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[Despatch Abstract.]

Quinquennial Review of Education in India

Recording, with remarks, the letter from the D.P.I. submg a report on the several points raised by the Govt of India in their _____.

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Government {1900} of Madras.

EDUCATIONAL.

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G.O., No. 469, 20th September 1900.

SEPTEMBER.

Quinquennial Review of Education in India.

Recording, with remark, letter from the Director of Public Instruction submitting a report on the several points raised by the Government of India in their resolution on the last —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—Resolution of the Government of India, Home Department (Education), dated Simla, 28th October 1899, No. 495, recorded in G.O., No. 765, Educational, dated 18th November 1899.

Read—also the following paper:—

From the Hon'ble Mr. G. H. STUART, M.A., Barrister-at-Law, Director of Public Instruction, Madras, to the Secretary to Government, Educational Department, dated Madras, 25th June 1900, No. 6091.

With reference to G.O., No. 765, Educational, dated 18th November 1899, I have the honour to submit my remarks on the several points noticed by the Government of India in their resolution on the last quinquennial review of education during 1892–93 to 1896–97.

2. *Controlling Agencies.*—In the table in paragraph 3 of the resolution the number of officers of the Indian and Provincial Educational services in Madras is given as 19 and 32, and the number that would be allotted if the officers were divided among the provinces according to population as 14 and 35 respectively. Of the 19 appointments, however, in the Indian Educational service, only 14 (the Government of India proportion figure) are intended for Principals, Professors, Inspectors and Superintendents, and carry a pay of Rs. 500—50—1,000; the remaining five appointments described below were included in that branch of the service because it was considered desirable that persons possessing the qualification of an English education should be appointed to those places, though the emoluments thereof fell below the maximum limit fixed for officers of the Provincial Educational service:—

(1)	Senior Inspectress of Girls' Schools on	Rs. 500—20—600
(2)	Junior do. do.	„ 450—10—500
(3)	Vice-Principal, Teachers' College	„ 400—20—500
(4)	Do. College of Agriculture	„ 400—20—500
(5)	Superintendent, Presidency Training School for Mistresses	„ 350—10—450

The number of Provincial Educational officers is correctly 34 and not 32, and this figure is within the Government of India proportion. Apparently the Government of India took the figure 32 from Appendix B to their resolution, No. 4, Educational—204—215, dated 23rd July 1896. To the above figure must be added three appointments on Rs. 700, Rs. 700 and Rs. 600, and from the total of 35 appointments must be deducted the headmastership of the Calicut Training College abolished since the submission of the scheme in 1892.

3. *Inspecting Staff.*—(i) The inspection and examination of all institutions in Madras, whether under public or under private management, is entrusted to officers of the rank of Inspectors or Inspectresses, Assistant Inspectors and Sub-Assistant Inspectors; and the Inspection Code embodies the detailed regulations of the department as to the classes of institutions to be ordinarily inspected and examined by each class of the abovementioned officers, and as to the scope and character of their work.

(ii) There are four Inspectors of Schools, each being in charge of a "circle." A circle contains from five to seven revenue districts, the Central and Western Circles having in addition the schools in Bangalore and Coorg respectively. The inspection of second-grade colleges and upper secondary, training and European schools devolves on Inspectors, and the total number of such institutions being less than 200, the staff of Inspectors is fully sufficient for the work. Inspectors also occasionally visit and cursorily inspect primary and lower secondary schools in the course of their tours; but this does not interfere with their ordinary inspection or administrative duties.

(iii) There are nine Assistant Inspectors of Schools, each being in charge of a "division," comprising from two to four revenue districts. The inspection of lower secondary schools and of all primary schools in municipalities (Madras excepted) and at the headquarter stations of Tahsildars, Deputy Tahsildars and Sub-Magistrates

devolves on Assistant Inspectors. These officers are expected to be on tour 180 days in the year, and they have to examine about 250 schools each. No addition to this branch of the inspecting agency is necessary at present.

(iv) There are 62 Sub-Assistant Inspectors of Schools, of whom six are employed in connection with girls' schools and five in connection with Muhammadan and Mappilla schools. The charge of a Sub-Assistant Inspector is called a "range." The inspection of primary schools other than those taken up by the Assistant Inspectors devolves on Sub-Assistants. These officers are expected to be on tour 190 days in the year and they have to examine about 290 schools each. This agency needs immediate strengthening, as the work in some of the ranges is unduly heavy. Five additional Sub-Assistants are immediately required, three for the Northern Circle, one for the Central Circle and one for the Southern Circle. Provision was made in the current year's budget for the employment of two Sub-Assistants in the Northern Circle; but it has since been struck out for want of funds. The examination of nearly 300 schools in a year involves more work than can be expected from a Sub-Assistant if the examination is to be conducted properly and without undue haste.

(v) *Inspecting Schoolmasters.*—The designation "Inspecting schoolmaster" is a misnomer and has misled Mr. Cotton and the Government of India. The Inspecting schoolmasters are not attached to any school, and no inspection work proper is entrusted to them. They were probably so designated because most of them were originally schoolmasters. Their duties mainly consist in travelling constantly through their ranges in supervising the work done in primary schools, in examining the registers, in helping teachers in the organization of their schools, in holding central classes nad giving model lessons and in taking such other steps as may be necessary to develop elementary education. They are virtually supervisors of primary schools, and I would designate them accordingly with a view to remove any misapprehension as to their functions and duties. It is true that, with a view to test the work of the teachers, they examine pupils of the schools they visit in a general way; but no grant has ever been given on the results of such examination. In Madras the progress of education has always been tested by Sub-Assistant Inspectors or Inspecting officers of higher rank and not by inferior officers of the status of Inspecting schoolmasters. The agency of Inspecting schoolmasters is strengthened from time to time as occasion arises and funds permit. All the Inspecting schoolmasters, with three exceptions, are paid from Local funds. The expediency of provincialising this agency has more than once been brought to the notice of Government, and, on a requisition from Government, a scheme was submitted by Dr. Duncan in his letter, No. 11576, dated 13th October 1899, but no orders have yet been received on the scheme, though the provision made on that account in the budget was struck out by Government. The proposal seems to be also in accord with recommendation No. 16 in paragraph 676 (2) of the Education Commission report.

(vi) No reference has been made in paragraph 4 of the resolution to the Inspectresses of Girls' Schools, of whom two are now employed. In the interests of female education the early appointment of a third Inspectress is very necessary, but the Government of India has deferred consideration of the recommendation of the Madras Government on this subject pending a reply to the resolution under reference—G.O., No. 32, Educational, dated 25th January 1900.

4. *Other Controlling Agencies.*—The department has recognized the importance of the recommendations referred to in paragraph 5 of the Government of India resolution. In the Inspection Code, "Inspecting officers" are enjoined "to enlist the sympathy of members of local boards and panchayats, civil officers, managers of schools and other persons of light and leading, in the cause of education, by conferring with them generally or by inviting them to be present at their inspection, when convenient, especially when such examinations are held in Darbar." The Collectors of districts are ex-officio Presidents of Local Boards and it is not unusual for Collectors to visit and occasionally inspect schools. All reviews of inspection reports are sent to Collectors for information. I am drawing the attention of inspecting officers again to the existing rulings on the subject and to the Government of India's observations and would suggest to Government the desirability of issuing a circular to Collectors and their subordinate revenue officers inviting their attention to the remarks of the Government of India.

5. *Collegiate Education.*—(i) Variations from year to year in the results of the University examinations have been noticed in the annual reports of public instruction and must be attributed to several causes. The University endeavours to secure as far as possible uniformity of standard in its examinations, but variations cannot altogether be avoided in public examinations attended by a large number of candidates involving necessarily the employment of a large number of examiners. The University may be required to consider whether the appointment of moderators will improve matters.

(ii) As regards the entries in general table VI referred to by Mr. Cotton on page 74 of his review, I beg to state that the headings in this table are those prescribed by the Government of India, and they could not be altered so as to meet the requirements of this Presidency. Hence the results of the B.A. degree examination had to be exhibited in three distinct lines as the examination consists of three divisions which might be brought up in any order. The Science division is generally taken up last, and hence the figures relating to that division are given against the heading "Bachelor of Arts", while the results of the other two divisions are shown separately.

(iii) The Department of Public Instruction in Madras has been closely following, in both letter and spirit, the recommendations of the Education Commission and the Government of India in regard to collegiate education, as will be shown presently and must be acquitted of the charge that it has done anything to ignore the orders of the supreme Government. At the close of 1882–83, it had three first-grade colleges (Presidency, Kumbakónam and Rajahmundry) and seven second-grade colleges (Berhampur, Bellary, Cuddalore, Madura, Salem, Calicut and Mangalore). At the close of 1896–97, it had three colleges of the first grade and only one of the second grade, three second-grade colleges (Berhampur, Cuddalore and Madura) having been transferred to native committees, two (Bellary—with its standard reduced—and Salem) having been transferred to Municipalities and one (Calicut) having been closed. My predecessor, Dr. Duncan, proposed the transfer of the only remaining second-grade college (Mangalore) to a local committee, but Government did not approve of his proposal (G.O., No. 793, Educational, dated 28th December 1896) on the ground that the cause of education in South Canara would suffer by the withdrawal of departmental control over the college.

I append below certain figures relating to Government colleges for the ten years ending with 1896-97 :—

Year.	Grade.	Number	Average number on the rolls.	Total cost.	Cost to Government.	Cost per head.	Cost to Government per head.	Fees.	Percentage of fees to cost.
				Rs.	Rs.	Rs.	Rs.	Rs.	
1887-88	1st grade.	3	616	1,75,872	1,35,615	286	220	39,476	22
	2nd ,,	4	259	20,538	5,569	79	22	14,178	69
1888-89	1st ,,	3	649	1,80,664	1,37,246	278	211	42,718	24
	2nd ,,	2	159	18,125	6,406	114	40	10,938	60
1889-90	1st ,,	3	631	1,92,045	1,51,004	304	239	40,225	21
	2nd ,,	2	158	14,455	4,705	91	30	8,970	61
1890-91	1st ,,	3	619	2,06,626	1,66,898	334	261	38,492	19
	2nd ,,	2	119	13,014	5,616	109	47	6,625	51
1891-92	1st ,,	3	643	1,95,892	1,51,233	305	235	43,155	22
	2nd ,,	1	60	10,164	5,975	169	100	3,508	34
1892-93	1st ,,	3	751	2,05,227	1,53,811	273	205	50,493	25
	2nd ,,	1	53	6,861	3,387	129	64	2,924	43
1893-94	1st ,,	3	738	1,92,968	1,42,729	261	193	49,301	26
	2nd ,,	1	47	5,467	2,106	116	45	2,822	52
1894-95	1st ,,	3	708	1,97,761	1,49,066	279	211	47,609	24
	2nd ,,	1	48	5,820	2,437	121	51	2,723	47
1895-96	1st ,,	3	692	2,06,493	1,55,777	298	225	49,710	24
	2nd ,,	1	53	6,380	1,865	120	35	3,633	57
1896-97	1st ,,	3	652	2,01,432	1,49,289	309	229	51 708	26
	2nd ,,	1	66	7,003	1,674	106	25	4,339	62

It will be seen that in Government first-grade colleges the average number on the rolls rose during the decade from 616 to 652, the total expenditure by Rs. 25,560, the net cost to Government by Rs. 13,674, and the fee income by Rs. 12,232. The cost to Government per head advanced during the period from Rs. 220 to Rs. 229, while the percentage of fees to cost was 26 in 1896–97 against 22 in 1887–88. Of the increase of Rs. 25,560 in the gross expenditure, Rs. 25,538 appertained to the Presidency College and Rs. 1,694 to the Kumbakónam College, while in the case of the Rajahmundry College there was a decrease of Rs. 1,672. The increase in the cost of the Presidency College was due largely to the creation of the following appointments during the decade :—

	Rs.
(1) Professor of Physics	500–50–1,000
(2) Assistant to the Professor of Physics	75
(3) Lecturers in Botany and Animal Physiology	350
(4) Additional Junior Assistant Professor	125
(5) Latin Master	100

and partly to increments to salaries and extra expenditure in connection with the working of the physical, chemical and biological laboratories. The appointments (1), (2) and (3) were created with a view to provide for the teaching of all the scientific subjects included in the new B.A. curriculum. The fourth appointment was rendered necessary by the increased strength of the college, the average number on the rolls having risen from 232 on the 31st March 1888 to 411 on the corresponding day in 1897. A Latin master had to be appointed because of the increased number of students who desired to be instructed in that language. Nearly three-fourths of the total increase in expenditure appertained to the new appointments above referred to. The increased outlay on the Kumbakónam College was the result of the re-organization of the college under G.O., No. 181, Educational, dated 16th March 1885 : it was some time before the full financial effect of the change was realized.

During the decade the scale of fees was raised thrice, and the different scales, so far as the Presidency College is concerned, are compared below :—

—	Previous to 1st January 1887 per term.	From 1st January 1887 per term.	From 1st January 1892 per term.	From 1st January 1896 per term.
	Rs.	Rs.	Rs.	Rs.
B.A. whole course	30	36	41	52
English language Course only	..	18	14	18
Second language course only			7	9
Science course (Branch II or III only)	..	20	23	35
Science course (do. I, IV, or V only)				30
F.A. course	30	30	35	38

The fee for the full B.A. course was thus raised during the period by 73 per cent. and that for the F.A. course by 27 per cent. In consequence of the introduction of the enhanced scale on the one hand, and improved strength on the other, the fee income of the Presidency College advanced from Rs. 16,457 in 1887–88 to Rs. 33,810 in 1896–97 or more than doubled itself, and the increase in fees thus met about two-thirds of the total additional cost. The Government of India will thus be pleased to note that the expenditure on Government Colleges was not unnecessarily increased and that the department did not lose sight of the principle that additional expenditure should as far as possible be met from additional fee revenue. If the quinquennium ending with 1896–97 alone be taken into account, it will be found that the expenditure on Government first-grade colleges decreased during the period and that the fee revenue made a slight advance, though the average number on the rolls fell from 751 to 652.

Nor was the recommendation of the Education Commission in regard to the extension of higher education through the agency of private effort overlooked by the Madras Educational Department. The following figures relating to aided colleges for the ten years ending with 1896–97 speak for themselves :—

Year.	Number of aided colleges.		Average number on the rolls.		Grants-in-aid.		Fees.	
	First grade.	Second grade.	First grade.	Second grade.	First grade.	Second grade.	First grade.	Second grade.
					Rs.	Rs.	Rs.	Rs.
1887–88	7	14	1,276	531	47,951	14,093	67,719	28,610
1888–89	6	15	1,235	482	41,998	20,314	67,729	26,955
1889–90	6	15	1,225	519	48,724	24,404	70,740	28,962
1890–91	7	17	1,443	630	57,444	23,071	80,288	33,893
1891–92	7	17	1,535	635	57,221	23,133	91,731	36,046
1892–93	8	17	1,752	708	67,353	22,235	94,840	33,295
1893–94	7	19	1,693	649	67,989	23,568	90,800	28,330
1894–95	7	20	1,617	615	67,770	24,960	93,782	27,342
1895–96	7	17	1,516	564	69,045	25,055	82,058	27,783
1896–97	7	19	1,662	710	65,410	23,571	84,902	32,914

During the decade the number of aided colleges increased by five, the average number on the rolls by 565 or 31 per cent., the grant-in-aid from Government by Rs. 26,937 or 43 per cent., and fees by Rs. 21,487 or 22 per cent. It will be noted that the increased contribution from Provincial revenues in the shape of grants-in-aid was about twice as much as the increased net cost to Government of Government colleges, that the average grant per student rose from Rs. 34⅓ to Rs. 37½ and that therefore the department cannot be charged with any partiality in favour of Government institutions or with any transgression of the principle enunciated by the Government of India, viz., that the improvement and extension of institutions under private management should be the principal care of the department.

The standard rate of fees in colleges under private management was thrice raised during the ten years ending with 1896–97 :—

—	Previous to 1st January 1887 per term.	From 1st January 1887 per term.	From 1st January 1892 per term.	From 1st January 1896 per term.
	Rs.	Rs.	Rs.	Rs.
B.A. whole course	25	30	36	42
English language division only	..	..	18	14
Second do. do.	..	..		7
Science division { Branch II or III only	..	15	20	25
Science division { Branch I, IV or V only	..			23
F.A. course	25	30	30	34

Nevertheless the fee income did not increase in proportion to the average number on the rolls and the average fee in 1896–97 was Rs. 50 against Rs. 53 in 1887–88. How far this was due to the discretion as to the rates and levy of fees given to managers in the Fee Notification which came into effect from the 1st January 1892 and how far to the exaggerated figures in the returns furnished by managers previous to 1892 when fees were required to be levied at certain prescribed rates it is not easy to ascertain. On the one hand, it cannot be denied that under the old compulsory Fee Notification the figures in the fee returns were to a large extent fictitious, owing to the practice followed by some managers of paying the compulsory fee or a portion of it from their own pockets or from a special "fee fund": on the other hand, under both the compulsory and the voluntary fee system competition between colleges in the same neighbourhood (a competition stigmatized as "unwholesome" and "*unfair*" by those who do not succeed in it) has in some cases had the effect of making collegiate education cheaper to the student, by lowering the fees actually charged and by increasing the number of free or partially free scholarships. The question of re-imposing a compulsory scale of fees has lately again been raised. The arguments

against such a scale which were stated in the Government order instituting the present system in 1892 seem to me to be irresistible; but with the view of ascertaining the opinions of those who are principally concerned in the matter, I have recently called upon managers of all aided and unaided colleges and secondary schools to report whether the existing system has worked well and may be continued or whether they wish to have a compulsory fee rate. Twenty-seven colleges have up to date replied, 17 being for the continuance of the present regulations. Father Sewell, who is the manager of one of the largest and most important of the aided colleges in Southern India, the St. Joseph's College, Trichinopoly, states as his opinion "not only that the present system has been found to work harmoniously and well but that a return to a compulsory fee rate could only be followed by the same calamitous results to public morals which brought the former Fee Notification into disrepute with the great majority of the educationists of the day and necessitated its abolition in 1892." The Reverend G. H. Smith, Principal of the S.P.G. College, Trichinopoly, a college whose fee collections are no doubt affected by the presence of its wealthy neighbour, writes that he has "no hesitation in saying that a compulsory rate of fees would be welcomed by all managers of schools and colleges, would increase immensely the efficiency of education generally, would restore it to its proper status in the eyes of the people of India, *provided* that the educational authorities can devise some means for insuring the *bonâ fide* collection of fees at the rates appointed, *i.e.*, that the fee returns should give the actual cash paid by students, their parents or guardians, instead of imaginary sums paid by friends in Europe or elsewhere or nominally by members of the staff. Unless such provision can be made, a compulsory fee rate will be no remedy for the present troubles, but a serious aggravation of them." There is absolutely no means of preventing a manager or any one else interested in a college from helping the students to pay their fees even if such prevention were desirable. I propose to address Government on the whole question as soon as I hear from all managers. From Bengal I learn that no prescribed scale of fees is in force and I am informed that the same is the case in Bombay, though the department sees that a reasonable fee is levied; I also understand that no scrutiny of fee receipts in aided colleges is exercised in either of the above provinces. So far as I can see at present, the best way of inducing aided colleges to co-operate in the gradual raising of fees so that less and less aid may be required is to reduce grants gradually and at the same time to raise the standard rates of fees. This will in many cases compel managers to raise the rates at which they actually charge fees so as to make up for the loss of grant. The rates of fees in colleges under public management would, of course, be simultaneously raised proportionately or more than proportionately. If this process be carried out, some of the weaker colleges may perhaps go to the wall in the competition with their wealthier rivals, but I do not think that this is a matter with which the department should concern itself as long as the provision for collegiate education is ample, as it certainly is at present. Through its rules of recognition and its annual inspections, the department is in a position to see that the education, moral and intellectual, given in schools and colleges is of the kind desired by Government; and as long as this is the case, it is unnecessary to interfere with the financial arrangements of these institutions. On this subject also I purpose addressing Government shortly.

(iv) Lord Wenlock's speech, referred to in paragraph 8 of the Government of India resolution, was unfortunately worded and not quite in accord with facts and figures. I have shown already that, comparing the first and the last year of the decade ending with 1896–97, the increase in the grant from Provincial funds to aided colleges was about twice as much as the increase in the outlay from the same funds on Government colleges. Lord Wenlock's speech was made with reference to the Hon'ble Dr. Miller's observations, who remarked at a meeting of the Legislative Council that an additional grant would be easily got for a scheme connected with Government institutions as in the case of the Rajahmundry Training College, but not so for a scheme connected with the improvement of an aided institution. Dr. Miller himself then explained "I am very far from saying anything against the Rajahmundry College and very far from bringing any general charge against the Government of discouraging private education. I only wanted to point out that there was elasticity in the one and inelasticity in the other case." The proposal, which has since been

carried out, to start a college at Rajahmundry in order to train teachers for employment in the Telugu districts, did not involve any additional cost to Government, and the establishment of such a college was in itself highly desirable. Dr. Miller evidently did not care to ascertain whether any extra money was spent by Government on the Training College or not, and Lord Wenlock was apparently not fully informed. The Madras Christian College received in salary grants Rs. 19,501 in 1888–89, which rose to Rs. 20,081 in 1889–90, to Rs. 22,321 in 1890–91, to Rs. 23,055 in 1891–92, to Rs. 27,208 in 1892–93 and Rs. 28,205 in 1893–94, showing an increase of nearly nine thousand rupees in six years, and sufficient elasticity of funds so far as this particular college at least was concerned, and so Dr. Miller was unable to bring home to Government a definite charge of discouragement of private effort. Had His Excellency Lord Wenlock been aware of these facts he would not and could not have made the unfortunate statement referred to.

Lord Wenlock's statement has been utilized in certain quarters for all it is worth; but I submit that the Educational Department should not be judged by a casual remark of this kind, even when uttered by a gentleman in the high position occupied by Lord Wenlock; it should be judged rather by the actual work it has been able to accomplish with the scanty resources placed at its disposal.

Equally unfortunate is the statement in the Madras Report quoted in paragraph 71 of Mr. Cotton's review and referred to by the Government of India. It has plainly been made from a misapprehension of the facts of the case. Under the Grant-in-aid Code and the Fee Notification Government grant to an institution is limited to its net expenditure, *fees being calculated at the standard rates*, and no portion of the grant can, therefore, be considered as a subsidy intended to help a manager in recouping the loss of income from fees. No doubt most managers have shown a tendency to levy fees at rates lower than the standard rates. But this loss they make good and are expected to make good, not from increased grant, but from their private resources.

From a perusal of the figures given below the Government of India will be pleased to see that Madras has been encouraging private effort more than either Bengal or Bombay if the total grants paid to colleges be taken into account, and paid on an average more than twice as much as in Bengal for each student in an aided college:—

Year.	Madras.				Bombay.				Bengal.			
	Number of colleges.	Average number on the rolls.	Government grants.	Grant per head.	Number of colleges.	Average number on the rolls.	Government grants.	Grant per head.	Number of colleges.	Average number on the rolls.	Government grants.	Grant per head.
			Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
1892–93 ..	25	2,460	88,258	36	4	631	40,400	64	7	1,154	25,120	22
1893–94 ..	26	2,342	90,554	39	5	941	44,825	48	8	1,296	26,153	20
1894–95 ..	27	2,232	90,347	40	5	1,024	47,927	47	8	1,340	25,624	19
1895–96 ..	24	2,080	89,930	43	5	1,007	47,707	47	7	1,432	25,373	18
1896–97 ..	27	2,375	87,813	37	5	950	49,942	53	7	1,426	25,293	18

6. *Secondary education.*—(i) The number and strength of Government, local fund, municipal and aided secondary (upper and lower) schools, English and vernacular, at the close of each year of the quinquennial period, are compared below:—

Year.	Government schools.		Local Fund schools.		Municipal schools.		Aided schools.	
	Number.	Strength.	Number.	Strength.	Number.	Strength.	Number.	Strength.
1892–93	44	3,418	126	8,797	23	2,710	304	34,612
1893–94	40	3,510	124	9,929	23	3,024	272	35,454
1894–95	22	2,743	132	11,553	23	3,308	271	38,962
1895–96	16	2,427	130	12,093	25	4,038	279	41,617
1896–97	16	2,405	124	12,032	27	4,324	297	46,167

Of the Government schools on the 31st March 1897, six were practising sections of training institutions, one was the school department of the Mangalore College, one the general education classes of the School of Arts, one the Lawrence Asylum, Ootacamund, one the Madrasa-i-azam (intended for Muhammadans) and six were in the Agency tracts of the Northern Circars. None of the Government schools at the close of the quinquennium was thus superfluous. There were no noteworthy fluctuations in local fund and municipal secondary schools and many of these schools cost the managing boards very little, while some were fully self-supporting from fees and Government grants. Care is taken to see that expensive board secondary schools are reduced to the primary grade. Aided secondary schools did not increase rapidly and this must be attributed to the stringency of the Educational Rules. Managers of upper primary schools are frequently unable to raise their schools to the lower secondary standard because they cannot fulfil the conditions of recognition, the fulfilment of which involves some expenditure of funds; they cannot count upon aid before they secure the privilege of recognition. No effort is made to extend secondary education to places where there is no local demand or no local co-operation.

(ii) At the close of 1892–93 there were 44 Government secondary schools, and the number fell to 16 at the close of 1896–97. This reduction and the fact that of the 16 schools, six were practising sections and six were schools opened in the Agency tracts go to show that the Madras Government has given as much effect as possible to the recommendation of the Education Commission that the Education Department should gradually withdraw from the direct management of secondary schools. As many as 14 out of 22 districts had no Government secondary schools at all on the 31st March 1897, and in three more districts, viz., Ganjám, Vizagapatam and Gódávari, the only Government secondary schools were in the Agency tracts.

(iii) During the quinquennium ending with 1896–97, English secondary schools in Madras fell from 491 to 394, while vernacular secondary schools rose from 89 to 149. The importance of imparting instruction through the medium of the vernaculars has never been lost sight of in this Presidency. Under the Primary, Lower Secondary and Upper Secondary Examination notifications, all the examinations are open to candidates who are not acquainted with English, *i.e.*, to candidates who have received instruction through the medium of a vernacular. A conference was held at my office in December last to consider what changes, if any, were necessary in the curriculum laid down in the Educational Rules; and in reply to the question "whether in schools other than those for Europeans the pupils' vernacular should be made the first language and thus the medium of instruction and, if so, under which standards", the conference resolved that "while this conference thinks that perfect liberty should be left to managers to adopt whatever language they please as the medium of instruction, it is of opinion that managers of schools other than those for Europeans should be advised to adopt the vernacular as the medium of instruction up to and including the third form", *i.e.*, up to the close of the lower secondary stage. The above measures sufficiently safeguard vernacular education. While the Fee Notification prescribes a compulsory fee for all English schools under public management and a standard fee, by which grants-in-aid are regulated, for all aided English schools, the levy of fees in vernacular schools is left entirely to the discretion of the controlling authority or manager. The effect of these regulations will be seen from the figures in Mr. Cotton's review referred to by the Government of India, which indicate that while fees met 56 per cent. of the expenditure in English secondary schools, they met only 27 per cent. of the expenditure in vernacular schools. The expenditure from Provincial revenues was between 14 and 15 per cent. in both classes of schools.

(iv) In Madras an examination known as the Upper Secondary Examination was instituted in 1889 as an alternative to the Matriculation Examination. It consists of two parts—the compulsory portion, embracing English, a second language, mathematics and history and geography, and the optional portion, embracing any two subjects of the Government Technical Examination scheme which provides for examinations in engineering, physical science, hygiene, agriculture, veterinary science, commerce, music, drawing, wood-work, metal-work, and several other practical subjects. The University has refused to consider this examination as equivalent to its Matriculation Examination. The new examination has not proved a success, though the syllabuses

have been frequently amended, as will be seen from the account given of it in the annual reports on public instruction, and though the passed candidates are eligible for superior appointments on Rs. 15 and above in the Government service. During the past ten years only 30 candidates have passed the examination completely. The special classes opened in a few high schools to prepare candidates for the examination failed to attract good pupils in sufficient numbers and had to be closed. There is no probability of any examination of the kind competing successfully with the Matriculation Examination so long as the latter is recognized as qualifying for entrance to Government service.

7. *Primary education.*—(i) The number and strength of arts colleges and secondary and primary schools for boys and girls so widely vary that a comparison of percentages of increase cannot represent the rate of progress correctly and is misleading. In the following summary will be found the increase (+) or decrease (—) in institutions and scholars for the ten years ending with 1896–97 : the first and last rows give the total number of institutions and scholars in 1886–87 and 1896–97, respectively :—

Year.	Number of Institutions.					
	Colleges.		Secondary schools.		Primary schools.	
	For males.	For females.	For boys.	For girls.	For boys.	For girls.
	1	2	3	4	5	6
1886-87	31	..	554	193	13,358	707
	Increase or decrease in the number of institutions.					
1887-88	+ 3	..	+ 16	— 21	— 57	— 57
1888-89	— 2	..	+ 18	+ 17	+ 499	+ 27
1889-90	..	..	— 36	+ 29	+ 842	+ 6
1890-91	+ 3	..	+ 4	+ 41	+ 2,515	+ 45
1891-92	..	..	+ 24	— 26	+ 902	+ 68
1892-93	..	..	+ 14	— 10	+ 1,038	+ 12
1893-94	+ 1	..	— 54	— 11	+ 120	— 1
1894-95	..	..	— 12	— 8	— 365	— 40
1895-96	..	+ 1	..	+ 4	+ 417	— 4
1896-97	..	..	+ 15	— 3	+ 723	+ 37
1896-97	36	1	543	205	19,992	800

Year.	Number of Scholars.					
	Colleges.		Secondary schools.		Primary schools.	
	For males.	For females.	For boys.	For girls.	For boys.	For girls.
	7	8	9	10	11	12
1886-87	2,979	..	53,285	15,371	358,641	26,247
	Increase or decrease in the number of scholars.					
1887-88	+ 57	..	— 610	— 144	+ 7,246	+ 54
1888-89	+ 33	..	+ 2,454	+ 1,634	+ 23,507	+ 155
1889-90	— 26	..	— 3,051	+ 1,997	+ 25,549	— 414
1890-91	+ 162	..	— 1,639	+ 3,018	+ 63,056	+ 1,239
1891-92	+ 613	..	+ 2,933	— 1,046	+ 39,639	+ 3,793
1892-93	— 281	..	+ 4,427	+ 126	+ 32,808	+ 1,383
1893-94	— 207	..	+ 1,885	— 132	+ 2,835	— 81
1894-95	— 145	..	+ 4,780	— 491	— 7,244	+ 178
1895-96	+ 211	+ 4	+ 4,009	+ 425	+ 13,328	— 88
1896-97	+ 140	..	+ 2,951	+ 228	+ 24,599	+ 1,456
1896-97	3,536	4	71,424	19,186	583,964	33,922

It will be seen that while colleges for boys increased by five with 557 students and secondary schools for boys fell by 11, though with an increase of 18,139 pupils, primary schools for boys advanced by 6,634 with 225,323 pupils during the period. Thus the whole of the total increase in institutions for boys and 92·3 per cent. of the total increase in scholars therein appertained to primary schools. The figures relating to pupils in secondary schools include those relating to pupils in the primary departments of those schools, general table 3 not showing pupils in secondary schools according to stages of instruction. The figures in the margin give the variations during the quinquennium under review and show that the whole of the total increase in institutions and nearly 79 per cent. of the total increase in pupils appertained to primary schools. A full account of the condition and prospects of primary education will be given in the annual report for 1899–1900, for which statistical information is being collected.

	Schools.	Scholars.
Colleges	+ 1	— 282
Secondary schools ..	— 37	+ 18,052
Primary schools ..	+ 1,933	+ 66,326

(ii) Viewing the rate of progress of primary education, however, without reference to collegiate and secondary education, the progress, it must be admitted, was slow and not at all encouraging. But it is not possible to present a better record until means can be devised to place more funds at the disposal of the department for expenditure on grants-in-aid. The primary education of boys in municipalities is a charge on municipal funds and in most municipalities primary education is in a satisfactory condition and those bodies do not generally grudge an increase in the allotment for education when it is found to be necessary. In non-municipal areas excepting the Agency tracts the primary education of boys is a charge on local and provincial funds—on local funds up to and including the third standard, and on provincial funds for the fourth (upper primary) standard. How inadequate the funds at the disposal of the department and local boards are will be seen from the subjoined statement showing the rates at which results grants were paid to boys' schools from the respective funds for every rupee of grant earned in each district during 1899–1900 :—

Districts.	Rate paid for every rupee earned.			Remarks.
	Provincial funds.	Local funds.		
		Minimum.	Maximum.	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Ganjám	0 11 0	0 9 0	1 0 0	The several taluk boards in each district pay results grants at different rates according to the amount of funds at their disposal : only the maximum and minimum rates in each district are here shown.
Vizagapatam	0 8 0	0 9 7	1 0 0	
Gódávari	0 3 2	0 12 0	1 0 0	
Kistna	0 9 2	0 8 0	1 0 0	
Kurnool	0 8 9	0 5 4	0 11 0	
Bellary	0 10 6	0 7 6	0 9 0	
Anantapur	0 14 2	0 8 10	0 9 7	
Cuddapah	0 7 3	0 6 2	0 11 3	
Nellore	0 9 6	0 4 6	0 11 7	
Madras	0 3 10	..	..	
Chingleput	0 10 11	0 8 2	1 0 0	
North Arcot	0 12 2	0 9 0	1 0 0	
South Arcot	0 6 10	0 8 0	1 0 0	
Tanjore	0 2 2	0 7 2	0 12 4	
Trichinopoly	0 3 9	0 10 0	0 13 7	
Madura	0 3 10	0 8 4	1 0 0	
Tinnevelly	0 3 6	0 7 0	0 9 5	
Coimbatore	0 8 0	0 11 0	1 0 0	
Salem	0 9 4	0 11 4	0 13 6	
Nilgiris	..	..	..	
Malabar	0 5 7	0 4 0	0 8 9	
South Canara	0 3 6	0 8 0	1 0 0	

It is needless for me to comment on these figures. The promise of grant held out by the Grant-in-Aid Code is not fulfilled completely by the local board in any district ; and there is a still greater disparity between promise and performance in the case of grants payable from provincial funds. When the schools already established struggle for existence, owing to curtailment of their grants, it is idle to expect that new

schools will be opened or, if opened, will continue to work for any length of time. Every new school in fact increases the difficulty by becoming a competitor for a share in the inadequate sum allotted for results grants and thus diminishing the rates at which grants can be paid. There is, I am afraid, no probability in the near future of any large sum being sanctioned by Government or by local boards for the extension of primary education, or of any special educational cess being imposed or of the rate of land-cess being raised, so as to provide funds for larger grants.

The following suggestions are made with a view to improve the present state of affairs and remove the great discontent prevailing among managers of schools, and are commended for the consideration of Government:—

(1) Modification of G.O., No. 1686 L., dated 14th September 1895, which sets apart 50 per cent. of the land-cess for communications. This has led to heavy retrenchments in the allotments for education in many of the local budgets.

(2) Reconsideration of the orders passed in paragraph 3 of G.O., No. 945, Educational, dated 31st December 1895, in which Government refused to assign a definite proportion of the revenues of local boards to education. I admit that the receipts of these boards are practically inelastic. But as Government had seen reason to fix 50 per cent. of the land-cess to communications and as the order quoted in clause (1) has led some local boards to believe that the allotment for education may be reduced at the pleasure of the boards, it seems but fair that a definite proportion of the land-cess together with the educational receipts should be set apart for education. One President has recently suggested to Government to prescribe a *maximum* percentage of land-cess to be allotted to Grant 2 and a *minimum* to other grants (G.O., No. 548 L., dated 21st March 1900). As shown in paragraph 17 of the last report on Public Instruction the expenditure from local funds on education dwindled from Rs. 9,09,061 to Rs. 8,14,080 in 1898–99 or by nearly a lakh of rupees, and further reduction will certainly prove a serious check to the progress of elementary education. Further, my proposal is in accordance with recommendation No. 31 in paragraph 676, clause 2 of the report of the Education Commission. If, however, suggestion (1) above is accepted, I would not, in view of the varying circumstances of the different districts, press for the acceptance of suggestion (2).

(3) The removal of the present regulation in the Grant-in-Aid Code under which results grants for the infant, first, second and third standards for boys in non-municipal areas are paid from local funds and results grants for the higher standards are paid from provincial funds.—This distinction is somewhat arbitrary and has worked badly in many districts and taluk boards and has led to an uneven distribution of the inadequate funds at the disposal of the sanctioning authorities. Teachers in some of the more advanced districts and taluks have received a larger proportion of their earnings than those in some of the more backward and remote areas as Government may observe from a glance at the statement I have given above. If the restriction above referred to is removed, the department will be able to assign to each taluk board such a lump sum from provincial funds as will enable the inspecting officers to assign to results schools all over the Presidency a rate of grant which will be fairly uniform.

(4) Reduction of the scale of grants fixed for the compulsory subjects and for the second language in Chapter IV of the Grant-in-Aid Code.—This suggestion is made with a view to make the grants actually paid more nearly coincide with those promised in the Code, thus removing to some extent one of the causes of discontent of managers of schools.

If proposals Nos. (3) and (4) commend themselves to Government, the details can be worked out in consultation with inspecting officers and certain representative managers of result schools.

(iii) As regards expenditure, the percentage of increase cannot be taken to represent correctly the increased outlay on the different stages of instruction, for

reasons explained in clause (i) of this paragraph regarding the percentage of increase in strength. In the margin will be found the increase in expenditure in arts colleges and secondary and primary schools for boys and girls separately. The largest increase related to primary schools for boys, though the percentage of increase was only 13. The increased expenditure on primary schools for boys and girls taken together was more than four times the increase in that on colleges, though it fell short of the increase on secondary schools for boys and girls. The expenditure on secondary schools was, however, inclusive of that on the primary departments of those schools.

—	1891-92.	1896-97.	Increase.	Percentage of increase.
	Rs.	Rs.	Rs.	
Colleges	5,54,254	6,21,881	67,627	12
Secondary schools for boys.	13,40,221	15,45,613	2,05,392	15
Primary ,, ,,	16,01,647	18,16,175	2,14,528	13
Secondary schools for girls.	3,70,707	4,61,691	90,984	25
Primary ,, ,,	1,79,447	2,40,920	61,473	34

(iv) With reference to the observations of the Government of India in paragraph 13 of its resolution, I beg to refer that Government to paragraphs 82, 83 and 84 of the last quinquennial report for Madras, in which complete information as to the character and scope of primary education and the results of the primary examination and the primary standard examinations has been furnished. As required in recommendation No. 7, in paragraph 224 (not 124 which is a misprint) on page 174 of the report of the Education Commission, aid to primary schools is regulated, to a large extent, according to the results of examination. But schools which have fulfilled all the conditions of recognition and have been placed in the permanent section of the general school list maintained by the department are aided on the fixed grant system with effect from 1st April 1899. Such schools are nevertheless examined by the inspecting officers annually and are reported on regularly; and the grants are liable to be increased or decreased according to the state of efficiency of the school. The curriculam has been revised on the lines suggested in recommendation 9 of the same paragraph.

8. *Examinations.*—As pointed out in paragraph 97 of Mr. Cotton's review, there are four examinations for secondary schools—the Matriculation, conducted by the University, the Upper Secondary and Lower Secondary examinations, conducted by Government, and a Result Standard examination, conducted by the Inspecting officers of the department. The Matriculation examination does not come within the scope of the report called for by the Government of India, and the Upper Secondary examination has been dealt with in paragraph 6 (iv) *supra*. From the enclosed copy of the Lower Secondary examination notification, it will be seen that the Lower Secondary examination is primarily intended to be a leaving certificate examination for lower secondary education; that it also serves as a test of the eligibility of the pupils of the seventh standard or third form for results grants and also of the general education qualifications of candidates for lower secondary teachers' certificates. Candidates for this examination must first pass in four compulsory subjects and are then allowed to take up the optional subjects; in order to obtain a complete certificate, they must pass in at least two optional subjects. There is a very wide range of optional subjects including, in addition to others, all the subjects of the Elementary Technical examination. In conducting this examination the recommendations of the Education Commission in paragraph 283 of their report are kept in view. In the Committee appointed to conduct the examination, managers and teachers of the various non-Government schools are associated with the officers of the department and all the examiners, whether officials or non-officials, are remunerated from the fees levied from the candidates. The Lower Secondary examination is not a test of the fitness of pupils of the third form for promotion to higher forms, this being left entirely to the discretion of the school authorities. Further, as pointed out by Mr. Cotton, the examination is purely optional, managers being under no compulsion to send up pupils. It has been fully explained in paragraph 69 of the Public Instruction Report for 1897–98 that this examination serves several useful purposes, and that its effect on the educational progress of the Presidency is on the whole beneficial.

The only other secondary examinations are the VI and V standard examinations which are conducted by the Inspecting officer for results grants and by the boards

appointed to conduct the primary examination and the teachers' certificate examination. Under G.O., No. 334, Educational, dated 4th June 1896, these boards examine persons who desire to qualify for admission into training schools under article 12 of Chapter VI of the Educational Rules and also teachers, trained students or students under training who desire to qualify for primary grade teachers' certificates of the first-class under article 22 of Chapter VIII of the Educational Rules. *Pupils* are examined not by these boards but by the Inspecting officers of the department. In paragraph 123 of his review Mr. Cotton says that "in Madras there appear to be three departmental examinations of pupils in the primary stage: (1) the primary examination, (2) the primary results standard examinations for the award of results grants, and (3) an examination for the award of results stipends." This is not quite correct, for the examination for the award of results stipend is not different from the standard examinations for the award of results grants. Both the examinations are conducted by the Inspecting officers in the same way and the standards of the examinations are also the same. The amount of results stipends is calculated at the same rates and according to the same methods as that of results grants. The only difference —if it is a difference—is that the amount earned is in the one case called results stipends and is awarded to the teachers of what are called salary-results schools which are under public management, and in the other case it is called results grants and paid to schools under private management. The scope and the aims of the primary examination are explained in the enclosed copy of the notification relating to the examination. Reference is also made in paragraph 83 of the quinquennial report to the several changes that the notification has undergone since the institution of the examination in 1889. As in the case of the Lower Secondary examination the recommendations of the Education Commission in paragraph 224 of their report are kept in view. A large number of practical and industrial subjects have been introduced as optional subjects, and the examination, which is mainly *vivâ voce* and practical, is conducted for the most part in the vernacular.

The Primary standard examinations are the examinations conducted by the Inspecting officers in the infant and the first three standards for the award of results grants to schools under private management. Promotions from class to class do not necessarily depend on the results of these examinations, but are left to the discretion of the school authorities. A conference attended by certain officers of the department and by representatives of mission and non-mission schools was held in Madras in December last to consider whether any changes were necessary in the curriculum prescribed in the educational rules for primary and lower secondary schools, and the curriculum revised in accordance with its recommendations is now before Government. The primary and lower secondary examination notifications will be revised as soon as the orders of Government on the revised curriculum are received.

9. *Female Education.*—No one who examines the statistics can fail to agree with the Government of India in considering that the progress which is being made in the education of girls is very slow. Among the causes, however, to which the slow progress is attributed, only two are applicable to Madras, viz., the indifference of the people and opposing social customs. Another and the most important cause, viz., want of funds, has been overlooked. So long as the allotment for education cannot be materially increased or the Government of India is not pleased to revise the provincial contract so as to make a special assignment to Madras for the development of primary, female and technical education, it is impossible to effect any improvement in this direction.

10. *Training Schools.*—The recommendations of the Education Commission regarding training schools for teachers in primary and lower secondary schools are fully observed in this Presidency. All the local fund normal schools with the exception of those at Madura and Tinnevelly were taken over by Government in 1892 with a view to enable local boards to set free more funds for primary education and also in accordance with recommendation No. 16, in paragraph 676 (2) of the Education Commission report, which runs as follows:—"That the first charge on provincial funds assigned for primary education be the cost of its direction and inspection and the provision of adequate normal schools." The Madura and Tinnevelly local fund training schools have lately been taken over by Government. There were 42 training schools for masters on the 31st March 1899 and these were distributed as shown below:—

Ganjám	3
Vizagapatam	2
Gódávari	1
Kistna	4
Kurnool	1
Bellary	1
Anantapur	1
Cuddapah	1
Nellore	2
Madras	3
Chingleput	2
North Arcot	2
South Arcot	2
Tanjore	2
Trichinopoly	1
Madura	2
Tinnevelly	4
Coimbatore	1
Salem	1
Nilgiris	1
Malabar	4
South Canara	1
Total	42

Over 1,100 teachers were under training in these schools. Thus the provision which exists for the training of masters is ample for the present. Some of the training schools already find it difficult to secure the full complement of teachers for training.

11. *Scholarships.*—Towards the close of the quinquennium under review the scholarship notification was thoroughly recast so as to provide as recommended by the Education Commission for a larger number of scholarships being awarded in the lower secondary and upper secondary departments and the effect of the change could not be anticipated and noticed in the report for the five years ending with 1896–97. A copy of the last scholarship notification is submitted for reference, from which it will be seen how largely the number and value of scholarships tenable in arts colleges have been reduced. From general table 4 appended to the report for 1896–97, it will be observed that the expenditure from provincial funds on scholarships in arts colleges during 1896–97 was only Rs. 11,124 which was less than 1 per cent. of the provincial grant for education.

12. In the above paragraphs I have attempted to show that so far as this Presidency is concerned, the recommendations of the Education Commission have been followed throughout, and that the department has not given any room for the charge that it has violated any principle approved by the Government of India. How far the recommendations of the Education Commission under each chapter of its report have been given effect to in this Presidency will be noticed in detail in my report for 1899–1900.

———

Order—No. 469, Educational, dated 20th September 1900.

Special reports on the questions raised in paragraphs 4 *, 5 †, 10 ‡, 11 §, 12 ‖, 14 ¶ and 16 **, of the resolution of the Government of India which is read above have been addressed to the Home Department, and information has also been afforded in regard to paragraphs 3 ††, 7 and 8 ‡‡, 9 §§, and 17 ‖‖. The orders ¶¶ marginally noted deal with separate questions which have been raised in the correspondence.

* Letter to Government of India, No. 321 A., dated 31st July 1900.
† ,, ,, ,, ,, 331, ,, 2nd August ,,
‡ ,, ,, ,, ,, 329, ,, ,, ,, ,,
§ ,, ,, ,, ,, 372 B., ,, 18th ,, ,,
‖ ,, ,, ,, ,, 353 B., ,, 9th ,, ,,
¶ ,, ,, ,, ,, 352 B., ,, ,, ,, ,,
** ,, ,, ,, ,, 326, ,, 1st ,, ,,

†† Letter to Government of India, No. 321 B., dated 31st July 1900.
‡‡ ,, ,, ,, ,, 372, dated 18th August ,,
§§ ,, ,, ,, ,, 379, ,, 22nd ,, ,,
‖‖ ,, ,, ,, ,, 383, ,, 23rd ,, ,,
¶¶ G O., No. 416, dated 3rd September 1900.
,, ,, 425 ,, 6th ,, ,,
,, ,, 468 ,, 20th ,, ,,

2. The Director's letter of the 25th June 1900, No. 6091, will now be recorded with the remark that the Governor in Council is indebted to Mr. Stuart for the very complete and lucid manner in which he has dealt with the numerous and important questions raised by the Government of India.

(True Extract.)

M. HAMMICK,
Ag. Secretary to Government.

To the Director of Public Instruction.

Exd. S. J. Peraira.

1900

Educational (189) Department.

CURRENT No. 845

From

The Director of Public Instruction,
Madras,

Order

No 6091

Dated 25th June 1900
Received } 26 6 00
Registered }
Enclosures 3
Spare copies

SUBJECT.

Quinquennial Review of Education,- Submitting a report on the various points noticed by the Government of India in Resolution No.495-506 dated 28" October 1899.

DESPATCHED
25 JUN. 1900

Educl.

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

[L. & M. / 500—[illegible]-3-99.]

Educl.
~~LOCAL AND MUNICIPAL~~ DEPARTMENT.

~~NOTE FOR THE~~

Desp
6/8/00

The following telegram is proposed:—

To Home,

Simla.

In continuation my telegram dated 23rd ultimo regarding reports on Home Resolution 28 October last, No. 495, ~~letter~~ special replies ~~to~~ paragraphs four, five, ten and sixteen already despatched Simla; ~~those on repl~~ replies paragraphs twelve and fourteen will be ~~sent~~ before end this week and reply paragraph eleven at latest before ~~twentieth~~ instant probably earlier. In addition reply paragraph three despatched and replies ~~7~~ paragraphs seven, eight and nine, and seventeen will shortly follow. In latter cases special report was not desired but reply is considered desirable.

A. S. R.

Secy 6.8.1900

Hdg Y.

I think we may say this?

M. P. W.

INDIAN TELEGRAPHS

Class. S

To (Office) Ootacamund

From (Office) Simla

Words.	Day.	Hour.	Minute.	Official Instructions.
37/6	21.	17.	48	

To (Person) Madras. Educational

From (Person) Home

CHIEF SECRETARY 23 JUL 1900 GOVERNMENT OF MADRAS

number 258 education your telegram 19th July not necessary to send all special reports on education [to get] together cannot some of them be expected before date mentioned you:

Recd from LN. At Hrs Mts by

Sent to LN. At Hrs. Mts. by

Telegraph Mar

GGP—No 276 T—6 9 99—000000

OOTACAMUND 22-7-00

Depd — Ord
23-7-00

<u>Telegram</u> to Govt. of India (Home)

"Your telegram 258 Education. Special endeavours are being made to send the reports on as soon as possible. Hope to send some before middle of next month

(Sd) A. T. P.
23-7-00

Ref [Another telegm on 6/8/00]

To Secretary to Govt No. 441
8.9.00

Educational dept

Note for the H.M

Mr Stuart's report on India's Educational Reviews has just come in. I think H.M would like to read it at once, especially in Connection with Mr C. Stuart's proposals — a file now with H.M.

(Sd) H.T
6.7.00

Please put up the connected papers for orders Soon.

(Sd) M.H
20.7.00

The Hon. Mr
Arundel on a visit which appears to be at Madras noted on or about the 19th July that the D.P.I's report was a most complete & Excellent one.

4.9.1900

[L. & M. 500—3-3-00.]

JER

NOTE FOR THE Sec. St.

Note

[This is flagged & is in the collection marked C. Will the Sec. St. kindly remove it when he has disposed of C and use it for the other ~~fifty~~ collections. It happens to be the only copy, except one, which is available; & as the references to the symbols C, D, etc. are on it, the Sec. St. will find it convenient to use it for all the sets of replies.

26.7.1900 ASP]

The Government of India are in a great hurry for replies to their letter on Quinquennial Review of Education by Mr. Cotton. They ask that if able to replies cannot be sent at once those that are ready may be. It seems clear that they wish for replies separately on each point. The Asst Secretary shows on the next paper what replies exactly are required.

Drafts are submitted as regards those marked with a blue pencil.

There remain two — (1) one on Primary Education — which is a very long business & (2) Examinations — also a large subject. These will be submitted as soon as possible.

The Director's report was much delayed & now the Govt of India have urged very urgently more than once — so that the papers have been rather hurried. The Director's letter answers most of the points but not quite fully

Enough

The Govt of India on Collegiate Education referred to Lord Wenlock's utterances. They can be replied to although they do not ask for any report. Mr Stuart has replied fully and his remarks will be incorporated into a draft letter & submitted for orders.

[initials]
26 VII 00

1 Yes. certainly.
MA

(Draft is with [illegible] 14.8.1900)

I have passed the drafts with some trifling alterations; they are much to the point.
MA 27.7.00.

A.E.H.
29.7.00

[L. & M. 500-3-3-00.]

80 441 / 8.9.00.

Ed!

NOTE FOR THE H.M.

Mr Stuart's report on Indian Educational Reserve has just come in. I think H.M. w^d like to read it at once, esp^y in connection with Mr C. Stuart's proposals — a file now with H.M.

[initials]
6.7.00.

This has been deferred & papers may be filed or [illegible]

D
21 VII

Please put up the papers. [illegible] orders

[initials]
20 VII

Some delay (after the 20th inst) was caused by the omission to send up from Madras a copy of Mr [illegible] report

(furnishing the special reports on
but drafts ~~replying to~~ the
paragraphs 4, 5, 10, 11, & 16 of
the Resn. of the G. of I. were
passed by the Assn. on the
27th. instant; also a draft
relating to paragraph 13 on
which a special report was
not asked for. The drafts
(with one exception) have ~~now~~
also been passed by H.E.
(27-2-1900) the Govt. of India.

Drafts (~~not~~ replying to
paragraphs 12 (Primary ~~Education~~
Education) & 14 (Primary and
Secondary examinations) have been
prepared & are now being type
written: these are special re-
ports & of same length. If the
typewriters can get them completely
through today, I may be able to
pass them on, but it is most
likely that they will reach
the Secretary to-morrow morning
Drafts replying to paragraphs
9, 12 & 17.
~~and~~ (not requiring special
reports) have also been prepared;
& the Secy. has seen them; one I
have made some additions.

And lastly a draft on paragraphs

7 & 8 (about the Speech
by Lord Wenlock & Collegiate
Education in general) ~~has~~ is
in the hands of the type-
writer. This is one of the
subjects on which the Govt.
of India have not asked
for a special report.

This leaves ~~six~~ paragraphs
of the Resn. - namely, 1, 2, 6, 13,
15 & 18, untouched. No reply
is necessary on 1 & 2, which are
general. Paragraph 6 relates
to the Universities; & 13 deals
with the quality of primary
education & cannot be usefully
answered. (Paragraph 15 is on female Educn.)
The D.P.I. considers it im-
possible to effect any improve-
ment unless much more money
is given to him. He considers
want of funds the "most
important" cause of the
slow progress - more so than
the indifference of the people
& opposing social customs.
It is permissible to doubt
this, as the point is one
on which others than

educational experts may form an opinion. If the grant of some lacs of rupees would effect a revolution, no effort should be spared in trying to obtain a special grant for the purpose for a period of years, but Mr. Stuart (I trust, it is believed,) thinks that too much importance to the tyranny of custom & social habits. However this may be, the point is controversial, & the Govt. of India may well (will) retain, if it is put before them, that if it is the duty of this Government to find funds by reducing the expenditure on Collegiate Education. Five causes of the unsatisfactory state of female education are enumerated in the 15th paragraph of the Res., & "general attention" is invited to the remarks. The matter may well be left for discussion as the annual reports come in?

Lastly, paragraph 18 is general. It contains much that is

inapplicable to the Madras presidency, when it is remembered that in many respects it is indisputably in advance of the rest of India in the extent, (variety, and quality of the education which is afforded to all classes: incompetency cannot be laid to the charge of the gentlemen who have directed Education for a long series of years - the late Mr. Griffy, Dr. Duncan & now Mr. G. A. Stuart, & it is manifestly unfair to affirm that the Provincial management is now, as it has been, "contradictory" or "chaotic". The censure is general, and must be held to include Madras, which throughout the Resolution is singled out for reprobation (as an example or warning) to other provinces. (about as often as any other Government) Should any notice be taken of this point? It may be magnified & let the facts which have been

stated in the series of separate
reports speak for themselves;
but on the other hand it
is certain that the efficiency
liable to be
of departmental work is im-
paired to some extent. By
harsh & injurious censures
passed on it by the Supreme
Government in India; they cannot
fail to create a spirit of
irritation & disgust in men
who are conscious that for
years they have been doing
their best to carry out the
principles which have been
laid down for their guidance
in the resolutions published
from time to time by the
Government of India & comm:
& them by their own Govern:
-ment, & who knowing more
of the facts than the authorities
who drafted the Res: ~~in~~
in question, could point to
in this presidency,
the steady advance of Education
proceeding on many lines, as
a proof that they had ~~not~~
~~been~~ never during their service
been guilty of the gross

neglect of their duties
which is suggested in
this concluding paragraph.
Reference is made, it is true, to
"Local Governments", but it is
impossible to separate the
Government in this matter
from their chief adviser—
from what the Government
of India themselves are
in the habit of calling "the
Educational Department"; the
censure hits the leading
officials in that department
as hard as it does the
Governor in Council.

A.P.
30.7.1900

Secy.

[G. / 76 A.]

200 - 1,1-00.

Educ

~~NOTE FOR THE SECRETARY.~~

In para. 11 of ~~the~~ letter to India No. 352 B of 9th ult. a copy of the new curriculum of the primary exam" was promised.

The order is still in the press?

If it is, add a docket:-

"Copy to J. of I. Home dept. with reference to paragraph 11 of Madras letter No. 352-B., 9th August 1900."

If it is too late to do so, send up draft of fair copies please of a letter to the same effect.

2. A draft* circular about examn officers inspecting Schools is now in the hands of the Hon. Mr Arundel & dealing with the †Enlargement of the Univ. Course.

* para. 3 of letter to India, No. 331 : 2nd August 1900.

† para. 6 of letter to India, No. 372 B., 18 August 1900

3. Orders have [other] issued on [all] the remaining* points not finally dealt with in the series of orders or letters on the Resol. of G. of I. & Mr Stuart's reply, but I shall be obliged if S.A. will check this.

A.S.
10.9.1900

S.A.

* viz: (a) change of name of "inspecting schoolmasters (para. 2 of letter No. 321 A. 31 July 1900);
(b) provincialisation of inspecting agency (para. 3 of same);
(c) strengthening of Estab: of Sub assistant inspectors (para. 4 - conclusion - of same); -
(a) & (b) having been dealt with in the recent order passed on (b)
while (c) will arise on the budget estimates. [Bear this in mind when budget comes in.]

Also Mr Stuart's third & fourth suggestions referred to in para. 3 of letter No. 353 B. 9 August 1900 — these having been dealt with in a recent order sent down to Madras last week.

[E. & L. / 75 A.]
480—9-8-06.

*Sent down to Madras on 14.9.00
M.E.T.
17/9/00

† now with the Secy. Will probably be sent down to Madras today.
M.E.T.
17.9.00

A

B

The Secy. has just passed it.
A.S.
18.9.1900

C

in G.O. no 765 Edl
18-11-99.

This is a point to be entered in our Extraordinary arrear list. I don't think anything more is necessary. It cannot be lost sight of if this "E.A." list is maintained.
A.S.
17.9.00

Educational

NOTE FOR THE ASSISTANT SECRETARY.

The G.O. on the revision of the curricula for Primary schools (No. 389 dd 24th Augt. 1900) issued before receipt of the A.S.'s note. A draft letter to India forwarding a copy of it has however been already submitted for approval.*

2. The circular† about revenue officers inspecting schools has not yet been sent down for issue. The G.O. recording Mr. Stuart's report on the resolution of the Govt. of India no 495 dd 28th October 1899 - a proof of which is herewith submitted - is being delayed on this account. It has to be renumbered now, after the issue of the circular.

3. All the necessary subsidiary orders have issued or are under consideration but orders are solicited in the following cases:-

(1) Paragraph 13 of the Resolution of the Govt. of India. Would it not be better to ask the D.P.I. to bear in mind the request in this paragraph. Without a specific order it may be lost sight of by the D.P.I. and the Edl. Secretariat.

(2) Paragraph 3(iv) of the D.P.I.'s letter

Would it not be better to ask the D.P.I. to make provision in his budget for some additional sub-assistants?

(3) Paragraph 5 (i) of the Director's letter.

Should anything be done or said about the suggestion to appoint moderators?

(4) Paragraph 5 of letter to India no 353 B d/ 9th August 1900. Would it not be better to ask Fin. to note ~~this~~?

(5) When the draft of letter No. 372 d/ 18th Augt. 1900 went to H.M. he desired to see again Mr. Cotton's report‡, the Govt. of India Resolution and Mr. Stuart's report, after all the letters had been despatched. All these things went to him with the draft of G.O. No. 441 d/ 8th September 1900. Should they go again, calling H.M.'s attention to his request?

[illegible]
15/9/00

See marginal notes:

A.S.P.
18. 9. 1900

B - Proof of GO no 441 Edl. 8-9-00 p. 3.

Not necessary. We can ourselves watch the point when the budget comes in

A.S.P.
18. 9. 00

B - Do p. 4

I have spoken to Mr. [illegible] & he thinks that this should be let alone, as previously determined.

A.S.P.
18. 9. 1900

D

Not necessary.

A.S.P.
17. 9. 1900

E

‡ Mr. Cotton's report, Mr. Stuart's letter and a file of all letters to Govt of India were sent to H.M. separately on 8.9.00

[illegible]
17/9/00

F

He has all the papers. [illegible] thanks.

A.S.P.
17 [illegible]

[Pol. / 14]

I,000-20-3-00.

Educl.

~~POLITICAL~~ DEPARTMENT.

7P [illegible]

P.S./

Read Resn. from G. of I., Home dept. (Educn.) No. 495, 28th Octr. 1899, recorded in G.O. No. 765 Educl., 18th Novr. 1899.

Print in full { Read letter from D.P.I., No. 6091, 25th June, 1900.

H.M.

An order is necessary to close the file. And opportunity to [illegible] to thank Mr. Stuart —

Yes. His letter is excellent
A.S.A.

[illegible]
4/9

Letter to G. of I., No. 321 A., d/ 31st July, 1900.
" " " No. 331, d/ 2d August, 1900.
" " " No. 329, d/ 2d August, 1900.
" " " No. 372 B., d/ 18th August, 1900.
" " " No. 353 B., d/ 9th August, 1900.
" " " No. 352 B., d/ 9th August, 1900.
" " " No. 326, d/ 1st August, 1900.

Letter to G. of I., No. 321 B., d/ 31st July, 1900.
" " " No. 372, d/ 18 August, 1900.
" " " No. 379, d/ 22d August, 1900.
" " " No. 383, d/ 23d August, 1900.

No. 416 d/ 3 Septr. ~~August~~, 1900. [illegible]
" [illegible] d/ 6th Septr., 1900. [illegible]
" 468 d/ 20th Septr., 1900.

[illegible]

~~NOTE FOR THE~~ No. 469 d/ 20.9.00 [illegible]

Order: — A.S.A. 5. 9. 00

Special reports on the questions raised in paragraphs *4, †5, ‡10, §11, ‖12, ¶14, & **16, of the Resolution of the Government of India which is read above have been addressed to the Home department, and information has also been afforded in regard to paragraphs ††3, ‡‡7 & 8, §§9, & ‖‖17. The ¶¶ orders marginally noted deal with ~~in~~ separate ~~[illegible]~~ questions which have been raised in the correspondence.

2. The Director's letter of the 25th June, 1900

No. 6091, will now be re-
=corded with the remark
that the Governor in
Council is indebted to
Mr Stuart for the very
~~thorough~~ complete & lucid manner
in which he has dealt
with the numerous &
important questions
raised by the Govern-
ment of India.

A. S. P.
4. 9. 1900

A 1/IX/00

D.P.9 Despd 25/9

1st copy sent to Press. 27/9/00

Returned for signature.

Despatched in print.

READ AGAIN G.O., No. DATED 189

Current No. Letter from the D.P.I. — a

Enclosures to C. No.

Order of Government — a

Letter of Government.

Statement with ditto.

Papers not filed up, being meant for despatch in original.

Number of copies required. Order complete. 40 / Letter only. / Order complete with Letter.

N.B.—
A = Print in full.
B = Not to be printed.
P = Print abstract only.
Q = Print heading only.