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Public Instruction.

Recording G.O. E.D. reviewing the report on ——— in the Madras Presy. for the quinquennium 1892-93 to 1896-97.

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Public Instruction.

Reviewing the report on — in the Madras Presidency for the quinquennium 1892–93 to 1896–97.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—Report on Public Instruction for the quinquennium 1892–93 to 1896–97.

Order—No. 58, Educational, dated 31st January 1898.

In accordance with instructions received from the Government of India, the Director's report, now to be reviewed, deals with the state and progress of education both in 1896–97 and in the quinquennium ending with that year. As far as possible the arrangement follows that adopted in the last quinquennial review of education in India. To correspond with the maps in that review, those illustrating the Director's report should in future be printed in different colours.

Except from September 1893 to September 1894, when Mr. A. Monro, Inspector-General of Education in Central Provinces, officiated, the Hon'ble Dr. Duncan held charge of the department throughout the quinquennium.

2. There was no important change of policy during the quinquennium. Many points of development will be noted under their proper heads, but some of the chief may be set forth here. The prospects of the Educational services have been improved by a complete re-organization, and teachers have formed themselves into a useful guild. Technical and scientific education has received a stimulus in the College of Engineering from the provision of workshops and from the institution of a class for teachers of manual training; in the Presidency College from a liberal extension of the laboratories; on the West Coast, from the establishment of a School of Commerce at Calicut; and throughout the Presidency by the revision of the Technical Examination scheme. For men's colleges, a scheme of hostels has been sanctioned, while for women a college has been started by the Church Mission Society at Palamcottah. Efforts have been made to overcome the backwardness of the Northern Circars by founding a training college at Rajahmundry, and of the Mappilla and Panchama communities by special concessions and measures, the latter including the opening of a training school for Panchamas. Mainly with the same view of specially encouraging classes which have held back from education, the system of scholarships has been materially widened.

3. *General Statistics.*—From 1891–92, the number of public and private institutions showed a consistent rise from 23,000 to 27,000, and the number of students from 694,000 to 823,000.

With *private* indigenous schools the department has little connection; but it does what it can to encourage them and from year to year obtains their more complete registration; better registration mainly accounts for the rise in their number during the five years from 3,000 with 64,000 scholars to 5,000 with 105,000 scholars; but there is no doubt that more village schools are being constantly opened.

The main concern of the department is with *public* institutions, those namely, whose course of study conforms to departmental standards and which either undergo inspection or regularly present pupils for departmental or University examinations. These rose fairly steadily in number from 20,000 in 1891–92 to 22,000 in 1896–97, and in attendance from 630,000 to 718,000; but in 1894–95, there was a considerable decrease in lower primary schools and scholars due almost entirely to the gradual action of the Educational rules of 1892, which enforced strict conditions of recognition

and discouraged mere unstable "adventure schools." As, however, had been anticipated, this fall was only temporary, and the change resulted in the greater consolidation of existing schools.

All classes of these public institutions—Government, board, aided and unaided schools—increased in numbers and strength. In board schools there was a continued increase till 1894–95, but in the following year the boards were compelled for financial reasons to decrease their expenditure on education and there are now 300 schools and 2,000 scholars less than in 1894–95. This seems to have been mainly in localities where aided or unaided schools could absorb the scholars. In aided schools there has been a remarkable expansion. Nearly half the education of the country is conducted by them and during the five years they increased from over 10,000 to over 11,000, with an increase of strength from 348,000 to 395,000.

4. The progress made during the quinquennium will now be compared by geographical areas, by sexes, and by the different classes of the community.

In every district there was an increased number of schools; but scholars in Ganjám fell from 42,000 to 39.000, the result of a decrease in 1893–94 and the following year from which the district has not yet recovered and which should engage the Director's attention.

The proportion of scholars to the total population rose steadily from 1 in 51 to 1 in 43. The list was headed by Madras (1 in 11), Nilgiris (23), Tinnevelly (30), and Malabar (31), and ended with Anantapur (61), Cuddapah (68), and Vizagapatam (82). Compared with last year, Anantapur and Cuddapah have retrograded, though the Director and the local boards concerned were desired in last year's review to pay earnest and special attention to the development of these districts. There seems no reason why Anantapur should be so far behind Bellary, and Cuddapah so far behind Kurnool.

5. The number of boys under instruction in the Presidency rose from 596,000 to 706,000, and of girls from 98,000 to 117,000, the percentage of increase in each case being 18·6. Whereas in every 100 children of school-going age 22·5 boys and 3·6 girls had been under instruction; the number has now risen to 26·7 and 4·3, respectively. In the case of girls the proportion is still lamentably low, particularly as will be seen in certain classes of the population.

6. The progress of the main ethnical or religious sections of the community may be best gauged by attendance in public institutions. The percentages * of increase show that gratifying success had attended the extension of education to aboriginal classes. Of the rest, Native Christians had made most advance, while Muhammadan boys had increased only 7 per cent., and Muhammadan girls had decreased. This table in paragraph 8 of the Report would be more interesting if it distinguished the various classes of Hindus as is done in the subsequent table for both public and private institutions. The figures there show the following percentages of increase among Hindus:—

	Boys.	Girls.
* Europeans	5·9	16·0
Native Christians	25·0	16·2
Muhammadans	7·0	
Hindus	13·8	16·7
Aborigines	308·5	124·2

	Boys.	Girls.
Brahmans	6·1	18·6
Non-Brahman caste Hindus	16·7	14·9
Panchamas (Paraiyas and kindred classes)	84·1	46·3

Among the backward classes there had, of course, been much room for improvement; but the large increase in Brahman girls is decidedly encouraging. Non-Brahman girls remain extremely backward, only 2·7 per cent. of the school-going population being under instruction.

Turning to the classification of scholars according to the means and occupation of their parents, it is observed that, while the richer classes slightly retrograded, the middle and poorer classes advanced by 8 and 21 per cent. respectively. The cooly or labouring classes made the most marked advance, and there was a satisfactory increase among the children of artisans.

7. As to the grade of education imparted, the tendency was towards an increase in secondary students.

At the beginning of the period out of every 100 pupils, 94 were receiving primary education, 5·4 secondary and ·6 collegiate. At its close the corresponding figures were 92·7, 6·8 and ·5.

8. *Finance.*—The efforts made during the last 20 years to devote money to education appear from the following table:—

—	Provincial revenue.	Local funds.	Municipal funds.	Fees.	Private funds, *i.e.*, subscriptions, endowments and other sources.	Total.
	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.
1876-77	10·00	3·70	·59	7·43	6·73	28·45
1881-82	9 82	5·63	·88	10·10	8·25	34·68
1886-87	13·49	5·56	1·64	15·66	10·21	46 56
1891-92	17·44	8·21	2·17	18·23	12·71	58·76
1896-97	18·52	8·72	2 33	20·48	16·82	66·87

It will be seen that during the last five years the expenditure from all sources has increased by over 8 lakhs. While that from public sources (Provincial, Local and Municipal) has risen by 6·3 per cent., that from fees has advanced by 12·4 per cent., and that from private funds by no less than 32·3 per cent. In the result, fees and private sources now meet 55 per cent. of the total against 52 per cent. five years ago.

9. The increases have been thus distributed. Provincial funds have spent ·45 lakh more on professional colleges and ·60 on primary schools, and ·36 less on special schools. Local funds and municipalities have spent over a lakh more on primary schools, with substantial increases for special schools, but have spent less on secondary and training schools. The increase of charges met from fee revenue is a net result of a fall of over half a lakh from primary schools, and a rise of nearly 2 lakhs in secondary and of nearly a third of a lakh in professional colleges. The increased expenditure from private funds is spread over every grade of institutions.

10. Passing by indirect expenditure (such as that on direction and inspection, on scholarships and on building grants, &c.), it is interesting to note the objects and the sources of *direct expenditure on public institutions* during the past year—

Source.	Amount expended direct on public institutions.	Percentage of total expenditure.	Percentage expended on				
			Arts and professional colleges.	Secondary education.	Primary education.	Special education.	Total.
	RS.						
Provincial	13,25,410	24·49	30·78	17·89	30·29	21·04	100
Local	7,20,255	13·31	0·01	2 85	90·20	6·94	100
Municipal	2,03,546	3·76	1·69	13·48	76·84	7·99	100
Fees	17,22,755	31·84	14·25	44·49	39·82	1·44	100
Other sources	14,38,603	26·60	13·62	26·40	51·39	8·59	100
Total ..	54,10,569	100·	15·76	26·45	48·67	9·12	100

The amounts expended from each source are in every instance greater than at the beginning of the period, the total mounting from 47 to 54 lakhs; but the proportions from certain sources have varied. Private funds have increased their share from 23 to 26 per cent., while Provincial revenues meet only 24 instead of 25, and fees only 31 instead of 33.

The cost of the various stages of education was met thus:—

Stage of education.	Amount of expenditure.	Percentage met from				
		Provincial funds.	Local funds.	Municipal funds.	Fees.	Other sources, *e.g.*, subscription and endowment.
	RS.	RS.	RS.	RS.	RS.	RS.
University education	8,52,665	47·84	·01	·40	28·78	22·97
Secondary ,, ...	14,31,374	16·56	1·43	1·92	53·56	26·53
Primary ,, ...	26,33,025	15·25	24·68	5·94	26·05	28·08
Special ,, ...	4,93,505	56·52	10·12	3·29	5·03	25·04

It will be seen that nearly half the cost of collegiate education is borne by Provincial funds, while little more than a quarter is borne by parents of the pupils. In secondary education on the other hand, fees cover over half the expenditure.

11. *University Education.*—The results of the University examinations were as follows during the period:—

—		1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Matriculation Examination.	Number passed	2,381	520	776	918	1,690	1,642
	Percentage of success ..	30	15	23	22	37	31
First Examination in Arts.	Number passed	740	779	714	629	640	481
	Percentage of success ..	37	41	32	34	34	30
B.A. Examination—							
English Language division.	Number passed	230 *	516	440	523	593	333
	Percentage of success ..	50	78	63	61	64	37
Second Language division.	Number passed	..	569	620	698	587	617
	Percentage of success ..	..	88	87	90	81	86
Science division ..	Number passed	316	312	397	500	625	567
	Percentage of success ..	65	54	55	61	62	66
M.A. Examination.	Number passed	6	10	7	6	12	5
	Percentage of success ..	37	67	30	22	44	21
B.L. Examination.	Number passed	48	72	45	59	28	52
	Percentage of success ..	32	43	25	29	22	26
B.C.E. Examination	Number passed	6	5	6	2	4	3
	Percentage of success ..	43	45	75	100	66	43
M.B. Examination.	Number passed	1	3	1	2	..	3
	Percentage of success ..	50	100	50	50	..	100
L.M.S. Examination.	Number passed	11	15	15	11	15	19
	Percentage of success ..	58	71	54	39	62	65

* Language branch including English and the Second Language.

It is encouraging to observe from the report that 40 M.A. degrees were taken as against only 21 in the previous quinquennium.

The number of B.A. degrees taken steadily rose until last year, the figures from 1893-94 being 356, 459, 535 and 498. The fall was due to difficulties experienced in the English division, in which the percentage of passes fell from 64 to 37. On the other hand, the standard in History seems to have been somewhat relaxed, while that in the second language still remains too easy. Until 1891-92, the passes in the literary branches, *i.e.*, Mental and Moral Science and History, only slightly exceeded those in Mathematics and the Sciences; but since that year the former have exceeded the latter by 50 per cent. showing a tendency much to be regretted. It is observed, however, that as the proportion of students in the Junior B.A. class who take up the literary branches is much reduced, there is reason to hope that the efforts which have been made to extend scientific knowledge and stimulate the spirit of research are bearing fruit.

In the F.A. examinations again, the English paper seems to have been unexpectedly difficult, and those in second language and History disproportionately easy. The number of passes was the smallest during the quinquennium. The last quinquennium far exceeded its predecessor in the number of passes, the figures mounting from 2,700 to 3,200.

12. *Arts Colleges.*—Frst-grade colleges, *i.e.*, those that are affiliated to the University up to the B.A. standard, remained 11 as in 1892. The number of second-grade colleges, *i.e.*, those that are affiliated up to the First Arts standard, rose by 2

to 26. *Classified according to management there were four Government colleges, three board, twenty-seven aided (an increase of three) and three unaided (a decrease by one).* Of the aided colleges, eight were indigenous institutions and nineteen mission colleges; the three unaided colleges are those maintained by the Zamorin of Calicut, the Maharaja of Vizianagram and the Zamindar of Parlákimedi.

The number of students on the rolls of the colleges on the 31st March last was 3,540 against 3,818 on the corresponding date in 1892—a decrease of 278 students. This is due to the diminished strength of the junior B.A. and F.A. classes which have not recovered yet from the effect of the small number of passes at the Matriculation examination held, under revised rules, in 1892. In Government colleges there was a decrease of 93 students; in board colleges 85, in aided colleges 65 and in unaided colleges 35. Of the total number of 3,540 students, 1,434 were reading in 8 colleges in Madras and 2,106 in 29 mufassil colleges, the corresponding figures in 1892 being 1,515 and 2,303. Many of these students have to read in places far distant from their families and friends, and it is desirable that they should be decently accommodated and subject to some control. The matter is engaging attention.

13. During the five years under review, the total expenditure on collegiate education increased from 5·54 lakhs to 6·22. For this a rise in subscriptions and endowments is almost entirely responsible. The receipts from fees declined from 1·91 to 1·87 lakh. This small difference does not reveal the real facts, which must be further analysed. In Government college fees there has been an increase of nearly Rupees 10,000, while on the contrary the fees in aided colleges have fallen by an even larger sum. To put this in a different way, while in the previous quinquennium the average annual fees for each student was in Government colleges Rs. 63 and in aided colleges Rs. 56, the figures in the past quinquennium were 70 and 52 respectively, establishing in the one case a rise of over 11 per cent. and in the other a fall of about 7 per cent. As the Director rightly points out, some aided colleges seem to have taken advantage of Government grants to lower their rates unduly in order to attract students.

Though Provincial expenditure on colleges rose from 2·41 lakhs to 2·44, its proportion to the total expenditure decreased from 43·5 to 39·2 per cent. The annual cost of each student rose from Rs. 173 to 184; it was still high in Government colleges, though it declined from Rs. 293 to 290, or after crediting receipts, from 223 to 210; in aided colleges the cost rose from 142 to 154, of which the Government share remained nearly constant between Rs. 36 and 37. The annual cost for all colleges has been as follows during the five years:—

—	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Average number on the rolls	3,677	3,453	3,227	3,109	3,371
	Rs.	Rs.	Rs.	Rs.	Rs.
Average cost of each student in a college	162	173	189	198	184
The Government share thereof	68	69	76	81	72

The decreased cost during 1896–97, compared with the previous year, is explained by the increase in the average number on the rolls.

14. *Secondary Education.*—Up to 1890, this stage of instruction led only to University Matriculation, but in that year the Government Upper Secondary Examination was instituted. It has proved singularly unattractive and difficult, only 385 candidates having entered for it in the last five years, and only 34 having passed even in the compulsory subjects. In July last the examination was made easier and the standard generally assimilated with that of the Matriculation—changes which it is hoped may give it vitality.

In the Matriculation Examination there have been marked fluctuations of late years. Whereas in the previous quinquennium 36,000 candidates had appeared and 9,000 had been successful, in the last the numbers sunk to 21,000 and 5,100 respectively. The falling off in candidates is due to the action of the University in restricting admission to pupils of recognized schools, and to the reduction of high schools which attended the operation of the Educational rules of 1892; the fall in the percentage of passes is due to a higher standard of examination. These changes were felt especially in 1892–93 and

the following year when the number of examinees fell from 8,000 to 3,000, and the percentage of passes from 30 to 15 and 23 respectively: but that the schools have in a large measure responded to the impetus appears from the figures of last year when over 5,000 examinees secured a percentage of 31 in passes. This figure too would be considerably larger if private pupils were excluded; for Government schools passed 40 per cent., board 38, aided 36, unaided 37 and schools in Native States 31. It would seem therefore that the changes have borne good fruit.

15. The main statistics relating to secondary schools for boys (upper and lower and some with a primary department) are contained in the following statement for the last six years:—

Year.	Number of schools.	Number of pupils.			Public funds.	Fees and private funds.	Total.
		Upper secondary.	Lower secondary.	Primary.			
					Lakhs.	Lakhs.	Lakhs.
1891–92	580	8,594	22,328	22,450	3·17	10 23	13·40
1892–93	594	10,071	23,506	24,222	3·54	10·32	13·86
1893–94	540	10,800	25,404	23,180	3·20	10 97	14·17
1894–95	528	11,889	27,596	24,979	3·11	11·50	14·61
1895–96	528	12,616	29,667	26,190	3·15	11·99	15·14
1896–97	543	13,194	31,587	26,643	3·09	12 35	15·44

Secondary schools decreased in the last five years by 6·8 per cent., while pupils attending them increased by 33·8 per cent. The total expenditure rose by 2 lakhs. The expenditure from public funds decreased by Rs. 8,000, while that from fees and private funds increased by Rs. 2,11,000, or by 20·6 per cent. There was an increase of Rs. 11,000 in the expenditure from Provincial revenues; while the contribution from Local and Municipal funds decreased by Rs. 9,000 and Rs. 10,000, respectively, the decrease occurring entirely in the expenditure on upper secondary schools, as local boards are confining their attention more and more to lower secondary and primary.

16. The number of *upper secondary schools* on the 31st March last was 133 or three less than in 1892; Government schools remained stationary and aided schools increased by 18, while board schools decreased by 3 and unaided schools by 18. The number of pupils rose from 24,000 to 36,000 (8,594 and 13,194 being in the upper secondary department) showing an increase of 12,000, or over 48 per cent. The average number of scholars in an upper secondary school in 1897 was 268 as against 176 in 1892; for the secondary department alone the average was 221 for the former year and 143 for the latter. It appears, however, that many students are passed to the sixth form and remain in it who are not qualified to be there, and the heads of schools should direct their attention to this point. The Director shows that one-third of the number in the sixth form do not appear at the Matriculation examination. The number in the fifth form at the end of last year was 3,590, whilst that in the sixth form was 5,034.

The figures show that secondary education made substantial progress during the quinquennium principally through the greater consolidation of existing schools. In 1897, Madras, Tanjore, Malabar, Trichinopoly and Tinnevelly had over 1,000 pupils receiving upper secondary education; while in 1892 such pupils numbered over a thousand only in Madras and Tanjore. Cuddapah, Kurnool and Anantapur continued to be backward. During the past five years the expenditure on upper secondary schools, including lower departments, advanced by 25 per cent., while the average number on the rolls increased by 48 per cent. and the fee income by 32 per cent. The cost per pupil decreased during the same period from Rs. 33 to Rs. 28.

17. The number of *lower secondary schools* decreased from 444 to 410, while pupils increased from 29,000 to 36,000 (11,475 and 15,370 being in the lower secondary department)—the same phenomenon appearing in a loss of 34 institutions and a gain of 6,000 pupils. The decrease in the number of schools, as the Director of Public Instruction explains, is due to the closing of weak fifth standard classes tentatively opened in certain schools and is merely nominal, such schools now appearing in the

returns as primary schools. The number of pupils receiving lower secondary education rose during the period by 41 per cent., showing a substantial advance. The largest number of such pupils were found in Madras and Tanjore—over 4,000 in the former and nearly 4,000 in the latter; Malabar, Tinnevelly and Gódávari had over 2,000 and eight other districts over 1,000; while Cuddapah, Anantapur and Kurnool had under 500. During the last five years the total expenditure on lower secondary schools, inclusive of any primary classes attached to them, advanced by only 2 per cent as compared with an increase of 22 per cent. in the average number of pupils. The cost per pupil in consequence decreased from Rs. 21 to Rs. 17. The average fee per pupil fell from Rs. 8 to Rs. 7.

18. In regard to the Lower Secondary examination (the "leaving" test for pupils completing the lower secondary stage of instruction), it is observed that the number of male candidates who appeared for the examination increased from nearly 3,000 in 1891–92 to over 8,000 in 1896–97; while passes for complete certificates rose from 1,200 to 1,600. The large increase in the number of candidates for this optional examination is satisfactory. The examination has become more uniform since the institution of a Central Board of Examiners in 1893.

19. In paragraphs 79 and 80, the Director points out that only 30 per cent. of upper primary boys pass into the lower secondary stage, and only 50 per cent. of these again pass into the upper secondary stage. This is, of course, partly explained by the fact that there are only 410 lower secondary schools and only 133 upper secondary for the whole Presidency, and many of the former are not provided with the full complement of "Forms." This points to the need of more secondary schools, but that at present can only be met by private effort.

20. *Primary Education.*—The results obtained by the male pupil candidates at the Primary examination (the leaving test for pupils completing the primary course, a service test for low appointments and a test with reference to which some results grants are made) are shown in the following statement for the last six years:—

Year.	Number of schools presenting pupils.	Number of candidates	Number of successful candidates.	Percentage of success.
1891-92	2,700	17,500	7,600	43·5
1892-93	3,200	21,000	8,400	40·1
1893-94	3,300	22,800	9,300	41·0
1894-95	3,200	22,300	9,800	43·9
1895-96	3,400	25,000	9,900	42·9
1896-97	3,600	25,200	10,700	42·6

The number of schools presenting pupils for examination rose by 34·6 per cent.; of examinees by 43·8 per cent.; and of successful candidates by 40·6 per cent. Out of 41,000 boys in the upper primary stage on the 31st March 1896, 25,000, or 60 per cent., appeared at the Primary examination held in 1896–97 and nearly 26 per cent. were successful. Of the optional subjects taken up at the examination, Geography and Hygiene continued to be the most popular, and steps were taken during the year to improve the teaching in the latter subject.

21. The number and the attendance of primary schools for boys during the last six years are shown in the following statement:—

Year.	Upper primary.		Lower primary.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
1891-92	3,800	166,000	14,300	351,000
1892-93	4,200	184,000	14,900	366,000
1893-94	4,200	185,000	15,000	368,000
1894-95	4,200	190,000	14,600	356,000
1895-96	4,600	207,000	14,600	352,000
1896-97	5,000	222,000	15,000	362,000

The number of schools of both classes increased by 10·7 per cent., and their pupils by 12·8 per cent. The average strength of a school increased from 28·7 in 1892 to 29·2 in 1897. The average strength of an upper primary school on the 31st March 1897 was 45, while that of a lower primary school was 25. Upper primary schools and their pupils continued to exhibit a steady increase; the lower primary schools, in which there was a slight fall in 1894–95 owing to the operation of the Madras Educational Rules, have almost recovered their lost ground and show a decided tendency to increase. The number of boys receiving primary education in all classes and grades of public institutions on the 31st March last was 557,000 as against 497,000 on the corresponding date in 1892—an increase of 12 per cent. The percentage of boys in the primary stage to the male population of school-going age increased from 18·8 to 21·1, while the percentage of boys in the upper primary stage to the total number of boys receiving primary education advanced from 6·5 to 7·8.

There are still nine districts in which less than 20 per cent. of boys of school age attend the primary classes of public schools. Vizagapatam has slightly improved since last year, but is still last with only 12·7 per cent., Cuddapah being next with 15·6. In paragraph 96 the Director calculates that (allowing for increment of population) over 75 per cent. of boys in the Presidency remain entirely beyond the pale of education and that half the villages with a population of 200 or more are without a school. It has been found that the income of local fund boards and municipalities is not equal to all requirements, and that it is absolutely necessary to require them to spend more of that income on roads so that less is available for education. Under existing financial circumstances, the efforts of private persons must supplement the efforts of Government.

22. The expenditure in primary schools is compared for the last six years in the following table:—

Year.	Public funds.	Private funds and school-fees.	Total.
	LAKHS.	LAKHS.	LAKHS.
1891-92	7·62	8·40	16·02
1892-93	8·38	9·20	17·58
1893-94	8·94	8·82	17·76
1894-95	9·09	8·67	17·76
1895-96	9·35	8·62	17·97
1896-97	9·25	8·91	18·16

The total cost of primary schools increased by 13·4 per cent. against an increase of 12·8 per cent. in the number of scholars chiefly owing to the development of upper primary girls' education and to the growth of schools in the agency tracts. The expenditure from Provincial funds increased by Rs. 32,000 or 24·3 per cent.; local fund expenditure by Rs. 1,03,000 or 19·9 per cent.; and municipal expenditure by Rs. 29,000 or 26·8 per cent. Taking all public funds together, the increase was Rs. 1,63,000 or 21·5 per cent.; and the proportion of the total cost borne by public funds rose from 47·6 to 50·9 per cent.

Turning to the expenditure met from fees and private sources, it is noticed that the fee receipts fell by Rs. 57,000 or 9·6 per cent., while the outlay from private sources advanced by Rs. 1,08,000 or 43·4 per cent. The decrease in the fee income is the result of the option given to managers of schools in regard to the levy of fees by the school-fee notification which came into operation on the 1st January 1892.

The cost of a primary school in 1896–97 was Rs. 91, of which public funds contributed Rs. 46 and private funds Rs. 45. The average cost of each pupil in primary schools was Rs. 3–4–0 during the quinquennium and the cost to public funds was Rs. 1–10–0 or half the total cost; the corresponding figures during the previous quinquennium were Rs. 3–3–0 and Rs. 1–7–0.

23. *Special Education.*—The number of schools for training masters rose from 38 to 42 in the quinquennium, but the pupils decreased gradually from 1,258 to 1,131; this latter figure however is considered by the Director sufficient to meet the normal demand. Schools for training mistresses rose from 15 to 19, and the pupils from 243 to 317.

The Government training schools for masters increased from 28 to 30, owing to the establishment of two schools in Madras, one at Cuddalore and the closing of the school at Palkonda; the Government training schools for mistresses rose from 3 to 4, in consequence of the transfer of the Moyan training school at Tellicherry to Government. The number of sessional schools was 20 at the close of 1897 against 12 at the close of 1892, and the pupils (who are unpassed teachers of village schools) advanced from 126 to 247. On the whole 76 sessional schools were held during the year and 944 teachers attended them. Two institutions for the training of gymnastic instructors came into existence during the quinquennium. Of the 1,131 pupils in the training schools for masters on the 31st March 1897, 73 were being prepared for teachers' certificates of the upper secondary grade, 223 for the lower secondary and 835 for the primary; the corresponding numbers of female pupils in the training schools for mistresses being 26, 106 and 185.

The expenditure on training schools for masters and mistresses does not present any striking variation; in 1896–97 the total outlay was Rs. 1,97,000 against Rupees 1,95,000 in 1892–93. The expenditure from public funds showed a decrease of Rs. 1,900, while that from private sources increased by Rs. 3,800. The average cost of training each student advanced from Rs. 132 in 1892–93 to Rs. 146 in 1896–97 and the cost to Government of his training from Rs. 101 to Rs. 113.

Turning to the work done by the training schools it is noticed that during the five years 2,495 students passed the written test for teachers' certificates—295 for the upper secondary grade, 604 for the lower secondary and 1,596 for the primary. The number that successfully passed the practical test and got trained teachers' certificates was 1,049—upper secondary 195, lower secondary 284 and primary 570. The percentage of teachers in primary schools who have passed no educational test fell during the same period from 63·5 to 37·6, a gratifying result of the constant attention paid by the department to this important qualification.

24. Passing from training schools to other special schools it is observed that the number of technical, industrial or art schools increased from 25 with 2,900 pupils to 36 with 3,200 pupils. Of the 36 schools on the 31st March last, 15 were schools teaching subjects coming under two or more groups of the technical examination scheme, 17 teaching subjects coming under one group and 4 of a lower class not teaching up to the technical examination standard. Classified according to the agencies by which the schools are managed 6 were Government institutions attended by 1,100 pupils, 4 were board schools with 300 pupils and 26 were schools under private management with 1,700 pupils. The total cost of these schools decreased from Rs. 1,86,000 in 1892–93 to Rs. 1,76,000 in 1896–97 and the Government expenditure from Rs. 87,000 to Rs. 72,000. The variations in the number of pupils learning the principal industries were as follows:—

Year.	Drawing.	Music.	Carpentry.	Blacksmith's work.	Tailoring.	Weaving.	Boot and Shoe-making.
1891–92	687	60	667	89	155	109	50
1892–93	869	295	555	108	184	114	39
1893–94	1,082	261	571	113	210	157	29
1894–95	1,401	313	520	151	160	126	65
1895–96	2,306	387	609	128	208	129	54
1896–97	2,001	377	760	133	174	115	31

The number of pupils learning carpentry, blacksmith's work, tailoring and weaving advanced but slightly. The Government is gratified to see that the pupils learning drawing nearly trebled in number and hopes for continued development under this valuable head now that the scale of grants has been raised. In 1895 Government established a school of commerce in Calicut which is working satisfactorily; and in various minor ways action has been taken during the quinquennium towards an extension of technical education.

25. *Female Education.*—During the past five years the total number of girls under instruction increased from 98,000 to 117,000 or by 18·6 per cent. Of 117,000 female pupils on the 31st March 1897, 107,000 were in general public institutions,

nearly 900 in special public institutions and 9,000 in private institutions. The pupils in general public institutions are classified below according to the different stages of instruction and compared with those at the close of the previous quinquennium:—

Stage of instruction.	On the 31st March 1892.	On the 31st March 1897.	Increase.	Percentage of increase.	Percentage among boys.
Collegiate	5	16	11	220	— 7·6
Upper Secondary	200	328	128	64	53·5
Lower do.	2,514	3,196	682	27·1	41·6
Upper Primary	3,884	5,350	1,466	35·2	35·1
Lower do.	86,841	97,680	10,839	12·5	10·6
Total ..	93,444	1,06,570	13,120	14·0	13·9

The college students were entirely Europeans or Eurasians and Native Christians. In upper secondary, out of 328 pupils the same classes largely preponderated, but there were 14 non-Brahman Hindus and 1 Panchama; the absence of Brahmans being noteworthy. In lower secondary, Native Christians were the most numerous (55 per cent.) followed by Europeans and Eurasians (24) and Hindus (20). As this last figure is drawn from 479 non-Brahman Hindus, 111 Brahmans, 57 Panchamas and 31 Muhammadans, it will be seen at what an early stage the education of Brahman and Muhammadan girls generally ceases. In primary, these classes assume a better position, while Panchamas give an encouraging return; the figures in thousands are as follows: non-Brahman Hindus 49, Native Christians 17, Brahmans 16, Muhammadans 11, Panchamas 5 (nearly), Europeans and Eurasians 2.

The number of girls' schools proper fell from 1,029 to 1,005, but the attendance substantially increased from 50,000 to 53,000. About an equal number of girls were reading in boys' schools.

26. The total cost of girls' schools, inclusive of the Sarah Tucker College, Palamcottah, increased from Rs. 5,50,000 to Rs. 7,05,000, or 28·1 per cent. Expenditure from Provincial Revenues increased from Rs. 2,17,000 to Rs. 2,81,000 or 15·7 per cent.; from fees by Rs. 23,000 or 41 per cent. and from other sources by Rs. 1,07,000 or 41·3 per cent., while the expenditure from local and municipal funds declined from Rs. 17,000 to Rs. 7,000 or by 56·6 per cent. The provincialization of about 70 board schools in 1892 explains the decrease in the expenditure from local and municipal funds and the increased expenditure from Provincial funds. The large increase in the fee receipts is an encouraging feature. Taking all public funds together, the expenditure increased by Rs. 24,000 or 10·4 per cent. Public expenditure thus increased in a smaller ratio than private and formed only 36·6 per cent. of the total against 42·5 per cent. in 1891–92.

The increase in girls under public instruction from 93,000 to 106,000 and the direct management of over 150 schools must have thrown a considerable strain upon the department, which can only have been met by indefatigable exertions on the part of the Inspectresses and their assistants.

27. *Education of Europeans.*—The progress made in the education of Europeans and Eurasians has been referred to in paragraph 6 *supra*. The following table applies to schools specially for Europeans during the last six years:—

——	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Colleges and schools	92	85	86	88	95	93
Pupils	7,158	7,323	7,570	7,836	8,154	7,991

In these schools and elsewhere, there were 4,033 boys and 3,773 girls under instruction on the 31st March 1897 as against 3,808 boys and 3,253 girls in 1892. Of the 7,806 pupils, 48 were in arts colleges, 24 in professional colleges, 503 in the upper secondary stage, 1,781 in the lower secondary stage, 4,731 in the primary

stage and 719 in special or technical institutions. The total cost of European education rose from Rs. 4,63,000 in 1892–93 to Rs. 5,45,000 in 1896–97, while the contribution from Provincial revenues declined from Rs. 1,39,000 to Rs. 1,34,000. The fee receipts increased by Rs. 30,000 and the expenditure from other sources by Rs. 57,000.

28. *Muhammadan Education.*—For girls this seems to require special attention in Madura, Bellary, Anantapur and Nellore, where less than 4 per cent. of children attend school. For the whole Presidency the Director notices a fall of a thousand pupils in primary classes in 1892–93, but it is doubtful whether the statistics are not misleading, as it is observed from paragraph 8 that there had been an exactly corresponding rise from the previous year. It is certain, however, that there has been no advance in public institutions, while the increase observable in private schools is discounted by the fact that instruction there is generally restricted to learning the Quran by rote.

The same remark applies to boys, 85 per cent. of those in private institutions being in Quran schools. In public institutions, there was an increase from 67,000 to 71,000 pupils; or in those for Muhammadans alone, from 47,000 to 49,000. Of the former class, more than 96 per cent. were in the primary stage, a melancholy result after years of special encouragement. Only 1,500 reached the lower secondary, and 300 the upper secondary. In arts colleges there were 50, in professional colleges, 13.

The results of the University examinations were a little more encouraging:—

—		1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Matriculation		6	17	9	31	31
First-in-Arts		14	14	9	4	5
B.A.	English language	7	4	4	10	5
	Second language	6	7	10	12	13
	Science division	2	1	5	12	7

29. To Mappillas the department has been paying particular regard since 1886, when Provincial relieved Local funds of the results grants to Mappilla schools, and during the quinquennium further exertions were made. In 1894 this community was granted the special concessions allowed to "backward classes"; and in 1895, again at the cost of Provincial revenues, the inspectorate was strengthened, and 14 new schools founded in the heart of the Mappilla country. It is too soon to gauge the effect of these measures, but it may be noted that in the last two years the attendance in public institutions has grown from 18,000 to 19,000, and that further measures are in contemplation.

30. The total cost of Muhammadan and Mappilla schools during 1896–97 amounted to Rs. 2,30,000, the provincial share of it being Rs. 62,000. Public funds met 63 per cent. of the entire expenditure, while fees bore 15 per cent. and other sources 22 per cent.

31. *Education of Panchamas.*—It was only in 1892–93 that the necessity was recognized for giving special encouragement to this class, at once numerous and backward. The chief means adopted were the opening of special schools by local bodies and enhanced rates of grant. In the result, Panchama schools which had only numbered 1,400 have risen to 2,500, while Panchamas under instruction have advanced in strength from 23,000 to 41,000. A training school for Panchamas has lately been started, and special scholarships are set apart for the community.

Promising as these measures seem, much remains to be done. Whereas the percentage of scholars to the census population of school-going age is for the Presidency 26·7 for boys and 4·3 for girls, the corresponding figures for Panchamas are only 8·3 and 1·1. These too are swollen by the returns from centres of missionary effort, such as the neighbourhood of Madras, Tinnevelly and the Nilgiris, where Panchama children have long been welcomed to school. The true comparison is between the backward districts; and here it is found—to take the case of boys—that while the general figures for the Presidency show only four districts with a percentage lower than 20, the lowest being 14·5, those for Panchamas show no fewer than 8 with a percentage

lower than 5, the lowest being ·4. The provision of special schools evidently deserves more attention from the local boards of those districts, viz., Nellore, Malabar, Salem, Kurnool, Vizagapatam, Anantapur, Cuddapah and South Canara.

32. The expenditure on Panchama schools borne on the returns of the department was nearly Rs. 2,28,000, almost the same sum as is spent on Muhammadan and Mappilla schools. But while Provincial revenues spent Rs. 61,000 on the latter, they have, owing to the strain on their resources, been able to spare only Rs. 19,000 for the former. Local and municipal funds, however, contributed Rs. 68,000, and fees aggregated Rs. 10,000. The bulk of the expenditure fell on subscriptions and endowments —that is, mainly on mission funds,—which met Rs. 1,29,000. It gives Government great pleasure to acknowledge the devotion shown by missionary agencies in this most salutary branch of their educational work.

33. *Education of Aboriginal and Hill Tribes.*—These include the inhabitants of the mountainous agency tracts of Ganjám, Vizagapatam and Gódávari, which being outside the system of local boards depend directly upon Government for education, as well as scattered aboriginal tribes in local fund areas.

In the Agency tracts the quinquennium saw fair progress in Ganjám and Gódávari, the attendance in the schools rising respectively from 2,000 to 2,900 and from 1,300 to 2,000, but things remained stationary in Vizagapatam with an attendance of 3,400. The aboriginal pupils in these three agencies rose last year from 1,300 to 1,800.

Government is glad to note the provision made by the local boards for the Lambadis in Kistna, for the Chenchus in Kurnool, for the Yánadis and Yerukulas in Nellore, for the Malayalis in Salem, and in the Nilgiris for the various classes of the indigenous tribes. In the latter district it is well-known that the Badagas have profited much from mission schools, and now the Todas and the Kotas are beginning to perceive the disadvantages of illiteracy. The greatest importance is attached by Government to drawing backward tribes within the area of educational influences and the advance in all districts with respect to aborigines in the quinquennium has been from 800 to 3,300 pupils.

The total expenditure under this section was half a lakh of rupees, towards which Provincial funds contributed nearly Rs. 33,000, local funds nearly Rs. 7,000, fees Rs. 3,000 and subscriptions Rs. 7,000.

34. *Indigenous Education.*—The number and strength of private institutions during the last six years were as follows:—

—	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.
Schools	3,403	3,455	4,030	4,675	5,134	5,167
Pupils	64,473	65,894	77,062	93,634	102,443	104,548

During the last five years private institutions advanced by 52 per cent. and their strength by 62 per cent. The advance was steady and shared by all classes of private institutions. It is explained as due to the greater completeness of the statistics and to the operation of the educational rules which have driven a large number of schools unable to fulfil the conditions of recognition to the list of private institutions. Sanskrit schools increased in number by one-third, elementary vernacular schools by nearly 47 per cent. and Quran schools by 90 per cent.

35. *General.*—The Text-book Committee, formed in 1892 for the purpose of selecting suitable text-books, but not prescribing any, did good work during the quinquennium, examining 2,148 out of 2,189 publications which had been referred to them.

The experiment of night schools is watched with great interest. They rose in the five years from 787 to 1,437 and the pupils from 14,508 to 25,424, the increase in the last year being nearly 5,000. All the schools were of the primary standard and were worked by the staff of the day schools in the buildings of which they are held.

Attention is given to the immense importance of manual training, and everything that can be done in that way is done, but there are great difficulties impeding it, because teachers qualified to teach it are not available in sufficient numbers, and because school managers and pupils' parents continue to regard it as interfering with book subjects though it really makes success in them easier.

Excellent work continues to be done in Tinnevelly by the Church Mission Society in schools for the blind and for deaf-mutes. In this direction there is a great opening for charity in some convenient centre.

The Government is glad to learn that the working of the arrangement by which schoolmasters are permitted to work also as postmasters has been a great success. The number of Local fund schoolmasters who were in charge of branch post offices rose during the last five years from 249 to 371. The number of Government schoolmasters who were similarly employed was only five. The allowance received from the Postal department varied from Rs. 2 to Rs. 7.

36. The total expenditure on scholarships during 1896–97 amounted to Rs. 62,000, the Provincial share of this being Rs. 36,000. This excludes stipends in training and medical schools. No scholarships are paid by Government in primary schools or departments except for Savaras in the Agency tracts of Ganjám for whom 25 scholarships ranging in value from As. 8 to Rs. 2 are paid. Arts colleges received 38·5 per cent. of the total amount, schools for general education 30 per cent. and schools for special education 31·5 per cent. More than half the expenditure on scholarships in schools for general education was incurred in schools for girls.

37. The statistics relating to teachers employed in public secondary and primary schools for boys are given in the following statement:—

—	Secondary schools.		Primary schools.	
	1892	1897.	1892.	1897.
Teachers educated in Europe	21	19	..	..
Do. holding trained teachers' certificates	811	970	4,249	4,501
Do. do. untrained do.	552	831	341	997
Do. do. general education certificates	1,313	1,217	3,284	10,153
Do. do. no certificates what ever	389	266	13,679	9,450
Total ..	3,086	3,303	21,553	25,101

The number of certificated teachers in secondary schools increased from 1,363 to 1,801 or by 32 per cent., teachers holding all grades of certificates sharing in the increase. The number of teachers, either certificated or passed, in primary schools increased from 7,874 to 15,651 and the increase extended to all grades of certificates. The number of teachers not qualified under the Educational rules either by certificates or by service was 549 in secondary schools and 8,801 in primary schools. The proportion of unqualified teachers in primary schools was thus a little over one-third; this can be reduced only gradually.

38. The Director draws attention to the insufficient, and in some cases he fears insanitary condition of both Madras and mufassil primary schools in respect of accommodation. The facts are noted with regret; but as public funds have in the past five years contributed 12½ lakhs out of 18 lakhs spent for providing better accommodation for schools and colleges, it is clear that the Government and the local boards are doing all they can. Either a saving must be effected in respect of the higher grades of institution, or private funds must in future bear a larger share of the cost.

Everywhere there is observable a growing tendency towards a wider study of English. While male and female scholars each increased 18·6 per cent., the number of boys reading English rose 40 per cent. and of girls 48 per cent.

39. *Conclusion.*—Much encouragement may be drawn from most of the figures extracted above. When in five years, with a normal increase of 6·25 per cent. in population, the attendance of boys has increased in primary schools 12 per cent., in

lower secondary 21 and in upper secondary 48, it is clear that both the masses and the middle classes are taking more advantage of the opportunities afforded them. Every test too shows that the quality of instruction has improved. In arts colleges though there has been a falling off in strength, there has been an increase of efficiency, judging from the F.A. and B.A. passes. Nor has the advance been only in general education; in industrial and technical schools attendance has risen by 10 per cent. while the passes in the technical examinations have risen by 37 per cent. In general it may be said that the growth of education is keeping well ahead of the growth of population, and that the whole system is at once more popular, more concentrated and more efficient.

At the same time there are qualifications which must be recognized. When not a quarter of the boys in the country come under instruction, and when, of those who come, as many as 21 per cent. live in municipal towns, it is obvious that there are large rural tracts extremely wanting in facilities for learning. The figures too are swollen by the classes which more or less recognize the advantages of schooling. Of Panchamas and Aborigines, not one boy out of eleven enters a school. Among the girls of the country the case is still worse; hardly one girl out of 23 learns to read, and of such as do the large majority are in towns or missionary centres, the ordinary rural tracts remaining nearly unserved. These considerations seem to show that, without retrogression from the standard of advance that has been made, more effort is due towards the nearly 2 millions of boys and over 2½ millions of girls who remain at present entirely outside educational operations.

In conclusion it gives His Excellency the Governor in Council great pleasure to observe the many evidences of energy and zeal in the department, which has achieved a considerable measure of success in the last five years under the experienced and able leadership of the Hon'ble Dr. Duncan.

(True Extract.) H. Tremenheere

Ag. Secretary to Government.

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

Endorsement—No. 59, Educational, dated 31st January 1898.

Copy to the Government of India, Home Department.

H. TREMENHEERE,
Ag. Secretary to Government.

Ed A. F. Eccleston.

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