economics in the University. Regulations relating to the courses of study and examination for the Diploma were framed by the Board of Studies and adopted by the Senate in March 1918. The classes for the Diploma course are held in the Senate House under a permanent staff of University teachers.

Oriental Learning.—(i) *Examination for Titles.*—The Senate, on the recommendation of the committee appointed in October 1917 to consider the revision of the regulations relating to the Oriental Title Examinations, adopted in March 1918, an entirely new body of regulations to replace the old ones. The most important change made in the new regulations is that neither English nor modern methods of linguistic study is made compulsory as before in the courses for Titles in Oriental Learning, both having been reserved for an optional division of the examination qualifying for *Certificates of Proficiency*.

The regulations relating to the Oriental Titles Examination have been further modified by the Senate so as to provide for—

(a) a candidate, to qualify for the Vidvan title, taking a selected Dravidian language as the main language with a high standard of attainment in that language, and Sanskrit as the subsidiary language; and

(b) a candidate qualifying for an additional Title or in an additional branch or branches of the courses of study for the same Title.

(ii) *Examination for Certificates of Proficiency.*—In accordance with previous resolutions arrived at when considering the recommendations of the Calcutta University Commission the Senate adopted regulations so as to make provision for certificates of proficiency in Arabic and Persian on the lines laid down for Sanskrit, and also added three more subjects which candidates for certificates of proficiency in Sanskrit may offer for their examinations.

(iii) *A Degree in Oriental Learning.*—When considering the recommendations of the Calcutta University Commission the Senate resolved that arrangements be made at an early date "to institute a Degree in Oriental Learning to be conferred on holders of certificates of proficiency in Oriental Learning on their submitting an original thesis in English on some subjects connected with the special subjects to which their certificates of proficiency respectively relate."

In accordance with this resolution the Senate adopted, in March 1922, a new body of regulations for the institution of the "Degree of Master of Oriental Learning."

A New Degree in Agriculture.—In March 1922, the Senate adopted a new body of regulations for the institution of a Degree of Bachelor of Science in Agriculture. These regulations were drafted in consultation with the authorities of the Agricultural College, Coimbatore.

In accordance with the recommendations of a committee appointed by the Senate in March 1921, "to consider the feasibility of holding the Intermediate and B.A. Degree Examinations twice in the year" the Senate adopted in March 1922, alterations in the regulations providing—

(i) for the Intermediate, B.A. Degree, B.A. (Honours) Preliminary and L.T. Degree Examinations being held twice a year, in March-April and again in September; and

(ii) for the academic year being divided into three terms in the case of colleges affiliated in Arts, Teaching and Law so that the certificates of attendance to be produced by candidates shall be terminal and not annual as previously required.

VI.—Scholarships, Prizes, Research Studentships, Scientific Works.

State scholarship.—Two scholars were selected for this scholarship during the quinquennium—one in 1917 and the other in 1919. The scholar of 1917 proceeded to the University of Cambridge and after a distinguished career there has returned to India as a member of the Indian Civil Service. The scholar of 1919 proceeded to the Cavendish Laboratory, Cambridge, for advanced scientific study. He is still in England.

Special scholarships for research work in England.—Reference was made in the last quinquennial report to Mr. S. Ramanujam, who held at Cambridge a special Mathematical scholarship from this University. The University of Madras and the educational world in general have sustained an irreparable loss by his early death in 1920. He exhibited such a remarkably high order of mathematical genius that he was elected a Fellow of the Royal Society in February 1918, and in October of the same year to a Fellowship of £250 a year at Trinity College, Cambridge. The University has made arrangements for the preservation and publication of his works.

The Syndicate has resolved to award this year special scholarships of £150 each per annum to supplement private resources to two Graduates of the University to carry on research work in England—one in Mathematics and other in Mental and Moral Science.

(i) *The Maharaja of Travancore Curzon Prize.*—This prize of Rs. 500 for the best original thesis in certain selected branches of knowledge with special reference to South Indian questions was during the quinquennium awarded four times.

(ii) *The Gokhale Prize.*—This prize of Rs. 500 to be awarded biennially to the best essay written on any topic connected with Indian Economics by Graduates in Arts of the University was awarded twice during the period under review.

The P. Ramarayaningar Prize.—This prize of Rs. 500 which was endowed by the Hon'ble Raja P. Ramarayaningar, a Fellow of the University, to be awarded biennially for the encouragement of scientific publications in Telugu, was awarded twice during the quinquennium.

Studentships.—During the quinquennium the following Research studentships were awarded in the subjects specified :—

Subjects.	Number of studentships.
Mathematics	1
Physical Sciences	4
Natural Science	1
Mental and Moral Science	1
History and Economics	11
Sanskrit	2

Research and scientific works.—During the quinquennium the following works were published by the University :—

(i) "Some South Indian Villages" forming Volume I of the University Economics Series under the editorship of Dr. Gilbert Slater, Professor of Indian Economics;

(ii) "Dravidic Studies," I, II and III, being theses on Dravidian philology written by the late University Readers with introductory remarks by Dr. Mark Collins, late Professor of Comparative Philology;

(iii) "The Sources of Vizianagar History," being selection from manuscripts collected by a research student working under Rao Sahib Dr. S. Krishnaswami Ayyangar and published under the Professor's editorship.

The Syndicate has resolved to publish the following new works :—

(a) The work of a research student placed under the supervision of Rao Sahib Dr. S. Krishnaswami Ayyangar to be published as a companion to the "Sources of Vizianagar History" under the Professor's editorship.

(b) The "History of Sri Vaishnavas," the Sir Subrahmanya Ayyar Lecture delivered in 1918 by the late Mr. T. Gopinath Rao, M.A., State Archaeologist, Travancore, under the editorship of Diwan Bahadur L. D. Swamikannu Pillai Avargal, M.A., B.L., LL.B., I.S.O.

The question of the publication of five monographs written by research students of History and Economics on various subjects of Indian Economics so as to form Volume II of the Economics Series is under consideration of the Syndicate.

VII.—University Lectures.

Ordinary University lectures.—For the benefit of Honours students and others courses of ordinary University lectures were delivered every year by the University Professors and by professors in affiliated colleges appointed by the Senate for the purpose on various subjects connected with Mathematics, Physical and Natural Sciences, History and Economics, English Language and Literature, and Sanskrit Language and Literature.

Special University lectures.—During the quinquennium under review the University made arrangements for the delivery of Special University Lectures (which were largely attended) by the following persons eminent in Arts and Sciences :—

(i) Sir P. C. Ray, D.Sc., K.C.I.E., of Calcutta.

(ii) Professor Oliver Elton, M.A., D.Litt., Professor of English Literature in the University of Liverpool.

(iii) Professor J. S. Mackenzie, LL.D., D.Litt., formerly Professor of Logic and Philosophy in University College, S. Wales.

(iv) Professor W. A. Craigie, M.A., LL.D., of Oxford University.

(v) Professor C. V. Raman, M.A., D.Sc., Palit Professor of Physics, Calcutta University.

Vacation lectures.—During the Christmas vacation of 1917-18 the University arranged for the delivery of vacation lectures in Elementary Science accompanied by model lessons and demonstrations for the benefit of teachers in secondary schools, the cost of which was defrayed from a Government grant to the University.

Disaffiliation of colleges.—During the quinquennium the three colleges in the Mysore State, and two other colleges, the Theosophical College at Madanapalle and the Doveton College in Madras, which had ceased to offer instruction in any of the courses of the Madras University, were disaffiliated.

Institutions qualified to provide instruction for Oriental Titles Examination.—During the quinquennium ten institutions were approved by the Syndicate as qualified to provide instruction in one or other of the branches of study for the *Siramani* Title, and three institutions in the courses of study for the *Vidvan* Title.

Two institutions were approved as qualified to provide instruction in the subjects specified for certificates of proficiency in Oriental Learning.

VIII.—Miscellaneous.

Inspection of colleges.—In August 1917 a Commission was appointed to inspect the affiliated colleges on the east coast of the presidency including the colleges in Guntūr and Hyderabad; in November of that year another Commission was appointed to inspect the colleges in Madras; and a third Commission was appointed in August 1918 to inspect the colleges in the south of the presidency.

Tamil Lexicon.—It was stated in the last report that the question of the responsibility of the Syndicate in the matter of the compilation of the Tamil Lexicon had been referred to the Government for decision. The Government expressed the opinion that the Syndicate should continue to be responsible for the publication. The Syndicate thereupon dissolved the original Committee appointed by the Government and constituted a new Committee for the conduct and management of the work. Owing, however, to constant changes in the personnel of the editorial staff and the managing committee, progress has been somewhat slow. The preliminary work of selecting and defining words amounting to 81,000 has been finished; and the work is now under final revision by a special committee for publication. Arrangements have been made for the portion so far revised to be printed as Volume I of the Lexicon by the Madras Diocesan Press.

Formation of a University Training Corps in the Indian Territorial Force.—Though no Madras University Corps was formed in the Indian Defence Force during the war large concessions were made by the University to such students as individually joined that Force for training.

The formation of No. 5 (Madras) Company, University Training Corps, for which sanction has recently been received, is now in progress.

During the visit of His Royal Highness the Prince of Wales to Madras in January 1922, His Royal Highness was invited by the University to the Senate House to meet a gathering of University students from all affiliated colleges. Arrangements were also made on the occasion for the presentation by His Royal Highness of Khillats to selected scholars in Indian languages.

B.—ARTS COLLEGES.

23. *Number of colleges.*—There has been an increase of four in the number of colleges in the Presidency and ten new colleges have been affiliated to the University.

The Government Muhammadan College, Madras, the Islamiah College, Vāniyambādi, the Venkatagiri College, Nellore, the Sri Minakshi College, Chidambaram, and the St. Ann's College, Mangalore, have been newly opened and the Madanapalle Theosophical College has been closed. The three colleges in the Mysore State and Doveton College in Madras were disaffiliated.

The Ceded Districts College, Anantapur, and the Government Muhammadan College, Madras, were raised to the rank of first-grade colleges. During the quinquennium Government took over the control of the Arts College, Coimbatore, the Victoria College, Palghat, and the Brennen College, Tellicherry.

It is perhaps noteworthy that of the applications for affiliation received and accepted by the University during the quinquennium, twelve were for science groups as against nine for all other groups.

The Nizam's College, Hyderabad, is the only college that has applied for and been granted affiliation in branches I, II and III (Mathematics, Physics and Chemistry) of the new B.Sc. courses.

24. *Accommodation and equipment.*—The new chemical laboratories of the Presidency and the Kumbakōnam Colleges have been completed and equipped. An additional building for the Ceded Districts College, Anantapur, is under construction and a site has been acquired for the proposed new building for the Rajahmundry College. It has also been proposed to erect new buildings for the Brennen College, Tellicherry, but the prevailing financial stringency has prevented the development of building schemes. The provision of additional facilities for science has been sanctioned for the Government College, Mangalore, but building has not yet begun.

Amongst aided institutions the new buildings for the Findlay College, Man-nārgudi, and the Voorhees College, Vellore, were completed and a science block was constructed for the Maharaja's College, Vizianagram. The Chidambaram College has building schemes on hand and a site is under acquisition.

During the latter part of the quinquennium, both Government and aided colleges have been handicapped in the matter of equipment by financial difficulties, but, in spite of that, a comparison with the previous quinquennium shows that the expenditure from Provincial funds on buildings and equipment has risen by nearly 100 per cent.

25. *Number and distribution of students in arts colleges.*—The total number of students in arts colleges for men and women rose from 7,724 at the beginning to 8,227 at the end of the quinquennium. Of this increase (503), 200 were women. This small increase, as compared with the very large increase reported in the last quinquennium, may perhaps be attributed partly to the introduction of the half-yearly examinations and partly to the growing feeling in the minds of the public that an arts education can no longer suffice as the sole means of securing a career.

26. *Staff.*—In the nine arts colleges under Government management, there were 28 officers in the Indian Educational Service, 18 in the Provincial Educational Service and 76 in the Subordinate Educational Service. The number of officers of the Indian Educational Service in arts colleges has risen owing to the transfer of a number of posts from the Madras Educational Service to the Imperial Service and to the inclusion in the Indian Educational Service of the Principalships of second-grade colleges.

27. *Tutorial work.*—The annual reports of the Government colleges show that the tutorial system, inaugurated in the last quinquennium, continues to work satisfactorily.

C.—COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

28. *Law.*—Government, in May 1917, approved the proposal to hold classes in the Law College for students appearing for the M.L. Degree Examination. Previously no instruction or guidance of any sort had been provided for such students. The number of students attending the college rose, during the quinquennium, from 511 to 672. The pay of the Principal has been raised to Rs. 400—500—1,500 with a duty allowance of Rs. 150. This officer, if of non-Indian domicile, is also eligible to receive overseas pay at the same rates as are admissible to members of the Indian Educational Service.

29. *Medical.*—The subordinate teaching staff of the Medical College has been reorganized and the system under which certain Assistant Surgeons were detailed for college work and given no hospital duties, while those attached to the hospitals and assisting in imparting clinical instruction to students were not given any teaching allowance, was discontinued and all Assistant Surgeons actually engaged in instruction, whether in the college or in the hospitals, were appointed Assistants to the Professors concerned and given hospital as well as teaching work and uniform rates of allowances.

The Government, in October 1917, sanctioned the keeping open of the college library till 9 p.m. temporarily for one year and an Assistant Librarian was also sanctioned for that period. A large number of students also made use of the library as a reading room bringing their own text books and notes.

The large number of attendances showed that the new arrangement was much appreciated. The Government therefore confirmed the arrangement and made the appointment of the Assistant Librarian permanent.

In February 1920, the Government of Madras sanctioned the proposal of the Surgeon-General to institute a course of training for six months in Dental Surgery for Civil Assistant Surgeons and Senior Grade Sub-Assistant Surgeons not exceeding five at a time. Accordingly four Civil Assistant Surgeons and one Senior Grade Sub-Assistant Surgeon were detailed for the course which commenced on the 1st May 1920.

The Civil Assistant Surgeons' Post Graduate Course was begun in 1920 for the first time. Six medical subordinates were deputed for the senior course and thirteen for the junior course. In 1921 nine Civil Assistant Surgeons were detailed to undergo the senior course and eleven were deputed for the junior course.

Under the scheme sanctioned in May 1921 regarding the provincialization of Health Officers, fifteen medical graduates and one L.M.P. candidate were deputed in 1921-22 to undergo the Health Officers' training at Government expense. One of the former ceased attending early in the year and thus fourteen qualified for the higher grade of Health Officers and the L.M.P. candidate for the lower grade.

The only addition to buildings made during the years under review was the construction of a room to the east of the Biology shed for the use of the Physics department.

In December 1921 the Government of Madras directed that the students of the college should be trained in squad, company and physical drill during their third year and in stretcher drill and first aid during their fourth year, the former course extending throughout the year and conducted by a Sergeant Instructor and the latter for only three months in the year under the instruction of the Military Assistant Surgeon attached to the college.

30. *Engineering*.—The college was removed to the new buildings at Guindy in July 1920. These buildings, constructed at a cost of over 20 lakhs, provide hostel accommodation for the students and residential quarters for a large number of the members of the staff.

For a time the college had to work without the new laboratories, workshop and power house being completed, and pending the installation at site of the new power house plant ordered from England a steam plant transferred from the Government Press has worked with the temporary staff sanctioned for the purpose.

The posts of Principal and Professor of Mathematics were included in the Indian Educational Service, while two new posts of Professor of Technical Chemistry and Additional Professor of Civil Engineering in the Indian Educational Service were also sanctioned during the quinquennium. With the removal of the college to Guindy the staff and establishment were strengthened by the employment of additional temporary staff, but for more than a year difficulties were experienced owing to unforeseen vacancies in the staff not being filled.

The courses of instruction were modified and the rules of the college revised consequent on the abolition of the Upper and Lower Subordinate Classes and the substitution in their stead of a single Subordinate Class the course for which was to extend over three years followed by a year spent on works. Since the close of the quinquennium, however, the local Government have issued orders for the abolition of the single Subordinate Course and the reinstitution of the Upper and Lower Subordinate Courses and for the creation of an additional course for Draftsmen.

The admission of Military students was discontinued during the quinquennium.

31. *Teaching*.—At the Saidapet College the lectureships in Geography and Natural Science were included in the Madras Educational Service and that in Kindergarten in the Women's Branch of the Madras Educational Service. The pay of the Instructor in Manual Training was raised and the post was declared a gazetted one. The staff of the Model school was reorganized when the Model school scheme was sanctioned in 1919 and additions thereto have also been made during the quinquennium consequent on the increasing strength of the classes. The college also conducted Mental Intelligence Tests during the last year of the quinquennium and the results have been published in the form of a College Bulletin.

The strength of the L.T. class on 31st March 1922 was 103 as against 112 on 31st March 1917.

The Training College, Rajahmundry, which was abolished during the previous quinquennium, was reopened in 1917 with a Principal and a Junior Professor

in the Indian Educational Service and a staff of three lecturers, two in the Madras Educational Service and one in the Subordinate Educational Service. The Model School attached to the college was reorganized in connection with the Model School scheme sanctioned in 1919. The reopening of the college was necessitated by the need for providing additional facilities for the training of graduate teachers employed in the Telugu districts. The strength of the college on 31st March 1922 was 68.

To provide increased opportunities to graduate teachers in Tamil districts to become trained and to avoid overcrowding at the Teachers' College, Saidapet, an L.T. class was opened in connection with St. Joseph's College, Trichinopoly, with the aid of subsidies sanctioned for the purpose from provincial funds. This class had 40 students on its rolls on 31st March 1922.

In the Legislative Council in March 1921 the Education Minister accepted a recommendation to refuse stipends to pupils that go direct from the B.A. degree course to collegiate training with the result that ordinarily only teachers and men in service are now granted stipends in the Saidapet, Rajahmundry and St. Joseph's colleges.

The absence of separate provision for the training of women graduate teachers and the increasing demand for such teachers made it necessary to open, as a temporary measure, an L.T. class attached to the Queen Mary's College. This class will be referred to under Women's Education.

32. *Veterinary*.—Since 1917, a third Imperial officer has been sanctioned for the Madras Veterinary College. Thus there are now 3 Imperial officers on the staff, the Principal and Professor of Medicine, the Professor of Surgery, and the Professor of Pathology and Bacteriology. The college year has been changed from January—December to July—March. A new laboratory and extensions to the college have been constructed. With a view to attracting a better quality of candidate for the college, the rate of stipends granted to students has been raised from Rs. 10 to Rs. 15. In the case of students who are in the enjoyment of Government scholarships and who leave the college of their own accord without sanction or are expelled for misconduct the rate of tuition fees to be refunded to Government has been reduced to Rs. 60 per annum. All others, who are not under an obligation to serve Government for five years if required after completing their course in the college, must pay tuition fees in advance at the rate of Rs. 400 per annum. Forty students are admitted to the college each year and out of this number five scholarships are reserved for Muhammadan students. In order to increase the popularity of the hospital attached to the college jatka ponies of 13 hands and under, bandy bulls and milk-men's cows are treated free. A special Veterinary Inspector has been appointed permanently for work under the Glanders and Farcy Act in the city of Madras.

33. *Forestry*.—The history of the Forest College, Coimbatore, up to the opening of the new buildings in 1915 by his Excellency Lord Pentland, was fully described in the last report. By the kindness of the Principal of the college the following details of the progress of the college are included here.

The two Provincial Instructors appointed in 1913 and 1914 are now termed Senior and Junior Instructors.

After the creation of the post of Chief Conservator of Forests the Chief Conservator became the Chairman of the Board of Visitors and the Board now consists of the Chief Conservator and the six Conservators of Forests.

Approximately 30 students have joined the college every year and, the course being a two years one, this has maintained the number at an average of about 60, of whom the majority were Madras Rangers and Deputy Rangers up till 1917. A few candidates had, prior to this, been accepted from Hyderabad State, Ceylon and Coorg; and a few private students, who pay their own way but do not have to pay tuition fees, were admitted.

In 1920 it was found that the number of trained Rangers could not be absorbed in the department and it was decided not to train so many. Students from

Bombay were therefore accepted: and in the following year students from the Central Provinces, Behar and Orissa and Central India Native States were also admitted. Admission for students from Mauritius has also been applied for.

The accommodation for the college has been found ample but the site is not a good one. Situated as it is on black cotton soil with a brackish water supply, it is most difficult and expensive to induce anything except Babul to grow and yet not half a mile north of the present site are to be found good red soil and a fair water-supply.

The students live in hostels consisting of eleven blocks of six rooms each. In each block a House Committee member is elected and these eleven elected students form the House Committee. One of the Instructors is appointed as House Tutor and it is his duty to deal with the students' general and moral welfare, representations and complaints. The system works satisfactorily.

A Students' Club was built in 1920 owing to the efforts of Mr. Cowley Brown, then Principal. The funds were largely raised by private subscriptions but Government also contributed generously. The club is managed by an honorary secretary and a small committee elected by the students. This arrangement works harmoniously and the club is largely attended in the evenings.

Athletics at the College are compulsory; hockey, cricket, foot-ball and tennis being keenly played. Sports are held once a year and a *Marathon* race of about 7 miles is run in which all the students have to compete.

A Sub-Assistant Surgeon is in charge of the Lawley Road Dispensary which is for the benefit of both the Forest and the Agricultural College. He works under the orders of the District Medical and Sanitary Officer. During the touring months a separate Sub-Assistant Surgeon is attached to each division of the college and proceeds to camp with the students.

The college course, as remarked above, is of two years duration. Each year is divided into headquarter and touring terms of which the former are devoted primarily to lectures and the latter to practical work.

Periodical examinations, both written and practical, are held throughout the course and final examinations conclude it. The former are conducted by the College Instructors and the latter by outside examiners.

34. *Agriculture*.—At the beginning of this period there were at the Agricultural College, Coimbatore, two courses of instruction—the Certificate Course and the Diploma Course.

The Certificate Course, which still continues, is a two-year course in practical Agriculture leading to the Certificate of Proficiency in Agriculture. The students entering for this course have usually taken their S.S.L.C. but the only qualification necessary is a sufficient knowledge of English to follow the lectures.

The Diploma Course formed a continuation of the Certificate Course and students were selected for this course on the results of their Certificate Examination. The course occupied five terms, and the instruction given was largely in the sciences of chief importance to agriculture. This course has now been discontinued, the last admissions being to the class starting in 1921, and the Degree Course has taken its place.

The Degree Course was started in 1920 with a view to the affiliation of the college with the Madras University and this has since been effected. It is a three-year course for which students are eligible who have passed the Madras University Intermediate Examination in Part I and Group 1 or 2 of Part II. It covers the same ground as the Certificate Course and Old Diploma Course taken together, but some of the subjects are dealt with more fully and the time-table has been rearranged.

The table given below shows the numbers of the students of the various classes during the five-year period, also the number of Certificates of Proficiency and Diplomas awarded.

	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
<i>Certificate Course.</i>					
Class I	33	44	47	23	22
Class II	35	30	42	15	22
Obtained Certificate	82	21	38	37	19
<i>Diploma Course.</i>					
Class I	12	10	13	17	20
Class II	8	12	19	13	17
Obtained Diploma	8	12	10	13	17
<i>Degree Course.</i>					
Class I	...	...	...	17	19
Class II	...	...	...	...	17
Total students in the college	88	96	112	115	117

IV.—SECONDARY EDUCATION.

35. *Character and Scope of Secondary Education*.—During the quinquennium, owing partly to the Calcutta University Commission's report and partly to the alterations in the control of all branches of education, the whole character and scope of secondary education have been widely discussed, and, while it is true that no great changes have yet been made either in organization or in courses, particular problems connected with Secondary Education have continued to excite public attention. Of these the more important have been the control of secondary education, the widening of the high school courses and the vernacular as the medium of instruction in all classes. In connection with the first of these problems, the Madras University in its consideration of the Sadler report discussed the advisability of setting up in this presidency a Board of Intermediate and Secondary Education, which would practically supplant the existing departmental controlling and inspecting agencies. The Senate finally decided against the innovation, but the question was discussed again by the committee appointed by the Legislative Council to consider the applicability of the Calcutta University Commission's report to the Madras Presidency. The report of the Committee is before Government.

The necessity for a widening in the high school courses so as to make them as much a preparation for work in life as for a University course has long been canvassed, and the introduction of commercial and technical subjects into the Secondary School Leaving Certificate course was an attempt to meet this need. Further, experiments have been made in developing the vocational side of school work and details of these are given below. The ultimate difficulty, however, does not lie in the school courses but, outside the scope of education altogether, in the absence of sufficient channels of occupation for boys who cannot, either for economic or for educational reasons, continue their studies in a University. No amount of widening of the courses will solve the question unless, with the development of commercial and industrial concerns, additional opportunities and openings become available for boys on leaving school. Mr. Champion in this connection writes "The number of pupils taking subjects not leading to University courses is still disappointingly low. I am not sure however that this need be a matter of any grave concern in the Educational Department. These subjects will receive sufficient support when industries and commerce become more highly specialized." Again Mr. Venkataraman writes:—"It is unfortunate that school work just now is dominated by the school final examination and the aim of every school is to increase the number of pupils declared eligible for University entrance. This leads directly to the neglect of all subjects not brought up for the school final examination. It is useless to investigate and locate the blame on teacher, pupil or parent, since the root cause of the trouble is elsewhere. For young men with general education of the secondary stage the only openings now available are the University and the lower grades of the public services and the learned professions.

So long as other definite openings do not exist, the University entrance cannot but dominate the school course and the school work of the pupil cannot come to have the recognition due to it and contemplated in the Secondary School Leaving Certificate scheme."

Instruction through the medium of the vernacular has long been a matter of controversy, but it has not been generally recognized that for some years past no departmental rule has prevented pupils from taking the school final examination in the vernacular. The almost insuperable difficulty of instruction in high schools whose pupils come from widely distributed linguistic areas, the preference shown by pupils for instruction and examination in English and the absence of suitable text-books in the vernacular have been among the causes responsible for the fact that no candidate has hitherto applied to appear for the school final examination in his vernacular. The question was raised in the Legislative Council in 1921 and Government replied that no rule prevented pupils from receiving instruction in the higher forms in the vernacular and that, if any candidates applied to be admitted to the examination with a vernacular as their medium, their applications would be considered. The Senate of the Madras University also resolved at its meeting in March 1921 that "at the Secondary School Leaving Certificate examination (corresponding to the present matriculation) candidates be permitted to answer either in the vernacular or in English, except in the subject of English in which English should be compulsory and in the vernaculars in which the respective vernaculars should be compulsory."

36. *Admissions.*—There has been no marked change in the matter of admissions, but there has been an improvement as regards the overcrowding noticed in the last report. With the opening of more secondary schools there have been fewer breaches of the rule limiting a section of a class to 40 pupils. The power of sanctioning the admission of pupils in any class of a secondary school in excess of the prescribed limit has been delegated to Inspectors. Difficulty with regard to the admission of pupils from unrecognized schools still continues and to some extent has been aggravated by boys leaving recognized schools to join new so-called national schools for a time and then attempting to return to their old institutions. In a few cases, when, for example, a recognized school lost recognition and became a national school, special exemption had to be given to boys desirous of a transfer to a recognized school.

37. *Promotions.*—There is reason to believe that of late, under careful supervision, there has been less laxity in the matter of promotions and that the revised instructions issued to the headmasters of schools regarding the assigning and recording of marks for school work have gone far to prevent promotion abuses. It is perhaps significant that in comparison with the reports on the previous quinquennium only one Inspector this year has commented unfavourably on the promotions in his circle.

38. *Fees.*—There were no changes in the fee regulations except that Government sanctioned the amendment of Rule 102 of the Madras Educational Rules so as to make the grant of half fee concessions, in schools under public management, compulsory in the case of pupils belonging to backward classes, subject to the production of a certificate of poverty.

39. *The Secondary School Leaving Certificate Scheme.*—The following are the more important changes which have been made in the working of the scheme and in the courses of study. In July 1917 the number of officers of the department and of non-official members of the School Leaving Certificate Board was increased from four to five in each case and it was directed that of each of these groups of five members two should be appointed on nomination by the Syndicate of the University of Madras. In October 1918 Government accepted the recommendation of the School Leaving Certificate Board that pupils who have already taken one supplementary course should be allowed to come up for subsequent examinations without going back to school.

In October 1919 Government approved the proposals of the School Leaving Certificate Board that for the examination of 1922 and subsequent years all

candidates whose mother-tongue is an Indian vernacular must take an examination in vernacular translation and composition under Group A. The exemption hitherto granted to pupils who take a classical or foreign language under Group C from appearing for vernacular translation and composition under group A will cease; such pupils being hereafter required to answer a paper on vernacular composition and translation and a paper on text-books in the classical or foreign language to be prescribed under Group A.

In December 1921 Government authorized the Director of Public Instruction to grant exemptions from the rule regarding age limit, for a period not exceeding one year, to boys appearing for the S.S.L.C. public examination whose applications for exemption are supported by their headmasters and by certificates of physical fitness from registered medical practitioners.

From time to time during the quinquennium explanatory and advisory circulars were issued from my office. One of these pointed out that pupils taking a supplementary course should only in exceptional circumstances be debarred from appearing for the public examination as unfit, and headmasters were reminded that they were entitled to refuse admission to a supplementary course to pupils who they consider will not take suitable advantage of the course.

Another circular, in September 1919, gave detailed suggestions for the recording and assigning of marks for school work. These suggestions laid stress on points which had been found by experience to be neglected and the neglect of which had caused considerable unevenness in the working of the S.S.L.C. scheme.

The S.S.L.C. scheme on the whole has continued to work satisfactorily and there has been an increasing appreciation on the part of teachers of the value of the scheme. But naturally criticisms and difficulties remain. The more important of these relate to the complexity of the system of marking and the neglect of the B group subjects. These two difficulties were also commented on in the last report and it will not be necessary to do more than quote the remarks of a few Inspectors.

Mr. Champion writes:—"In the last quinquennial report it was generally complained that the awarding of marks for school work was unsatisfactory and unreliable. One of the main reasons for this was that most schemes of marking did not provide for each section or feature of a subject being assessed at its true value. Instructions were issued in September 1919 with a view to correcting this defect and to securing more reliable marking. I find that generally these instructions have not received the attention they deserve. There is no doubt, however, that the irresponsible marking of the last quinquennium has been replaced by more thoughtful and conscientious marking; there is not that wide divergence between marks at school and at the public examination that was formerly the case. The neglect of B group subjects has undergone absolutely no change for the better during the period under report. In my opinion this neglect constitutes the most unsatisfactory feature of the Secondary School Leaving Certificate scheme. The steps enumerated in the last report as designed to remedy this neglect have been of no avail. B group subjects are taught half heartedly in the school and entirely ignored out of school and nothing but the imposition of a public examination will restore to them their rightful share of attention by teachers and pupils."

Mr. Natesa Ayyar writes:—"With regard to the working of the S.S.L.C. scheme reports received from the headmasters indicate that the scheme has on the whole worked satisfactorily, so that there is no need for a revision of the scheme in essentials. But there seems to be a consensus of opinion in favour of the following changes: (1) the inclusion of B group subjects in the A group, (2) the marking of class work should be made much simpler so that the energy and pre-occupation of teacher and pupil may be concentrated on genuine teaching and learning."

Mr. Rama Rao says:—"The S.S.L.C. scheme may be considered to be working satisfactorily, though on account of the tedious work involved in connection with marking, it is not popular with headmasters or their assistants.

Further simplification of the marking system, if it is possible, is earnestly to be desired.

During the period under review the S.S.L.C. Board considered very carefully the alternations necessary in the course to obviate the difficulties so often expressed with regard to the group B subjects and proposals have since been submitted to Government in this regard."

The number of pupils who sit for the public examination has continued to increase. In 1917 there were 5,578 candidates appearing for the first time and 3,313 taking a supplementary course. In 1922 the respective figures were 7,818 and 3,628. The most popular C group subject continues to be History and in 1922, 5,742 pupils appeared in that subject. There has, however, been a very marked and satisfactory increase in the number of candidates taking Science. In 1917 the number of pupils taking Algebra and Geometry, Physics and Chemistry, respectively, was 2,274, 2,041 and 1,171. In 1922 the corresponding figures were 3,795, 3,536 and 1,672.

There has also been a considerable rise in the number of candidates taking Commercial subjects. In 1917 the figures for book-keeping and commercial arithmetic and for shorthand and typewriting were 254 and 206—the corresponding figures for 1922 were 570 and 362.

40. *Staff.*—The number of certificated teachers is still considerably below the needs of secondary schools, but some progress during the quinquennium can be recorded. The statement at the end of this paragraph will show that the percentage of trained teachers of the collegiate grade rose by 2 per cent from 16 to 18 per cent and the percentage of trained teachers of the secondary grade rose by 7 per cent from 30 to 37 per cent. These increases compare very favourably with the figures for the previous quinquennium which showed that collegiate trained teachers rose by 1 per cent only, while the percentage of secondary trained teachers remained stationary.

Almost all Inspectors report on the increase in the supply of qualified teachers, but the supply of higher grade trained teachers varies very much in relation to the subject to be taught and the district in which employment is obtained. Collegiate trained teachers for History and English are fairly easily obtainable, but collegiate trained teachers for Mathematics and Science are not only difficult to obtain but require higher starting salaries. In this respect aided schools have considerable difficulties in competition with Local Board and Government schools, since the latter schools are generally in a position to offer better prospects to their teachers.

As noted in the last report, Telugu trained graduates are rare, but matters have been improved by the re-opening of the Rajahmundry Training College and by the opening of the Ceded Districts College, Anantapur, and the Inspectors of Schools, Vizagapatam, Gôdâvari, Kistna and Guntûr all record considerable improvement.

In the south conditions of recruitment have always been easier and progress in obtaining trained teachers has been steady. The Tinnevely circle figures show that in 1917 there were 247 trained teachers and 97 untrained, whereas in 1922 there were 309 trained teachers and 85 untrained.

The rates of pay of teachers in Government schools have been revised and most local bodies have either sanctioned new rates of pay for the staffs of their schools or have proposals under consideration. Aided schools have, during the past period of financial stringency, found it exceedingly difficult to raise the pay of their teachers, but some improvement has been effected by a special recurring grant of one lakh which was given by Government in 1921 especially for the purpose of increasing the pay of the lower paid members of secondary school staffs.

The following figures for the Madras Circle show roughly the increase in average rates of pay:—

		Collegiate grade.	Secondary grade.	Elementary grade.
		RS.	RS.	RS.
1917	...	98½	35	18
1922	...	118	44	28

Number of teachers in Indian Secondary schools for boys.

Classification of teachers.	On the 31st March 1917.		On the 31st March 1922.	
	Number of Teachers.	Percentage.	Number of Teachers.	Percentage.
Teachers holding—				
Non-Indian Diplomas	47	1 } 1	36	1 } 1
Professional certificates	23	15 }	1,312	18 }
	1,683	30 } 62	2,893	37 }
	915	16 }	913	13 }
General Education	475	9 }	617	8 }
	1,064	19 }	812	12 }
	192	3 }	220	3 }
No certificate whatever	356	6 }	551	8 }
Total	5,655	100 } 100	7,184	100 }

41. *Accommodation.*—Accommodation has improved but not in proportion to the advance of secondary education. This is true particularly of schools under public management which have been developing rapidly in status and number without in most cases adequate buildings. This has been due not to neglect but to financial stringency both local and provincial. The following important additions to school buildings may be mentioned. New buildings have been erected for St. Antony's Secondary school, Tanjore, the High schools at Kulittalai and Lalgudi, the Ramaswami Chettiyar's Town High school, Chidambaram, St. Joseph's High school, Pavaratty, and the Ganapathi High school, Mangalore. The Dindigul Municipal High school, St. Francis Xavier's High school, Palamecottah, the Municipal High school, Karur, and the Taylor High school, Narasapur, have extended their buildings and the National High school, Negapatam, the Sourashtra High school, Madura, the Sri Raja's High school, Tuni, the A.B.M. Secondary school, Kavali, the Secondary school, Komal, the A.E.L.M. High school, Guntûr and the Municipal High school, Walajapet, have buildings under construction.

Some of the new buildings mentioned include Science blocks, which have been erected largely owing to the increased aid given by Government under the new grant-in-aid rule under which grants not exceeding two-thirds of the total cost may be given for the purchase or erection of buildings intended for the study of science.

42. *Equipment.*—In spite of a period of financial restrictions and the difficulties of obtaining science apparatus, there has been general improvement in the equipment of high schools, but the Inspectors report that most middle schools are as yet inadequately equipped, especially in regard to science.

During the quinquennium, equipment grants to the extent of Rs. 3.75 lakhs were paid to aided secondary schools; these included special grants, given in 1920, mainly for the equipment of laboratories. Special subsidies were paid to local bodies for equipping their newly opened High and Middle schools. Aided schools were considerably assisted as regards the provision of science apparatus by the working of the new rule in the Grant-in-Aid Code which has increased departmental aid towards the purchase of science apparatus from half to two-thirds of the total cost.

It is to be regretted that there has been no progress in the creation and equipping of museums and full use does not appear to be made of the existing ones. School libraries, on the other hand, have been greatly strengthened and methodically used.

43. *Methods of teaching.*—With the increase in the number of Inspectors and the consequent concentration of inspecting work on a smaller number of schools it

has been possible to devote more time to the improvement of the methods of teaching employed in secondary schools.

Progress in respect of teaching methods is reported by nearly all Inspectors. Mr. Yates says, "The teaching in the schools was satisfactorily progressive and I have found generally a desire to improve in the direction of realism and practicality."

Mr. Natesa Ayyar writes, "Methods have generally improved with the increase of trained teachers" and Mr. Krishnamurti says, "The great majority of teachers being trained, methods of instruction have improved considerably."

Two Inspectors are more pessimistic. Mr. Saunders says, "I cannot say that I see the signs of much improvement in teaching," and Mr. Champion writes, "I do not think it can safely be asserted that methods of teaching or teaching work have shown any change, either for better or worse, since the last quinquennium."

With regard to the teaching of individual subjects it is noteworthy that teaching in science subjects has almost everywhere improved. This, no doubt, is partially due to better equipment. This improvement is also in keeping with the steady increase in the number of pupils taking science subjects both at school and college and the consequent employment of more trained science graduates. Mr. T. K. Venkataraman says, "The teaching of science has improved greatly, partly on account of the increased supply of apparatus and appliances with the aid of liberal provincial grants, and partly on account of the introduction of a practical test at the Secondary School Leaving Certificate Public Examination. The teaching of mathematics is also slowly improving." Mr. Raman Monon says, "Mathematics and Science are generally well taught in all schools," and Mr. Hart writes, "Science teaching in the high school forms has shown satisfactory advance because of the greater number of trained science graduates now employed and the improvement made in equipment generally. In mathematics, the teaching is mostly on sound lines and stimulating to the pupils."

The Inspectors of Schools are almost equally divided in their opinions as to the improvement or otherwise of teaching in English, History and Geography. This, no doubt, is in part due to the relative backwardness of some districts as compared with others. For example, the reports from the Inspectors of Schools, South Kanara, Tanjore, Trichinopoly and Madras show that considerable progress has been made in the subjects of English, History and Geography and that the teaching is in most schools good. The reports of the Inspectors of Schools, Kistna, Guntur and Cuddapah on the other hand show that progress in these subjects has not been satisfactory. It was noted in the last quinquennial report that only one Inspector reported favourably on the teaching of vernaculars. Though much improvement is still desirable more satisfactory reports have been received during the period under review. Mr. Fyson says, "I am inclined to think that there has been steady improvement in this subject, consequent on the better staffing of the schools." Mr. Venkataraman also reports that the teaching of the vernacular has shown improvement.

It is to be regretted that, as in the previous quinquennium, almost all Inspectors report that the teaching in the lower classes does not show the same improvement as the teaching in the higher. This of course affects very seriously the possibility of still better work in the higher classes. Mr. Yates, for example, while he considers that the level of English teaching in the upper classes is fairly high, says, "The real problem of English teaching is the renovation of methods and the alteration of aims in the work of the lower classes." It is to be hoped that with the reorganization of the Inspecting agency and the increased supply of trained teachers for the lower classes the reports of the next few years will be better.

44. *Vocational Education and Manual training.*—The developments anticipated in the last report have been fully realized—71 teachers have been trained at the Special Manual Training Centre, Teachers' College, Saidapat, and the majority of these have been employed in schools under the Department of Public Instruction. Manual training classes have been opened at the Thirukattupalli High

School; the Municipal Manual Training Centre, Tenali; the Saidapat Model School; the Tirupati Mahant's High School, the Government Muhammadan Secondary School, Georgetown, Madras; the Colo's Memorial High School, Nellore; the Karur Municipal High School and at the Vellore High School. The Manual training classes at the Municipal High School, Cuddapah, and at the Muhammadan College, Madras, have been reorganized. A bulletin on Manual Training, Wood-work and Mechanical Drawing has been prepared by the Manual Training Instructor and published as a college bulletin by the Teachers' College, Saidapat.

Considerable progress has been made in opening vocational classes in secondary schools and many further proposals were under consideration at the close of the quinquennium.

The Board High School, Kavali, has opened Carpentry and Weaving classes and weaving has been introduced into the Middle schools at Buchireddipalem, Kandukur, Gudur, Atmakur, and in the High school, Pattamadai.

45. *Moral and religious training and discipline.*—Regular religious instruction is given in all mission and in some non-mission schools. During the quinquennium Government had under consideration the question of religious instruction in schools under public management and, after taking the opinions of local bodies and others, has recently issued orders permitting religious instruction in schools under public management subject to certain safeguards in regard to religious neutrality, the use of public funds, and the wishes of parents and guardians. Moral instruction is given, in accordance with departmental instructions, in almost all schools. The inspecting officers in their reports on its progress generally state that it is as yet too early to judge of the results; but, as several Inspectors note, moral training depends more on the character and personality of the teacher than on instruction or book learning. Discipline has not been so good as could be desired and serious studies have at times been interrupted by local disturbances; but the end of the quinquennium has shown a great improvement in this respect and sound discipline is returning.

46. *Parental control.*—The period under review has not been a fortunate one for the maintenance of parental control and respect for elders. The Non-co-operation movement, apart altogether from its political effects, has done considerable harm by allowing young men to forget that discipline is an essential part of any educational system. Healthy independence and self-reliance are to be encouraged, but the growth of disbelief in parental and tutorial authority must be deplored at any stage of a country's development. There is no need, however, to draw too dark a picture. There have been indications that the majority of parents are keenly interested in the best interests of their children. There have been parents' meetings at Madras and Mr. Hart for example reports that "There is a general impression that some improvement has taken place in the knowledge which parents have in regard to their boys' progress at school." Half-yearly or terminal progress reports have become usual in almost all schools and have done much to keep parents in touch with their sons' conduct and work.

47. *Physical Education, Hygiene and Medical Inspection.*—There is no doubt whatever that progress has been rapid and that far more students are enjoying the advantages of healthy and regular exercise both at Games and Gymnastics.

The work of the Physical Adviser and his Assistant not only has done much to popularize organized games and physical culture in Madras and the mufassal, but it has also been instrumental in producing a new class of physical training instructors who are greatly improving the old type of gymnastics. The last quinquennial report stated that "the weak point about physical education is that those who stand most in need of physical culture get least of it." It may now be safely said that this state of affairs is passing away and physical education has become more general and less special. A feature of particular note is the introduction of Indian games and exercises to supplement, and in some cases supplant, the old types of drill and games.

With one exception, all Inspectors report on the good advance made in physical training during the quinquennium.

Mr. Champion voices the general view when he says "a radical improvement has been made in the methods of physical training as a result of the appointment of a Physical Adviser to Government. The old physical drill supplemented by formal gymnastics, confined to a few pupils, which had little or no value, and which was rightly disliked by the pupils, has given way to drill which is smart, quick and healthful. A particularly good feature is the organized games designed specially for Indian schools, which now form part of the physical training period. The whole system is popular with the pupils, which is no small argument in its favour."

Scout troops have only been organized in Madras during the last decade, but their progress has been rapid since 1917. In that year the Boy Scouts of India Association was started to carry on scout work among Indian boys until such time as the Imperial Boys Scouts Association accepted them as members. In 1918, 26 teachers, mostly graduates, from the schools in the city of Madras were trained as Scout Masters with the result that 14 scout troops were started in the schools of Madras. In the same year 29 school masters from the mufassal were trained and 20 scout troupes were formed in mufassal schools. From that time onwards the Assistant Physical Director has been successful in organizing scout troops all over the Presidency and by 1920 there were 280 scout troops and packs with a total of 500 officers and over 6,000 scouts.

In 1921 the Indian scouts were admitted into membership of the Imperial Boy Scouts Association, and the three main scout associations of this presidency were amalgamated.

During the last two years of the quinquennium medical inspection was undertaken in a large number of secondary schools. Over 200 schools were inspected by approved medical officers and participated in the general scheme for grant-in-aid for medical inspection. Inspection, however, has not yet been conducted in accordance with settled principles, universally applied. It is to be hoped that it will be possible to do this in the near future, as there can be no doubt as to the urgent necessity for it.

In 1921 Government approved a new syllabus on Hygiene for Forms I to III and the syllabus was translated into the principal vernaculars and adopted in all middle and secondary schools.

48. *Number and strength of secondary schools.*—The number of secondary schools for boys rose from 345 in 1916-17 to 478 in 1921-22. Government schools increased by 10, Municipal Board by 11, Local Board by 94 and aided by 24. The number of unaided schools fell from 16 to 10.

Sixty-seven schools which had the third form as the highest class in 1917, opened higher forms during the quinquennium and some of them are already complete high schools.

The total strength of secondary schools for boys rose from 136,141 in 1916-17 to 150,839 in 1921-22, the latter figure including 1,986 girls. The increase in forms I to VI was 13,555. About one boy in every six comes from outside the town in which the school he attends is situated.

49. *Expenditure on secondary schools for boys 1921-22.*—The total direct expenditure on secondary schools rose from Rs. 38 lakhs to Rs. 60 lakhs. To the increase of Rs. 22 lakhs, aided schools contributed Rs. 10 lakhs, Board schools Rs. 9 lakhs, Municipal schools Rs. 2 lakhs and Government schools Rs. 1 lakh.

Non-recurring grants to the extent of nearly Rs. 8.5 lakhs were spent during the quinquennium towards the improvement of school and hostel buildings and equipment of secondary schools. The amount of compensation paid towards the loss of fee income foregone on account of Muhammadans, Oriyas, girls and pupils of backward classes and castes amounted to Rs. 1,36,685 in 1921-22.

To the total expenditure public funds contributed 26 per cent, fees 59 per cent and other sources 15 per cent, the corresponding percentages for the previous quinquennium being 11, 74 and 15, respectively. The average cost of educating each student was Rs. 38-15-0 and each pupil paid an average fee of Rs. 22-14-0. In the case of Municipal and Board schools fees met 49 per cent of the total expenditure, Board funds 24 per cent, other sources 2 per cent, the balance of

25 per cent being met from Provincial funds. As regards aided schools fees met 65 per cent, Provincial funds 13 per cent and Managers' funds 22 per cent of the total expenditure.

50. *General.*—A survey of the advance of secondary education during the period under report undoubtedly reveals very real progress. The fact that secondary schools increased in number by 133 as against an increase of 2 in the last quinquennium is, by itself, a sufficient indication of development. The improvement in the staffing of the schools, the efforts made to develop Vocational Education, the activities of Scout Troops and schools athletics, the great advance in methods and conditions of physical training and the increased interest in the study of science are other noteworthy features of the period.

V.—ELEMENTARY EDUCATION.

51. *Number of schools and managing agencies.*—The total number of public Elementary schools for boys rose from 28,867 in 1916-17 to 33,624 in 1921-22. Of these Government schools numbered 591, Municipal Board 818 and Local Board 7,386. The increase in Government schools from 199 to 591 is mainly accounted for by the new schools opened for the depressed classes by the Labour Commissioner. Municipal Board schools and Local Board schools increased by 348 and 1,291, respectively. These increases were chiefly due to the large provincial subsidies given to local bodies for the opening of new schools.

Of the 24,799 schools under private management 6,461, or 22 per cent, were under mission management. Aided non-mission, or teacher-manager schools, continued to form by far the largest percentage of the total number of schools, increasing from 13,787 to 15,883.

Night schools rose in number from 707 to 2,456, with a corresponding increase in strength from 17,606 to 58,233. Of these 39 were Government, 174 Board, 1,694 aided and 549 un-aided schools. The large increase in the number of board and aided night schools was due to the subsidies paid to local boards for the opening of new schools and to the special offers made to private managements by Government for the same purpose.

In 1919 special reports regarding the working of existing night schools were called for from Inspecting officers and subsequently the Director was able to advise Government to continue and extend the policy of encouraging the opening of night schools under local board and private management. At the same time steps were taken to prevent the recognition of schools as night schools which contained only children and which might well be considered as ordinary elementary schools. Work in night schools continues to be largely experimental and amongst the problems engaging the attention of the department are the effective supervision of managements, the framing of suitable curricula, the question of seasonal schools, for example for agricultural labourers, and the prevention of overlapping with day elementary schools. Night schools, if successful, are an economical method of supplementing elementary education. The annual cost of each school opened by local boards in 1918 with the aid of Government subsidies was only Rs. 207.

The following figures show that Elementary Education has been distributed over a slightly wider area during the period under review. Of the villages or groups of hamlets in close proximity having a population of between 1,000 and 2,000 or of between 500 and 1,000, 17 per cent of the former and 38 per cent of the latter were unprovided with schools. The corresponding figures for the previous quinquennium were 19 per cent and 40 per cent. The percentage in the case of villages or groups of hamlets of a population of less than 200 has fallen from 97 to 91.

52. *Strength of elementary schools for boys.*—The number of pupils in elementary schools for boys rose from 1,231,198, including 166,638 girls, in 1916-17 to 1,371,779 in 1921-22. The latter figure includes 182,730 girls. As the number of boys in girls' schools in 1921-22 was 9,709, the total number of boys in elementary schools was 1,198,758. The increase in numbers represents an increase of

12 per cent. The percentage of male pupils in elementary schools calculated on the total male population rose from 5.2 to 5.7.

It is interesting to note that the total increase of 140,581 included 11,000 Muhammadans and 28,000 Adi-Dravidas.

53. *Distribution of pupils among standards.*—The strength in standards 6 to 8 rose from 7,448 to 13,406. This increase indicates satisfactory progress since the percentage of pupils in these standards to the total number of pupils reading has risen from 0.6 in 1917 to 1 per cent in 1922. The strength of standard 5 has only risen from 41,800 to 42,933 and the strength of standard 4 has fallen from 154,486 to 133,821. The total increase in elementary schools is accounted for almost entirely by the rise in the strength of the first standard. The above figures show that while there has been a slight improvement in the three highest standards there has been an actual decline in the duration of school life of pupils in the lower standards. The figures for the Madura circle are typical of the existing conditions.

	1917.		1922.	
	NUMBER.	PER CENT.	NUMBER.	PER CENT.
Number of pupils in first standard and percentage to total on rolls	38,738	43	49,666	50
Number of pupils in second standard and percentage to total on rolls ...	20,491	23	21,694	22
Number of pupils in fourth standard and percentage to total on rolls ...	12,174	13.4	10,350	10.4

The numbers in the fifth and higher standards show an appreciable increase. In commenting on the above figures the Inspector of Schools, Madura, says:—“The increase in the numbers and proportion in the first standard and the decrease in the fourth are serious and seem to show that the schools are used merely as a means of getting little children looked after during the day until they are big enough to go out and work.”

In the last report it was surmised that if Government approved the proposal to abolish the so-called penal paragraph of rule 99 of the Madras Educational Rules the strength of the higher standards might increase and this belief would appear to have been justified by the increase recorded in standards 6 to 8, but it will not be possible for this increase to be maintained unless the fall in the middle standards is checked. Fortunately legislation has now made successful action possible and even before the close of the quinquennium several local bodies applied to Government for sanction to introduce compulsion under the Elementary Education Act.

54. *Curriculum and methods of teaching.*—The scheme of studies for elementary schools mentioned in the last quinquennial report continued in operation for the first four years of the period under review. Early in 1922 new rules for the courses of instruction in elementary schools were framed under the Elementary Education Act of 1920, and elementary education is now defined as follows:—

Elementary Education shall mean the imparting of instruction in a vernacular in reading and writing, arithmetic, drawing, nature study and physical training and, in the case of girls' schools, needle-work. It may also include the following additional subjects, hygiene, first aid, geography, history, civics, English or a vernacular of the presidency and practical instruction.

The rules further demand that in the earlier stages kindergarten methods shall be adopted, that training in music shall be provided for in schools wherever possible and that practical instruction shall ordinarily have reference to the chief occupations or industries of the locality and class of pupils.

In 1918 Government appointed a committee to deal with rural education and the committee reported in 1919. The report of the committee explained that, since 68 per cent of the population of Madras obtain their livelihood from the soil, in any comprehensive well-balanced scheme of education the claims of rural education should be given first place and recommended that, in view of the prime importance of nature study in any acceptable programme of rural education, it should be included as a separate subject in the compulsory section of the scheme

of studies for elementary schools. The committee also recommended that new books on nature study should be prepared by persons closely and professionally conversant with the work of the rural elementary schools.

As a result of the committee's recommendations Government in 1920 accepted the Director's proposal to expand the syllabus on general knowledge so as to include a more extended course of nature study and also instructed the Director to arrange for a conference of officers to discuss the new syllabus and in 1922 Government sanctioned the creation of two temporary posts for a period of two months in connection with the preparation of text-books on nature study.

With the increase in the number of trained teachers the methods of teaching in elementary schools have considerably improved. The appointment of additional Inspectors of Schools and the inclusion in their tour programmes of more elementary schools have made much closer supervision possible and teachers are responding to stimulus. The mechanical physical training of the old days is giving place to healthier and better forms of exercise, including Indian games and gymnastics. Drawing and other hand work, wherever they have been introduced are developing along right lines and in some schools small beginnings have been made with museums illustrative of nature study and geography lessons. Provision is made in some schools for moral instruction, but unfortunately few teachers handle the subject successfully. Moral and religious instruction is however indirectly given through the medium of the ordinary lessons and text-books of the lower standards which always include so called “moral” stories. It must be remembered in this connection that a larger part of vernacular poetry is didactical.

The desire for English still appears to be on the increase and is spreading even to the villages. Villagers themselves have sometimes come forward to bear the additional cost of employing a secondary grade teacher capable of teaching English. When however suitable provision has not been made for teaching English, inspecting officers forbid its introduction though at times unqualified teachers, in order to please parents, make attempts to teach the subject. The improvement in the work of Elementary Schools is perhaps best seen in the Madras and Chingleput districts and Mr. Hart writes:—

“In regard to the quality of elementary education it must be said that there has been encouraging improvement. While the number of board, municipal and aided schools has not satisfactorily increased, the nature of the instruction and training received in them has shown steady and continuous improvement. Under the systematic influence and guidance of the inspecting officers the teachers are endeavouring to make their teaching concrete and realistic, modern ideas are gradually gaining ground and the teachers are learning the value of the drawing of pictures and ready illustrations. They prepare their work by writing notes of lessons and they improve their stock of general knowledge by the study of Tamil books specially written for elementary schools on civics, nature study and other subjects. The publication within recent years of good books in the vernacular on many of the subjects included in the Elementary schools curriculum has led to a more definite and accurate knowledge on the part of the teachers and in this way to sounder and more rational methods of teaching.”

Schools under public management still continue to be more efficient than aided institutions; teacher-manager schools, in particular, finding it extremely difficult to obtain as good teachers as those employed in board and mission schools.

55. *Vocational Education and Manual Training.*—Much progress has been made in developing vocational education and at the time of submitting this report many further proposals are before Government. The schemes for vocational education, either already adopted or under consideration, include instruction in carpentry, metal work, cabinet making, wood turning, carriage building, blacksmith's work, weaving, wood carving, rattan work, sericulture, agriculture, tailoring, brush-making, commercial art engraving and beaten metal work. A large increase has been made in the budget provision to cover the cost of these schemes which also include the training of vocational instructors.

In introducing vocational education into elementary schools care has been taken to lay emphasis on the fact that vocational education should not supplant the existing education but that ordinary elementary school education should be the foundation for all special training. Special efforts have been made to open weaving classes in certain large elementary schools in weaving districts and while three such classes have already been opened the location of many others is still under consideration. Classes in metal work, carpentry and blacksmithy have been opened in several schools and at Pasumalai boys are trained in iron work, printing, brick-laying and carpentry.

In the South Kanara and Kistna districts several schools are teaching mat-weaving, basket making, rope making and paper cutting. Spinning also has been introduced into a number of schools in various parts of the presidency. In the Bellary district one school has taken up leather work.

As noted in the introduction, Manual Training and wood work centres have been opened in several towns in the mufassal, and Manual Training classes have been attached to almost all the Corporation schools in Madras City. Many new schemes were maturing just at the close of the period under report and it is hoped that their progress will be rapid during the current quinquennium.

56. *Inspection of Elementary schools.*—It was stated in the previous report that elementary schools are very inadequately supervised and most of the changes in the organization of the inspecting agency have been made with a view to removing this defect. The proposal to appoint separate Inspectors for every district, the intended abolition of Supervisors of Schools and the creation of a new class of Deputy Inspectors have all aimed at the closer supervision of elementary schools and a concentration on the problems connected with elementary education. In particular, the setting up of District Educational Councils, under the Madras Elementary Education Act of 1920, has given an opportunity for local authorities, assisted by expert advice, to pay particular attention to the needs of individual schools and of the district in general.

The principal functions of these new councils are: (a) to propose schemes for the extension of elementary education with a view to its ultimately becoming universal, (b) to elicit and direct the co-operation of all agencies, whether public or private, in the opening of additional schools and for the expansion of existing schools, (c) to regulate the recognition of all elementary schools and to assess and disburse all grants-in-aid from Provincial funds to private elementary schools and (d) to advise the department on all matters connected with elementary education.

57. *Staffing of Elementary schools.* Out of a total of 49,060 teachers employed in 1917 in elementary schools for boys 16,631 were trained. The corresponding figures for 1922 were 58,286 and 22,796. Of these 22,153 were of the elementary grade, 632 were of the secondary grade and 2 of the collegiate grade; 4 held non-Indian diplomas. 13 per cent of the total number of teachers held no certificate whatever.

The percentage of trained teachers to the total number of teachers rose from 33 to 39.

These figures show that there has been an improvement in the staffing of schools and, with the opening of many new training schools, this improvement bids fair to be maintained.

The average number of pupils per teacher was 24 in 1921-22 as compared with 25 in 1916-17.

During the period under report the improvement in the pay of Board elementary teachers accentuated the difference between the staffing of Board and aided schools: the latter continuing to compare unfavourably with Board schools. In 1922 only 23 per cent of the teachers in aided schools were trained as against 71 per cent in schools under public management. In the districts of Anantapur and Guntūr the percentage for teacher-manager schools fell as low as 3 per cent and 18 per cent. In the Trichnopoly district the percentage of trained teachers to

the total number of teachers in schools under public management was 76, while the corresponding figure for aided schools was only 22.

Taking the presidency as a whole the Nilgiris and Malabar continue to have the highest percentage of trained teachers and Bellary continues with the lowest. It is pleasing to note that owing to the better facilities for training afforded to Oriyas the position of Ganjam has improved.

Efforts have been made in the period under review, in spite of the financial stringency, to improve the pay of elementary schoolmasters. In 1918 the minimum pay of trained teachers in boys' schools under the management of local bodies was raised to Rs. 11 per mensem and in 1919 the minimum pay was further enhanced to Rs. 12. On both occasions Provincial subsidies were sanctioned to local bodies to enable them to give effect to the increase. It was also ordered by Government that when two teachers were required for a school their pay should be fixed at Rs. 13 and Rs. 12. In 1919 Government permitted the Presidents of District Boards and Chairmen of Municipalities to pay untrained teachers a salary of Rs. 10 per mensem provided they satisfied themselves, after consulting the local inspecting officer, that trained teachers of the elementary grade were not available. Hitherto no minimum rate had been fixed for untrained teachers. In addition to the enhanced rates of pay, the Government in 1920, while distinctly stating that the teachers in local board schools being servants of local bodies it was obviously the duty of these bodies to find funds to pay them, in view of the circumstance that it would take some time for the revision of the local enactments to take effect, authorized the payment for the year 1920-21 alone of special subsidies to local bodies towards the payment of a temporary allowance of Rs. 4 per mensem to all teachers irrespective of qualifications. At the same time it was definitely stated that for future years the liability for the payment of similar or other allowances should be borne by local bodies themselves. In spite of this warning several local bodies in the following year represented that they were unable to meet from their own funds the expenditure involved in the continuance of the allowance and asked that the previous years' subsidies should be repeated. Government however expressed their inability, on account of the urgent need for retrenchment, to continue the full subsidy; but agreed to sanction subsidies covering one half of the expenditure on account of the payment of the allowance on condition that the local bodies met the other half from their own funds other than the proceeds from the education tax.

The question of the abolition of capitation allowance and the raising of pay in lieu thereof has been under consideration, but no final orders were passed during the quinquennium.

Under section 67 of the Local Board's Act of 1920 and section 70 of the District Municipalities Act of 1920 local bodies are now at liberty to adopt any scale of pay without Government sanction provided no portion of the extra cost, if any, falls on provincial funds. Owing to lack of funds very few local bodies have been able to raise their scales, but a few introduced new rates towards the close of the quinquennium—of these the Taluk Board, Dharmavaram, may be mentioned. Its new scale gives Rs. 12 to an untrained teacher and Rs. 15, 17½, 20 and 22 to four grades of trained teachers. The Corporation of Madras has raised the minimum pay of all its teachers to Rs. 35 per mensem.

The scales of pay of teachers in Government elementary schools have not been altered, but temporary additions to pay were given to meet the large increase in the cost of living.

During the quinquennium the rates of teaching grants have been revised four times. In 1918, in addition to capitation grants, the following annual rates were introduced, Rs. 36 for each untrained teacher, Rs. 48 for each lower elementary trained teacher, Rs. 60 for each higher elementary trained teacher and Rs. 120 for each secondary trained teacher. In 1919 these rates were raised to Rs. 36, Rs. 60, Rs. 72 and Rs. 144. In the next year the capitation grants were abolished and the rates raised to Rs. 48, Rs. 76, Rs. 92 and Rs. 168. In 1921 the rates were again revised in accordance with the rules framed under the Elementary Education Act

of 1920. Under this rule the teaching grants are calculated at the following rates:—

	Rate per year.	
	Untrained teacher	Trained teacher
For each teacher of the Lower Elementary Grade ...	Rs. 48	Rs. 84
„ Higher Elementary Grade ...	72	96
„ Secondary Grade... ..	96	180

There is reason to believe that this last revision will do much to improve the backward condition of the aided schools in regard to the employment of trained teachers. The reformed Legislative Council on several occasions discussed the necessity for the revision of pay of elementary teachers and one resolution, which was lost, recommended to Government that the children of trained elementary school teachers with ten years of approved service be made free scholars in all classes. The problem of giving adequate pay to the elementary school teachers is probably the most difficult one in the educational budget, since the figures involved are so large. In a debate in the Legislative Council in 1921, the Director of Public Instruction pointed out that if a motion to raise the pay of trained elementary teachers of the higher and lower grades to Rs. 35 and Rs. 30, respectively, were carried the cost of the proposal would extend to a crore and three-quarters. It is to be hoped, however, that with the increase in the responsibilities of Local Boards in regard to elementary education and with the statutory provisions for levying a cess there will be an increase in local contributions towards the raising of the pay of teachers.

If the pay of all elementary school teachers in boys' and girls' schools were raised by one rupee per mensem the total increased cost per annum would be Rs. 7·89 lakhs.

In the last report it was stated that the payment of teaching grants in instalments had not proved a success and an experiment was being tried whereby teaching grants were paid in quarterly instalments by money orders. The latter system was tried in the years 1919-22 in the districts of Guntūr and Chingleput. The Inspectors of these two districts reported that the system worked fairly satisfactorily and was generally acceptable to managers of schools, but on the introduction of the District Educational Councils the question of the continuance and extension of the system was referred to the Presidents of these councils and the councils have since discontinued payments by instalments.

It is satisfactory to note that the percentage of the number of teacher-manager schools which received diminished grant for bad work to the total number of such schools decreased from 35 in 1917 to 20 in 1922.

58. *Accommodation.*—Of the total number of schools 44 per cent are held in buildings of their own, 34 per cent in rented premises, 16 per cent in chavadis and choultries and 6 per cent in dwellings belonging to the teacher or manager. Despite the large increase in the number of schools during the quinquennium, the figures show a considerable improvement in the housing of elementary schools. There has, however, been a fall in the number of buildings constructed, as 1,485 buildings were erected in the years 1919 to 1922 as against 1,892 for the years 1914 to 1917. This fall is almost entirely accounted for by the fact that, owing to much smaller provincial contributions, local boards were unable to maintain the building activity of the previous quinquennium. The subsidies sanctioned towards the construction of buildings in 1912-17 were in excess of amounts sanctioned in 1917-1922 by Rs. 7·75 lakhs and this was mainly due to the fact that, in the period 1912-17, there was an imperial grant of Rs. 23 lakhs towards the expansion of elementary education, out of which a considerable portion was available for non-recurring expenditure. There has, however, been a considerable increase in the number of new Government and aided mission school buildings.

The suitability and adequacy of accommodation vary very largely as between district and district; but most Inspectors still report that local board schools are much better housed than aided schools. This is particularly true of Madras City

where almost all the Corporation schools have good buildings and ample space. The most progressive districts have been Malabar and Vizagapatam, 357 and 478 schools, respectively, being built during the quinquennium. The Inspector of Malabar reports that "Accommodation is steadily improving, almost all schools have houses of their own which are neatly built. No schools are held in chavadis or temple porticos."

One successful means of increasing elementary school buildings is mentioned by the Inspector of Tinnevely who writes:—

"The construction of school houses for aided schools under the panchayat system, i.e., panchayatdars of villages contributing half the cost and the revenue department meeting the other half from the discretionary grant placed in the hands of the Collector, has worked well in the district in a number of cases."

It is, however, still true that very much remains to be done, as many schools are held in dirty, dark, ill-ventilated hovels. Elaborate buildings are not required but bright and airy ones so designed as to admit of easy expansion with, if possible, some space for a garden and physical training.

59. *Equipment.*—Equipment in elementary schools has on the whole considerably improved. Board and municipal schools still continue in most districts to be very much better equipped than aided schools, and in view of the large increase in this class of schools this state of affairs is satisfactory. There are, however, exceptional districts, for example, South Kanara and Trichinopoly, where aided, particularly mission, schools are reported to be as well equipped as board schools. Provincial contributions towards the equipment of local board schools amounted to Rs. 2,39,486 lakhs as against Rs. 1,79,420 lakhs in the last quinquennium. The absence of good equipment is not always found to be due to lack of funds. There are unfortunately many managements and teachers who have not yet learnt the difference between suitable and unsuitable equipment, and there is still much work to be done by inspecting officers in the way of guidance in regard to the best type of illustration, desks, etc. It is sometimes reported that furniture and apparatus, when supplied, are kept for show and not used for school purposes or else that elaborate expensive apparatus has been ordered instead of what is simple, homely and cheap. School gardens and museums, however small, are very rare, and the training schools have yet to impress on the elementary teacher their value and utility.

60. *Expenditure on elementary schools for boys.*—The total expenditure on elementary schools for boys rose from Rs. 58·32 lakhs in 1916-17 to Rs. 87·02 lakhs in 1921-22 towards which public funds contributed Rs. 65·65 lakhs or 75 per cent, fees Rs. 7·89 lakhs or 9 per cent and other sources Rs. 13·48 lakhs or 16 per cent, the corresponding percentages for the previous quinquennium being 72, 13 and 15, respectively. Out of the increase of nearly Rs. 28·7 lakhs, which was to a large extent met from public funds, Rs. 18 lakhs was spent on board schools.

The average cost per pupil was Rs. 6-3-5; each pupil in a Government school costs Rs. 11-4-4, in a board school Rs. 9-7-6 and in an aided school Rs. 4-13-2. Fees met one per cent of the expenditure in Government schools, 3 per cent in board schools and 14 per cent in aided schools.

VI.—SPECIAL EDUCATION.

TRAINING OF TEACHERS.

61. *Chief characteristics of the quinquennium.*—With the general expansion of education and the yearly increase in the number of schools a much larger number of trained teachers of all grades has become a matter of urgent necessity. The need was particularly pressing towards the close of the quinquennium in view of the fact that the passing of the Elementary Education Act of 1920 involved a further expansion of education and the introduction of compulsory education into a number of areas. Endeavours have therefore been made not only to increase the number of training schools and trained teachers but also to improve the standard of qualification of teachers in elementary schools. With this end in view the training of lower elementary grade teachers was discouraged in order to

increase the supply of higher elementary trained teachers and Inspectors were authorized to give preference, in making admissions, to higher elementary students. Exceptions are, however, being made in the case of teachers from the backward classes and teachers from schools for the depressed classes.

In December 1919, Government transferred completely the control and inspection of training schools from the Inspector of European and Training Schools to the Circle Inspectors.

This step was taken after various trials had been given to different agencies for the supervision of training institutions. The Circle Inspectors had originally direct control over the training schools in their respective circles, but in 1903 the Inspector of European Schools was placed in sole charge of training schools. In 1908 it was found that the work was too heavy for a single officer and the Circle Inspectors were directed to assist the Inspector of European and Training Schools by supervising the Government Training Schools in their respective districts. With the gradual increase in the number of Inspectors and in the number of training schools it became obvious that local officers were more suitable for controlling and inspecting training schools than a central officer who, amongst other things, could not be expected to have a knowledge of all the vernaculars of the different districts. It was also felt that it was essential for the inspecting officer to know not only the methods of work in training schools but also the conditions in the ordinary schools of a district which depend upon local training schools for their supply of teachers. There is no doubt that the transfer of control has helped considerably the work of organizing efficient and well-equipped training schools.

In 1918 the scheme of studies for training schools was revised and enlarged. It was made much more suitable on the whole, though there have been some complaints which are engaging the attention of the department. The chief complaint has been that the new courses for the elementary grade are too exhaustive and not sufficiently suited to the capacity of men who have received a very immature education in the elementary schools.

The extension of the course of secondary training to two years, contemplated in the last quinquennium and referred to in the previous report, was brought into effect from the beginning of the school year 1920-21 and a suitable syllabus to cover this course was drawn up. In the case of candidates who had passed the Intermediate Examination in Arts the course remained a one year course. This concession was subsequently extended to teachers who had completed the course of studies prescribed for the Intermediate Examination but had failed. It is still problematical whether this concession to Intermediate students has been really satisfactory. Some of the inspecting officers report that this discrimination between Intermediates and others of the secondary grade, having resulted in the exclusion of the Intermediate students from the benefit of the first year course of general studies and general principles of education, has prevented them from obtaining the essential experience of studying all the subjects of the secondary school curriculum.

A feature of the period under review has been the opening of secondary training classes attached to aided institutions, Government bearing the net cost of the classes. The classes which were opened in the first instance as an experimental measure have proved successful and Government have found it both an economical and an efficient method of increasing the supply of trained teachers.

The total number of training schools for masters of all grades rose from 56 in 1916-17 to 92 in 1921-22. Of the latter 72 are under Government management. There has, therefore, been an increase of 64 per cent in the number of schools as against an increase of only 21 per cent in the previous quinquennium. Details are given below.

With regard to the methods of teaching in training schools the teaching of the vernaculars is generally reported to be unsatisfactory though the Inspector of Schools, South Kanara, reports that the experiments in teaching Kanarese on the direct method in the Higher Elementary Training School, Mangalore, were successful and stimulating. In other districts, however, the change in the scheme of

studies for the elementary course does not appear to have made any appreciable improvement in the instruction given in the vernacular and the necessity for properly qualified pandits in the training schools is everywhere felt. There has been, as in other classes of institutions, a marked improvement in the methods of physical education and there has been a very real change in the value of the training offered. The revised syllabuses for hygiene and rural science have resulted in a general improvement in those subjects but much might still be done in the way of popular lectures and lantern exhibitions to increase the students' scientific and general knowledge.

It may be mentioned here that in 1920 the question of improving the teaching qualifications of Pandits was carefully considered and a committee of officials and non-officials was nominated to enquire into the desirability and possibility of establishing a training institution for Pandits. The committee reported and recommended that Pandits' classes be attached to the Training Colleges at Rajahmundry and Saidapet. The Government, however, in 1921 decided that a decision on the question might be postponed until after the general educational problems confronting the University and the schools had been settled.

In April 1919 Government sanctioned a scheme for the establishment of four additional Government model secondary schools, not only to set the standard for secondary schools under private management but also to provide facilities for practical instruction in educational methods and opportunities for more advanced study in secondary training institutions. In pursuance of the scheme, the four schools at Coimbatore, Tellicherry, Chittoor and Tiruvālūr were taken under departmental control. At the same time the establishments of the Government Model Schools at Saidapet and Rajahmundry were revised. The Government have also temporarily taken over control of the Municipal High School, Anantapur, and the result of these changes has been that five Government secondary training schools have been provided with suitable practising schools. The aided Secondary Training Schools at Cocanada, Masulipatam, Nandyal, Pasumalai and Palamcottah are also attached to high schools. Local board schools are not always suitable for practical work and some local bodies have even objected to the use of their schools with the erroneous idea that model schools exist more for the benefit of the students under training than for the pupils themselves. Well equipped and well staffed model schools are a necessary part of any advance in training school work, and, as far as elementary schools are concerned, the provision of such schools will, in future, depend upon the efforts of local bodies and private managements.

62. *Number of institutions.*—The number of Government training schools in 1916-17 was as follows:—Secondary 7, higher elementary 14, and lower elementary 19. In 1921-22, the corresponding figures were 14, 33 and 25. The increase in secondary schools is accounted for by the opening of four new schools at Guntūr, Anantapur, Chittoor and Villupuram and by the raising of the three Higher Elementary Training Schools at Nellore, Dindigul and Tinnevely, to the secondary grade. Twelve new higher elementary training schools were opened at Bimlipatam, Amalapuram, Narasapur, Masulipatam, Narasaraopet, Hospet, Penukonda, Kandukur, Mannārgudi, Māyavaram, Rāmnād and Palghat; this excludes the Training Schools at Narasapatam, Adōni, Tirupati, Chidambaram and Srivilliputtūr which worked as lower elementary training schools though they were sanctioned as higher elementary training schools; the Higher Elementary Training Schools at Triplicane and Villupuram also worked as lower elementary schools in the last year of the quinquennium; 12 lower elementary training schools were raised to the higher elementary grade; 11 new elementary training schools were opened at Chatrapūr, Pārvalipuram, Bollary (Muhammadan), Erode, Badagara, Tirūr, Parlākimedi, Udayagiri, Gunupur, Jeypore and Bhadrāchalam. Owing to the prevalence of plague the Training Schools at Coimbatore, Salem and Dindigul, had to be closed for short periods. The number of aided training schools has increased from 15 to 20 owing to the opening of the R.C. Training School at Tindivanam, the opening of

training classes attached the Mrs. A.V.N. College, Vizagapatam, the P.R. College, Cocanada, the Noble College, Masulipatam, the S.P.G. High School, Nandyal, and the Thirthapathi High School, Ambāsamadram, and to the closure of the Oleott Panchama Free School Training Class, Madras. During 1921-22, 57 sessional schools were working with 1,167 pupils, as against 84 schools with 1,573 pupils in 1916-17. The decrease in the number of sessional schools has been compensated for by the increase in the number of training schools.

63. *Accommodation.*—The plans formulated in the last quinquennium for the improvement of the accommodation in Government training schools have not matured. There have been no new buildings for training schools and it is to be regretted that owing to financial difficulties many schools are still badly housed. This is particularly seen in the Ceded Districts and in the north of the presidency, the schools at Hospet, Bellary, Guntūr, Narasaraopet and Kandukur, being especially in need of proper buildings. Some schools are housed in good rented buildings, but rents, in most towns, for houses suitably located, have become almost prohibitive. The accommodation for aided schools generally is reported to be fairly adequate.

64. *Equipment.*—The equipment in training schools has considerably improved, but in some places owing to the lack of proper accommodation it has been found impossible to purchase all the furniture, etc., needed even though funds were available. The schools mentioned under "Accommodation" are reported to be as well equipped as the conditions permit. No special allotments were made for the equipment of Government schools except in the case of the additional training schools opened in 1920-21 for each of which over Rs. 2,000 were provided for the purpose. During the quinquennium Rs. 2,441 was given as grant-in-aid for equipment to aided training schools for masters. Libraries have been improved and special efforts have been made by Inspectors to see that they are stocked with suitable vernacular books. Museums, small aquariums and gardens are also gradually being introduced and used for practical work.

65. *Staff.*—The increased scale of pay approved in 1921 for teachers in training schools was kept in abeyance by Government pending further revision. The number of graduate teachers in training schools has risen from 62 in 1916-17 to 138 in 1921-22. The inclusion of teachers employed in model schools attached to training schools in the cadre of secondary grade teachers has made it difficult to appoint graduates as headmasters of model schools.

66. *Strength, stipends and admissions.*—In 1921-22 there were 6,481 students under training as against 3,946 in 1916-17. This represents an increase of 64 per cent as against an increase of 54 per cent in the previous quinquennium. The rates of stipends continued to be the same, proposals for increasing them not having been accepted by Government. Towards the close of the quinquennium the number of pupils admitted into higher elementary classes decreased, presumably on account of the inadequate rates of stipends and salaries. As a result of this decrease higher elementary classes were concentrated at selected centres. The maximum number of stipendiaries ordinarily admitted into the three grades of training schools is 20, 40 and 40, respectively. Care was taken during the quinquennium to see that the general qualifications of students admitted for training were sufficiently high to ensure satisfactory results, and inspecting officers were directed not to admit, for example, students into the secondary training course who obtained low marks in the Secondary School-leaving Certificate Examination.

Government approved the Director's proposal to raise, with effect from 1st April 1918, the amount of grant payable towards stipends to students under training in aided training schools to the same rates as stipends payable in Government training schools.

The total expenditure on stipends and stipendiary grants in 1921-22 was Rs. 5,87,595 and Rs. 1,83,531, respectively.

67. *Special activities.*—Endeavours have been made to keep the training school up to date, having regard to the needs of schools which are adding vocational and

practical classes to their courses. In addition to the training given at the Special Manual Training Centre at Saidapet, Manual Training Centres have been attached to the Government Training Schools at Bellary, Berhanpur, Tanjore, Villupuram, Calicut, Dindigul, Tinnevely, Mangalore, Nellore and to the Muhammadan Training School, Madras. Schemes of manual instruction have been sanctioned for the Government Training College, Rajahmundry, and for the Government Training School, Tiruvalur, and schemes have been proposed for the Government Training Schools at Vizagapatam, Russellkonda, Chittoor, Coimbatore, Cannanore and Tellicherry. Special classes have been held in the schools from time to time for the teaching and demonstration of First Aid and considerable progress has been made in training drill masters and scout masters. Special emphasis has been laid on the practical side of teaching and many schools report successful excursions for historical, geographical and natural science studies.

68. *Examinations and certificates.*—The title of the Preliminary Examination for Teachers has been altered to "The Training School-leaving Certificate Examination." The final examination for teachers' certificates has been abolished and certificates of teachers are now completed by the inspecting officers in the course of their inspection. In December 1919 Government transferred the conduct of the Training School-leaving Certificate Examination, the Examination for Teachers' Certificates in Drill and Gymnastics and the Technical Teachers' Certificate Examination from the Inspector of European Schools to the Commissioner for Government Examinations. In 1920 the examination for gymnastic teachers was restricted to teachers trained in the four institutions at Saidapet, Calicut, Guntūr and Palamcottah. Government in 1920 approved the proposals of the Director of Public Instruction regarding the constitution of Boards of Examiners to award certificates of competency to persons qualified to teach in schools for physically defective children. The boards at each centre at present consist of two members, one of them being the Inspector or the Inspectress of Schools and the other a specialist in the education of defective children who is a member of the College of Teachers of the Deaf and Dumb, London, or possesses similar qualifications.

In 1921-22 6,710 candidates (5,738 men and 972 women) were examined for the Training School-leaving Certificate Examination and 4,102 passed (3,485 men and 617 women) representing a percentage of 61. Of the 6,710 candidates 666 were of the Secondary Grade, 2,142 of the Higher Elementary Grade and 3,602 of the Lower Elementary Grade. The percentage of passes in each of these three grades was 78, 61 and 57. These figures are almost exactly the averages for the previous quinquennium. Of the 4,102 successful candidates, 242 were Muhammadans (25 being women) and 39 were members of the depressed classes. In the examination for Teachers' Certificates in Drill and Gymnastics, 126 candidates were examined and 111, or 88 per cent, passed. This represents marked improvement, since only 41 per cent passed in 1916-17. In the examination for the award of certificates of competency to persons qualified to teach in schools for physically defective children 13 candidates were examined and 9 passed.

69. *Training of teachers for girls' schools.*—The number of Government training schools for women increased from 9 in 1916-17 to 16 in 1921-22, owing to the opening of a Secondary Training School at Cannanore and Higher Elementary Training Schools at Bellary, Conjeevaram, Cuddalore, Trichinopoly (for Muhammadans) and Tellicherry and the conversion of the Local Board Sessional School for Women at Nellore into Government training school.

The Government Hobart Training School for Muhammadan Women and the Government Training School, Rajahmundry, were raised to the secondary grade.

With a view to increasing the number of trained Hindu women teachers, the experiment was tried in 1919 of admitting young Hindu women into preparatory classes who, though possessing only the mere rudiments of reading and writing, were otherwise found to be intelligent and eager to improve their general knowledge so as to qualify for admission to training schools. A small class of five students was formed in 1919 and the progress made at the end of the

year was so satisfactory that all the five students were found fit for admission to the lower elementary class. Government sanction was then obtained for granting stipends for one year to enable Hindu and Muhammadan women to undergo a course of study preparatory to admission to lower elementary training and preparatory classes were accordingly opened in selected training schools.

A Montessori class was opened in the Government Secondary and Training School, Triplicane, where Montessori methods were largely employed in the training of the students.

The number of aided training schools for women remained the same. The number of students under training rose from 799 in 1916-17 to 1,547 in 1921-22.

The expenditure under stipends and stipendiary grants respectively rose from Rs. 48,196 and Rs. 32,386 in 1916-17 to Rs. 1,02,794 and Rs. 89,341 in 1921-22.

Arrangements were made for the delivery of lectures on First Aid, Hygiene and Home Nursing by qualified lady medical practitioners in almost all the training schools during the quinquennium.

LAW SCHOOLS.

70. There are no schools in which legal education is given.

MEDICAL SCHOOLS.

71. The Medical Schools at Calicut, Vizagapatam, Tanjore and Rayapuram and the school department of the Medical College worked throughout the quinquennium. In July 1918 a new school was opened at Madura with a staff consisting of a superintendent and four lecturers. The strength of the schools has considerably increased. During the years 1917 to 1922 the Rayapuram school increased from 310 to 569 and the Tanjore school from 148 to 276. The total strength of schools in 1921 was 1,262 as against 662 in 1917.

The accommodation and equipment of the schools continue to be unsatisfactory. The Calicut Medical School is held in a wing of the local School of Commerce. The Madura school is temporarily located in a room in a public hall and in the police ward block which had fallen vacant by the amalgamation of the police hospital with the headquarter hospital. The strength of the Rayapuram school has so much increased that it has been found very difficult to accommodate the students in the old buildings and sanction to the proposed new school buildings on the old Loper Asylum site is awaited.

Hostel accommodation has become an urgent necessity for all the schools. A new hostel block, accommodating 54 students, is nearing completion for the Rayapuram school and a site has been acquired for a hostel for the Tanjore school. At Madura the house rented by Government for a hostel in 1920 has been taken back by the owner and no suitable building is available and at Vizagapatam the Edward hostel which was a free gift of Her Highness the Rani Sahiba of Wardhvan accommodates only 19 students. The Surgeon-General in commenting on the work of the schools for the year 1921-22 says: "They all work under heavy disabilities, as not one of the Government Medical schools is as yet fully equipped either with suitable buildings or with sufficient equipment or suitable libraries."

In 1917-18 two additional Assistant Surgeons were appointed to the staff of the Medical School, Rayapuram, and a third lecturer's post was sanctioned for the Medical School, Calicut. In 1920 the teaching staff of the Rayapuram school was considerably strengthened by the appointment of 9 assistant lecturers, and demonstrators in Anatomy were appointed in the Medical schools at Tanjore and Calicut. An additional lecturer was also sanctioned for the Medical School, Madura.

TECHNICAL, INDUSTRIAL, COMMERCIAL AND ART EDUCATION.

72. *Technical and Industrial Education.*—As a result of the orders of the Secretary of State passed in 1914 reconstituting the Department of Industries, the necessity for the appointment of a full-time Inspector of Industrial Schools began to be increasingly felt and Mr. W. Fyfe, who had been acting as Inspector of Industrial Schools in the Department of Industries in addition to his duties as

Instructor in Manual Training for European Schools in the Department of Public Instruction, was appointed full-time Inspector of Industrial Schools in the Department of Industries from the 14th June 1919.

There are four Government institutions under the control of the Department of Industries which are engaged in the furtherance of industrial education in this presidency. Three of them are situated in Madras and the fourth at Madura. The names and aims of these institutions are as follows:—

73. *The Government Trades School.*—The Government Trades School, which was started in 1916 as an experimental school of afternoon classes for apprentices engaged in the Engineering and Plumbing trades in Madras, has more than maintained its early promise. The school is now firmly established as part of the industrial educational machinery of the presidency and provides instruction in about a dozen subjects. It aims at supplying the industrial public with intelligent and skilled mechanics, electricians and plumbers equipped with sound theoretical and practical training. Admission to the school is restricted to bona fide apprentices and workmen who are actually engaged in the trade which they wish to study. The classes meet in the mornings and evenings and no fees are charged for tuition except a deposit of Rs. 3 which is returned in the case of pupils whose attendance is 80 per cent or better. The number of pupils receiving instruction on the 31st March 1922 was 145.

The development of this institution has been restricted owing to the fact that it has had to be conducted in a rented building, the accommodation of which is not quite suitable for an educational institution of this type. A site has now been secured for the erection of permanent buildings which are estimated to cost about Rs. 3 lakhs. The construction work was commenced in the latter half of 1921-22 and it is hoped that the new buildings will be ready for occupation in a couple of years.

The question of starting a Preparatory Trades School, which will provide a three years' course of day school instruction, heavily biased towards industry, for boys who have completed the primary school course and are likely to enter mills or workshops in the city as apprentices and learners on the completion of such a course, is at present under contemplation. In this way it is hoped to assist employers to recruit a better prepared type of apprentice or learner and terminate the present want of system in the recruitment and training of lads for the work of artisans.

In this presidency there is not yet a real industrial atmosphere or an industrial class. Much of the labour used in industry is drawn from agriculture and ready at any time to return to agriculture and the ordinary industrial worker, though performing his own job to the best of his ability, takes little interest in other processes or in the works as a whole. Institutions like the Madras Trades School tend, to an appreciable extent, to create an industrial atmosphere and to stimulate a livelier interest in the mind of the worker in his work and allied occupations.

74. *The Perambur Trades School.*—A notable development of the Trades School is the establishment of the Perambur railway works branch. It was found wasteful of time and energy to send the railway apprentices from Perambur to Madras for training and in consultation with the authorities of the Madras and Southern Mahratta Railway Company arrangements have been made whereby the railway authorities have built and equipped a small school in the compound of the works. Two separate courses are now conducted to suit the varying educational attainments of the apprentices employed in the works. One course has been arranged for boys with a good general education, of whom there are a fair number, and the other for apprentices whose lack of knowledge of mathematics prevents them from deriving any benefit from the higher course. About 100 apprentices employed in the works receive four hours' training per week, during working hours, in machine drawing and mechanics. The classes furnish an interesting instance of the value of co-operation between the Department of Industries and a large works organization. The railway authorities provide the building and equipment and arrange to send their apprentices in working hours, while the

Madras Trades School furnishes the trained staff required for tuition and supervision; the railway bearing almost the whole cost of such tuition, while the cost of supervision is borne by the Trades School.

A proposal is also at present under consideration to open vernacular classes in the evenings for the benefit of the large number of young workmen anxious to improve their knowledge of mechanical drawing as applied to railway workshop work in general and to carriage repair and construction work in particular.

75. *The Leather Trades Institute.*—The Leather Trades Institute situated at Washermanpet, Madras, was opened in 1915. Its objects are—

(1) to give students a thorough grasp of the principles underlying the various tanning processes;

(2) to instruct them in as many of the commoner processes and methods as they can assimilate in the period spent in the course.

On the completion of the ordinary course, students who have had any experience in handling labour and in factory work should be suitable for the following positions:—

(1) in large modern tanneries, assistant departmental foremen,

(2) in small modern tanneries, departmental foremen, and

(3) in country tanneries they should be able to feel their way to improvements in methods or to the introduction of new methods.

In the case of students who have no experience in managing labour, it may be necessary for them to take a still more subordinate post until they get this necessary experience. Any student with exceptional ability or business capacity will soon prove his value and will rise in position accordingly.

The Institute is run partly as a model tannery and school, and partly as a Research Institute. Lectures are reduced to a minimum, the greater part of the course being devoted to practical work. The course begins in July each year and extends over three years.

The training of first year students consists chiefly in general science both theoretical and practical and in practical work in the tannery and currier's shop. Second year students are taught further general science together with some of the simpler tests and methods of analyses used in scientific control in modern tanneries and also receive instruction in the principles underlying the varying processes of tanning and finishing leathers. Third year students are instructed in the more difficult scientific tests and analyses in connection with the trade and also in the detail of processes used for each class of leather manufacture.

The number of new admissions each year since the opening of the Institute has been as follows:—

1915-16	...	...	...	...	...	...	...	3
1916-17	...	...	...	...	...	...	...	2
1917-18	...	...	...	...	...	...	...	7
1918-19	...	...	...	...	...	...	...	7
1919-20	...	...	...	...	...	...	...	16
1920-21	...	...	...	...	...	...	...	15
1921-22	...	...	...	...	...	...	...	18

Of the total of 68 students, forty-five were from the Madras Presidency, four from Delhi, four from Lahore, three from Sialkot, three from Kashmir, one from the Punjab, two from Hyderabad, two from the United Provinces, one from Hill Tippera, one from Mysore, one from Travancore and one from Jammu. Several applications from other provinces have had to be refused owing to lack of accommodation. The number of students receiving instruction on the 31st March 1922 was 42.

Students who have so far completed their training in this Institute have been ascertained to be doing very well in life. It is often said that the educated Indian is apt to despise manual labour and unwilling "to take his coat off." This Institute has entirely falsified this statement since many of the students at the school, all of whom are well educated young men, can be seen scudding hides and doing other unpleasant jobs in the tannery.

76. *The School of Arts, Madras.*—The Madras School of Arts was established in 1850. It is now equipped and managed as a school of industrial art in which, while drawing is taught, it is, in the main, made subsidiary to industrial work. This is carried on in the following departments:—Wood-work, metal-work, jewellery, engraving, lacquer work, carpet-weaving and modelling. There is also a painting department where students can study with a view to painting pictures or to passing the technical examinations in drawing and painting. Some of the pupils in the school are in receipt of scholarships from Government, the Victoria Technical Institute, Madras, and the Native States of Hyderabad and Mysore, but the majority do not receive scholarships or pay fees. Fees are charged, however, for instruction in drawing and painting taken up for their own sake, but not from bona-fide teachers who seek admission in order to improve their knowledge of the subjects. Pupils appear for the Government Technical Examinations in the subjects taken. This institution was, in 1920, transferred from the control of the Department of Public Instruction to the Department of Industries.

The number of pupils receiving instruction on the 31st March 1922 was 234 of whom 18 were women. The average attendance during 1921-22 was 166 and the average number on the rolls was 233. The figures for the last three years are:—

1919-20	...	...	...	...	...	...	222 and 154
1920-21	...	...	...	...	...	...	241 and 145
1921-22	...	...	...	...	...	...	234 and 166

The school has decreased very slightly in numbers from 241 to 234, but the increase in average attendance has been over 10 per cent in 1920-21, the average being 60 per cent, and in 1921-22, 71 per cent. Taking into consideration the poor attendance during the time that disturbances in the mill area kept many students from the school, the increase is the more remarkable. The percentage of artisans during 1920-21 and 1921-22 has been 64 per cent.

The number of scholarships are at present as follows:—

Government of Madras	...	...	...	...	80
Do. Mysore	...	...	...	...	1
Do. Hyderabad	...	...	...	...	1
Victoria Technical Institute	...	...	...	...	4

Most of the pupils continue to be drawn from the Madras and Chingleput districts and this preponderance is not likely to be reduced until some hostel accommodation is provided for pupils from the mufassal.

A committee has been appointed to reorganize this school, the terms of reference being sufficiently comprehensive. The committee, it is understood, have submitted their report to Government.

77. *The Government Industrial Institute, Madura.*—In 1919 Mr. R. W. Davies, the then Director of Industries, submitted proposals for the abolition of all the three sections of the Madura Technical Institute, viz., the Industrial School, the dyeing section and the weaving section and the establishment in their place, by a private firm or by the Government, of a commercial workshop or of a technical school more or less on the lines of the Madras Trades School. Mr. Davies' report was sent to certain Collectors for their remarks. It was also published for general information in a press communique so that the public might see the reasons given by Mr. Davies and be in a position, if they thought fit, to make representations to Government or Collectors regarding them. The replies received from Collectors were also published for general information in a subsequent press communique. Mr. A. Y. G. Campbell, who had meantime succeeded Mr. Davies, was instructed to go thoroughly into the question and examine carefully the various opinions and criticisms received on the subject. The two Directors were agreed that the institution had not been a success in the past as regards the training of pupils. They however differed as to the degree of failure in this matter and as to the cost incurred by Government in the training of the pupils. It was not disputed that an unduly high proportion of the pupils left the institution before

their training had been completed. As Mr. Campbell was not in favour of the entire abolition of the institute, he proposed its reorganization on the following lines which have been sanctioned by Government:—

- (1) to rename the institute, the Madura Industrial Institute,
- (2) to postpone the question regarding the establishment of the weaving and dyeing sections in the institute (this question has since been given up finally),
- (3) to restart the institute as a Government commercial undertaking, including, however, as one of its main functions, the training of a large number of apprentices,
- (4) to conduct it simply as a commercial engineering and cabinet making workshop, to which should possibly be added, at a later date, the teaching of elementary building construction,
- and (5) to pay the pupils daily wages during the course and a bonus on the completion of the course.

The working of the reorganized institute was greatly handicapped by the non-completion of the requisite buildings. A start was however made in January 1921 and the number on the rolls on 31st March 1922 was 42.

With the completion of the extensions and the erection of a timber store, it has been possible to rearrange the workshop and put the course of instruction on a regular and better organized footing.

The equipment of the Institute has recently been augmented by the erection of a 30 B.H.P. oil engine, the transfer to the institute of a 35 H.P. gas engine with suction gas plant from the departmental workshops in Madras and the erection of four quadruple hearths (16 forges) and a small cupola. A large cupola is ready for erection but will require a new blower before it can be put into operation. Vices and benches for the fitting section are being made departmentally and the motor section has been provided with a second-hand Ford car in addition to the cars already in use for use in teaching car driving and mechanism.

The motor section has recently been transferred to the block originally designed for weaving. This section is very popular with the public and orders are constantly being refused owing to inability to cope with the volume of work.

On the whole the reorganization scheme may be said to be working well but the conduct of the Institute has been rendered much more difficult than it should have been by the delay in completing the building programme.

78. *Aided Industrial Schools.*—In this presidency Government institutions for industrial education are few and the spread of industrial education is catered for largely by aided institutions. During the year ending the 31st March 1922, there were 38 assisted industrial schools scattered throughout the presidency, many of them located in out of the way places and a few of them seldom heard of by the general public. These assisted schools provide a reasonably efficient form of trade instruction at an extremely low cost to Government. They are conducted by very differently constituted bodies, who approach the end in view from different angles and in different ways. The schools require a frequent, careful and withal tactful inspecting agency in order to keep them up-to-date in methods and efficiency, but they fill a real need and accomplish work which could not be done by purely Government institutions except at a very high cost to the State. The period covered by the duration of the war and that immediately following it has been a period of stress and strain for most of these institutions. Owing to financial stringency Government have not been able to be liberal in the allotment of funds under grants-in-aid, while the concerns which belong to foreign missions have been hard hit by the adverse position of the continental exchanges. Moreover the cost of conducting the schools has increased and the managers of several of these institutions have had and are having a very anxious time indeed.

The subjects taught in them include in boys' schools, carpentry, cabinet-making, fitting, turning, moulding, blacksmithy and weaving, with about 4 to 6

hours weekly devoted to drawing and theory; and in girls' schools, lace work, embroidery, weaving and mat and basket-making. The number of pupils under training on the 31st March 1922 in these schools was 1,748. The more important of them are separately noticed below:—

The St. Joseph's Industrial School, Tindivanam.—The supervision and teaching in this school are in the hands of two Frenchmen who have been specially trained for work in an industrial school of cabinet-making. The course at this school is a long one but highly skilled carpenters and cabinet-makers are trained.

In January 1920, the first batch of six students completed their course in the Training section for cabinet-making teachers attached to this school. There is already evidence that their training is bearing good fruit in the other schools of the presidency.

The S.P.G. Art Industrial School for Boys, Nazareth.—Being buried away in the extreme south of the presidency far from the railway, this school is not so prominently before the public as other schools nearer Madras, but it is well worth a visit from those interested in industrial education.

The lads who complete their course in this school seem prepared to go anywhere to secure employment in the trade they have learnt. Very recently three of them secured employment in the Perambur Railway Workshops, two have gone out as weaving masters and three carpenters are about to proceed to Burma on a four years' engagement.

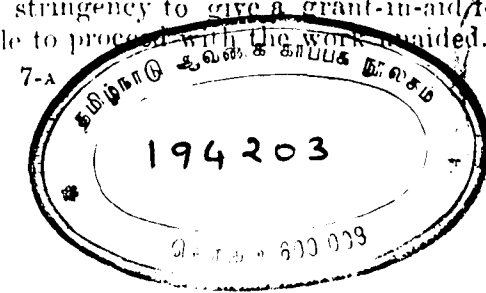
The Anjuman I-Mujid-I-Ahla-I-Islam, Madras.—This school has been almost entirely reorganized in recent years and is now in a distinctly more satisfactory state than it was for several years past. In view of the fact that few of the boys complete the full course, endeavours are now being made to provide them with as complete a general education as possible and to give them a grounding of manual training likely to stand them in good stead in whatever trade they may take up in after life.

The St. Joseph's Industrial School, Coimbatore.—This institution has not suffered so much financially as some other institutions and the management have been able by hard work and careful management to complete a fairly large building programme without Government assistance. The new building makes possible a rearrangement of the different departments which has been urged on the manager's attention during recent years as a means towards greater and more efficient supervision of the details of the work. The staff has been strengthened by the appointment of a carpentry teacher from the Training section of the St. Joseph's Industrial School, Tindivanam, and of an ex-pupil of Bro. Emile at Vizagapatam as teacher of motor-car repair work.

A small oxyacetylene welding plant has been installed and the skilled operation of gear cutting has been taken up. The school now makes a speciality of motor repair. There should be a useful future before the school as it is established near the South Indian Railway workshops at Pōdanūr and the manager should have no difficulty in finding employment for boys trained at the school.

The A.A.M. Industrial School, Kātpādi.—This institution has already begun to rank as one of the best in the presidency. The manager specializes in the production of high-grade furniture in preference to goods of bazaar standard and recently supplied a considerable quantity of furniture for one of the principal social clubs in Madras, the appearance and finish of which will compare favourably with the products of the best European workshops.

The St. Joseph's Industrial School, Trichinopoly.—This institution continues to do good work in providing training in cabinet-making and metal work. A hostel is very urgently required for this institution, the construction of which has not up till now been taken on hand as the Government have not been able owing to financial stringency to give a grant-in-aid for the purpose and the management are unable to proceed with the work unaided.



The St. Aloysius Industrial School, Vizagapatam.—The question of the St. Aloysius Industrial School has been unsettled for a considerable time, but in G.O. No. 2134 of 18th November 1919, the Government finally agreed to hand over to the school authorities two small pieces of land free of charge for right of occupancy and free of assessment subject to the following conditions:—

- (a) That six apprentices be taken per annum;
- (b) That the period of training be four years;
- (c) That the candidates for admission should know sufficient mathematics to profit by the course;
- (d) That at least three hours a week be spent in mechanical drawing.

The school is managed by a Roman Catholic Mission, but the apprentices are of all classes. Many boys admitted do not stand the strain and leave after a short time. The school is a day school and the apprentices live out; this tends to restrict recruitment to a limited area as the lad from a distance must be possessed of some private means to support himself until his ability as a workman justifies the school authorities in making him an allowance.

The Orr Assisted Industrial School, Madras.—With the assistance of Government, Messrs. P. Orr & Sons, Scientific instruments-makers, have established a works school to improve the education of the young boys employed by them. The practical classes are taught by the European Works Manager and the literary classes by a trained Indian teacher. The Government have supported the experiment to the extent of half the cost and the development of the school which has proceeded very satisfactorily is being carefully watched by the Department. Such apprenticeships in commercial workshops supplemented by class instruction should serve to turn out a number of artisans of a good type so urgently needed all over the presidency and the establishment of this school has, as was only to be expected, attracted much attention from other employers.

The Addison Assisted Industries School, Madras.—The example set by Messrs. P. Orr & Sons has been followed by Messrs. Addison & Co., Ltd., who have established a set of classes for the apprentices employed in their printing press. The classes are conducted on the lines of those of the Orr Assisted Industrial School and it is hoped that the precedents set up by two leading firms of Madras will in the near future be largely followed by other employers of labour.

79. *Special schools under the Director of Public Instruction and Technical Examinations.*—Certain special schools remain under the control of the Director of Public Instruction and an account of the more important, such as the Institute of Commerce, Madras, the School of Commerce, Calicut, the Schools of Engineering at Vizagapatam and Trichinopoly and the Reformatory School, Chingleput, is given below.

There are now three music schools aided by Government, one at Tiruvannamalai, one at Māyavaram and one at Kallakurehi (newly opened). The Music school at Masulipatam has been closed. In addition to the Agricultural classes attached to a few aided secondary schools, Government have started two experimental agricultural middle schools, as a result of the findings of a committee which they appointed in 1918. The committee consisted of officers of the Agricultural and Educational departments and formulated detailed proposals for the establishment of two agricultural middle schools. The committee recommended that one school be opened at Taliparamba in North Malabar and the other at Anakapalle in the Vizagapatam district. The Government accepted the committee's proposals and four officers of the Agricultural department were deputed for training, two at Rajahmundry and two at Saidapet. Two officers of the Educational department were also deputed to study the local conditions and prepare text books in geography and mathematics for the schools. The schools were opened immediately after the close of the quinquennium. They are intended for the sons of cultivators and the courses of instruction are designed to instruct pupils in the reasons which underlie the ordinary agricultural methods and in improved methods. The students are given practical instruction in ordinary cultivation work on the wet and dry lands attached to the school farms. They are also instructed in reading, writing, arithmetic, geography and nature study.

In 1921 Government appointed a committee to revise the scheme for the Government Technical Examinations. The committee met and eight sub-committees were formed to consider the general and special questions raised by the main committee. The report of the committee has subsequently been submitted to Government.

The number of candidates appearing for the Government Technical Examinations has decreased slightly during the quinquennium. For the Advanced, Intermediate and Elementary grades there were in 1916-17, 578, 4,604 and 9,435 candidates, respectively. In 1921-22 the corresponding figures were 647, 4,530 and 8,651, of whom 30.4, 52 and 46.8 per cent passed. It may be noted that in 1921-22 there were five women candidates for the Advanced, 208 for the Intermediate and 513 for the Elementary grades.

80. *The Institute of Commerce, Madras.*—The Institute of Commerce was opened in the Law College buildings in September 1918. It is intended primarily to afford facilities for the training of persons who will be qualified to audit the accounts of life assurance companies falling within the scope of the Indian Life Assurance Companies Act of 1912, of companies registered under the Indian Companies Act of 1913, and of societies registered under the Provident Insurance Societies Act of 1912. The Institute also trains persons desirous of engaging in commercial undertakings and of filling the responsible positions of managers, secretaries, accountants, etc.

The Institute is divided into two sections—the audit classes and the technical examination classes. Students reading in the audit classes take a two years' course in accountancy and auditing and are eligible to appear for the examination for the Bombay Diploma in Accountancy. Students reading in the technical examination classes take a one-year course and are prepared for advanced technical examinations in the following subjects:—(1) Book-keeping, (2) Theory and Practice of Commerce, (3) Commercial Geography including Commercial History, (4) Banking and (5) Shorthand.

The Institute is recognized by the Accountancy Diploma Board, Bombay, as one qualified to prepare candidates for the Board's Diploma Examination.

Separate rooms in the Law College have been allotted to the Institute for its office and for a lecturer's room and library. The college lecture rooms are used as class rooms. This arrangement is only temporary and a site has been selected for the erection of a permanent building for the Institute.

The staff consists of a Principal and five assistants. In December 1918 Government sanctioned the establishment of an advisory council to assist the Director of Public Instruction in the management of the Institute and appointed the Director of Public Instruction ex-officio President, the Principal of the Institute ex-officio Secretary and the Collector of Madras and the Registrar of Joint Stock Companies ex-officio members; in addition six non-official gentlemen representing banking and commercial interests were nominated by Government.

The strength of the Institute has rapidly increased. On the 31st March 1919 there were 24 students reading in the Audit class and 10 in the Technical examination classes. The corresponding figures in 1922 were 49 (19 senior and 30 junior) and 128. The popularity of the Institute may be judged by the fact that in 1921-22, 431 students applied for admission.

81. *The School of Commerce, Calicut.*—There has been no special change in the working of the school. At the close of the year 1917 there were 234 pupils in the school and this number increased to 306 at the end of 1921. In the latter year there was an appreciable decrease in the strength of the school, particularly of the vernacular class, owing to the Mappilla rebellion. The Headmaster of the school has maintained an interesting record of the students that have passed out of the school. This record shows that pupils trained in the school find employment as shorthand writers, typists, accountants, book-keepers and correspondence clerks in public offices and mercantile firms not only in many provinces in British India but also in the States of Hyderabad, Mysore, Travancore, Cochin and Pudukkottai. Some enterprising students of the school have accepted appointments outside India in Somaliland, the Federated Malay States, Mesopotamia and East Africa.

Of those that have passed from the school, 174 are shorthand writers, 5 are reporters, 161 are typists, 147 are book-keepers, 407 are general clerks, 14 are teachers, 9 are commercial agents, 7 are bankers, 2 are inspectors and 6 are supervisors of co-operative societies, 1 is a secretary to a Chamber of Commerce, 84 are teachers of commercial subjects, 19 are teachers of general subjects, 1 is an editor of an economic journal, 2 are travelling agents for commercial houses, 18 are accountants and auditors, and 3 are managing directors of joint stock companies.

The above record shows very clearly that the school is satisfactorily serving the purpose for which it was started and indicates the value of the business training imparted.

82. *School of Engineering, Vizagapatam.*—The school was established temporarily for a period of three years in the first instance and was opened in July 1918. The school was started in order to meet the growing demands of the Revenue, Local Fund and Public Works Departments for qualified trained subordinates and, with a view to attracting a large number of engineering students from the Telugu districts, Government directed that the school be located at Vizagapatam. The staff consists of a Superintendent, three assistant Instructors (recruited from the Upper Subordinate establishment of the Public Works Department) and one workshop Instructor. The Principal of the College of Engineering, Madras, occasionally visits the school and exercises general supervision over its teaching.

In 1920 Government sanctioned the acquisition of a site for the school and acquisition proceedings are in progress. The question of constructing suitable buildings is also under consideration. In 1921 Government sanctioned the continuance of the school for a further period of three years.

83. *School of Engineering, Trichinopoly.*—In 1917 the Principal of the College of Engineering, Madras, reported that there was a distinct need for a school of engineering in the southern districts owing, in particular, to the shortage of trained men for subordinate appointments in Local Fund and other services. In consequence of this report Government in 1919 sanctioned the opening of a school at Trichinopoly. In regard to the location of the school the merits of other towns such as Madura and Tanjore were considered, but it was finally decided that Trichinopoly was the best centre in view of the future development of the school and the facilities which the Railway Workshops offered. The school was opened in July 1920 on a temporary basis for a period of three years. The staff consists of a Superintendent, one Instructor of the Sub-Engineer grade, two assistant Instructors of the overseer's grade and one workshop Instructor. The Principal of the College of Engineering, Madras, exercises general supervision over the school. The school is at present located in a rented building, the question of the acquisition of a site for the school being still under correspondence with Government.

84. *Reformatory Schools.*—The Reformatory School, Chingleput, has continued to work satisfactorily.

The school has a good war record for an institution of its size and character. The staff and pupils subscribed Rs. 4,192 to war funds and 116 pupils enlisted, 65 as combatants and 51 as non-combatants. The moral tone and discipline of the school have improved and there were only 10 punishments recorded in 1921 as against 74 in 1912.

The school continued to take a prominent part in the athletics of the Chingleput district and won the Mayhew Shield three years in succession.

During the early part of the quinquennium the health of the school gave cause for anxiety and in August 1919 Mr. P. Krishna Warriar, L.M. & S., was appointed to act as Superintendent in order that he might take special measures to secure better health in the school. On the advice of the Surgeon-General anti-malarial measures were taken. A party consisting of an Assistant Surgeon and 10 Sanitary Inspectors carried out the work and the moats surrounding the school

were cleared of weeds and the paddy fields of the water hyacinth. The Fisheries Department also opened fish ponds for breeding larvicidal fish. Dr. Paul, the hookworm specialist, visited the school in 1921 and beneficial results have been obtained from his examination and treatment. After consultation with the Surgeon-General the diet of the school boys was carefully revised.

During the quinquennium there has been a regrettable decrease in the proportion of pupils employed to the number discharged and an increase in the number untraced. The statement below gives particulars regarding the boys discharged from the school.

Particulars about the careers of pupils discharged from the school.

Year.	Number traced							Untraced.	Remarks.
	Number discharged	Employed	Unemployed	Reconvicted	Had character placed under police surveillance	Died	Total		
1917	51	22	4	10	..	2	38	13	
1918	57	24	8	11	1	2	46	11	Employed 48
1919	64	35	5	9	..	..	49	15	Reconvicted 15
1920	53	24	6	8	..	..	38	15	Untraced 23
1921	57	30	9	5	..	1	45	12	
Total	282	135	32	43	1	5	216	66	

In 1920 the Madras Children Bill was passed into law. The Act provides for the establishment and control of reformatory and industrial schools and for the establishment of auxiliary homes intended principally as hostels for boys licensed from a school to work at a trade. When the Act is introduced in Madras City the Reformatory School, Chingleput, will be certified as a senior certified school under the Act as regards juvenile offenders from Madras City. It will continue to be a Reformatory School as regards offenders from the mufassal.

VII.—WOMEN'S EDUCATION.

85. *Expansion and control.*—There has been a remarkable advance in the education of girls during the quinquennium. The total number of girls in schools, public and private rose from 321,540 to 376,781 showing an increase of 17 per cent and representing a percentage of 1.8 to the total female population. The number of girls in boys' schools was in the proportion of 10 to every 19 under instruction.

The number of public institutions for girls rose from 1,764 to 2,741. Of this increase 1 was a college, 18 were secondary schools and 947 were elementary schools. It is interesting to note that schools under public management showed the largest increase. In particular Local Board institutions rose from 447 to 1,263 and Municipal institutions from 56 to 215 as against an increase from 94 to 447 and 17 to 56 respectively in the previous quinquennium. These figures may be taken not only as an indication of progress but as a proof of the recognition by local bodies of their duty towards women's education. The number of secondary schools for girls rose from 39 to 57, or an increase of 46.2 per cent as against 11.4 for the previous quinquennium. It is in respect of this that the period under review has shown the most promising advance. As noted in the introduction, the creation in 1920 of the post of Deputy Directress of Public Instruction has been most effective in enabling the department to correlate and direct all the growing needs and activities of girls' education.

86. *Staffing of girls' schools.*—The staffing of secondary schools for girls has considerably improved, though the large increase in the total number of teachers has brought with it a fall in the actual percentage of certificated to uncertificated teachers. The real improvement is seen in the large increase in the number of teachers of the collegiate and the secondary grade. In 1917 there were in secondary schools 32 trained teachers of the collegiate and 151 of the secondary grade. In 1922 there were 71 trained teachers of the collegiate and 219 of the secondary grade.

The total number of teachers in elementary schools has increased from 5,421 to 7,497; in 1917, 3,077 were trained and in 1922 this figure had increased to 4,633. The percentage of trained teachers to the total number rose from 56 to 62. This shows a very real improvement, since during the previous quinquennium the percentage fell from 62 to 56 with an increase in the number of teachers of only 1,625, whereas the present increase in the percentage from 52 to 62 has been accompanied by a rise in the number of teachers of 2,076. Trichinopoly shows the highest percentage (85) of trained teachers and Malabar the lowest (42). In 1922 eight districts had a percentage of over 70 per cent as against only one in 1917, and even the figure for Malabar, the district with the lowest percentage, has risen by ten per cent, in spite of the fact that twice the number of girls are reading in elementary schools in Malabar than in any other district.

The average number of pupils per trained teacher fell from 24 to 23, and per teacher from 42 to 37.

The proportion of men to women teachers is steadily decreasing and, with the exception of a few backward districts, trained women teachers are gradually replacing men.

The number of male teachers in Government schools of all kinds is now only 241 out of a total of 1,233 teachers. In the Central Circle in 1921-22 there were only 29 male teachers in Government girls' schools out of a total of 226, making a percentage of 12.8 as against a percentage of 22.7 in 1917 and 77 in 1911.

In most districts such good progress has not been shown in schools under other management, especially in schools under local board management, but the Inspectress of the Southern Circle reports that "less difficulty is now experienced in securing trained women teachers than was the case in previous years and most of the girls' schools under public management are now staffed by trained women."

Of the Ceded Districts, where the greatest difficulty has been found in obtaining women teachers, the Inspectress reports "a little less than half the total number of teachers are trained men, one-third trained women, one-sixth untrained women and a very small proportion untrained men."

The efforts that have been made throughout the presidency to obtain trained women teachers are best shown by the increase in the number and strength of training schools. The number of schools rose from 24 in 1917 to 30 in 1922 and their strength from 812 to 1,547.

Other factors which have contributed to the creation of a supply of women teachers have been the improvement in rates of pay, the opening of preparatory classes in training schools, the increase in the number of hostels attached to training schools and the provision of scholarships to students who are ultimately likely to undergo training. The rates of pay for Government teachers have been revised and during each of the last two years of the quinquennium Government sanctioned a special grant of Rs. 15,000 to aided secondary schools to enable them to raise the pay of their teachers. The minimum pay of elementary teachers in schools under public management is still far too low, being for an assistant only Rs. 13 and for a headmistress Rs. 16. With regard to teachers in other elementary schools, the Inspectress of the Central Circle reports that "there is a marked improvement in the payment of teachers in aided mission and non-mission schools and in most of the former the teachers now receive a small annual increase." New hostels have been attached to a number of training schools, such as those at the Training School, Tanjore, the Muhammadan Training

School, Trichinopoly, the Muhammadan Training School, Guntūr, and the Training School, Bellary.

In 1921-22, 166 scholarships were being given to widows. It was stated in the last report that "a special means by which it was hoped to increase the supply of female teachers was by securing for employment caste and Hindu widows." This means has proved successful and in the next few years will help very largely in displacing male teachers in girls' schools.

87. *Duration of school life.*—The opening of new high schools and the increase in the number of girls reading in the higher forms bear witness to a slight lengthening of the duration of school life. The number of girls reading in sixth form alone rose from 158 in 1917 to 281 in 1922. The increase in the number of women teachers and in the number of hostels attached to secondary schools tends to encourage parents to allow their girls to remain longer at school. The gradual lengthening of the duration of school life is, as is to be expected, best seen in Madras city. $\wedge$

In the last report it was suggested that if adequate provision were made for the teaching of Hindu music in the higher classes, more girls would stay at school for a longer period. Government in 1918 ordered that music teachers should be appointed in Government secondary and higher elementary schools. It remains to be seen whether this order will have a direct effect on the duration of school life.

88. *Expenditure on girls' schools.*—The expenditure on Secondary and Elementary schools for girls rose from Rs. 13.90 lakhs in 1916-17 to Rs. 24.39 lakhs or by 75 per cent in 1921-22. Towards the total expenditure public funds contributed Rs. 16.96 lakhs or 69 per cent, fees Rs. 1.40 lakhs or 6 per cent and other sources Rs. 6.03 lakhs or 25 per cent, the corresponding percentages for the previous quinquennium being 62, 6 and 32.

The amount spent on Government institutions increased by Rs. 2½ lakhs, that on board schools by Rs. 5 lakhs and that on aided schools by Rs. 3½ lakhs.

89. *Medical inspection.*—Considerable progress has been made during the quinquennium. Several aided secondary schools appointed Medical Inspectors and received grants, and some other schools, though not receiving Government grants, conducted medical inspections. It is to be regretted that there has been so far no medical inspection in Government schools, but the matter is under consideration.

90. *Moral and religious instruction.*—Except in Mission schools there has been no direct religious instruction, but most schools give moral instruction by means of stories and lessons on civics. In some of the Muhammadan schools the Quran is read and in the Government Hobart Muhammadan School, Madras, prayers are held daily.

Collegiate Education.

91. The demand for and the increase in collegiate education has been remarkable. The quinquennium opened with 3 colleges for women with a strength of 151 and closed with 4 colleges and an L.T. class with a total of strength of 346. In addition, in 1922, 76 women students were studying in colleges mainly intended for men and of these 22 were reading for honours.

The increase under colleges is represented by the opening of St. Ann's College, Mangalore, and the L.T. class attached to Queen Mary's College, Madras.

The St. Ann's College, Mangalore, was opened in 1921 and was affiliated to the Madras University in group (iii) of the Intermediate course. On the 31st March 1922 it had 22 students on the rolls.

It was pointed out in previous reports that so long as separate training facilities were not provided for women graduates, the number of women seeking admission into the Saidapet Training College would continue to be very small, especially in view of the fact that the University Regulations allowed women to

proceed to the L.T. degree without producing certificates of attendance at a college. To meet this difficulty, and to assist in providing the large number of women graduates now needed in the schools, Government in 1921 opened a temporary L.T. class attached to Queen Mary's College. Its permanent retention has since been sanctioned. On the 31st March 1922 the strength of the class was 11. This number has since increased to 26.

The large increase in the number of girls attending the two Madras Colleges necessitated considerable additions to their buildings. Two new blocks were added to Queen Mary's College and a large residential block for staff and students was built for the Women's Christian College. There was a munificent gift to Queen Mary's College of one lakh of rupees by the Maharaja of Jeypore for building purposes.

There was a notable increase in the number of girls seeking admission into the Science groups of the Intermediate. The number of girls taking up Science was 86 in 1922 in the Intermediate as against 20 in 1917. Government therefore in 1919 sanctioned the appointment of a Professor of Physical Science in the Indian Educational Service for Queen Mary's College, but the proposal for the affiliation of the college in groups (i) and (ii) of the Intermediate course did not materialize until after the close of the quinquennium.

Other increases to the staff of Queen Mary's College during the quinquennium resulted from the appointment of two Assistant Professors in 1917, of a temporary Assistant Lecturer in History in 1921, of three full-time pandits in 1921 and of a permanent librarian in 1920.

The results of the University Examinations continued to be much above the average and of six students sent up for the Intermediate Examination by the new St. Ann's College five passed with three in the first class. In 1916-17, 156 women candidates appeared for all classes of University Examinations and 68 passed, whereas in 1921-22, 356 appeared and 225 passed. Concessions to girls in colleges, which take the form of ordinary and special scholarships and fee remissions, have been greatly extended. In 1922, 62 ordinary scholarships ranging in value from Rs. 9 to Rs. 14 per mensem, 15 widow scholarships at Rs. 25 per mensem and a large number of fee remissions were sanctioned.

The West Coast and Madras districts continued to send the largest number of girls to the Arts Colleges, but there has been a satisfactory increase in the number of girls coming from other districts.

The spread of higher education among the various sections of the community is shown by the following figures for girls reading in women's colleges: Indian Christians 200, Non-Brahmans 68, Europeans 46, Brahmans 25 and Adi-Dravidas 2. It is perhaps worthy of note that during the quinquennium the number of Hindu girls reading in women's colleges rose from 38 to 93.

The number of women reading in the Medical College rose from 14 in 1917 to 27 in 1922.

Secondary Education.

92. *Number and strength.*—The number of schools rose from 39 to 57, and there was an increase from 20 to 26 in the number of complete high schools. Of the 18 new Secondary schools 11 were opened by Government at important district centres recommended by the Conference of Inspectresses held in 1915; two were started by local bodies at Palghat and Kollengode in Malabar, where the demand for higher education for girls is still far in excess of the facilities provided, and five were opened under private management, four being mission and one non-mission. The strength of secondary schools for girls rose from 6,868 in 1917 to 10,998 in 1922—an increase of 60.1 per cent as against an increase of 45.7 for the previous quinquennium.

The number of girls reading in secondary schools solely intended for them rose from 6,588 to 10,372, representing an increase of 57.4 per cent while the number of girls reading in all secondary schools was 12,358 in 1922 as against 8,121 in 1917—an increase of 52.1 per cent. These figures lead to the conclusion that where adequate facilities for secondary education are separately provided for

girls they are rapidly taken advantage of. It is also noteworthy that there was an increase of 84.8 per cent, from 600 to 1,109 in the number of girls reading in forms IV to VI.

Of the 57 secondary schools for girls 26 were complete high schools, 6 incomplete high schools and 25 middle schools. The distribution of these schools among the various districts and inspecting circles was unfortunately not uniform. The Northern Circle, comprising the districts of Ganjam, Vizagapatam, Gōdāvari and Kistna had only five schools, four of which were newly opened in the quinquennium. The Ceded Districts Circle, comprising the four Ceded Districts and the district of Guntūr had only three schools, two of which were newly opened. The Central Circle, consisting of the districts of Nellore, Madras, Chingleput, North Arcot, Chittoor and South Arcot, had 17 schools, of which 12 were in the city of Madras. The Southern Circle, comprising the districts of Tanjore, Trichinopoly, Madura, Rāmnād and Tinnevely, had 16 schools and the Western Circle, extending over the districts of Salem, Coimbatore, the Nilgiris, Malabar and South Kanara, had 16 schools, seven of which were in Malabar and six in South Kanara. The districts of Bellary, Cuddapah, Chingleput and Rāmnād are still unprovided with secondary schools of any kind.

93. *Accommodation and equipment.*—The majority of the schools are suitably housed and fairly well equipped; but the Inspectress of the Western Circle reports that secondary education is progressing so rapidly that all the girls' schools are overcrowded.

It is to be regretted that a large number of Government schools are still held in unsuitable rented buildings. Proposals for the construction of buildings for some of them were considered during the quinquennium, but could not be acted on for financial reasons. Buildings and quarters for the staff were, however, completed for the Girls' High School, Cannanore, and spacious new buildings for the Triplicane High School, Madras, were nearing completion at the close of the quinquennium.

94. *Curriculum.*—The Inspectresses report that in most schools there has been a decided improvement in the methods of teaching consequent on the appointment of better qualified teachers.

The S.S.L.C. scheme has on the whole worked well and the schools offered a fairly wide choice of group C subjects. It was, however, found difficult to give sufficient encouragement to Mathematics and Science owing to the paucity of women teachers qualified in those subjects.

The desire for instruction in and through the medium of English still continues and is permitted in schools where the staffs are sufficiently well qualified. The Government in September 1920 instituted the Women's Secondary Grade Final Examination, along the same lines as the S.S.L.C. examination, which is open to all women without any restriction as regards age or attendance at school. The institution of the examination has proved successful and in each of the years 1921 and 1922 candidates to the number of 26 appeared.

There was an appreciable increase in the number of girls appearing for the S.S.L.C. examination. In 1917, 118 appeared and 33 were declared eligible for a University course. In 1922, 239 appeared and 99 were declared eligible.

The physical education of girls continued to receive careful attention and the appointment in January 1922 of a Women Specialist in Physical Training has already given a further impetus to the work of the schools in this direction. Girl Guide Companies have been formed in several schools.

Elementary Education.

95. *Number and strength.*—The number of public elementary schools for girls rose from 1,684 in 1916-17 to 2,631 in 1921-22. Of these 1,672 were under public management, 402 under private non-mission management and 557 under mission management. The proportion which schools under public management bear to the total number of schools has considerably increased during the quinquennium, the percentage being 64 against 41 in 1916-17. There was a corresponding

increase in the number of pupils reading in girls' elementary schools, viz., from 132,214 to 173,570.

The Western Circle in particular has shown great progress, 55 new schools having been built and 199 newly opened, while the number of girls in elementary schools increased from 29,197 in 1917 to 37,507 in 1922.

96. *Accommodation and equipment.*—The reports of the Inspectresses show that, whereas there has been an improvement in most schools in the matter of equipment, there has been little or no general improvement in accommodation. This is particularly so in regard to schools under public management. The Inspectress of the Central Circle says "It is generally reported that the accommodation, furniture and apparatus provided in the aided mission schools are satisfactory but that improvement is very slight in the Board schools. Accommodation is frequently poor because the villagers can offer no roomy houses for rent and the boards cannot afford to build their own school houses." No doubt this problem of satisfactory accommodation will, in future, attract the attention of the new controlling agencies of elementary schools.

97. *Curricula.*—The same curricula remained in force and Inspectresses report favourably on the methods of teaching in most schools.

Experiments in vocational classes have been made in various places, including a weaving class for girls, an experimental agricultural farm, attached to a training school in the Ceded Districts Circle, and carpet and tape weaving and spinning classes in several schools in the Northern Circle.

In the fifteen industrial schools for girls there were 581 pupils learning embroidery and lace making.

98. *Inspecting agency.*—It was remarked in the last report that the inspecting agency was inadequate; and during the period under review in order to give the necessary additional assistance to the Inspectresses and Assistant Inspectresses, three permanent and seven temporary Sub-Assistant Inspectresses were sanctioned. Further proposals for the employment of three more Sub-Assistant Inspectresses have been submitted to Government.

VIII.—EDUCATION OF EUROPEANS.

99. *The chief features of the quinquennium.*—Though there has been no change in the general policy of the department as regards European education, there has been an alteration in the control of it, in so far as it is now a provincial subject, though, as a reserved subject, it does not form part of the portfolio of the Minister of Education. This change has not as yet produced any marked difference in the conduct of European education but there are undoubtedly problems ahead demanding early solution—these questions, in part financial and in part arising out of the question of the admission of Indians to European schools and the separate and distinctive character of European education, require close consideration. Among other matters which will have to be settled in this connection is the long standing question of the amalgamation of schools, particularly in the City of Madras. The increased cost of running schools efficiently can only be met by some degree of amalgamation in the case of both boys and girls schools.

In the last quinquennial report it was stated that the efforts of the department in this regard had met with no success, and their failure was attributed to sectarian and other differences and to the natural desire of parents for religious instruction according to the denomination to which they belong. The other differences are largely social, but no consideration should be allowed to outweigh the paramount necessity of finding a solution of the question of the amalgamation of schools in Madras City at a very early date.

During the period under review the Anglo-Indian community raised the question of an All-India Anglo-Indian University, but Government have not favoured the scheme both on the grounds of policy and on account of the expense involved.

The St. George's Homes, Kodaikānal, have been transferred to their new buildings, at Ketī, towards the cost of which Government have so far contributed

Rs. 1.50 lakhs. Government have also assigned lands to the extent of 214 acres and have sanctioned an additional building grant, yet unpaid, of Rs. 69,000. The total cost of the new homes is estimated at Rs. 4½ lakhs.

On account of the preponderating number of girls' schools and boarding houses for girls—a woman assistant to the Inspector of European Schools has been appointed in the place of the Assistant Inspector.

The training schools were transferred from the control of the Inspector of European Schools to the Circle Inspectors. The change has proved advantageous to the work of inspecting and developing European schools.

The Primary Scholarship Examination has been abolished as it was considered unsound in principle to impose a written test on very young children.

The rate of stipends admissible to students from this Presidency deputed for training at Sanawar was raised in 1918 from Rs. 40 to Rs. 50, but only six stipendiaries went to Sanawar for training during the quinquennium. The establishment of a Training School for Women at Lovedale is still under consideration.

The rates of boarding grants for orphanages having been fixed as long ago as 1906 and prices having risen considerably, Government in 1921 sanctioned the Director's proposal to raise the scale of boarding grants for European orphanages from Rs. 8 per mensem in the mufassal and Rs. 10 per mensem in the City of Madras to Rs. 12 per mensem and Rs. 15 per mensem, respectively. The total number of European scholars reading in Arts and Professional Colleges rose from 93 in 1916-17 to 100 in 1921-22 but the number of male scholars fell from 57 to 45. This fall and the small numbers involved are in part explained by the poverty of the Anglo-Indian community, by the employment in the Telegraphs, Railways and Workshops, etc., of European boys after the close of their school courses and the difficulty felt in many European schools of attaining to a University standard. It is hoped that with the revision of the European Schools examinations and courses this difficulty will be felt less acutely.

100. *Number and strength of institutions.*—There were 91 schools on the 31st March 1922 as against 90 in 1917. The reorganization of the Madras and Southern Mahratta Railway Schools led to the closing of the schools at Donakonda and Raichur. The Lardet school at Ootacamund was amalgamated with St. Stephen's School. Two new high schools, St. Hildas, Ootacamund, and the Montfort Boys' School at Yercaud, were started during the quinquennium and rapidly became popular. His Excellency the Governor's Band school was recognized and the Needle-work school, Newtown, was transferred from the Department of Industries to the Educational Department.

The total strength of the schools has increased from 8,415 to 9,638. The major portion of this increase occurred in high schools. The number of European and Anglo-Indian boys reading in European schools, other than special, increased by 569 and the number of European and Anglo-Indian girls rose by 502. The difference between these figures and the total increase is made up by the number of Non-Europeans reading in European schools. These in 1917 numbered 194 and in 1922, 664. Seeing that the question of increasing the percentage of Indians permitted to read in European schools is under discussion, it may be interesting to note that there were in 1921-22 in European schools 299 Indian Christians, 167 Non-Brahman Hindus, 93 Parsis, 90 Brahmans, 29 Muhammadans and 7 others. The number of pupils reading in Railway schools rose from 954 to 1,055.

It has sometimes been suggested that there are many Anglo-Indian Children unprovided for in the matter of education. The following figures will show that, in proportion to the population of the community, there is a far larger number of Anglo-Indian children reading than would ordinarily be expected having regard to the normal percentage of any school going population to the total population.

The total Anglo-Indian population at the 1911 census was 26,923 and the number of Anglo-Indian pupils in schools, other than special, in 1917 was 7,798 making a percentage of pupils to population of 29.8. The total Anglo-Indian population in the Presidency at the 1921 census was 23,481 and the number of Anglo-Indian pupils in schools in 1922 was 8,869 making a percentage of pupils to population of 37.8. The figures for Europeans, which are shown separately in the

census reports, if taken into account, make no appreciable difference to these results. It may in addition be noted that in spite of a fall in population there has been an increase in the number of pupils attending school.

101. *Curricula*.—The curricula and syllabuses for all classes have been revised and have received Government approval. The main objects of the revision were the improvement of the high school standard in relation to University studies, the bringing of the curricula more into line with the Cambridge Local Examinations and the widening of the courses in regard to commercial subjects. A vernacular has been made compulsory, subject to special exemptions, for the high and middle school examinations.

102. *Special subjects training centre*.—The centre has continued to provide valuable instruction in Domestic Economy, Manual Training, Physical Training and Singing, and efforts have been made to render instruction as practical as possible. The Manual Training classes continued to be popular and the attendance at the wood-work classes was nearly 200 a week. Arrangements have been completed for opening two manual training centres in the Nilgiris, one attached to the Lawrence Memorial School, and the other to the Brecks Memorial School. Proposals are also being made for the opening of two centres, one at the Civil Orphan Asylums, Kilpauk, and the other at St. Patrick's Orphanage, Adyar. The Instructor in Manual Training inspected drawing in all the European high and middle schools and gave lectures on art and handwork in various European schools. The Women Specialist in Physical Training, though appointed mainly for Indian schools, has held weekly classes at the special subjects centre and has visited the European schools in Madras City.

103. *Staff and training*.—On the 31st March 1922 out of 711 teachers 499 were certified and 76 held no professional or general education certificates. These figures show no improvement on those of the last quinquennium and the adequate supply of well-trained teachers remains a serious problem. Only six students as against 12 in the previous quinquennium, were trained at the Government Training College, Sanawar, and even of these all have not remained teachers.

104. *Examinations*.—The results of the European school examinations have shown some improvement, but the percentage of passes has not been uniform from year to year. In 1918 in the high school examination 66 boys passed out of 89 and 60 girls out of 82, but in 1919 only 46 boys passed out of 102 and 33 girls out of 71. This variation, the Inspector attributes more to the varying standard of the examination than to a change in the standard of the candidates. The recent revision of the curricula should, however, tend to produce more uniform results. The majority of the failures in all the examinations were as usual in English.

IX.—EDUCATION OF MUHAMMADANS.

105. *Progress of Muhammadan education*.—There has been a considerable increase in the number and strength of *public* institutions chiefly intended for Muhammadans, while in the number and strength of *private* institutions attended by them there has been a fall. This fall is not, however, to be deprecated, due as it is to the efforts of Inspecting Officers to convert unrecognized into recognized schools by inducing the teachers or managers of the Maktaba or Quran schools to add a secular side to the instruction imparted in those schools. Despite the decrease in the number of *private* institutions the number of institutions of all kinds chiefly intended for Muhammadans has increased from 2,668 to 2,918, i.e., by 250 or 9 per cent and the strength in them rose from 142,628 to 149,132, i.e., by 6,504 or 4 per cent.

The total number of Government schools intended for the community rose from 66 in 1916–17 to 78 in 1921–22; Board and Municipal schools rose from 846 to 1,095 and aided schools from 603 to 870. Though the number of *unaided* but recognized institutions fell from 88 to 40, the fall is only apparent and not actual as the reduction under this category has been more than made good by the increase under *aided* schools.

The percentage of Muhammadan scholars to the Muhammadan population in the presidency improved slightly being now 6·8 as against 6·7 five years ago. The Northern Circars and Tanjore are still the most forward in this respect, while South Kanara and Bellary continue to be the most backward, though each of these districts has shown some advance as compared with the percentage in the last quinquennium.

Among the noteworthy events of the quinquennium is the coming into being of two colleges specially intended for Muhammadans, viz., the Government Muhammadan College, Madras, and the Islamiah College at Vaniyambadi. In 1918–19, the Government sanctioned the opening temporarily for a period of two years of a second grade college for Muhammadans in Madras. The Intermediate classes were accordingly opened that year and attached to the Government Madrasa-i-Azam. The College department was affiliated to the University of Madras in Group III of the Intermediate course. In 1920–21 the further retention of the College on a temporary basis was sanctioned as also the opening of B.A. classes, the College being affiliated in Group VI of the B.A. Pass course. The College continues to be located as a temporary measure in the Madrasa buildings. Plans and estimates prepared for the construction of a separate building for the college had to be given up in view of the financial stringency and the question of providing temporary accommodation elsewhere is engaging the attention of Government. The lack of suitable accommodation has been an impediment to the further development of the institution. The Islamiah College at Vaniyambadi which secured affiliation only towards the end of the quinquennium had to face very strong opposition from the partisans of the Non-co-operation and Khilafat movements and it was feared that it might not survive in the struggle. Thanks to the courage and good sense of its management the institution has lived but its condition is still weak, its finances having been particularly affected.

Another noteworthy event of the period under report is the enquiry conducted by the department as to the expediency of linking up the higher Arabic Maktabas and Madrasas with the University by means of its examinations for Oriental Titles. It cannot be said that the enquiry has been very fruitful. Nevertheless, one higher Arabic Madrasa—the Madrasa-i-Islamiah, Kurnool—sought affiliation to the University and has started classes for preparing candidates for the Munshi-i-Fazil and Alfa-ul-Ulama titles of the Madras University.

There has been during the quinquennium a decrease from 182 to 141 in the number of students in Arts College. There has been on the other hand an increase from 18 to 41 in the number in professional colleges. These figures are perhaps an indication of a tendency on the part of Muhammadan students to prefer professional to the purely arts colleges.

The efforts of the department, which were described in some detail in the last report to offer inducements to Muhammadans to study in the higher grades of institutions, have been continued. In addition to these measures the duplication of classes with a view to imparting instruction to Muhammadan pupils through the medium of Urdu, was effected in the Municipal High Schools at Bellary and Adoni, an Urdu Munshi was appointed in the Municipal High School, Tiruppattūr, and 83 scholarships specially intended for Muhammadans in the secondary stage of education (55 of the monthly value of Rs. 3 available in forms 1 to 3 and 28 of the value of Rs. 6 available in forms 4 to 6) were sanctioned with effect from 1st July 1920, subject to the condition that the expenditure on this account should not exceed Rs. 4,000 per annum. The secondary scholarships intended for the specially backward sections of the Moslem community such as Māppillas, Labbais, Dadekulas, Pinjaris and Jonagans were increased from 8 to 16 with effect from 1st July 1918.

106. *Secondary schools*.—Two secondary schools for Muhammadans under departmental control were opened at Guntūr and Kurnool and the Islamiah Secondary School at Trichinopoly, which had been under private management, was temporarily taken over by Government.

The steps indicated above have borne fruit in a satisfactory increase in the number of Muhammadan pupils in secondary schools, from 7,088 to 7,823 or by over 10 per cent. There were 12 secondary schools for Muhammadans in 1921-22 as against 6 five years ago—6 under Government management, 2 municipal, 3 aided and 1 unaided.

107. *Girls' Education.*—The Model school attached to the Government Hobart Training School, Royapetta, was raised to the secondary grade as a temporary measure in 1917 and the permanent retention of the Secondary section as a High school was sanctioned in 1921.

Three pupils completed the Secondary school course in 1921, and though the results of the examination were not satisfactory when compared with other secondary schools for girls, the beginning thus made is indicative of much progress on the part of the Muhammadan community in which the education of girls is very backward.

A Secondary training department was attached to the school in 1921 with 3 students on the rolls and as soon as they have completed their training course, they will be appointed as teachers in the Hobart School itself, the intention being to staff the Muhammadan girls' schools with trained teachers drawn from their own community.

A training school of the Higher Elementary grade was opened at Trichinopoly in 1919. The number of teachers under training was 14 on the 31st March 1922, as against 8 on the 31st March 1920.

For the girls reading in the Hobart Secondary School, Madras, 4 permanent scholarships, to be awarded every year, tenable in Forms 1 to 6 and 6 temporary scholarships tenable in Forms 4 to 6 were sanctioned during the quinquennium. With a view to enabling the pupils in the mufassal to become qualified for higher elementary training as teachers, five scholarships of the value of Rs. 12 each per mensem were sanctioned for the girls studying in the Model school attached to the Government Muhammadan Training School, Trichinopoly. The number of schools public and private for Muhammadan girls increased by 1 to 269 during the quinquennium, and the number of Government schools rose from 44 to 46.

The number of Muhammadan girls reading in secondary schools has risen fivefold from 40 to 202 and is an indication of very real progress in Muhammadan girls' Higher education.

108. *Special schools.*—With the opening in Bellary of an additional Training school for the benefit of Muhammadan teachers in the Ceded Districts the number of Government Training schools for masters rose from 4 to 5. The number under training in these schools was 252 as against 234 in the last quinquennium. There were besides 3 sessional schools maintained by Local Boards. The number of training schools for mistresses was three as against two in 1916-17. There were three industrial schools for Muhammadan boys as against two in 1916-17, the third school being the Anjuman-I-Mufidi-Islam Muhammadan Orphanage at Melvisharam. These three institutions are under the control of the Director of Industries.

109. *Education of Mappillas.*—The number of schools intended for Mappilla increased from 480 in 1916-17 to 557 in 1921-22 and their strength from 36,048 to 39,096.

The slow but steady development of education among the Mappillas suffered severe check from the outbreak of the rebellion in Malabar in the last year of the quinquennium. In the field of education as in others, the work of reconstruction has, however, commenced and it is hoped that education among the Mappillas will soon again advance. A noticeable feature of the quinquennium was the coming into existence for the first time of two middle schools for Mappilla boys both started and managed by Mappillas themselves.

110. *Hostels.*—There were 22 hostels intended for Muhammadans with 1,01 boarders on 31st March 1922.

111. *Employment of Muhammadans in the department.*—The following is the distribution of Muhammadans employed in the department: 9 in Arts colleges, 2 in Professional colleges, 60 in Secondary schools, 155 in Elementary schools, 32 in Training schools, 16 as Sub-Assistant Inspectors of Schools and 16 in clerical appointments.

112. *Expenditure on Muhammadan education.*—The expenditure on Muhammadan and Mappilla schools rose from Rs. 8,00 lakhs to Rs. 11,76 lakhs, towards which public funds contributed Rs. 9,71 lakhs or 83 per cent, fees Rs. 0,15 lakh or 4 per cent and subscriptions and other sources Rs. 1,60 lakhs or 13 per cent. In addition, scholarships to the extent of Rs. 8,019 were paid last year.

The expenditure on the items for which a recurring Imperial assignment of Rs. 30,000 was sanctioned was Rs. 7,000 for inspection, Rs. 14,000 for Secondary schools, Rs. 9,000 for Training schools, Rs. 5,000 for scholarships and Rs. 3,000 for the employment of teachers in Board and aided schools for imparting instruction in Urdu. The excess of Rs. 8,000 over the Imperial grants was met from Provincial funds.

* X.—EDUCATION OF BACKWARD AND OTHER SPECIAL CLASSES.

(a) DEPRESSED CLASSES.

113. Among the duties of the special officer, viz., the Commissioner of Labour, who was appointed in 1919, is the encouragement of the education of the depressed classes. The operations of his department are at present confined to the districts of Tanjore, Godāvāri, Chingleput and the Chidambaram taluk of South Arcot district. Proposals for starting schools for these classes outside the area of operations are also occasionally considered and it is hoped that in 1923 regular work will be started in other districts. Other schools for depressed classes mostly in the town of Madras, managed by certain societies and philanthropic bodies are assisted by the Commissioner of Labour from the allotments at his disposal. For the present Adi-Dravidas (Parayas) of Tamil districts, Adi-Andhras (Malas) of Telugu districts, Madigas (Chucklers) and fishermen form the bulk of the population in the schools started by the Labour Department. The number of schools started since the inception of that department up to the end of 31st March 1922, is detailed below:—

District.	Number of schools.	Strength.		Total	Details.
		Boys.	Girls.		
Tanjore and South Arcot ...	121	3,356	321	3,677	Day schools ... 141
Godāvāri ...	62	2,414	31	2,445	Night schools ... 43
Chingleput ...	27	1,487	85	1,572	Combined day and night schools ... 27
Madras† ...	1	34	...	34	...
Total ...	211	7,291	440	7,731	211

The total number of institutions chiefly intended for Adi-Dravidas rose during the quinquennium from 5,691 to 8,035 or by 41 per cent and their strength from 158,595 to 219,068 or by 38 per cent. The total number of Adi-Dravida pupils in all classes of public institutions rose from 120,607 in 1916-17 to 157,113 in 1921-22, being an increase of 36,506 or 30 per cent. The number of Adi-Dravida pupils in the secondary stage rose from 718 to 1,217 and the number under training in training schools for masters rose from 178 to 339. There were also 25 Adi-Dravida women under training in 1921-22. The largest increase in the number of institutions is under aided schools; Board and Municipal schools rose in number from 65 to 959.

* For much of the information contained in this chapter I am indebted to the Commissioner of Labour, who is the officer in charge of the depressed classes and criminal settlements.

† This does not include the schools assisted by the department.

School buildings.—Forty school sheds have till now been constructed by the Labour Department at a cost of Rs. 5,524-9-3. In a large number of cases the villagers themselves have put up sheds for the schools and in some cases, buildings have been rented. As a rule villagers contribute free labour.

During 1921-22 nearly 29 buildings were constructed out of public funds, and the sites acquired for the buildings have all been duly certified as prescribed in G.O. No. 389, L. and M., dated 20th April 1920, as being accessible to the depressed classes. In the district of Anantapur four buildings were given free of cost by the public to the taluk boards for educational purposes and they are reported to be in places accessible to the children of Adi-Andhras.

Agency for school work.—The schools opened by the Labour Department are under the immediate supervision of the District Labour Officers and their executive subordinates. As each school is started, the fact is reported to the educational authorities concerned, who inspect it periodically and forward copies of their inspection notes.

Provision of teachers.—The teachers of the schools started by the Labour Department are mostly members of the depressed classes. More than half of them are now untrained. These untrained teachers are sent from time to time for training in the nearest training or sessional schools. The pay of a trained teacher is Rs. 12 + Rs. 4 and that of an untrained teacher Rs. 10 + Rs. 4.

Influence of the economic factor on education.—There are two main effects of the economic factor which apply to the depressed classes or to all poor persons in rural parts. The first and most important is that the children are taken away as soon as they are old enough to earn money, at 12 years old or earlier. This has not, however, had time to operate to a very large extent as yet in the newly started labour schools. The way in which the Labour Department hopes to deal with the problem to a limited extent (financial difficulties prevent dealing with the problem as a whole) is by a series of scholarships for the brighter boys either to industrial, commercial or to higher elementary and secondary schools and ultimately to the University. It is also hoped by means of these scholarships to open the way to schools which are now barred to the depressed classes. If one Government scholar is admitted, it will be impossible to exclude other members of these classes in future. The President of the District Board, Coimbatore proposes the institution of a large number of scholarships at least from the third standard upwards and the payment of a sort of capitation allowance to teachers who admit a large number of Adi-Dravida pupils. To overcome the problem of poverty, the Inspecting officers have proposed to certain local bodies the free supply of books, slates and clothing. A few local bodies have in fact adopted this recommendation, and midday meals have been given in the Corporation school at Madras.

The second important factor is the effect of the cultivation and harvest seasons on the attendance in schools. An attempt is made to combat this by fixing the school holidays in these seasons, but the attendance still suffers to some extent both before and after the holidays.

The necessity for separate schools.—It is the declared policy of Government that no boy should be refused admission to a Government educational institution merely on the ground of caste. Government have, by issue of successive orders (G.Os. No. 329, Home (Education), dated 17th March 1919, 380, L. and M., dated 20th April 1920, 856, Home (Education), dated 7th August 1920 and 28, L. and M. (Education), dated 6th January 1922), emphasized the necessity of the free admission of boys of the depressed classes to schools under public management. The local boards have also been asked to enforce these principles. In places where schools managed by local boards, missions, etc., already exist and where the school will admit of expansion by the admission of boys from the depressed classes an attempt is made to open separate schools. It is only where this is not possible and where the number of school-going population is large enough to merit the starting of a separate school that new schools for the depressed classes are started.

The number of children of Adi-Dravidas and Adi-Andhras admitted into schools, not specially intended for them, during the year 1921-22 has risen from 4,630 to 6,316, an increase of 1,686 over the previous year; the districts of Coimbatore, Salem and Cuddapah showing the largest increases. In the Districts of South Arcot, Trichinopoly and Tinnevely the number admitted in 1921-22 was less than that of 1920-21. In the Tanjore District, as the result of the opening of 140 schools specially intended for Adi-Dravidas by the Commissioner of Labour, very few Adi-Dravida pupils are seeking admission into caste Hindu schools. In 1921-22 nearly 134 schools located in aghaharams, chavadia and temples and in rented buildings, the owners of which object to the admission of Adi-Dravidas, were transferred to places accessible to all castes and communities. The largest number of schools so transferred was in the Coimbatore district. All local bodies, while approving of the orders of Government regarding the admission of pupils from the depressed classes into schools under public management, have found it difficult in practice to take the initiative in the direction of making schools accessible to all classes. Many Presidents and Chairmen report that Adi-Dravida children generally seek admission into Mission Boarding schools and into special schools for the depressed classes. One valid reason why more schools, in places inaccessible to members of the depressed classes, have not been transferred is the lack of suitable buildings and of funds for the construction of new buildings. In addition to the provision of accessible schools local bodies report that it is necessary to offer inducements to the parents of Adi-Dravida children to persuade them to send their children to school, since, on account of their economic condition, they prefer to send them out to earn and, if to school at all, to night schools. The Inspecting officers during their tours have instructions to help local bodies in securing suitable and accessible places and buildings. But in many cases they experience difficulty in securing rented houses. In most districts many schools still remain to be transferred to suitable places and buildings and the Inspecting officers have addressed the managements concerned to effect the transfer of the schools or to construct new buildings as early as possible. Even when Adi-Andhra pupils are admitted into ordinary schools they are sometimes segregated and teachers have been instructed by circulars not to seat the children of Adi-Dravidas outside the school buildings or on separate benches. Withdrawals of caste pupils are reported to have happened during the year in the schools at Ramapuram (Coimbatore district), Karinilam (Chingleput district) and Kurumbalur (Trichinopoly district). The Municipal councils of Negapatam and Cannanore have entertained in their schools teachers from the Adi-Dravida and Adi-Andhra communities; but it is reported that one Brahman teacher transferred to an Adi-Andhra school in the Anakapalle Municipality declined to join and resigned his appointment. The Municipal Council, Erode, amalgamated one Adi-Dravida school with a caste Higher Elementary school and the school is reported to be progressing well.

The expenditure in Adi-Dravida schools rose from Rs. 8.74 lakhs to Rs. 12.96 lakhs to which public funds contributed Rs. 7.66 lakhs or 59 per cent, fees Rs. 0.29 lakh or 2 per cent and subscriptions and other sources Rs. 5.01 lakhs or 39 per cent, the corresponding percentages for 1916-17 being 55, 3, and 42.

(b) ABORIGINAL AND HILL TRIBES.

114. The special Chenchu Officer, Kurnool, has started 16 schools for the chenchus with an average strength of 30 boys to each school. The Lambadis of the Guntūr district are also provided with 5 schools.

The Sessional School for Khonds at Udayagiri in Ganjam has been closed but a training school for Khonds and Panos has been opened at Udayagiri. Admissions into the training school for Savaras at Parlakimedi have been restricted to Agency pupils only. In the Vizagapatam Agency the Hill Training School at Lamasingi has been abolished.

Five elementary schools (with 85 boys and 25 girls) are maintained by the local bodies for the benefit of Irulas in the Coimbatore district and the Collector gives a discretionary grant to supply the children with clothes, books and slates.

Measures for the education of the Todas in the Nilgiris have had their vicissitudes. The two Toda schools at Sussikandy and Glenmorgan, managed by the Church of England Zenana Mission, have had to be closed for want of a working strength of pupils. But in response to the appeals of Toda parents a Board School for Todas has been opened at Pykara. Government have awarded six scholarships and private donors two scholarships to enable Toda boys to study in the Municipal High School, Ootacamund, and the completion by these boys of their high school course should have considerable effect in attracting Todas to school.

In the Salem district there are one Board School for Lambadis in the Uttangarai taluk, four aided mission schools for Malayalis on the Shevaroya and two unaided non-mission schools for the same tribe at the foot of the Pachamalais.

(c) CRIMINAL TRIBES.

115. Under Part II of the Criminal Tribes Act, the Government is empowered to settle any notified criminal tribe in a definite locality where endeavours are made to convert the settlers and the children into good citizens by enabling them to earn an honest living and providing the children with education and moral instruction. There are at present ten settlements in the Presidency of which seven are under private management and the rest under the Government. There is a school attached to each of these settlements and the attendance is compulsory for all children of school-going age. The net cost of running the schools is borne by Government and the Department makes arrangements to have the schools periodically inspected. The following statement shows the number of children receiving education on 31st March 1922 in the schools attached to the settlements mentioned :—

1. Kulasekarapatnam	...	...	...	...	...	...	100
2. Azhinar	...	...	...	...	...	...	216 (including 53 adults).
3. Pallavaram	...	...	...	...	...	...	38
4. Reformatory Settlement, Perambūr	...	...	...	...	...	...	59
5. Do. Guntūr	...	...	...	...	...	...	26
6. Siranagram	...	...	...	...	...	...	120
7. Stuartpuram	...	...	...	...	...	...	275
8. Kāvali, Allur and Bitragunta	...	...	...	...	...	...	529
9. Sidnapuram	...	...	...	...	...	...	44
10. Rihumanagadda	...	...	...	...	...	...	36
Total	...	...	...	...	...	...	1,143

There are boarding arrangements in the schools at Kāvali and Stuartpuram. The American Baptist Mission has organized Boy-Scouts and Girls-Guides in the Kāvali school.

Government have also established under section 17 of the Criminal Tribes Act, two industrial schools under the Salvation Army, one at Bangalore and the other at Nellore, for the education of children between the ages of 10 and 16 of criminal tribes placed in settlements. The one at Bangalore is intended for boys, the other at Nellore is for girls. The strength of the schools on 31st March 1922 was 42 and 44, respectively. The boys in the former are taught gardening, silk-worm rearing and silk reeling in the morning and attend the school in the afternoon. The girls at Nellore spend 5½ hours at lessons and are taught in addition, household duties, needle-work and lace-making. Proposals are under contemplation to start a central industrial school at Perambūr for the boys of the settled criminal tribes.

Kallars.—A portion of Madura district is inhabited by Kallars a tribe poor, troublesome and criminal in character. It became necessary to notify this tribe under the Criminal Tribes Act and registration work was commenced in the year 1919. At the end of year 1920, a comprehensive programme for their reclamation was drawn up. An important part of the reclamation work is the imparting of primary education to the Kallar boys and girls. At first the Kallars

were not inclined to send their children to schools, but gradually they are coming to realize the benefits of education and have begun to send their children in large numbers. As many as 195 schools have been opened till now for Kallars by the Kallar special officer. Most of the Kallar villages give contributions at the rate of Rs. 3-12-0 per mensem towards the education of their children. Otherwise the education is free and the children are supplied with books and slates. Boarding grants are also given to deserving Kallar pupils. One hundred and fifty-nine Kallar children, of whom 22 are girls, are now getting these grants. One Sub-Assistant Inspector of schools and two Supervisors constitute the supervising staff for these schools. Some of them are under Mission management and some directly under the Labour Department. The buildings are mostly erected by that department, the Kallars providing free labour. The Kallar Sangam of Tanjore has also opened four schools for Kallars and has received the support of Government in the undertaking.

(d) CONVICT SCHOOLS.

116. Excluding the Reformatory School there were seven schools for convicts with 1,217 on the rolls. The teaching in most schools is reported to be very fair. Where necessary literate convicts assist the teachers. In Cannanore there is a secondary-grade trained teacher and good work is being done. The Borstal Institution at Tanjore has 350 pupils and is working satisfactorily.

(e) CHILDREN EMPLOYED IN FACTORIES.

117. There were 26 schools at the end of 1921 for the children of factory work-people as well as for children employed in factories. The average number of students attending these schools is 2,985. Of these schools, three are solely intended for Europeans and Anglo-Indians, two are maintained by Municipalities and two are in Government factories. The largest number of pupils attending these schools is in the excellent Buckingham and Carnatic Mills schools. It will be seen from the increase in the number of schools during the quinquennium, from 5 to 26, that the employers are beginning to realize the importance of educating the children.

XI.—EDUCATION OF THE BLIND AND OF DEAF MUTES.

118. According to the Census of 1921, the total population of the blind and deaf mutes in the Presidency was 37,162 and 21,687, respectively. The number of deaf mutes and blind between the ages of 5 and 20 were 8,324 and 4,995: of these 3,581 deaf mutes and 2,066 blind were girls.

There are at present in this presidency four schools for the deaf and dumb and two for the blind: of these, four are residential institutions.

The total number of pupils in these schools on March 31, 1922, was 188 boys and 118 girls.

The Sethupati School for the Deaf and Dumb, Madura, is under private management and is supported from private funds, subscriptions and donations. The present financial position of the school is somewhat precarious and the question of giving grant-in-aid to the school is under correspondence.

The school for the Blind at Rentichintala is under the management of the American Evangelical Lutheran Mission and is aided by Government. The school has been doing good work and the pupils are taught by the Braille system in Telugu.

The Dharmayoga School for the Deaf and Dumb at Guntūr is under private teacher management and is supported chiefly by the parents of the pupils. It is a small school, but is reported to have done very satisfactory work since its foundation in 1919.

The Deaf and Dumb School, Mylapore, Madras, is managed by the Church of England Zenana Mission and is maintained by Mission and Government grants. There are, in the school, four specially trained teachers and much good work has been done.

The school for the Blind and the school for the Deaf and Dumb at Palamcottah are under the management of the Church Missionary Society and the Church of England Zenana Mission respectively. Both the institutions receive financial help from the Government and from several district boards. The grants from public funds have steadily increased during the quinquennium. In 1916-17 grants met only 29.3 per cent of the cost of the blind school and 3.4 per cent of the cost of the deaf and dumb school. The corresponding figures for 1921-22 were 49.7 per cent and 53 per cent. The Principal of the blind school has been specially trained and six teachers in the deaf and dumb school hold Deaf Teachers Certificates. The Principal of the latter school is also an English College trained teacher of Deaf and Dumb.

Both at the blind school and at the deaf and dumb school arrangements have been made since 1917 with the aid of special Government grants, for the training of a few teachers. The course of training lasts for one year in the case of the blind school and for two years in the case of the deaf and dumb school. Only very few teachers are admitted to these courses since there are not a large number of recognized schools for defective children to which trained teachers can be sent.

At the Rentichintala school tape weaving and belt and rope making are taught and the supply of the products is scarcely sufficient for the demand from visitors to the institution.

In the Blind School, Palamcottah, coir-matting and mat-weaving are taught. At the Deaf and Dumb School, Palamcottah, instruction is given in tailoring, weaving and carpentry and the school possesses its own workshops. The products of both schools are disposed of locally.

The students who leave the Mission schools generally take up work under the Missions, either gospel work or work in the schools themselves. The other schools have not been in existence long enough to show many records of ex-pupils, but their pupils have generally gone back to their homes or have been sent on for further training in the Mission schools at Palamcottah.

Arrangements have been made in all the schools for periodical medical inspection and the mission schools have their own doctors and hospitals.

There has not been any departmental arrangement for expert inspection, but all the schools are inspected by the ordinary inspecting officers of the Educational Department.

XII.—EDUCATION OF INDIAN CHIEFS AND NOBLEMEN.

119. Owing to the murder of Mr. de la Hey in October 1919 and the consequent closure of Newington there is now no separate provision in this presidency for the education of the sons of noblemen. Where necessary local arrangements are made for tutors to be in charge of the sons of Zamindars. In other cases wards have been studying in the ordinary institutions.

XIII.—PRIVATE INSTITUTIONS.

120. *Classification, number and strength.*—Under orders of the Government of India statistical information is given separately for Maktabas (Quran schools) Mulla schools (Arabic), Tols (Sanskrit schools) and Patasalas (indigenous pial schools) and they are classified as follows:—I, those which are recognized and classed as Primary schools under "School Education—General," II, those which do not teach any part of the primary course, but are recognized, or which teach recognized standards or present pupils at any recognized examination, as "special schools" under "School Education special—other schools" and III, those which are not recognized and do not teach any part of the primary course as "private institutions."

121. *Maktabas.*—According to the above classification, there were 12 Maktabas (11 for boys and 1 for girls) with 812 pupils on the rolls, the total expenditure in these schools being Rs. 1,529, of which Rs. 864 was met from provincial funds and Rs. 665 from fees and other sources. Under class III, come 715 Maktabas for

boys and 36 for girls with 27,669 and 1,437 pupils respectively on the rolls. Of the total expenditure on these schools of Rs. 41,175, fees contributed Rs. 24,235 and subscriptions and other sources Rs. 16,940. There has been a decrease in the number of these schools which is mainly due to the efforts of the subordinate Muhammadan inspecting staff to bring schools of this type up to the level of recognized institutions. This point has already been dealt with in the general chapter on Muhammadan education.

122. *Mulla schools.*—There were under class III 134 advanced schools for boys teaching Arabic and Persian with a strength of 5,822. The total expenditure on them was Rs. 39,009, the major portion of which (Rs. 36,478) was met from subscriptions and other sources.

123. *Tols (Sanskrit schools).*—The number of oriental colleges rose from 7 to 12 and their strength from 186 to 248. During the quinquennium 10 institutions were approved by the Syndicate as qualified to provide instruction in one or other of the branches of study for the Siromani title and 3 institutions in the course of study for the Vidwan title. Two institutions were approved as qualified to provide instruction in the subjects specified for Certificates of Proficiency in Oriental Learning.

In 1922, 34 candidates appeared for the Vidwan title examination and 20 passed; while 42 candidates appeared for the Siromani title examination and 31 passed.

There were on 31st March 1922 251 Sanskrit schools: (a) advanced, 215 for boys, 36 for girls; (b) elementary, 29 for boys and 2 for girls. Of these 5 are in the Tinnevely district under Board management, while 80 are aided.

The total expenditure on Sanskrit schools of all grades was Rs. 3,42,037, of which provincial funds met Rs. 25,519, Local and Municipal funds Rs. 2,649, fees Rs. 4,739 and subscriptions and other sources Rs. 3,09,130.

Out of the 32 scholarships tenable in Sanskrit colleges sanctioned in 1915, eight scholarships were being awarded every year, four for students preparing for the Siromani examinations and four for those studying for the Vidwan examinations. As it was found inequitable to apportion the scholarships in the ratio fixed in the original Government order, sanction was accorded in 1921-22 to the award of 20 scholarships to Siromani students and 12 to those undergoing the Vidwan course.

It has been decided to hold a public examination at the end of the advanced course of studies in Sanskrit schools with the object of consolidating the work of the several classes of Sanskrit schools and placing before them definitely the aim to be followed. This examination which was held for the first time in April 1919 is accepted by the University of Madras as a qualifying test for admission to the new courses in oriental learning. It is conducted by a Board consisting of the Professor of Sanskrit, Presidency College, the Superintendent of Sanskrit schools, the two Supervisors of Sanskrit schools and a professor of a Sanskrit college and two non-official Sanskrit pandits, the last three being appointed on the recommendation of the University of Madras.

The controlling staff for Sanskrit schools remains the same.

124. *Patasalas.*—There were 540 patasalas for boys and 5 for girls belonging to class I and 2,288 for boys and 19 for girls under class III against 401 for boys and 22 for girls under class I, 1 for boys under class II and 3,398 for boys and 22 for girls in class III in 1916-17. Institutions which do not teach any part of elementary course but are recognized rose from 64 to 85, while similar unrecognized schools fell from 4,705 to 3,358 during the quinquennium.

Of schools returned on 31st March 1921 as private indigenous, 559 were returned as public institutions on the corresponding date in 1922, 6 were taken over by Local and Municipal Boards, 331 were brought on to the aided list and 221 to the unaided list. There has been a gradual decrease in the number of private indigenous schools—a decrease chiefly accounted for by the closing of schools which had never been more than temporary experiments. A few schools have amalgamated with other managements and some have obtained recognition.

XIV.—SCHOLARSHIPS.

125. Very considerable additions have been made during the quinquennium to the number of scholarships tenable in the various classes of institutions and by particular classes of scholars, though the value of the scholarships open to all classes has not been raised. The scheme for the award of scholarships remains the same as described in the last quinquennial report with the exception that all State scholarships have been provincialized with effect from the 1st of April 1921.

In 1916-17 the number of general scholarships tenable in colleges was 38. This number was, in 1920, increased to 43—all the scholarships commencing in the first University class. Five new scholarships were also sanctioned, of the monthly value of Rs. 14 each, to be awarded every year in the third University class and continued until the holders complete their Degree Courses.

Government have also increased the number of the general scholarships tenable in secondary boys' schools. Scholarships at Rs. 3 each commencing from Form I have been increased from 174 to 234 and those at Rs. 6 commencing from Form IV from 30 to 55.

In 1919 the number of scholarships for girls reading in secondary schools was raised from 18 to 36 and the number of scholarships for girls tenable in elementary schools was raised from 24 to 36.

Scholarships for women in colleges and special scholarships for Muhammadans have been referred to in the chapters on women's and Muhammadan education.

A noteworthy feature of the period has been the institution of special scholarships for the depressed classes. Prior to 1919, there were no scholarships reserved for pupils from these classes, but, in selection, preference was given to students from the backward classes.

In 1919 Government sanctioned 16 scholarships and an equal number of fee remissions for the benefit of pupils from the Adi-Dravida, Adi-Andhra, Aboriginal and Criminal classes reading in Forms I to VI, the value of the scholarships being Rs. 3 in Forms I to III and Rs. 6 in Forms IV to VI.

In the same year Government sanctioned four scholarships to be awarded annually to Adi-Dravida pupils reading in the VI standard of the Higher Elementary schools and their continuance in the VII and VIII standards, the value of the scholarships being fixed at Rs. 2, Rs. 2-8-0 and Rs. 3 in each of the three standards. In 1921 the number of these scholarships was increased to 27 and the benefits of the scheme were extended to pupils belonging to the Aboriginal and Criminal classes.

In 1919 Government also instituted five special scholarships to be awarded every year to boys from the Agency tracts studying in the Board High School, Russellkonda. The scholarships are tenable throughout the school course from class IV onwards, the value of each being Rs. 5 in classes IV and V and Forms I to III and Rs. 8 in Forms IV to VI.

Government have also continued to grant special scholarships to pupils reading in elementary schools in the Agency, who belong to the hill tribes such as Savaras, Khonds, Jatapus and Koyas.

In the same year Government sanctioned six scholarships of the monthly value of Rs. 6 each for T. das reading in the Municipal High School, Ootacamund.

In 1920 Government sanctioned the grant of 20 scholarships for pupils from the Valaya and Criminal tribes of the Coimbatore district, at the following rates:— 5 scholarships of the monthly value of 8 annas each in the I standard, 5 of the monthly value of Rs. 1 in the II standard and 5 of the monthly value of Rs. 2 in each of the standards III, IV and V.

Special concessions have been granted by Government to the relations of deceased and disabled Indian soldiers who served in the late war.

In 1918 Government directed that the children of deceased or incapacitated Indian soldiers should be admitted without payment of fees into all elementary and secondary schools under public management. The Director of Public Instruction was also empowered to compensate aided institutions which granted similar concessions up to the amount of the fee income foregone. The Government further authorized the incurring of expenditure on the provision of books, etc.,

for the pupils up to the limit of Rs. 12 per annum per pupil in primary schools, Rs. 14 per pupil in middle schools and Rs. 30 per pupil in high schools. In 1919 Government made further concessions and directed that the children of all discharged soldiers, other than those discharged for misconduct or inefficiency, should be admitted into all elementary schools under public management on payment of half the standard rates of fees and in addition be furnished with books, slates, etc., at a cost not exceeding Rs. 6 per annum per pupil. In 1919 Government also extended the educational concessions, granted in 1918 to the children of soldiers, to brothers and sisters of deceased or incapacitated soldiers, if they were solely dependent on such soldiers and left without other means of support. In 1921 the Government directed that the rules relating to the admissions of children of soldiers applicable in the case of elementary and secondary schools should also apply in the case of colleges.

Excluding State scholarships the total expenditure on scholarships in 1921-22 was Rs. 2.11 lakhs as against Rs. 1.55 lakhs in 1916-17. The total number of scholarships awarded in 1921-22 was 1,636 as against a total of 1,498 in 1916-17.

XV.—HOSTELS.

126. Largely owing to lack of funds there has not been much activity in the building of hostels during the last five years. It was no longer possible for Government to continue to give full or two-thirds building grants for hostels and very few managements have been able to build entirely with their own resources. Moreover, though the need for hostels has been as great as ever, parents and managers have not yet fully appreciated the fact that money spent on hostels and on boarding charges is as well spent as any other payment made for education. Healthy surroundings, good and clean food and proper supervision out of school hours should be sufficient compensations for increased cost, but unfortunately the economic factor is generally decisive. It is true, however, that the absence of hostels does not always indicate indifference to their value. In Malabar, for example, the fact that the district is so well provided with schools that it is not necessary for children to go very far off to attend them partially explains the small number of hostels. Two hostels attached to high schools in Palghat were even closed during the quinquennium.

There are several institutions in the presidency which are not really hostels but which provide messing for college or school students. Prominent amongst these is the Students' University Club, Madras, which was opened on the 16th January 1919 by His Excellency Lord Pentland.

The rules of the club provide for a council, a committee of management and an Honorary Secretary. All students on the rolls of a college in Madras affiliated to the University and members of the staffs of such colleges are eligible for membership. The subscription is Rs. 6 per annum, if paid in advance or Rs. 4-8-0 from July to December and Rs. 2-8-0 from January to June.

The council consists of the following:—

A President appointed by His Excellency the Governor of Madras.

Vice-Presidents. The Principals of the Colleges in the city of Madras and the Director of Public Instruction.

Each member of the council remains in office until he vacates his office as Principal of the College or Director of Public Instruction, as the case may be.

The council has the ultimate control of all the affairs of the club.

The committee is composed of:—

(1) A member of the staff of each college nominated by the Principal.

(2) A nominee of the Director of Public Instruction.

(3) The Honorary Secretary of the club.

The committee is responsible for carrying out the rules and regulations of the club and is empowered to make all arrangements for the general management of the club. The Honorary Secretary is appointed by the council.

Apart from the social value of the club the provision of clean and wholesome meals at reasonable rates in Georgetown has been of great value to Madras

students, particularly to the students of the Law College for whom a hostel has long been a crying want. Proposals are under consideration for the building of residential quarters for 150 students at the club as well as for new reading rooms, library and gymnasium.

Several large hostels were completed in the City of Madras during the quinquennium. The Ramakrishna Students' Home, Mylapore, was built at a total cost of Rs. 1,79,362, one-half of which was met by Government. The Indian Officer's Association hostel for the children of members of the Association was formed out of a bungalow in Royapettah which was purchased at a cost of Rs. 73,500. Government contributed half the cost. Other large hostels which were completed or were under construction during the quinquennium in Madras were the Boddam Muslim hostel, the Pachaiyappa's College hostel, the Christian College hostel, and the Sri Venkateswara hostel, Triplicane.

The following hostels in the mufassal which were completed in the quinquennium may be mentioned:—The Karur High School hostel erected at a cost of Rs. 50,000 towards which Government contributed Rs. 22,250 and the Zamindar of Andipatti, Rs. 27,250. The Namakkal High School hostel built at a cost of Rs. 60,000 the whole of which was borne by Mr. Kandaswami Kandar of Nanjai Edayar.

Two hostels one attached to the Municipal High School, Cuddapah, and one to the Thirthapati High School, Ambasamudram, were nearing completion at the close of the period under review.

127. *Expenditure on hostels (boarding charges).*—Out of 27.08 lakhs, being the total hostel messing charges, the sum of Rs. 17.76 lakhs pertains to schools for Indians towards which boarding fees contributed Rs. 8.98 lakhs and public funds Rs. 0.7 lakh. The average monthly cost of boarding in a college hostel is Rs. 14, in a secondary school hostel Rs. 8, in an elementary school hostel Rs. 5 12 0 and in a training school hostel Rs. 7. These amounts are based on consolidated figures for the presidency as a whole and must appear very low to any one who is acquainted with the working of a hostel in a large town. The average cost, for example, of boarding and lodging in the Victoria Hostel, Madras, is Rs. 26 per mensem and the average cost of living in other Madras College hostels or in hostels in large mufassal centres will certainly be Rs. 20.

As regards hostels for European schools, out of the total expenditure of Rs. 9.32 lakhs fees met Rs. 2.11 lakhs and provincial funds Rs. 2.34 lakhs, the balance of Rs. 4.87 lakhs being met from private funds and subscriptions. The average cost of boarding in a European hostel is Rs. 19 12 0.

XVI.—BOOKS.

128. *The Text-Book Committee.*—The number of members of the Committee continued to be 40. The number of books dealt with by them came to 2,660, while the number of books approved as suitable for schools or libraries was 2,271. These figures are an indication of the steadily increasing activity of the publishing firms. They render the work of the Committee very difficult as each book submitted has to be carefully scrutinized with reference to the subject matter, the form in which the subject matter is presented, the type and reproductions and the character of the press from which the books are issued. To cope with the work sub-committees are formed and half-yearly meetings of the whole committee are held in March and October. The Secretary of the Committee was Mr. F. W. Henderson.

129. *The Oriental Manuscripts Library.*—M.R.Ry. S. Kuppuswami Sastri Avargal, Professor of Sanskrit and Comparative Philology, Presidency College, continues to be the Curator. The temporary peripatetic search party sanctioned by Government in 1914 to facilitate the acquisition and examination of manuscripts continued to work efficiently. The party is divided into three different sections, Tamil, Telugu and Malayalam. It is greatly to be regretted that owing to the existing financial stringency it was found necessary to disband the party in March 1922. During the period under review the party acquired 3,571 manuscripts as compared with 3,646 during the previous quinquennium.

Descriptive catalogues of Sanskrit, Tamil and Telugu manuscripts continued to be published. Moreover the Curator published for the use of the scholars the rare work called "Padyachudamani." In 1920 Government sanctioned the establishment of a publication section attached to the library. The object of this section is the publication of important manuscripts; this extension of the activities of the library is expected to prove of great value.

The number of visitors to the library was 10,655 and the number of manuscripts consulted was 21,294.

130. *The Registrar of Books.*—M.R.Ry. Rao Bahadur A. C. Pranatarthara Ayyar Avargal, I.S.O., continues to be the Registrar. The total number of books registered during the last quinquennium came to 16,304 as compared with 21,726 during the previous quinquennium. The library is open to the readers in the Connemara, the University and the Oriental Manuscripts Libraries. The restriction of its use to persons who are readers in these libraries is in order to ensure admission to the Registrar's library being granted only to bona-fide students anxious to do research work.

131. *Dictionaries.*—The Tamil dictionary which is being prepared under the auspices of the University has not yet been completed, but substantial progress has been made. The preparation of the dictionary has proved a more lengthy and a more expensive undertaking than was anticipated at the time when the University assumed responsibility for it. It is hoped, however, that it will be completed and published within the next two years.

XVII.—MISCELLANEOUS REMARKS.

132. *Provident funds and pensions.*—The Provident fund scheme referred to in the last report has not yet been introduced, but the sanction of the Government of India has been received and the orders of the Local Government are awaited. There were 71 funds with approved rules in secondary schools under private management on 31st March 1922. The amount of grant paid on behalf of these funds in 1921-22 amounted to Rs. 28,982, or more than double the grant paid in 1916-17. The rise in grant was due to the increase in the salaries and number of teachers and in the number of funds opened.

133. *Conferences.*—In July 1917 His Excellency Lord Pentland summoned a conference of Principals of Colleges at Madras and in the same month the Director of Public Instruction held a conference of officials and non-officials on the question of moral instruction in schools. There were no other departmental conferences, but the following special committees were appointed during the quinquennium:—The committee to enquire into the desirability of opening a training institution for pandits; the committee on moral education; the committee to revise the scheme for the Government Technical examinations; the committee to discuss the opening of Agricultural schools; the committee on the teaching of music in Indian schools; the committee to draw up new designs for elementary school buildings and the standing committee to advise Government on the selection of candidates for recruitment to the higher branches of the services; the work of the committees has been referred to elsewhere in the report.

In addition to these committees, Government, in accordance with the request of the Legislative Council, appointed the following three committees to consider the applicability of the report of the Calcutta University Commission to South India, to discuss the proposals to establish a separate Andhra University and to consider the re-organization of the School of Arts, Madras.

134. *Bulletins.*—During the quinquennium the Teachers' College, Saidapet, issued for the guidance of teachers the following bulletins written by the members of the staff of the college—bulletins on vocational training, manual training, drawing, kindergarten, weaving and on the results of mental tests conducted in the Saidapet Model School.

135. *Educational associations and reading rooms.* Educational associations have increased from 1,195 to 1,497. There has been a corresponding increase in membership which now comprises 60,146 men and 898 women. There was also an

increase in the number and membership of reading rooms and literary societies, registered and unregistered, the figures for 1921-22 being 825 with a membership of 246,266 against 764 with 138,480 in 1916-17. Despite the large number of educational associations, there is no organization of teacher-managers as such and consequently it has not yet been possible, except in Madras city, to give direct representation to this class of school on the District Educational Councils.

136. *Exhibitions.* - During the quinquennium educational exhibitions were held at Saidapet, Guntur, Periyakulam, Ongole, Lalgudi, Markapur, Gudivāda, Nandyal and Cumbum. To several of these exhibitions this office sent exhibits. The Inspector of European schools also organized a successful exhibition at the Senate House, Madras, in 1921.

137. *Schoolmasters as postmasters.* - The system of utilizing the services of Government and Local Fund schoolmasters as branch postmasters continued throughout the quinquennium. There are now 670 such teachers so employed on monthly allowances varying from Rs. 6 to Rs. 16. The percentage of branch offices in charge of schoolmasters of all classes to the total number of extra departmental branch offices was 33 in 1921-22 against 30 in the previous quinquennium.

138. *Service registers and inventories of valuable stock.* Service registers and certified copies of them and the inventories of valuable stock are reported to have been properly maintained.

I have the honour to be,
Sir,

Your most obedient servant,

R. G. GRIEVE,
Acting Director of Public Instruction.

GENERAL TABLES

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

Total area in square miles.	Area and population.		Institutions and scholars.	Public				
	Number of towns and villages.	Population.		University educa- tion.		School education, general.		
				Arts colleges.	Profes- sional colleges.	Secondary schools.*	Primary schools.†	Total.
1	2	3	4	5	6	7	8	9
142,260	Towns ... 31d Villages ... 52,198 Total ... 52,514	Males ... 20,870,748 Females ... 21,419,226 Total ... 42,318,985	Institutions { For males ... 47 For females ... 4 Total ... 51	9 1 10	510 93 603	33,635 2,649 36,275	34,145 2,793 36,878	
			Scholars { For males ... 8,081 For females ... 384 Total ... 8,465	1,088 38 2,026	153,400 19,428 169,831	1,109,500 347,285 1,546,785	1,352,906 803,753 1,716,719	

* These relate to European High and Middle schools and Indian Secondary schools.
† These relate to European Primary and Indian Elementary schools.

(2)—Abstract statement of expenditure on public instruction

1	Total direct expenditure on public instruction.						
	University education.		School education, general.		School education, special.		Total.
	Arts colleges.	Colleges for Professional training.	Secondary schools.*	Primary schools.†	Training schools.	All other special schools.	
2	3	4	5	6	7	8	9
1. Institutions ...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	17,90,082	7,97,291	65,35,423	87,37,951	14,56,108	17,23,701	2,10,47,706
	1,16,570	7,247	9,65,966	19,10,891	4,07,923	66,274	31,63,842
Total ...	19,11,651	8,04,538	75,01,789	1,06,48,842	18,64,891	17,90,077	2,45,11,078
2. (a) Percentages of Provincial expenditure included in columns 2-16 to total Provincial expenditure on public instruction.	3.53	8.07	10.92	34.93	10.56	8.64	70.65
(b) Percentages of Local Fund expenditure included in columns 2-16 to total Local Fund expenditure on public instruction.	...	...	13.16	68.78	3.28	0.07	85.29
(c) Percentages of Municipal expenditure included in columns 2-16 to total Municipal expenditure on public instruction.	0.74	...	10.17	67.01	0.49	0.25	78.59
(d) Percentages of total expenditure in columns 2-16 to total expenditure on public instruction.	5.02	3.37	22.06	31.32	5.19	5.24	72.10
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions—(Cost to Provincial revenues)	294 0 5	313 3 9	44 14 4	13 0 6	193 7 11	400 12 8	60 15 6
(Cost to Local and Municipal funds)	...	...	0 1 4	...	4 8 10	...	0 0 11
Total cost ...	390 5 10	303 4 0	69 12 9	13 4 0	198 4 11	404 7 8	60 12 0
Local Fund and Municipal Board schools—(Cost to Provincial revenues)	32 4 2	...	10 12 4	4 10 10	41 15 5	...	5 2 7
(Cost to Local and Municipal funds)	...	...	10 15 7	4 8 10	87 6 2	12 7 1	5 3 1
Total cost ...	237 3 0	...	43 2 11	9 8 9	133 3 3	12 7 1	14 2 2
Aided institutions—(Cost to Provincial revenues)	22 15 5	490 13 7	7 2 1	2 11 9	150 12 9	13 15 4	3 13 1
(Cost to Local and Municipal funds)	0 1 6	...	...	0 0 1	0 7 8	...	0 0 1
Total cost ...	199 14 11	490 13 7	42 3 0	5 5 11	150 13 5	133 5 0	12 2 8
Unaided institutions—Total cost ...	...	...	31 15 1	2 8 0	30 0 0	34 15 5	3 10 1
All institutions—(Cost to Provincial revenues)	65 2 2	316 2 1	10 0 0	3 0 10	171 7 2	113 9 3	9 7 4
(Cost to Local and Municipal funds)	0 10 5	...	2 1 6	1 2 7	9 14 10	9 6 11	1 11 9
Total cost ...	223 0 7	304 0 3	43 6 4	6 15 6	191 4 8	192 0 3	14 2 6

* These relate to European High and Middle schools and Indian Secondary schools.
† These relate to European Primary and Indian Elementary schools.

Madras Presidency at the end of the official year 1921-22.

Institutions.		Private institutions.				Grand total.	Average number of towns and villages served by		Percentage to population of scholars in	
School education, special.		Total.	Advanced.	Elementary.	Total.		Public institutions.	Private institutions.	Public institutions.	Public and private institutions.
Training schools.	All other special schools.									
10	11	12	13	14	15	16	17	18	19	20
130	141	31,492	301	3,002	3,303	37,795	1.5	15.9	...	...
31	28	2,797	1	54	55	2,852	18.8	954.9	..	...
161	169	37,289	302	3,056	3,358	40,647	1.4	15.6	...	...
7,200	7,924	1,378,159	8,125	64,048	77,173	1,456,332	...	...	4.6	7.0
1,623	1,561	367,359	72	14,269	14,331	381,690	...	...	1.7	1.8
8,823	9,485	1,745,518	8,197	83,397	91,594	1,837,922	...	...	4.1	6.1

in the Madras Presidency for the official year 1921-22.

Total indirect expenditure on public instruction.							Total expenditure on public instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,08,354	1,56,130	13,21,291	4,08,156	37,78,823	33,63,570	94,96,614	3,39,04,292
1,08,354	1,56,130	13,21,291	4,08,156	37,78,823	33,63,570	94,96,614	3,39,04,292
0.54	0.90	8.35	1.92	15.07	1.88	29.35	100.00
...	...	...	0.23	14.26	0.22	14.71	100.00
...	...	...	0.16	20.17	0.08	20.41	100.00
1.39	0.96	3.89	1.20	11.11	0.86	37.90	100.00

(3-a)—Number of scholars on the 31st March 1922 classified according to sex, race or creed.

Class of institutions.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.									
Arts colleges—									
English { for males { Male	36	743	4,789	2,122	141	6	...	6	7,845
English { for females { Female	5	29	7	17	...	...	...	...	49
Oriental { Male	40	200	25	70	...	...	...	...	335
Oriental { Female	...	2	177	59	...	...	...	...	238
Colleges for professional training—									
Law { Male	2	17	496	140	11	...	...	...	673
Law { Female	...	...	...	...	...	2	...	...	309
Medicine { Male	7	17	255	84	...	...	...	...	359
Medicine { Female	...	...	...	...	...	...	2	...	449
Engineering { Male	5	24	324	84	6	...	...	...	449
Engineering { Female	...	...	...	...	...	...	...	...	211
Teaching for males { Male	...	18	162	27	3	...	...	1	211
Teaching for females { Female	...	...	...	...	...	...	...	...	11
Agriculture { Male	1	5	53	41	...	...	...	...	100
Agriculture { Female	...	...	...	...	...	...	...	...	93
Veterinary { Male	...	13	48	21	11	...	...	...	...
Veterinary { Female	...	...	...	...	...	...	...	...	...
Commercial { Male	...	...	...	...	...	...	...	...	...
Commercial { Female	...	5	22	30	7	...	...	...	64
Forestry { Male	...	...	...	...	...	...	...	...	...
Forestry { Female	...	...	...	...	...	...	...	...	...
Total ...	100	1,126	6,360	2,708	182	8	2	7	10,491
SCHOOL EDUCATION, GENERAL.									
Secondary schools—									
For males—									
(a) High schools, English { Male	2,319	10,349	47,250	57,594	5,918	18	30	110	1,23,588
(a) High schools, English { Female	198	317	287	589	2	...	8	4	1,400
(b) Middle schools do. { Male	960	2,676	8,112	14,382	1,705	...	10	206	28,540
(b) Middle schools do. { Female	630	377	85	220	4	...	13	122	1,487
Do. Vernacular { Male	...	...	...	...	...	...	...	...	...
Do. Vernacular { Female	...	...	...	...	...	...	...	...	...
For females—									
(a) High schools, English { Male	395	162	78	13	14	...	2	...	704
(a) High schools, English { Female	1,986	3,188	1,224	2,500	186	...	27	5	8,920
(b) Middle schools do. { Male	347	100	22	58	3	...	5	...	844
(b) Middle schools do. { Female	1,060	1,946	678	974	19	...	13	1	4,691
Do. Vernacular { Male	...	...	...	...	...	...	...	...	...
Do. Vernacular { Female	...	...	...	...	...	...	...	...	...
Total ...	7,795	19,024	57,570	77,116	7,851	18	112	448	1,09,634
Primary schools—									
(c) For males { Male	596	74,890	69,712	918,161	113,933	53	1	12,635	11,80,551
(c) For males { Female	378	26,906	19,301	115,221	20,312	11	...	151	1,93,110
(c) For females { Male	233	1,397	584	7,161	519	1	2	19	9,049
(c) For females { Female	333	17,769	25,880	108,672	11,889	5	2	234	1,04,175
Total ...	1,510	121,553	115,477	1,139,618	146,713	70	5	13,439	1,546,745
SCHOOL EDUCATION, SPECIAL.									
Training schools for masters { Male	1	1,898	2,190	3,633	536	...	...	80	7,290
Training schools for masters { Female	...	49	1	8	...	...	...	...	59
Training schools for mistresses { Male	90	1,069	48	292	66	...	...	...	1,505
Training schools for mistresses { Female	1	19	15	168	12	...	...	...	216
Schools of Arts { Male	17	1	...	...	...	...	...	...	19
Schools of Arts { Female	...	...	...	...	...	...	...	...	...
Law schools { Male	...	...	...	...	...	...	...	...	...
Law schools { Female	...	...	...	...	...	...	...	...	...
Medical schools { Male	44	139	492	370	29	...	...	1	1,057
Medical schools { Female	4	19	3	3	...	...	...	...	29
Engineering and Surveying schools { Male	...	12	158	104	12	...	...	...	340
Engineering and Surveying schools { Female	...	...	...	...	...	...	...	...	...
Technical and Industrial schools (d) { Male	52	574	69	616	231	...	...	2	1,183
Technical and Industrial schools (d) { Female	52	599	...	...	...	...	...	...	606
Commercial schools { Male	99	143	800	967	53	...	3	2	1,537
Commercial schools { Female	10	16	...	...	...	...	...	...	35
Agricultural schools { Male	...	36	...	2	...	...	...	...	39
Agricultural schools { Female	...	...	...	...	...	...	...	...	...
Reformatory schools { Male	1	17	6	140	44	...	...	11	262
Reformatory schools { Female	...	...	...	...	...	...	...	...	...
Other schools (e) { Male	15	49	1,878	1,076	41	...	...	...	3,035
Other schools (e) { Female	...	12	669	188	1	...	...	...	873
Total ...	356	4,951	6,397	6,597	1,998	21	3	55	18,508
Total of colleges and schools of public instruction.	9,791	144,756	148,712	1,234,947	155,754	117	122	14,319	1,715,516

(a) European High schools and Indian Secondary schools with forms above the third.

(b) European Middle schools and Indian Secondary schools with no form higher than the third.

(c) European Primary schools and all Elementary schools.

(d) These relate to all Industrial schools (except Agricultural schools) under the control of the Director of Industries.

(e) These relate to all Technical and Art schools and also private institutions which teach no part of the elementary course but are recognized.

(3-a)—Number of scholars on the 31st March 1922 classified according to sex, race or creed—cont.

Class of institutions.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadians.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
1	2	3	4	5	6	7	8	9	10
Private institutions.									
Advanced, teaching—									
Arabic or Persian for males { Male	...	...	...	...	5,823	...	...	...	5,823
Arabic or Persian for females { Female	...	...	...	...	...	...	...	...	...
Sanskrit for males { Male	...	...	...	...	...	...	...	...	1,015
Sanskrit for females { Female	...	...	...	...	...	...	...	...	24
Any other Oriental classic { Male	...	...	...	...	...	...	...	...	...
Any other Oriental classic { Female	...	...	...	...	...	...	...	...	...
Elementary, teaching—									
A vernacular only or mainly—									
For males { Male	...	1,597	1,379	31,359	1,687	...	...	179	39,161
For males { Female	...	460	198	2,540	81	...	...	3	3,282
For females { Male	...	129	217	267	76	...	...	149	835
For females { Female	...	...	...	...	...	...	...	...	...
Elementary, teaching the Quran only—									
For males { Male	...	...	...	5	20,193	...	...	...	20,198
For males { Female	...	...	...	1	7,470	...	...	...	7,471
For females { Male	...	...	...	...	324	...	...	...	324
For females { Female	...	...	...	...	1,113	...	...	...	1,113
Other schools not conforming to departmental standards—									
For males { Male	...	730	549	7,855	610	...	1	82	9,794
For males { Female	...	333	67	980	50	...	...	2	1,433
For females { Male	...	3	...	...	...	...	...	...	3
For females { Female	...	15	21	16	...	...	...	...	65
Total of private institutions ...	...	3,267	4,305	40,232	37,334	...	1	305	91,501
Grand total of all institutions ...	9,791	149,023	190,017	1,281,179	163,098	117	123	14,714	1,837,022

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

Class of institutions.	Public institutions											
	Managed by Government.				Under private management.							
					Aided by Government, by Local Funds or Municipal Boards.				Unaided.			
	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.	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.	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.
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
<i>Arts colleges—</i>												
English { for males	...	...	...	...	...	...	...	...	...	...	...	...
English { for females	...	...	...	...	...	...	...	...	...	...	...	...
<i>Colleges for professional training—</i>												
Teaching { for males	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { for females	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
<i>Secondary schools—</i>												
High schools for males	1	276	292	274	11	1,160	2,073	1,836	...	...	...	...
Middle schools, English, for males	...	...	...	...	7	1,714	1,014	1,444	...	...	...	...
High schools for females	1	148	162	116	18	2,301	2,221	2,005	...	...	...	...
Middle schools, English, for females	...	...	...	...	17	1,702	1,401	1,262	...	...	...	...
Total	2	424	454	421	36	7,673	7,319	6,610	...	...	...	...
<i>Primary schools—</i>												
For males	...	...	...	...	11	882	818	741	...	...	...	...
For females	...	...	...	...	9	654	592	448	...	...	...	...
Total	...	...	...	...	20	1,436	1,350	1,189	...	...	...	...
SCHOOL EDUCATION, SPECIAL.												
Training schools { for males	...	...	...	...	...	...	...	...	...	...	...	...
Training schools { for females	...	...	...	...	...	...	...	...	...	...	...	...
(a) Technical and industrial schools. { for males	...	...	...	...	1	18	13	12	...	...	...	...
(a) Technical and industrial schools. { for females	...	...	...	...	2	87	82	76	...	...	...	...
Total	...	...	...	...	3	105	95	87	...	...	...	...
Total of colleges and schools of public instruction	2	424	454	421	39	8,214	8,794	7,896	...	...	...	...
Private institutions	...	...	...	...	...	...	...	...	...	...	...	...
Total of private institutions	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of all institutions	2	424	454	421	39	8,214	8,794	7,896	...	...	...	...

(a) Includes one school under the control of the Director of Industries.

in the Madras Presidency for the official year 1921-22.

[illegible]

(4)—Return of expenditure on Public Instruction

Objects of expenditure.		Under public									
		Managed by Government.						Managed by the District and			
		Provincial revenue.	Local funds.	Municipal funds.	Taxes.	Endowments.	Subscriptions and other sources.	Total.	Provincial revenue.	Local funds.	Municipal funds.
1		2	3	4	5	6	7	8	9	10	11
		RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Collegiate education.	Arts colleges—					(a)					
	English { for males	3,66,931	...	...	1,77,155	3,272	1,282	5,47,642	4,600	...	4,605
	{ for females	11,914	...	...	6,997	...	67	50,688	...	...	...
	Oriental Colleges	...	...	...	...	...	...	...	...	...	...
	Colleges for professional training—										
	Law for males	...	...	...	(b) 58,803	...	350	59,240	...	...	...
	Medicine for males	1,55,361	...	...	47,293	...	164	1,82,818	...	...	...
	Engineering for males	1,80,123	...	...	36,973	...	14,413	2,31,509	...	...	...
	Teaching { for males	1,00,627	...	...	80	...	1,181	1,02,188	...	...	...
	{ for females	7,247	...	...	...	...	...	7,247	...	...	...
School education, general.	Agriculture for males	...	...	...	298	...	...	298	...	...	...
	Veterinary for males	55,038	...	...	...	...	...	55,038	...	...	...
	Forestry training	1,47,757	...	...	...	...	...	1,47,757	...	...	...
	Total ...	10,32,160	...	...	3,27,619	3,273	29,753	13,83,831	1,000	...	4,605
	Secondary schools—										
	High schools for males *	2,15,510	...	...	1,26,273	...	438	3,41,221	2,31,728	2,39,740	60,124
	Middle schools for males †	18,317	...	...	6,118	...	31	21,466	2,05,946	1,21,844	1,122
	High schools for females *	1,08,361	...	...	15,683	...	16	1,24,060	...	10,387	...
	Middle schools for females †	21,062	...	777	1,473	...	43	23,354	1,177	...	2,623
	Total ...	4,23,250	...	777	1,48,550	16	517	5,73,110	1,28,821	3,71,971	72,269
School education, special.	Primary schools— ‡										
	For males	2,94,829	...	...	3,323	...	1,263	2,99,115	20,10,706	17,57,478	1,16,472
	For females	3,14,209	...	...	6,627	...	179	3,59,115	1,59,213	2,02,851	66,139
	Total ...	6,30,038	...	...	9,950	...	1,442	6,49,830	25,07,919	19,60,329	4,82,611
	Training schools { for males	10,11,593	26,610	3,321	517	...	1,087	10,73,161	32,920	65,152	...
	{ for females	2,41,500	125	121	30	...	20	2,41,750	...	...	...
	Schools of Arts	74,739	...	...	13	...	7,956	82,699	...	...	...
	Medical schools	5,00,578	...	...	35,616	...	...	6,32,194	...	...	...
	Engineering schools	57,209	...	...	7,193	...	...	64,404	...	...	...
	Technical and Indust- { for males	1,69,806	...	...	4,152	...	2,503	1,75,461	...	...	1,766
{ for females	12,23	...	...	19,226	...	...	31,582	...	...	...	
Scholarships held in.	Commercial schools { for males	...	...	...	...	...	...	...	...	...	...
	{ for females	...	...	...	...	...	...	...	...	...	...
	Agricultural schools	25,707	...	...	...	...	...	...	...	...	...
	Reformatory schools	36,250	...	...	149	...	...	36,400	...	2,040	...
	Other schools § { for males	10,659	...	...	...	...	...	10,658	...	170	...
	Total ...	22,61,279	26,735	3,448	60,926	...	18,330	23,79,718	32,920	67,680	1,766
	Total, Direct expenditure ...	43,58,727	26,735	4,225	5,72,145	3,318	41,102	49,86,552	29,83,069	24,92,560	5,61,611
	Buildings, furniture and other apparatus.	(c)									
		16,35,038	...	...	...	...	...	15,36,038	3,92,447	4,01,729	1,44,862
	University	Direction	...	...	...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...	...	...	...
Scholarships held in { Arts colleges		...	...	...	...	...	...	...	...	...	...
{ Medical colleges		...	...	...	...	...	...	...	...	...	...
{ Other Professional colleges		...	...	...	...	...	...	...	...	...	...
{ Secondary schools		...	...	...	...	...	...	...	...	...	...
{ Primary schools		...	...	...	...	...	...	...	...	...	...
{ Medical schools		...	...	...	...	...	...	...	...	...	...
{ Technical and Industrial schools		...	...	...	...	...	...	...	...	...	...
{ Other special schools		...	...	...	...	...	...	...	...	...	...
Miscellaneous—	Bonding	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...
	Total ...	15,35,038	...	...	...	...	...	15,35,038	3,92,447	1,01,720	1,44,862
	Total, Indirect expenditure ...	15,35,038	...	...	...	...	...	15,35,038	3,92,447	1,01,720	1,44,862
	Total expenditure on public and private institutions	58,93,765	26,735	1,225	5,52,415	3,318	41,102	65,21,590	33,76,116	29,61,739	7,06,473

* European High Schools and Indian Secondary Schools having forms above the third

† European Middle Schools and Indian Secondary Schools having no form higher than the third.

‡ European Primary Schools and all Elementary Schools.

‡ These relate to Industrial Schools (except Agricultural Schools) under the control of the Director of Industries.

|| These relate to Technical and Art Schools and also private institutions which teach no part of the elementary course but are recognized

in the Madras Presidency for the official year 1921-22.

[illegible]

(a) **Non-departmental**

(b) Law College surplus fees, Rs. 10,511.

(c) Cost of buildings borne by the Public Works Department, Re. 13,519.
(d) Including grants for hostels, Re. 112,015.

(d) Include grants for hostels, Rs. 1,12,015.

(5-a)—Table showing the number of pupils in each stage of instruction, classified according to sex, race or creed.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1-9.	Depressed classes.	Total of column 10-11.
			Brahmans.	Non-Brahmans.							
1	2	3	4	5	6	7	8	9	10	11	12
College stage	41	862	6,323	9,613	182	8	2	7	10,065	4	10,069
High stage	85	3,193	18,382	14,374	1,473	7	10	17	37,514	131	37,645
Middle stage	873	7,406	21,683	34,770	3,452	8	3	61	71,727	11	71,738
Upper Primary stage	847	3,897	7,237	2,053	1,112	16	16	11	12,333	189	12,522
Lower Primary stage	608	4,532	11,003	39,329	4,355	3	8	21	60,578	2,234	62,812
Special schools	477	2,715	11,908	4,430	219	3	3	3	9,305	272	9,577
Private institutions	2,905	73,729	70,916	771,717	112,586	34	33	1,600	1,033,241	145,579	1,178,820
	2,909	43,127	44,913	191,717	52,069	24	31	8	315,116	29,739	344,855
	139	2,378	5,203	5,802	69	21	3	3	11,208	531	11,739
	137	1,075	7,712	37,481	28,538	...	...	...	72,141	5,001	77,142
	...	2,309	8,753	2,771	8,786	...	...	...	15,240	1,001	16,241
	4,084	94,076	141,881	995,725	131,781	101	65	1,750	1,300,535	154,799	1,455,334
	4,837	83,247	46,526	291,072	41,367	10	28	271	330,215	31,315	361,530
Grand total	9,761	118,023	190,017	(a) 1,107,728	193,088	117	125	2,021	1,650,878	186,144	1,837,022

(d) Of these 1,000 were Jain students.

(6)—Return showing the results of prescribed examinations in the Madras Presidency during the official year 1921-22.

Nature 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.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Indian Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.
1																		
ARTS COLLEGES.																		
Doctor of Philosophy	1	2		3	40	76		119	7									
Doctor of Science	3	0		14	283	815		2,563										
Master of Arts (under Transitory Regulations).	1	3		4	62	74		136										
Master of Arts (without Honours)	1	3		4	9			9										
Master of Arts (Honours), Final	5	0		14	204	815		2,320										
Bachelor of Arts (Pass), Part II	1	1		2	15	23		38										
Bachelor of Arts (Honours), Part I	1	1		2	493	1,043		3,523										
Bachelor of Arts (Pass), Part I	10	31		41	493	1,043		3,523										
Intermediate in Arts	1	3		4	33	89		146										
Intermediate in Science																		
ORIENTAL COLLEGES.																		
Master of Oriental Learning																		
Bachelor of Oriental Learning																		
Intermediate, Oriental Faculty	1	11		12	17	35		42										
(Sanskrit title)																		
Vidvan Examinations	1	1		2	4	4		4										
Sanskrit and Tamil	1	1		2	4	4		4										
Sanskrit and Malayalam	1	1		2	4	4		4										
Sanskrit and Telugu	3	3		6	11	11		12										
Sanskrit and Oriya																		
University conducted by																		
Universities taken by students																		
from institutions of a																		
higher grade.																		

(5) Return showing the results of prescribed examinations in the Madras Presidency during the official year 1921-22—cont.

Nature 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.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Others.
															Brhamins.	Non-Brhamins.	Untouchables.	
COLLEGES FOR PROFESSIONAL TRAINING.																		
Law.																		
Doctor of Law	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Master of Law	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Bachelor of Law	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Medicine.																		
Doctor of Medicine	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Doctor of Hygiene	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Master of Surgery	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Master of Obstetrics	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Bachelor of Medicine and Surgery	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Do. of Hygiene	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Do. of Sanitary Science	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Licentiate of Medicine and Surgery	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Engineering.																		
Bachelor of Civil Engineering	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Do. of Mechanical Engineering	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Licentiate of Civil Engineering	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Examinations not conducted by Universities for—																		
Civil Engineers	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Mechanical Engineers	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Upper Subordinates	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Lower Subordinates	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Teaching.																		
Post-graduate degrees or licences (Licentiate) in Teaching.	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
Under-graduate licences or diplomas	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	1	1	1
														Information is not available.				

Information is not available.

AGRICULTURE.															
Master of Agriculture	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Bachelor of Agriculture	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Licentiate of Agriculture	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Veterinary Examinations	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Commercial Examinations	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
SCHOOLS FOR GENERAL EDUCATION.															
Matriculation	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
School Final or Leaving Certificate, Anglo-Vernacular.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
"B" Final Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
High School Examination for Europeans.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Cambridge Higher Local Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Cambridge Senior Local Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Cambridge Junior Local Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Cambridge Preliminary Local Examination.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Anglo-Vernacular Middle Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Vernacular Final or Middle Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Middle School Examination for Europeans.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Upper Primary Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Lower Primary Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
SCHOOLS FOR SPECIAL INSTRUCTION.															
Training School Examination for Madras.															
Primary (Elementary Higher and Lower)	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Training School Examinations for Madras.															
Secondary	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Primary (Elementary Higher and Lower)	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Teachers' examination for those who are not students of a Training School.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
School of Arts Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Engineering School Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Examination in Surveying	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Industrial School Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Commercial School Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Agricultural School Examination	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Title or other official examination for students of other universities or taken by students in institutions of non-official grade.	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1
Other School Examinations	1	1	1	3	1	1	1	3	1	3	1	1	1	1	1

7)—Return showing the distribution of District and Municipal expenditure on public instruction in the Madras Presidency for the official year 1921-22.

Expenditure of District Boards on public instruction.																
Objects of expenditure.	In institutions managed by District Boards.						In institutions managed by						Total District Fund expenditure on public instruction.			
	Number of institutions.	Number of scholars on the rolls on the 1st March.	Average number on the rolls during the year.	Average daily attendance.	Provincial revenue.	District funds.	Municipal funds.	Rees.	Endowments.	Subscriptions and other sources.	Total.	Government.		Municipal funds.	Aided.	
University education.	{ Arts colleges, colleges or departments of arts, professional training.	{ English for males.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Oriental for males.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Law.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Medicine.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Engineering.	..	..	..	..	..	..	..	..	..	..	..	..	..	
	{ Schools for special instruction.	{ Teaching.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		Total	1	70	71	67	..	..	..	..	..	..	15,428	..	..	..
		{ High schools for males.	71	19,164	19,255	17,380	1,46,197	2,53,740	4,725	4,27,834	10,410	10,894	8,58,086	..	..	2,33,740
		{ Middle schools for males.	98	7,797	7,999	6,700	1,58,662	1,21,344	..	1,16,468	277	3,265	4,30,036	..	..	1,21,844
Secondary schools.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		Total	1	20	21	67	..	..	..	..	..	..	15,428	..	..	..
		{ High schools for females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Middle schools for females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	169	27,219	29,182	24,363	3,34,739	3,71,971	4,725	4,27,834	10,410	10,894	8,58,086	..	..	2,33,740
		{ For males.	7,396	113,063	101,835	98,123	18,01,259	17,50,492	..	1,27,225	112	2,191	39,90,937	..	..	17,57,320
		{ For females.	7,396	99,160	59,970	16,198	3,78,889	2,02,851	..	..	3	299	5,58,785	..	..	2,02,851
Primary schools.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	8,646	471,612	468,948	372,433	21,81,118	19,40,388	..	1,61,736	117	2,648	62,86,629	..	..	19,00,371
		{ For males.	34	781	749	712	32,489	62,462	..	..	..	1,386	99,707	..	..	63,089
		{ For females.	..	..	..	..	..	..	..	..	..	..	135	..	..	1,037
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	9	291	281	290	..	2,049	..	..	..	..	2,049	..	..	..
		{ For males.	1	33	31	27	..	179	..	..	..	..	181	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for special instruction.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	16	1,089	1,043	949	32,429	67,680	..	..	..	1,288	1,01,197	..	..	95,964
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	8,833	362,420	193,126	357,472	23,50,536	21,01,191	1,725	61,90,488	28,193	17,671	36,07,096	..	..	24,30,906
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Buildings, furniture and apparatus.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total, Indirect Expenditure.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grand total.	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ English Vernacular	{ English.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For males.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		{ For females.	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(7)—Return showing the distribution of District and Municipal expenditure on public instruction in the Madras Presidency for the official year 1921-22—cont.

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.	Total expenditure of District and Municipal Boards on public instruction.				
	Number of institutions.	Number of scholars on the rolls on the 1st March.	Average number on the rolls during the year.	Average daily attendance.	Provincial revenue.	Municipal funds.	District funds.	Rees.	Endowments.			Subscriptions and other sources.	Total.	Institutions managed by	
														Government.	Private persons and associations.
University education.	1	53	63	...	Rs. 4,000	Rs. 4,905	...	Rs. 4,871	...	Rs. 11	Rs. 13,080	...	Rs. 4,068	...	
Arts colleges, colleges or departments of arts, professional training.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Secondary schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Primary schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for special instruction.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Technical and industrial schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools for males.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools for females.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total, Direct expenditure	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total, Indirect expenditure	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Buildings, furniture and apparatus.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Salaries and wages.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Arts colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Professional colleges.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Secondary schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Primary schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Technical and industrial schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total, Indirect Expenditure	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Grand total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

(8)—Attendance and expenditure in hostels and boarding houses for the official year 1921-22.

	Number of		Number of boarders who are students of					Capital expenditure from					
	Hostels or boarding houses.	Boarders.	4	5	6	7	8	9	10	11	12	13	14
Managed by Government—													
Males	60	2,463	571	705	172	103	901	25,515	18.	18.	18.	18.	25,515
Females	53	796	194	18	185	107	281	16,040	...	...	...	...	16,040
Managed by Local or Municipal Board—													
Males	18	816	71	...	438	87	...	138	138	89	...	...	305
Females	1	33	...	...	...	33	...	...	...	...	...	...	...
Aided by Government or Local or Municipal Board—													
Males	30	2,146	55	...	748	1,821	73	98,778	...	...	1,10,315	...	2,10,083
Females	33	1,329	...	12	641	1,176	60	13,370	...	...	41,844	...	55,215
Unaided—													
Males	293	13,888	1,714	16	3,929	5,461	1,158	...	...	...	4,978	...	1,678
Females	97	6,890	72	...	1,519	4,637	334	...	...	...	19,822	...	19,822
Total	533	19,014	2,841	96	7,225	6,538	2,103	1,22,761	138	89	1,14,203	...	2,47,091
Males	151	7,577	1,714	16	2,483	3,373	1,175	58,310	...	...	61,840	...	98,176
Females	537	20,191	2,773	88	10,010	12,198	3,370	1,41,071	138	89	1,70,389	...	2,28,157

(9)—Number and qualifications of teachers in the Madras Presidency for the official year 1921-22.

	* In Primary schools.					† In Middle schools.					‡ In High schools.					§ In Colleges.					Grand total.					
	Government.	Municipal.	Aided.	Unaided.	Total.	Government.	Municipal.	Aided.	Unaided.	Total.	Government.	Municipal.	Aided.	Unaided.	Total.	Government.	Municipal.	Aided.	Unaided.	Total.						
1																										
Teachers of Vernacular.	Trained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
	Untrained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
	Trained	1,333	12,833	2,266	10,401	418	57,477	55	470	31	714	33	1,216	311	684	371	2,710	6	4,081	99	2	132	...	255	53,164	
	Untrained	529	3,505	637	28,372	2,083	38,306	17	118	31	279	39	505	104	328	169	1,921	5	1,525	77	11	1	337	...	419	41,139
Anglo-Vernacular Teachers and Teachers of Classical Languages.	Total	1,862	16,430	2,903	30,176	4,401	65,783	72	627	62	1,027	63	1,731	417	1,014	543	3,631	10	6,015	176	13	6	169	...	673	74,323
	Possessing degree.	1	...	10	...	11	...	6	63	3	17	3	121	128	289	128	1,122	1	1,679	123	3	3	325	...	164	2,375
	Possessing no degree.	1,861	16,420	2,893	30,166	4,400	65,772	66	565	59	1,010	60	1,720	297	713	405	2,700	9	4,386	25	10	3	174	...	210	72,048
	Total	1,862	16,430	2,903	30,176	4,401	65,783	72	627	62	1,027	63	1,731	417	1,014	543	3,631	10	6,015	156	13	6	349	...	674	74,323
	Trained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teachers of European Languages.	Untrained	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Possessing degree.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Possessing no degree.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand total of all teachers.	1,873	16,430	2,913	30,288	4,401	65,873	72	627	62	1,027	63	2,022	439	1,011	543	4,377	10	6,883	176	13	6	169	...	674	75,031	

* All Elementary schools in the case of schools for Indians.
 † Indian Secondary schools with no forms higher than the third in the case of schools for Indians.
 ‡ Excludes Professional colleges, but includes Oriental colleges.

(10)—Classification of pupils by ages in the Madras Presidency for the official year 1911-22.

(10)—Classification of pupils by age.																																																																																											
Schools for general education.											(c) Arts colleges.																																																																																
Infants.		First standard and above										First year class.										Second year class.										Third year class.										Fourth year class.										Fifth year class.										Sixth year class.										Total.										(Grand total.)									
(b) 11	(c) A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																																																																				
Below 5	297	10,286	312	6,534	134	1	1	1	1	1	1	1	1	1	10,896	10,896	10,896	10,896	10,896	10,896	10,896	10,896	10,896																																																																				
5 to 6	557	15,077	6,534	31,277	3,398	213	3	3	3	3	3	3	3	3	163,873	163,873	163,873	163,873	163,873	163,873	163,873	163,873	163,873																																																																				
6 to 7	512	197,085	512	53,415	17,296	2,622	103	2	2	2	2	2	2	2	284,118	284,118	284,118	284,118	284,118	284,118	284,118	284,118	284,118																																																																				
7 to 8	290	1,09,027	53,415	61,188	32,935	1,094	134	94	94	94	94	94	94	94	243,435	243,435	243,435	243,435	243,435	243,435	243,435	243,435	243,435																																																																				
8 to 9	117	119,746	61,188	62,993	43,026	23,323	6,135	907	807	807	807	807	807	807	258,442	258,442	258,442	258,442	258,442	258,442	258,442	258,442	258,442																																																																				
9 to 10	51	67,670	62,993	52,993	36,893	23,141	10,818	3,901	2,481	2,481	2,481	2,481	2,481	2,481	161,933	161,933	161,933	161,933	161,933	161,933	161,933	161,933	161,933																																																																				
10 to 11	161	10,286	62,993	52,993	29,619	30,975	14,766	7,400	4,371	4,371	4,371	4,371	4,371	4,371	163,204	163,204	163,204	163,204	163,204	163,204	163,204	163,204	163,204																																																																				
11 to 12	4	29,783	52,993	29,619	21,134	18,073	11,033	6,283	3,132	3,132	3,132	3,132	3,132	3,132	106,637	106,637	106,637	106,637	106,637	106,637	106,637	106,637	106,637																																																																				
12 to 13	3	7,395	18,073	12,848	12,848	11,546	6,810	4,177	2,481	2,481	2,481	2,481	2,481	2,481	76,161	76,161	76,161	76,161	76,161	76,161	76,161	76,161	76,161																																																																				
13 to 14	1	4,311	4,421	3,421	3,421	3,421	3,421	3,421	3,421	3,421	3,421	3,421	3,421	3,421	54,205	54,205	54,205	54,205	54,205	54,205	54,205	54,205	54,205																																																																				
14 to 15	1	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	3,887	37,502	37,502	37,502	37,502	37,502	37,502	37,502	37,502	37,502																																																																				
15 to 16	1	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	2,853	18,083	18,083	18,083	18,083	18,083	18,083	18,083	18,083	18,083																																																																				
16 to 17	1	2,554	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	1,701	11,498	11,498	11,498	11,498	11,498	11,498	11,498	11,498	11,498																																																																				
17 to 18	1	2,220	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472	11,472																																																																				
18 to 19	1	1,827	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	1,340	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780	7,780																																																																				
19 to 20	1	4,629	2,675	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	1,657	12,189	12,189	12,189	12,189	12,189	12,189	12,189	12,189	12,189																																																																				
Over 20	1	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846	1,724,846																																																																				
Total	1,818	828,127	311,854	216,688	166,616	72,449	38,529	24,295	21,899	14,955	12,139	12,139	12,139	12,139	1,716,719	1,716,719	1,716,719	1,716,719	1,716,719	1,716,719	1,716,719	1,716,719	1,716,719																																																																				
											80,393											5,294											2,816											147																																															
											80,393											5,294											2,816											147																																															
											1,724,846											1,724,846											1,724,846											1,724,846											1,724,846											1,724,846																									

(a) Excludes oriental and professional colleges.

(b) Figures to the statistics of pupils in the infant lower classes of European schools only.

(c) Figures to the statistics of pupils in the infant upper classes of European schools, in the first year of elementary schools, and in the first classes of Indian secondary schools.

Government of Madras

LAW (EDUCATION) DEPARTMENT

G.O. No. 257, 16th February 1923

Report—Public Instruction—Quinquennium ended on 31st March 1922—Recorded.

Read—Letter from R. G. GRIEVE, Esq., M.A., F.R.G.S., M.L.C., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated the 19th January 1923, R.O.C. No. 7-F.

Order—No. 257, Law (Education), dated 16th February 1923.

Recorded.

(By order of Government, Ministry of Education.)

P. L. MOORE,
Acting Secretary to Government.

To the Director of Public Instruction.
 „ Surgeon General.
 „ Accountant-General.
 „ Registrar, University of Madras.
 „ Director of Industries.
 „ Commissioner of Labour.
 „ Local Self-Government Department.
 „ Revenue Department.
 „ Development Department.
 „ Law (General) Department.
 „ Registrar-General of Panchayats.
 „ Government of India, Department of Education and Health (with C.L.).

Editors' Table.

