Educational (1905) Department.

ORDINARY PRINTED.

G.O., No. 1284/129

DATED. 6-3-05

INDEXED.

ORIGINAL

[Despatch Abstract.]

Educational Improvements - Submitting to the Govt. of India a review of the —— effected with the assistance of the recurring grants of eight-lakhs made to the Prov. Revenues of Madras to meet increased expenditure on education.

No.	Department.	Date.	G.O.	No.

FURTHER PAPE

No.	Department.	Date.	G.O.	No.

பாதுகாப்பு பிரிவு-1

செப்பனிடுபவர் பெயர் :

செப்பனிடுவதற்காக எடுத்துக்- செப்டம்பர்/முகம்மது
கொள்ளப்பட்ட நாள்.

30/12/09

சரிபார்க்கும்
முதல் முநிபாள
கையொப்பம்

சரிபார்க்கும்
2ம் முநிபாள
கையொப்பம்

ஆராய்ச்சி
உதவியாளர்
கையொப்பம்

2/128-29

Government {1905} of Madras.

EDUCATIONAL.

Recd. } 1905. *Enclosures*

Regd. } *Spare copies*

ORIGINAL

G.O., &c., Nos. 128, 129, 6th March 1905.

N. P.

MARCH.

Educational Improvements.

Submitting to the Government of India a review of the — effected with the assistance of the recurring grants of eight lakhs made to the Provincial revenues of Madras to meet increased expenditure on education.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—again the following paper:—

G.O. No. 449, Educational, dated 25th July 1904.

Abstract.—Communicating to the Director of Public Instruction, with remarks, letter from the Government of India requesting that a comprehensive review of the educational improvements resulting from the recurring grant of eight lakhs made to provincial revenues on account of education may be furnished and that it may be accompanied by a statement of the probable amount of the expenditure in the current financial year as shown in the budget estimate for 1904–1905.

Read—also the following papers:—

Memorandum No. 645, Educational, dated 15th December 1904.

As orders have now been passed on two of the three schemes referred to in his letter No. 6475, dated 3rd August 1904, the Director of Public Instruction is requested to be so good as to submit, without further delay, the review and the statement called for in G.O. No. 449, Educational, dated 25th July 1904. Orders on the scheme relating to the reorganisation of training schools need not be awaited.

(By Order.)

A. GALLETTI,
Ag. Asst. Secretary to Government.

To the Director of Public Instruction.

Memorandum No. 661, Educational, dated 21st December 1904.

In continuation of memorandum No. 645, dated the 15th instant, the Director of Public Instruction is requested to be so good as to submit, without further delay, the review and the statement called for therein, as a reminder has been received from the Government of India calling for a very early reply. The review and the statement in question should, among other matters, also refer to the cost of the proposed scheme for the reorganization of training schools.

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

To the Director of Public Instruction.

From the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction, Madras, to the Secretary to Government, Educational Department, dated 27th January 1905, Ref. on C. No. 6475 of 1904.

I have the honour to submit the following remarks in compliance with G.O., No. 449, Educational, dated 25th July 1904.

2. It is necessary to determine at the outset which items of the increasing expenditure upon education should be debited to the extra grant in the sense that they alone are the items which will remain as part of the expenditure upon the objects for which the grant was intended when the grant is being fully utilized upon these objects.

3/128-29

3. The following estimates of additional expenditure on education necessary to give effect to the recommendations of the Simla Educational Conference were submitted to Government with Mr. Stuart's letters read in G.O., No. 87, Educational, dated 18th February 1902.

	Rs.
Deputy Director	10,625
Allowances to Senior Inspectresses	2,400
Inspector of European and Training schools with office, etc.	14,833
Three additional Assistant Inspectors with offices, etc.	15,060
Assistant Inspectresses and Sub-Assistants with offices, etc.	1,64,400
Model Primary schools	1,27,764
Training schools and stipends	59,860
Grants-in-aid	8,56,000
Scholarships for Europeans	13,770
Reorganization—Provincial Educational Service	6,600
Total	12,71,312

4. The scheme for founding model primary schools was abandoned and the allowances to the Senior Inspectresses were not sanctioned; the amount proposed for grants-in-aid proved to be in excess of present needs at present rates. With more schools or with better teachers commanding better pay more would be needed.

The budget estimate for 1905–1906 provides for Rs. 8,52,000 in the shape of Provincial grants (including a sum of Rs. 59,000 to be paid to or through Municipalities) and Rs. 3,43,000 paid to or through Local Funds giving a total of Rs. 11,95,000.

The corresponding total in 1901–1902 was Rs. 6,82,125. So that in round numbers Rs. 5,12,000 may be taken as the extra amount required at present for grants-in-aid, *i.e.*, Rs. 3,44,000 less than the sum estimated. If the sums referred to above, viz, Rs. 2,400 allowances to Inspectresses, Rs. 1,27,764 model primary schools and Rs. 3,44,000 grants-in-aid are deducted from the total of the original estimate, viz., Rs. 12,71,312 a sum of Rs. 7,97,148 or in round numbers eight lakhs remains.

It may therefore be said that it is intended to spend the extra recurring grant upon the remaining objects referred to in the original estimate.

5. Extra expenditure has been or will be incurred upon other objects but, if the entire extra grant is utilized as above, it is clear that this further extra expenditure must be met in some other way.

Six agricultural teachers to be attached to Training schools have been appointed but have been until recently under training. Their salaries will amount to Rs. 3,000. A lady appointed by the Secretary of State as Superintendent of the Practising School attached to the Teachers' College, Saidapet, has been at work since 1st September 1904. Her salary including a rent allowance of Rs 25 per mensem will amount to Rs. 3,487. Lastly 23 (14 board and 9 private) girls' schools have been taken over from Local Boards and private agencies and these and the girls' schools already under departmental management are being reorganized. I am not yet in a position to say exactly how much will be spent upon Government girls' schools. This is, however, unnecessary for the present purpose; the extra expenditure upon them and upon the other objects mentioned must be met by curtailment in other directions such as closer supervision over our financial relations with Local Boards and the gradual withdrawal of grants now given on behalf of secondary education which is rapidly becoming, as it should be, self-supporting.

6. I now turn to the results of the expenditure which I have considered to be met from the extra recurring grant of eight lakhs.

The Deputy Director has been at work since July 1903, the Inspector of European and Training schools since November 1903, the three additional Assistant Inspectors since April 1904, the three Assistant Inspectresses since October 1902, some of the additional Sub-Assistant Inspectors have recently been appointed and the reorganization of the Provincial Educational Service was brought into force on the 1st April 1904.

It is estimated that Rs. 73,692 will be spent upon the above-mentioned objects during 1904-1905.

The scheme for the reorganization of the training schools has not yet been sanctioned.

The amount previously provided for scholarships has been sufficient to meet the demand including Rs. 3,556, scholarships for Europeans.

A sum of Rs. 4,95,444 is estimated to be spent during the year upon grants-in-aid out of the above recurring grant of 8 lakhs and this added to the above total of Rs. 73,692 gives a total of Rs. 5,69,136. The details are shown in the following statement:—

	Rs.
(1) Deputy Director of Public Instruction	9,684
(2) Inspector of European and Training schools, establishment, contingencies, etc.	18,408
(3) Assistant Inspectors of schools, establishment, etc.	12,400
(4) Assistant Inspectresses of Girls' schools, etc.	16,750
(5) Thirty-one additional Sub-Assistant Inspectors of schools, establishment, etc.	10,400
(6) Reorganization of the Provincial Educational service	6,050
(7) Grants-in-aid	4,95,444
Total ..	5,69,136

7. The following amounts are still required to complete the programme:—

	Rs.
Reorganization of the Sub-Assistant Inspectorate	1,47,164
Reorganization of Training schools	70,000
Grants-in-aid	16,556
Total ..	2,33,720

The grand total thus arrived at is Rs. 8,02,856. If the schemes had been sanctioned, the bulk of this expenditure could have been met from the amount which was surrendered.

I must here point out that, as may be ascertained from the statements enclosed, some portion of the extra amount allotted for grants-in-aid is being at present devoted to secondary education: this portion will be gradually transferred to primary education.

8. The date by which the entire grant of 8 lakhs will have been applied to recurring expenditure may be considered to be the date by which the extra expenditure on training schools will have been incurred as the full expenditure under all other heads will have been incurred before that time.

It will not be possible now to have that scheme fully at work during the current calendar year, but when it is sanctioned the model (practising) schools will be gradually established and most of the primary teachers entered for training this year may be kept on next year in addition to a new set of entries so that the extra amount for stipends may be utilized during the next calendar year. We might therefore start 1906 with all the new improvements in operation.

9. The Government of India desire to have a general description of the standard of educational advancement which will have been reached by the time the extra grant has been fully applied to recurring expenditure. I trust that the following remarks will afford the desired information.

10. *Controlling Agencies.*—The Director should be in a position to co-ordinate the work of the department and by frequent tours to keep in touch with the state of education throughout the Presidency. The work, however, remains very heavy and is the more so owing to the fact that so much of the education in the Presidency is in the hands of private agencies with very frequently conflicting religious and other interests which have their influence upon the purely educational work.

The Inspecting agency will have been greatly strengthened. There will be an Inspector of European and Training Schools, 4 Circle Inspectors (2 Europeans and 2 Natives), 3 Inspectresses, 12 Assistant Inspectors, 3 Assistant Inspectresses, 7 Sub-Assistant Inspectresses and 112 Sub-Assistant Inspectors, 7 of whom will confine their attention to Muhammadan and Mappilla schools and 1 to Sanskrit schools. This strengthening was indeed sorely needed. The Inspectors are even now almost fully occupied with high schools; the Assistant Inspectors with lower secondary schools, while a Sub-Assistant Inspector has had upon the average to examine over two hundred primary schools for grant during the two hundred or so days upon which he has been able to tour. Considering that the majority of our village schools can only have been therefore visited once during the year by a Provincial Inspecting officer and that his time was then almost entirely taken up by a rigid grant examination, he cannot have done much towards improving the school.

The 262 Supervisors are, with one exception, not under departmental control—a state of things which I cannot regard as satisfactory.

At least two more European Inspectors are necessary, if the Inspectors themselves are to be enabled to do much towards the direct control of primary education.

11. *Colleges—Educational Institutions—Number of Pupils.*—The following figures represent the number of boys and girls in each stage of instruction during last year:—

Lower primary—		
Infant standard	167,179 +	54,161
First „	148,464 +	27,704
Second „	121,961 +	18,932
Third „	109,430 +	13,674
Upper primary—		
Fourth standard	51,045 +	6,620
Lower secondary—		
First form	16,388 +	1,826
Second „	13,154 +	1,134
Third „	11,859 +	901
Upper secondary—		
Fourth form	7,403 +	215
Fifth „	5,730 +	159
Sixth „	8,324 +	212
University classes—		
First year University course	1,030 +	9
Second „	1,735 +	19
Third „	786 +	7
Fourth „	617 +	2

The first figure represents boys and the second girls.

The most noteworthy fact peculiar to the figures for girls is the rapid decline in numbers after the infant standard and again after standard I. Otherwise similar remarks apply in the case of both sexes.

There is a steady decline in numbers up to standard III. Less than half of those in standard III go on to the upper primary stage. This depends largely upon the grades of the existing schools. Apart from the primary departments of schools of a grade above the primary, about one-fifth of the primary schools are upper primary. These upper primary schools are, however, larger upon the average than the lower primary as they contain a third of the boys in the primary stage.

The Primary examination has been a qualification for a large number of posts, and the drop between standard IV and form I is only natural. It is perhaps surprising that it is not more marked, but the great and growing demand for English education in this Presidency doubtless explains this.

The gradual decline in the forms I, II and III appears normal. It will be observed that form III is not particularly swollen. The Lower Secondary is not a compulsory examination and few of those who fail at it go back to that form.

The number of those who consider themselves qualified to enter upon the Upper Secondary course is large. At least half of them are probably quite unfit to do so.

Form V is somewhat smaller than form IV, while the large form VI reveals the greatest blot in high school administration. Boys are promoted in the majority of the schools from form IV to form V and thence to form VI who are quite unfit for promotion. They fail at the Matriculation and return to form VI and hence the large numbers in this form. Similar remarks apply to the second year's University class which is swollen by those who have failed at the First Examination in Arts.

The entries "into colleges" amounting to 1,030 synchronize with the Matriculation examination of 1902 at which 2,509 passed; 704 passed the First Examination in Arts in that year and 786 entered the third year's University classes; discipline in regard to promotions is stricter in colleges and some of these 786 were doubtless those not promoted while others had presumably passed in some previous year.

12. *Colleges.*—The Government maintain three first-grade and one second-grade Arts colleges, one college for each of the Professional subjects, Medicine, Engineering and Agriculture and two institutions for training teachers which, as they have a department for graduates, rank as colleges. There are six Europeans on the staff of the Presidency College and one on that of each of the other Arts colleges.

There are eight first-grade Arts colleges under private management, two of these, viz., Pachaiyappa's and the college at Vizianagram are indigenous institutions while the others belong to Missionary societies.

The college at Vizianagram is supported by the Maharaja; the others receive aid from Provincial revenues, amounting except in the case of the Jesuit college at Mangalore, to about a third of the gross expenditure and exceeding the manager's contribution in four out of the seven. The grant is more than four times the contribution in the case of the S.P.G. College at Trichinopoly.

There is considerable variation as to the number of subjects provided for in the colleges; in two of them one other subject only is taught in addition to English and other languages.

There are 26 second-grade colleges for men and three on a very small scale for women. Three are under Municipal, and 16 under mission management. The majority are merely schools with two additional classes under two additional teachers. The number of students in the men's colleges varies from 11 to 129, the average number being about 51.

The grants from Provincial revenues, except in the case of two which are unaided, exceed a third of the total gross expenditure, exceed also a half of the net expenditure and amount to considerably more than the contribution by the management. This contribution amounts to less than Rs. 100 a year in seven cases and to less than Rs. 500 in three others.

13. *Schools.*—Almost all the girls' schools in the Presidency which were under Local Board management have now been brought under direct Departmental management. There are now 39 secondary and 131 Primary Government girls' schools. The great majority of the remainder are maintained by missions; about half the girls in the secondary schools are Europeans, Eurasians or Native Christians. In the Primary schools this proportion falls to about one-seventh.

More than 50 per cent. of the total number of girls under instruction are attending boys' schools, a state of things which is doubtless fostered by the high rate of grant given on account of girls so that the presence of a fair proportion of girls goes a long way towards paying the expenses of the school. The presence of girls in boys' schools is not, at any rate, in the lower classes open to any objections other than that when there is a girls' school equally available it is a squandering of the grant.

14. The following remarks apply to Boys' school:—

Apart from the nature of the management there is a considerable variety of types of schools.

5
128-29

They are divided in the first place into English schools and Vernacular schools, according as English is or is not used as the medium of instruction and there is, I think, no doubt but that the too early use of English, where it is a foreign language, as a medium of instruction is doing immense harm to the general mental development of our scholars. Nearly three-fourths of our lower secondary schools are English schools.

The other variations referred to depend upon the scope of the school.

A few of our high schools contain an upper secondary department only, the majority contain also a lower secondary department, a few carry this down to the third standard while a certain number have also a complete primary department. Similarly with lower secondary schools a large number have either no primary department or only the third and fourth standards.

The absence of a primary department in so many secondary schools depends, so far as I can gather, upon our regulations regarding fees. The upper secondary department must be and the lower secondary department wishes to be classed as an English school. The primary department must almost always be a Vernacular school. If together the fees must either be charged at a fixed rate for schools under public management or the grants be calculated as though they were charged at fixed rates in aided schools; whereas, if separate, the levying of fees in the primary department as a Vernacular school is left entirely to the discretion of the controlling authority.

There is also the idea that it is necessary to have several feeder schools to the higher classes which accounts in some cases for the existing state of things.

There is this advantage in a complete school that it should be possible for a well-qualified headmaster to exercise some control over the classes in which the foundation is laid. I think we should aim at having high schools and lower secondary schools complete from the lowest standards upwards.

15. *Upper Secondary Education.*—There is no distinct Government High school except the Madras-i-Azam intended for Muhammadans. There are high school departments in the Mangalore College, the practising sections of the two Teachers' Colleges and the practising section of the Presidency Training School for Mistresses. The net cost of two Municipal high schools and one Board high school is, under the agreement made when they were taken over, met from Provincial revenues.

There are altogether 170 upper secondary schools for boys including the upper secondary departments of colleges; thirty-one of these are under public and sixty-five under mission management. About one-ninth of the gross expenditure in the aided schools is met from provincial revenues and about two-thirds from fees. Many of the upper secondary schools are self-supporting or nearly so and some produce a profit.

A census which I have recently taken (September 1904) shows—

7,556	boys reading in the	VI Form.
5,525	do.	V do.
6,987	do.	IV do.

Of those reading in the VI form 2,002 have already failed once at Matriculation, 922 twice and 301 three or more times.

The least that can be expected in the way of efficiency is that a fair proportion of the pupils who have attended these schools should be able to matriculate, but only 1,425 passed last year out of 6,130 who were examined from all the schools sending up candidates to the University. Even this result compares favourably with that of the 1,984 candidates who appeared as private students; out of these 96 passed.

There are schools which sent up 12, 15, 17, 19, even thirty-three pupils, all of whom failed.

All the pupils presented from as many as thirty-six schools failed and I fear the majority of these are schools wherein there was no attempt to do more in the way of education than to prepare pupils for this examination. The number of small high schools situated in places which are little more than villages seems to me to be an unsatisfactory feature and I am checking their increase.

I am hoping that a widening of the range of the courses of study will render it impossible for them to exist. There appears to be no system at present determining the selection of the fittest. Pupils and teachers alike devote their energies to crossing the border line at the Matriculation examination and there the effort ceases.

The history of the growth of these schools explains their condition. A certain number of the pupils in a lower secondary school even in an out-of-the-way place express their willingness to continue their studies, an extra form is added with another teacher, next year another form and finally the highest form of an upper secondary school. It is difficult in such a case to apply or rather to know when to apply the criteria which have been recently laid down in "Indian Educational Policy".

An extreme of a totally different origin occurred lately at Negapatam where, professedly upon religious grounds, the bulk of the pupils and many of the teachers were removed from the existing mission schools to form a complete high school and that even in the middle of the year's course.

16. *The Lower Secondary Stage.*—The figures already given under number of pupils give some idea of the position occupied by Lower Secondary education.

I have already referred to the attempt to make so many of these schools English schools. The Educational Rules discourage this.

A very large number of the lower secondary schools lead an independent existence—they consist of the three forms with three teachers, others have a primary department attached to them.

Every place which is more than a mere village if it cannot have a high school, has or aspires to have a lower secondary school. Wherever I go I am approached with petitions to raise primary schools to the lower secondary grade.

The education given in the lower secondary departments of high schools is or should be more satisfactory than that given in these independent lower secondary schools; but there is this difficulty that parents will not send their children away from them at that age.

A certain portion of the additional grant has been applied to lower secondary schools. This accounts for the increase shown in the statement under secondary schools and for a portion of the subsidy. Lower secondary schools are aided by means of fixed and results grants.

It seems to me that the time is not far distant when lower secondary education may be expected to be almost if not quite self-supporting.

At standard rates the school fees payable for a three years' lower secondary course amount to Rs. 54. The total cost last year per lower secondary pupil has been estimated at Rs. 20-9-0—a rate of Rs. 61-11-0 for the three years' course. On the other hand increased expenditure upon the schools will be necessary in order to improve them.

17. *Primary Education.*—It is in respect of primary education that the increased grant will have made itself most felt.

The effect will be indirect on account of the increased inspecting agency and I hope on account of the improved training schools; it has been direct owing to the increased grants-in-aid.

The financial statement shows an increase of 1·82 lakhs under primary schools and nearly 2·2 under subsidy, the great bulk of which has gone to primary schools.

The money has, during the past three years, been spent in three ways—(1) Results grants, (2) Fixed grants, and (3) Results stipends to teachers in Board and Municipal schools.

With regard to results stipends, in the majority of Board and Municipal schools, the teachers are paid so much as fixed salary with an addition at the end of the year calculated upon the same system as the result grant would have been. This stipend has been paid at fractional rates for many years and a sum of about Rs. 70,000 is now utilized in paying these stipends in full. The status of the teachers has been thereby improved and indirectly therefore the state of the school. The local bodies have not illegally benefited by this arrangement as this sum which they are now paying was not paid at all in previous years. It is however for consideration whether they should not bear this expenditure.

6
128-29

Fixed grants are given at present in the case of a few primary schools only, but in these cases the full amount sanctioned is paid instead of a portion thereof.

Enhanced results grants paid either directly from Provincial funds or through local bodies in the shape of subsidy account for the balance.

The Grant-in-Aid Code lays down standard rates for results grants. There is a general proviso that all grants are subject to the funds at the disposal of Government or of the local boards, but it was held that payment at standard rates was an obligation when funds were available. It was thought that nothing could further conduce towards stimulating primary education and there are signs that for the present the desired effect has been obtained.

18. Certain matters in connection with this expenditure of the extra grant require further consideration, but will, I hope, be remedied by the time with which this review is supposed to deal.

For one thing grants to Board schools are being paid at the enhanced rate so that without necessarily incurring any extra expenditure Local Boards are profiting by the arrangement to the extent perhaps of Rs. 50,000.

19. Again the maximum results grant to a school is naturally fixed at its net cost but so far as I can estimate in more than 7,000 primary schools the staff receive no fixed salaries and the net cost is an imaginary quantity and is capable of insidious increase. Where the grant earned in a previous year exceeded the net cost then fixed there is a natural tendency to raise the latter at the next adjustment by placing a higher value upon the qualifications of the teacher. This would appear rational were there any evidence that the education had been sound, but when perhaps the only visit of the inspecting officer has been to conduct a grant examination such evidence is not likely to be forthcoming.

In most of these schools there is no real management, they belong to a teacher who may or may not have an assistant. He frequently holds the school in his house or perhaps hires a building for about As. 8 a month, other expenses require another As. 8, a few of the pupils with well-to-do parents pay some fee or provide the teacher with food, and the teacher secures as many others as he can, regarding them as potential grant-earning organisms. Sometimes the parent steps in just before the grant examination and says to the teacher "You shall only have my boy to earn grant with if you agree to divide the grant."

This is what a large portion of our system of so-called aided education amounts to.

No "support from local resources" is elicited, there is nothing to "foster a spirit of initiative and combination for local ends."

20. These are the schools to be borne in mind in abolishing the results grant system. I fear the education given therein does not amount to much; it is however very undesirable to close them on account of the operation of any hard-and-fast rule or to close any number of them simultaneously. It will, I think, be better to starve them gradually as and when they can be replaced by something better.

This is what is constantly happening already in individual cases; the teacher either finds other more lucrative employment, say as a peon, or removes to another place and under the patronage of a few of the richer inhabitants founds another school.

It will, I think, be possible by transferring the funds gradually under a simpler system of aid from the worse to the better schools to effect considerable improvements with the amount now available. This may be enhanced to some extent by withdrawing aid from secondary education.

No widespread extension of primary education can however be looked for without more funds and more teachers. The former would be best utilized if given gradually as wanted and the latter will do little to improve the quality of the education until they are better trained.

The nature of the education now given in village schools will be, I trust, improved, in all cases where the teacher has any ability, by the abolition of results grants.

The aim at present is while just securing a grant for the compulsory subjects—reading, writing and arithmetic—to cram as many pupils as possible so that they may earn grant in a couple of optional subjects.

We trust our Sub-Assistant Inspectors at present as upon their report alone the amount of results grant depends, we shall have to trust them in future to gauge and report upon the efficiency of the schools upon more general grounds. The capacity of the teachers is upon the whole very limited but it frequently happens that an individual could develop his school in some particular direction. The masters without a rigid grant examination in prospect will be more likely to listen to the advice of the inspecting officers as to what they should do. These officers will be able to pay two or even three visits to each school during the year which will at any rate be better than one and if we could be sure that the supervisors were brought to book for delinquencies or laxity the prospects would be further improved.

Our village schools are at present governed by the same rules which govern the primary departments of large schools. I cannot help thinking that less rigidity would improve the better of these village schools. I doubt whether it could do the worst much harm.

As indicated above improvement in the quality of primary education is a crying need, a large share of the extra grant is to be devoted towards securing this end.

21. *Training Schools.*—There are at present 31 Government training schools for masters including the school department of the two training colleges. The staff is expected to teach in the practising school and besides looking after the teachers under training while in the practising school to do little more than instruct them in organisation and discipline together with the theory of teaching. This system leaves the classes in the practising schools practically without instruction for a considerable portion of the available time and does very little after all for the teachers under training.

It is now proposed to appoint a full and independent staff of teachers for these practising schools and thus to convert them into model schools which will at the same time set free the teachers of the training school to give instruction in the various subjects of general knowledge to the teachers under training. It has been of little use trying to teach these normal students how to teach and manage a school when they have been almost completely ignorant of the subject-matter they should be teaching. It is also proposed to extend their course at the training school from one year to two, thereby doubling the amount hitherto spent on stipends for primary teachers under training.

The extension of this system to teachers of higher grades should undoubtedly follow when funds are available.

Even for the primary grade more funds could be utilized. The number of applications for admission as stipendiary pupils under training has this year been half as large again as the number of vacancies.

22. *Conclusion.*—I have dealt, almost entirely, with general education, no portion of the extra grant can be considered as having been applied to special education other than that given in training schools and as further grants have been promised for such purposes I presume the review was intended to exclude reference to them.

23. I enclose the statement required by the Government of India.

This particular form of statement somewhat complicates matters for reasons indicated below.

The figures represent net expenditure. I have added the totals for the intervening years as they show the fluctuations with regard to several items.

I have also added other statements showing how some of the figures have been arrived at and giving a more detailed analysis in most cases.

It is not otherwise possible to base any reliable arguments upon the figures in the statement called for.

1/128-29

24. The net expenditure during 1904–1905, according to statement No. I, is Rs. 27,20,637. Excluding from this the marginally-noted items amounting to Rs. 3,28,937 which do not come under "22. Education" the expenditure of the department may be estimated at Rupees 23,91,700, the corresponding figure for the year 1901–1902 being Rs. 17,14,741. Of the increase, viz., Rs. 6,76,959, about Rs. 5,69,136 may be taken as the amount to be spent out of the recurring grant of 8 lakhs. The details in regard to this sum of Rs. 5,69,136 have been already given. The whole of the increase under grants-in-aid has been taken as falling under the 8 lakhs grant with the following exceptions: the contributions to the District Boards of Gódávari and Malabar and the Taluk Board of Goomsur and the net cost of the two Municipal High schools at Cuddapah and Kurnool and of the Board High school, Chittoor. The increase under this head has been estimated at Rs. 4,95,444 and is to be distributed as follows:—

	Rs.
Lawrence Asylum charges	48,000
Charges on Government educational buildings to be borne from the Public Works budget	1,13,187
Medical College and schools ..	1,64,250
Grants to orphanages not paid through the department	3,500
Total ..	3,28,937

	Rs.
For grants to schools under private management	2,32,480
For grants to Municipal schools and to schools under private management to be paid through Municipalities	32,880
For grants to Local Board schools and to schools under private management to be paid through Local Boards	2,30,084
Total ...	4,95,444

25. The following statement shows the distribution of the total amount which is to be spent out of the eight lakhs grant over the main heads of general table IV but in making the distribution the amount set apart for subsidy, viz., Rs. 2,19,800 has also been included though it will not appear under the column "Provincial revenues" of the table. A large portion of the amount will appear under the columns "District funds" and "Municipal funds" of the table as these bodies take credit for the amount and show it in the returns as having been expended from their own funds.

	Rs.		Rs.
Arts colleges	20,403	Miscellaneous	3,759
Professional colleges ..	1,650	Direction	11,334
Secondary schools ..	1,00,997	Inspection	58,508
Primary schools	3,29,095		
Special schools	15,116		5,69,136
Buildings	30,132		
Scholarships	— 1,858		

Order—No. 128, Educational, dated 6th March 1905.

The Government of India will be addressed.

(True Extract.)

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

Letter—No. 129, Educational, dated 6th March 1905, to the Secretary to the Government of India, Home Department.

With reference to your letter No. 574 (Education), dated the 11th July 1904, and in continuation of my letter No. 617 of the 19th December 1904, I am directed to forward the review required by the Government of India of the educational improvements effected with the assistance of the recurring grant of eight lakhs made to the Provincial revenues of Madras to meet increased expenditure on certain objects. I am also directed to append the statistical statement required by the Government of India.

2. In the telegram from the Government of Madras, dated 12th February 1902, and in the communication from the Director of Public Instruction forwarded with Mr. Weir's letter, No. 88, Educational, of the 18th idem, the following estimates were given of the additional expenditure required in order that effect might be given to the recommendations of the conference held at Simla in the year 1901 :—

		Rs.	Rs.
(1)	Direction—Deputy Director		10,625
(2)	Inspection—		
	(*a*) Allowances to Senior Inspectresses	2,400	
	(*b*) Inspector of European and Training schools with office, etc.	14,833	
	(*c*) Three Assistant Inspectors with offices, etc. ..	15,060	
	(*d*) Three Assistant Inspectresses and Sub-Assistant Inspectors with offices, etc.	1,64,400	
			1,96,693
(3)	Government Schools—General—Model Primary Schools ..		1,27,764
(4)	Do. Special—Training Schools ..		59,860
(5)	Grants-in-aid		8,56,000
(6)	Scholarships for Europeans		13,770
(7)	Reorganization, Provincial Educational Service ..		6,600
	Total ..		12,71,312

3. These figures refer to the several heads in the Civil Budget Estimates which show gross expenditure but those in the statement, which the Government of India now require and which has been appended to this review, represent the net expenditure. A detailed analysis of that statement has been considered necessary and two further statements have accordingly been added to elucidate it.

4. I am to observe, with reference to the details of the estimate of 1902, that the scheme for establishing model primary schools has since been abandoned as stated in Mr. Cardew's letter No. 252, Educational, dated 27th May 1903. The Government of Madras have also declined to sanction the proposed allowances to the Senior Inspectresses. Further, the amount under item (5) Grants-in-aid, in the estimate of 1902, has been found to be greatly in excess of present needs at present rates. The budget estimates for 1905–1906 provide Rs. 8,52,000 in the shape of Provincial grants including a sum of Rs. 59,000 to be paid to or through Municipalities besides Rs. 3,43,000 paid to or through Local Funds giving a total of Rs. 11,95,000. The corresponding total in 1901–1902 was Rs. 6,82,125 so that in round figures Rs. 5,12,000 may be taken as the extra amount required for the present for grants-in-aid, that is, Rs. 3,44,000 less than the sum originally estimated. If these three sums—Rs. 1,27,764 for model primary schools, Rs. 2,400 for allowances to Inspectresses and Rs. 3,44,000 excess in grants-in-aid—are deducted from the original estimate of Rs. 12,71,312, a sum of Rs. 7,97,148 or in round figure eight lakhs remains. It may, therefore, be said on the above rough calculation based on a comparison between the actuals of 1901–1902 and the budget estimates of 1905–1906 that it is intended to spend the extra recurring grant upon the remaining objects referred to in the original estimate. Extra expenditure has been, or will be, incurred upon other objects as well as upon those referred to in paragraph 5 of your letter, but the Madras Government believe that it will be found possible to meet the expenditure on some at least of these objects from Provincial revenues without any further assistance from the Government of India. I am to instance the following three schemes which have been matured and are already in full or partial operation :—

(i) *Reorganization of Female Education.*—Twenty-three girls' schools have been taken over at a considerable annual cost from Local Boards and private agencies and these schools and the schools previously under departmental management have been or are being reorganized. For some account of the scheme of reorganization, I am to refer the Government of India to my letter No. 643, dated 22nd October 1904, in which the reorganization of the establishments alone, without miscellaneous items such as rent and contingencies, is estimated to cost Rs. 25,962 net.

(ii) *Agricultural Teachers.*—Six agricultural teachers to be attached to training schools have been appointed but have been till recently under training. Their salaries will amount to Rs. 3,000.

(iii) A lady appointed by the Secretary of State to be Superintendent of the Primary Department of the Practising School attached to the Teachers' College at Saidapet joined her appointment on the 1st of September 1904. Her salary, including exchange compensation allowance and rent and conveyance allowances, amounts to Rs. 3,817.

The Government anticipate that it will be found possible to meet the expenditure on these and other minor improvements out of the savings effected by reduction of grants to secondary schools and by transfer to Local Boards and Municipalities of some of the expenditure on Board and Municipal schools now met from Provincial Funds. Local Boards and Municipalities have slightly decreased their net expenditure on education in the last two years in spite of a considerable increase in their revenues and it would appear as if they have taken advantage of increased facilities for obtaining grants from Provincial revenues to divert funds to objects other than Education. It was the intention of His Excellency the Governor in Council that the subsidies recently granted to Local Boards and Municipalities for educational purposes should assist them without operating to diminish their proper obligations and means will be adopted to secure this end. Meanwhile the figures relating to these grants or subsidies will be exhibited separately in the budget statements and accounts of local bodies instead of being consolidated with and hidden away amongst ordinary heads of educational receipts and charges.

5. Owing to the fact that certain of the schemes to which the recurring grant of eight lakhs has been devoted are not yet in full operation, the whole of that grant has not been spent in the last two years and will not be spent in the current year. The lapses in the Educational budget due to the postponement of schemes of which it had been found impossible to work out the details completely amounted in the year 1902–1903 to 2·18 lakhs; in 1903–1904 to 2·52 and will amount, it is estimated, in 1904–1905 to 2·73 lakhs under 22. Education and Adjusting heads.

6. An attempt will now be made to exhibit the amount of the actual expenditure for the current year out of the recurring grant of eight lakhs calculated by a comparison of the actuals of 1901–1902 with figures obtained from the statistical returns on which the revised estimates for 1904–1905 are based. Expenditure has been incurred on three main objects—

(*a*) *Controlling Agencies.*—The Deputy Director of Public Instruction has been at work since July 1903; the Inspector of European and Training Schools since November 1903; the three additional Assistant Inspectors since April 1904; the three Assistant Inspectresses since October 1902.

(*b*) *Reorganization of the Provincial Educational Service.*—This was brought into force from the 1st of April 1904.

(*c*) *Grants-in-aid.*—The increased expenditure out of the grant of eight lakhs and grants-in-aid was calculated to be Rs. 4,95,444.

The total expenditure in 1904–1905 out of the recurring grant is calculated in the following statement to be Rs. 5,69,136 :—

	Rs.
Deputy Director of Public Instruction	9,684
Inspector of European and Training Schools, establishment, contingencies, etc.	18,408
Assistant Inspectors of Schools, establishment, etc.	12,400
Assistant Inspectresses of Girls' Schools, establishment, etc. ..	16,750
Thirty-one additional Sub-Assistant Inspectors of Schools, establishment, etc.	10,400
Reorganization of the Provincial Educational Service	6,050
Grants-in-aid	4,95,444
Total ..	5,69,136

7. The net expenditure on education according to statement I appended to this review is Rs. 27,20,637. Excluding from this the marginally-noted items amounting to Rs. 3,28,937 which do not come under 22. EDUCATION in the budget, the expenditure of the department may be estimated at Rs. 23,91,700 for 1904–1905, the corresponding figure in the year 1901–1902 being Rupees 17,14,741. Of the increase of Rupees 6,76,959, an amount of Rs. 5,69,136 has been shown to be the amount spent out of the recurring grant of eight lakhs.

	Rs.
Lawrence Asylum charges.. ..	48,000
Charges on Government educational buildings to be borne from the Public Works department budget	1,13,187
Medical College and schools ..	1,64,250
Grants to orphanages not paid through the department ..	3,500
Total ..	3,28,937

The following statement shows the distribution of this amount over the main heads of statement I in the appendix :—

	Rs.
Arts colleges	20,403
Professional colleges	1,650
Secondary schools	1,00,997
Primary schools	3,29,095
Special schools	15,116
Building grants	30,132
Scholarship grants	—1,858
Miscellaneous	3,759
Direction	11,334
Inspection	58,508
Total ..	5,69,136

The following table will show that these figures may be obtained from those in the statement in the foregoing paragraph :—

—	Deputy Director of Public Instruction.	Inspector of European and Training Schools, establishment, etc.	Assistant Inspectors of Schools, establishment, etc.	Assistant Inspectresses of Girls' Schools, establishment, etc.	31 additional Sub-Assistant Inspectors of Schools, establishment, etc.	Reorganization of the Provincial Educational service.	Grants-in-aid.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	..	..	..	..	..	2,200	18,203	20,403
Professional Colleges ..	..	..	..	..	..	1,650	..	1,650
Secondary Schools ..	..	..	..	..	..	..	1,00,997	1,00,997
Primary do. ..	..	..	..	..	..	..	3,29,095	3,29,095
Special do. ..	..	..	..	..	..	..	15,116	15,116
Building grants	..	..	..	..	..	..	30,132	30,132
Scholarships (Scholarship grants)	..	..	..	..	..	..	—1,858	—1,858
Miscellaneous	..	..	..	..	..	..	3,759	3,759
Direction	9,684	..	..	..	..	1,650	..	11,334
Inspection	..	18,408	12,400	16,750	10,400	550	..	58,508
Total ..	9,684	18,408	12,400	16,750	10,400	6,050	4,95,444	5,69,136

8. The amount provided for scholarships previous to the assignment of the grant of eight lakhs has been found sufficient to meet all demands under that head. The scheme for the reorganization of the Sub-Assistant Inspectorate is only in process of introduction, the scheme for the reorganisation of Training schools has not yet been sanctioned and some further increase is still expected under grants-in-aid. Accordingly the following amounts are still required to complete the programme of recurring expenditure :—

	Rs.
Reorganization of the Sub-Assistant Inspectorate	1,47,164
Reorganization of Training Schools	70,000
Grants-in-aid	16,556
Total ..	2,33,720

The grand total of the expenditure on the objects to which the recurring grant has been devoted may thus be estimated at Rs. 8,02,856. The date by which the entire grant of eight lakhs will have been applied to recurring expenditure may be considered to be the date by which the extra expenditure on Training schools will have been incurred as the full expenditure under all other heads will have been incurred before that time.

9. The Government of India desire to have a general description of the standard of educational advancement which will have been reached by the time the extra grant has been fully applied to recurring expenditure.

10. From the figures given above it is apparent that while a small portion of the grant has been devoted to increasing the efficiency of the controlling agencies, the bulk of it is spent or will be spent on increasing the grants-in-aid of private and Local fund schools and on the training of elementary teachers. I am to explain briefly for the information of the Government of India the working of the grant-in-aid system in this Presidency. Grants-in-aid are paid both from Provincial and from Local funds. Broadly speaking, Government retain the responsibility for aid to female education, education of Europeans and Eurasians, of certain backward tribes, collegiate and upper secondary education in District Municipalities and education above the Infant and the first three elementary standards in rural areas and Madras City. Grants are paid from Provincial funds to Board and Municipal schools as well as to private schools, while grants for education up to and including the third standard in rural areas and the Madras City and up to and including lower secondary classes in District Municipalities are paid from or through Local or Municipal funds. The maximum rates of grant are laid down in the Grant-in-aid Code, but for want of funds the grants actually paid from Provincial funds up to 1901–1902 formed a fractional portion of the maximum payable under the Grant-in-Aid Code. Similarly, the grants paid by Local Boards and Municipalities were only paid at a few annas in the rupee of the maxima for which the schools were eligible under the Code. From the year 1902–1903 Provincial grants have been paid in full and local bodies have been subsidized from Provincial funds and thus enabled to pay their grants at maximum rates.

11. The great increase in grants-in-aid made possible by the assignment of the recurring grant of eight lakhs is attributable mainly to the increase of grants-in-aid to primary schools and the primary departments of other schools. But I am directed to comment briefly on the figures given in the table in paragraph 7 and on the distribution of the increase in grants-in-aid among schools of the various classes.

(1) *Arts Colleges.*—Of the total amount of Rs. 4,95,444, the comparatively small sum of Rs. 18,203 has been applied to colleges. With the help of the recurring grant the Government have been able to meet longstanding applications for aid from some of these institutions. Substantial improvements can however only be effected when the provisions of the new Universities Act will come into full operation and with the assistance of the additional funds promised by the Government of India for the purpose.

(2) *Secondary Schools.*—Secondary schools absorbed Rs. 1,00,997 of the increased grant-in-aid. This expenditure includes expenditure on primary departments of those schools which exist in many though not in all of them. A few of the upper and lower secondary high schools in this Presidency have classes up to the third and fourth standards, a few have a complete primary department. The absence of a primary department in many secondary schools is attributed by the Director of Public Instruction to a variety of causes, chief of which the School Fee Regulations now in force. His Excellency the Governor in Council proposes to consider the possibility of introducing changes in these Regulations with a view to encouraging the maintenance of primary departments by the managers of secondary schools.

(3) *Primary Schools.*—It is in respect of primary schools that the increased grant is producing or will produce the most important results. Indirect results are expected on account of the improvements in the inspecting agency and of the proposed improvement in Training schools. A more direct result has been obtained by the increased grants-in-aid. The status of the teachers and thereby the condition of the schools has been improved and it is hoped that the statistical returns will show before long a large increase in the numbers of pupils in the primary stage of instruction.

12. The grants paid in the past to or for primary schools or primary departments of secondary schools have been paid under three heads—

(1) Results grants,
(2) Fixed grants, and
(3) Results stipends of teachers in Board and Municipal schools.

It was thought that nothing could further conduce towards stimulating primary education than the payment of these grants at full maximum rates and it is reported that there are signs that the desired effect is being obtained. The results grant system has however worked unsatisfactorily and the Governor in Council hopes that the extra expenditure on primary schools will have more important effects after the abolition of that system and the consequent redistribution of the funds. The results grant to a school is supposed to be limited by the net cost of the school, but it is understood that in 7,000 primary schools the staff receive no fixed salaries and the net cost is an imaginary quantity susceptible of insidious increase and that most of these schools have no real management. They belong to a teacher who may or may not have an assistant. He holds the school in his house or perhaps hires a building for some 8 annas a month and incurs expenditure which may amount to another 8 annas a month. A few of the pupils with well-to-do parents pay some fee or provide the teacher with food and the teacher secures as many more pupils as he can, regarding them as potential grant-earning organisms. Sometimes, it is understood, parents only lend their children to the schoolmaster on condition that he divides the grant with them. Under such a system no support from local resources is elicited and there is nothing to foster a spirit of initiative and combination for local ends. These are the schools to be borne in mind in abolishing the results grant system. The Madras Government however consider that it would be undesirable to take action that would lead to the closing of any large number of them simultaneously with the transition from the results grant system to the fixed grant system, but hope that it will be possible by transferring funds gradually under a simpler system of aid from the worse to the better schools to effect considerable improvements with the amount now available, increased to some extent by withdrawing aid from secondary education. The increase in the strength of the subordinate inspecting staff should also tend to the more efficient gauging of the actual expenditure incurred on these schools by private managers. No widespread extension of primary education can however be looked for without more funds and more qualified teachers The former will best be utilized if given gradually as need arises and the provision of more teachers will do little to improve the quality of education until they are better trained.

13. I am to add a few remarks on the improvement effected or to be effected with the help of the recurring grant in the controlling agencies and on the expenditure from the recurring grant shown under buildings and special schools in the statistical tables in paragraph 7 *supra*—

(1) *Controlling Agencies.*—Since his relief from a considerable amount of routine work by the appointment of the Deputy Director, the Director of Public Instruction should be in a position to co-ordinate the work of the department and to undertake frequent tours which will enable him to keep in touch with educational agencies throughout the Presidency. His work will, however, remain very heavy more especially because a large proportion of the institutions in this Presidency remain in the hands of private agencies with conflicting interests which influence their educational work. The Inspecting agency has been greatly strengthened. There will be an Inspector of European and Training schools, four Circle Inspectors (two Europeans and two natives), three Inspectresses, twelve Assistant Inspectors, three Assistant Inspectresses, seven Sub-Assistant Inspectresses and 112 Sub-Assistant Inspectors, seven of whom will confine their attention to Muhammadan and Mappilla schools and one to Sanskrit schools. The large increase in the number of Sub-Assistant Inspectors will enable these officers who could formerly only pay one visit on an average to each school in every year, to inspect frequently and to gauge effectively and report on the efficiency of primary schools upon better grounds than the rigid grant examination of the past afforded. Below the Sub-Assistant Inspectors there are 262 Supervisors of

10
128-29

Primary schools who are not except in one case under the control of the Educational department but are paid from Local Board or Municipal funds and controlled by Local Boards or Municipal Councils. The Government of Madras are considering the transfer of this agency to the control of the Director of Public Instruction, but the question is one of some difficulty as it involves redistribution of educational expenditure from Local and Provincial funds.

(2) *Buildings.*—Grants on account of buildings absorb Rs. 30,132 on the increased expenditure attributed to the special grant of eight lakhs. The increase is due chiefly to sums already promised but remaining unpaid at the close of 1901–1902 being cleared off, but the total expenditure under building grants is, in the opinion of His Excellency in Council, likely to increase with the expansion of education.

(3) *Special Schools.*—The reorganization of the Government Training schools is expected to cost Rs. 70,000. There are at present 31 Government Training schools for masters including the school departments of the two Training colleges. The staff is expected to teach in the practising schools, and besides looking after the teachers under training while in the practising school, to do little more than instruct them in organization and discipline together with the theory of teaching. This system leaves the classes in the practising schools practically without instruction for a considerable portion of the available time and does very little after all for the teachers under training. It is now proposed to appoint a full and independent staff of teachers for these practising schools and thus to convert them into model schools. At the same time the teachers of the Training school will be set free to give instruction in the various subjects of general knowledge to the teachers under training. It has been of little use trying to teach these normal students how to teach and manage a school when they have been almost completely ignorant of the subject-matter they should be teaching. The extension of this system to teachers of higher grades should undoubtedly follow when funds are available. Even for the primary grade more funds could be utilized. The number of applications for admission as stipendiary pupils under training this year is reported to have been half as large again as the number of vacancies.

14. From the remarks embodied in the foregoing paragraphs it will be observed that the failure to utilise hitherto the full grant is due to the delay necessarily involved in formulating and introducing new schemes, and in obtaining the necessary sanction therefor, but that when all the proposals which have now been made are definitely sanctioned and brought into force, an annual additional expenditure exceeding the eight lakhs will be incurred by this Government. This may be expected to be reached in 1906–1907.

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

[Appendices.

Exd. C. Parthasarathy.

APPENDICES

Statement I.

Heads of account.	Column 34 of General Table IV for 1901–1902.	Column 34 of General Table IV for 1902–1903.	Column 34 of General Table IV for 1903–1904.	Column 34 of General Table IV calculated approximately for 1904–1905.	Difference between the figures for 1901–1902 and those for 1904–1905.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	2,39,541	2,60,367	2,21,875	2,49,013	+ 9,472
Professional colleges	1,68,486	1,89,422	1,90,939	1,94,690	+ 26,204
Secondary schools	3,38,594	4,40,201	4,20,439	4,39,804	+ 1,01,200
Primary schools	2,99,261	4,37,221	4,29,351	4,81,700	+ 1,82,439
Special schools	2,59,910	3,34,901	3,47,760	3,52,599	+ 92,689
Buildings and equipments	3,25,634	3,91,167	4,22,677	2,04,987	— 1,20,647
University charges	..	..	..	..	..
Direction	55,860	54,708	63,448	68,000	+ 12,140
Inspection	3,01,809	3,21,923	3,24,315	3,74,780	+ 72,971
Scholarships	64,362	59,777	60,427	67,100	+ 2,738
Miscellaneous	78,505	1,52,422	70,410	52,586	— 25,919
Total ..	21,31,872	26,42,109	25,51,641	24,85,259	+ 3,53,387
Contribution to the Gódávari District Board.	..	15,888	14,526	15,578	+ 15,578
Subsidy to Local Boards	..	1,75,798	2,18,378	1,86,800	+ 1,86,800
Subsidy to Municipalities	..	25,230	32,926	33,000	+ 33,000
Total ..	..	2,16,916	2,65,830	2,35,378	+ 2,35,378
Grand Total ..	21,31,872	28,59,025	28,17,471	27,20,637	+ 5,88,765

11
128-29

Statement II showing how the figures in column 5 of Statement I have been arrived at.

Heads of account.	Government colleges and schools and indirect charges.	Grants to Local Boards.	Grants to Municipalities.	Grants to Aided colleges and schools.	Lawrence Asylum charges.	Medical College and schools.	Charges to be met by the Public Works Department for Educational buildings.	Grants to orphanages not paid through the Department.	Approximate total that will appear in column 34 of General Table IV for 1904–1905.	Remarks.
1	2	3	4	5	6	7	8	9	10	11
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Arts colleges	1,55,013	..	4,000	1,10,000	..	..	..	..	2,49,013	(a) This amount represents the probable amount of grants to orphanages not paid through the Department.
Professional colleges	1,84,256	..	..	..	..	60,440	..	..	1,94,690	
Secondary schools	80,337	39,942	16,100	2,83,000	..	..	..	(e) 1,100	4,39,804	(b) This is the amount allotted under class A Works in the Public Works Department budget for the current year.
Primary do.	1,56,400	89,300	9,000	2,27,000	19,325	..	..	..	4,81,700	
Special do.	1,82,204	4,500	200	63,500	5,085	97,110	(b) 1,13,187	..	3,52,599	(c) A sum of Rs. 30,000 only has been taken as the probable expenditure during the remaining portion of this year for the additional Sub-Assistants.
Buildings and equipments	..	4,000	800	87,000	..	..	..	..	2,04,987	
University charges	..	..	..	..	..	..	..	..	..	
Direction	68,000	..	..	..	..	..	..	..	68,000	
Inspection	(c) 3,74,000	..	..	..	..	(d) 6,700	..	..	3,74,780	(d) Excludes Rs. 16,930 stipends to Madras-Burma and Burma pupils which are not included in General Table IV.
Scholarships	61,000	2,000	..	7,400	23,590	..	..	(e) 2,400	67,100	
Miscellaneous	14,396	100	..	15,100	..	..	..	..	52,586	(e) These amounts will not appear in General Table IV.
Contribution to the District Board, Gódávari.	..	15,578	..	..	..	..	..	..	15,578	
Subsidy to Local Boards ..	..	1,86,800	..	..	..	..	..	..	1,86,800	(f) Of this, about Rs. 17,000 may be taken as relating to secondary schools.
Subsidy to Municipalities	..	..	33,000	..	..	..	..	..	(f) 33,000	
Total ..	11,92,600	3,43,000	63,100	7,93,000	48,000	(g) 1,64,250	1,13,187	3,500	27,20,637	

STATEMENT III showing how the figures in column 2 of Statement II have been arrived at.

Heads of account.	Charges of colleges, schools, &c., according to the revised budget estimate for 1904-1905.	Fee and other receipts in Government institutions.	Net expenditure.	Deduct amount of interest derived from the Mangalore College and Hobart endowments.	Net expenditure.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	2,11,000	75,000	1,36,000	987	1,35,013
Professional colleges	1,57,350	23,100	1,34,250	..	1,34,250
Secondary schools	1,05,800	24,000	81,800	1,463	80,337
Primary do.	1,60,600	4,200	1,56,400	..	1,56,400
Special do.	2,06,004	23,800	1,82,204	..	1,82,204
Buildings and equipments ..	..	..	..	..	..
University charges	..	..	..	..	..
Direction	68,000	..	68,000	..	68,000
Inspection	3,74,000	..	3,74,000	..	3,74,000
Scholarships	51,000	..	51,000	..	51,000
Miscellaneous	27,296	15,900	11,396	..	11,396
Total ..	13,61,050	1,66,000	11,95,050	2,450	11,92,600

12
128-29

NOTES CONNECTED WITH G.O., Nos. 128, 129, EDUCATIONAL, DATED 6TH MARCH 1905.

[SUBJECT.—*Recurring grant of eight lakhs.*]

From the Director of Public Instruction, No. 6475, *dated* 27*th January* 1905.

Papers please sharp with draft to India.

H. D. TAYLOR—28-1-05.

The drafts placed below are submitted for approval.

P. T. THARYAN—30-1-05.

Should we examine the Director's figures in the office? I have not attempted to do so as it would take some time.

A. GALLETTI—30-1-05.

The Director's letter requires to be carefully paragraphed, and side references should be entered where necessary. It is hardly possible for the office to check details which are to some extent based on *estimates*: but the figures should be carefully examined to see that there are no discrepancies. This can be done while the letter is being printed, and any necessary correction's can be made in the first proofs.

2. The file is, however, submitted at once to the Honourable Member for approval of sending on the Director of Public Instruction's report in original without preparing a detailed office draft in its place.

H. D. TAYLOR—31-1-05.

I have perused the letter hurriedly and want you to criticise it (for my use) that I may be certain that the Director's statements as to the use made of the money provided cannot be impugned.

2. Its disposal should not be delayed in any case.

J. T[HOMSON]—2-2-05.

The table in paragraph 25 showing that Rs. 5,69,686 of the 8-lakh grant is being spent in 1904-1905 is not accounted for either in the body of the report or by the tables in the appendix. As this table is what the report is written round, it is a serious omission. The tables in the appendix show *total* differences of expenditure under heads in 1901-1902 and 1904-1905. The table in paragraph 25 shows the differences *assigned to the* 8-*lakh grant* under the same heads. If the Government of India are not to be made to puzzle over the table in paragraph 25 and wonder where on earth we have got the figures from, we had better put in another table explaining it. The table in paragraph 25 is the table in paragraph 6 transmuted as below :—

Table in paragraph 25.		Table in paragraph 6.		6. Reorganisation Provincial Service.
	Rs.		Rs.	Rs.
1. Arts colleges ..	20,403	Share of 7. Grants-in-Aid and Share of 6. Reorganisation Provincial Service ..	20,403—(1,10,000—91,817)	2,220
3. Secondary schools.	1,00,997	Share of 7. Grants-in-Aid ..		
5 Special schools ..	15,116			
2. Professional colleges.	1,650	Share of 6. Reorganization Provincial Service ..		1,650

Table in paragraph 25.		Table in paragraph 6.		6. Reorganization Provincial Service.
	RS.			RS.
4. Primary schools.	3,29,095			
6. Buildings ..	30,132	Share of 7. Grants-in-Aid ..		
7. * Scholarships ..	—1,858			
8. Miscellaneous ..	3,759			
			RS	
		1. Deputy Director ..	10,234	
9. Direction ..	11,884	and Share of 6. Reorganization Provincial Service	1,650	1,650
			11,884	
		2. Inspector, European and Training schools ..	18,408	
		3. Assistant Inspectors ..	12,400	
		4. Assistant Inspectresses.	16,750	
10. Inspection ..	58,508	5. Sub-Assistant Inspectors.	10,400	
			57,958	
		and Share of 6. Reorganization Provincial Service.	550	550
			58,508	

Total of 6. Reorganisation Provincial Service .. 6,070
(instead of 6,050)

The figures in the tables in paragraph 25 and paragraph 6 are got at by deducting actuals of 1901–1902 from revised estimates of 1904–1905. Instance: No. 1 in paragraph 25 Arts Colleges: The Director reckons that he has spent some of the 8 lakhs on increase of grants to Aided Arts' Colleges and some of it on increase in pay to a teacher in a Government Arts' College who belongs to the Provincial Educational Service. He takes the total grants to Aided Arts' Colleges, 1901–1902, viz., Rs. 91,817, and deducts it from the revised estimate for grants to Aided Arts' Colleges, 1904–1905, viz., Rs. 110,000. Difference Rs. 18,183. Increase in the teachers' pay (Government Arts' College) in consequence of reorganization of the Provincial Service is Rs. 2,220. Rs. 18,183 and Rs. 2,220 are Rs. 20,403, and this he gives in the table in paragraph 25 as the amount out of the 8 lakhs he has utilised on Arts' Colleges.

The figures in the table in paragraph 6 are got at in the same way. Instance:—

		RS.
1904–1905.	Item 7. Grants-in-Aid	4,95,444
	Grants to Private schools and Colleges	7,93,000
	† Grants to and through Local Fund Boards	3,43,000
	† Grants to and through Municipalities	63,100
		11,99,100

	RS.	
Deduct—Contribution—		
Gódávari District Board ..	15,578	
Malabar District Board ..	3,080	
Gumsoor District Board ..	42	
Municipal High school, Cuddapah ‡	2,831	
Municipal High school, Kurnool		
Board High school, Chittoor.		
	21,531	21,531
		11,77,569
1904–1905		6,82,125
1901–1902		
Difference, assigned to 8-lakh grant ..		4,95,444

* He says "scholarships", but means "scholarship grants".

† The Director's headings in columns 3 and 4 statement 2, at end of report are wrong—as I pointed out before when the annual report came in. The figures include subsidy, most of which is *not* paid to Local Board and Municipal schools, but through Boards and Municipalities to Aided schools.

‡ Revised estimates don't give details for those; but they are small sums, about Rs. 1,000 for each school.

13
1928-29

I have been able to puzzle out the figures without much difficulty. But I think the report should be amended before it is sent on. It should be clearly stated in the report that the figures in the tables in paragraphs 6 and 25 represent differences between Revised estimate figures for 1904–1905 and Actuals for 1901–1902; and a table reconciling the table in paragraph 25 with that in paragraph 6 should be inserted. *

* Ask the Director for this? My reconciliation is only a guess though probably a right guess as it does not land me in absurdities.
A. Galletti.

2. The Director (paragraph 7) makes out that the various schemes, including training schools, but excluding—

(1) Provincialization of girls' schools,

(2) Reorganization of girls' schools.

(3) Female Superintendent, Teachers' College,

(4) Agricultural teachers,

will just about absorb the 8 lakhs. He omits all mention of (5) the European and Widow scholarship scheme. In a recent letter to India about (2) we made out that the schemes sanctioned, *i.e.*, those mentioned by the Director and (1), (3), (4), (5) also would, with (2) but without the training schools' scheme, cost Rs. 9,21,125. I have noted differences in the statement given below. Our statement is a statement of estimates drawn up at inception, the Director's statement an attempt to estimate what the schemes are actually costing this year. The greatest difference is in the scheme for increasing grants-in-aid for which it was very difficult to estimate with any correctness:—

Statement showing how much of the special recurring grant of 8 lakhs allotted for expenditure on education in this Presidency will be absorbed by the various schemes sanctioned up to date.

Items.		Amount.	Director of Public Instruction's figures (Revised estimate, *1904–1905*, compared with Actuals, *1901–1902*).
Direction.	RS.	RS.	*Rs.*
Salary of the Deputy Director of Public Instruction including exchange compensation allowance (cost of one new officer in the Indian Educational Service)		10,270	*9,684*
Inspection.			
Salary of the Inspector of European and Training schools including exchange compensation allowance (cost of one new officer in the Indian Educational Service)	10,270		
Cost of his establishment, travelling allowance and contingencies	4,688	14,958	*18,408*
Three Assistant Inspectresses of girls' schools, salaries, establishments, travelling allowances and contingencies		17,187	*16,750*
Three additional Assistant Inspectors of schools, salaries, establishments, travelling allowance and contingencies		15,300	*12,400*

Statement showing how much of the special recurring grant of 8 lakhs allotted for expenditure on education in this Presidency will be absorbed by the various schemes sanctioned up to date—*cont.*

Items.	Amount.		Director of Public Instruction's figures (Revised estimate, *1904-1905*, compared with Actuals *1901-1902*).
	Rs.	Rs.	*Rs.*
Additional Sub-Assistants—			
Increase in salaries as per letter of the Madras Government No. 493, Educational, dated 20th August 1902	97,800		
Cost of additional establishments including clerks and attenders	23,088		
Cost of 53 attenders employed during 1903–1904 less the cost of temporary clerks at Rs. 45 in 53 officers	3,975		
Extra travelling allowances	26,040		
Extra contingencies	6,820		
		1,57,723	{ *10,400* + *1,47,164*
Reorganization of the Provincial Educational Service	..	6,600	*6,050*
Government schools—General.			
Cost of the provincialization of Board girls' schools	..	8,200	..
Cost of the reorganization of girls' schools in the three circles	..	49,000	..
Government schools—Special.			
Female Superintendent, Practising schools attached to the Teachers' College, including exchange compensation allowance	3,187	..	{ 3,187 300 House-rent. 3,487
Agricultural teachers, 6 at Rs. 41⅔ per mensem.	3,000	..	3,000
		6,187	6,487
22-G. Grants-in-aid—Increase over the allotment of 1901–1902	3,48,600		
Adjusting heads { Increase under results and fixed grants over the allotment of 1901–1902 ..	32,500		2,32,480
Adjusting heads { Subsidy to Local Boards ..	2,39,600		2,62,964
		6,20,700	4,95,444
Government scholarships.			
Increase due to the award of European and Widow scholarships		15,000	
		9,21,125	8,03,406

3. It seems to me that the report requires some editing before it can be forwarded. The editing may be left to Honourable Member? For instance there is a statement in paragraph 5 that "extra expenditure . . . must be met by

14
T28-29

curtailment in other directions such as closer supervision over our financial relations with Local Boards . . . . ."

It is not necessary to refer to the question on the present reference.

H. D. Taylor.

"Closer supervision" is not a curtailment, but, letting that pass, do Government really intend to make Local Boards pay more than they are now doing? If Government have not made up their minds to this, the remarks had better go out. And in paragraph 14 there is a strong expression of opinion "early use of English, where it is a foreign language, as a medium of instruction is doing immense harm to the general mental development of our scholars." Are the Government going to endorse that opinion, and is it relevant in a report about how 8 lakhs is being spent and what good the spending is doing? My own experience of the early use of foreign languages as a medium of learning—age 10 to 12 German, age 13 English, both foreign languages to me, is that it does good not harm and that the difficulty of the form impresses the matter of instruction on the understanding and the memory. I submit that adults who were not taught in a foreign language when they were children are not good judges of the matter. The mind of the child is not that of the adult. A child learns to *think* in a foreign language in a few weeks or months, and foreign emigrant children off the ships talk good English—or American—in the New York schools within a very short time of landing. The earlier a native starts on English, the less difficulty he will have with it and the more he will learn in the higher classes where English is established as the medium of instruction.

Statement in paragraph 18 that "Local Boards are profiting by the arrangement [about payment of results grants and stipends in full] to the extent perhaps of Rupees 50,000". The Director is not very clear, but I suppose he can only mean that Boards get Rs. 50,000 of the Government special subsidy for their own schools. In the preceding paragraph he says there is nothing wrong in this; so I do not know why he uses the the word "profit" here. It is not profit to the Board. The money goes to the teachers and the Boards are not saved any thing; they go on paying the teachers what they paid them before. The total amount spent from the subsidy on making up Board salary-results schools teachers' stipends to the maxima allowed by the Code was Rs. 63,330 in 1903–1904. None of the Boards made any profit on primary schools in the lump and these are the schools on which most of the subsidy is spent. A portion of the Rs. 63,333 is, however, paid in stipends to teachers of higher classes in Board salary-results schools which contain higher classess. Government never intended this, I feel sure, but nevertheless it is done; see the telephonic message from the Director of Public Instruction given below:—

I think the Director means that the expenditure of the schools is not sufficiently checked and that in consequence larger grants than are actually warranted are given in some cases.

Also that the grant of a subsidy has enabled District Board by juggling with the budget figures to evade their responsibilities. The Directorof Public Instruction may be asked to elucidate the point.

H. D. Taylor.

It will be seen from the Director's explanation thatto arrive at the figure of what he calls a "profit" he uses the figures for other Provincial grants and not only the subsidy figures.

A. Galletti.—11-2-05.

The subsidy is utilized in paying grants only for standards or forms aided from Local or Municipal funds. As the standards above the third in Board salary results schools and the Lower Secondary forms in Municipal schools are not aided but are maintained from Local and Municipal funds respectively, no portion of the subsidy is utilized in paying grants for them.

2. As the Lower Secondary forms in schools under private management are aided from municipal funds subsidy is utilized in paying grants for them.

3. A portion of the subsidy is utilized in paying *results stipends* to Board or Municipal salary results schools irrespective of standards.

The Local Boards made a profit of Rs. 7,693 on Upper Secondary schools (absurdly entered as "*surplus fees*" in a foot-note to the table general table (7) Vol. I in the Public Instruction Report) and only spent Rs. 552 on English Lower Secondary schools last year. If, when he speaks of Boards profiting, the Director really means that they make a profit to themselves as opposed to a profit to the teachers out of Government grants, the profit out of the subsidy cannot be Rs. 50,000, out

of Rs. 63,000 or indeed anything at all apparently of the subsidy, but perhaps Government grants to Boards schools; Where the pasasge occurs, he is speaking he was thinking of profits made on other these came to a considerable amount last year, Rs. 1,26,133. It seems to me there is some confusion and if Secretary cannot see light either, we might telephone to the Director about it while the paper goes on to Honourable Member.

A. GALLETTI—3-2-05.

Of which about half a lakh fixed grants, half a lakh non-subsidy stipend grants in standards above the third and most of the balance salary grants in high schools. See supplementary tables 33 and 34 in Public Instruction Report 1903-1904, Vol. II. I have taken the total Rs. 1,26,133 from a table in another letter of the Director's now under disposal.

The figure may also be obtained from Public Instruction Report, 1903-1904, Appendix K and Table (33).

Table (33) Vol. II—	Rs.
Board High school, Chittoor ..	999
Mappilla schools	2,968
Salary and rent grants, ordinary schools	9,739
Fixed and results grants	1,12,907
Total ..	1,26,213
Deduct Govindappan Chattram Sanskrit school	80
	1,26,133

Also from General Table (7) Vol. I—	Rs.
Secondary schools	39,328
Primary schools	86,805
	1,26,133

A. GALLETTI.

The original report of the Director not only contains a good deal of extraneous matter foreign to the present reference, but a very lengthy note will be required, if it be submitted in original, by way of explanation. In these circumstances the entire matter had better be dealt with by a draft to be prepared in this office. For this purpose better take actuals 1901-1902 and revised estimate 1904-1905, explaining any large variation. It is not necessary to deal with any controversial questions of Educational policy. Please put up a draft as soon as possible, referring to the Director of Public Instruction for any explanation of his figures that may be found necessary.

H. D. TAYLOR—5-2-05.

Office—

Telephone to Director—*vide* pages 3 and 6 of my note.

A. GALLETTI—6-2-05.

Telephonic message from the Assistant Secretary, Educational Department, to the Director of Public Instruction, dated 6th February 1905.

With reference to your letter No. 6475 of the 27th ultimo, please furnish a statement reconciling item by item the table below the last paragraph with the table below the paragraph beginning with the words "a sum of Rs. 4,95,444 is estimated "to be spent during the year upon grants-in-aid". It is presumed that the figures in the last mentioned table are obtained by deducting actuals for 1901-1902 from revised estimate figures of 1904-1905. If not, will the Director say how they are obtained.

In the paragraph beginning with the words "for one thing grants to Board "Schools are being paid at the enhanced rate" it is stated that Local Boards make a profit by the arrangement to the extent of about Rs. 50,000. Please explain how this is calculated, how the profit accrues and whether the profit is from the ordinary grant of Rs. 1,26,133 or from the subsidy of Rs. 63,000 and odd to Board schools or from both.

Telephonic message from the Assistant Secretary to Government, Educational Department, to the Director of Public Instruction, dated 8th February 1905.

When may we expect a reply to the telephonic message of the 6th instant asking for a statement reconciling the figures in two of the tables given in your report of the expenditure from the recurring grant.

Telephonic message from the Director of Public Instruction, to the Assistant Secretary, Educational Department, dated 8th February 1905.

The reply is being despatched this day.

15
1/28-29

The reconciling statement called for by telephone, dated 6th February 1905, submitted herewith:—

Reconciling statement.

—	Deputy Director of Public Instruction.	Inspector of European and Training schools, establishment, etc.	Assistant Inspectors of schools, establishment, etc.	Assistant Inspectresses of girls' schools, establishment, etc.	Thirty-one additional Sub-Assistant Inspectors of schools, establishment, etc.	Reorganization of the Provincial Educational Service.	Grants-in-aid.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts colleges	..	..	..	..	..	2,200	18,203	20,403
Professional colleges ..	..	..	..	..	..	1,650	..	1,650
Secondary schools	..	..	..	..	..	..	1,00,997	1,00,997
Primary schools	..	..	..	..	..	..	3,29,095	3,29,095
Special schools	..	..	..	..	..	..	15,116	15,116
Buildings	..	..	..	..	..	..	30,132	30,132
Scholarships (*i.e.*, scholarship grants).	..	..	..	..	..	..	— 1,858	— 1,858
Miscellaneous	..	..	..	..	..	..	3,759	3,759
Direction	9,684	..	..	..	..	1,650	..	11,334
Inspection	..	18,408	12,400	16,750	10,400	550	..	58,508
Total ..	9,684	18,408	12,400	16,750	10,400	* 6,050	4,95,444†	5,69,136

* Officers benefited by the reorganization of the Provincial Educational Service:—

	Rs.	
1. Mr. E. H. Elliot	.. ..	100—Presidency College.
2. ,, Sathianadhan	.. ..	50—Deputy Director.
3. ,, Hanumanta Rao	.. ..	100—College of Engineering.
4. ,, Scott	.. ..	100—Personal Assistant to the Director of Public Instruction.
5. ,, Malim	.. ..	50—Mangalore College.
6. ,, Mangesha Rao	.. ..	50—Presidency College.
7. ,, S. Subrahmanya Aiyar	.. ..	50—Teachers' College.
8. ,, G. V. Subbarayudu	.. ..	50—Assistant Inspector of Schools.

1 + 5 + 6 = Arts colleges 200 × 11 (months) = Rs. 2,200.
3 + 7 = Professional colleges 150 × 11 = Rs. 1,600.
2 + 4 = Direction 150 × 11 = Re. 1,650.
8 = Inspection 50 × 11 = Rs. 550.

In preparing this statement it is now noticed that a sum of Rs. 550 † the amount by which the Acting Deputy Director was benefited by the reorganization of the Provincial service has been shown twice over—under "Direcion" and under "Reorganization of the Provincial Educational service." The whole of the salary received by the Deputy Director and the Acting Deputy Director was totalled with reference to the acquittance rolls and shown under "Direction," but in calculating the figures for the Provincial service the fact that the present Acting Deputy Director is an officer of that service was lost sight of, either through oversight or under the impression that the appointment belongs to the Indian service. Anyhow it is submitted with regret that the mistake has crept in. The office of the Deputy Director was held for a time by an officer of the Indian service and during the rest of the year by an officer of the Provincial service.

† Rs. 50 × 11 months = Rs. 550.

The following corrections in paragraphs 6, 7, 24 and 25 of this office letter, Ref. on C. No. 6475 of 1904, dated 27th January 1905, are therefore necessary if it is desirable that the figures should be accurate:—

		Rs.		Rs.
Para. 6, sub-paragraph 3 ..	*for*	74,242	.. *read*	73,692
,, 6 ,, 6 ..	,,	74,242	.. ,,	73,692
,, 6 ,, 6 ..	,,	5,69,686	.. ,,	5,69,136
,, 6, statement ..	,,	10,234	.. ,,	9,684
,, 6 ,, ..	,,	5,69,686	.. ,,	5,69,136
,, 7, sub-paragraph 2	,,	8,03,406	.. ,,	8,02,856
,, 24, line 10	,,	5,69,686	.. ,,	5,69,136
,, 24, line 13	,,	5,69,686	.. ,,	5,69,136
,, 25, statement ..	,,	11,884	.. ,,	11,334
,, 25 ,, ..	,,	5,69,686	.. ,,	5,69,136

2. The figures entered under Grants-in-Aid represent the difference between th revised budget of the current year and the actuals of 1901–1902 and those in th remaining columns are the probable expenditure calculated by this office and th inspecting officers.

3. The estimate that since 1901–1902 Local Boards, without incurring an extra expenditure, have profited to the extent of perhaps Rs. 50,000 by the prese arrangement of paying subsidy and the enhanced rates of grants appears to be corre Had I waited for the details it might have been more clearly put.

Boards are spending on their own schools Rs. 28,670 (4,22,898—3,94,228, *vi* column 7 of General Table 7 of reports of 1901–1902 and 1903–1904) more th they did in 1901–1902. But against this they are receiving about Rs. 63,300 in t shape of results stipends out of subsidy. They are making, therefore, a profit Rs. 34,630 so far as their own schools are concerned **I.**

Again they are spending Rs. 20,938 [(4,13,261—*1,55,048)—2,37,275] mo on grants to private institutions th they did in 1901–1902 (*vide* column of General Table 7 of reports of 1901–1902 and 1903–1904) **II.**

* Portion of subsidy used in paying grants.

But against this they are receiving for their own schools Rs. 40,129 (1,35,352 95,223) from Provincial funds more than they did in 1901–1902, the bulk of wh is due to grants being paid to Board schools at enhanced rates (*vide* column 6 General Table 7 of reports of 1901–1902 and 1903–1904) **III.**

Taking **I, II** and **III** together Boards are making a profit of Rs. 53,8 (34,630+40,129—20,938). It is assumed in the above that Board expenditure 1904–1905 will not vary very much from that of 1903–1904.

A. G. Bourne—8-2-05.

Telephonic message from the Director of Public Instruction, to the Assistant Secreta to Government, Educational Department, dated 11th February 1905.

The expenditure on primary departments of secondary schools is included in t expenditure shown against secondary schools.

I have obtained further notes from the Director and add them to the file.

2. I now submit a draft letter to India in accordance with Secretary's orders 5th February. I have worked on the Director's letter and put in all that seem relevant in that letter; also the further statistics supplied. As to the so-call *profit* of Boards, I have simply mentioned that Boards and Municipalities are spendi less than they were though their revenue is bigger than it was, and I have sa Government are thinking of putting a stop to their taking advantage of Governme educational subsidies to decrease their own expenditure on education. The Directo calculations of a *profit* of Rs. 53,0 appear to me to be meaningless. Y can't calculate what Boards would spending if it had not been for t subsidy—not unless you have the gift prophecy; but you can say, as a fact, th they are spending less than they were.

This is due largely to the system of exhibiting the sums in the accounts and budgets. The Boards looked upon the subsidies as grants and contributions. They are now separately exhibited.

H. D. Taylor.

3. To save time I dictated the draft to the shorthand clerk and I am afraid it rather rough. But it will perhaps give Secretary and Honourable Member somethi they can work on easier than the Director's letter which is not in the form of, and not intended for, a report to the Government of India.

A. Galletti—13-2-05

Submitted for approval. The letter as now drafted by Mr. Galletti will g India a better idea of what is being done.

16
128-24

Attention is, however, invited to paragraph 11 (2) in which secondary schools have largely benefited under the grant to the extent of one lakh. The present policy is to gradually restrict aid to high schools.

H. D. Taylor—14-2-05.

J. T[homson]—17-2-05.

Draft as revised and approved by Honourable Member will issue.

H. D. Taylor—18-2-05.

Letter to the Government of India reviewing the educational improvements effected with the assistance of the recurring grant of eight lakhs is submitted to His Excellency the Governor before issue. The Government of India are pressing for an early reply, but in view of the importance of the subject dealt with, it seems desirable that His Excellency should approve the draft.

H. D. Taylor—24-2-05.

Draft approved.

A[mpthill]—28-2-05.

Issue.

H. D. Taylor—5-3-05.

[G.O., Nos. 128, 129, Educational, dated 6th March 1905.]

Stock Form No. 151
5,000—13-7-03.

1

17
1-28-29

EDUCATINAL

Local & Munl. (1905) Department.

CURRENT No. 140

From

[*Name*] The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

[*Designation*] Director of Public Instruction,

[*Station*] Madras.

Refer Govt Asst. note 28th Jan
28.1.05.

Ref. on *No.* C. No. 6475 of 04,

Dated 27th January 1905.

Enclosures Enclosures 3.

Received 28-1- 1905.

Registered 28-1- 1905.

SUBJECT.

Submitting the statement and the review called for by the Government of India in regard to the educational improvements resulting from the recurring grant of 8 lakhs.

BACK PAPERS.

FURTHER PAPERS

To

The Secretary to Government,
EDUCATIONAL
Local and Municipal Department.

Sir,

I have the honour to submit the following remar in compliance with G.O. No. 449 Educational, dated 25th July 1904.

2. It is necessary to determine at the outset which items of the increasing expenditure upon education should be debited to the extra grant in the sense that they alone are the items whi will remain as part of the expenditure upon the objects for which the grant was intended when the grant is being fully utilized upon these objects.

3. The following estimates of additional expenditure on education necessary to give effect to the recommendations of t Simla Educational Conference were submitted to Government with Mr. Stuart's letters read in G.O.No. 87 Educational, dated 18t February 1902.

	Rs.
Deputy Director.	10,625.
Allowances to Senior Inspectresses.	2,400.
Inspector of European and Training Schools with office &c.	14,833.
Three additional Assistant Inspectors with offices &c.	15,060.
Assistant Inspectresses and Sub Assistants with offices &c.	164,400.
Model Primary schools. ..	127,764.
Training Schools and stipends. ..	59,860.
Grants-in-Aid.	856,000.
Scholarships for Europeans. ..	13,770.
Re-organization--Provincial Educational service.	6,600.
	12,71,312.

20P 3 C 14-2-05 R-18-2-05 1P 16/1-28-29

Order No. 128 dated 6-3-05

The Govt. of India will be addressed

LETTER. No. 129 dated 6-3-05

To

The Secy. to the Govt. of India,
Home Department.

Sir,

With reference to your letter No. 574 (Education), dated the 11th July 1904, and in continuation of my letter No.617 of the 19th December 1904, I am directed to forward the review required by the Government of India of the educational improvements effected with the assistance of the recurring grant of eight lakhs made to the Provincial revenues of Madras to meet increased expenditure on certain objects. I am also to append the statistical statement required by the Government of India.

2. In the telegram from the Government of Madras, dated 12th February 1902, and in the communication from the Director of Public Instruction forwarded with Mr. Weir's letter, No.88, Educational, of the 18th idem, the following estimates were given of the additional expenditure required in order that effect might be given to the recommendations of the conference held at Simla in the year 1901:-

			Rs.
(1)	Direction.	Deputy Director----------	10,625
(2)	Inspection.	(a) Allowances to senior Inspectresses	2,400
		(b) Inspector of European & Training schools with office &c	14,833
		(c) Three Assistant Inspectors with offices &c.	15,060

19
128-29 2 P.

	(d) Three Assistant Inspectresses and Sub Assistant Inspectresses with offices &c.----------	1,64,400	1,96,693
(3)	Girl schools - General - Model Primary Schools		1,27,764
(4)	---do--- Special - Training Schools		59,860
(5)	Grants in aid		8,56,000
(6)	Scholarships for Europeans		13,770
(7)	Reorganization Provincial Educational Service		6,600
			12,71,312

3. These figures refer to the gross expenditure on Education as shown under several heads in the Civil Budget Estimates but those in the statement, which the Government of India now require and which has been appended to this review, represent the net expenditure. A detailed analysis of that statement has been considered necessary and two further statements have been added to elucidate it.

4. I am to observe, with reference to the details of the estimate of 1902, that the scheme for establishing model primary schools has since been abandoned as stated in Mr. Cardew's letter, No.252, Educational, dated 27th May 1903. The Government of Madras have also declined to sanction the proposed allowances to the Senior Inspectresses. Further, the amount under item (5) Grants in aid in the estimate of 1902 has been found to be greatly in excess of present needs at present rates. The budget estimates for 1905-06 provide Rs.8,52,000 in the shape of Provincial grants including a sum of Rs.59,000 to be paid to or through municipalities besides Rs.3,43,000 paid to or through Local

Funds

3/5

1800
D O
128-29

Note.
+ 8,56
5.12
3.44

Funds giving a total of Rs.11,95,000. The corresponding total in 1901-02 was. Rs.6,82,125 so that in round figures Rs.5,12,000 may be taken as the extra amount required for the present for grants in aid: that is Rs.3,44,000 less than the sum originally estimated. If these three sums - Rs.1,27,764 for model Primary Schools, Rs.2,400 for allowances to Inspectresses and Rs.3,44,000 excess in grants in aid - are deducted from the original estimate of Rs.12,71,312, a sum of Rs.7,97,148 or in round figure eight lakhs remains. It may therefore be said on the above rough calculation based on a comparison between the actuals of 1901-02 and the Budget Estimates of 1905-06 that it is intended to spend the extra recurring grant upon the remaining objects referred to in the original Estimate. Extra expenditure has been or will be incurred upon other objects as well as upon those referred to in paragraph 5 of your letter, but the Madras Government believe that it will be found possible to meet the expenditure on some at least of these objects from Provincial revenues without any further assistance from the Government of India. I am to instance the following three schemes which have been matured and are already in full or partial operation.

(A)

Note
+ or "at" : For orders
H

(i) Reorganization of Female Education. Twenty three girls schools have been taken over at a considerable annual cost from Local Boards and private agencies and these schools and the schools previously under departmental management have been or are being reorganized

Note
The cost of taking over schools from Boards alone was Rs 8200 p.a (614 schools) The cost of taking over the private schools will be ascertained if [illegible] then be the figure required
H

For

(of reorganisation)

Flag W

Note.

	Rs
+ Estimate ..	45,262
Less. Saving in Grants ..	19,300
	25,962

H

N.L

Note

		Net Revenue	Net Expenditure on Education
Boards	1901-2	87,91,050	6,93,892
	1902-3	92,99,882	6,71,891
	1903-4	91,29,666	6,74,632
District Municipalities	1901-2	18,46,518	189,547
	1902-3	18,90,163	1,94,848
	1903-4	19,82,840	1,91,595
Madras City	1901-2	10,54,464	12,158
	1902-3	10,80,823	15,844
	1903-4	11,06,063	14,615

H

A / 6 21/128-29 48

For some account of the scheme I am to refer the Government of India to my letter No. 643, dated 22nd October 1904, in which the reorganization of the establishments alone, without miscellaneous items such as rent and contingencies is estimated to cost Rs.25,962 net.

(ii) Agricultural Teachers. Six agricultural teachers to be attached to Training Schools have been appointed but have been till recently under training. Their salaries will amount to Rs. 3,000.

(iii) A lady appointed by the Secretary of State to be Superintendent of the Primary Department of the Practising School attached to the Teachers College at Saidapet joined her appointment on the 1st of September 1904. Her salary, including Exchange Compensation allowance and rent and conveyance allowances, amounts to Rs.3,847. The Government anticipate that it will be found possible to meet the expenditure on these and other minor improvements out of the savings effected by reduction of grants to Secondary Schools and by transfer to Local Boards and Municipalities of some of the expenditure on Board and Municipal Schools now met from Provincial funds. Local Boards and Municipalities have slightly increased their net expenditure on Education in the last two years in spite of a considerable increase in their revenues and His Excellency the Governor in Council fears they have often as they have taken

taken advantage of the increased facilities for obtaining grants from provincial revenues to devote a larger proportion of their funds to objects other than Education. It was not the intention of His Excellency the Governor in Council that any part of the subsidies recently granted to Local Boards for Educational purposes should be transferred to other objects and the question of devising (a system) which would render such transfer impossible in the future is under consideration.

5. Owing to the fact that certain of the schemes to which the recurring grant of eight lakhs has been devoted are not yet in full operation, the whole of that grant has not been spent in the last two years and will not be spent in the current year. The lapses in the Educational Budget due to the postponement of schemes of which it had been found impossible to work out the details completely amounted in the year 1902-03 to 2.18 lakhs; in 1903-04 to 2.52 lakhs and will amount, it is estimated, in 1904-05 to 2.73 lakhs under 22 EDUCATION and adjusting heads. An attempt will now be made to exhibit the amount of the actual expenditure for the current year out of the recurring grant of eight lakhs calculated by a comparison of the actuals of 1901-02 with figures obtained from the statistical returns on which the Revised Estimates for 1904-05 are based.

based. Expenditure has been incurred on three main objects

(a) Controlling Agencies. The Deputy Director of Public Instruction has been at work since July 1903: the Inspector of European and Training Schools since November 1903: the three addition Assistant Inspectors since April 1904: the three Assistant Inspectresses since October 1902.

(b) Reorganization of Provincial Educational Service. This was brought into force from the 1st of April 1904.

(c) Grants in aid. The increased expenditure out of the grant of eight lakhs and grants in aid was calculated to be Rs.4,95,444.

The total expenditure in 1904-05 out of the recurring grant is calculate in the following table to be Rs.5,69,136

	Rs.
Deputy Director of Public Instruction--------	9,684
Inspector of European & Training Schools establishment, contingencies &c.--------	18,408
Assistant Inspectors of Schools, establishment &c.----------	12,400
Assistant Inspectresses of Girls Schools, establishment &c.----------	16,750
31 Additional Sub Assistant Inspectors of Schools, establishment &c.----------	10,400
Reorganization of the Provincial Educational Service----------	6,050
Grants in aid----------	4,95,144
	5,69,136

Lawrence Asylum charges	48,000	
Charges on Govt. Educational buildings to be borne from the P.W.D.Budget--------	1,13,187	
Medical College & Schools----	1,64,250	
Grants to Orphanages not paid through the dept.--	3,500	
	3,28,937	

The net expenditure on Education according to Statement I appended to this review is Rs.27,20,637. Excluding from this the marginally noted items amounting to Rs.3,28,937 which do not

24
1903-29

not come under 22 EDUCATION in the Budget the expenditure of the departmen may be estimated at Rs.23,91,700 for 1904-05, the corresponding figure in th year 1901-02 being Rs.17,14,741. Of the increase of Rs.6,76,959 an amount of Rs.5,69,136 has been shown to be the amount spent out of the recurring grant of eight lakhs. The following statement shows the distribution of this amount over the main heads of Statement I in the appendix:-

Arts Colleges----------	20,403
Professional Colleges---------	1,650
Secondary Schools----------1,00,997	
Primary Schools----------3,29,095	
Special Schools----------	15,116
Building Grants----------	30,132
Scholarship grants----------	- 1,858
Miscellaneous----------	3,759
Direction----------	11,334
Inspection----------	58,508
	5,69,136

The following table will show that these figures may be obtained from those in the table in the foregoing paragraph.

~~Reconciling Statement~~ 10

	~~By~~ Director of Public Instruction	Inspector of European & Training Schools, Establishments etc.	Assistant Inspectors of Schools Establishment etc.	Assistant Inspectresses of Girls Schools Establishment etc	31 additional sub assistant Inspectors of Schools Establishment etc.	Reorganization of the Provincial Educational Service	Grant in aid	Total.
	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Arts College						2,200	18,203	20,403
Professional Colleges						1650		1650
Secondary Schools							100,997	100,997
Primary do.							329095	329095
Special do							15,116	15,116
Buildings							30,132	30,132
Scholarships (Scholarship grants)							-1858	-1858
Miscellaneous							3757	3759
Direction	9684					1650		11334
Inspection		18408	12,400	16,750	10,400	550		38,508
Total	9684	18408	12,400	16,750	10,400	6050	4,95,744	5,69,136.
	13	5	5	5	5	5	5	5

255/1,28,49

8. The amount provided for scholarships previous to the assignment of the grant of eight lakhs has been found sufficient to meet all demands under that head. The scheme for the reorganization of the Sub Assistant Inspectorate is only in process of introduction and the scheme for the reorganization of Training Schools has not yet been sanctioned and some further increase is still expected under grants in aid. Accordingly the following amounts are still required to complete the programme of recurring expenditure:-

Reorganization of the Sub Assistant Inspectorate	1,47,164
Reorganization of Training Schools	70,000
Grants in Aid	16,556
Total	2,33,720

The grant total of the expenditure on the objects to which the recurring gran has been devoted may thus be estimated at Rs.8,02,856.

The date by which the entire grant of eight lakhs will have been applied to recurring expenditure may be considered to be the date by which the extra expenditure on Training Schools will have been incurred as the full expenditure under all other heads will have been incurred before that time.

9. The Government of India desire to have a general description of the standard of Educational advancement which will have

have been reached by the time the extra grant has been fully applied to recurring expenditure.

10. From the figures given above it is apparent that while a small portion of the grant has been devoted to increasing the efficiency of the controlling agencies, the bulk of it is spent or will be spent on increasing the Grants in aid of Private and Local Fund Schools and on the training of elementary teachers. I am to explain briefly for the information of the Government of India the working of the grant in aid system in this Presidency, Grants in aid are paid both from Provincial and from Local Funds. Broadly speaking, Government retain the reponsibility for aid to Female Education, education of Europeans and Eurasians, of certain backward tribes, Collegiate and Upper Secondary Education in District Municipalities and education above the Infant and the first 3 elementary standards in rural areas and Madras City. Grants are paid from Provincial funds to Board and Municipal Schools as well as to private schools, while grants for Education up to and including the third standard in rural areas and the Madras City and up to and including Lower Secondary classes in District Municipalities are paid from or through Local or Municipal funds. The maximum rates of grant are laid down in the Grant in Aide Code but for want of funds the grants actually paid

H 13 28/1928-29

paid from Provincial Funds up to 1901-02 formed a fractional portion of the maximum payable under the Grant in Aid Code. Similarly, the grants paid by Local Boards and Municipalities were only paid at a few annas in the rupee of the maxima for which the schools were eligible under the Code. From the year 1902-03 Provincial grants have been paid in full and local bodies have been subsidized from Provincial Funds and thus enabled to pay their grants at maximum rates.

11. The great increase in grants in aid made possible by the assignment of the recurring grant of eight lakhs is attributable mainly to the increase of grants in aid to Primary Schools and the primary departments of other schools. But I am directed to comment briefly on the figures given in the table in paragraph 7 and on the distribution of the increase in grants in aid among schools of the various classes.

(1) Arts Colleges. Of the total amount of Rs.4,95,444, a comparatively small sum of Rs.18,203 has been applied to Colleges. With the help of the recurring grant the Government have been able to meet longstanding applications for aid from some of these institution Substantial improvements can however only be effected when the provisions of the new Universities Act will come into

Secondary Schools.

Note:
See Director's telephone message dt 2.6. C.T.
14

into full operation and with the assistance of the additional funds promised by the Government of India for the purpose.

(2) Secondary Schools absorbed Rs 1,00,997 of the increased grant in aid. This expenditure includes expenditure on Primary Departments of those schools which exist in many though by no means in all of them. Only A few of the Upper and Lower Secondary High Schools in this Presidency have classes up to the third and fourth standards, and a few have a complete Primary Department. The absence of a Primary Department in many Secondary Schools is attributed by the Director of Public Instruction to a variety of causes chief of which the School Regulations now in force. His Excellency the Governor in Council proposes to consider the possibility of introducing changes in these Regulations with a view to encouraging the maintenance of Primary Departments by the managers of Secondary Schools.

(3) Primary Schools. It is in respect of Primary Schools that the increased grant is producing the most important results. Indirect results are expected on account of the improvements in Inspecting Agency and of the proposed improvement in Training Schools. A more direct result has been obtained by the increased grants in aid. The status of the teachers and thereby the condition of the schools has been improved and it is hoped that the statistical returns

will

Note:
I hear that the figures of next Annual Report will show a large increase.
HG

will show before long a large increase in the numbers of pupils in the primary stage of instruction.

12. The grants paid in the past to or for Primary Schools or Primary Departments of Secondary Schools have been paid under three heads

(1) Results Grants

(2) Fixed Grants &

(3) Results Stipends of Teachers in Board and Municipal Schools

It was thought that nothing could further conduce towards stimulating Primary Education than the payment of these grants at full maximum rates and it is reported that there are signs that the desired effect is being obtained.

13. The results grants system has however worked unsatisfactorily and the Governor in Council hopes that the extra expenditure on Primary Schools will have more important effects on the abolition of that system and the consequent redistribution of the funds. The [redacted] results grant to a school is supposed to be limited by the net cost of the school but it is understood that in 7,000 Primary Schools the staff receive no fixed salaries and the net cost is an imaginary quantity capable of insidious increase and that most of these schools have no real management. They belong to a teacher who may or may not have an assistant. He holds the school in his house or perhaps hires a building for some 8 annas a month and incurs expendi

ture

31/128-29 4 P

expenditure which may amount to another 8 annas a month. A few of the pupils with well-to-do parents pay some fee or provide the teacher with food and the teachers secures as many more pupils as he can, regarding them as potential grant earning organisms. Sometimes, it is understood, parents only lend their children to the schoolmaster on condition that he divides the grant with them. Under such a system no support from local resources is elicited and there is nothing to foster a spirit of initiative and combination for local ends. These are the schools to be borne in mind in abolishing the results grant system. The Madras Government however consider that it would be undesirable to any large number of them simultaneously on the transition from the results grant system to the fixed grant system, but hope [illegible]. The Government consider that it will be possible by transferring funds gradually under a simpler system of aid from the worse to the better schools to effect considerable improvements with the amount now available, increased to some extent by withdrawing aid from secondary education. No wide-spread extension of primary education can however be looked for without more funds and more qualified teachers. The former will best be utilized if given gradually as need arises and the provision of more

teachers

take action that would lead to the closing of

The increase in the strength of the subordinate inspecting staff entailed also will tend to the due efficient discharge of the actual expenditure incurred on these schools by special managers

teachers will do little to improve the quality of education until they are better trained.

14. I am to add a few remarks on the improvement effected with the help of the recurring grant in the controlling agencies and on the expenditure from the recurring grant shown under Buildings and Special Schools in the statistical tables in paragraph 7 supra.

(1) Controlling Agencies. Since his relief from a considerable amount of routine work by the appointment of the Deputy Director, the Director of Public Instruction should be in a position to co-ordinate the work of the department and to undertake frequent tours which will enable him to keep in touch with educational agencies throughout the Presidency. His work will however remain very heavy more especially because a large proportion of the institutions in this Presidency remains in the hands of private agencies with conflicting interests which influence their educational work. The Inspecting agency has been greatly strengthened. There will be an Inspecto of European & Training Schools, four Circle Inspectors (two Europeans and two natives), three Inspectresses, twelv Assistant Inspectors, three Assistant Inspectresses, seven Sub Assistant Inspectresses and 112 Sub Assistant Inspectors seven of whom will confine their attention to Muhammadan and Mopla Schools and one to Sanskrit Schools. A large ~~grant~~

16
Page 18 126-29/33 1682

great increase in the number of Sub Assistant Inspectors will enable these officers who could formerly only pay one visit on an average to each school in every year to pay numerous visits and to gauge effectively and to report on the efficiency of Primary Schools upon more general grounds than that of the rigid grant examination of the past. Below the Sub Assistant Inspectors there are 262 Supervisers of Primary Schools who are not except in one case under the control of the Educational Department but are paid from Local Board or Municipal Funds and controlled by Local Boards or Municipal Councils. The Government of Madras are considering the transfer of this agency to the control of the Director of Public Instruction, but the question is one of some difficulty as it involves redistribution of educational expenditure from Local and Provincial Funds.

(2) Buildings. Grants on account of buildings absorb Rs.30,132 on the increased expenditure attributed to the special grant of eight lakhs. The increase is due chiefly to sums already promised but remaining unpaid at the close of 1901-02 being cleared off, but the total expenditure under Building grants is, in the opinion of His Excellency in Council, likely to increase with the expansion of education.

(3) Special Schools. The reorganization

reorganization of the Government Training schools is expected to cost Rs. 70,000. There are at present 31 Government Training schools for masters including the school departments of the two Training colleges. The staff is expected to teach in the practising schools, and besides looking after the teachers under training while in the practising school to do little more than instruct them in organization and discipline together with the theory of teaching. This system leaves the classes in the practising schools practically without instruction for a considerable portion of the available time and does very little after all for the teachers under training. It is now proposed to appoint a full and independent staff of teachers for these practising schools and thus to convert them into model schools ~~which will~~ At the same time ~~set free~~ the teachers of the training school will be set free to give instruction in the various subjects of general knowledge to the teachers under training. It has been of little use trying to teach these normal students how to teach and manage a school when they have been almost completely ignorant of the subject matter they should be teaching. The extension of this system to teachers of higher grades should undoubtedly follow when funds are available. Even for the primary grade more funds could be utilized. The number of

applications

1st 2nd 35/128-29/ISP

applications for admission as stipendiary pupils under training this year is reported to have been half as large again as the number of vacancies.

H 13.2.05 [illegible]

15. From the remarks contained in the foregoing paragraphs it will be observed that the failure to utilise latterly the full grant is due to the delay necessarily involved in formulating and introducing new schemes, and in obtaining the necessary sanctions thereto, but that when all the schemes that have now been made are definitely sanctioned and brought into force, the annual expenditure exceeding the sum available will be assured by the Govt. The surplus expected to be realised in 1906-7.

H
14.2.05.

[illegible]
17.2.05

appendix

21

36
128-29

Statement I

20

32
128-29

Heads of Account.	Column 34 of General Table III for 1901-02.	Column 34 of General Table IV for 1902-03	Column 34 of General Table IV for 1903-04.	Column 34 of General Table IV calculated approximately for 1904-05.	Difference between the figures for 1901-02 and those for 1904-05.
1	2 Rs	3 Rs	4 Rs	5 Rs	6 Rs
Arts Colleges.	239541	260367	221875	249013	+ 9472
Professional do.	168486	189422	190939	194690	+ 26204
Secondary Schools.	338504	440201	420439	439804	+ 101300
Primary do.	299261	437221	429351	481700	+ 182439
Special do.	259910	334901	347760	352599	+ 92689
Buildings and Equipments.	325634	391167	422677	204987	− 120647
University Charges.	"	"	"	"	"
Direction.	55860	54708	63448	68000	+ 12140
Inspection.	301809	321923	324315	374780	+ 72971
Scholarships.	64362	59777	60427	67100	+ 2738
Miscellaneous.	78505	152422	70410	52586	− 25919
Total	2131872	2642109	2551641	2485259	+ 353387
Contribution to the Godavari District Board.	"	15888	14526	15578	+ 15578
Subsidy to Local Boards.	"	175798	218378	186800	+ 186800
Subsidy to Municipalities.	"	25230	32926	33000	+ 33000
Total	"	216916	265830	235378	+ 235378
Grand Total.	2131872	2859025	2817471	2720637	+ 588765

A. J. Bowers
Director of Public Instruction.

Statement II – showing how the figures in Column 5 of Statement I have been arrived at.

Heads of Account.	Government Colleges and schools and indirect charges.	Grants to Local Boards Schools.	Grants to Municipal Colleges and Schools.	Grants to Aided Colleges and schools.	Lawrence Asylum Charges.	Medical College and Schools.	Charges to be met by the D.P.W. for Educational Buildings.	Grants to orphanages not paid through the Department.	Approximate total that will appear in Column 34 of General Table 4 for 1904-05	Remarks.
1	2 Rs	3 Rs	4 Rs	5 Rs	Rs	7 Rs	8 Rs	9 Rs	10 Rs	11
Arts Colleges.	135013	"	4000	110000	"	"	"	"	249013	(a) This amount represents the probable amount of gra to orphanages not paid through the Department.
Professional Colleges.	134250	"	"	"	"	60440	"	"	194690	(b) This is the amount allotted under class A works
Secondary Schools.	80337	39942	16100	283000	19325	"	"	(a) 1100	439804	in the P.W. Budget for the current year.
Primary do	156400	89300	4000	227000	"	"	"	"	481700	(c) A sum of Rs 30000 only has been taken as the
Special do	182204	4500	200	63500	5085	97110	"	"	352599	probable expenditure during the remaining portio
Buildings and Equipment.	"	4000	800	87000	"	"	(b) 113187	"	204987	of this year for the additional Sub. Assts.
University Charges.	"	"	"	"	"	"	"	"	"	
Direction	68000	"	"	"	"	"	"	"	68000	(d) Excludes Rs 16930 stipends to Madras Burmah
Inspection.	(c) 374000	780	"	"		"	"	"	374780	Burmah pupils which are not included in General Tab
Scholarships.	51000	2000	"	7400.	"	1700	"	"	67100	(e) These amounts will not appear in General
Miscellaneous.	11396	100	"	15100	23590	"	"	(a) 2400	52586	Table IV.
Contribution to the District Board Godavari.	"	15578	"	"	"	"	"	"	15578	(f) of this about Rs 17000 may be taken as
Subsidy to Local Boards.	"	186800	"	"	"	"	"	"	(e) 186800	relating to Secondary Schools.
Subsidy to Municipalities.	"	"	33,000	"	"	"	"	"	33,000 (f)	
Total	1192600	343000	63100	793000	48000	(d) 16250	113187	3500	2720637	

A. J. Bowman
Director of Public Instruction.

Statement III - Showing how the figures in column 2 of Statement II have been arrived at.

40
128-29

41
128-29

Heads of account.	Charges of Colleges, Schools &c. according to the Revised Budget Estimate for 1904-05.	Fee and other receipts in Government Institutions.	Net expenditure.	Deduct amount of interest derived from the Mangalore College and Hobart endowments.	Net expenditure.	Remarks.
	Rs	Rs	Rs	Rs	Rs	
Art Colleges.	211000	75000	136000	917	135013	
Professional do	157350	23100	134250	"	134250	
Secondary Schools.	105800	24000	81800	1463	80337	
Primary do.	160600	4200	156400	"	156400	
Special do.	206004	23800	182204	"	182204	
Buildings and Equipments	"	"	"	"	"	
University Charges.	"	"	"	"	"	
Direction.	68000	"	68000	"	68000	
Inspection.	374000	"	374000	"	374000	
Scholarships.	51000	"	51000	"	51000	
Miscellaneous.	27296	15900	11396	"	11396	
Total.	1361050	166000	1195050	2450	1192600	

A. J. Bourne
Director of Public Instruction.