

Government of Madras.

EDUCATIONAL DEPARTMENT.

EDN

d.

} 1908.

Enclosures

d.

Spare copies

G.O., Nos. 68, 69, 25th January 1908.

Report on Public Instruction.

Reviewing the — for the quinquennium ending the 31st March 1907.

} 1908.

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G.O., Nos. 68, 69, 25th January 1908.

செப்பிடுபவர் பெயர் 27 கார்த்திக்
செப்பிடுவதற்காக எடுத்த 1034
கொள்வெடுபட்ட நாளி 6-8-84
செப்பிட்டு முடிந்த நாளி 10-8-84
சிறிதாட்சிமும் 98 கிராமச்சி
மு.பா. எ. உதயியாபதி
கவுடா பி. கையொப்பம்

Reviewing the — for the quinquennium ending the 31st March 1907.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

Report on Public Instruction in the Madras Presidency for the quinquennium ending the 31st March 1907.

Order—No. 68, Educational, dated 25th January 1908.

The Director of Public Instruction submits his report on the state and progress of education during the quinquennium ending 31st March 1907.

2. The period under review was characterized by considerable activity in educational matters, and many reforms were carried out as a result partly of the natural expansion of administrative progress in the sphere of education and partly of the recommendations made by the Educational Conference held at Simla in 1901 and in pursuance of the educational policy formulated by the Government of India in 1904. The chief educational events are mentioned in paragraphs 3 to 12 of the report. One of the most important of them was the payment to aided schools of the full grants admissible under the Grant-in-Aid Code. Owing to lack of funds, it had not been possible for many years to pay the grants at maximum rates, but from the year 1902-1903 the Government were enabled with the help of a special assignment made by the Government of India to do so. The Primary and Lower Secondary examinations were abolished, the Primary examination being replaced by an inspecting officer's examination *in situ*, and an elementary school leaving certificate was instituted. In the last year of the quinquennium the Grant-in-Aid Code was revised and much simplified. The system of paying grants by results was abolished and replaced by a system of paying grants based on the number of teachers and the average attendance of pupils. Local Board schools and Municipal schools were excluded from the scope of the Code which is now confined to schools under private management; schools under public management being aided by a subsidy paid direct by Government. Further, schools for general education were re-classified into elementary and secondary, the former being intended to provide the children of the masses with a sound elementary education in the main in the vernacular, and the latter to provide instruction for those who wish to pursue their studies with the view of entering upon a collegiate education. One important result of the abolition of the system of results grants is that it is no longer necessary under the new Educational Rules to prescribe a fixed curriculum for the course of studies in elementary schools; it being left to the teacher in consultation with the inspectorate to adapt the teaching to the special circumstances of the locality and the needs of the children under instruction. Under the new Code grants to elementary schools are paid from Local or Municipal funds, and other educational institutions are aided from Provincial funds. The Educational Rules were revised to give effect to these changes. A new Code of Regulations for European schools was also brought into force. Among other measures of reform may be mentioned the reconstitution of the University, the inspection, by a special committee appointed by the University, of all colleges affiliated to the University, and the framing of new Regulations under the Indian Universities Act, 1904. The Government of India sanctioned a special grant towards the improvement of University education. A portion of this grant was utilized during the period towards meeting the travelling allowance of Fellows, the cost of inspection of colleges and University lectures and the supply of mathematical instruments and apparatus to aided colleges; and steps were taken to distribute the balance of the grant among the colleges affiliated to the University to enable them to comply with the requirements of the

University Regulations. A special recurring grant of six lakhs was also made by the Government of India in aid of primary education from the year 1904-1905, and this grant has so far been applied chiefly to the construction of school-houses for rural schools under the management of Local Boards in places where suitable school buildings did not formerly exist, and to subsidising local bodies to enable them to maintain the establishments in their elementary schools in accordance with the scale laid down in the new Educational Rules. The department was strengthened by the appointment of a Deputy Director of Public Instruction, of an Inspector of European and Training Schools and of two additional Inspectors in the Indian Educational Service. Three additional Assistant Inspectors and three Assistant Inspectresses were also sanctioned during the period. The number of Sub-Assistants was increased from 60 to 119. The Government Girls' schools were reorganized. The reorganization of Training schools for elementary teachers and of the College of Engineering, and the reconstitution of the College of Agriculture also engaged the attention of Government during the quinquennium.

3. *Expenditure*.—The total expenditure on education, direct and indirect, from Provincial, Local and Municipal funds, from fees or from other sources, but exclusive of the outlay on rural school buildings from the special grant for primary education, rose during the quinquennium to 97½ lakhs or by 18 lakhs, being an increase of 23 per cent. The allocation of this increase among the various contributory heads is fully detailed in the report. Of the total increase over 18 per cent. came directly or indirectly from Provincial revenues. There was a decrease under Local funds of about one lakh of rupees which is far from satisfactory. While some portion of this decline may be attributed to the transfer under the new Educational rules of grants-in-aid to secondary institutions from Local to Provincial funds direct, any saving so effected should have been devoted by Local Bodies, as it was intended it should be, to the development of elementary education, both of boys and girls. The large Provincial grants for the maintenance of schools under public management are not intended to relieve Local Bodies of expenditure on elementary education which it is their legitimate duty to foster. They are intended only to supplement the funds which these bodies possess and to help in introducing extensions and improvements which but for such help could not be carried out. The fee income rose during the period by 20 per cent. Of the total expenditure private funds contributed nearly 25 lakhs or an increase of about 9 per cent. over the amount contributed in the previous quinquennium. This increase was, however, confined to indirect expenditure which rose by 3 lakhs or by about 50 per cent. of which the major portion was spent on hostels. In direct expenditure from private sources there was a fall of one lakh or about 7 per cent. which occurred mainly under University and Secondary Education. Of the total expenditure on education 26.78 lakhs were spent indirectly and of this amount as much as 7½ lakhs were devoted to hostels and boarding houses. The direct expenditure from Provincial revenues on Government institutions increased, but on Board and Municipal schools it showed a large decline owing to the exclusion of these institutions from the Grant-in-Aid Code. This decrease was however more apparent than real; for instead of grants to single institutions, consolidated grants were given to Local bodies for general purposes of education. The expenditure incurred from the three classes of public funds on aided institutions showed large variations owing to the relief granted to Local and Municipal funds from liability to pay grants other than teaching grants to elementary schools. The average annual cost of education per head of population was Rs. 4 and the cost to public funds approximately 1½ annas. Of the total expenditure 49½ per cent. was devoted to elementary, 27½ per cent. to secondary, 13.2 per cent. to collegiate and 9.6 per cent. to special education.

4. *General statistics*.—During the quinquennium the total number of institutions, public and private, rose from 26,491 to 28,734 or by 8.6 per cent. and their strength from 861,641 to 1,007,118 or by nearly 17 per cent. This is the first time the number of pupils has reached the figure of one million. The increase was greatest in four districts there was a decrease. In Gódvári and Nellore, the decrease was due to the change in the boundaries of the districts, while in Bellary and Anantapur probably due to the prevalence of plague. Under public institutions, an increase of 11.8 per cent. in number and of 18 per cent. in strength, and under private institutions although there was a fall of about 4 per cent. in

Nos. 68, 69, EDUCATIONAL, 25TH JANUARY 1908.

their strength rose by 8.6 per cent. The number of local board and municipal schools increased by 933 and their strength by 40,025, the increase occurring mainly in 1906-1907, and being due to the establishment of a large number of elementary schools in the rural areas with the aid of the recurring grant of six lakhs. The Government institutions numbered only 378 against 419 in 1901-1902, although their strength rose from 25,673 to 28,453. The percentage of boys and girls under instruction to those of school-going age calculated at the rate of 15 per cent. on the total population according to the census figures of 1901, advanced from 25.6 to 29.3 in the case of boys and from 4.4 to 5.7 in the case of girls. The largest increase occurred in the primary stage of instruction. The number of pupils in this stage in public schools was 795,551 against 671,546 in 1901-1902 and 660,269 in 1896-97. Although the percentage of pupils at school has been calculated on the census figures of 1901, there can be little doubt, allowing for the normal growth of population, that substantial progress has been made in elementary education during the quinquennium.

There was also an increase, though not very marked, in the number of pupils in the higher stages of instruction. The number of pupils in the secondary stage in institutions recognized by the department rose from 59,436 to 68,128. The strength of the arts colleges affiliated to the University was 4,687 in 1906-1907 against 3,779 in 1901-1902.

5. *Elementary education*.—With the introduction of the revised Grant-in-Aid Code in 1906, the old term 'primary' has ceased to exist in the classification of schools. As mentioned in paragraph 4, the Code introduced a sharp distinction between elementary and higher education, and where the education of the masses is concerned the bulk of the old lower secondary schools have become primary schools. In the secondary schools under the new classification the instruction in the lowest classes is no longer on quite the same lines as in the elementary schools, but is designed as a preparation for higher education. The scope of instruction in elementary schools is outlined in paragraph 73 of the report, and though the number of complete elementary schools is as yet few, it is hoped that when the people come to recognise the value of a sound elementary education, the number will greatly increase. For the purposes of this review, however, it will be convenient, when comparing present conditions with those in the previous quinquennium, to refer to 'primary' schools though that word has no definite place in the present system. The total number of boys in the primary stage on the 31st March 1907 was 848,111 against 731,097 at the end of the previous quinquennium and of these 692,409 were in schools under public management as compared with 588,628. The advance was in schools under Local Board and Municipal schools. The expenditure on public primary schools for boys rose during the quinquennium from Rs. 19.55 lakhs in 1901-1902 to Rs. 25.48 lakhs in 1906-1907. The average cost during this period of educating a pupil in a primary school was Rs. 3.12-4, of which Rs. 2.3-0 was met from public funds. The corresponding figures for the previous quinquennium were Rs. 3.4-0 and Rs. 1.8-0 respectively. The total average annual expenditure in the last quinquennium was 23.84 lakhs against 18.75 lakhs for the period ending in 1901-1902. The number of teachers employed in public primary schools rose from 23,909 in 1902 to 29,516 in 1907 or an increase of 23 per cent. It is satisfactory to note that during the quinquennium the number of trained teachers employed in these schools has increased by 50 per cent.

6. *Secondary education*.—Under the present Code the term 'secondary' as applied to schools denotes schools which are designed to impart instruction which will fit a student for a collegiate course. This instruction is continuous from the lowest to the highest forms and is designed on lines distinct from those in elementary schools. For purposes of comparison, it is, however, necessary to retain the old nomenclature as in the case of primary education. During the quinquennium the number of public primary schools for boys rose from 157 to 171, while the number of lower secondary schools remained practically stationary. The number of pupils in the secondary schools rose from 45,643 to 57,642 or by 26.3 per cent. and in the secondary schools from 37,851 to 39,934 or by 5.5 per cent. There was a corresponding increase in the total expenditure in upper secondary schools from Rs. 24,761 to Rs. 14,45,422 and in the lower secondary schools from Rs. 312 to Rs. 6,49,899. The average cost per pupil during 1906-1907 in

former schools was Rs. 27, of which Rs. 19-5-6 was met from fees and Rs. 3-1-0 from Provincial, Local and Municipal funds. In lower secondary schools the average cost was Rs. 16-8-4, of which fees met Rs. 8 and Provincial, Local and Municipal funds Rs. 4-5-4. The average fee per pupil in upper secondary schools was Rs. 19-5-6 against Rs. 13-9-0 and in lower secondary schools Rs. 8 against Rs. 7-11-0. Though the above statistics would seem to show that the progress hitherto made has not been very great, yet there is evidence that secondary education is making a distinct advance. It is too early yet to foresee the effect of the new rules. Dr. Bourne sums up the position in paragraph 68 of his report. The Governor in Council entirely agrees with him in the conclusion that the spread of secondary education in this Presidency is not so pressing a matter as the improvement in its quality. The number of trained teachers in secondary schools for boys rose from 1,375 in 1901-1902 to 2,106 in 1906-1907 while the number of untrained teachers fell from 725 to 691. The improvement in the qualifications of teachers is gratifying, but much yet remains to be done.

7. *University education*.—The salient features of collegiate education during the quinquennium were (1) the passing of the Indian Universities Act, 1904, which modified in several important respects the constitution of the University, (2) the inspection of the affiliated colleges by a Committee appointed by the University and (3) the framing of new regulations under the Universities Act which effected important changes in the courses of studies and the examinations in Arts. The conclusions arrived at by the Committee of Inspection are summarized by the Director in paragraphs 39 to 43 of the report under review, which also enumerate the main defects which marred the educational methods adopted in the college. Since the close of the quinquennium large assignments from the special University grant have been made to the Colleges to aid them in remedying the defects brought to notice. Of the special grant made by the Government of India for University education, only a small portion was utilized during the quinquennium on the payment of travelling allowance to Fellows, the inspection of affiliated colleges, the supply of mathematical instruments to colleges and the institution of lectures on modern methods of teaching mathematics. The number of first-grade colleges remained the same, namely 11, but the number of second-grade colleges fell by four. The strength of the Arts Colleges rose during the period from 3,779 to 4,687 or by about 24 per cent. and of these 3,356 were in the first in Arts classes against 2,581. The number of pupils in the M.A. classes was 35 against 26, while 20 candidates passed for the degree of M.A. or double the number in 1901-1902. The average annual expenditure on Arts Colleges during the quinquennium was Rs. 6.50 lakhs, of which on an average Rs. 2.39 lakhs were provided from Provincial revenues, Rs. 2.77 lakhs from fees and Rs. 1.34 lakhs from private sources. The average cost of educating each student was Rs. 154 against Rs. 195 for the previous quinquennium, to which fees contributed Rs. 66 against Rs. 81.

The new University Regulations are discussed in paragraphs 41 to 47 of the Report. The most important change was in the scheme of studies and examinations. It was felt that the old intermediate or F.A. course had too little connection with the high school course on the one hand and the degree course on the other. A new intermediate course was therefore designed which would afford a continuous connection between the other two courses. Further, the degree course was itself changed, and now consists of a pass and an honours course. The importance of English, a knowledge of which is essential to those who wish a liberal education, was clearly recognised. The subjects of study were thoroughly revised to give effect to the new scheme, the object being to place a student in a position to obtain a sound knowledge of a subject instead of a superficial acquaintance with it. Whether however specialisation of studies in the curriculum has not proceeded too far is a question on which the Government entertain grave doubts. These changes are fundamental and will be introduced gradually. They will not come into full force till 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

8. *Female education*.—It is gratifying to note the steady increase in the numbers of girls who are under instruction. They rose from 130,432 to 164,706 or by 26 per cent. The increase took place in all steps of instruction and was most marked in

the lower primary stage. The Government Girls' schools have been reorganized, new schools have been opened, teachers were better paid and accommodation improved. Still it is disappointing that the indigenous education of girls has shown little advance and it is hoped that the measures outlined in paragraph 112 of the report will produce a better result. The total number of institutions for girls increased from 1,070 in 1901-1902 to 1,258 in the year under report.

9. *Special education.*—The number of institutions for special education including professional colleges, increased during the quinquennium from 140 to 165 and the number of scholars in them from 5,867 to 7,439. Although the number of training schools increased only by two, the number of students under training in them rose by 506. The largest increase was in the strength of the Government Training schools, of which the staff, accommodation and equipment were considerably improved during the period. The majority of the Government Training schools and some of the aided schools were provided with school museums and school gardens, while most of the aided schools made arrangements for boarding their students. The holding of special classes during the Christmas vacation at Saidapet for the benefit of the staff of training schools was a special feature of the period. The principles on which teachers should be trained were completely revised. Under the old system it was thought that all that a prospective teacher required in a training school was a knowledge of how to teach and that the amount of general knowledge he already possessed was sufficient for all practical purposes. In paragraph 84 of his report, Dr. Bourne points out the defects in the old system. Accordingly a new scheme was devised which extended the course of training from one to two years and aimed at making it principally a general educational course. This scheme is a great improvement on the old one and will be materially aided by the fact that a special Inspector has been appointed to supervise training schools. The expenditure on training schools rose from 1-91 to 2-48 lakhs and the amount contributed from Provincial funds from 1-48 to 1-90 lakhs, respectively. The expenditure on stipends to students under training increased from Rs. 78,000 to 1-09 lakhs, the amount met from Provincial funds having increased from Rs. 76,000 to 1-02 lakhs. There were 76 technical and industrial schools at the end of the quinquennium against 57 at its commencement and the number of pupils in these schools increased by 924. Notwithstanding this increase the condition of technical and industrial education in the Presidency cannot be regarded as satisfactory. A considerable number of Government scholarships are available for those who wish to pursue industrial and technical studies, but in no year of the quinquennium was the full number awarded as the following statement will show :—

Year.	Number of Government scholarships available.	Number awarded.	Total expenditure (from public and private funds) on these scholarships.	Expenditure from Provincial funds on the scholarships.
1	2	3	4	5
			RS.	RS.
1902-1903	180	165	21,353	10,295
1903-1904	180	173	28,900	12,005
1904-1905	180	164	31,725	14,475
1905-1906	180	129	31,143	12,788
1906-1907	203	150	30,024	10,472

These results are disappointing and in view of the persistent cry for the extension of technical instruction give rise to serious reflections. The expenditure on technical and industrial schools rose from 2-24 to 2-81 lakhs.

In order to further the development of indigenous industries, the Government of India instituted, in 1903, a scheme of technical scholarships to provide for those who were capable of taking advantage of it, with the means of study progress made in industries and arts in Europe. The scheme provides for the of ten scholarships the value of each of which is ordinarily £150 a year, exclusive of fees and travelling expenses, and at least one of these scholarships is at

annually for each province. Owing to the want of suitable candidates possessing the prescribed qualifications, only one scholarship was awarded during the period in this Presidency. This scholarship was awarded for the study of the weaving industry.

10. During the last year of the period under review a new code was introduced for schools for Europeans and Eurasians; the Government of India making a special assignment to enable the grants admissible under the Code to be paid. A special Inspector of European Schools was also appointed. There was however no advance in numbers both as regards schools and scholars and although the total number of Europeans receiving education cannot be said to be unsatisfactory, it is regrettable that only a small proportion of them proceed to the higher stages of instruction. It is also disappointing to note that notwithstanding the special facilities and concessions offered to Muhammadans there has been but little progress in their education, especially in the higher stages.

11. The Governor in Council desires to record his thanks to Dr. Bourne for the very able and clear account he has submitted of the progress of education during the past five years. The Government also note the valuable assistance given by Mr. Middlemast to the Director in the preparation of the report.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

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

Endorsement—No. 69, Educational, dated 25th January 1908.

Copy to the Government of India, Home Department.

(By Order.)

H. D. TAYLOR,
Ag. Secretary to Government.

NOTES CONNECTED WITH G.O., Nos. 68, 69, EDUCATIONAL,
DATED 25TH JANUARY 1908.

[**SUBJECT.**—*Report on Public Instruction for the quinquennium ending 31st March 1907.*]

I submit a draft review on the Educational quinquennial report. The report is so full and clear that I have found it difficult to prevent myself from saying either too much or too little. It is obviously a report on which a great deal could be written, but it would be hard to find anything not already embodied in it. The review is therefore largely statistical.

C. A. SOUTER—18-12-07.

(1) *Paragraph 3, last sentence.*—Please furnish data for these figures. With a population of 38 millions and an expenditure of 97 lakhs, of which 42 lakhs was met from public funds, the expenditure would appear to be approximately correct. I hope the errors of past years have not been repeated in counting subsidy amounts twice over under total expenditure—once under Provincial and once under Local.

(2) *Paragraph 4, page 7.*—How does Director of Public Instruction calculate his figures as to population of school-going age. His figures differ from those in Local and Municipal Department. Does he adopt actual figures of ages from the census report, or take a percentage of the total population. If so what percentage.

(3) *Paragraph 6.*—How do you get the figure Rs. 4—5—4 from the Director of Public Instruction's report, as cost from public funds of each pupil in Lower Secondary schools?

(4) *Paragraph 9.*—Technical education would be incomplete without some reference to the Government of India Technical scholarships and the action taken by Government to secure such scholars, and the industries selected.

The draft may go to press to be put in galley proof, very urgent, before submission to the Honourable Member. Meanwhile please explain as above and prepare a short addition to paragraph 10.

The review was due with India on 1st December 1907.

H. D. TAYLOR—15-12-07.

Page 64, of volume I of the report.

156,229,728
152,841,448
3,388,280
12
40,659,360
38,210,362 = 1 pie.

Average cost to public funds.—

(1) *Paragraph 3 of draft, last sentence.*—The total population is 38,210,362. The total expenditure is Rs. 97,63,855. Average cost of education per head of population is $\frac{97,63,855 \times 16}{38,210,362} = \frac{156,229,728}{38,210,362} =$ Rs. 4 in round figure.

Page 97 of Volume II of the report.	Provincial funds	Rs. 24,51,660
	Local funds (including subsidy)	14,07,483
	Municipal funds (do.)	3,07,005
	Total ..	42,55,997

There is a good deal of difference between As. 1-9 and As. 2 in case like this.

G. S. F[ORRIS]—22-12-07.

Under the present system it cannot very well be included twice.

C. A. SOUTER—19-12-07.

Ratio of expenditure on colleges, secondary and elementary education, etc.—

	RS.
Collegiate education	9,35,798
Secondary	19,65,059
Elementary	35,04,905
Special	6,80,953
Total	70,86,715

File page 101 of volume II of the report.

(2) Paragraph 4, page 7.—The Director of Public Instruction calculates the school-going population on the census figures of 1901, and takes 15 per cent. of the male and female population respectively as the population of school-going age under these heads. He does not adopt actual figures of ages, but takes only a percentage (15 per cent. of the total population according to the last census). Please see also the table on page 89 of volume II of the report.

File paragraphs 16 and 20 of the report, volume I.
Better make this clear. "Calculated at the rate of 15 per cent. on the total population according to the census figures of 1901, we do not know what proportion adopted in other provinces or comparison may be fallacious unless we furnish data."

H. D. TAYLOR.

RS.
39,341,170,137(4-5-4)
1,57,364
13,073
16
2,09,168
1,96,705
12,463
12
1,19,556

(4) Paragraph 9: The following may be added to paragraph 9:—

"In order to further the development of indigenous industries, the Government of India instituted, during the quinquennium a scheme of Technical scholarships to provide natives of India who were capable of taking advantage of it with the means of studying the progress made in industries and arts in the most advanced countries of the west. The scheme provides for the award of ten scholarships, the value of each of which is ordinarily £150 a year, exclusive of fees and travelling expenses and at least one of these scholarships is allotted annually for each province. Only one scholarship was awarded during the period in this Presidency. The scholarship was awarded for the study of the weaving industry."

5. A copy of the draft, with the alterations made by the Secretary, has been sent to the Press for being put in type. A proof was called for by 10 A.M. this morning, but it has not yet been received from the Press.* In the meantime, this note is submitted for perusal.

* The Press has just telephoned to say that proofs of the review will be ready only by 1 P.M. I am telephoning to the Press again.

H.D.T.

But the Government need not be restricted to the points mentioned by Director of Public Instruction, if his report omits any material points.

H.D.T.

The averages were worked out carefully in the office and checked by me and they are correct within near decimals. The Director of Public Instruction makes no mention of the technical scholarships. The addition suggested above is for approval.

C. A. SOUTER—19-12-07.

Please have the addition on the subject of technical scholarships typed half margin, to be added to the proof when received.

See also slight addition to be made to the text of paragraph 4.

H. D. TAYLOR—19-12-07.

The addition on the subject of technical scholarships has been embodied in print in paragraph 9 of the draft. The addition made to paragraph 4 has also been carried out.

The draft is submitted in print.

K. RANGASWAMI AYYANGAR—19-12-07.

Submitted.

The report is ordinarily due with the Government of India on December 1st.

H. D. TAYLOR—19-12-07.

(1) Under indirect expenditure 10 lakhs are included as "Miscellaneous"—what are these miscellaneous items mainly.

(2) When were the grants paid at maximum rates. (It is wrong to speak of them as "earned", which implies a right: the amount of grant is in the discretion of Government.)

(3) In paragraph 21 of the report it is said that "private funds" fell by 9 per cent. in the period. In the draft paragraph 3, a decrease of about 7 per cent. is referred to. How is the discrepancy explained: and if it turns out

Submitted that the report says that there was an increase of 9 per cent.

K. RANGASWAMI AYYANGAR.

"direct" and "indirect" expenditure, please explain difference.

(4) Please refer me to any notice in the Director of Public Instruction's report of the technical or industrial scholarships which we give to secondary, etc. schools and any facts as to increase or decrease during the quinquennium.

G. S. F[ORRIS]—27-12-07.

(1) The head "miscellaneous" under "indirect expenditure" appears to refer mainly to private institution and hostels—

* *File general table No. 8, page 86 of volume I of the report.*

† *File foot-note (f) on page 74 of the general tables, volume I of the report.*

RS.
10,77,747
7,29,255
3,05,040
10,34,295
Balance .. 43,452

§ Ascertained from the Director of Public Instruction's office.

On receipt of the special assignment of Rs. 6 lakhs.

H. D. TAYLOR.

Public Instruction's report for 1902-1903.

Cf. paragraph 2 of G.O. No. 614, Educational, dated 10th December 1903.

to India No. 88, Educational, dated 18th February 1902.

(2) Grants were paid at the maximum rates for the first time in 1902-1903—*vide* paragraph 5 of volume I of Public Instruction's letter on page 7 of G.O. No. 87, Educational, dated 18th February 1902; also paragraph 5 of letter

(3) In paragraph 21 of the report, the Director of Public Instruction states that the amount provided from private funds towards the total expenditure on education (direct and indirect) during the quinquennium was nearly 9 per cent. more than that in the previous quinquennium. The actual expenditure in the present

* General table 4, page 74 of volume I of report. quinquennium was 24.87 lakhs, while during the previous quinquennium it was 22.84 lakhs. The increase (2.03 lakhs) represents nearly 9 per cent. of the expenditure in 1901-1902.

The 7 per cent. referred to in paragraph 3 of the draft review refers to direct expenditure and represents the decrease in the expenditure from private funds under this head. The actual expenditure under this head during the quinquennium under review was Rs. 15,72,351 as against Rs. 16,71,482 in 1901-1902.

(4) No reference has been made in the Director of Public Instruction's report to the industrial or technical scholarships awarded in the quinquennium. Nor is any information as to the facts connected with the increase or decrease available in this office. The Director of Public Instruction's office is not also able to furnish information on this point without a reference to the Inspector of Technical Schools and the Inspectresses of Girls' Schools, to whom the power of sanctioning these scholarships has been delegated. The information will be called for urgently and submitted separately.

H. D. TAYLOR.

K. RANGASWAMI AITANGAR—31-12-07.

H. D. TAYLOR—31-12-07.

From the Director of Public Instruction, dated 4th January 1908, No. 1.

In his current letter No. 1, dated 4th January 1908,† the Director of Public Instruction, furnishes the information recorded in G.O., No. 35-R, dated 30th January 1908, called for in Memorandum No. 3072-1, dated 31st December 1907, as to the number and description of the technical and industrial scholarships awarded in the quinquennium ending 1906-1907.

2. The numbers of Government scholarships available and actually awarded for industrial and technical subjects in the five years 1902-1903 to 1906-1907, and the expenditure from Provincial funds on account of these scholarships are given below:—

	Number of Government scholarships available.	Number awarded.	Total expenditure (from public and private funds) on these scholarships.	Expenditure from Provincial funds on the scholarships.
			RS.	RS.
1902-1903	180	165	21,253	10,293
1903-1904	180	173	23,900	13,005
1904-1905	180	164	31,726	14,475
1905-1906	180	129	12,785	
1906-1907	203	130	30,024	10,272

† Vide page 3 of the notification.

3. The subjects for which the scholarships were given are not reported by the Director of Public Instruction, but they should have been granted for the study of one or other of the subjects taught in the several technical and industrial schools, which are given in column 4 of appendix E on page 28 et seq. of volume II of the Public Instruction's report for 1906-1907.

4. This information was called for with reference to a question asked by the Honourable Member on the draft review of the Public Instruction's report, and may be submitted to him.

K. RANGASWAMI AITANGAR—6-1-08.

C. A. SOUTER—6-1-08.

The information given by the Director of Public Instruction is not very complete, but it would appear that, while the number of scholarships offered in 1906-1907 increased, the number of scholarships awarded has declined to about two-thirds of those offered and that at no time has the full number of scholarships been awarded.

H. D. TAYLOR—8-1-08.

Please put up a clean proof of the draft so far as I have revised it. I have no time to check again paragraph 3. Will office kindly, in submitting the clean proof, check the figures there and add any note of further facts to be inserted with reference to my former note.

G. S. F[ORRES]—18-1-08.

H. D. TAYLOR—20-1-08.

A clean proof is submitted.

2. The third sentence of paragraph 3 of the draft review runs—

"Of the total increase 27 per cent. came directly or indirectly from Provincial revenues."

It is respectfully submitted that the total amount which came directly and indirectly from Provincial revenues during the quinquennium was 24.61 lakhs against 21.24 lakhs in 1901-1902 or an

increase of 3.27 lakhs. This sum bears to the total increase of expenditure under Education (18 lakhs) a percentage of 18.2 and not 27 per cent. which represents the increase in the direct expenditure from Provincial revenues on Government institutions. The following statement shows the direct and indirect expenditure (in lakhs) from Provincial revenues during the quinquennium ending 1906-1907, as compared with the expenditure in the preceding period:—

	Direct expenditure from Provincial revenues.	Indirect expenditure from Provincial revenues.	Total.
Page 7 of volume II of Public Instruction's 1901-1902 report.	RS. 14.70 12.98	RS. 9.81 8.26	RS. 24.61 21.24
Increase ..	1.72	1.66	3.37
Proportion of increase to the total expenditure in 1901-1902.	18.3	18.3	18.6

3. The other figures in paragraph 3 of the draft review have been checked and are correct.

K. RANGASWAMI AITANGAR—21-1-08.

C. A. SOUTER—22-1-08.

Please put up separately an alternative paragraph 3, embodying information on the point specifically referred to, in regard to that paragraph by the Honourable Member in his note of 27th December 1907. I understand that the Honourable

G. S. F[ORRES].

Member desires that information on these points should be worked into paragraph 3 before resubmission to him, e.g., details of indirect expenditure, etc.

H. D. TAYLOR—23-1-08.

I put up a draft amendment which may be substituted for the two sentences enclosed in brackets in paragraph 3. This explains how the total private expenditure increased by 9 per cent. while the direct private expenditure fell by 7 per cent. A few details are also given of indirect expenditure.

C. A. SOUTER—23-1-08.

Proposed amendment—

"Of the total expenditure, private funds contributed nearly 25 lakhs or an increase of about 9 per cent. over the amount contributed in the previous quinquennium. This increase was, however, confined to indirect expenditure which rose by 3 lakhs or by about 50 per cent., of which the major portion was spent on hostels. In direct expenditure * from private sources, there was a fall of one lakh or about 7 per cent. which occurred mainly under University and Secondary education. Of the total expenditure on education 26.73 lakhs of rupees were classified as indirect expenditure and of this amount as much as 7½ lakhs † were devoted to hostels and boarding houses."

Indirect expenditure from private funds in—		LAKHS.
1901-1902		6.12
1906-1907		9.15
Increase		3.03

(vide page 97 of volume II of Public Instruction's report.)

* 1901-1902		LAKHS.
1906-1907		16.71
		15.72

† Vide General Table No. 3, page 86 of volume I of the report.

Resubmitted.

The amendment may be substituted for the words in paragraph 3 of the draft in brackets.

H. D. TAYLOR—23-1-08.

G. S. F[ORREBS]—24-1-08.

Get a final proof from Press by this evening so that the Government Order may issue to-morrow.

C. A. SOUTER—24-1-08.

Issue.

H. D. TAYLOR—25-1-08.

[G.O., Nos. 68, 69, Educational, dated 25th January 1908.]

2 No. EDUCATIONAL, JANUARY 1908.
GOVERNMENT OF MADRAS.
EDUCATIONAL DEPARTMENT.

READ—the following paper :—

Report on Public Instruction in the Madras Presidency for the quinquennium ending the 31st March 1907.

Order—No. , Educational, dated January 1908.

The Director of Public Instruction submits his report on the state and progress of education during the quinquennium ending 31st March 1907.

2. The period under review was characterized by considerable activity in educational matters, and many reforms were carried out as a result of the recommendations made by the Educational Conference held at Simla in 1901 and in pursuance of the educational policy formulated by the Government of India in 1904. The chief educational events are mentioned in paragraphs 3 to 12 of the report. One of the most important of them was the payment of the natural expansion of administrative progress in the sphere of education to aided schools of the full grants admissible under the Grant-in-Aid Code. Owing to lack of funds it had not been possible for many years to pay the grants at maximum rates, but from the year 1902-1903, the Government were enabled with the help of a special assignment made by the Government of India to do so. The Primary and Lower Secondary examinations were abolished, the Primary examination being replaced by an inspecting officer's examination *in situ*, and an elementary school leaving certificate was instituted. In the last year of the quinquennium the Grant-in-Aid Code was revised and much simplified. The system of paying grants by results was abolished and replaced by a system of paying grants based on the number of teachers and the average attendance of pupils. Local Board schools and Municipal schools were excluded from the scope of the Code which is now confined to schools under private management; schools under public management being aided by a subsidy paid direct by Government. Further, schools for general education were reclassified into elementary and secondary, the former being intended to provide the children of the masses with a sound elementary education in the main in the vernacular, and the latter to provide instruction for those who wish to pursue their studies with the view of entering upon a collegiate education. One important result of the abolition of the system of results grants is that it is no longer necessary under the new educational rules to prescribe a fixed curriculum for the course of studies in Educational schools; it is left to the teacher in consultation with the inspector to adapt the teaching to the special circumstances of the locality and the needs of the children under instruction. Under the new Code grants to elementary schools are paid from Local or Municipal funds, and other educational institutions are aided from Provincial funds. The Educational Rules were revised to give effect to these changes. A new Code of Regulations for European schools was also brought into force. Among other measures of reform may be mentioned the reconstitution of the University, the inspection, by a special Committee appointed by the University, of all colleges affiliated to the University, and the framing of new Regulations under the Indian Universities Act, 1904. The Government of India sanctioned a special grant towards the improvement of University education. A portion of this grant was utilized during the period towards meeting the travelling allowance of fellows, the cost of inspection of colleges and of University lectures and the supply of mathematical instruments and apparatus to aided colleges and steps were taken to distribute the balance of the grant among the colleges affiliated to the University to enable them to comply with the requirements of the University Regulations. A special recurring grant of six lakhs was also made by the Government of India in aid of primary education from the year 1904-1905, and this grant has so far been applied chiefly to the construction of school-houses for rural schools under the management of Local Boards in places where suitable school buildings did not formerly exist, and to subsidising local bodies to enable them to maintain the establishments in their elementary schools in accordance with the scale laid down in the new Educational Rules. The department was strengthened by the appointment of a Deputy Director of Public Instruction, of an Inspector of European and Training Schools and of two additional Inspectors in the

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Indian Educational Service. Three additional Assistant Inspectors and three Assistant Inspectresses were also sanctioned during the period. The number of Sub-Assistants was increased from 60 to 119. The Government Girls' schools were reorganized. The reorganization of Training schools for elementary teachers and of the College of Engineering, and the reconstitution of the College of Agriculture also engaged the attention of Government during the quinquennium.

3. *Expenditure.*—The total expenditure, on education, direct and indirect, from Provincial, Local and Municipal funds, from fees or from other sources, but exclusive of the outlay on rural school buildings, from the special grant for primary education, rose during the quinquennium to, 97½ lakhs or by 18 lakhs, being an increase of 23 per cent. The allocation of this increase among the various contributory heads is fully detailed in the report. Of the total increase 27 per cent. came directly or indirectly from Provincial revenues. There was a decrease under Local funds of about one lakh of rupees which is far from satisfactory. While some portion of this decline may be attributed to the transfer under the new Educational rules of grants-in-aid to secondary institutions from Local to Provincial funds direct, any saving so effected should have been devoted by Local Bodies, as it was intended it should be, to the development of elementary education, both of boys and girls. The large Provincial grants for the maintenance of schools under public management are not intended to relieve Local Bodies of expenditure on elementary education which it is their legitimate duty to foster. They are intended only to supplement the funds which these bodies possess and to help in introducing extensions and improvements which but for such help could not be carried out. The fee income rose during the period by 20 per cent. There was a decrease of about 7 per cent. under private funds. The indirect expenditure also increased from 20.84 to 26.78 lakhs. The direct expenditure from Provincial revenues on Government institutions increased, but on Board and Municipal schools it showed a large decline owing to the exclusion of these institutions from the Grant-in-Aid Code. This decrease was however more apparent than real; for instead of grants to single institutions, consolidated grants were given to Local bodies for general purposes of education. The expenditure incurred from the three classes of public funds on aided institutions showed large variations owing to the relief granted to Local and Municipal funds from liability to pay grants other than teaching grants to elementary schools. The average annual cost of education per head of population was As. 4 and the cost to public funds approximately 1½ annas. Of the total expenditure 43½ per cent. was devoted to elementary, 27½ per cent. to secondary, 13½ per cent. to collegiate and 9.6 per cent. to special education.

4. *General statistics.*—During the quinquennium the total number of institutions, public and private, rose from 26,491 to 28,734 or by 8.6 per cent. and their strength from 861,641 to 1,007,118 or by nearly 17 per cent. This is the first time that the number of pupils has reached the figure of one million. The increase was general but in four districts there was a decrease. In Gôdâvâri and Nellore, the decrease was due to the change in the boundaries of the districts, while in Bellary and Anantapur, it was probably due to the prevalence of plague. Under public institutions, there was an increase of 11.8 per cent. in number and of 18 per cent. in strength, while under private institutions although there was a fall of about 4 per cent. in number, their strength rose by 8.6 per cent. The number of local board and municipal schools increased by 333 and their strength by 1,027, the increase occurring mainly in 1906-1907, and being due to the establishment of a large number of elementary schools in the rural areas with the aid of the recurring grant of six lakhs. The Government institutions numbered only 378 against 419 in 1901-1902, although their strength rose from 5,673 to 23,453. The percentage of boys and girls under instruction to those of school-going age calculated at the rate of 15 per cent. on the total population according to the census figures of 1901, advanced from 25.6 to 29.8 in the case of boys and from 4.2 to 5.7 in the case of girls. The largest increase occurred in the primary stage of instruction. The number of pupils in this stage in public schools was 795,551 against 671,546 in 1901-1902 and 30,269 in 1896-97. Although the percentage of pupils at school has been calculated on the census figures of 1901, there can be little doubt, allowing for the normal growth of population, that substantial progress has been made in elementary education during the quinquennium.

Of the total expenditure private funds contributed nearly 25 lakhs or an increase of about 9 per cent. over the amount contributed in the previous quinquennium. This increase was, however, confined to indirect expenditure which rose by 3 lakhs or by about 50 per cent. of which the major portion was spent on hostels. In direct expenditure from private sources there was a fall of one lakh or about 7 per cent. which occurred mainly under University and Secondary Education. Of the total expenditure on education 26.78 lakhs were spent indirectly and of this amount as much as 7½ lakhs were devoted to hostels and boarding houses.

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The Governor in Council entirely agree with him in the conclusion that the spread of secondary education in this Presidency is not so pressing a matter as the improvement of teachers in secondary schools for boys 1906-1907 while the number of untrained teachers fell from 725 to 691. The improvement in the qualifications of teachers is gratifying, but much yet remains to be done.

7. *University education.*—The salient features of collegiate education during the quinquennium were (1) the passing of the Indian Universities Act, 1904, which modified in several important respects the constitution of the University, (2) the inspection of the affiliated colleges by a Committee appointed by the University and (3) the framing of new regulations under the Universities Act which affected important changes in the courses of studies and the examinations in Arts. The conclusions arrived at by the Committee of Inspection are summarized by the Director in paragraphs 39 to 43 of the report under review, which also enumerates the main defects which marred the educational methods adopted in the college. Since the close of the quinquennium large assignments from the special University grant have been made to the Colleges to aid them in remedying the defects brought to notice. Of the special grant made by the Government of India for University education, only a small portion was utilized during the quinquennium on the payment of travelling allowance to fellows, the inspection of affiliated colleges, the supply of mathematical instruments to colleges and the institution of lectures on modern methods of teaching mathematics. The number of first-grade colleges remained the same, namely 11, but the number of second-grade colleges fell to four. The strength of the Arts Colleges rose during the period from 3,779 to 4,300, or by about 24 per cent. and of these 3,856 were in the First in Arts classes against 2,581. The number of pupils in the M.A. classes was 35 against 26, while 20 candidates passed for the degree of M.A. or double the number in 1901-1902. The average annual expenditure on Arts Colleges during the quinquennium was Rs. 2.39 lakhs were provided from Provincial revenues, Rs. 2.77 lakhs from fees and Rs. 1.34 from private sources. The average cost of educating each student was Rs. 164 against Rs. 195 for the previous quinquennium, to which fees contributed Rs. 66 against Rs. 61.

The new University Regulations are discussed in paragraphs 44 to 47 of the Report. The most important change was in the scheme of studies and examinations. It was felt that the old intermediate or A. course had too little connection with the high school course on the one hand and the degree course on the other. A new intermediate course, was therefore devised which would afford a continuous connection between the other two courses. Under the new scheme, the degree course was itself changed and now consists of a pass and an honours course. The importance of English, a knowledge of which is essential to those who wish a liberal education, was clearly recognised. The subjects of study were thoroughly revised to give effect to the new scheme, and it is possible now for a student to obtain a sound knowledge of a subject in place of the superficial acquaintance which there is reason to believe he often possessed under the old curriculum. These changes are fundamental and will be introduced gradually to prevent dislocation. They will not come into full force till 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

8. *Female education.*—It is gratifying to note the steady increase in the numbers of girls who are under instruction. They rose from 130,432 to 164,706 or by 26 per cent. The increase took place in all steps of instruction and was most marked in the lower primary stage. The Government Girls' schools have been reorganized, new schools have been opened, teachers better paid and accommodation improved. The education of girls has shown little advance still it is disappointing that the progress in paragraph 112 of the report will produce a better result. The total number of institutions for girls increased from 1,070 in 1901-1902 to 1,258 in the year under review.

9. *Special education.*—The number of institutions for special education including professional colleges increased during the quinquennium from 140 to 165 and the number of scholars in them from 5,839 to 7,429. Although the number of training schools increased only by two, the number of students under training in them rose by 506. The largest increase was in the strength of the Government Training schools, of which the staff, accommodation and equipment were considerably improved during

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Where the specialization of studies has in the curriculum has not proceeded so far is a question on which the Govt. Labors have grave doubts.

There was also an increase, though not very marked, in the number of pupils in the higher stages of instruction. The number of pupils in the secondary stage in institutions recognized by the department rose from 51,436 to 63,128. The strength of the arts colleges affiliated to the University was 4,687 in 1906-1907 against 3,779 in 1901-1902.

5. *Elementary education.*—With the introduction of the revised Grant-in-Aid Code in 1906, the old term 'primary' has ceased to exist in the classification of schools. As mentioned in paragraph 1, the Code introduced a sharp distinction between elementary and higher education, and where the education of the masses is concerned the bulk of the old lower secondary schools have become primary schools. In the secondary schools under the new classification the instruction in the lowest classes is no longer on quite the same lines as in the elementary schools, but is designed as a preparation for higher education. The scope of instruction in elementary schools is outlined in paragraph 3 of the report, and though the number of complete elementary schools is as yet low, it is hoped that when the people come to recognise the value of a sound elementary education, the number will greatly increase. For the purposes of this review, however, it will be convenient, when comparing present conditions with those in the previous quinquennium, to refer to 'primary' schools though that word has no definite place in the present system. The total number of boys in the primary stage on the 31st March 1907 was 843,111 against 751,097 at the end of the previous quinquennium and of these 692,409 were in schools under public management compared with 588,628. The advance was largest under Local Board and Municipal schools. The expenditure on public primary schools for boys rose during the quinquennium from Rs. 19.55 lakhs in 1901-1902 to Rs. 25.45 lakhs in 1906-1907. The average cost during this period of educating a pupil in a primary school was Rs. 3-12-4, of which Rs. 2-3-0 was met from public funds. The corresponding figures for the previous quinquennium were Rs. 3-4-0 and Rs. 1-3-0 respectively. The total average annual expenditure in the last quinquennium was 23.6 lakhs against 18.75 lakhs for the period ending 1901-1902. The number of teachers employed in public primary schools rose from 23,909 in 1902 to 28,516 in 1907 or an increase of 23 per cent. It is satisfactory to note that during the quinquennium the number of trained teachers employed in these schools has increased by 50 per cent.

6. *Secondary education.*—Under the present Code the term 'secondary' as applied to schools denotes schools which are designed to impart instruction which will fit a student for a collegiate course. The instruction is continuous from the lowest to the highest forms and is designed to be distinct from those in elementary schools. For purposes of comparison it is, however, necessary to retain the old nomenclature as in the case of primary education. During the quinquennium the number of public upper secondary schools for boys rose from 157 to 171, while the number of lower secondary schools remained practically stationary. The number of pupils in the upper secondary schools rose from 4,643 to 57,642 or by 26.3 per cent. and in the lower secondary schools from 37,480 to 39,934 or by 5.5 per cent. There was a corresponding increase in the total expenditure in upper secondary schools from Rs. 12,24,761 to Rs. 14,45,423 and in the lower secondary schools from Rs. 5,31,312 to Rs. 6,49,819. The average cost per pupil during 1906-1907 in the former schools was Rs. 27, of which Rs. 12-5-6 was met from fees and Rs. 3-10-0 from Provincial, Local and Municipal funds. In lower secondary schools the average cost was Rs. 16-8-4, of which Rs. 8 and Provincial, Local and Municipal funds Rs. 4-5-4. The average cost per pupil in upper secondary schools was Rs. 19-5-6 against Rs. 13-9-0 and in lower secondary schools Rs. 8 against Rs. 7-11-0. Though the above statistics would seem to show that the progress hitherto made has not been very great, yet there is evidence that secondary education is making a distinct advance. It is too early yet to foresee the effect of the new rules. Dr. Bourne supports the position in paragraph 68 of his report.

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the period. The majority of the Government Training schools and some of the aided schools were provided with school museums and school gardens, while most of the aided schools made arrangements for boarding their students. The holding of special classes during the Christmas vacation at Saidapet for the benefit of the staff of training schools was a special feature of the period. The principles on which teachers should be trained were completely revised. Under the old system it was thought that all that a prospective teacher required in a training school was a knowledge of how to teach and that the amount of general knowledge he already possessed was sufficient for all practical purposes. In paragraph 84 of his report, Dr. Bourne points out the defects in the old system. Accordingly a new scheme was devised which extended the course of training from 1½ to two years and aimed at making it principally a general educational course. This scheme is a great improvement on the old one and will be materially aided by the fact that a special Inspector has been appointed to supervise training schools. The expenditure on training schools rose from 1.91 to 2.48 lakhs and the amount contributed from Provincial funds from 1.48 to 1.90 lakhs, respectively. The expenditure on stipends to students under training increased from Rs. 78,000 to 1.03 lakhs, the amount met from Provincial funds having increased from Rs. 76,000 to 1.02 lakhs. There were 76 technical and industrial schools at the end of the quinquennium against 57 at its commencement and the number of pupils in these schools increased by 924. Notwithstanding this increase the condition of technical and industrial education in the Presidency cannot be regarded as satisfactory. A considerable number of Government scholarships are available for those who wish to pursue industrial and technical studies, but in no year of the quinquennium was the full number awarded as the following statement will show :—

Year.	Number of Government scholarships (lakh).	Number awarded.	Total expenditure (from public and private funds) on these scholarships.	Expenditure from Provincial funds on the scholarships.
1	2	3	4	5
			RS.	RS.
1902-1903	100	155	21,253	10,893
1903-1904	180	173	23,900	13,005
1904-1905	234	164	31,735	16,475
1905-1906	260	129	31,183	12,788
1906-1907	203	120	30,024	10,472

These results are disappointing and give rise to serious reflections. The expenditure on technical and industrial schools rose from 2.24 to 3.1 lakhs.

In order to further the development of indigenous industries, the Government of India, who were capable of taking advantage of it with the means of studying the progress made in industries and arts in the most advanced countries of the west. The scheme provides for the award of scholarships the value of each of which is ordinarily £150 a year, exclusive of fee and travelling expenses, and at least one of these scholarships is awarded annually for each province. Owing to the want of suitable candidates possessing the prescribed qualifications, only one scholarship was awarded during the period in this Presidency. The scholarship was awarded for the study of the weaving industry.

10. During the last year of the period under review a new code was introduced for schools for Europeans and Eurasians; the Government of India making a special assignment to enable the grant admissible under the Code to be paid. A special Inspector of European Schools is also appointed. There was however no advance in numbers both as regards schools and scholars and although the total number of Europeans receiving education cannot be said to be unsatisfactory, it is regrettable that only a small proportion of them reached the higher stages of instruction. It is also disappointing to see that notwithstanding the special facilities and concessions offered to Muhammadans there has been but little progress in their education, especially in the higher stages.

11. The Governor in Council desires to record his thanks to Dr. Bourne for the very able and clear account he has given of the progress of education during the past five years. The report is so full that little further can be said. The Government also note the valuable assistance given by Mr. Middlemass to the Director in the preparation of the report.

To the Director of Public Instruction.
 " Local and Municipal Department.
 " Surgeon-General.
 " Accountant-General.
 " Registrar, University of Madras.

Editors' Table.

Endorsement—No. Educational, 3rd December 1907.

Copy to the Government India, Home Department.

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Review of the Report on Public Instruction in the Madras Presidency for the
 quinquennium ending the 31st March 1907.

2 No. EDUCATIONAL, DECEMBER 1907.
 GOVERNMENT OF MADRAS.
 EDUCATIONAL DEPARTMENT.

READ—the following paper:—

Report on Public Instruction in
 ending the 31st March 1907.

the Madras Presidency for the quinquennium

December 1907.

Order—No. Educational, dated

The Director of Public Instruction
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 educational policy formulated

educational events are mentioned
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 replaced by an inspecting officer's examination

revised and much simplified. The system of paying grants by results was
 and replaced by a system of paying grants based on the number of teachers and the

average attendance of pupils. Local Board schools and Municipal schools were
 excluded from the scope of the Code which is now confined to schools under private

management. Schools under public management are not aided by a subsidy paid
 direct by Government. Further, schools for general education were re-classified into

elementary and secondary, the former being intended to provide the great mass of
 pupils with a sound elementary education, and the latter to provide instruction for

those who wish to pursue their studies with the view of entering upon a collegiate
 education. Under the Code grants to elementary schools are paid from Local or

Municipal funds, and other educational institutions are aided from Provincial funds.
 The Educational Rules were revised to the effect of these changes and a new Code of

Regulations for European schools was brought into force. Among other measures of reform may be mentioned the reconstitution of
 the University, the inspection, by a special Committee appointed by the University,

of all colleges affiliated to the University, and the framing of new Regulations under
 the Indian Universities Act, 1904. The Government of India sanctioned a special

grant towards the improvement of University education. A portion of this grant was
 utilized during the period towards meeting the travelling allowance of fellows, the

cost of inspection of colleges and of University lectures and the supply of mathematical
 instruments to aided colleges and steps were being taken to distribute the balance of

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education from the year 1904-1905. The grant of six lakhs was also made for
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Inspector of European and Training

submits his report on the state and progress
 ending 31st March 1907.

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Para. 1 of the Report. page 1.

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G.O. 115-16-20-17-6-4-04 L

Para. 3 on page 2 of the Report.

G.O. 115-25-20-17-29-5-02 XXX

Para. 7 on page 2 of the Report.

G.O. 115-25-20-17-29-5-02 XXX

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G.O. 115-25-20-17-29-5-02 XXX

Para. 4 on page 1 of the Report

G.O. 115-25-20-17-29-5-02 XXX

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G.O. 115-25-20-17-29-5-02 XXX

One of the important results of the abolition
 of the system of results is that it has
 been a great boon to the schools
 for the course of studies in
 the schools is now left to the
 discretion of the headmaster
 who is not bound to follow
 the results of the previous
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There was also an increase, though not marked, in the number of pupils in the higher stages of instruction. The number of pupils in the secondary stage in institutions recognized by the department rose from 59,436 to 68,128. The strength of the arts colleges affiliated to the University was 4,687 in 1906-1907 against 8,779 in 1901-1902.

[illegible]

Para. 59 on page 2 of Report

of the number of

95

Page 26 of Report
Stall N° 58 on page 118 of Vol II

Para. 36 on page 10 of Report

Pages 11-13 of the Report

Q. 11190 SOL 28 3.05 8
Q. 1129 SOL 18 1.06 XII

Para 49 on p. 167 of the Report

Para 50 on p. 17 of the Report
Stall N° 45 on p. 112 of Vol II

Para 51 on p. 17 of the Report

pp. 13-16 of the Report

Stall N° 135 on p. 152 of Vol II of report

Para. 112 p. 44 of Report

Stall N° 78 on p. 127 of Vol II
Stall N° 1 on p. 85 of Vol II

Para. 88-91 on pp. 38-39 of the Report

position in paragraph 63 of his report. The number of trained teachers in secondary schools for boys rose from 1,375 in 1901-1902 to 2,106 in 1906-1907, while the number of untrained teachers fell from 725 to 691. The improvement in the qualifications of teachers is gratifying, but much yet remains to be done.

7. *University education.*—As already observed in paragraph 2 above, the salient features of collegiate education during the Indian Universities Act, 1904, which modification of the University, (2) the inspection appointed by the University and (3) the Universities Act which affected important examinations in Arts. The conclusions are summarized in paragraphs 39 to 43 of the report. The colleges which have been asked to grant ^{by the Government of India} ~~by the Government of India~~ portion was utilized during the quinquennium to follow, the inspection of affiliated colleges and the institution of teaching mathematics. The establishment of importance which occurred during the grade colleges remained the same, namely, fell by four. The strength of the Arts classes 4,687 or by about 24 per cent, and of against 2,581. The number of pupils candidates passed ~~the examination for~~ 1901-1902. The average annual expenditure was Rs. 6,49,415, of which from Provincial revenues, Rs. 2,70,000 sources. The average cost of education for the previous quinquennium, to which the new University Regulations are applied. The most important change was in the scheme of studies and examinations. It was felt that the old intermediate or the high school course on the one hand and the intermediate course was therefore designed to maintain a continuous connection between the other two courses. For and now consists of a pass and an honours knowledge of which is essential to those recognised. The subjects of study were in place of the superficial acquaintance possessed under the old curriculum. These changes are fundamental and will be introduced gradually to prevent dislocation in 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

8. *Female education.*—It is gratifying to note the steady increase in the numbers of girls who are under instruction. The increase took place in all stages of instruction and was most marked in the lower primary stage. The Government girls' schools have been reorganized, new water paid and accommodation improved. Education of girls has shown little advance in paragraph 112 of the report will produce for girls increased from 1,070 in 1901-1902 to 1,258 in the year under report.

9. *Special education.*—The number of professional colleges increased during the number of scholars in them from 5,867 to 5,063. The largest increase was in the staff, accommodation and equipment

The Director has been in this conclusion that the special education in this part is not so far as possible. Of the special education for University education, only a small sum on the payment of travelling allowances, the supply of mathematical instruments, of lectures on the modern methods of a University library is also an event which is under review. The number of first-grade colleges remained the same, namely, fell by four. The strength of the Arts classes 4,687 or by about 24 per cent, and of against 2,581. The number of pupils candidates passed the examination for 1901-1902. The average annual expenditure was Rs. 6,49,415, of which from Provincial revenues, Rs. 2,70,000 sources. The average cost of education for the previous quinquennium, to which the new University Regulations are applied. The most important change was in the scheme of studies and examinations. It was felt that the old intermediate or the high school course on the one hand and the intermediate course was therefore designed to maintain a continuous connection between the other two courses. For and now consists of a pass and an honours knowledge of which is essential to those recognised. The subjects of study were in place of the superficial acquaintance possessed under the old curriculum. These changes are fundamental and will be introduced gradually to prevent dislocation in 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

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They will not come into full force till 1915 and in the meantime transitory regulations have been framed in order to prevent dislocation.

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institutions for special education including the number of scholars in them from 5,867 to 5,063. The largest increase was in the staff, accommodation and equipment

which missed the educational methods adopted

discovered

which also enunciate the main points of the quinquennium. Since the close of the quinquennium large assignments have been made to the colleges to notice defects brought to notice.

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11. The Governor in Council the very able and clear account he has given of the work done in the past five years. The report is so full and so complete that I can also note the valuable assistance given by the various departments in the preparation of the report.

Endorsement—No. Educational,
Copy to the Government

December 1907

Aq. Secretary to Government

Para 140 mp. 52 of Report

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