











GENERAL REPORT

PUBLIC INSTRUCTION IN BENGAL

1872-73.

WITH APPENDIX.



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# REPORT

ON

## PUBLIC INSTRUCTION IN BENGAL,

1872-73.

**PRIMARY INSTRUCTION.**—The extension of primary instruction throughout the country has been pressed forward with much earnestness during the past year, of which the chief educational feature has been the successful introduction of the new scheme for the establishment or aiding of village pathsalas, which was briefly announced in the last report.

Under the various systems heretofore in force, there were in existence on the 31st March 1872 no more than 2,451 primary boys' schools aided or supported in any way by Government, and these schools only mustered 64,779 pupils.

On the 31st March 1873 the primary schools maintained under the old systems are returned at 2,719, and their pupils at 73,998, showing an increase of 268 schools and 9,219 pupils over the numbers of the previous year; while under the new system we had established or aided and brought under systematic supervision no fewer than 5,917 additional village schools, with muster rolls containing 141,413 pupils. The whole number of primary schools connected with the Education Department had thus risen within the year from 2,451 to 8,636, and their pupils from 64,779 to 215,411.\*

\* *Primary Schools.*

	Schools.	Pupils
Government lower schools ...	29	898
Grant-in-aid lower schools ...	346	9,873
Circle lower schools ...	183	7,527
Pathsalas under the old scheme...	2,161	55,902
<b>Total under old systems ...</b>	<b>2,719</b>	<b>73,998</b>
Pathsalas under the old scheme ...	5,917	141,413
<b>Grand total of primary schools</b>	<b>8,636</b>	<b>215,411</b>

The State expenditure on all classes of primary schools in 1871-72 was shown to be Rs. 1,28,356. The corresponding expenditure last year for primary schools under the old systems was Rs. 1,45,413, and Rs. 48,877 was spent on the 5,917 additional pathsalas returned under the new scheme.† This gives an expenditure of little more than Rs. 8 on an average for each of the new pathsalas, indicating, what is the fact, that the great majority of these schools were only taken in hand in the last few months of the year.

† *Primary Schools.*

	Cost to the State. Rs.
Government lower schools ...	5,408
Grant-in-aid lower schools ...	22,955
Circle lower schools ...	11,005
Pathsalas under the old scheme ..	1,06,985
<b>Total expenditure on primary schools under old systems.</b>	<b>1,45,413</b>
Pathsalas under the new scheme ...	48,877
<b>Grand total of expenditure on primary schools.</b>	<b>1,94,290</b>

Taking the average allowance for each pathsala at Rs. 3 a month, or Rs. 36 a year, the annual cost of the new pathsalas included in the returns of the 31st March last will be Rs. 2,13,012. Later returns, which bring down the statistics of primary schools to about the end of August 1873, show the total number of schools then in operation at 10,787, with an estimated attendance of 255,728 pupils. Thus the number of schools has increased by 2,151 since the 31st March last, and the number of boys under instruction by 40,317; and if, as appears probable, the whole of the additional schools are pathsalas taken in hand under the new scheme, the total number of such pathsalas at work at the date of the latest returns will be 8,068, and the number of their pupils 181,730. Thus, at the average rate of Rs. 36 per annum for each school, the liabilities for 1873-74 amounted at that date to Rs. 2,90,448 for primary schools under the new scheme. At this rate the Rs. 4,00,000 sanctioned for the current year will provide for over 11,000 schools with some 250,000 pupils, and it is quite possible that these numbers will have been reached by the end of March 1874.

These statistics sufficiently indicate that the anticipations which the Lieutenant-Governor felt himself justified in forming have been on the whole fulfilled. A successful beginning has been made. Difficulties have been met, and in a great measure overcome, by the tact and

energy of the officers employed. A system of primary education, simple and even rude at present, but capable of steady improvement, has been started in every district; and if the state of the public finances should allow of the appropriation of funds in future years for the continued extension and development of what has now been begun, there seems no reason to doubt that elementary instruction may by degrees be spread very widely amongst the vast rural population of Bengal.

The reports detail at length the various obstacles that the scheme has encountered at the outset.

In some districts difficulties have been caused by the suspicious prejudices of the people and the spread of sinister rumours regarding the designs of the Government. Nowhere has any active hostility been displayed, but real alarm has in some cases held the people aloof, and more frequently indifference and apathy; they see no reason why their children should learn what they never learnt themselves; they require their help in the fields or at their handicrafts; and they do not wish to change old customs.

In many parts it has proved difficult to find fairly competent teachers; and when teachers have been found and new pathshalas have been established or old ones assisted, a more troublesome cause of failure has arisen in the general disinclination of the parents to pay anything in the shape of fees to the gurus. This is especially the case in Behar, but the same evil is more or less prevalent in all districts. The people argue that as the Sarkar now pays the guru, there is no reason why they should contribute anything for his support; and so he is left to maintain himself as he can on the small pathsala grant allowed to him. Where the grant is not enough to provide bare subsistence for himself and his family, he cannot long continue to keep his school together, and no successor is willing to take his place. This is perhaps the most serious and widely spread difficulty that has yet showed itself, but it is hoped that it will be gradually overcome.

As soon as the work of getting out the grants was fairly taken in hand, it was everywhere found that the existing staff of subordinate inspecting officers was inadequate for the new requirements, and applications were received from all quarters for additional assistance. This has been supplied as far as possible. A considerable number of sub-inspectors have been appointed on low salaries for the supervision of the new schools, and more must no doubt be added from time to time as the scheme extends and village schools multiply; for it is urged on all hands, and it is unquestionably true, that constant inspection at short intervals is an absolutely essential condition to secure the maintenance and efficiency of elementary schools in country districts.

These officers have also to be employed as far as possible to pay the gurus. It has been found somewhat difficult to arrange for the regular distribution of the monthly allowances, and various expedients are resorted to in different districts. In many cases the police are employed to distribute the money—a plan which is not in itself desirable, and it is often unfortunately necessary for the teacher to travel considerable distances to receive his grant. Experience will no doubt lead to improvements in this respect.

The subsidies allowed to the pathshalas brought under the scheme are for the most part given in the shape of fixed allowances to the gurus, ranging from Rs. 2-8 to Rs. 5 a month; but in the Midnapore district, as will be further explained below, a system of payment by results has been attempted depending on periodical examinations. This plan will perhaps be found to work successfully in districts where indigenous schools are numerous.

Like other large groups of schools which are placed together under one class, the new pathshalas are reported to vary greatly in their pretensions and efficiency; but the general standard aimed at is that laid down by Government, being confined for the most part to reading and writing in the vernaculars, with native arithmetic and accounts. In some pathshalas, however, English arithmetic appears to have crept in, and it is said to be generally preferred where it has gained a footing.

That the general results of what has been attempted are more or less favorable, will be gathered from the following expressions of opinion gleaned from the educational reports.

**PRESIDENCY DIVISION.**—In the Presidency Division the Commissioner considers that a marked impulse has been given to primary education by the introduction of the new scheme, though it has not yet commended itself to the upper and middle classes owing to a fear that their own position will be affected by it and their influence diminished. It is also said that they regard every rupee spent on primary education as so much diverted from the only legitimate object of expenditure on schools, viz. English education.

The Inspector reports that the work of taking up schools was done expeditiously, as “the Magistrate had money at hand and was unfettered by restrictions.” He explains that rapid progress was less easy for the Inspectors of Schools, who, previously to the orders of the 30th September, were required to establish village schools in concert with the local authorities. “It is evident,” he writes, “that the Magistrate as ruler of the district, unfettered by restrictions, can plant schools faster than is possible for Inspectors armed with no power; but whether the schools so planted will strike root in a friendly manner remains to be seen. Schools should be so planted that they will grow. Inspectors, acting only with local sympathy, had formerly tried so to choose the soil that the plant would thrive. Still the work has been well begun, and is thus far a great success.”

OF PUBLIC INSTRUCTION.

Up to the 31st March last 1,871 pathshalas had been established or assisted; but only Rs. 3,316 had then been expended on them, which is at the rate of Rs. 4-11-8 for each school. The average monthly allowance for a school was about Rs. 3; so that payments had only been made for a few weeks at the end of the year.

In the primary schools of all kinds in the Presidency Division the returns show that there were 33,990 Hindus, 13,663 Muhammadans, and 443 Christians. The new pathshalas alone contain 7,431 Muhammadans, against 13,837 Hindus. Mr. Woodrow remarks that the Musalmans of Bengal belong for the most part to the poorer cultivating classes, and that even where they form a majority of the population they do not form a majority of the well-to-do classes, and that hence they are found most numerous in the lowest class of schools. This view is no doubt correct, and evidence has been adduced which tends to show that the Muhammadans of the upper and middle ranks are generally better represented in proportion to their numbers in the higher and middle schools than has been commonly supposed.

**RAJSHAHI DIVISION.**—The Rajshahi Commissioner reports that the new system of aiding pathshalas with small grants has been introduced in his division with much intelligence and interest by the Magistrates and the subordinates of the Education Department acting under them. It is said to be popular, and promises to be capable of expansion to the full extent that money can be made available.

The Inspector shows that out of 835 pathshalas allotted to the district, no fewer than 800 were actually established and in operation before the 31st March; and he explains, what is no doubt the fact, that the rapidity with which the schools were taken up in this division is mainly due to the old pathsala scheme, which had been worked there for years, with training schools for teachers. The growth and extension of pathshalas under that scheme had been checked by financial restrictions for some years past, but the inspecting officers were well acquainted with the sites of the indigenous pathshalas and the capabilities of the different villages; and as soon as the money restriction was removed, they were able at once to go their rounds, fill in their returns, and name the gurus they could recommend for pathsala grants.

Out of 36,997 pupils of primary schools who are classified in the returns of this division, it appears that the Muhammadans number 18,380, and the Hindus 18,613; but only two Muhammadans appear amongst the upper classes of society, against 12 Hindus; and in the middle classes there are only 1,749 Muhammadans to 3,777 Hindus. The strength of the Muhammadan community is in the lower classes, which contribute 16,629 Muhammadans to primary schools against 14,824 Hindus.

**Dacca DIVISION.**—In the Dacca Division the measure is reported to have been worked with the utmost cordiality and zeal by every officer, and to have been well received by the people generally. The funds allotted for primary schools have been laid out with much care and trouble; but the Commissioner remarks that the majority of the people never expected, and do not wish, that the sons and daughters of the fishermen and cultivators of the fields should be educated *en masse*. It is believed that a large proportion of the pupils got together in the new schools would have received some education independently of them, and would not have grown up wholly uneducated. The lowest stratum of society is hardly at present touched even by these village pathshalas.

The Inspector confirms these statements:—"Nothing is more remarkable," writes Mr. Clarke, "than the cordiality with which the people have received these Government pathshalas, as reported by every Deputy Inspector, not merely in the central districts, but even in Cachar, where the want of a taste for education has hitherto been deplored in so many reports." Comparatively little money had been spent on the new schools out of the 30th September grant up to the end of the year, but a very large number were at work. The same thing is remarked of the distribution of the half lakh of rupees assigned for primary schools in July. Very little of this money had actually been drawn before the 30th September, but Mr. Clarke had "three times as many schools going as the money would pay for within a very short time of the sanction of the half lakh, and these pathshalas were afterwards worked in very successfully under the 30th September grant." The delay in drawing the money arose chiefly from the condition that the local authorities were to be consulted in the distribution of it; but it is explained that this was of little consequence, because the schools knew that they would ultimately receive their grants from the date on which they began regular work. Mr. Clarke reports that a large number of the boys brought into the new pathshalas had previously learnt to write and do a little Bengali arithmetic up to the standard of their years. He has rarely visited one of the new pathshalas even in the most unfavorable districts there he has found all the boys beginners. They had generally learnt something at home from a father or uncle; less frequently they had been taught in a shop or office.

It has been urged, he says, that these boys would have acquired all that they needed without the intervention of Government or the expenditure of public money: but he justly argues that this home education is of a very limited and non-progressive type; that though many of the boys who come to the pathshalas can do a little writing and bazar arithmetic, very few indeed can read, and many are anxious to come to school to learn the art of reading; that the opening of a pathsala in a village causes a number of little boys to commence education

who would never have commenced at all at home; that the laying out a large sum of public money has given an impulse to primary education which is sure to tell somewhere; and lastly, that when we have once got boys to attend a school regularly, it is possible to commence improving the education given them, which at home is practically impossible.

In this view I fully concur. The improvement of indigenous education should be a certain result of the establishment of the new schools, if only proper measures are enforced to raise the qualifications of the village teachers.

Mr. Clarke notices, like Mr. Woodrow, that the Muhammadans appear most numerously in the lower class of primary schools. He says on this point:—"The opinions advanced by the Magistrate of Mymensing last year, viz. that the pathsala education was that fitted for the Muhammadans, has been amply verified in the new primary schools." "I need not report further," he adds, "on the measures which should be adopted to attract the Muhammadans of the upper and middle classes to our schools. But I may remark that if the measures now ordered to be adopted should not appear to attract many, we ought not to be greatly surprised, as in Eastern Bengal there does not exist any great body of Muhammadans of the upper and middle classes."

CHITTAGONG DIVISION.—From the Chittagong division the Commissioner reports to the same effect. The establishment of primary schools has been carried out with complete co-operation on the part of the people and the district officers. The new scheme has given a marked impetus to education, and has been received with at least temporary enthusiasm. Here, as elsewhere, education is regarded as the road to an income, and the desire for it is said to be very great. There has been no difficulty in placing out the allotted funds, and the growth of schools has been rapid.

"We are now in a position," writes the Inspector, Mr. Clarke, "to estimate what has been effected by the new primary pathsala grant of 30th September 1872. Between 1st January 1873 and 1st April 1873 it has added 8,081 boys at school (almost all in the primary stage) to the 5,150 who were at school before in schools aided or under inspection. These boys were in 276 schools, nearly all of which were new schools. In the district of Noakhali the number of boys at school was raised at a blow from 887 to 3,435, exclusive of the 'unaided schools,' of which many would be pathsalas called into being by the hope of getting a primary grant. Nearly half of the new school boys were Muhammadans. And this effect was produced in what we have always hitherto considered a backward zilla with a population prejudiced against education. The people have in fact everywhere welcomed cordially the new schools. They are everywhere ready to learn writing and native accounts entirely at the Government expense. I have always thought they were, but the success of the new primary schools in such districts as Noakhali and Cachar has been beyond my most sanguine expectations."

ASSAM.—In Assam, if there is no very active desire for education on the part of the people, there is a general willingness to accept it if it is brought within their reach. It is said that teachers are found with difficulty, but new pathsalas have been started in every district, and a decided impulse has been given to the spread of primary education.

Primary schools have increased within the year from 95 to 293. This seems satisfactory, but the Commissioner is of opinion that the establishment of some of the schools has been a little too pressed. He pronounces it too soon to form a fair opinion of the working of the new pathsalas. The Inspector, Mr. Martin, makes the same remark, but he adds: "There is no doubt, however, as to their popularity, and they must prove in time a great boon to the people."

At the end of the year the pathsalas contained 7,463 pupils, of whom 6,656 were Hindus and 508 Muhammadans.

KUCH BEHAR DIVISION.—In the Kuch Behar district 90 pathsalas were established during the year, and on the 30th March contained 1,745 pupils. The Commissioner reports that the great difficulty in the way of extension of schools is the want of gurus. "Indigenous schools are few; the mass of the people are totally illiterate; educated men, save foreigners, are few, if any."

The returns show 139 primary schools of all kinds, containing 1,707 Hindus and 685 Muhammadans.

ORISSA.—In Orissa a commencement has been made in subsidizing village schools and bringing them under control.

The Commissioner reports that the system has been initiated with very tolerable results. He had not pressed the immediate expenditure of the grant, being of opinion that changes require to be slow to be permanent. Indigenous pathsalas are numerous, but the attempt to bring them under the new system appears in some parts to have given rise to misconception on the part of the people, and prejudicial rumours have been in circulation. These difficulties will no doubt be overcome by tact and perseverance.

Little had been done in the Cuttack district before the end of the year; but in Balasore and Puri 213 new pathsalas had been taken in hand with an attendance of 4,471 pupils, of whom 4,194 were Hindus and 261 Muhammadans.

BURDWAN DIVISION.—In the Burdwan Division the Commissioner reports that the new scheme has been fairly started, but he considers it premature to venture an opinion as to the success of measures so recently introduced and of such great intrinsic importance. He regrets

that little was actually effected before the end of the year for the development of primary schools, except in the Midnapore district, where "the money was spent in encouraging the boys and teachers on a scale which will no doubt have produced an extraordinary stimulus this year, but which the Magistrate could hardly afford to repeat every year."

The Inspector writes:—"That education in primary schools is likely to be stimulated and fostered in village schools under the new system, there can be no doubt;" and he reports that on all sides applications for assistance are coming in from pathshalas never before heard of.

In the Midnapore district, out of 1,729 indigenous village schools which were discovered to be in existence, containing 19,174 pupils, about 700 schools with 13,000 pupils had accepted the offer of connection with Government before the end of the year. The district was divided into ten circles, and the gurus were invited to bring their boys to the centres, at which a general examination was held, on the result of which the gurus received their rewards. The general subjects were reading, writing, and mental and written arithmetic; and four annas per boy was given for each subject, or one rupee for each boy who passed in all four subjects, besides which eight annas was allowed for every boy who could pass in mahajani and zemindari accounts, and one rupee for those who could measure land. The Magistrate, Mr. Harrison, to whom this scheme is due, considers that "the examinations proved a great success, and were ably and impartially conducted by the inspecting officers, the school-masters, and the principal non-official gentlemen at the centres, who exhibited a lively interest in the proceedings." The Inspector writes:—"The advantages of this system, if it can be efficiently carried out, are palpable."

I consider the principle of the plan good, but must await further experience before expressing an opinion as to the practicability of working it permanently.

The returns show that out of 20,501 pupils in the pathshalas of the Burdwan district, 19,055 were Hindus and only 1,116 Muhammadans.

CHOTA NAGPUR DIVISION.—The Chota Nagpur primary schools are reported to have been taken up to the full extent of the allotted grant, and the Commissioner believes that, with few exceptions, they are doing well.

He reports that out of the 470 pathshalas assigned to the district by the orders of the 30th September, 416 had been established by the 1st March with a muster-roll of 15,871 pupils. The main difficulty was to procure a sufficient supply of teachers. Education has generally been regarded by the agricultural and labouring classes as something altogether unsuited to their condition and capacity. They appear to be indifferent to it, but not actively hostile.

BEHAR.—In the Bhagulpur and Patna divisions the difficulties have no doubt been greater than in any other part of Bengal. This was naturally to have been anticipated, as Behar has never responded to any of the efforts that have been made for its educational improvement; nevertheless the new scheme has met with very fair success, considering the unfavorable conditions it had to encounter.

BHAGULPUR DIVISION.—In the Bhagulpur division the Commissioner reports that the orders of Government have been strictly carried out and pathshalas established in every district except the Santal Parganas, where virtually nothing was done within the year. But he writes:—"In my opinion the real work, however, only now begins, in a struggle to see whether the new schools can be fostered into real life until they become progressive institutions in the country, or whether after a nominal existence they will dwindle and die out. I do not desire to conceal for a moment my opinion that the present existence of all these schools is artificial, and attributable to the zeal and energy with which Government officers have laboured in the cause, and the same attention must be bestowed for time to come in order to preserve them; but if only they can be kept going long enough to admit of the Government officers stirring up the interest both of the zemindar and the people in the case of each individual school, I feel very sanguine of success, for after all village schools or pathshalas are no novel institutions with the people of this country." Much opposition and prejudice had to be overcome, and the zemindars, as a rule, held aloof and did not render as much assistance as could have been wished.

PATNA DIVISION.—In the Patna Division the Commissioner shows that the scheme has been very successfully worked out. In the beginning, he reports, much foolish fear and apprehension was shown by the people regarding the object of Government in establishing these village schools.

"One Magistrate says they fear the Government *et dona ferentes*; another says, they ask of Government,—'Can any good thing come out of Nazareth?' The rumour that Government were going to educate the people with a view to shipping them off to the colonies was very general; another, that the gurus were to be paid in order to become Government spies and give information for new taxes, found scarcely less favour; a third was that the zemindars were to have the Government grant added to their revenue." Nevertheless the people, as usual, showed themselves exceedingly amenable to orders. "The distrust of these schools has now almost disappeared, and they are progressing most favorably."

SECONDARY INSTRUCTION.—Secondary instruction is provided in schools which are intermediate in standard between the primary or lower schools and the colleges affiliated to the University, which admit only matriculated students who have passed the University Entrance examination. They are divided into middle schools and higher schools. The higher schools

REPORT OF THE DIRECTOR

educate up to the Entrance standard, and in all of them English is not only taught as a language, but is also the medium of instruction, except in some of the lowest classes. In some middle schools English is taught, and in others the whole of the instruction is in the vernacular. Middle schools are consequently classed as English schools or vernacular schools, accordingly as English is or is not taught in them. The standard aimed at in the middle English schools is that laid down in the course for minor scholarships, representing a stage of progress from two to three years short of that reached in the higher schools. In the same way the vernacular scholarship course defines the standard aimed at by the middle vernacular schools. It is the same as the standard of the middle English schools in all subjects except English. All schools, however, both middle and higher, begin with nearly the earliest rudiments of education in their lowest classes, and in fact a very large proportion of their pupils are in the primary stage of instruction.

The extent to which this is the case is shown by returns obtained this year giving the number of pupils in the several stages of instruction in schools of every class. Out of 303,110 pupils of both sexes included in these returns, 153,088, or more than one half, are entered under the lowest section of the primary stage, which is supposed to occupy two years, comprising the beginners who cannot yet read, write, and understand easy sentences in their mother tongue, and 101,336 more are entered under the upper section of the primary stage, not having yet reached the standard of the third class of a "middle" school reading the vernacular scholarship course. The two sections of the primary stage together are supposed to cover four years of schooling; and thus out of 303,110 pupils at school no fewer than 254,424 are still in the primary stage and have received less than four years' teaching, leaving 48,424 for the upper and middle stages, of whom 6,676 are in the upper stage, corresponding to the two upper classes of a "higher" school reading the University Entrance course, and 42,013 are in the middle stage, which is supposed to occupy four years and is intermediate

* Pupils in the primary stage (4 years) ...	353,302
.. middle .. (4 .. ) ...	42,010
.. upper .. (2 .. ) ...	6,676
Total ...	401,988

between the primary stage and the upper stage. But besides the above there are about 99,000 children attending the new pathshalas, who have not been returned in the classified lists, and as these must all be in the primary stage, the aggregate number of children in that

stage is about 353,300, against 42,000 in the middle stage and 6,700 in the upper stage.

The returns show 1,374 Government and aided schools of the middle class at the end of the year, with an attendance of 66,545 pupils. Of these schools 432 are classed as "English" with 22,038 pupils, and 942 as "vernacular", with 44,507 pupils. Compared with the returns of the previous year, these figures show a loss of 87 schools and 3,551 pupils.

MIDDLE SCHOOLS.	1871-72.		1872-73.	
	Schools.	Pupils.	Schools.	Pupils.
<b>GOVERNMENT SCHOOLS—</b>				
English	9	902	4	487
Vernacular	213	11,740	194	11,020
<b>AIDED SCHOOLS—</b>				
English	477	28,192	428	21,551
Vernacular	763	33,262	748	33,487
<b>Total</b>	<b>1,461</b>	<b>70,096</b>	<b>1,374</b>	<b>66,545</b>
<b>UNAIDED SCHOOLS—</b>				
English	196	9,027	96	5,590
Vernacular			97	3,932
<b>Total</b>	<b>196</b>	<b>9,027</b>	<b>193</b>	<b>9,522</b>
<b>Grand Total</b>	<b>1,657</b>	<b>79,123</b>	<b>1,567</b>	<b>76,067</b>

The Government English middle schools have been reduced from 9 to 4, showing a loss of 5 schools and 415 pupils; but these 5 schools have merely risen in standard and re-appear as higher schools in the present returns. There appears to be a real loss of 49 aided English middle schools with 1,941 pupils; and there is a further loss of 19 Government and 15 aided vernacular middle schools with an aggregate of 1,195 pupils. The report of the

previous year showed a similar falling off in aided middle schools, and the cause appears to have been in both years the same, viz. the suspension of grants under the grant-in-aid rules, in consequence of which no new schools could receive Government aid, and the schools that failed were not replaced by others, as would have been the case if money had been available.\* No explanation is given of the loss of Government vernacular schools. It is perhaps apparent only, and due to a change of classification.

Of the whole number of middle schools classed above as "aided," 989 are grant-in-aid schools with 47,423 pupils (English schools 428, pupils 21,551; vernacular schools 561, pupils 25,872); 153 are circle vernacular schools with 6,569 pupils; and 34 are pathshalas under the old system with 1,046 pupils.

In addition to the above the returns of unaided schools show 96 middle English schools with 5,599 pupils, and 97 vernacular middle schools with 3,932 pupils; but these returns are always defective, and there are probably more such schools in existence than the figures indicate.

The total expenditure on middle schools has decreased from Rs. 7,91,900 to Rs. 7,36,300, the State expenditure having fallen from Rs. 3,23,850 to Rs. 3,01,800, as shown below:—

MIDDLE SCHOOLS.	1871-72.			1872-73.		
	State funds.	Local funds.	Total.	State funds.	Local funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>GOVERNMENT SCHOOLS—</b>						
English ... ..	68,869	40,580	1,09,449	3,790	8,775	12,564
Vernacular ... ..				56,622	32,322	88,944
<b>AIDED SCHOOLS</b>						
English ... ..	2,54,984	4,27,484	6,82,468	1,35,420	2,10,064	3,76,303
Vernacular ... ..				1,05,967	1,52,423	2,58,390
Total ... ..	3,23,853	4,69,064	7,91,917	3,01,807	4,31,484	7,36,291

The average cost of a boy in the Government middle schools was Rs. 8-13 and in the aided middle schools Rs. 11-8—the State expenditure per head being Rs. 5-4 in the Government schools and Rs. 4-6 in the aided schools.

The five Government schools which have been transferred from the middle to the higher class have raised the number of Government higher schools from 52 to 57, and the number of pupils has at the same time risen from 10,282 to 11,073, but this increase is scarcely in proportion to the increase in the number of schools. The aided higher schools still number 78, as they did last year, but the attendance at them has fallen from 8,112 to 7,789.

There are also included in the returns 44 unaided higher schools, with an attendance of 11,779 pupils. The corresponding returns for the previous year showed 47 schools and 11,629 pupils:—

HIGHER SCHOOLS.	1871-72.		1872-73.	
	Schools.	Pupils.	Schools.	Pupils.
Government Schools ... ..	52	10,282	57	11,073
Aided Schools ... ..	78	8,112	78	7,789
Total ... ..	130	18,394	135	18,862
Unaided Schools ... ..	47	11,629	44	11,779
Grand Total ... ..	177	30,023	179	30,641

\* New grants were prohibited under the following orders:—"The Lieutenant-Governor desires that pending further orders no new or increased grants be given to any school, with the exception that money saved from other grants-in-aid in the course of a year may be devoted to increasing the number of pathshalas."—No. 311, dated 27th January 1872. This prohibition was confirmed by subsequent orders and remained in force up to the 17th April 1873, when revised grant-in-aid rules were promulgated.

The ordinary grants allotted to the Government higher schools were revised and reduced during the year, but special extra grants were made to many of them to provide for the teaching of new subjects; and as this money is not generally separated in the returns from the ordinary school income, it does not appear to what extent the reductions had taken effect up to the end of the year. On the whole the returns show a small increase of Government expenditure to the extent of Rs. 8,037, which is partly due to the transfer of the five middle schools to the list of higher schools. The grants to aided schools remain nearly unaltered:—

HIGHER SCHOOLS.	1871-72.			1872-73.		
	State funds.	Local funds.	Total.	State funds.	Local funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Schools	1,73,957	2,26,596	4,00,553	1,81,094	2,34,278	4,15,272
Aided Schools	51,590	1,37,650	1,89,240	51,843	1,37,950	1,89,802
Total	2,25,547	3,64,246	5,89,793	2,33,937	3,72,227	6,06,074

The cost per head to the State is Rs. 16-7 in Government higher schools, and the total cost Rs. 37-9. In aided higher schools the cost per head to the State is Rs. 6-10, and the total cost Rs. 24-6.

The examination for entrance to the University is the final goal to which the efforts of the higher schools are directed, and the results attained in it afford a very fair test of their efficiency. The examination of December 1872 was the largest on record, the number of candidates enrolled being 2,144, giving an increase of 242 over the number in the previous year. Of these 938 passed, 1,142 failed, and 64 were absent from the examination.

Of the rejected candidates 865 failed in English, 321 in the second language, 721 in history and geography, and 534 in mathematics. These figures show that out of the 2,080 candidates actually present at the examination, 42 per cent. failed in English, 25 per cent. in history and geography, 26 per cent. in mathematics, and 15 per cent. in the second language. Thus English was the most fatal subject, as it has always been, and next comes history and geography, in which English composition has great weight. By far the fewest failures are in the second language. The returns do not distinguish between failures in a classical language and in a vernacular, but 61 per cent. of the candidates took up a classic.

The candidates from Bengal numbered 1,717, against 1,503 in 1871, comprising 1,558 Hindus (of whom 15 described themselves as Theists and 75 as Brahmists), 83 Christians, 74 Muhammadans, 1 Sikh, and 1 Buddhist. The first class contains 144 names, the second 372, and the third 221.

More than two-thirds of the whole number of passed candidates, 489 out of 737, were sent up by schools in the metropolitan districts comprised in the Burdwan and Presidency Divisions including the town of Calcutta. The general distribution is as follows:—

Districts.	Schools.	Passed Candidates.
Burdwan Division .. ..	48	186
Calcutta .. ..	24	169
Presidency Division .. ..	40	134
Dacca .. ..	17	90
Rajshahi .. ..	15	55
Patna .. ..	8	35
Bhagulpur .. ..	6	17
Chittagong .. ..	5	16
Chota Nagpur .. ..	3	12
Orissa .. ..	4	11
Assam .. ..	6	4
Cooch Behar .. ..	2	2
Private students .. ..	..	6
Total .. ..	178	737

It must be remembered, however, that the best schools in Calcutta and elsewhere, especially the collegiate schools, are largely resorted to by students from distant places, so that the list cannot be taken to represent accurately the proportion of students actually belonging to the several districts enumerated.

In this examination papers were set in no fewer than ten languages besides English, viz. Latin, Sanskrit, Arabic, Bengali, Persian, Urdu, Hindi, Uriya, Armenian, and Burmese.

The following list shows the number of Bengal candidates who took up the several languages in each of the last two years:—

	December 1871.	December 1872.
Latin . . . . .	47	54
Sanskrit . . . . .	1,111	1,073
Arabic . . . . .	49	32
Bengali . . . . .	240	462
Persian . . . . .	3	5
Urdu . . . . .	42	65
Hindi . . . . .	3	7
Uriya . . . . .	2	14
Armonian . . . . .	6	4
Burmese . . . . .	0	1
Total . . . . .	1,503	1,717

From this it appears that 80 per cent. of the candidates took up a classical language in 1871, and that the number fell to 67 per cent. at the last examination. Sanskrit largely predominates, but the number of candidates taking it up was smaller by 38 last year than in the preceding year, and proportionally to the total number of candidates the reduction was much greater, 62 per cent. only having taken it up in 1872, against 74 per cent. in 1871. This is no doubt due to the orders of last year restricting the teaching of Sanskrit in Government schools.

Under the scholarship rules of 1867 two-thirds of the junior scholarships were reserved for candidates who passed in a classical language, and Sanskrit was in consequence taught in the four upper classes of nearly all the higher schools in Bengal. This condition of eligibility for scholarships has now been set aside. The teaching of Sanskrit has been stopped in many Government schools, and it has been further ordered that Sanskrit shall not be taught in more than the three highest classes of any such schools, nor in any one of these classes unless it contains at least ten boys who signify their wish to learn it. Some exceptions have been allowed on the representation of local authorities; but the teaching of Sanskrit has been much restricted, and where it is no longer provided, the students who wished to continue the study are reported to have secured assistance out of school hours, or to have migrated to other schools where Sanskrit is still taught.

Objections have been raised to the Government orders with reference to the University regulations under which all undergraduate students in the general colleges are required to pass in a classical language at the First examination in Arts. It is urged on all hands that the students will be put at a great disadvantage if they are refused the means of mastering the rudiments of a classical language as early as possible at school, and that for the Hindu student to defer the acquisition of Sanskrit till he has entered college, or to come up with a deficiency in Sanskrit, must be seriously prejudicial to his progress in his University studies, and especially to the new science subjects, which he will encounter for the first time in the college lecture-rooms. The student knows this, and as a rule he will not dare to present himself at any of the Arts Colleges without being fairly qualified in Sanskrit, so long as he is bound to pass in it. He will feel compelled to learn it in some way or other during his school career, and if it is not taught in the class room he must work at it without help, or must have recourse to private assistance if able to command it.

There is no doubt much truth in these representations, but the Lieutenant-Governor has declared his opinion to be that too much is made of the classical element in the University course, and has expressed a hope that before long the classical languages will at least be left optional subjects for the First Arts, as they now are for the B.A. examination; so that by the restriction of language teaching at school, room may be made for the elements of practical science subjects without injury to the prospects of the students in their subsequent academical career.

With the object of giving a more practical turn to the course for Entrance, I laid the following proposals before the University in January last for consideration and discussion:—

“That in the schedule of subjects for the University Entrance examination for 1874 and thereafter, the following alterations be made, viz.—

1. In place of *II. History* the following:—

*II.—History and Geography.*

The outlines of the history of England, of the history of India, and of general and physical geography, with a more detailed knowledge of the geography of India.

The historical text-books will be fixed from time to time by the Syndicate (see Appendix B).

(Half the marks will be given for history and half for geography, and in the geographical paper half the marks will be given for physical and half for general geography).

2. In place of *Geometry* the following:—

*Geometry and Mensuration.*

The first four books of Euclid with easy deductions, and the mensuration of plain surfaces, including the theory of surveying with the chain.

(Sixty per cent. of the marks will be given for geometry and forty per cent. for mensuration).

These proposals, which were approved by the Syndicate, were ordered to be circulated for the opinion of the heads of affiliated colleges, and the question at present stands over for decision.

The Lieutenant-Governor meanwhile ordered a separate departmental examination in surveying and physical geography for candidates for junior scholarships to be held previously to the Entrance examination, and has restricted the award of scholarships by the condition that not less than one-half the scholarships assigned to each division are to be given to students who have qualified in these subjects. The scholarship award of January 1874 will be made under these orders; but the Lieutenant-Governor has intimated that he will gladly accept the tests proposed to be added to the University Entrance examination instead of a separate examination, and it is hoped they will shortly be adopted. They will certainly improve the Entrance course, and there is much advantage in being spared the difficulty and expense of an additional examination.

The returns of the Entrance examination afford little proof that the Muhammadans are more alive than heretofore to the advantages of an English education. The number that passed in 1872 was 30 only, against 28 in 1871, 39 in 1870, 23 in 1869, and 26 in 1868. During these five years the proportion of successful Muhammadans out of the total number passed has remained almost stationary at about 4 per cent.; but at the last examination only one Muhammadan appeared in the first class against four in 1871, five in 1870, four in 1869, and two in 1868. Nevertheless the Inspectors' reports indicate that Muhammadan students are sensibly increasing in number in our English schools, and making fair progress in them. A large increase is not to be expected, for the section of the Muhammadan community which correspond socially to the classes of Hindus that seek higher school instruction, is in reality very limited in lower Bengal.

The following table shews the distribution of the 160 junior scholarships awarded in January 1873 on the results of the Entrance examination held in the preceding month:—

*Distribution list of Junior Scholarships, 1873.*

Commissioners' Divisions.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	NUMBER OF SCHOLARSHIP-HOLDERS WHO PASSED THE ENTRANCE EXAMINATION IN THE—		
					First Division.	Second Division.	Third Division.
Burdwan Division	2	6	12	20	20	.....	.....
Calcutta	3	5	14	22	22	.....	.....
Presidency Division	2	5	10	17	17	.....	.....
Rajshahi	2	6	12	20	13	7	.....
Dacca	1	6	12	19	19	.....	.....
Chittagong	.....	2	6	8	1	7	.....
Patna	.....	7	14	21	5	16	.....
Bhagalpur	.....	3	8	11	.....	5	6
Orissa	.....	4	6	10	2	3	5
Chota Nagpur	.....	2	5	7	2	5	.....
Assam	.....	3	1	4	.....	1	3
Cooch Behar	.....	1	.....	1	.....	1	.....
Total	10	50	100	160	101	45	14

Of those 160 Scholars, 75 elected to take up chemistry for the First Arts examination, and 56 chose Psychology. The remaining 29 are distributed amongst the Professional Colleges.

**SUPERIOR INSTRUCTION.**—School instruction ends with the Entrance Examination, which opens the door to the colleges affiliated to the University. In these colleges superior instruction is given to matriculated students in the courses of subjects prescribed for the University degrees in Arts. In 1872-73 there were 10 Government Arts Colleges containing 858 pupils at the end of the year, against 9 colleges and 933 pupils in 1871-72. The college added to the list is the High School at Midnapur, which has been partly endowed by contributions raised in the district. Only four of the Government colleges are now allowed to educate up to the B.A. standard, viz. the Presidency College and the Colleges at Hooghly, Dacca, and Patna. The Sanskrit College and the Colleges at Krishnaghur and Berhampur, which formerly worked up to the B.A. standard, have now been restricted to the First Arts course, which is also the standard fixed for the three high schools at Gowhatty, Cuttack, and Midnapur. Since the end of the year the Government school at Rampur Baulcah has been raised to the same standard as the Rajshahi High School, having received a liberal endowment to the amount of Rs. 5,000 a year from a wealthy land-owner in the district, Babu Hara Nath Ray, zemindar of Dubabhati.

There are also 5 aided colleges containing 305 pupils in 1872-73 against 357 in 1871-72. They all educate up to the B.A. standard.

On the whole there is a loss of 127 under-graduate students as compared with the previous year. The Government colleges losing 75 and the aided colleges 52.

This loss is partly counterbalanced by gains in the Medical and Engineering colleges, the attendance having increased at the end of the year by 48 in the former and 29 in the latter. The annual session commences in both these colleges in June, and in the current session the entries have been unprecedentedly large in each of them; the new Civil Service classes have also attracted many under-graduate students; so that on the whole it seems probable that the losses in the Arts Colleges may have been fully made good by increases in the departments of special instruction.

The following tables give statistics of attendance and expenditure in the general colleges, both Government and aided.

*Statement of Attendance in the Colleges for General Education.*

Colleges—General.	Monthly fee.	Number on the rolls at the end of the year.				
		1869.	1870.	1871.	1872.	1873.
<b>GOVERNMENT—</b>						
	Rs. A. P.					
Presidency College...	12 0 0	342	397	405	443	385
Sanskrit College ...	5 0 0	36	29	26	23	26
Hooghly College ...	5 0 0	134	144	152	143	120
Dacca College ...	5 0 0	138	117	112	102	124
Krishnaghur College ...	5 0 0	106	127	116	96	52
Berhampur College ...	5 0 0	67	56	41	21	24
Patna College ...	5 0 0	66	65	84	79	97
Gowhatty High School ...	3 0 0	8	15	17	9	4
Cuttack High School ...	3 0 0	16	22	22	19	14
Midnapur High School ...	5 0 0	.....	.....	.....	.....	12
<b>Total</b> ...	.....	913	972	975	933	858
<b>AIDED—</b>						
St. Xavier's College, Calcutta ...	5 0 0	39	32	36	36	31
Free Church College, Calcutta ...	5 0 0	99	103	120	107	108
General Assembly's College, Calcutta ...	5 0 0	100	86	62	89	74
Cathedral Mission College, Calcutta ...	5 0 0	172	148	131	93	74
London Mission College Calcutta ...	5 0 0	43	41	35	32	18
<b>Total</b> ...	.....	463	413	394	357	305
<b>Grand Total</b> ...	.....	1,359	1,385	1,369	1,290	1,163

• Inclusive of 4 out-students.

† Inclusive of 7 out-students.

## Statement of expenditure in the Colleges for general education.

Colleges—General.	Number on the rolls (monthly average).	Expenditure in 1872-73.			Cost per annum of each student.		
		From State funds.	From fees, endowments, &c.	Total.	From State funds.	From fees, &c.	Total.
<b>GOVERNMENT—</b>							
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College ... ..	418	56,866	52,175	1,09,041	136	125	261
Sanskrit College ... ..	23	12,619	1,021	13,640	549	44	593
Hooghly College ... ..	119	.....	42,678	42,678	.....	358	358
Dacca College ... ..	100	27,386	6,474	33,860	273½	64½	338
Krishnagar College ... ..	66	18,927	2,809	21,926	273	59	332
Berhampur College ... ..	22	17,614	1,335	18,949	800½	90½	891
Patna College ... ..	66	31,693	4,799	36,492	480	73	553
Gowhatti High School ... ..	7	6,360	309	6,669	908	44	952
Cuttack High School ... ..	15	5,824	752	6,576	388	50	438
Midnapur High School ... ..	11	.....	600	600	.....	54½	54½
<b>Total</b> ... ..	<b>847</b>	<b>1,76,389</b>	<b>1,14,042</b>	<b>2,90,431</b>	<b>208</b>	<b>685</b>	<b>343</b>
<b>AIDED—</b>							
St. Xavier's College, Calcutta ... ..	34	3,665	20,100	24,000	106	600	706
Free Church College, Calcutta ... ..	86	5,520	16,920	22,440	64	197	261
General Assembly's College, Calcutta ... ..	75	4,200	9,914	14,114	56	132	188
Cathedral Mission College, Calcutta ... ..	75	7,200	26,480	33,680	99	353	449
London Mission College, Bhowanipour ... ..	23	2,345	10,150	12,495	94	406	500
<b>Total</b> ... ..	<b>295</b>	<b>22,865</b>	<b>83,864</b>	<b>1,06,729</b>	<b>78</b>	<b>294</b>	<b>362</b>
<b>Grand Total</b> ... ..	<b>1,142</b>	<b>1,99,254</b>	<b>1,97,906</b>	<b>2,97,160</b>	<b>174</b>	<b>173</b>	<b>347</b>

Two years after entering the colleges, the students undergo the first public examination for the degrees in Arts, known as the First Arts examination.

In the F.A. examination of December 1872 there were in all 560 candidates on the University register, against 507 in 1871; and of these 220 passed, 8 were absent, and 332 failed. The candidates from Bengal numbered 463, against 434 in 1871, and 184 passed, viz. 16 in the first class, 61 in the second class, and 107 in the third.

These were distributed as shown below:—

## FIRST ARTS EXAMINATION, DECEMBER 1872.

COLLEGES.	Candi- dates.	PASSED.			
		1st Class.	2nd Class.	3rd Class.	Total.
<b>GOVERNMENT—</b>					
Presidency College ... ..	160	15	31	35	81
Sanskrit College ... ..	8	.....	1	1	2
Hooghly College ... ..	46	.....	2	9	11
Dacca College ... ..	43	1	3	7	11
Krishnagar College ... ..	41	.....	4	13	17
Berhampur College ... ..	9	.....	1	2	3
Patna College ... ..	23	.....	3	8	11
Gowhatti High School ... ..	5	.....	.....	.....	.....
Cuttack High School ... ..	5	.....	1	.....	1
<b>Total</b> ... ..	<b>340</b>	<b>16</b>	<b>46</b>	<b>75</b>	<b>137</b>
<b>AIDED—</b>					
St. Xavier's College ... ..	6	.....	1	3	4
Free Church College ... ..	41	.....	5	9	14
General Assembly's College ... ..	26	.....	2	6	8
Cathedral Mission College ... ..	13	.....	1	4	5
London Mission College ... ..	12	.....	1	3	4
<b>Total</b> ... ..	<b>92</b>	<b>.....</b>	<b>10</b>	<b>25</b>	<b>35</b>
<b>UNAIDED—</b>					
La Martiniere College ... ..	3	.....	2	.....	2
Scrampur College ... ..	11	.....	1	5	6
<b>Total</b> ... ..	<b>14</b>	<b>.....</b>	<b>3</b>	<b>5</b>	<b>8</b>
<b>Ex-students and teachers</b> ... ..	<b>17</b>	<b>.....</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Grand Total</b> ... ..	<b>463</b>	<b>16</b>	<b>61</b>	<b>107</b>	<b>184</b>

The great majority of the candidates were as usual Hindus, who numbered 427 (inclusive of 25 Brahmists and 22 Theists and Deists); the Muhammadans numbered 22, and the Christians 13.

The list of successful candidates contains 170 Hindus (with 11 Brahmists and 8 Theists and Deists), 5 Muhammadans, 8 Christians, and 1 Parsi.

The languages taken up besides English were Sanskrit, Arabic, and Latin; Sanskrit by 437, Arabic by 18, and Latin by 8. From this it appears that some Muhammadans and Christians must have taken up Sanskrit as their second language instead of Arabic or Latin.

The failures were in English 230, or 50 per cent. of the candidates attending the examination; in philosophy 195, or 42 per cent.; in the second language 135, or 29 per cent.; in mathematics 127, or 27 per cent.; and in history 112, or 24 per cent.

The philosophy subjects, which all candidates have hitherto been required to take up, were logic and psychology. In future examinations an alternative is offered for the latter subject under the revised University regulations. An option will be allowed between psychology and the chemistry of the metalloids, and a considerable number of students now in their second year have given a preference to chemistry, and are preparing themselves in that subject instead of psychology. The first year students are still more largely electing in favour of chemistry, but they will only commence the subject when they enter on their second year's course in January 1874. The Principal of the Presidency College reports that in the coming session he expects his second year students will be almost unanimous in their choice of chemistry, and the tendency appears to be the same in all colleges.

It has been proposed to extend the system of options, so as to admit of a larger proportion of physical science subjects being taken up for the F.A. examination; and in order to clear the way for this I laid a proposal before the Syndicate for a further amendment of the regulations restricting the compulsory study of a classical language to the Entrance examination (in which it was suggested that a low test should be fixed for all candidates), so that English should be the only compulsory language subject for the F. A. examination, as it now is for the B.A. degree; but the Lieutenant-Governor did not altogether approve of this scheme, being reluctant to enforce the study of a classical language for the Entrance test, and the proposal was not pressed.

The 50 senior scholarships which are awarded annually on the results of the F.A. examination were this year distributed as shown below:—

COLLEGES.	SCHOLARSHIPS.	
	1st Grade Rs. 25 a month.	2nd Grade Rs. 20 a month.
Presidency College	10	18
Sanskrit College	0	1
Free Church College	0	3
General Assembly's College	0	1
St. Xavier's College	0	1
London Mission College	0	1
Hooghly College	0	2
Dacca College	0	3
Krischnagur College	0	2
Berhampur College	0	1
Patna College	0	6
Cuttack High School	0	1
Total	10	40

Under the new rules half the scholarship-holders of the second grade are required to take up the science course for the B.A. degree, or to join the Engineering classes or the Medical College.

The Dutt University scholarships for proficiency in languages and mathematics at the First Arts examination were awarded to Sris Chandra Mukhurji and Nil Kanta Sarkar of the Presidency College. The Gwalior medal was also gained by Sris Chandra Mukhurji.

The course for the final B.A. examination extends over the two years succeeding the F.A. examination. At the examination of January 1873 242 candidates presented themselves, against 232 in 1872; 126 passed, 109 failed, and seven were absent.

Bengal contributed 207 candidates. This is less by 14 than the number of the previous year; but the result of the examination was better, 110 having passed in 1873 against 95 in 1872. The successful candidates were placed 12 in the 1st class, 51 in the 2nd, and 47 in the 3rd.

The distribution list is given below :—

COLLEGES.	Candidates.	PASSED.			
		1st Class.	2nd Class.	3rd Class.	Total.
<b>GOVERNMENT—</b>					
Presidency College	95	11	27	20	68
Sanskrit College	1	.....	.....	.....	.....
Houghly College	22	.....	6	4	10
Dacca College	11	1	2	3	6
Berhampur College	1	.....	.....	.....	.....
Patna College	13	.....	5	3	8
<b>AIDED—</b>					
Free Church College	18	.....	4	5	9
General Assembly's College	20	.....	4	5	9
Cathedral Mission College	13	.....	2	5	7
<b>UNAIDED—</b>					
Doveton College	1	.....	.....	.....	.....
Ex-Students and teachers	12	.....	1	2	2
Total	207	12	61	47	110

The subjects of examination were—(1) English, (2) a classical language (the languages this year taken up were Latin, Sanskrit, and Arabic), (3) history (History of India down to 1835, Greece to the death of Alexander, Rome to the death of Augustus, the Jews to the destruction of Jerusalem), (4) mathematics (Mechanics and Astronomy), (5) mental and moral philosophy (Hamilton's *Metaphysics*, Fleming's *Moral Philosophy*), and (6) one of the following—

- (a.) Mathematics (conic sections and optics).
- (b.) Elements of inorganic chemistry and of electricity.
- (c.) Elements of zoology and comparative physiology.
- (d.) Geology and physical geography.

The failures were in English 58, in the classical language 36, in history 7, in mathematics 40, in philosophy 61, and in the optional subjects 33.

In the examination of January 1875 the new regulations will come into force, which lay down two separate courses for the B.A. degree—an A, or literature course, which is a slight modification of the course now in force, and a B, or science course, which excludes all languages except English, and is otherwise confined to mathematics, physical geography, and certain alternative groups of subjects in the physical and natural sciences.

There is every probability that the science course will generally be preferred to the literature course in the Calcutta colleges, where adequate provision has been made for instruction in the science subjects; and there is reason to believe that the students in the mofussil colleges will shew the same preference as soon as sufficient teaching power and suitable appliances are secured for them.

Subsequently to the B.A. examination there is an examination for Honors in Arts, success in which entitles a candidate to the degree of Master of Arts.

M.A. examination.

Candidates are eligible to the Honor examination under the following regulation :—

"Any candidate who passes the B.A. Examination within four academical years from the date of his passing the Entrance Examination, may at the Honor Examination next ensuing, or at that of the following year, be examined for honors in one or more of the following branches :—

1. Language.
2. History.
3. Mental and moral philosophy.
4. Mathematics (pure and mixed).
5. Natural and physical science."

Any B.A. of longer standing may be admitted to the Honor examination, and on passing is entitled to the M.A. degree, but does not obtain honors.

There were 19 candidates for honors at the examination of January 1873, and 15 were successful, two being placed in the first class, five in the second, and eight in the third. Of the successful candidates, two obtained honors in natural and physical science, two in mathematics, one in philosophy, and five in English. Ten were pupils of the Presidency College, one came from the Hooghly College, three from the Free Church College, and one from the Delhi College.

For the ordinary M.A. degree there were 11 candidates, of whom 5 passed—1 in physical science from the Presidency College, 1 in philosophy from the General Assembly's College, 2 in English from the Presidency College, and 1 in English from Canning College, Lucknow.

The examination for a Studentship on the foundation of Prem Chand Ray Chand resulted in the election of Girija Bhushan Mukhurji, M.A., of the Presidency College, who took up English, history, and philosophy. This studentship is open to M.A.'s of the Calcutta University. It is of the value of Rs. 2,000 per annum, and is tenable for five years.

In the course of last year the Lieutenant-Governor, being anxious to provide extended means for the teaching of the physical and natural sciences, in their relation especially to agriculture, moved the Secretary of State to select and send out to Bengal two science professors, who should be able to teach the following subjects of the University science course—physical geography, chemistry, general physiology, vegetable physiology, and botany.

This requisition has been complied with, and two gentlemen, Mr. Pedler and Dr. Watt, have been sent out,—one able to teach chemistry and to conduct analyses, the other trained in agricultural botany and vegetable and animal physiology. Both gentlemen have been placed in the third grade of the education service. Mr. Pedler has been appointed to the Presidency College and Dr. Watt to the Hooghly College. A considerable supply of chemical apparatus was procured by Mr. Pedler in England under the Secretary of State's orders, and this has now arrived in Calcutta and been placed at his disposal in the Presidency College laboratory.

Grants for similar appliances and for apparatus to illustrate lectures in physics have been sanctioned for other colleges, and their requirements are in course of being supplied.

The new building, sanctioned last year for the Presidency College at a cost of Rs. 3,00,000, is making rapid progress towards completion, and will be ready for occupation in the early part of the session of 1874. Besides providing extended accommodation for lectures, which will afford great relief to both professors and students, who have long been most uncomfortably overcrowded in narrow and ill-contrived class-rooms, the building contains well arranged chemical laboratories with proper fittings and apartments for experimental lectures in physics, as well as working rooms for the large department of civil engineering. It is believed that the improved mechanical arrangements thus provided will greatly promote the thorough and practical teaching of all the science subjects, and of the technical arts connected with them.

During the present year additional buildings have also been sanctioned for the Patna College to contain chemical laboratories and class-rooms for the experimental sciences. The cost will be defrayed out of the balance of the college building fund raised some years ago by subscriptions in the Patna Division.

In order to assist the aided and other private colleges in Calcutta which may not be able to supply the means of instruction in the experimental sciences, an arrangement has been made to allow their students to attend courses of lectures in these branches at the Presidency College at a reduced fee. This concession has been cordially welcomed, and will probably be taken advantage of largely, when the new building is completed, by the colleges that are conveniently situated in proximity to it.

Thus a good deal has been done in various ways to support the measures of the University for the extension of the science element in the educational scheme. It is hoped that a fair advance has been made, and there is certainly much promise for the future. More teaching power, however, is still required, and in some branches, such as physical geography and natural history generally, there is a want of suitable books adapted to Indian experiences.

This latter point was pressed upon the University by the Senior Board of Examiners of last year. In presenting their report on the result of the B.A. Examination, they sent up the following resolution to the Syndicate:—

“That in the opinion of this meeting it is very desirable that elementary text-books treating of the natural sciences be prepared specially for teaching these subjects to Indian students. The text-books now available, though excellent of their kind, having been prepared for English boys, deal more especially with objects familiar or common in Europe, and have but few references to such as are most interesting and familiar to the Indian learner. This want is more particularly felt in teaching such subjects as zoology, geology, and physical geography.

“This meeting believes that were the want of elementary works adapted for local teaching brought prominently to notice in a report of the Syndicate, or in such other manner as the Syndicate may deem advisable, the attention of qualified persons would be drawn to the subject, and that works of the kind required would before long be forthcoming. The meeting is of opinion that the extension of physical science teaching in India would be greatly facilitated by such aid.”

The Syndicate published this resolution in its last annual report, and expressed at the same time its full concurrence with the Board "in thinking it of the highest importance to the extension of physical science teaching in India that text-books in such subjects as zoology, geology, and physical geography, should be prepared, drawing their illustrations from subjects familiar to Indian students," and it further expressed a hope that this recognition of the want of a suitable series of scientific manuals might induce competent men to undertake their preparation.

The first fruits of this suggestion will shortly appear in a text-book on physical geography by Mr. H. F. Blanford, of the Presidency College, which is nearly ready for publication. This is a most timely work, and it is said to be exceedingly well executed. The volume is already printed, and its appearance may be expected immediately.

**SPECIAL INSTRUCTION.**—The professional Faculties of Law, Medicine, and Civil Engineering, are represented in the University, and Degrees are granted in each of them. Law is taught in nine of the Government Colleges and High Schools; Medicine and Surgery in the Medical College, Calcutta; and Civil Engineering in a special department of the Presidency College.

The law classes mustered 425 pupils at the end of the year, against 566 at the same date in 1871-72. There was thus a loss of 141 law students.

This is partly due to a change made in the University regulations in 1871, which had the effect of temporarily reducing the regular B.L. classes from three to two. From the opening of next session there will again be three regular classes at work, and the number of students may be expected to increase. But the falling off may probably be due in a greater degree to the present state of the legal profession, which has of late become somewhat overstocked, and no longer offers the attractions which filled the law classes a few years ago.

The total cost of the Law Department was Rs. 28,648, and the receipts from fees amounted to Rs. 41,282, leaving at the credit of Government a substantial balance of Rs. 12,634.

At the last examination there were 137 candidates for the degree of B.L., of whom three passed in the first class and 72 in the second, while 33 others having only attained the standard of marks for a license were passed as Licentiates. The following table shows the Colleges from which the candidates came, and the results of the examination:—

COLLEGES.	Candidates.	PASSED.			
		1st Class.	2nd Class.	L.L.	Total.
Presidency College	90	.....	40	25	74
Hooghly College	9	.....	3	4	7
Kishnagurh College	14	2	8	2	12
Berhampur College	1	.....	1	.....	1
Patna College	7	1	5	1	7
Dacca College	4	.....	4	.....	4
Cuttack High School	1	.....	.....	1	1
Gowhatty High School	1	.....	1	.....	1
Canning Coll. ge. Lucknow	1	.....	1	.....	1
Total	137	3	72	33	108

L.L. Examination.

For the License in Law there were 93 candidates, of whom 44 were successful, as shown below:—

Colleges.	Candidates.	Passed.
Presidency College	58	23
Hooghly College	9	4
Kishnagurh College	5	2
Berhampur College	7	4
Patna College	2	2
Dacca College	9	6
Queen's College, Benares	2	2
Canning College, Lucknow	1	1
Total	93	44

At the L. L. Examination of the preceding year, the number of candidates was 58. The large increase this year was no doubt occasioned by the announcement of the University that this would be the last examination for the License in Law. It has since been notified that one more examination will be held in January 1874.

In the English Department of the Calcutta Medical College, which is at present open to any student who has passed the University Entrance Examination, the roll number of students on the 30th March 1873 was 295, against 247 at the same date in 1872. The cost of this Department was Rs. 1,23,030, of which Rs. 1,05,116 was defrayed by State grants and Rs. 17,914 from fee receipts. The corresponding figures for the previous year were, State grants, Rs. 95,990, fee receipts, Rs. 16,150. The annual cost of each student to Government was Rs. 381 as calculated on the average number on the rolls monthly.

The course of study extends over five years. At the end of the first three years the students are eligible for admission to the University's first examination in Medicine and Surgery, and having passed this they are admitted, two years later, to the final examination for the License in Medicine and Surgery. For the first examination there were this year 78 candidates, of whom 31 passed, all in the 2nd division. At the final examination 52 candidates presented themselves, and 25 of these passed in the 2nd division.

The medical examiners for 1872, in sending up their report presented the following Resolution to the Syndicate:—

“The Board are of opinion that the First Examination in Arts should be substituted for the Entrance Examination as a qualification for admission to the Medical College.”

This Resolution was referred to the Faculty of Medicine for their opinion, and the Faculty reported—

(1) That the First Examination in Arts should be substituted for the Entrance Examination as a qualification for admission to the First L. M. S. Examination.

(2) That on the substitution of the First Examination in Arts for the Entrance Examination as a qualification for admission to the First L. M. S. Examination, every candidate for the Second M. B. Examination should (in addition to the present subjects) be examined in one of the following subjects to be selected by himself:—

- Chemistry.
- Botany.
- Comparative Anatomy and Zoology.
- Physiology (including Comparative Anatomy).

These proposals are still under the consideration of the Syndicate.

It has long been a subject of complaint with the Medical Professors that the attainments of the students who join the Medical College with no higher qualification than that of having passed the University Entrance Examination are for the most part too defective to enable them to prosecute their medical studies with advantage, and as long ago as 1868 I addressed the Principal of the Medical College on the subject, and suggested the substitution of the First Arts standard in place of the Entrance standard, as is now proposed. The College authorities were then of opinion that the change, though desirable in itself, would at that time be premature, as they feared it might have the effect of emptying the College class-rooms. There are no longer grounds for this apprehension, and the Professors are now unanimous and urgent in recommending the adoption of the measure.

Besides the English Department of the Medical College, there are two vernacular departments—the Bengali classes, containing 451 students at the end of the year, and the Hindustani classes, containing 101 students. The corresponding numbers in the previous year were, Bengali students 336, Hindustani students 118.

There has thus been a gain of 115 students in the Bengali classes, and a loss of 17 in the Hindustani classes.

The Bengali classes cost Rs. 29,241, of which Rs. 12,732 was defrayed from fee receipts and Rs. 16,509 from State funds.

The Hindustani classes cost Rs. 31,155, of which Rs. 31,028 came from Government.

The Hindustani students are all stipendiaries, and are in training for army purposes as Hospital Assistants. The number of these who passed their final examination this year was 29; only 10 passed in the previous year.

Of the Bengali students, 50 passed their final examination during the year in the grades of Vernacular Licentiate, and Native Apothecary. In the preceding year the corresponding number was 39.

During the last ten years the fee receipts in the English and Bengali Departments have increased to a remarkable extent—the English Department produced in 1863-64 Rs. 4,521, and the Bengali Department, then in its infancy, Rs. 341. In 1872-73 the fee receipts in the English Department were Rs. 17,887, and in the Bengali Department, Rs. 12,670; there has thus been an aggregate increase of fee income from Rs. 4,862 to Rs. 30,568.

The great and rapidly increasing influx of students, especially in the Bengali Department, has now made fresh arrangements necessary. The class-rooms had got to be overcrowded to an intolerable degree, and many students could neither hear nor see the lecturers, besides which no sufficient clinical instruction could possibly be given. The exigencies of the case were urgently represented by the College authorities, and in warmly supporting them

I suggested that relief might be obtained by opening branch schools at convenient centres in the Mofussil. In this state of things the Lieutenant-Governor, having carefully enquired into the matter, and consulted the head of the Medical Department, has lately decided on removing the Bengali classes from the Medical College and locating them at Scaldah in connection with the Pauper Hospital, maintained there by the Calcutta Municipality. The Justices have consented to make over the management of the Hospital entirely to Government, and have engaged to give an annual contribution of Rs. 30,000 for its support, on the understanding that 300 beds are maintained for patients. Dr. Woodford, the Professor of Medical Jurisprudence in the Medical College, who has been in charge of the Scaldah Hospital, is put at the head of the school now attached to it, and the Native Medical Teachers have been transferred there with their pupils.

The Lieutenant-Governor has also agreed to the establishment of Medical Schools at Dacca and Patna, but arrangements for these are not completed.

The Hindustani class will be transferred to Patna as soon as the new school can be established there.

The Engineering Department of the Presidency College has steadily increased in numbers for some years past. It contained 84 regular students in 1870, 103 in 1871, 116 in 1872, and 133 in 1873. A special class was added in June 1872 for candidates desirous of qualifying to pass the tests in Engineering and surveying prescribed for the Subordinate Executive Service; only five candidates, however, applied for admission in that month; in August there were eight other admissions and two more in September; but up to the end of October the class never contained more than 17 students. In November, when field-work began, there were 30 admissions, and there were five more in December and January. Under these circumstances the class was never in an efficient state. The standard to be reached was such as to require a regular course of instruction for at least six months, and little could be done with students entering at different times and in different stages of advancement. Attendance must in future be enforced from the commencement of the session.

There were two candidates for the degree of B. C. E., of whom one passed and one failed. For the License in Engineering there were 14 candidates, of whom seven passed.

The eight candidates thus passed are admissible to the grade of Assistant Engineer in the Public Works Department. Besides these, one student passed out of the College in the grade of Sub-Engineer and two others in the grade of Sub-Overseer.

Scholarships of Rs. 50 a month were awarded to five of the Licentiates, tenable for two years, during which time they will be attached to works in progress at the Presidency, in order to acquire some practical knowledge of their profession. Two others have been appointed to Surveying Teacherships in schools.

The fees received during the year amounted to Rs. 9,620 against Rs. 6,568 in 1871-72, and the expenditure was Rs. 39,346, against Rs. 30,416.

In the present session there has been a large influx of students, which has necessitated the appointment of two ex-students of the College to be assistant lecturers. It has also been necessary to make temporary provision for additional class-room accommodation. This at present occasions much inconvenience; but there will be ample space in the new building, and it is hoped that the classes will be transferred to it before the hot weather vacation.

The Government School of Art in Calcutta is steadily increasing in numbers, and within the limits of its work is thoroughly efficient. At the end of 1871-72, the attendance was 76. At the end of 1872-73, it was 94, and during this year no fewer than 160 students had received instruction in it for longer or shorter periods.

In March last, under the special orders of His Excellency the Viceroy, an Exhibition was held in Calcutta of specimens of the work executed in the several Art Schools established in different parts of India, in which the products of the Calcutta School were declared to possess very considerable merit. The Hon'ble Sir R. Temple was President of the Exhibition Committee, and the following passage from his address to the Viceroy on the closing of the Exhibition well describes the character of the School and the merits of its performances:—

“The Calcutta School is for fine art and design alone. It is of more limited scope than the other Schools, but within that scope it is excellent. Its display of drawing with light and shade, of lithography, and of wood engraving, is very good: a true sentiment for art pervades its designs. Its water-colours of snakes are excellent. The studies of heads by one of its pupils, Bagehi, show remarkable merit and originality, very creditable to Bengal and Bengal. It has not much in the way of sculpture, or of modelling, or of decorative work in colour.” It exhibits drawings of figures, some good, others defective. On the whole it is, within its scope, very efficient so far as we can judge, and redounds to the credit of its talented Principal, Mr. Locke, who works single-handed.

At the end of the year there were 26 Government Normal Schools in operation for the training of school-masters with an attendance of 1,319 pupils. The corresponding attendance in these Schools in the previous year was 1,417. Their cost to Government was Rs. 1,15,671 in 1872-73, against Rs. 1,19,356 in 1871-72. These reductions are said to have been occasioned by the budget

orders which made it necessary to cut down the number of stipendiary pupils in some of the Schools. The returns show that 127 Pandits, or higher vernacular teachers, and 318 gurus, or primary village school-masters, had obtained certificates of qualification from these Schools in the course of last year.

The whole of these Schools have been brought under review during the present year, and a new scheme has been sanctioned, which provides for the establishment of a separate Normal Training School for almost every district.

Under this scheme there will be:—

Nine first grade Normal Schools costing on an average about Rs. 7,100 per annum, including an allowance of Rs. 3,600 for stipends for pupils in training.

Twenty-two second grade Normal Schools, each costing Rs. 2,880 per annum, of which Rs. 1,440 is allowed for stipending pupils.

Fifteen third grade Normal Schools, each costing Rs. 1,980, of which Rs. 960 is for stipends.

At the first grade Normal Schools half the stipends are allotted to pupils in training as primary village school-masters, and half to pupils qualifying for masterships in middle class vernacular schools. At the second and third grade Normal Schools all the stipends are allotted to pupils in training for primary schools. Courses of instruction have also been laid down corresponding to the requirements of the different classes of schools. For primary school teachers the course is intended to occupy the pupils for a period of two to six months. The full course for the higher class of vernacular school teachers extends over three years, but the course laid down for the first two years will be held a sufficient qualification for many teacherships.

Besides the Government Normal Schools there are 17 Aided Schools for training masters and mistresses, for the most part under the management of the various Missionary bodies. These contained 1,986 pupils at the end of the year, and cost Government Rs. 15,993. The Missionary Schools are mostly employed in training primary village teachers amongst the different aboriginal races, such as Khasiyas, Kacharis, Kols, and Santhals; for this purpose they are most valuable, and could hardly be replaced by any other agency.

The returns of the two Muhammadan Madrasahs show a considerable aggregate increase in their attendance rolls, the number of students on the 31st March 1873, having stood at 177 against 114 at the same date in 1872; but the increase has been entirely in the Calcutta institution, where the students have risen from 72 to 153. In the Hooghly Madrasah the number had fallen from 32 to 24.

The increase at Calcutta is due to the withdrawal of the regulation passed on the recommendation of the Madrasah Committee which made the study of English obligatory on all the students from the commencement of the previous session. Throughout the year 1872 it became evident that the study of English was very distasteful to the students who resort to the Madrasah for the study of Muhammadan religion and law. A petition was presented to the Lieutenant-Governor, praying that it might cease to be obligatory. On this it was decided that the study of English should be made optional, and a similar option was subsequently extended to the study of Bengali. As soon as this decision was made known the classes again began to fill rapidly.

At the date of last report there were only eight students learning English and four learning Bengali.

Attached to the Madrasah proper, or Arabic College, at Calcutta, is a Higher Class English School, known as the Anglo-Persian Department, which educates up to the standard of the University Entrance Examination. This department contained 375 students at the end of the year, of whom 219 came from a distance and 156 belonged to Calcutta. The Officiating Principal reports that the department is working satisfactorily. "Hitherto," he remarks, "the strength of the upper classes has been below that of the corresponding classes in other Government Schools containing the same number of boys, and till this in quality disappears, the school cannot take rank with schools like the Hindu and Hare Schools. With a total number of 375 on the rolls there ought to be 40 boys in the first class. The present first class contains 23 boys, the second 29, and the third 65 boys. These figures show an advance in the right direction when compared with those of former years, and in two or three years more the school ought to turn out as many successful candidates at the University Entrance Examination as any other schools of the same numerical strength."

**MUHAMMADAN EDUCATION.**—During the present year the whole question of State education in relation to the Muhammadans of Bengal has been carefully reviewed, and an attempt has been made to provide more fully for the special wants of this important section of the community. With this view it has been decided that the Mohsin Endowment Fund, amounting to Rs. 55,000 per annum, hitherto devoted to the maintenance conjointly of the English College and the Madrasah proper, or Arabic Department, at Hooghly, shall in future be appropriated exclusively to the promotion of Muhammadan education throughout the country, and particularly to the establishment of several new Madrasahs to be engrafted on to existing Colleges and High Schools at the centres of Muhammadan population. The

Government of India has in fartherance of this arrangement made an addition of Rs. 50,000 to the grant for education in Bengal in order to provide for the continued maintenance of the English College at Hooghly on its present footing; and the income of the endowment fund thus set free, together with the present grant of Rs. 38,000 for the Calcutta Madrasah, amounting in the aggregate to Rs. 93,000, has been re-appropriated in the following manner :—

Calcutta Madrasah	....	....	....	35,000
Hooghly Madrasah	....	....	....	7,000
A new Madrasah at Dacca	....	....	....	10,000
Ditto ditto at Chittagong	....	....	....	7,000
Ditto ditto at Rampur Bauleah	....	....	....	7,000
For the 9 zillah schools of Jessore, Rungpur, Patna, Faridpur, Bakerganj, Mymensing, Tipperah, Noakhali, and Sylhet, at the rate of Rs. 800 each, partly to pay the school fees of Muhammadan students, and partly to provide salaries for teachers of Arabic or Persian	....	....	....	7,200
For the Presidency College and other Colleges to which a Madrasah is attached, to meet the fees of Madrasah students attending such Colleges	....	....	....	8,000
For Mohsin scholarships for the encouragement of Muhammadan students who succeed in English studies and physical sciences, tenable in the General or Special Colleges	....	....	....	11,800
			Total	93,000

The arrangements thus sanctioned are not yet matured, but the new Madrasahs at Dacca and Rampur Bauleah are on the point of being opened, and the Chittagong Madrasah is expected to be established without much delay.

The establishment of the Calcutta Madrasah has been revised, but final arrangements cannot be made till a decision has been come to on the appointment of a Principal. The new 6th and 7th classes of the Arabic Department, which were opened in January 1873, did not work well and have now been abolished. This Department will in future consist of five classes as before, but the Branch School is to be converted into a preparatory school to educate boys before admission to the Arabic classes. There is to be an examination for such admission, and applicants are not to be admitted till they can read and write some language in the Persian character.

The changes to be made in the Hooghly Madrasah are still under consideration.

A classified return of the Education Department, including 302,533 pupils under instruction, shews that nearly 20 per cent. of this number are Muhammadans :—

Hindus	..	..	..	229,469
Muhammadans	..	..	..	59,309
Christians	..	..	..	6,844
Others	..	..	..	6,911
				<u>302,533</u>

There are 47 Muhammadans in the general colleges, 43 in special colleges, and 177 in Arabic Madrasahs. The rest are in schools of different classes distributed amongst the several divisions as follows :—

			Muhammadans.	Hindus.
Rajshahi Division	....	....	21,751	28,422
Presidency "	....	....	14,679	61,996
Dacca "	....	....	11,303	34,919
Chittagong "	....	....	3,810	7,176
Burdwan "	....	....	2,062	48,303
Cooch Behar "	....	....	1,332	2,631
Patna "	....	....	1,135	4,613
Assam "	....	....	843	8,741
Calcutta	....	....	572	9,889
Chota Nagpur Division	....	....	544	10,945
Orissa "	....	....	512	8,453
Bhagulpur "	....	....	499	1,684
		Total	<u>59,042</u>	<u>227,772</u>

From these figures it results that the Muhammadans are 4 per cent. of the students in the general colleges, 5½ per cent. in the special colleges, and over 19¼ per cent. in schools of all classes.

The returns do not shew the distribution of the Muhammadans amongst the different classes of schools, but everywhere, except to some extent in Behar, the upper castes of the Hindus form the mass of the pupils in the higher and middle schools. This ceases to be the case in the lower or primary schools, which attract in considerable numbers the Muhammadan cultivating classes.

The pupils under instruction, but not included in the classified list, number 102,399 as shown by the general attendance return. These belong, for the most part, to the new path-salas or other primary schools of the lower class, and it may fairly be assumed at least 20 per cent. of them are Muhammadans.

On this calculation about 20,500 Muhammadans may be added to the list, and we shall have on the whole about 80,000 Muhammadans receiving school instruction; but the vast majority of them are in schools of the lowest educational standard.

There are no statistics available to shew generally the relative number of Hindus and Muhammadans occupying corresponding positions in the social scale, but certain income tax returns appear to prove that even in districts where the Muhammadan population, exceeds the Hindu population as in Jessore,\* the well-to-do Hindus are more than ten times as numerous as the well-to-do Muhammadans. If this state of things is general in the Bengal districts, it accounts in some measure for the poor appearance made by Muhammadans in schools of the higher standards.

\* Population of Jessore—

Muhammadans	...	...	1,161,936
Hindus	...	...	916,413

**GRANT-IN-AID RULES.**—The grant-in-aid rules have been revised and settled during the present year. The whole sum assigned for grants under these rules, amounting to Rs. 5,20,100, has now been distributed amongst the several districts with reference partly to their population and partly to the amounts of the grants-in-aid at present allotted in them to schools already in operation.

The allotment of the district grant is placed in the hands of the District Committee of Public Instruction, subject to the approval and confirmation of Government through the Director of Public Instruction. The grants will not exceed for colleges one-third, and for higher schools one-half of the income guaranteed from private sources. For middle schools, in which the expenditure is more than Rs. 30 a month, the grants will not in general exceed two-thirds of the guaranteed private income, but an exception is allowed in the case of certain backward districts in which the grants may be equal to the income so guaranteed.

For lower schools, as well as Girls' schools, and Normal and other special schools, the grants are not to exceed the full amount of the guaranteed local income.

These rates are maximum rates, and the maximum grant allowable is not to be sanctioned anywhere as a matter of course, and will only be given in very exceptional cases in some of the most advanced districts. Grants are to be ordinarily made for periods of five years, and it is expected that in case of renewal at the expiration of 5 years the amount of the grant will generally be reduced so as to set free funds for aiding new schools, even if the district allotment should remain stationary.

It is also provided that in certain backward districts grants may be allotted under special regulations depending on the attainments of the school-masters, or of their pupils, or in the shape of a capitation allowance for regular attendance.

These rules, as now revised, have not been long in operation, but they seem to be working satisfactorily though some changes of detail may perhaps be required in regard to the arrangements for checking the school bills and passing them for payment. In other respects they have in general been favorably received, but much complaint is made by some of the advanced districts regarding the smallness of their allotments, which makes it impossible for them to give assistance to many new and deserving schools that apply to them for grants.

**FEMALE EDUCATION.**—There is nothing new to report regarding the condition of female education. It is probable that some progress is being made, however slow, but the returns show a falling off in the number of schools and pupils receiving assistance from the State, and beyond these statistics are wanting.

At the end of 1871-72 the number of girls' schools receiving State grants was 299, with muster-rolls containing 8,158 pupils. The corresponding numbers at the end of 1872-73 were 233 schools and 7,025 pupils; showing a reduction of 66 schools and 1,133 pupils. The State expenditure on girls' schools has also fallen from Rs. 70,641 to Rs. 63,507, and the total expenditure from Rs. 1,74,101 to Rs. 1,64,659.

The Bethune School has been withdrawn from the direct control of the Inspector of Schools, Presidency Circle, and has been placed in the hands of a Special Committee appointed by Government. In other respects it seems to be much in the same state as heretofore, but the Committee has submitted no report, and it does not appear what changes (if any) have been introduced by the new managers. It contained 85 girls at the end of the year, and its cost for the year to Government was Rs. 7,658.

**GYMNASTICS.**—In pursuance of the Lieutenant-Governor's desire to encourage our school boys to develop their physical powers, grants for the teaching of gymnastics have been sanctioned for five colleges and six schools, including the Calcutta Madrasah, and gymnasia have been opened in these institutions with much success. Bengali school-boys generally show much aptitude in the exercises they are taught, and enter into them with considerable spirit. The same cannot be said of the Beharis, for the Principal of the Patna College reports that none of his students, who are natives of Behar districts, will join the gymnastic classes. With strange prejudice they regard the exercises as derogatory to their position as gentlemen, and stand aloof from them, though the Bengalis there as elsewhere have taken to them with alacrity.

**GENERAL STATISTICS.**—The following tables give the general statistics of the Education Department for the year ending the 31st March 1873.

W. S. ATKINSON,  
*Director of Public Instruction.*

*Return of attendance in Colleges and Schools for general instruction, as on 31st March in the years 1872 and 1873.*

COLLEGES AND SCHOOLS FOR GENERAL INSTRUCTION.	Number of Colleges and Schools on 31st March.		Number of Pupils on 31st March.	
	1872.	1873.	1872.	1873.
<i>Colleges and Schools receiving State Grants.</i>				
<b>SUPERIOR INSTRUCTION—</b>				
Colleges affiliated to the University in Arts—				
Government Colleges	9	10	950	868
Private Colleges, aided	5	5	357	306
	14	15	1,287	1,160
<b>SECONDARY INSTRUCTION—</b>				
Higher Class English Schools—				
Government Schools	52	57	10,282	11,073
Private Schools, aided	78	78	8,112	7,789
	130	135	18,394	18,862
Middle Class English Schools—				
Government Schools	9	4	963	487
Private Schools, aided	477	428	23,402	21,551
	486	432	24,364	22,038
Middle Class Vernacular Schools—				
Government Schools	213	191	11,740	11,020
Private Schools, aided	763	748	33,962	33,487
	976	942	45,702	44,507
<b>PRIMARY INSTRUCTION—</b>				
Lower Class Vernacular Schools—				
Government Schools	20	29	580	896
Private Schools, aided	618	529	18,277	17,200
Pathshalas, aided	1,813	8,078	45,000	197,315
	2,451	8,636	64,779	215,411
<b>INSTRUCTION FOR FEMALES—</b>				
Government Schools	2	1	118	85
Private Schools, aided (including zenana schools)	297	244	8,040	7,190
	299	245	8,158	7,275
<b>Total of Colleges and Schools for general instruction, receiving State Grants</b>	<b>4,356</b>	<b>10,405</b>	<b>162,714</b>	<b>309,256</b>
<i>Colleges and Schools receiving no aid from the State.</i>				
<b>SUPERIOR INSTRUCTION—</b>				
Colleges affiliated to the University in Arts	3	.....	38	.....
<b>SECONDARY INSTRUCTION—</b>				
Higher Class English Schools	47	44	11,629	11,779
Middle Class { English Schools	196	{ 96	9,027	{ 5,599
{ Vernacular Schools				
Lower Class Vernacular Schools	10,618	3,650	147,887	69,506
<b>INSTRUCTION FOR FEMALES—</b>				
Girl's schools	45	30	1,360	933
<b>Total of Colleges and Schools for general instruction, receiving no aid from the State</b>	<b>10,908</b>	<b>3,877</b>	<b>169,939</b>	<b>91,740</b>
<b>Grand total of Colleges and Schools for general instruction</b>	<b>15,264</b>	<b>14,302</b>	<b>332,653</b>	<b>401,005</b>

*Return of attendance in Colleges and Schools for special instruction, as on 31st March in the years 1872 and 1873.*

COLLEGES AND SCHOOLS FOR SPECIAL INSTRUCTION.	Number of Colleges and Schools on 31st March.		Number of Pupils on 31st March.	
	1872.	1873.	1872.	1873.
<b>SPECIAL INSTRUCTION—</b>				
Law Departments, affiliated to the University ... ..	8	9	566	425
Medical College, English Department, affiliated to the University ... ..	1	1	247	295
Engineering Department, affiliated to the University ... ..	1	1	116	135
Civil Service Department ... ..	.....	2	.....	117
Madrasahs ... ..	2	2	114	177
Medical College, Bengali Department ... ..	1	1	336	451
Medical College, Hindustani Department ... ..	1	1	118	101
School of Art ... ..	1	1	71	94
<b>Normal Schools for masters—</b>				
Government Normal Schools ... ..	26	26	1,417	1,319
Guru training classes (temporary) ... ..	.....	7	.....	145
Aided Normal Schools ... ..	} 15	{ 13	} 436	{ 606
Normal Schools for mistresses ... ..				
Aided Normal Schools ... ..	} 15	{ 4	} 436	{ 61
Normal Schools for mistresses ... ..				
Total of Colleges and Schools for special instruction ... ..	56	68	3,426	3,926
Grand total of Colleges and Schools for general and special instruction ... ..	15,320	14,370	3,36,079	4,04,931

*Abstract of the distribution of Expenditure for the year 1872-73.*

SOURCE OF CHARGE.	EXPENDITURE.				
	From State grants.	FROM LOCAL FUNDS.			Total of State grants and local funds.
		Fees and fines.	Other local sources.	Total.	
<i>General Instruction.</i>	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SUPERIOR INSTRUCTION—</b>					
<b>Colleges affiliated to the University in Arts—</b>					
Government Colleges ... ..	1,76,831	66,871	40,994	1,13,865	2,90,699
Private Colleges, aided ... ..	22,865	16,958	66,906	83,864	1,06,729
	1,99,696	83,829	1,13,900	1,97,729	3,97,428
<b>Scholarships held in Colleges—</b>					
Senior ... ..	22,305	108	.....	108	22,503
Junior ... ..	40,830	236	.....	236	41,066
Endowed ... ..	.....	.....	5,710	5,710	5,710
	2,62,924	84,173	1,19,610	2,65,783	4,86,707
<b>SECONDARY INSTRUCTION—</b>					
<b>Higher Class English Schools—</b>					
Government Schools ... ..	1,96,269	2,17,074	17,204	2,31,278	4,30,547
Private Schools, aided ... ..	61,971	74,679	63,280	1,37,959	1,99,930
<b>Middle Class English Schools—</b>					
Government Schools ... ..	3,789	8,723	53	8,775	12,564
Private Schools, aided ... ..	1,35,429	87,779	1,33,185	2,40,964	3,76,393
<b>Middle Class Vernacular Schools—</b>					
Government Schools ... ..	56,632	29,727	2,595	32,922	88,044
Private Schools, aided ... ..	1,05,967	66,376	86,047	1,52,423	2,58,390
	5,50,047	4,84,357	3,22,364	8,06,721	13,56,768

SOURCE OF CHARGE.	EXPENDITURE.				Total of State grants and local funds.
	From State grants.	FROM LOCAL FUNDS.			
		Fees and fines.	Other local sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>PRIMARY INSTRUCTION—</b>					
<b>Lower Class Vernacular Schools—</b>					
Government Schools	5,468	397	1,970	2,367	7,635
Private Schools, aided	53,962	14,394	23,985	38,379	72,341
Patshalas, aided	1,54,802	85,267	27,576	1,12,843	2,67,705
	1,94,293	1,00,058	53,531	1,53,589	3,47,681
<b>INSTRUCTION FOR FEMALES—</b>					
Government Schools	7,658	1,372	399	1,771	9,429
Private Schools, aided	56,263	13,239	86,361	99,600	1,55,863
	63,921	14,611	86,760	1,01,371	1,65,292
Total of General Instruction	11,26,116	6,83,199	6,92,284	12,65,483	23,91,599
<i>Special Instruction.</i>					
Law Departments affiliated to the University	.....	*28,640	.....	28,649	*28,649
Medical College, English Department, affiliated to the University	1,05,116	17,914	.....	17,914	1,23,030
Scholarships in do.	.....	.....	1,034	1,034	1,034
Engineering Department, affiliated to the University	29,728	9,620	.....	9,620	39,346
Scholarships in do.	4,071	.....	233	233	4,304
Civil Service Departments	4,228	4,780	.....	4,780	9,008
Madrasahs	12,454	479	4,988	5,417	17,871
Medical College, Bengali Department	16,509	12,732	.....	12,732	29,241
Medical College, Hindustani Department	31,028	127	.....	127	31,155
School of Art	18,800	733	.....	733	19,533
<b>Normal Schools for Masters—</b>					
Government Normal Schools	1,15,701	5,121	62	5,183	1,20,884
Government Guru training classes (temporary)	607	.....	.....	.....	607
Aided Normal Schools	9,807	.....	14,821	14,821	24,628
<b>Normal Schools for Mistresses—</b>					
Aided Normal Schools	6,186	1,743	7,943	9,686	15,872
Total of Special Instruction	3,54,233	81,898	29,031	1,10,929	4,65,162
<i>Miscellaneous.</i>					
School Book and Vernacular Literature Society	8,070	.....	.....	.....	8,070
Education Gazette	3,600	.....	.....	.....	3,600
Encouragement of useful publications	555	.....	.....	.....	555
Allowances for Examiners	2,242	2,073	.....	2,073	4,315
Periodicals for Behar	1,080	.....	.....	.....	1,080
Book Mohurrirs	228	.....	.....	.....	228
Charges for schools abolished during the year	12,376	.....	.....	.....	12,376
Charges for petty construction and repairs	1,169	.....	.....	.....	1,169
Grants-in-aid for buildings	3,233	.....	.....	.....	3,233
Charges incurred in the D. P. W. on Government buildings	3,13,523	.....	11,193	11,193	3,24,716
Sundries	3,305	.....	.....	.....	3,305
Total of Miscellaneous	3,49,381	2,073	11,193	13,266	3,62,647
<i>Superintendence.</i>					
Direction	52,636	.....	.....	.....	52,636
Inspection	2,64,917	.....	.....	.....	2,64,917
Total of Superintendence	3,17,553	.....	.....	.....	3,17,553
Grand Total	21,47,283	7,67,170	6,22,508	13,89,078	35,36,961
<b>Scholarships held in Schools—</b>					
Minor	9,616	.....	.....	.....	9,616
Vernacular	45,308	.....	.....	.....	45,308
Primary	8	.....	.....	.....	8
Endowed	.....	.....	19	19	19
	6,04,979	4,84,857	3,22,353	8,06,740	14,11,719

\* Law fees produced a surplus of Rs. 12,634.



REPORT OF THE DIRECTOR

Table of social position of Pupils in the Schools in the Lower Provinces of Bengal for the year 1872-73.

COMMISSIONERSHIPS.	Number of schools.	Number of pupils on the 31st March 1873.	HINDUS.				MUHAMMADANS.				CHRISTIANS.				OTHERS.				TOTAL.								
			Upper classes.	Middle classes.	Lower classes.	Percentage not known.	Upper classes.	Middle classes.	Lower classes.	Percentage not known.	Upper classes.	Middle classes.	Lower classes.	Percentage not known.	Upper classes.	Middle classes.	Lower classes.	Percentage not known.	Upper classes.	Middle classes.	Lower classes.	Percentage not known.					
			Total.	Total.	Total.	Total.	Total.																				
Burdwan Division ...	3,682	98,551	322	22,053	25,863	.....	45,303	11	539	1,512	.....	2,062	9	207	41	.....	231	.....	35	51	86	396	22,631	27,484	51	50,703	
Presidency Division ...	2,255	77,774	272	20,720	30,777	10,227	61,996	15	1,312	13,419	34	14,679	10	340	679	63	1,091	.....	1	7	5	297	22,273	44,890	10,324	77,774	
Casimta ...	260	16,445	530	6,116	887	356	9,859	9	416	147	1	572	26	1,742	349	516	2,632	6	117	19	376	571	10,390	1,401	1,249	13,611	
Rajshahi Division ...	2,061	52,631	119	10,113	18,168	.....	28,422	44	2,720	18,987	.....	21,731	.....	16	14	.....	30	.....	2	.....	2	154	12,860	37,201	.....	50,206	
Kuch-Behar ...	174	3,993	20	533	2,078	.....	2,621	7	264	1,061	.....	1,322	6	42	49	7	101	.....	6	394	400	83	845	3,582	7	4,467	
Dacca ...	1,565	62,208	170	15,442	19,290	17	34,919	28	1,707	9,478	.....	11,203	2	56	98	.....	126	.....	5	155	160	200	17,300	29,021	17	46,558	
Chittagong ...	399	13,231	40	3,842	3,794	.....	7,178	12	789	3,010	.....	3,810	3	23	107	.....	133	1	54	320	405	56	4,239	7,229	.....	11,524	
Jayntia and Khasi Hills ...	58	1,208	.....	.....	6	.....	6	.....	.....	1	.....	1	.....	22	107	.....	129	84	129	760	914	84	142	574	.....	1,050	
Patna Division ...	1,933	57,597	136	2,603	1,852	22	4,673	52	563	511	7	1,435	.....	20	2	2	24	.....	53	21	6	80	189	3,241	2,896	37	5,852
Bhagalpur ...	646	19,621	52	957	675	.....	1,654	3	223	273	.....	490	.....	39	56	.....	95	.....	5	63	68	58	1,224	1,067	.....	2,346	
Orissa ...	572	19,599	15	2,940	5,692	.....	8,447	1	116	394	.....	511	.....	54	507	.....	591	.....	2	217	551	750	3,042	6,710	551	10,259	
Chota Nagpur ...	571	16,871	26	1,653	9,865	1	10,945	.....	82	450	2	544	.....	89	1,402	10	1,301	.....	26	2,778	.....	2,804	26	1,760	13,995	13	15,794
Assam ...	354	10,256	1	1,221	7,519	.....	8,741	.....	113	780	.....	843	.....	39	41	.....	80	.....	5	708	743	1	1,378	6,698	.....	10,377	
<b>TOTAL</b>	14,333	401,983	1,694	89,626	125,029	10,623	227,772	182	5,844	46,972	44	59,042	50	2,710	3,450	568	6,817	41	425	5,479	964	6,908	1,967	101,515	164,626	12,229	800,339

## APPENDIX A.

# INSPECTORS' REPORTS.

FROM THE REPORT OF MR. C. A. MARTIN, LL.D., INSPECTOR OF SCHOOLS, ASAM CIRCLE.

DURING the year under report considerable alterations have been made in the extent of most of the Inspectors' circles. The following are the changes made in the circle under my supervision :—The districts of Rangpur, Dinajpur, and Bogra, and the sub-division of Serajganj, have been made over to the Inspector of Schools, Rajshahi Circle; and the Asam Circle now contains the administration divisions of Kuch Behar and Asam (*minus* the Khasi Hills, which, as a temporary measure, have been left in the hands of the Eastern Bengal Circle Inspector). The object of the redistribution was to bring educational officers into closer connection with administrative officers by making their circles as nearly as was conveniently possible co-extensive with Commissioners' divisions. My circle, formerly called the North-East Division, is now called the Asam Circle.

3. The area and population of the districts and sub-divisions which have gone over to the Rajshahi Circle Inspector are herein shown :—

Districts.	Area in square miles.	Population.
Rangpur ... ..	3,476	2,149,972
Dinajpur ... ..	4,126	1,501,924
Bogra ... ..	1,501	689,467
Serajganj (sub-division) ... ..	1,031	656,575
Total ...	10,134	4,997,938

The area and population of the districts which now compose the Asam Circle are as follows :—

Districts.	Area.	Population.
Darjiling ... ..	1,234	94,712
Jalpaiguri ... ..	2,996	418,665
Kuch Behar ... ..	1,307	532,565
Goalpara ... ..	4,433	444,761
Garo Hills ... ..	3,390	80,000
Kamrup ... ..	3,631	561,681
Dorang ... ..	3,413	236,009
Nowgong ... ..	3,648	256,390
Sibsagar ... ..	2,413	296,589
Lakhimpur ... ..	3,145*	121,267
Total ...	29,520	3,042,639

It will thus be seen that of the districts which have been made over to the Rajshahi Inspector, the area is more than one-fourth, and the population considerably more than one-half, of the old North-East Division.

4. I have also by these recent arrangements lost the majority of schools which were under me at the close of the year 1871-1872. This, I think, is hardly to be regretted, since it gives the Inspector much more time to look after the very backward districts which now constitute the Asam Circle, and which were before likely to be neglected, though, in consequence of their backward nature, they had a greater call to his attention. Besides the circle now is decidedly less unwieldy than it had been, though even now, in consequence of its great length, it is not very easy to look after it. I find that the length (from Sadiya to Darjiling) is close upon 500 miles as the crow flies, while the average breadth is about 60 miles only.

5. But the most important changes which have been effected during the year are those which relate to the control and management of the schools.

\* Excluding 8,343 square miles of waste or uninhabited country.

6. District school committees have been appointed whose business it is to control and regulate all affairs relating to schools in their respective districts, and apportion out, as they think best, the sums of money allowed by Government for the different classes of schools. The Inspector exercises a general supervision over the whole educational proceedings in the districts of his circle; is apprised of the business transactions of the committees on the occasions of their meetings; is generally consulted in questions of difficulty or importance; and acts as agent to Government in seeing that its monies are spent for the purposes for which they are given. The Deputy and Sub-Inspectors of Schools are now placed under the orders of the Magistrates, though they are still, as formerly, under the Inspectors, to whom they are responsible, and who can call them to account in cases of neglect of duty, misconduct, and what not. They have been authorized to countersign certain school-bills, rendering bi-monthly returns to the Inspector for final check and audit. They are constantly going about their respective districts, and when the Inspector is on tour, they generally accompany him, showing him the position of schools, and giving him all necessary information to enable him to economize his time, and to go about his circle with the greatest expedition possible.

My present staff of Deputy and Sub-Inspectors is shown below, with their names, respective salaries, work done during the year, miles travelled, and other information of interest.

Dates of appointment.	NAMES.	Present situation.	Salary actually drawn.		Travelling allowance actually drawn.	Number of schools under inspection.	Number of visits to schools during the year.	Miles travelled during the year.	REMARKS.	Number of pathshalas started during the year.
			Rs.	A. P.						
	<i>Second Grade.</i>									
17th Mar. 1866	Babu Sasibhusan Datta.	Deputy Inspector of Schools, Kamrup.	1,800	0 0	430 8 0	145	167	1,558	.....	82
	<i>Third Grade.</i>									
25th Aug. 1868	Babu Hari Mohan Lahiri.	Ditto, Nowgong ...	1,200	0 0	574 4 0	72 { 50 } 122	160	2,129	Had charge of Dorauk	82
13th Sept. 1868	Babu Ratnadhara Datta.	Ditto, Sibsagar ...	1,200	0 0	470 8 0	69	108	1,004	Had charge of Lakhimpur.	34
	<i>Fourth Grade.</i>									
16th July 1868	Babu Bisvesvar Sen.	Ditto, Jalpaiguri	375	0 0	342 8 0	...	90	1,330	Transferred to Rangpur district.	...
4th Sept. 1872	Babu Ram Chandra Bhauank.	Sub-Inspector, Jalpaiguri.	525	0 0	305 0 0	61	62	1,188	Succeeded Babu Bisvesvar, who was transferred to the Rangpur district.	20
7th Dec. 1872	Babu Giris Chandra Datta	Officiating Deputy Inspector of Schools, Goalpara.	152	4 0	170 4 0	85	82	884	.....	66

I think it will be acknowledged that my subordinate inspecting officers have done good work during the year. Babu Ratnadhara Datta would at first sight appear to have been least active, but the districts of Sibsagar and Lakhimpur present peculiar difficulties to the traveller. These gentlemen constituted the entire inspecting agency under me at the close of the year under report.

7. A Deputy Inspector has only recently been sanctioned for the district of Goalpara on Rs. 75 a month, but no one has yet been gazetted for the post.\* The duties are being carried on by Babu Giris Chandra Datta, who has been temporarily appointed by the Deputy Commissioner. When I was in Calcutta in December last, I pointed out to His Honor the Lieutenant-Governor the great lack of inspecting agency in this circle. I expressed a wish to have a Sub-Inspector appointed to each of the valley districts of Assam, and His Honor was pleased to say that my suggestion was deserving of consideration. On my getting to Assam, not wishing to let the matter drop after the encouragement I had received, I spoke of it to the Commissioner, Colonel Hlopkinson, and urged him to bring our great need for additional Inspectors again before the notice of Government. I am happy to say that our applications were successful, and five Sub-Inspectorships on Rs. 50 each were

\* The appointment of an incumbent appeared in the Calcutta Gazette dated June 11th.

*Asam Circle.*

sanctioned—one for each of the districts of Lakhimpur, Sibsagar, Nowgong, Dorang, and Kamrup. My intention was that four of these men should act as helps to those Deputy Inspectors who had charge of two districts (the remaining one being reserved for the large and important district of Kamrup), but it appears that the Deputy Commissioners of Lakhimpur and Sibsagar, Nowgong and Dorang, would prefer not having any man in common. They are unanimous in preferring one Deputy Inspector all to themselves, to having a Sub-Inspector and a fraction of a Deputy Inspector. On ascertaining that such were their wishes, I at once addressed a letter to Colonel Hopkinson, requesting that Government might be moved to make a change under the circumstances. The change desired was that for four of the Sub-Inspectors on Rs. 50 each, two Deputy Inspectors be substituted on Rs. 75 each, one for Lakhimpur and the other for Dorang; and that the labours of Babus Ratnadar Datta and Hari Mohan Lahiri be confined to Sibsagar and Nowgong respectively. The advantage to be gained

*N. B.*—The Deputy Commissioner of Lakhimpur asked for a Deputy Inspector on Rs. 100.

would be the avoidance of the possibility of the Deputy Commissioners clashing, in consequence of each wanting the common Deputy Inspector at the same time; besides there would result a saving to Government. The Commissioner, however, thought it better to let the sanctioned arrangement have a fair trial before referring to Government again on the matter.

8. I have had occasion to travel about with each of the Asám Deputy Inspectors, and have been enabled to form an opinion of their mode of conducting their inspections. They adopt pretty much the same plan. At first they begin with the literature of the head class, and select some passage at random from the portion of their text-books which the boys have previously read. The lads are then told to read, and to explain in their own words the meaning of the passage; in the cases of uncommon words and phrases, they are called upon to explain them particularly, so as to show that they have understood them; when they fail the pandit is referred to, and by this means he is himself examined. In history, general questions are asked on the portions studied. In geography, a general outline knowledge is required, and a critical knowledge of the chief towns, rivers, mountains, &c., is tested, more especially by reference to maps, where there are such things. In Asám I require the geography of the province to be paid particular attention to. In arithmetic (written) questions are given such as are not to be found in the same words and form in the text-books; then boys are further examined in mental arithmetic. Dictation is also given to ascertain as well the spelling qualifications as the progress in handwriting. Simple questions on mensuration too are set. The Deputy Inspectors occupy from two to four hours usually with a middle class school, which in Asám seldom consists of more than 30 or 40 boys; and in the case of higher schools two or three days may be so spent. They, as a rule, examine all the classes excepting perhaps the very lowest, where the boys know little more than their alphabet. They also look into the school accounts, the registers of attendance of both teachers and students, &c. When it is found necessary to reprove a master, I have directed that such should be done apart, as if the boys heard the censure, it might give rise to a feeling of want of confidence in their teacher which might materially affect discipline, and even prove the ruin of the school.

The total number of visits paid by me to schools during nine months of the year (for which time I was Officiating Inspector) was 71.

At the beginning much of my time was taken up in replying to letters from your office which, in consequence of my predecessor's ill-health, had been left unanswered. I had also the task imposed on me of writing the annual report for the year 1871-72, and of preparing all the new statistics which were then called for, but which had not been submitted by the Deputy Inspectors with their reports. Again I was called down to Calcutta suddenly on the occasion of the death of my brother; and lastly there was the moving of my office from Rangpur to Gowhatty. All these took up a great deal of my time which otherwise would have been spent in inspections. I have visited all the districts in the Asám valley, not so critically as I should have wished; but I saw that if I stayed too long in any one district, I should not be able to go to some of the others; and I was particularly anxious to make the acquaintance of the different Magistrates, with whom so much of my work is now connected. Though my knowledge of any one district is thus not by any means as great as I should like, still I do not regret having paid such short visits to them; since I have thus come to know more or less the Magistrates (of Asám), and have got on better working terms with them than I could have hoped for had I never known them personally.

## GENERAL REMARKS ON THE STATE OF EDUCATION IN THE ASAM CIRCLE.

9. This circle is far behind any of the others in point of education. In fact I doubt if there is any one district in Bengal which could not shew a greater number of higher and middle class schools than the most advanced district under my charge. Middle class aided schools are rare sights (except in sadr stations), and such as do exist are only just able to keep their heads above water; and during the year I have been obliged to recommend the

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cancelment of two of the 19 grants given to schools in Asám at the close of the year 1871-72. I account for this dearth of higher education, as far as Asám is concerned at least, by the fact that there are no zamindars in the province. The truth is that the grant-in-aid system is a failure in Asám, and must continue to be so unless much more liberal rules are devised for the province than those for Bengal. We have to depend almost entirely upon fees and fines to make up the sum required from local sources. Thus the fees have to be inordinately large, and the result is that either the school fails entirely or the Government grant has to be reduced, and as a consequence masters get very small salaries, and these being irregularly paid, only very second-rate men of their class can be procured. I trust that when the new grant-in-aid rules are issued, some allowance will be made for the lack of really wealthy men in Asám.\*

The Deputy Inspector of Kamrup very truly writes:—"Asám has neither a landed or even a monied aristocracy, and all the expectations of the people are centred in the Government." When I was down at Jorehat (about as wealthy a place as there is in Asám) a short time ago, I called a meeting of the villagers, and they were clamorous for either a middle or higher class English school. I told them that, considering Jorehat is only 35 miles or so from the sadr station of Sibsagar, I did not think that they would have any chance of getting a higher class school; but that if they were willing to subscribe liberally themselves, I thought it likely that the District Committee would answer their calls, and perhaps give a sum equivalent to what they would guarantee from local sources. They all said that they did not want an aided school, but one supported entirely by Government. The fact is that they are willing to take anything that is given to them, but they will not pay money for education, the fruits of which are not immediately visible. There had been a middle class English school at this place, Jorehat, at one time, but it fell to the ground on account of the failure of subscriptions. When I was there, there was a private (unaided) pathsala attended by upwards of 70 boys, and the fees of the different classes were from one to three annas. The spokesman of these villagers, I have no doubt, thought he was doing an immensity for his country by sending his son to the school and paying three annas a month for his tuition; in fact, from his manner I thought he expected me to praise his great disinterestedness and liberality. Before leaving the place, however, I got a verbal promise that they would make up Rs. 30-7-0 a month. I said I thought the same might be got from Government when the new rules were issued, and that possibly a special extra grant might be given for the entertainment of a Maulavi; this I said seeing that most of the deputation were Masalmans.

10. *Government Higher Class Schools.*—The working of these schools has without exception been unsatisfactory. In the Asám division of my circle, where there are five Government higher class schools,† only three were successful at the Entrance examination, one boy passing from Gowhatty, Tezpur, and Sibsagar respectively.

I addressed you on the subject of the want of success of these schools (in my No. 1257, dated October 17, 1872.) and I proposed a scheme for each school which I thought might have the effect of improving them. I saw that the pay of the junior masterships was far too small to attract (especially in these very out-of-the-way parts) men of any real worth.

The pay of the head-mastership was Rs. 150 a month, while that of the second master was only Rs. 50, and that of the other junior masters less. My wish was, when opportunity should offer, to remodel the scale of payments for the different teacherships so as to be able to offer larger pay to the junior masters. Thus I proposed some such scheme as the following,‡ which should take effect when the head-master could be removed elsewhere:—

PRESENT.		PROPOSED.	
Establishment.	Cost.	Establishment.	Cost.
	Rs. As. P.		Rs. As. P.
Head-master ... ..	150 0 0	Head-master ( <i>a new man</i> ) ... ..	100 0 0
2nd " ... ..	50 0 0	2nd " ( <i>a new man</i> ) ... ..	75 0 0
3rd " ... ..	30 0 0	3rd " ( <i>present 2nd master</i> ) ... ..	50 0 0
4th " ... ..	15 0 0	4th " ( <i>present 3rd master</i> ) ... ..	30 0 0
Pandit ... ..	25 0 0	Pandit ... ..	25 0 0
Extras ... ..	30 0 0	Extras ... ..	20 0 0
Total ...	300 0 0	Total ...	300 0 0

\* Since writing the above the new rules have come out, and I observe that considerable allowance has been made, but still I think that for real success they would be well to be still more liberal. In Bengal the money subscribed from local sources is chiefly made up by zamindars; but here in Asám Government is the only zamindar, and thus the schools cannot be expected to stand on a money footing with those in Bengal, unless Government as the zamindar subscribes to the local funds in addition to, as Government, giving grants-in-aid.

† I reckon the Tezpur school as such, since it teaches up to the Entrance course; besides, the District Committee have lately determined to call it a higher class school.

‡ The receipts of each school being different, the scheme was not the same for all. I have selected my proposal for the Sibsagar school as a good example.

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According to instructions I submitted my scheme to the Commissioner of Asám, and requested him to ascertain the opinion of the several Deputy Commissioners. This has been done, and I find that they are all more or less in favour of it. The Commissioner, though agreeing that the pay of the junior masters is too small to attract good enough men, is however opposed to the scheme in its entirety, being of opinion that a sufficiently good man cannot be got for the head-mastership on Rs. 100. I, however, know that I could secure the services of at least one B.A. of some experience for the money. I am aware that some four or five years ago this could not have been done, but the money value of a B.A. now is not so great as it has been.

The following table shews how all the higher class schools (Government and aided) fared at the last Entrance examination :—

NAMES OF INSTITUTIONS.	No. of candidates.	PASSED IN			FAILED IN				Absent.	REMARKS.
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.		
St. Paul's School, Darjiling	4	.....	1	.....	2	1	3	3	.....	In the year 1871-72, three passed from Gowhaty and two from Dibrugarh and none from any of the others.
Goalpara School	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Gowhaty High School	6	.....	1	.....	1	2	1	3	.....	
Barpeta School	8	.....	.....	1	7	2	7	5	.....	
Tezpur	1	.....	.....	1	.....	.....	.....	.....	.....	
Nowgong	1	.....	.....	.....	.....	1	.....	.....	.....	
Sibsagar	1	.....	.....	1	.....	.....	.....	.....	.....	
Dibrugarh School	1	.....	.....	.....	1	1	1	1	.....	

This cannot be called a brilliant result. The four lads who passed from Asám are Hindus, and the other is a Christian.

11. *Government Middle Class Vernacular Schools.*—These schools are decidedly the most encouraging, and their success at the recent vernacular scholarship examination is most marked, when compared with that of the aided middle class schools. In fact they bear out my remark above, that where Government undertakes nearly all the expense, the people shew themselves not only willing to have their sons educated, but appreciate the results when anything tangible, such as a scholarship, is to be gained.

In the two following tables I shew the success of the Government and aided middle class schools at the last vernacular and minor scholarship examinations.

*Result of Vernacular Scholarship Examination.*

DISTRICT.	GOVERNMENT VERNACULAR SCHOOLS.			AIDED VERNACULAR SCHOOLS.			TOTAL VERNACULAR SCHOOLS.					
	Candidates.	Passed in division			Candidates.	Passed in division			Candidates.	Passed in division		
		1st.	2nd.	3rd.		1st.	2nd.	3rd.		1st.	2nd.	3rd.
Lakhimpur	3	.....	.....	1	.....	.....	.....	3	.....	.....	1	
Sibsagar	14	.....	3	8	.....	.....	.....	14	.....	3	8	
Nowgong	10	.....	3	7	7	.....	.....	17	.....	3	8	
Dorang	2	.....	.....	.....	3	.....	.....	5	.....	.....	.....	
Kamrup	34	.....	4	11	3	.....	.....	37	.....	4	11	
Total for Asám	63	.....	10	27	13	.....	1	76	.....	10	28	
Goalpara	.....	.....	.....	.....	11	.....	.....	7	.....	.....	7	
Jalpaiguri	4	.....	.....	2	6	.....	.....	3	.....	.....	5	
Kuch Behar (State)	.....	.....	.....	.....	35	.....	1	9	.....	1	9	
Total for Kuch Behar	4	.....	.....	2	53	.....	1	19	.....	1	21	
Total for my Circle	67	.....	10	29	65	.....	1	20	132	.....	49	

*Reports of Inspectors of Schools.**Result of Minor Scholarship Examination.*

DISTRICT.	MIDDLE ENGLISH SCHOOLS.			
	Candidates.	Passed in division		
		1st.	2nd.	3rd.
Dorang	1	.....	1	.....
Kamrup	1	.....	.....	.....
Total for Asám	2	.....	1	.....
Goalpara	7	.....	.....	2
Jalpaiguri	4	.....	.....	4
Total for Kuch Behar	11	.....	.....	6
Total for the Circle	13	.....	1	6

From the first of these two tables we see that the 12 middle class aided vernacular schools in Asám were only able to send up 13 candidates to the vernacular scholarship examinations, and of these 13 only one passed, and that in the third division; while the 13 Government vernacular schools sent up 63 candidates, of whom more than one-half passed. It will be observed that no boy passed in the first division, and indeed the total result is not good; but I ascribe this to the introduction of surveying into the course, which was done so late in the year as to give the boys very little time to make it up, and the difficulty was still further increased by there being a great scarcity of books attainable on the subject.

12. *Normal Schools.*—In the whole of my circle there are nine Normal Schools or classes. Three of these are entirely supported by Government, and have been in existence for some years; one has only lately been established, the money coming from the pathsala fund; and five are under the management of Missionary bodies; four receiving aid from Government. With my No. 1584 of the 3rd January, I sent you a tabular statement, in one column of which I showed the numbers of Normal School pupils who had afterwards become teachers, the result being that nearly all had taken up the profession of a schoolmaster. The pupils of the Gowhatti Normal class have, with but one or two exceptions, become village masters. In Nowgong during the last three years 27 pupils were trained, of whom 3 died, 3 were dismissed, and 21 were serving at the beginning of this year as teachers. In Sibsagar 13 pupil teachers are trained annually, and by January 1873 40 of these had opened pathsalas. The other three Normal Schools in Asám are under Missionaries. Two receive aid from Government, and the other is the unaided one (referred to in my Kamrup report) which is in the Rev. Mr. Comfort's charge.

13. When I was in Sibsagar I found that the Normal class consisted only of the number of students for whom there were stipends, viz. 13. I spoke to the Deputy Commissioner and told him that unless he admitted a number of others to study free in the class, he would not be able to supply his increased number of village schools with trained teachers. He was not aware that any but stipendiary pupils could be admitted into the class; but on my informing him that there was no such rule, he brought the matter to the notice of the District Committee, and I have lately heard that the Committee have ruled that upwards of thirty may be admitted to the class, and that the free students shall be called upon to enter into an agreement to serve as pathsala teachers, if so required, for one year only, while the stipendiaries agree to serve for three years.

14. *Primary Schools.*—These have increased since 31st March 1872 from 95 to 293, in Asám,\* and from 17 to 102 in Kuch Behar. Under orders dated the 31st July 1872, 50 new pathsalas were sanctioned for Asám. These were equally distributed—15 to each of the valley districts, and the remaining 5 to the Khasi and Jaintia Hills. The 75 for the districts with which I am concerned were all established during the year. I have found that many of the old pathsalas are more advanced than was originally intended; in fact some of them are more like middle class schools. This is caused by the pandits being particularly good men of their class, and I find that these superior pathsalas are the most popular, and consequently the best attended. Thus in Kamrup the Palasbari pathsala is about the best in the district, and is attended by 64 boys. The guru's income amounts to more than Rs. 10 a month (nearly one-half of which comes

\* That portion of Asám which is in my circle.

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from Government). In Nazira in Sibsagar the pathsala is even better than that at Palasbari, and the pandit makes nearly Rs. 15 a month (counting the Government allowance of Rs. 6-7); the number on the rolls was 81 on 31st March. It is hoped, when the new grant-in-aid rules are issued and sums are made over to the several District Committees, that these two pathsalas will be converted into middle class schools. Considering the great numbers of pathsalas now to be found in some districts, and seeing that it was impossible for the Deputy-Inspectors (by whom the gurus were paid) to see every pathsala during a month, I saw that most probably many of the teachers would sometimes be two, three, and even four months without their Government allowance (and this I found to be actually the case): and considering how small in most cases that allowance was, I looked upon unpunctuality in its payment to be both a great hardship and calculated to dishearten the gurus. I addressed the Commissioner of Asam on the subject in my No. 2160, dated March 26th, 1873, and suggested that the pathsala gurus should be paid monthly by the mauzadars of the respective mauzas in which their schools are situated. He sent my proposal to the Deputy Commissioners to learn what their opinion was, and as they thought the remedy would not only be effective, but simple and easily carried out, the Commissioner has directed its adoption.

It is difficult to form any fair opinion of the working of the new pathsalas, since they have been so recently opened. There is no doubt, however, as to their popularity, and they must prove in time a great boon to the people.

15. The granting of *primary scholarships* has had a great effect in inducing cultivators to send their children to these primary schools. With a primary scholarship as a start, a rayat's son may rise by a series of scholarships to the highest honors attainable in the Calcutta University. In Lakhimpur and Sibsagar this end cannot, however, be obtained in consequence of these districts having no middle class English schools, and thus boys of these districts cannot compete for minor scholarships which are included in the series above referred to.

I hope we may soon, however, be enabled to establish one middle class English school, if not two, in each of these districts.

I think that further encouragement might very beneficially be held out to pathsala boys in the shape of a certain number of *free studentships* to be held in the Government vernacular schools of each district. Say, a district has been allotted 5 primary scholarships; I propose that while awarding these the District Committee should be empowered to allow the five boys who answer next best to the scholars to study free in the Government vernacular schools. I have no doubt that this would have a most beneficial effect.

16. *Night Pathsalas*.—We have only two night schools\* of any kind in my circle, and I think it would prove most useful if some of the pathsala fund, which has not as yet been expended, was devoted to the starting of night pathsalas; this would give a chance to adults of the lower classes to get a little education. As it is, we sometimes see a grown up man in the pathsalas learning his alphabet, but his attendance at a day school must necessarily be very irregular. The Deputy Inspector of Kamrup, on this subject, writes:—“Night schools are suited for the instruction of adults whose daily work prevents them from resorting to day schools. . . . It may be urged that the adult population are amply rewarded by the facilities for instruction afforded to their own children, . . . but it cannot be denied that in the nature of things night schools would more directly benefit the adult population than schools accessible only to children, and that something should be done to mitigate the intellectual destitution which envelopes the entire manhood of the country. At present nearly the whole adult population are quite ignorant of the elements of reading, writing, and arithmetic; and the result is that many grown up men have taken admission into our day schools to the great detriment of their daily work, and put up with the humiliation of being taught side by side with their youngsters.”

17. *Girls' Schools*.—Of these there are in all 20, but I have very little faith in them. There is, however, a notable exception, and this is the school at the sadar station of Nowgong, which is really excellent. It is managed by Miss Bronson, and I must say it does her the greatest credit. The girls are clean and tidy, happy and contented. I do not remember having been to inspect another school which afforded me such satisfaction and real pleasure as this one. There is no doubt, as stated in the Nowgong district report, that “the Committee's best thanks are due to Miss Bronson for the hearty interest she evinces in the teaching and education of the girls.”

Though the girls' schools are in themselves, I believe, more or less failures, still in Asam it is not uncommon to see girls† reading in the boys' pathsalas even after they are 12 years of age. This is a wholesome sign, and it is to be hoped that it will continue and be encouraged. Besides, in pathsalas we find in some aided schools a girl or two now and again, and, though it is not strictly in accordance with the letter of the grant-

\* Under inspection.

† I find that my statistics do not give me the real numbers. My Deputy Inspectors tell me that though the girls go to the pathsalas, their names are not entered in the school registers. Directions will be issued to put the girls' names on the rolls in future.

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in-aid rules, I have allowed their names to be kept on the rolls without requiring them to pay fees. I hope I have not exceeded my authority in so doing.

18. *Indigenous Education.*—This will be treated upon separately in the case of each district. I do not think we can place any very great reliance on our figures. It is impossible for Deputy Inspectors to ferret out for themselves all indigenous schools; and when an attempt was made to find out their numbers in Kamrup through the mauzadars, the result was a return of all the pathsalas started under Government orders. However, by next year, when there will have been time to let the mauzadars know what schools they are to call indigenous, we may expect to get some trustworthy account of them.

19. *Schools for the Children of Coolies on Tea Gardens.*—In any of the tea gardens that I have as yet been to, I did not see any school of the kind. When I have spoken to planters, they invariably have expressed their opinion that the result of educating the coolies would be that they would get too high an opinion of themselves, and would give up manual labour as soon as their contracts were out, and thus the gardens would suffer. They always complained of the want of men having a knowledge of carpentry, masonry, and blacksmith's work; but as far as I could see, they were unwilling to stir themselves in the matter. If an industrial school were got up, they would send some boys to it, but it would be on the understanding that the part of the contract time which these boys spent in the school would have to be served again after they had learned their new trades.

20. *The Asamese Language.*—Under orders of the 19th April 1873 this is to be the language of all primary schools in the valley districts of Asám; also in all middle schools, and in the lower and middle classes of higher schools. In the upper classes of higher schools every subject in which there is an Asamese book is to be taught in Asamese. The want of suitable school-books is a great difficulty in our way, and to add to our difficulty, when a book was lately written by an Asamese in his native tongue, the Commissioner of Asám refused to sanction its use in consequence of more than four-sevenths of the words being Bengali. On the 26th May I brought this to your notice and requested you to give me advice under the circumstances.

I would here beg leave most respectfully to state a fact which I was not aware of when I wrote my report (on the Asamese language), called for by Colonel Hopkinson, viz. that the Missionaries themselves (the great advocates of Asamese as a language) did not contemplate the introduction of Asamese into the higher class schools, nor even into the higher classes of middle schools. The Rev. Mr. Neighbour, Superintendent of the Hill Tribe Schools (Nowgong), in his report, while speaking of the teaching of Asamese in the lower class schools, writes thus:—"I should be very glad to see the preparation of school-books in the vernacular encouraged as far as possible, although I would not be thought to favour the exclusion of Bengali entirely from the schools, but that the books used for the first years should be in the vernacular, giving way gradually to the Bengali, which could be used in the higher classes, and I am glad to learn that Government now recognizes the Asamese language as the vernacular, which recognition is itself an encouragement to the preparation of Asamese school-books."

I have been instructed to make a careful and exact report upon the subject of Asamese school-books now available, and the best means of procuring them. Before receiving your endorsement No. 1695, calling for this report, I had written to different quarters for the information required, and I hope to be able to send you a list with this report.\* I think if Government would give encouragement, such as was given in the case of introduction of Uriyá into the schools of Orissa, we would soon find the market pretty well stocked with books: at the same time I would suggest the appointment of a committee of competent native members to express their opinion on the character and quality of each new book. Without some such system being resorted to, every one who knows how to write will imagine that he has been born an author.

21. *Jail Schools.*—I have been to see but one jail—that at Gowhatty; but as far as I could learn, there was no school for teaching reading and writing. The prisoners were engaged either in making tiles or in grinding at the oil-mill. I understand, however, that Dr. Russell, at present in charge of the jail, purposes teaching them more useful practical arts.

22. In the foregoing pages I have made but little allusion to the Kuch Behar division. The fact is that after removing my office from Rangpur to Gowhatty, I had not time to see even the districts of Asám properly. My remarks, then, upon the state of education in Kuch Behar will be derived from correspondence and the reports of district committees and Deputy Inspectors, &c.

As I had observed in the annual reports of some previous years that some account was given by the Inspector of Schools; North-East Division, on the progress of education in the Kuch Behar state, I wrote to the Commissioner (on the 19th May) asking him to direct the Superintendent of Education to send me a report; but he replied that it had hitherto

\* I am sorry to say the information has not yet been received, though I have heard that in some districts special committees have been appointed to inquire into the matter.

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been the custom for the educational report of the Ráj to be submitted with the consolidated annual report of the state of Kuch Behar. Again, on reading the Government Resolution (dated 19th May) on the Annual Report of the Director of Public Instruction for the years 1871-72, and seeing that therein His Honor expressed a wish to know what support the Kuch Behar Maharaja's estate gives to schools in his great zamindaries, I made a second application to the Commissioner, but he replied that he thought it unnecessary for our department "to enter into account of the state of education in Kuch Behar." I have to thank him, however, for the following information:—

"The aid given by the Ráj for the support of the schools in its zamindari in the Jalpaiguri district is noted below. This is an addition to the large expenditure incurred for the encouragement of education within the Ráj:—

	Rs.	A.	P.
Changti School	7	0	0
Patgram School	10	0	0
Chandu Bari Girls' School	12	0	0
Titaliya School	15	0	0
Debiganja „	8	0	0
Jalpaiguri „	25	0	0
Rajnagar „	10	0	0
Shaldanga „	20	0	0
Mulkadaha „	15	0	0
Boda Krishnaganj	15	0	0

This makes a total of Rs. 137 spent (I presume *monthly*) on the schools of the Jalpaiguri district by the Maharajah of Kuch Behar.

23. *Written Languages among the Hill Tribes.*—Government, in its letter No. 1186, dated 19th March, addressed to the Commissioner of Asám, desires to know—

- (1) Whether the Kacharis write their language, and in what character;
- (2) Whether Daphlas, Nagas, Mishmis, Abors, and Mattaks, have any written character.

In answer to the first question I learn from reports from Deputy Commissioners and from my Deputy Inspectors that only those Kacharis can write who have studied in the schools in Asám, and that they have no written character of their own.

The answer to the second question is negative (except that the Mattaks are Ahoms, and speak and write Asamese); but there are other tribes who have written characters of their own. Thus Major Clarke, Deputy Commissioner of Lakhimpur, writes: "There is ordinarily a school in every Khampti and Singpho village, that is, in every village in which there is a bapu (Buddhist priest, generally a Burmese, but now and then a Kampti). All boys who desire to study attend the bapu chang daily, and the priest performs, as well as his own religious office, that of village schoolmaster. The Shan character is used; reading and writing merely are taught; and I found on more than one occasion that the boys read very readily and wrote exceedingly nicely. Some of the boys, after passing a lower course of study with the intention of embracing the profession of priests and bapus, afterwards receive religious instruction, and are brought up entirely at the chang. The Singphos have no written character, but have adopted that of the Khamptis, as they have indeed their religion; and Khamptis or Burmese bapus are found in all larger Singpho villages." Again Captain Blathwayt, Assistant Commissioner in charge of the Golaghat sub-division, writes: "The Aitonees are allied to the Khamptis, with whom they can intermarry, and they possess a written language, the character being either identical with, or closely allied to, the Burmese."

I conclude these general remarks with tables showing the state of education in the districts of Asám valley and in those of the Kuch Behar division.

*Reports of Inspectors of Schools.*

## REMARKS BY COLONEL H. HOPKINSON, COMMISSIONER OF ASAM.

2. (*Inspector's para. 2*).—There may be personal grounds at present which justify leaving the Khasi Hills in the hands of the Eastern Bengal Circle Inspector, but it will be a very good thing when the time comes at which they will lose their force. An arrangement which places me in dependence on, and in correspondence with, two Inspectors, is necessarily a very inconvenient one. Had I been aware in time that the Dacca Circle Inspector was about proceeding on leave, I should have begged that Mr. Martin might be directed to act for him in the Khasi Hills. It is, moreover, far more easy for the Asám Inspector to attend to the Khasi Hills than for the Dacca Inspector to do so, and the recent reduction of the area of his division is also an argument that points the same way.

3. (*Inspector's para. 6*).—It is too early yet to say much about the results of the new educational organization, so far as the increased power given to district school committees is concerned. For myself, and with reference only to the actual circumstances of Asám, I am very sceptical of the efficacy of committees as administrative instruments in any department, but I shall gladly become a believer on evidence of their utility. I think the Asám inspecting officers have done good work during the year.

4. (*Inspector's para. 7*).—I am not at all sure that while four districts in Asám have only two Deputy Inspectors, that is, one between two districts, it would not be better to have a Deputy Inspector for each district, instead of the plan that has been adopted, of a Sub-Inspector to each of the four districts in addition to the two Deputy Inspectors. It may be even matter of regret that the Inspector did not propose the first plan before he obtained sanction to the second, but having done so, I think he is bound to make trial of it. In favour of the Sub-Inspector's plan it may be remarked that it is less expensive. The Inspector does indeed propose that the new Deputy Inspectors should have only Rs. 75 a month each, but Major Clarke, the Deputy Commissioner of Lakhimpur, says he would prefer the plan sanctioned unless his Deputy Inspector were paid Rs. 100 a month; and certainly the Deputy Inspectors of Nowgong and Dorang ought to be as well paid as the Lakhimpur Deputy Inspector, for they would hold more important educational charges. Besides, looking to the position of a Deputy Inspector relatively to the masters over whom he has control, I do not think he ought to be paid less than Rs. 100 a month. Again, it is an excellent arrangement that every Deputy Inspector should have his double ready to take his place when he falls sick, as is sure to be often the case in Asám.

5. (*Inspector's para. 8*).—I have been extremely well satisfied with the manner in which Mr. Martin has discharged his important duties since he came to Asám.

6. (*Inspector's para. 9*).—I subscribe pretty well to every word Mr. Martin has written in this paragraph, but I would remark that although the Asám circle is of course far behind any Bengal circle in point of education, yet, comparing the past and present of Asám, Asám has made fair progress, particularly in the last few years.

7. (*Inspector's para. 10*).—I agree with the Inspector that the working of the Government higher class schools have been unsatisfactory. I will not say without exception, as Mr. Martin does; but so far as my experience of it has gone, I may observe that I made a careful inspection lately of the schools at Dibrugarh and Sibsagar, and was anything but satisfied with the result. I recorded my dissatisfaction on several points, and to tell the truth, I am rather disappointed that Mr. Martin has not more particularly noticed in what respects he found these higher class schools wanting. I do not think the scheme he proposes—a mere alteration in the improvement of the salaries of the lower masters at the expense of the head-masters—will be found sufficient, or is even the proper remedy. I do not consider that the present head-masters are altogether competent; and am of opinion that if duly qualified persons could be found for the head-masterships, their services would be cheaply purchased at salaries even exceeding those now allowed, of Rs. 150 a month. The difference between what is wanted in a head-master and what is wanted in a second master is surely very much greater than that denoted by Mr. Martin's revised scale of Rs. 100 for the one and Rs. 75 for the other. I would have a head-master paid at least three times as well as any of his subordinates; his teaching function is all the duty of a second-master; it is almost the least part of that of a head-master. I would have our higher class English schools much more frequently visited by the Inspectors than they have been heretofore. I am afraid to say how long the Dibrugarh School had remained unvisited by an Inspector until Mr. Martin came to the province. I am not at all assured that the system of these higher schools is what it should be either in respect to organization, administration, or even the course of instruction given, and the mode of giving it. I cannot rely upon the sufficiency of the management of local committees beyond ordinary and commonplace matters. There must be added the control of persons skilled theoretically and practically in the science of education; and what is first and foremost wanted is, I repeat, the much more frequent inspections by School Inspectors.

*Assam Division—Commissioner's Remarks.*

8. (*Inspector's para. 14*).—The increase of pathsala schools, from 95 to 293, will, I trust, be considered satisfactory, though the establishment of some of them has been a little too pressed; but it is too soon yet to form any fair opinion of the working of the new pathsalas. The payment of the gurus through the mauzadars, as sanctioned by me, was necessary, but we shall have to be careful that the relief from this duty given the Deputy Inspectors does not encourage them to make their visits of inspection less frequent than they ought to be. So long as the gurus could only be paid by the Deputy Inspectors themselves, the Deputy Inspectors were kept up to the mark of their duties, because the gurus complained if they were not paid, *i.e.* not visited, and the gurus were kept up to their mark because their payment involved their inspection.

9. (*Inspector's para. 15*).—Free instruction in the Government vernacular schools might be allowed in the manner, to the extent, and for the reasons, stated by the Inspector.

10. (*Inspector's para. 16*).—I do not believe in night pathsalas as to the opportunity they give adults for learning. Adults are seldom so continuously at work by day in Assam that they have not time to learn all that is taught at a pathsala by day.

11. (*Inspector's para. 17*).—I have no remarks to make about girls' schools; but the education of girls should be encouraged in every way, and I hope Mr. Martin's action in remitting tuition fees for girls will be approved of.

12. (*Inspector's para. 18*).—The subject of indigenous education has to be noticed in separate reports.

13. (*Inspector's para. 19*).—I have no remark to make on this paragraph.

14. (*Inspector's para. 20*).—The Inspector heads this paragraph the "Asamese language." It is a question upon which I feel I have put myself out of court by my uncompromising denial of the existence in the present day of an Asamese language properly so called. All I can do is to see that it shall be made to exist if possible, and therefore to watch with jealousy any attempt to foist Bengali in its place, as was lately attempted by a native-born Asamese in the elementary book to which Mr. Martin refers. It is perhaps almost to be regretted for the success of the rehabilitation of Asamese that the continuance of the use of the Bengali character has been permitted, instead of the old Asamese character, which, though now disused in consequence, as I have hitherto supposed, of the language itself having died out, might perhaps be revived. Examples of it exist on the old Asamese coinage (prior to 1600 A.D.), and in the sacred chronicles of the ancient kings of Assam, a work of which I am now trying to get a copy, though whether, if I do, I shall be able to find anybody able to read and interpret it to me, is, I fear, doubtful. I observe that Mr. Martin reports that the "Missioperies themselves" (the great advocates of Asamese as a language) "now signify that they cannot carry on education with what they call Asamese in the higher class schools, nor even into the higher classes of middle schools, which is not to be wondered at, considering that setting the vexed question of the existence of Asamese as a colloquial dialect aside, the Bengali language has probably been the only living language employed by the people in Assam as an educational instrument for the last two hundred years. I do not know how the difficulty about getting school-books is to be got over, unless Bengali books are adopted disguised under the name of Asamese, which will be a sort of fraudulent teaching of Bengali. I had to make very sure of my ground before I ventured to report, as I did formerly, that Asamese did not exist as a literary language,\* and I ransacked the province for books that might contradict me, but found none; and I may add that I anticipated in my reports on the subject the very difficulty of which Mr. Martin now complains, and pointed out that not to teach Bengali would be to arrest vernacular education. Mr. Martin is hopeful, after the example of the introduction of Uriyá into the schools of Orissa, of getting the market pretty well stocked with Asamese books. I cannot suppose that the cases are at all parallel. I am told that there really is a written Uriyá language, with a written character peculiar to itself; and that a Bengali coming to Orissa finds that to speak Uriyá, he has to learn what is distinctly a foreign language to him, which is not the case in Assam; as we see when a Bengali Munsiff sent from the heart of Bengal to the remotest station in Assam has no trouble in passing his examination by the higher standard in the so-called Asamese at the first examination that occurs (say four or five months) after his arrival. Or, again, when a District Superintendent of Police, an officer of all others who is most brought in immediate contact with the people, on transfer to Assam from Mymensingh, or Bogra, or Rajshahi, or Pabna, or some other Bengal district, can find scarcely any perceptible difference between what he is told is Asamese, and what he has always previously heard called Bengali. However, I wish to found no argument on the case of Orissa. I have never been there, and do not know what the linguistic facts are there, and I am warned not to discuss them without sufficient knowledge by the example of the mistakes made by writers in the press on the score of Assam and the Asamese. One gentleman, in the columns of no less a journal than the *Pall Mall Gazette*, talks of Bengali "ousting the local vernaculars," and tells us that "there can be little doubt that the official recognition of Asamese will do much to bring justice nearer and more cheaply to the door of the Assam

\*Except of course so far as it exists as Bengali in Bengali books.

*Reports of Inspectors of Schools.*

peasant." He writes of justice as a Londoner might of milk from the cow, and wots not apparently that the Asám peasant, the same as any other peasant, would by no means regard a scheme for bringing justice cheaply and easily to his door with unmixed complacency, but would rather that she kept her distance. As to the "official recognition of Asamese," it will remain as utterly unknown to the mass of the people as the currents of the Empyrean. It has no signification but for the educated classes—those, let it be remembered, educated through the medium of the Bengali language, and among them even any interest in it will be chiefly confined to the harpies about our courts, the lower classes of mukhtears and petition-writers, and such like, who will seek to make "official Asamese" a style of their own and in their exclusive possession. Then, as to "ousting the vernaculars," it seems that there is not one of the critics who have done us the honor to notice the Asamese-Bengali controversy, who has thought it consistent with the authority on which he pronounces judgment to ascertain its nature, and to understand that it involves no question of "ousting the vernaculars," for both sides are equally earnest in their desire to confirm to the people the use of their vernacular, or rather that vernacular among the several vernaculars in Asám which approves itself best fitted to be put into general currency; but that the whole matter in dispute is what the vernacular of Asám, or what vernacular among those now spoken in the province, will best discharge the functions of a common language. If the persons to whom I refer were at all concerned to know the facts of the case, I should be glad to tell them that the dialect adopted by the Government is at all events not "Asamese," whatever else it may be; that the Asamese language was a language spoken by a Shan tribe, who conquered Asám some six or eight hundred years ago, and called their conquest after their own name (Ahom) Asám; that, judging from the inscriptions on coins, the Asamese language (as I have said above it is now extinct) must have been of the Burmese type; that Bengali became more and more common under the Asamese rule, and at last was formally adopted by them on their coins and in State affairs at the beginning of the seventeenth century. That at the beginning of this century Bengali was the common language even of the court at Jorchat, so that Buchanan, when he was compiling his various vocabularies, sent for a Bengali vocabulary to "Jorchat in Asam." I may add that Buchanan was for some months at Goalpara at the time when a large body of Asamese refugees from Asám were residing there under the protection of the British Government, and as his powers of observation are admitted to have been unrivalled, it seems unlikely that he should have been mistaken as to the fact that when he wrote seventy years ago the Asamese spoke Bengali. According to the census, however, the Ahoms or Asamese number only 128,980, out of a population of 2,127,453; there are other classes far more numerous, as for instance the Koch, 312,999, who, like their brethren in Kuch Behar, must be reckoned as a Bengali-speaking race; then there are the Kacharis, 204,900, who have an unwritten language of their own, bearing no relationship to "official Asamese." On the whole, I see not how vernacular education can be maintained in Asám if Bengali be ostracised, for I am sure the Government would never sanction the practice of putting false labels on Bengali books and circulating them as Asamese. There are some who may say I prove too much, and that, admitting my argument, it would have to be concluded that "official Asamese" and Bengali were identical, and that therefore it did not matter which name was taken; but there is much in a name. Wrong names have been among the greatest mischiefs in the world for men as well as dogs,\* and a name that gives cover and currency to a false hypothesis (if it be false) is sure to work evil. I believe that heretofore there have been very few parts of Asám indeed in which a peasant could not find somebody who could write for him any petition he had to make with a certainty of its being accepted by the court to which it was addressed, but I will not answer for it that this shall be any longer the case. I doubt whether there are many writers in the province who could draft a paper secure from rejection by an officer zealous for "official Asamese" on the ground of its Bengali taint. Many strange words and phrases have crept into use in colloquial English in the United States of America,—here German, there Spanish, French, Indian, and other foreign words have been adopted; and again many English words that have fallen into disuse in England have been retained in America. In some parts of the Union, too, I dare say as much mis-spelling may be found as we have of Bengali in Asám. Yet let us suppose that the President of the United States were able to decree, and that because of this admixture he thought fit to decree, that henceforth the American nation was to be considered to have a vernacular language distinct from English, in which they were to be taught, and "to have justice brought to their own doors," and that the use of English was to be abolished, how would the lawyers manage their pleadings, and what would be the effect of the proscription of English literature on American education?

## WRITTEN LANGUAGES.

15. (*Inspector's para. 22*).—Mr. Martin's observations under this head seem correct so far as they go.

16. There are no further remarks that readily occur to me to make on Mr. Martin's report.

\* Give a dog a bad name, &c.

## REMARKS BY MR. C. T. METCALFE, COMMISSIONER OF KUCH BEHAR.

2. The reports of the district officers were submitted to the Officiating Inspector of Schools, Asám, in accordance with the Government instructions dated 15th October 1872. Mr. Martin's report was delayed in consequence of the non-receipt of the Darjeeling yearly report.

3. The arrangement by which the districts of Darjeeling and Jalpaiguri fall under an Inspector residing at Gowhatty in Asám is very inconvenient, and has been productive of delay in the submission of this report.

4. The Jalpaiguri district report was ready on the 22nd of May, Goalpara on the 14th, and were forwarded to the Inspector on the 26th May.

5. The Darjiling report was not received till a month later, and had then to be forwarded to Asám for incorporation, and was received back on the 11th instant, during my absence on tour.

6. Mr. Martin's general report refers more chiefly to the districts of Asám, with which he has, during the year under review, been brought into contact.

7. The summary of these reports is, that Goalpara, under the orders of the 30th September last, opened out 65 new pathsalas, of which two were girls' schools.

8. Darjiling established 5 such schools, and Jalpaiguri 20 pathsalas and 6 aided schools, with an attendance of 622 boys; total 96 schools.

9. The great difficulty in the way of extension of schools is the want of gurus; but this want will gradually disappear with the extension of learning.

10. In the matter of education the officers in this division have still their work before them. Indigenous schools are few; the mass of the people are totally illiterate; educated men, save foreigners, are few, if *any*. There are vast tracts of jungle inhabited by wild races, who from the earliest ages have never employed pen or paper; but I do not doubt that in the course of another generation there will be more materials for an annual report.



FIRST APPENDIX TO GENERAL REPORT, ASAM CIRCLE.

Tables A and *a* are Statistical Returns, in prescribed forms, of the Schools of Asám and Kuch Behar respectively.

Tables B and *b* are Returns of Social Position of the Pupils of the Schools of Asám and Kuch Behar respectively.

Tables C and *c*, and D and *d*, are Returns of Race of Teachers and Pupils respectively in Asám and Kuch Behar.

Tables E and *e* show the Class of Instruction at the Schools throughout Asám and Kuch Behar.





Reports of Inspectors of Schools.

**TABLE B.**  
**RETURN OF SOCIAL POSITION AND CREDIT.**  
*Return of the Social Position of the Pupils in all the Schools in the Valley Districts of Assam for the year ending the 31st March 1873, according to the Occupation, Profession, or Trade of their Parents or Guardians.*

(In filling up this return the HIGHEST social position is to be entered when a claim may be made under two or more heads. The entries are to be made in the blank columns below the several headings.)

DISTRICT.	UPPER CLASSES OF SOCIETY.	MIDDLE CLASSES OF SOCIETY.										TOTAL OF THE MIDDLE CLASSES.	
		Government Service.			Estates.			Professions.					Trade.
		Officers on salaries of Rs. 200 and less than Rs. 250 a month.	Officers on salaries of Rs. 50 and less than Rs. 200 a month.	Officers on salaries of Rs. 20 and less than Rs. 50 a month.	Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pandits, post-masters, amilars, &c.	Holders of lands, mines, houses, government securities or other realized property, whose income is above Rs. 1,000 a year and under the limits for the upper classes.	The same when the income is less than Rs. 1,000 a year, and not less than Rs. 50 a year.	Holders of debentures, brahamavats, private, tenures.	Petty landlords, chatwals, &c.	Advocates, surgeons, engineers, attorneys, pleaders, clergymen, priests, religious gurus, mullas, kazes, man-laws, professors, high pandits, superior English teachers, authors, editors, hithers, not included in the upper classes.	Mutlers, munsis, amils, writers, mohars, sarkars, romans, native doctors, surveyors, apothecaries, English teachers, pandits, village school teachers, currier-drivers, press proprietors, presses, printers, catechists, ghataks, kathaks, lower artists.	Bankers, brokers, bantians, gold-merchants, money-changers, merchants, manufacturers, large traders, contractors, produce dealers, factory owners, photographers, coach-builders, engravers, not included in the upper classes.	Shopkeepers, arwals, kays, apprentices.
KABUP	Hindus	10	64	11	81	1	61	1	169	45	17	9	463
	Muslimans	1	1	1	1	1	1	1	5	2	2	2	38
	Christians	1	1	1	1	1	1	1	1	1	1	1	6
	Others	1	1	1	1	1	1	1	1	1	1	1	208
DOBANG	Hindus	1	1	1	1	1	1	1	1	1	1	1	4
	Muslimans	1	1	1	1	1	1	1	1	1	1	1	10
	Christians	1	1	1	1	1	1	1	1	1	1	1	4
	Others	1	1	1	1	1	1	1	1	1	1	1	175
NOWGONG	Hindus	1	1	1	1	1	1	1	1	1	1	1	4
	Muslimans	1	1	1	1	1	1	1	1	1	1	1	55
	Christians	1	1	1	1	1	1	1	1	1	1	1	279
	Others	1	1	1	1	1	1	1	1	1	1	1	15
SIBSAGAR	Hindus	1	1	1	1	1	1	1	1	1	1	1	4
	Muslimans	1	1	1	1	1	1	1	1	1	1	1	2
	Christians	1	1	1	1	1	1	1	1	1	1	1	15
	Others	1	1	1	1	1	1	1	1	1	1	1	279
LAKHIMPUR	Hindus	1	1	1	1	1	1	1	1	1	1	1	4
	Muslimans	1	1	1	1	1	1	1	1	1	1	1	2
	Christians	1	1	1	1	1	1	1	1	1	1	1	15
	Others	1	1	1	1	1	1	1	1	1	1	1	104
TOTAL	Hindus	34	232	31	126	1	70	1	349	111	27	17	1,221
	Muslimans	1	1	1	1	1	1	1	1	1	1	1	113
	Christians	1	1	1	1	1	1	1	1	1	1	1	30
	Others	1	1	1	1	1	1	1	1	1	1	1	39
													5
													5
													1,378

GRAND TOTAL

Asam Circle.

DISTRIC.	CREED.	LOWER CLASSES OF SOCIETY, OR "THE MASERS"										Total of the Lower Classes or the Masers.						
		Service, Government.	Service, private.	Realized Property.	Agriculture.	Trade.	Handicraft.	Skilled labour.	Common labour.	Miscellaneous.								
KAMRUP	Hindus	47	58	9	2,566	217	19	18	58	5	26	8	90	4	2	2	4	3,125
	Muslimans	13	16	1	175	37	1	1	2	1	1	5	1	1	1	1	1	231
	Christians	3	1	1	78	22	1	1	3	4	1	2	1	1	1	1	1	85
	Others	13	4	1	1,001	54	6	6	6	1	1	3	1	1	2	2	1	1,185
DOBANG	Hindus	7	11	1	59	1	1	1	1	1	1	1	1	1	1	1	1	17
	Muslimans	25	13	2	237	1	1	1	1	1	1	1	1	1	1	1	1	14
	Christians	3	3	1	1,392	44	43	6	33	1	1	3	17	17	1	1	1	265
	Others	3	1	1	57	31	1	1	1	1	1	1	1	1	1	1	1	385
NOWGONG	Hindus	19	14	3	207	1	1	1	1	1	1	1	1	1	1	1	1	96
	Muslimans	5	1	1	916	1	1	1	1	1	1	1	1	1	1	1	1	19
	Christians	5	1	1	19	154	23	17	1	1	1	1	1	1	1	1	1	213
	Others	3	4	1	1	21	15	1	1	1	1	1	1	1	1	1	1	1,090
SIBSAGAR	Hindus	20	4	1	388	15	15	6	6	1	1	1	1	1	1	1	1	291
	Muslimans	2	1	1	37	15	1	1	1	1	1	1	1	1	1	1	1	7
	Christians	2	1	1	142	1	1	1	1	1	1	1	1	1	1	1	1	40
	Others	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	46
LAKHIMPER	Hindus	187	93	14	6,493	340	106	49	90	10	26	12	198	4	3	1	1	7,519
	Muslimans	20	22	1	367	270	1	1	14	1	1	35	1	1	1	1	1	780
	Christians	16	2	1	30	4	6	1	1	1	1	1	1	1	1	1	1	41
	Others	16	2	1	684	4	1	1	1	1	1	1	1	1	1	1	1	708
GRAND TOTAL		163	118	14	7,574	618	6	106	113	12	26	47	189	4	5	4	4	9,098

Cred of Masers.

Hindus	390
Muslimans	18
Christians	19
Others	10
Total	437

Summary.

Pupils belonging to the upper classes	Summary.			Total.
	Hindus.	Muslimans.	Christians.	
Ditto middle	1,221	113	39	1,378
Ditto lower	7,519	730	41	8,998
Total	8,741	843	80	10,377



Asam Circle.

LOWER CLASSES OF SOCIETY, OR "THE MASSES."

DISTRICT.	CREED.	Service, Government. Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, chankidars, peons, palaks, berkanzars, chuprasis, darwans, quarters, borkmen, runners, hawkers, boatmen, cooks, falcons, palikars, hawkers, barbers, taxidars, school-keepers, gardeners, silks, duff drivers, grass-cutters, silks, duff-riers, bhitties, khammas, khamat-gars, ayas, washermen, melpers, and other servants, on regular pay.	Service, Private. Such as those named before.	Realized Property. Holders of realized property whose income is less than Rs. 50 a year.	Agriculture. Cultivators, gardeners, small ryots.	Trade. Petty shop-keepers, and small dealers and sellers, such as pedlars, kolar, chinnars, mudras, molras, sweetmeat-sellers, writers of tari, beet, milk, ghee, fish, bacalls, opium, samras, hatters, dhru, wood, bangles, ligors, &c. earthen-ware, vegetables, gunjs, roll, binders, compostors, pressmen, book-makers, iron-cutters, masons, hammers, stone-cutters, brick-layers, masons, mill-makers, tinmen, brassers, kansars, carpenters, coopers, wheel-wrights, makers, blanket-makers, weavers, basket-makers, hat-makers, shoe-makers, hat-makers, tailors, barbers, rharms, farrars, horse-breakers, shikras, midwifes, bird-catchers.	Skilled labour. Palki-bearers, garmans, ayas, coolies, coolies, melpers, fisherman, pig-keepers, cutters of grass and wood.	Common labour. Himant performers, such as male dancers, bajndars, jatras, bal-tarins.	Miscellaneous. Vagrants, such as beggars, fakirs, bal-tarins.	Total of the lower classes or the masses.	PARENTAGE NOT ASCERTAINED.		
												GOALPARA	Hindus ... 19 Musalmans ... 37 Others ... 2
GARO HILLS	Hindus ... 14 Musalmans ... 38 Others ... 8	10	16	157	31	3	3	8	1	1	1	319	
JALPAIGURI	Hindus ... 13 Musalmans ... 2 Others ... 1	14	19	200	29	10	10	1	4	1	6	200	
DARJILING	Hindus ... 46 Musalmans ... 27 Others ... 3	113	82	1,800	303	22	22	30	91	1	45	2,073	
TOTAL	Hindus ... 113 Musalmans ... 27 Others ... 3	177	98	2,422	441	43	43	41	106	2	47	3,532	
GRAND TOTAL													7

Creed of Masters.

	Hindus	Muhammadians	Christians	Others	Total
Pupils belonging to the upper classes	20	7	6	33	66
Ditto ditto middle	553	264	42	845	1,654
Ditto ditto lower	2,075	1,061	391	3,527	6,663
Pupils whose parentage has not been ascertained			7	7	14
Total which will be equal to the number of pupils in the school	2,651	1,332	400	4,407	8,734

Summary.

	Hindus	Muhammadians	Christians	Others	Total
	187	36	8	6	217

## Reports of Inspectors of Schools.

TABLE C.  
*Ru Ru Tea-ers Schools in the Valley D Asami on 31st Mo 873*

	KAMRUP.			DORANG.			NOWGONG.			SIBSAGAR.			LAKHIMPUR.			TOTAL.			GRAND TOTAL.
	Bengalis.	Asamis.	Bengalis.	Bengalis.	Asamis.	Miris.	Bengalis.	Asamis.	Miris.	Kocharis.	Bengalis.	Asamis.	Bengalis.	Asamis.	Miris.	Kocharis.	Miris.		
<b>HINDUS—</b>																			
Brahmans .. .. .	9	34	5	25	16	2	30	5	4	25	107	4	25	107	4	25	107	132	
Vaidyas .. .. .	4	.....	2	.....	.....	.....	.....	.....	.....	7	.....	.....	7	.....	.....	.....	.....	7	
Kayasthas .. .. .	3	30	2	21	36	5	11	3	9	15	107	9	15	107	9	15	107	122	
Nafasaks .. .. .	1	62	.....	.....	2	.....	.....	.....	.....	1	64	.....	1	64	.....	.....	.....	65	
Kaibarthas .. .. .	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	18	.....	.....	.....	18	
Other castes above the lowest ..	.....	3	.....	6	16	1	6	.....	.....	1	42	.....	1	42	.....	.....	.....	43	
Doucos, Chandals, Haris .. .. .	.....	.....	.....	2	1	.....	.....	.....	.....	.....	3	.....	.....	3	.....	.....	.....	3	
Total of Hindus .. .. .	17	147	9	52	71	7	47	8	24	49	341	24	49	341	24	49	341	390	
<b>MUHAMMADANS—</b>																			
Sunis .. .. .	.....	12	.....	3	1	.....	1	1	.....	1	17	.....	1	17	.....	.....	.....	18	
Total of Muhammadans .. .. .	.....	12	.....	3	1	.....	1	1	.....	1	17	.....	1	17	.....	.....	.....	18	
<b>CHRISTIANS—</b>																			
Protestants .. .. .	.....	1	.....	12	.....	1	2	.....	.....	1	15	.....	2	15	.....	2	1	16	
Roman Catholics .. .. .	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	
Total of Christians .. .. .	.....	1	.....	12	1	.....	2	.....	.....	1	16	.....	2	16	.....	2	1	19	
<b>OTHERS—</b>																			
GRAND TOTAL .. .. .	17	100	9	67	74	1	50	9	24	55	375	24	55	375	24	55	375	457	







## Reports of Inspectors of Schools.

TABLE E.

Return showing the class of instruction at the Schools in the Valley Districts of Asám in the month of March 1873.

DISTRICT.	No. of pupils in the schools on 31st March 1873.	UPPER STAGE.		MIDDLE STAGE.		PRIMARY STAGE.			
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.		Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.		Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.			
						Can read, write, and understand easy sentences in their mother tongue.		Cannot read, write, and understand easy sentences in their mother tongue.	
		1		2		3		4	
		Boys.		Girls.		Boys.		Girls.	
Lakhmpur ... ..	699	9		153		228		304	
Sibsazar ... ..	1,565	22		171		781		543	
Nowgong ... ..	2,357	19		179		951		1,152	
Dorang ... ..	1,788	2		33		901		714	
Kamrup ... ..	3,969	49		343		2,100		1,412	
<b>GRAND TOTAL</b> ...	<b>10,378</b>	<b>101</b>		<b>884</b>		<b>5,021</b>		<b>4,155</b>	

TABLE c.

Return showing the class of instruction at all the Schools in the Kuch Behar Division in the month of March 1873.

	Number of pupils in the schools on 31st March 1873.	UPPER STAGE.		MIDDLE STAGE.		PRIMARY STAGE.				Unclassed.	
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.		Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.		Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.					
						Can read, write, and understand easy sentences in their mother tongue.		Cannot read, write, and understand easy sentences in their mother tongue.			
		1		2		3		4			5
		Boys.		Boys.		Girls.		Boys.		Girls.	
Goalpara ... ..	2,157	6		119		475		1,494		42	
Garo Hills ... ..	249									235	
Jalpaiguri ... ..	1,354	3		134		456		11		716	
Darjiling ... ..	92			17		4		281		1	
<b>GRAND TOTAL</b> ...	<b>4,397</b>	<b>9</b>		<b>270</b>		<b>4</b>		<b>1,212</b>		<b>13</b>	

APPENDIX A.

Asam Circle.

SECOND APPENDIX TO GENERAL REPORT, ASAM CIRCLE.

Table I shows the total cost, and the cost to Government, of the Government and aided schools in the Asam Valley and in Kuch Behar.

Tables II and III show the proportion of Hindus to Masalmans in the different classes of schools in Asam and Kuch Behar respectively.

Tables IV and V give synopses of Hindus, Masalmans and others in the schools under inspection in the districts of the Asam Valley and of Kuch Behar. They also show the proportion of Hindu and Masalman pupils to the respective Hindu and Masalman populations: and each table shows that the Masalmans, in proportion to their numbers, make the greater use of our schools.

Tables VI and VII show the classes of society to which the pupils of my circle belong, with the percentage of each class for each district.

Table VIII is a statement of the Mission Schools showing the total cost and cost to Government in these institutions.

Tables IX and X are comparative tables of statistics of the Government schools in the Asam circle.

Tables XI and XII are similar tables of the aided schools: and tables XIII and XIV of the Pathsalas.

N.B.—Tables I and VIII are sent to both Commissioners; and Tables II, IV, VI, IX, XI, XIII, to the Commissioner of Asam alone, and Tables III, V, VII, X, XII, XIV, to Commissioner of Kuch Behar only.

TABLE I.

Table showing the Total Cost and the Cost to Government, of the Government and Aided Schools of the Asam Circle

	Number of Institutions.	Monthly average on Reels.	ASAM.						KUCH BEHAR.							
			Cost to Government.		Total Cost.		Cost of educating each pupil.		Cost to Government.		Total Cost.		Cost of educating each pupil.			
			Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.		
Government Higher Schools ...	5	535	10,613	0 8	27,525	12 9	36 10 6	51 7 2	1	61	2,229	0 0	3,664	10 3	36 8 8	60 1 2
Aided Higher Schools ...	1	101	1,290	0 0	3,710	8 3	11 14 1	36 11 9	1	33	2,618	0 0	9,112	0 0	68 14 4	239 12 7
Government Middle Schools ...	13	994	5,963	0 0	9,315	0 10	5 15 11	9 5 11	3	105	1,727	4 9	1,876	12 9	16 7 2	17 13 11
Aided Middle Schools ...	14	471	2,306	14 0	5,118	0 3	5 1 5	10 13 10	27	952	5,352	13 7	12,111	2 0	5 9 11	12 11 6
Government Normal Schools ...	3	62	3,621	13 7	3,661	2 0	58 6 8	59 0 9	1	12	219	0 0	219	0 0	20 12 6	20 12 6
Aided (Mission) Normal Schools ...	2	66	1,200	0 0	2,303	10 0	18 2 11	34 14 5	2	49	1,012	0 0	2,802	5 9	20 10 5	57 3 10
Mission Schools not paid from Pathasala Fund ...	23	506	1,870	4 0	2,011	4 0	3 11 4	3 15 7	32	769	2,532	0 0	5,199	11 11	3 4 8	6 12 2

TABLE II.

Statement showing the proportion of Hindus to Masalmans in the different Classes of Schools in the Asam Division.

CLASS OF SCHOOL.	KAMRUP.		DORANG.		NOWGONG.		SIBSAGAR.		JAKHIMPUR.		TOTAL.	
	Hindus.	Masalmans.	Hindus.	Masalmans.	Hindus.	Masalmans.	Hindus.	Masalmans.	Hindus.	Masalmans.	Hindus.	Masalmans.
Government Higher Schools ...	168	28	40	1	74	13	115	15	80	9	477	66
Government Middle Vernacular Schools ...	223	63	120	5	120	24	184	77	103	27	761	196
Aided English Schools ...	148	1	43	3	22	...	...	...	...	...	215	4
Aided Vernacular Schools ...	99	31	50	2	121	32	...	...	...	...	270	65
Pathasala ...	2,015	164	1,015	90	1,530	92	875	114	315	18	6,650	508
Total	3,555	287	1,268	101	1,882	161	1,174	236	498	54	8,377	830

*Reports of Inspectors of Schools.*

Thus it appears that throughout the Asám Valley the Hindu are to the Masalman pupils in the proportion of nearly 10 to 1. In the Government higher schools the proportion is about 7 to 1 : in the Government middle Vernacular schools less than 4 to 1 : in the aided Vernacular schools a little more than 4 to 1 : in the pathsalas a little more than 13 to 1 : while in the middle English schools it is 53 to 1, thus showing that an English education, unless such as is given in the higher class schools, is not appreciated by the Muhammadan community ; while the middle class Vernacular schools satisfy their wants most of all.

TABLE III.

*Statement showing the proportion of Hindus to Masalmans in the different classes of Schools in the Kuch Behar Division.*

CLASS OF SCHOOL.	GOALPARA.		JALPAIGURI.		DARJILING.		TOTAL.	
	Hindu pupils.	Masalman pupils.						
Higher School ... ..	45	11	71*	81*	21	17	197	109
Government Middle Vernacular School ... ..	.....	.....	5	71	.....	.....	5	71
Aided Middle English School ... ..	154	4	.....	.....	20	1	174	5
Aided Middle Vernacular School ... ..	198	101	67	250	.....	.....	265	351
Pathsalas ... ..	979	212	191	417	537	56	1,707	685
Total ... ..	1,370	328	834	819	578	74	2,288	1,221

\* The school, though called middle class, teaches up to the Entrance standard.

This statement shows that the proportion of Hindu to Masalman pupils is least in the case of Government middle vernacular schools; then in the case of aided middle vernacular schools; then in higher class schools; then in pathsalas; while it is greatest in the case of aided middle English schools. It further shows, as we see to be the case also in Asám, that for an English education the Masalmans, with but few exceptions, attend schools teaching up to the Entrance standard, while they seem to despise middle class English schools. In the case of Darjiling I have put down 21 Hindus and 17 Masalmans as attending higher schools. The schools are really Government middle English schools, but they give the highest English education in the district. The figures might well be omitted.

TABLE IV.

*Synopsis of Hindus, Masalmans, and others in the Schools under inspection in the Valley Districts of Asám.*

DISTRICT.	Hindus in schools.	Masalmans in schools.	Others in schools.	Total.	Hindu population.	Masalman population.	Proportion of Hindus in school to Hindu population.	Proportion of Masalmans in schools to Masalman population.
Kamrup ... ..	3,588	289	92	3,969	515,024	45,823	1 in 143	1 in 158
Dorang ... ..	1,360	101	298	1,759	221,389	19,859	1 in 159	1 in 187
Nowgong ... ..	1,939	167	252	2,358	245,615	10,006	1 in 126	1 in 60
Sibsagar ... ..	1,290	240	48	1,565	282,969	12,619	1 in 218	1 in 50
Lakhimpur ... ..	498	51	190	699	115,638	3,826	1 in 292	1 in 71
Total ... ..	8,713	860	880	10,379	1,380,635	86,193	1 in 158	1 in 100

From this Table it appears that the Masalmans, for their numbers, make greater use of our schools in Asám than the Hindus.

APPENDIX A.

Asam Circle.

TABLE V.

Synopsis of Hindus, Masalmans, and others in the Schools under inspection in Kuch Behar.\*

DISTRICT.	Hindus in schools.	Masalmans in schools.	Others in schools.	Total.	Hindu population.	Masalman population.	Proportion of Hindus in schools to Hindu population.	Proportion of Masalmans in schools to Masalman population.
Goalpara ... ..	1,625	340	163	2,137	311,410	80,016	1 in 191	1 in 237
Jalpaiguri ... ..	443	915	.....	1,358	182,375	144,980	1 in 411	1 in 158
Darjiling ... ..	558	73	92	723	69,831	6,348	1 in 125	1 in 86
Total ...	2,626	1,337	255	4,218	563,625	241,144	1 in 215	1 in 180

\* Exclusive of the Garo Hills' schools, where there are no Hindu or Masalman pupils.

This table gives a very remarkable result for the district of Jalpaiguri. It also shows that in the Commissionrship of Kuch Behar the Muhammadans avail themselves of the means of education more in proportion than the Hindus.

TABLE VI.

Class of Society of Pupils attending all the Schools in the Valley Districts of Asam.

DISTRICT.	Number of schools.	Monthly average attendance.	UPPER CLASSES.		MIDDLE CLASSES.		LOWER CLASSES.		Total number of pupils.
			Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	
Kamrup ... ..	116	3,013	.....	.....	508	12.80	3,401	87.20	3,909
Dorang ... ..	66	1,596	.....	.....	226	12.84	1,662	87.36	1,788
Nowgong ... ..	80	2,237	1	0.04	215	10.40	2,110	89.56	2,356
Sibsagar ... ..	46	1,205	.....	.....	294	18.79	1,271	81.21	1,565
Lakhimpur ... ..	24	667	.....	.....	106	15.17	593	81.83	699
Total ...	362	9,408	1	0.009	1,379	13.29	8,997	86.70	10,377

TABLE VII.

Class of Society of Pupils attending all the Schools in the Districts of Kuch Behar.

DISTRICT.	Number of schools.	Monthly average attendance.	UPPER CLASSES.		MIDDLE CLASSES.		LOWER CLASSES.		PERCENTAGE NOT KNOWN.		Total number of pupils.
			Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	Number of pupils.	Percentage.	
Goalpara ... ..	90	2,002	20	0.93	247	11.56	1,870	87.51	.....	.....	2,137
Garo Hills ... ..	14	232	.....	.....	.....	.....	249	100.00	.....	.....	249
Jalpaiguri ... ..	61	1,267	7	0.51	389	29.39	952	70.10	.....	.....	1,358
Darjiling ... ..	29	788	6	0.83	109	27.52	511	70.68	7	0.97	723
Total ...	194	4,279	33	0.74	845	18.91	3,582	80.19	7	0.16	4,467

APPENDIX A.

Reports of Inspectors of Schools.

TABLE VIII.

Mission Schools (Aided by Government)

DISTRICT.	NORMAL SCHOOLS.			PRIMARY SCHOOLS.			TOTAL SCHOOLS.			RECEIPTS.		Total.	COST OF EDUCATING EACH PUPIL.	
	Number of Schools.	Number on Rolls.	Average attendance.	Number of Schools.	Number on Rolls.	Average attendance.	Number of Schools.	Number on Rolls.	Average attendance.	From Government.	From other sources.		To Government.	Total Cost.
												Rs. A. P.		
Nowgong ... ..	1	48	50	7	149	146	8	197	196	1,276 4 0	1,118 10 0	2,394 14 0	6 8 2	12 3 6
Dorang ... ..	1	18	15	16	367	350	17	385	374	1,800 0 0	120 0 0	1,920 0 0	4 13 0	5 2 1
Goalpara (Garo) ... ..	1	30	23	13	183	198	14	223	221	1,224 0 0	723 0 0	1,947 0 0	5 8 7	8 12 11
Darjiling ... ..	1	18	26	24	595	660	25	613	686	2,400 0 0	3,875 9 8	6,275 9 8	3 7 11	9 2 4

TABLE IX.

Comparative Table of Statistics of Higher, Normal, and Middle Government Schools in the Districts of the Assam Valley.

DISTRICT.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	Cost of educating each pupil.		Hindu pupils.	Masalman pupils.
					Total.	To Government.		
Kaгарup ... ..	8	525	18,859 2 9	14,357 9 3	35 15 8	27 5 6	428	93
Dorang ... ..	3	161	3,895 7 5	3,273 10 7	24 3 1	20 5 4	160	6
Nowgong ... ..	3	271	5,771 5 0	3,030 12 10	21 5 9	14 8 7	221	37
Sibsagar ... ..	4	398	6,927 12 4	4,569 13 7	17 7 10	11 8 7	308	96
Lakhimpur ... ..	3	239	5,018 4 1	3,060 0 0	20 15 11	12 12 10	183	36
Total ... ..	21	1,592	40,501 15 7	29,197 14 2	25 7 0	18 5 5	1,300	268

TABLE X.

Comparative Table of Statistics of Higher, Normal, and Middle Government Schools in the Kuch Behar Division.

DISTRICT.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	COST OF EDUCATING EACH PUPIL.		Hindu pupils.	Masalman pupils.
					Total.	To Government.		
Goalpara ... ..	2	73	3,914 0 3	2,478 6 0	53 9 10	33 15 2	60	11
Jalpaiguri ... ..	1	64	274 0 0	234 0 0	4 4 6	3 11 6	5	71
Darjiling ... ..	2	41	1,602 12 0	1,489 4 9	39 1 0	36 5 2	21	17
Total ... ..	5	178	5,790 13 0	4,205 10 9	32 8 6	23 10 0	86	99

## Asam Circle.

TABLE XI.

Comparative Table of Statistics of Aided Schools in the Districts of the Asam Valley.

DISTRICT.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	Cost of educating each pupil.		Hindu pupils.	Masalman pupils.
					Total.	To Government.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Kamrup ... ..	6	282	5,329 14 6	1,971 6 0	18 14 4	6 13 10	217	32
Dorang ... ..	20	472	3,621 0 0	2,538 0 0	7 10 9	5 6 0	214	5
Nowgong ... ..	14	389	4,193 14 0	2,163 12 0	10 12 6	5 9 0	176	32
Sibsagar ... ..	.....	.....	.....	.....	.....	.....	.....	.....
Lakhimpur ... ..	.....	.....	.....	.....	.....	.....	.....	.....
<b>Total</b> ...	<b>40</b>	<b>1,143</b>	<b>13,143 12 6</b>	<b>6,673 2 0</b>	<b>11 8 0</b>	<b>113 5</b>	<b>637</b>	<b>69</b>

TABLE XII.

Comparative Table of Statistics of Aided Schools in the Districts of the Kuch Behar Division.

DISTRICT.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	COST OF EDUCATING EACH PUPIL.		Hindu pupils.	Masalman pupils.
					Total.	To Government.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Goalpara ... ..	13	460	6,354 4 0	2,814 0 0	13 13 0	6 1 10	352	105
Jalpaiguri ... ..	13	469	5,395 13 0	2,370 13 7	11 8 1	5 0 10	138	344
Darjeeling ... ..	22*	658	15,528 2 8	5,106 0 0	23 9 7	7 12 2	637†	56†
Garo Hills ... ..	14‡	222	1,947 0 0	1,224 0 0	8 12 4	5 8 2	.....	.....
<b>Total</b> ...	<b>63</b>	<b>1,809</b>	<b>29,225 3 8</b>	<b>11,514 13 7</b>	<b>16<sup>3</sup> 2 6</b>	<b>6 5 10</b>	<b>*1,027</b>	<b>505</b>

\* 20 mission primary schools included.

† These figures include the Hindu and Masalman pupils in the five Mission pathshalas.

‡ Mission schools.

TABLE XIII.

Comparative Table of Statistics of Pathshalas in the Districts of the Asam Valley.

DISTRICT.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	Cost of educating each pupil.		Hindu pupils.	Masalman pupils.
					Total.	To Government.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Kamrup ... ..	132	2,806	5,509 11 9	4,179 8 0	1 15 5	1 7 10	2,015	164
Dorang ... ..	43	963	1,347 0 6	1,120 9 6	1 6 4	1 2 7	1,015	90
Nowgong ... ..	62	1,671	2,584 3 8	1,900 10 5	1 10 11	1 4 4	1,536	92
Sibsagar ... ..	35	783	1,984 5 3	1,615 6 6	2 6 6	2 1 0	865	136
Lakhimpur ... ..	21	428	233 9 8	142 15 7	6 8 8	0 5 4	315	18
<b>Total</b> ...	<b>293</b>	<b>6,551</b>	<b>11,558 14 10</b>	<b>8,959 2 0</b>	<b>1 12 3</b>	<b>1 5 11</b>	<b>6,646</b>	<b>500</b>

\* The cost of educating each pupil in Lakhimpur appears very little comparatively, but it must be borne in mind that 20 of these pathshalas have only very lately been started, so that money has been spent on them for a very few months—in some cases not for quite a month—while in all the other districts there had existed pathshalas prior to the orders of the 31st July 1872.

APPENDIX A.

Reports of Inspectors of Schools.

TABLE XIV.

Comparative Table of Statistics of Pathshalas in the Districts of the Kuch Behar Division.

Districts.	Number of institutions.	Monthly average attendance.	Total cost.	Cost to Government.	COST OF EDUCATING EACH PUPIL.		Hindu pupils.	Musalman pupils.
					Total.	To Government.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Goulpara ... ..	65	1,256	756 1 0	521 13 0	0 9 7	0 6 7	979	212
Julpaiguri ... ..	37	557	1,024 8 0	932 11 6	3 7 3	1 10 9	190	417
Darjeeling ... ..	5	89	220 8 0	80 0 0	2 7 8	0 14 4	*	*
Total ...	107	1,902	2,900 12 0	1,534 8 6	1 8 4	0 23 11	1,169	629

\* These are counted in the table for aided schools.

† The Goulpara and Darjiling pathshalas have only been recently started, so that we cannot conclude from these figures that the educate more cheaply than those in Julpaiguri.

Abstract Return of Expenditure in the Asam Circle for the year ending the 31st March 1873.

SOURCE OF CHARGE.	From Imperial Funds.	From Local Funds.	Total.	REMARKS.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	
<b>Inspector—</b>				
Salary ... ..	9,507 8 0	.....	90,507 8 0	
Travelling charges ... ..	1,063 14 0	.....	1,063 14 0	
Office charges (including rent, salaries, and contingencies) ... ..	2,783 2 8	.....	2,783 2 8	
Service labels ... ..	*1,300 0 0	.....	*1,300 0 0	* Including Rs. 300 require for conducting the minor and vernacular scholarship examinations held in November 1872.
<b>Deputy Inspectors—</b>				
Salaries ... ..	5,252 0 0	.....	5,252 0 0	
Travelling charges ... ..	2,293 0 0	.....	2,293 0 0	
Peons and contingencies ... ..	246 0 0	.....	246 0 0	
Instruction, Asam Division, (valley) ... ..	44,830 2 3	†22,141 1 0	66,971 3 3	† Rs. 17,269-9-8 from fees and fines.
Instruction, Kuch Behar... ..	17,255 0 10	‡25,329 2 10	42,584 3 8	‡ Rs. 9,251-9-5 from fees and fines.
<b>Scholarships—</b>				
Minor ... ..	568 7 10	.....	568 7 10	
Vernacular ... ..	5,002 14 0	.....	5,002 14 0	
Remuneration of Examiners (not included under the head "Instruction")	166 10 8	.....	166 10 8	
<b>Total ...</b>	<b>90,868 12 3</b>	<b>47,470 3 10</b>	<b>1,38,339 0 1</b>	

## DISTRICT REPORTS—ASAM CIRCLE.

## KAMRUP.

At the close of the year 1871-72 there were in all 64 schools, either wholly or in part supported by Government. This number during the year under report has been increased to 146, as shewn in the annexed table :—

DESCRIPTION OF SCHOOLS.	1871-72.		1872-73.	
	Number of schools on 31st March.	Number of pupils on 31st March.	Number of schools on 31st March.	Number of pupils on 31st March.
Gowhatty High School ... ..	1	221	1	203
Government Normal School ...		20	1	35
Aided Higher Class English School		118	1	95
Government Model Vernacular Schools ... ..		332	6	300
Aided Middle English Schools ...		205	2	184
Aided Middle Vernacular Schools			3	
Pathshalas established under orders of the Director ... ..		1,182	60	1,518
Ditto under orders of the Magistrate ... ..			67	1,574
Girls' Pathshalas ... ..			5	65
Total		2,137	146	3,960

The great increase in the number of pathshalas during the year speaks well for the energy and zeal of the Deputy Inspector; but I found on visiting some of the new ones that many of the gurus, as I had expected, were much below the average.\* It is now arranged that these men will have to pass an examination by the end of the year, though in the meantime they are allowed to remain, since they can bring the boys along a little in reading and writing, besides knowing a little arithmetic.

If we take the number of children of school-going age to be one-fifth of the population, we find that the percentage of such children receiving instruction in the schools of Kamrup is 3.54. Also taking the number of towns and villages and the number of schools, we find that about one village in every ten has a school which receives aid from Government.†

On the subject of indigenuous education the Deputy Inspector gives some very interesting information. He says that since the Government orders of the 30th September 1872 were promulgated, nearly a hundred schools have been started by men of the gurumahashay class, with the hope of soon being able to attract the notice of Government and obtain pathshala grants; that more than half of these schools are intended for the instruction of girls and adult males, and nearly a dozen are devoted to the teaching of Arabic, Urdu, or Persian to Musalmans. The adult schools are necessarily held after sunset, but the schools for girls are conducted just as boys' schools. In Asám, he continues, on account of the zenana system being unknown,‡ no difficulty is experienced in teaching boys and girls together under the same roof, or in starting schools for girls exclusively. Asám is thus a fair and promising field for the advocates of female education, but its promoters must be ready to bear the whole cost, since, though the people do not prevent their girls from going to school, still they do not care about having them educated, and so would not pay money to obtain that end. He goes on to say that in all parts of the district there are numbers of private classes of from 6 to 20 boys, kept up by an imperfectly educated class of people. "Nearly the whole of the population of Kamrup are followers of Vaishnavism, and, from the very nature of their forms of worship and religious and social observances, the reading or hearing of their religious books forms an essential part of their life." "It is not surprising to see shopkeepers, chásás, and even mánjhis, reading their sacred books at intervals of their work." "In these classes nothing beyond mere reading is attempted, and they are held so irregularly, and conducted on such rude principles, that they must be greatly altered before any great benefit can result from them." The number of these reading schools the Deputy Inspector estimates at 200, and the number of pupils at 2,000, and he puts down the same number as probably attending 100 new schools started by men of the gurumahashay class. I do not know how far his

\* Noticed in general report.

† Yes; but this percentage is taken on gross population, which includes a great number of people who have no written language.—Commissioner.

‡ The zenana system is certainly not unknown in Asám in the case of adult females; it is on the contrary very rigidly enforced among the well-to-do classes in most parts of Asám, much more so than it used to be some years ago; but poor people, in the case of their female children, or even of their wives, have not the means of carrying it out.—Commissioner.

*Reports of Inspectors of Schools.*

figures are to be relied upon, but I have no doubt he is in the main accurate in his statements. He winds up on this topic by suggesting the expenditure of Rs. 500 a month in the improvement of these 300 schools or classes,\* thus :—

200 at Re. 1	=	Rs. 200
100 at Rs. 2-8	=	„ 250
Inspection	„	50

Total „ 500 per mensem.

The following table shows the proportion of Hindus and Masalmans attending the schools of Kamrup :—

Number and Description of Schools.	Hindu pupils.	Masalman pupils.	Hindu teachers.	Masalman teachers.
1 High School	168	28		
1 Government Normal School	33	2		
6 Government Model Vernacular Schools	225	63	16	
1 Aided Higher Class English School	94	1	7	
2 Ditto Middle English Schools	54			
3 Ditto Middle Vernacular	90	31		2
127 Pathshalas	2,856	164	120	7
5 Girls' Pathshalas	65		5	
146 Schools.	Total	3,588	289	164

The Deputy Inspector remarks that Muhammadans do not seem to have availed themselves of our schools in the same proportion as the Hindus: that this does not arise from any reluctance on their part to educate their children, or from any national prejudices or sentiments such as are said to deter their brethren in Bengal, but from their general poverty and backwardness. In fact the Masalmans of Asám, he says, are more like the lowest classes of Hindus, in proof of which he mentions the fact that *amaj* is unknown to them as a body. He thinks that the Persian school in Gowhatty and the Persian class in the high school, and the dozen or so maktabas in the mofussil, fully meet the wants of the Masalman population of Kamrup. At first sight it would seem that he was not correct in speaking of the "general poverty and backwardness" of the Masalman population, since the above table shows the remarkable fact that in the higher and middle class schools in the district the proportion of Hindu to Masalman pupils is only 5 to 1 (while the Hindu population is more than 11 times the Muhammadan); but from a reference to the tables of social position we find that of the 287 Masalman pupils, only 37, who are found in the high school and middle class schools, belong to the middle classes, and the rest to the lower classes.

**THE HIGH SCHOOL.**—The Government grant to this institution was reduced during the year from Rs. 12,000 to Rs. 9,000. To meet this reduction the rates of fees of all classes were raised,† one English teacher was provided for elsewhere, certain minor charges (such as library and prize-money) were reduced, and the law lecturer is paid no longer from the general fund, but has to be content with what he can make from the fees of the law students.

The establishment now consists of eight English masters, a law lecturer, a surveying master, two pandits, and a maulavi. The surveying teacher was sanctioned for the school during the year under report, and the class is now attended by nearly 100 lads. A Persian class was also opened for the good of the Masalman students, and it is attended by 28 boys.

\* Inspector has been asked to report separately on this matter.—Commissioner.

† I know that it is the wish of Government to reduce the fees in Government schools as much as possible, especially in the junior classes. The Commissioner of Asám also has remarked upon the seeming unfairness of having Rs. 200 out of Rs. 300 paid in salaries of the head and second masters who teach the senior classes, consisting of some 10 to 15 boys, while the fees subscribed by the junior classes far exceed the others. This does no doubt appear anomalous; but then when we consider that without keeping the rates of fees as they are at present the schools cannot be retained on their present footing, and further when we consider that the present boys in the higher classes had themselves been subject to a similar imposition, I do not see that boys of the lower classes can complain. Their turn will come, and I feel sure they would prefer paying the present rates of fees to having them reduced, with the inevitable result that the school itself could not keep up its position as a higher class institution.

*Asam Circle—Kamrup.*

The annexed table shows the comparative strength and schooling fees of the institution during the last five years.

YEAR.	COLLEGE DEPARTMENT.		SCHOOL DEPARTMENT.	
	Number of students.	Fees and fines.	Number of students.	Fees and fines.
		Rs. A. P.		Rs. A. P.
1868-69 ... ..	8	129 0 0	184	2,362 0 9
1869-70 ... ..	15	345 0 0	193	2,561 9 0
1870-71 ... ..	17	555 13 6	222	2,723 5 0
1871-72 ... ..	6	446 5 0	208	2,905 9 0
1872-73 ... ..	4	308 13 0	199	3,103 5 0

There has been a slight falling off in the school department, attributed by the head-master to the improved condition of village schools. This I do not consider to be the explanation, more especially because I do not believe that the condition of the middle class English schools (which are the schools to which he must refer) has improved during the year. I think that the true explanation is to be found in the enhanced rate of fees, on account of which many boys go to middle English schools who would otherwise have come to the high school. The saving of two or three annas in the month is considered a sufficient reason for going to an inferior school.

THE COLLEGE DEPARTMENT—is in anything but a thriving condition. There is only one student and three respectively in the 2nd and 1st year classes. At the First Arts examination, of five candidates not one passed.

THE LAW DEPARTMENT—is also in a bad state. The number of students has been continually decreasing since January 1872. There are now only four on its rolls. At a meeting of the district committee it was decided to reduce the fees from Rs. 8 to Rs. 5. It is hoped that the number of students will increase now to 10 or 12.

I have noticed the comparatively unsatisfactory condition of the zilla or higher class English schools in my general report.

GOVERNMENT MIDDLE CLASS VERNACULAR SCHOOLS.—These are six in number; they were maintained at a yearly cost to Government of Rs. 2,724, and were attended by 300 pupils, of whom 227 were Hindus, 61 Masalmans, and 12 of other creeds. Thus at these schools the Hindus were to the Masalmans in the proportion of 7 to 2. The sadr vernacular school is decidedly the best of its class in the district. It had 175 students on its rolls on the 31st March. It sent up 19 candidates to the Vernacular Scholarship examination, of whom 14 passed.

NORMAL SCHOOL.—This school has, since its establishment in 1866, supplied 80 pathsalas with gurus. At the close of the year there were 35 students on the rolls, of whom two were Masalmans. There is a pathsala attached, and in it the gurus that are to be are practised in the art of teaching.

THE AIDED HIGHER CLASS SCHOOL at Barpeta is the only school of the sort in Asám. It receives a monthly grant from Government of Rs. 100. This school succeeded in passing a lad at the last Entrance Examination. Its head-master is a B.A. of the Calcutta University, and he has placed it on nearly an equal footing with the Government zilla schools of Asám. Mr. Campbell, the Assistant Commissioner, takes great interest in the schools of the sub-division, and it is to a great extent to him that the success of the Barpeta school is due.

THE AIDED MIDDLE SCHOOLS of the district are in a bad state: in fact, as I stated in

This was written before the new rules came out. my general remarks on the state of education in my circle, they are barely able to keep their heads above water. The grant-in-aid system must be considerably relaxed in favour of Asám, or these schools must sooner or later go to the wall. A notable exception to the rule is, however, to be found in the Gowhatty Aided Persian Schools, which is attended by 23 Masalman pupils in the Persian, and 27 (Masalmans and Hindus) in the vernacular department. Of the 50 on the rolls, 30 are Masalmans.

PATHSALAS.—The district is now pretty well stocked, with these useful little schools: but I feel sure that an addition made to their number would prove most popular, and new ones could be started without difficulty. They are the very class of schools which suit the requirements of the people of Asám, and there is little doubt but that they will "bear fruit an hundredfold." During the year 82 new pathsalas have been started,—15 under orders of the 31st July, and 67 under those of 30th September.

*Reports of Inspectors of Schools.*

UNAIDED SCHOOLS.—While talking to the Rev. M. B. Comfort, of the American Baptist Mission, I came to learn that he had four schools, of which no intimation had been received by either the district committee or the Deputy Inspector. I told him I would feel much obliged if he would give me a little information regarding them, and he was so kind as to give me the following brief account:—

(1) The principal school, which was established by Mrs. A. K. Scott (a lady belonging to the Mission, who has lately gone home,) in January 1872, he calls a Hill Tribe Normal School, its primary object being to prepare teachers—Christian men if available, for village schools. It is entirely supported by funds from America. Boys who come from a distance are allowed to live in the Mission compound, and receive one rupee a week to cover the expense of food and books. The school is opened with reading the Scriptures in Asamese, singing and prayer. Nine young men receive stipends, the remaining 20 pupils are day-scholars. The studies range from those adapted to beginners to suitable reading books, grammar, geography, and arithmetic. The teachers are Mikirs (Christian) who received their education at the Nowgong Mission Normal School. The races to which the youths attending this school belong are—

Garos (Christian)	..	...	...	2
Kacharis	...	...	...	13
Mikirs	...	...	...	2
Hindus	...	...	...	3
Domes	...	...	...	9

(2) A village school at Pator Kusi in the Beltala mauza. It was started nearly two years ago. The people are nearly all Garos, but have been so long settled in the plains that they use only the Asamese language. The most advanced pupils are now reading Bodhoday in Bengali, the history of Joseph in Asamese, and are learning arithmetic and grammar. The teacher is from Mr. Neighbor's school in Nowgong. Attendance was 20 boys and 2 girls. Race,—20 Garos and 2 Mikirs.

(3) A village school in the Garo Hills south of Bordwar. The teacher is a Christian Garo, formerly connected with the Mission Normal School at Damra in the Goalpara district. The present number, men and women, girls and boys, connected with the school, is 34. All are Garos except one lad, who comes from a Rabha Kachari family.

(4) Another village school opened a few months ago at Wakolpara in the Garo Hills south of Chairgong. It has been commenced under encouraging circumstances. There is already an attendance of 20 Garos. The teacher is a pupil of the Nowgong Hill Tribe Normal School.

I hope Mr. Comfort's application for aid from Government will meet with success, as it is almost solely through these Missions that education can be brought within reach of the Hill Tribes.

As friends in the cause of education in Kamrup, I wish particularly to mention—

Colonel Hopkinson, Commissioner of Asám.

Lieutenant-Colonel Lamb, Deputy Commissioner of Kamrup.

Mr. A. C. Campbell, Assistant Commissioner.

Rev. M. B. Comfort.

Babu Govinda Ram Chaudhuri, Honorary Magistrate.

„ Kamalnath Sarma, Mauzadar, Chairgong.

„ Lakhmilal, Judicial Superintendent, Deputy Commissioner's Office.

Munshi Shakayat Husain, Honorary Magistrate.

Babu Hem Chandra, Superintendent, Judicial Commissioner's Office.

„ „ Benudhar, Pleader.

Thakuri Singha Raja, Beltala.

*Note by the Commissioner.*—This report is, I think, satisfactory on the whole. The popularity of the pathsalas, and the ease with which they can be established, is a very satisfactory feature.

Assam Circle—Kamrup.

Annual Report of Schools Kamrup District for March 1873.

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	NUMBER OF PUPILS OF THE SCHOOLS		Sum of the ages of all the pupils on the rolls on the 31st March.	Average age of pupils on the 31st March.	PUPILS LEARNING					Government net grant for the year.	RECEIPTS			COST OF EDUCATING EACH PUPIL.		RATE OF FEES.																							
	Number of Institutions.	On 31st March.			Monthly average.	English.	Sanskrit.	Urdu.	Persian.		Assamese.	From Government and fines.	From fees and other sources.	Total.	Expenditure.	Cost to Government.	Total cost.	In highest class.	In lowest class.																				
																				Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.								
<b>A.—Government Institutions—</b>																																							
Schools for Boys—																																							
Higher ... English	1	203	193	155.00	2,885	14.21	203	91	168	25	...	10,898	6	2	10,230	3	5	3,412	2	0	...	13,642	5	5	13,642	5	5	53	0	170	10	11	...	...					
Middle ... Vernacular	6	300	295	245	3,172	10.57	300	...	...	...	...	2,724	0	0	1,528	7	3	20	0	0	...	4,272	7	3	3,912	15	1	9	3	819	14	9	...	...					
Normal School—	1	35	37	28	643	19.37	...	...	...	35	1,452	0	0	1,403	5	16	30	8	5	...	1,433	14	3	1,433	14	3	37	14	10	38	12	0	...	...					
For Masters ... Vernacular	5	538	525	425.00	6,700	12.45	203	301	168	25	35	15,071	6	2	14,337	9	3	4,971	1	8	...	19,348	10	11	18,889	2	9	27	5	6	39	15	8	...	...				
Total for Government Schools																																							
<b>B.—Schools aided under the grant-in-aid rules—</b>																																							
Schools for Boys—																																							
Higher ... Under native managers	1	95	101	85	1,246	13.11	95	71	24	...	...	1,200	0	0	1,200	0	0	1,412	3	6	1,099	4	9	3,710	8	3	3,710	8	3	11	14	136	11	9	2	3	0	8	0
Middle Eng. ... Under native managers	2	54	57	40	590	10.37	28	35	...	...	660	0	0	321	6	0	103	13	3	306	0	0	731	3	3	718	6	3	5	10	212	9	8	0	13	0	1	0	
Middle Ver. ... Under native managers	3	130	124	84	1,222	9.93	106	...	22	22	...	450	0	0	450	0	0	201	10	6	248	6	0	900	0	0	900	0	0	3	10	0	7	4	0	4	0	1	0
Total	6	279	282	209	3,068	11.14	123	214	24	22	22	2,310	0	0	1,971	6	0	1,717	10	9	1,652	10	9	5,341	11	6	5,324	14	6	6	15	10	18	14	4	...	...		
<b>D.—Pathshalas sanctioned previous to orders of 30th September 1872, and distributed by the Director, and Pathshalas aided from Reserve Fund.</b>																																							
Schools for Boys—																																							
Lower ... Vernacular	60	1,513	1,377	1,056	15,460	10.21	...	...	...	1,513	3,408	0	0	3,133	0	0	983	0	0	24	0	0	4,190	0	9	4,190	0	9	2	4	11	3	0	8	...	...			
Schools for Girls—	5	65	67	47	468	7.05	...	...	...	65	330	0	0	336	0	0	...	...	...	120	0	0	456	0	0	456	0	0	5	0	3	6	12	10	...	...			
Total for D. Pathshalas	65	1,578	1,444	1,103	15,918	10.06	...	...	...	1,578	3,738	0	0	3,519	0	0	983	0	0	144	0	0	4,646	0	9	4,646	0	9	2	6	11	3	3	5	...	...			

D.—Pathshalas sanctioned previous to orders of 30th September 1872, and distributed by the Director, and Pathshalas aided from Reserve Fund.

Reports of Inspectors of Schools.

Annual Return of Schools in the Kamrup District for the year ending 31st March 1873.—(Continued.)

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	NUMBER OF PUPILS ON THE ROLL.		Average age of pupils on the 31st March.	PUPILS LEARNING						Government grant for the year.	RECEIPTS			COST OF EDUCATING EACH PUPIL.		RATE OF FEE.			
	On 31st March.	Monthly average.		Knrish.	Hemph.	Sanskrit.	Urdu.	Persian.	Assamese.		From Government.	From fees and fines.	From other sources.	Total.	Expenditure.	Cost to Government.	Total cost.	In highest class.	In lowest class.
<i>B.—Pathshala or other primary schools supported or aided, under orders of 30th September 1872, by the Magistrate—</i>																			
Schools for Boys—																			
Lower Vernacular ... ..	67	1,574	1,362	...	...	...	...	1,574	900 0 0	192 3 0	11 0 0	963 11 0	863 11 0	0 7 9	0 10 1	.....	.....		
<i>F.—Institutions abolished during the year—</i>																			
Grant-in-Aid Schools (B) ... ..	5								780 0 0	6 13 0	56 4 0	108 0 0	108 0 0	.....	.....	.....	.....		
Grand Total ... ..	148	8,909	3,618	2,909	102	22	47	8,187	22,583 6 2	20,553 7 8	1,833 14 9	30,808 2 2	29,825 13 0	5 11 6	6 4 1	.....	.....		
<i>G.—Unaided—</i>																			
Schools for Boys—																			
Lower Vernacular ... ..	5	76																	
Pathshala ... ..	56	750																	
Total ... ..	40	600																	
Mathabs ... ..	10	150																	
Night Schools ... ..	20	800																	
Under Native managers	120	1,500																	
Total ... ..	20	800																	
Schools for Girls—																			
Native ... Under Native managers	20	300																	
Normal Schools—																			
For Masters ... Under Missionary bodies	1	20																	
Total of Unaided Schools	144	2,205																	

These are mere conjectures. £= average of fifteen boys is taken for each School. In addition to these the Deputy Inspector reckons upon 150 other Schools.

\* 5 Months at Rs. 1,000.  
 † 6 months at Rs. 750.  
 ‡ Surveying Master Es. 541-14-11.  
 § Masulki Es. 106-7-8.  
 ¶ In School and College departments fees vary from Rs. 3-8 to Rs. 1-4.  
 \*\* In Sadr Vernacular School fees vary from rupee 1 to annas 4, and in the others from annas 4 to anna 1.  
 †† As a rule anna 1.

Assam Circle—Kamrup.

RETURN OF SOCIAL POSITION AND CREED.  
 Return of the Social Position of the Pupils in all the Schools in District Kamrup for the year ending the 31st March 1878, according to the Occupation, Profession, or Trade of their Parents or Guardians.

(In filling up this return the highest social position is to be entered when a claim may be made under two or more heads. The entries are to be made in the blank columns below the several headings.)

	MIDDLE CLASSES OF SOCIETY.										Total of the middle classes.	
	Government Service.			Estates.			Professions.			Trade.		
	Officers on salaries of Rs. 200 and less than Rs. 250 a month.	Officers on salaries of Rs. 50 and less than Rs. 200 a month.	Officers on salaries of less than Rs. 20 a month, such as military officers, teachers, pundits, post-officers, amils.	Holders of lands, mines, houses, Government Securities, or other real property, whose income is above Rs. 1,000 a year and under the limits for the upper classes.	The same when the income is less than Rs. 1,000 a year, and not less than Rs. 50 a year.	Owners of dehqatir brahminvar.	Petty jagirdars, ghatahs, &c.	Advocates, surgeons, engineers, artists, painters, goldsmiths, jewellers, millers, khatris, and other superior high teachers.	Milkmen, munitis, amils, writers, notaries, sarkars, gomastahs, nayabs, surveyors, apothecaries, native doctors, kadibans, pandits, English teachers, emdars, village school teachers, emdars, drivers, press proprietors, ghatahs, khatris, lower amils.	Bankers, brokers, banians, goldsmiths, mahajans, large traders, contractors, manufacturers of sugar and salt, producers of opium, factory owners, photographers, coach-builders, engravers, not included in the upper classes.	Shop-keepers, artists, khatris, apprentices.	
Government High School, Gowahatty	12	39	7	1	3	3	1	11	13	10	7	155
Normal Class		6						1	1	2	2	18
6 Government Vernacular Middle Schools		1						1	1	1		6
1 Aided Higher Class School			2			3						6
2 Middle Aided English Schools	8	17	3			6		14	2	1		50
3 Middle Aided Vernacular Schools		6				2		2				13
132 Pathshalas		3	5					20	19	5	2	57
Total 146 Schools	16	64	31	1	11	61	1	159	45	17	9	463
		12	1			2		5	2	2	2	38
		1						1	1	1		6
Total	10	77	32	1	11	63	2	165	48	20	11	507

Reports of Inspectors of Schools.

LOWER CLASSES OF SOCIETY, OR "THE MASSEES."

	Government. Kas. 50 a month, such as com- pounders, constables, thaukders, peons, patkas, barkan- dazs, chuprasis, haddars, maddis, messengers, runners, askars, sea- bottoms, cooks, tailors, patka-pullers, men, coolies, carriers, patka-pullers, beavers, ranshis, elephant-drivers, coachmen, sycos, elephant-drivers, grain-cutters, shikaris, dufflers, blisies, khansanas, kitchenars, ayas, washmen, mellers, and other servants, on regular pay.	Service, Private. Such as those named before.	Realized Property. Holders of realized property whose income is less than Rs. 50 a year.	Agriculture. Cultivators, gardeners, small ryots.	Trade. Feltly shopkeepers and small dealers and sellers, such as ped- lars, kolis, chinnars, sellers of tarts, sweetmeat-sellers, sellers of turis, beet, milk, spices, fish, biscuits, oilum, stamps, punkas, dhwad, baskets, liquor, earthen-ware, vegetables, ganja, koh, &c.	Handicraft.						Common labour. Palki-bearers, rawnans, sycos, coolies, cowherds, shepherds, dismen, pig-keepers, cutters of grass and wood.	Miscellaneous. Itinerant performers, such as in- strument nutches, songsters, male dancers, bajandars, akrawals.	Total of the lower classes of the masses.
						Workers in gold and silver orna- ment makers.	Potters, stone-cutters, maons, tile-makers, brick-makers, brick- layers.	Blacksmiths, tinnmen, braziers, khausan.	Carpenters, coopers, wheel-wrights, Wavers, blanket-makers.	Tailors, barbers, rhanams, farbers, horse-breakers, shikaris, mid- wives, bird-cutters.	Warranties, such as beggars, bakris, dairies.			
1 Government High School, Gowhaty	Hindus ... Muslimans ... Christians ...	4	...	12	7	1	1	1	1	1	1	1	1	35
1 Government Normal Class	Hindus ... Muslimans ... Christians ...	1	...	26	1	...	...	...	...	...	...	...	...	10
6 Government Vernacular Middle Schools	Hindus ... Muslimans ... Christians ... Others ...	12	3	164	30	6	6	2	1	1	10	1	1	175
1 Aided Higher Class School	Hindus ... Muslimans ... Christians ... Others ...	5	...	8	21	...	...	...	...	...	4	...	...	46
2 Middle Aided English Schools	Hindus ... Muslimans ... Christians ... Others ...	1	3	20	15	...	...	...	...	...	...	...	...	12
3 Middle Aided Vernacular Schools	Hindus ... Muslimans ... Christians ... Others ...	6	...	11	4	8	...	...	...	...	...	...	...	37
32 Pathshalas	Hindus ... Muslimans ... Christians ... Others ...	12	3	5	8	4	12	35	2	7	2	177	3	270
Total 146 Schools	Hindus ... Muslimans ... Christians ... Others ...	75	9	2,546	217	19	18	58	3	8	30	90	2	3,125
GRAND TOTAL	Hindus ... Muslimans ... Christians ... Others ...	75	9	2,510	256	19	19	60	4	13	26	91	2	3,461

Creed of Masters.

Hindus	164
Muhammadians	12
Christians	1
Total	177

Summary.

	Hindus.	Muhammadians.	Christians.	Others.	Total.
Pupils belonging to the Middle Classes	463	88	6	...	507
Ditto ditto Lower	3,125	250	1	85	3,461
Total	3,588	258	7	85	3,938

Asam Circle—Kamrup.

RETURN OF RACE.

Return of Race of Teachers of all Schools in District Kamrup on 31st March 1873

	1 HIGH SCHOOL.		1 GOVERNMENT NORMAL CLASS.		6 GOVERNMENT MIDDLE VERACULAR SCHOOLS.		1 AIDED HIGHER CLASS SCHOOL.		2 AIDED MIDDLE ENGLISH SCHOOLS.		3 AIDED MIDDLE VERACULAR SCHOOLS.		132 PATHSHALAS.		TOTAL 146 SCHOOLS.		GRAND TOTAL.
	Bengalis.	Assamis.	Bengalis.	Bengalis.	Assamis.	Bengalis.	Bengalis.	Bengalis.	Assamis.	Bengalis.	Assamis.	Assamis.	Bengalis.	Assamis.	Bengalis.	Assamis.	
<b>HINDUS—</b>																	
Brahmans .. .. .	3	2	1	2	2	2	3	3	.....	.....	1	29	9	84	43		
Vaidyas .. .. .	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	4	.....	4		
Kayasthas .. .. .	1	.....	.....	9	.....	1	1	1	1	1	2	17	3	30	33		
Nabasaks .. .. .	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61	1	62	63		
Kaibarthas .. .. .	.....	.....	.....	1	.....	.....	2	.....	.....	.....	.....	15	.....	15	19		
Other castes above the lowest .. .. .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3	3		
<b>Total of Hindus .. .. .</b>	7	2	1	12	4	4	3	3	2	2	3	125	17	147	164		
<b>MUHAMMADANS—</b>																	
Sunis .. .. .	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>CHRISTIANS—</b>																	
Protestants .. .. .	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1
<b>GRAND TOTAL .. .. .</b>	7	5	1	13	4	4	3	3	2	2	5	182	17	160	177		

Reports of Inspectors of Schools.

RETURN OF RACE.  
*Return Race Pupils of all Schools in District Kamrup on 3 March 1873*

	1 HIGH SCHOOL.			1 GOVERNMENT NORMAL CLASS.		6 GOVERNMENT MIDDLE VERNACULAR SCHOOLS.			1 AIDED HIGHER SCHOOL.		2 AIDED MIDDLE ENGLISH SCHOOLS.		3 AIDED MIDDLE VERNACULAR SCHOOLS.		TOTAL 146 SCHOOLS.					GRAND TOTAL.
	Benarhis.	Manipuris.	Assamis.	Assamis.	Benarhis.	Assamis.	Benarhis.	Assamis.	Benarhis.	Assamis.	Benarhis.	Assamis.	Benarhis.	Assamis.	Benarhis.	Assamis.	Manipuris.	Garos.	Kacharis.	
<b>HINDUS—</b>																				
Brahmans	10	..	40	4	..	85	..	..	..	..	..	..	..	25	..	179	..	..	..	..
Khetris of Kshetris	..	1	..	..	1	..	..	..	..	..	..	..	..	17	..	..	1	..	..	..
Vaidyas	7	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kayasthas	11	..	15	3	4	42	..	..	9	5	12	..	..	38	..	83	..	..	..	..
Nabais	2	..	42	20	..	62	..	..	..	25	..	13	..	..	1,455	..	..	..	..	..
Kaibartas	2	..	19	2	..	63	..	..	..	46	..	..	..	10	..	907	..	..	..	..
Sonarbanias	..	..	1	..	..	2	..	..	..	..	..	..	..	8	..	61	..	..	..	..
Other castes above the lowest	..	..	12	4	..	14	..	..	..	10	..	7	..	..	6	..	..	..	..	..
Domes, Chundals, Haris	..	..	5	..	..	..	..	..	..	..	..	..	..	1	..	239	..	..	..	..
Total Hindus	32	1	134	33	7	218	..	4	90	2	62	..	69	5	2,910	..	50	1	3,536	1
<b>MUHAMMADANS—</b>																				
Shias	..	..	1	2	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..
Sunis	2	..	25	..	3	56	..	..	..	..	..	..	31	..	164	..	..	..	..	..
Total of Muhammadans	2	..	26	2	3	60	..	..	1	..	..	..	31	..	164	..	..	..	..	..
<b>CHRISTIANS—</b>																				
Protestants	..	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Roman Catholics	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total of Christians	..	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
OTHERS	84	1	167	35	10	278	11	4	91	2	52	..	130	5	3,074	73	..	..	..	..
GRAND TOTAL	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	84	1	167	35	10	278	11	4	91	2	52	..	130	5	3,074	73	..	..	..	..
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Asam Circle—Kamrup.

Return showing the Class of Instruction at all the Schools in District Kamrup in the month of March 1873.

	No. of pupils in the school on 31st March 1873.	UPPER STAGE.	MIDDLE STAGE.	PRIMARY STAGE.			
		1	2	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarship course. Pupils are usually four years in this stage.		3	4
				Can read, write, and understand easy sentences in their mother tongue.	Cannot read, write, and understand easy sentences in their mother tongue.		
		Boys.	Boys.	Boys.	Girls.	Boys.	Girls.
1 Government High School ... ..	203	41	162	.....	.....	.....	.....
1 Government Normal Class ... ..	35	.....	35	.....	.....	.....	.....
6 Government Middle Vernacular Schools	300	.....	83	.....	.....	65	.....
1 Aided Higher School ... ..	95	8	16	34	.....	37	.....
2 Aided Middle English Schools ... ..	54	.....	18	22	.....	14	.....
3 Aided Middle Vernacular Schools ... ..	130	.....	29	66	.....	35	.....
127 Boys' Pathshalas ... ..	3,087	.....	.....	1,820	.....	1,261	.....
5 Pathshalas for Girls ... ..	65	.....	.....	.....	37	.....	28
<b>GRAND TOTAL</b> ... ..	<b>3,969</b>	<b>49</b>	<b>343</b>	<b>2,100</b>	<b>37</b>	<b>1,412</b>	<b>28</b>

Statement of Schools under inspection in Kamrup District, showing cost of Education, &c.

CLASS OF SCHOOLS.	Number of institutions.	Monthly average attendance.	Cost to Government.	Total cost.	COST OF EDUCATING EACH PUPIL.		Hindu pupils on rolls.	Masalman pupils on rolls.	
					To Government.	Total cost.			
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			
Government	Higher School ... ..	1	103	10,230 3 5	13,642 5 5	53 0 1	70 10 11	168	24
	Normal School ... ..	1	37	1,403 5 10	1,483 14 8	37 14 10	38 12 0	35	2
	Middle Schools ... ..	6	295	2,724 0 0	3,812 15 1	9 3 8	12 14 8	225	63
Aided	Higher School ... ..	1	101	1,200 0 0	3,710 8 3	11 14 1	36 11 9	94	1
	English Middle Schools ... ..	2	57	321 6 0	718 6 3	5 10 2	12 9 8	54	.....
	Middle Vernacular Schools.	3	124	450 0 0	900 0 0	3 10 0	7 4 0	69	31
	Pathshalas for Boys ... ..	127	2,739	3,843 8 0	5,053 11 9	1 6 5	1 13 6	2,850	164
	Girls' Pathshalas ... ..	5	67	396 0 0	456 0 0	5 0 3	6 12 10	65	.....
	<b>Total</b> ... ..	<b>146</b>	<b>3,613</b>	<b>20,508 7 3</b>	<b>20,727 13 0</b>	<b>5 10 9</b>	<b>8 3 7</b>	<b>3,588</b>	<b>298</b>

*Reports of Inspectors of Schools.*

## DORANG.

During the year 1872-73 the number of schools in the district has increased from 31 to 66. The 35 new schools are pathshalas, 15 and 20 of which were established under orders of July 31st and September 30th respectively.

The following table shows how the schools stood on the 31st March 1873 as compared with their standing on the same date in 1872:—

CLASS OF SCHOOLS.	Number of schools.		Number on rolls 31st March.	Number on rolls 31st March.	Increase.
	1871-72.	1872-73.	1871-72.	1871-72.	
Higher Class School ... ..	1	1	45	46	1
Government Middle Class Vernacular Schools...	2	2	84	130	46
Aided Middle Class Schools ... ..	3	3	91	103	12
Pathshalas, including Girls' classes ... ..	8	43	147	11,24	977
Mission Schools ... ..	17	17	363	365	0
Total ...	31	66	370	1,768	1,038

The Higher Class School referred to in the table is the Government zilla school. I find that in the report for 1868-69 it was classed as a Government Middle Class School, but that since then it has been called a higher class one, and I think with justice, considering that it teaches up to the University Entrance standard. The number of boys on the rolls is still very small. This is owing chiefly to the fact that in the whole district there is only one middle class English school to serve as a feeder to it, and it operates very little in this respect, in consequence of its being situated much nearer the High School than to Tezpur, and thus the majority of its students make their way to Gowhaty.

The zilla school was so far successful in its work as to pass one boy at the Entrance Examination. The result of this success will probably show itself in an increase in the number of its students.

The monthly average attendance is very low (this might be said of all the zilla schools in Asám), and Major Graham, the Deputy Commissioner, to try and improve the school in this respect, has promised a silver pencil-case as a reward to the boy who shall have been most regular in his attendance during the year.

The cost to Government of educating each boy in this school was Rs. 51-1-2, out of a total cost of Rs. 61-8-5.

There are two Government Middle Class Vernacular Schools. Neither of them are really good schools, as their want of success at the last vernacular scholarship examination clearly shows. I think the head-master of the sadr vernacular school is not qualified for his post, and I have warned him to be prepared to stand an examination in the course of the next few months, stating that his retention in his present post will depend upon his answering. He and the second master have been quarrelling too, and if this be allowed to continue, the effect must necessarily be injurious to the school. The redeeming feature is that the number on the rolls has increased from 54 to 94. This has caused the addition to the establishment of a third master on Rs. 7.

The building occupied by this school was inconvenient and difficult of access, and so has been sold, and it is proposed to build a pakka house, which will cost about double the amount (Rs. 1,000) obtained from the sale of the old one. Application for the additional money has been made to Government, and it is hoped that it will be forthcoming.

**AIDED MIDDLE CLASS ENGLISH SCHOOL.**—At Mangaldai there is a very good school of this class, but, as is the case with almost all aided schools in these parts, its continued existence is uncertain. It is mainly supported by the European residents of the sub-division, and were they to leave, or to withdraw their subscriptions, the school must collapse. Mr. R. Fisher, the present Secretary, deserves the greatest credit for his exertions in its behalf.

The receipts of the school during the last two years have been—

Source.	1871-72.			1872-73.		
	Rs.	A.	P.	Rs.	A.	P.
Government grant ... ..	480	0	0	480	0	0
Fees and fines ... ..	258	9	0	210	0	9
Subscriptions and donations ... ..	492	7	9	509	4	3

*Asam Circle—Dorang.*

The Aided Vernacular Schools are two in number; they are not favorably reported on. One of them gets only Rs. 6-8 from Government, and as it partakes more of the nature of a pathsala, the Deputy Inspector proposes its being allowed to prepare candidates for the primary scholarship examination. This, I say, cannot be allowed, the primary scholarships being designed as encouragement to purely primary schools.

I agree with Mr. Martin.  
—Commissioner.

**PATHSALAS.**—Thirty-eight new pathsalas have been opened (one for girls), so that now in Dorang there are 43 primary schools—20 in the head-quarters division and 23 in the Mangaldai sub-division. The number on the rolls, as we have seen in the table given above, was 1,124. The Deputy Commissioner writes:—

“In appointing teachers the plan adopted was as far as possible to get persons who resided on the spot. Many are not, as may be imagined, very efficient, and a good deal of weeding will have to take place when, either by reason of training in normal classes, or by other means, more suitable persons can be obtained.”

There is no normal or training school in this district, and without one I fear the new pathsalas cannot hope to get very efficient teachers. On this subject the Deputy Commissioner writes:—“A training school for teachers is much wanted in the Dorang district, and the Deputy Inspector asks for a monthly grant of Rs. 50 for the establishment of a school of this kind in the Mangaldai sub-division. The subject appears worthy of consideration.”

**GIRLS' SCHOOLS.**—“Of the state and future prospects,” I quote from the Deputy Commissioner's report, “of female education, the view is not cheering. There are four schools of this description, one of which is near Tezpur, and is attended by the children of Native Christians; of the other three, one is in Mangaldai, and two in the head-quarters division. Our efforts in this direction are decidedly not appreciated; and beyond in some degree familiarizing the native mind with the idea of female education, it is doubtful if much good is done.” One of these schools does not appear in the annual return of schools, but its 10 girls are put down as attending the mission pathsalas. The three schools classified as pathsalas are taught either by teachers of middle class vernacular schools or by pathsala gurus, who keep them up and induce the girls to attend them in order to secure the Government grant.

On the subject of *indigenous education*, the Deputy Inspector reports that if there is any, it is only such as is referred to in the Nowgong district under the name of “family teaching.”

**MISSION SCHOOLS.**—There are this year the same number of Mission schools as in the year 1871-72. One of these is a normal school kept up entirely at the expense of Government. In fact all these Mission schools are supported entirely from imperial funds, thus differing from those which are in the hands of the American Baptist Mission for the diffusion of education in the country. These Kachari schools under the Rev. Mr. Endle (S. P. G., Asam Church Mission,) ought more properly to be called Government schools than aided ones. Mr. Endle writes:—“The instruction given in these schools is of course of the most elementary character, and limited almost exclusively to the Asamese language and the publications of the Sibsagar press. Various elementary catechisms—Dr. Barth's Bible Stories, natural philosophy, dictation, and the four fundamental rules of arithmetic, form the staple of the teaching. The teachers have with very few exceptions passed through the station training school. They are paid at rates varying according to merit, length of service, &c., from Rs. 5 to Rs. 9. Each teacher keeps his own school premises in due repair with aid from his pupils, so that no portion of the public grant is spent on this work. Indeed when an application is made to open a new school in the interior of the district, I usually require the village headmen and others to put up the requisite school-sheds as a proof of their being in earnest.” I think we would do well to take a leaf out of Mr. Endle's book by following his example of testing the earnestness of villagers who apply for a pathsala grant. I have sent a copy of the paragraph to all Deputy Commissioners, requesting them, if they think the plan a good one, to direct Deputy Inspectors to act accordingly in future.

**PROMOTERS OF EDUCATION.**—I wish particularly to mention Major Graham, Deputy Commissioner; Captain Boyd, Assistant Commissioner; R. A. Fisher, Esq., Extra Assistant Commissioner; Rev. S. Endle, S. P. G. Mission; Dr. Imthurn, the late Secretary, Local Committee of Public Instruction; C. Bruce, Esq.; J. D. Bruce, Esq.; Babu Harabilas Agarwala.

Reports of Inspectors of Schools.

30 year ending 3 87

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Annual Re. of Su.

DESCRIPTION AND MANAGEMENT OF INSTITUTIONS.	NUMBER OF PUPILS ON THE ROLL.		Sum of the ages of all the pupils on the roll on the 31st March.	Average age of pupils on the 31st March.	PUPILS LEARNING			Government net Grant for the year.	RECEIPTS			COST OF EDUCATING EACH PUPIL.		Number of boys and girls in the schools.	RATE OF FEES.		
	On 31st March.	Monthly aver.			English.	Bengali.	Assamese.		From Government.	From fees and fines.	From other sources.	Expenditure.	Cost to Government.		Total cost.	In highest class.	In lowest class.
<b>A.—Government Institutions—</b>																	
Schools for Boys—																	
Middle ...	1	46	678.88	14.72	46	46	...	2,616 0 0	472 10 3	50 0 0	3,076 4 10	51 1 2	61 8 5	...	1 4 0	0 8 0	
{ English ...	2	180	1,439	11.06	...	180	...	720 0 0	195 11 3	...	915 11 3	6 7 0	7 6 2	...	0 4 0	0 2 0	
{ Vernacular ...	3	176	2,117.88	12.03	46	176	...	3,336 0 0	688 5 6	50 0 0	3,992 0 1	20 5 6	24 3 4	...	1 4 0	0 2 0	
Total for Government Schools ...																	
<b>B.—Schools aided under the grant-in-aid rules—</b>																	
Schools for Boys—																	
Middle English ...	1	48	571	11.89	35	43	...	480 0 0	210 11 9	509 4 3	1,200 0 0	10 10 8	26 5 4	...	0 12 0	0 4 0	
Middle Vernacular ...	2	55	586	10.65	...	55	...	258 0 0	84 0 6	173 15 6	516 0 0	4 13 10	9 11 8	...	0 4 0	0 1 0	
Lower Vernacular ...	16	367	...	...	...	367	...	1,200 0 0	120 0 0	...	1,320 0 0	3 5 5	3 10 9	...	No return.		
<b>NORMAL SCHOOLS—</b>																	
For Masters ...	1	18	...	...	2	10	18	600 0 0	...	...	600 0 0	40 0 0	40 0 0	...	...	...	...
For Masters ...	20	468	10,246.54	11.23	37	113	395	2,538 0 0	414 12 3	683 3 9	3,636 0 0	5 5 11	7 10 6	...	0 12 0	0 1 0	
Total for Grant-in-aid Schools ...																	
<b>D.—Pathshalas sanctioned previous to orders of 30th September 1872, and distributed by the Director, and pathshalas aided from Reward Funds—</b>																	
Schools for Boys—																	
Lower ...	19	1,510	5,768	11.3	...	...	510	846 0 0	632 9 10	117 0 0	809 9 10	1 7 7	1 14 3	5	0 2 0	0 0 6	
{ Vernacular ...	3	47	390	7.65	...	...	47	192 0 0	198 0 0	3 0 0	315 2 0	5 8 3	5 15 10	...	No return.		
{ Vernacular ...	22	657	6,123	10.39	...	...	557	1,038 0 0	830 9 10	120 0 0	1,024 11 10	1 12 7	2 3 4	5	...	...	
Total for D. Pathshalas ...																	
<b>E.—Pathshalas or other primary schools supported or aided under orders of 30th September 1872, by the Magistrate—</b>																	
Schools for Boys—																	
Lower ...	21	567	5,987	10.52	...	...	567	450 0 0	259 15 8	33 5 0	322 4 8	0 9 3	0 10 3	...	No return.		
{ Vernacular ...	66	1,788	15,354.33	10.86	53	289	1,509	7,362 0 0	6,933 4 1	1,235 6 9	8,975 0 7	4 5 6	4 8 10	15	1 4 0	0 0 6	
Total ...																	
<b>GRAND TOTAL</b> ...																	

\* There is some unaccountable blunder in the entries in this column.—W. S. A.

Asam Circle—Dorang.

RETURN OF SOCIAL POSITION AND CREED.

Return of the Social Position of the Pupils in all the Schools in District Dorang for the year ending 31st March 1878, according to the Occupation, Profession, or Trade of their Parents or Guardians.

	MIDDLE CLASSES OF SOCIETY.										TOTAL OF THE MIDDLE CLASSES.
	Government Service.			Estates.		Professions.			Trade.		
	Officers on salaries of Rs. 200 and less than Rs. 250 a month.	Officers on salaries of Rs. 50 and less than Rs. 200 a month.	Officers on salaries of less than Rs. 50 a month, such as military officers, teachers, pandits, post-masters, amils.	The name when the income is less than Rs. 1,000 a year, and not less than Rs. 50 a year.	Holders of debenture, brahmatvar, piratvar tenures.	Advocates, surgeons, engineers, attorneys, pleaders, clerks, mullas, prelates, village gurnas, mullas, kakis, maulavis, professors, high pandits, superior English teachers, authors, editors, higher artists, not included in the upper class.	Mulkars, munis, amils, writers, nayars, sarkars, overseers, native doctors, kabhijes, pandits, caries, English teachers, English village school teachers, engravers, drivers, press proprietors, printers, catechists, Bhatkas, kathaks, lower artists.	Hankers, brokers, banians, gold-merchants, money-changers, mortgagors, mahajans, large traders, contractors, manufacturers of sugar and saltpetre, producers of opium, factory-owners, photographers, coach-builders, engravers, not included in the upper classes.	Rshopkeepers, arsdars, kyalas, apprentices.		
1 Government Zilla School ...	1	11	3	2	2	1	1	1	1	1	23
{ Hindus ...	1	11	3	2	2	1	1	1	1	1	1
{ Others ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	...	...	...	...	...	...	...	...	...	...	...
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	...	...	...	...	...	...	...	...	...	...	...
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81	21	6	1	208	
{ Masalmans ...	...	...	...	...	...	...	...	...	...	...	...
{ Christians ...	...	...	...	...	...	...	...	...	...	...	...
{ Others ...	1	23	19	13	13	81	21	6	1	208	
{ Hindus ...	1	23	19	13	13	81					

Reports of Inspectors of Schools.

LOWER CLASSES OF SOCIETY, OR "PALE MASSES."												
	Ser. i.e. Government.	Service, private.	Agriculture.	Trade.	Handicraft.			Skilled labour.	Common labour.	Miscellaneous.	Total of the lower classes or the masses.	
					Workers in gold and silver.	Potters, stone-cutters, masons, bricklayers.	Blacksmith, tinnmen, braziers, kausar.					
Government Zilla School	Government servants on less than Rs. 20 a month, such as compounders, soldiers, constables, chaukidars, peons, palkis, barkandazas, chaprasis, darwans, guards, messengers, bhandaras, nakils, boatmen, gunners, laskars, beamen, cooks, failors, paki-bearers, beavers, far shes, punkah-pullers, grass-cutters, elephant-drivers, coachmen, teters, shikaries, duffrags, bhistles, kharvamas, kutmagars, ayas, washermen, mohiers, and other servants on regular pay.	Such as those named bet re.	Cultivators, gardeners, small ryots.	Petty shopkeepers and small dealers and sellers, such as millers, oil, sweetmeat-sellers, murras of tari, beet, milk, apices, fish, pickles, opium, stamps, panhas, brewwood, vegetables, gaulfa, goli, &c.	Ornament-makers.	Potters, stone-cutters, masons, bricklayers.	Blacksmith, tinnmen, braziers, kausar.	Carpenters, cooper, wheel-wrights, paki-makers.	Tailors, barbers, pharmacists, ferrers, horse-breakers, shikars, midwives, bird-catchers.	Paki-bearers, karnans, ayas, coolies, cowherds, sheepherds, fishermen, pik-keepers, cut-lers of grass and wool.	Vagrants, such as beggars, fakirs, dattags.	
Government Middle Vernacular Schools	3	1	16	.....	.....	.....	.....	.....	.....	.....	.....	19
Aided Middle English School	1	1	75	.....	.....	.....	.....	.....	.....	.....	.....	83
Aided Middle Vernacular	2	1	8	.....	.....	.....	.....	.....	.....	.....	.....	12
Pathshalas	9	3	842	.....	.....	.....	.....	.....	.....	.....	.....	919
Mission Schools	5	11	121	.....	.....	.....	.....	.....	.....	.....	.....	17
Total 66 Schools	13	4	1,091	.....	.....	.....	.....	.....	.....	.....	.....	1,194
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	265
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
GRAND TOTAL	30	5	1,451	.....	.....	.....	.....	.....	.....	.....	.....	1,562

Creed of Masters.

Hindus	.....	1	.....	61
Muhammadans	.....	.....	.....	3
Christians	.....	.....	.....	12
Others	.....	.....	.....	1
Total	.....	.....	.....	77

Summary.

	Hindus.	Muhammadans.	Christians.	Others.	Total.
Pupils belonging to the Middle Classes	208	4	10	4	226
Ditto Lower	1,196	97	14	245	1,528
Total	1,394	101	24	269	1,788

Asam Circle—Dorang.

RETURN OF ICE.  
 Return of Teachers of Schools in District Dorang on the 31st March 1873.

	1 GOVERNMENT ZILLA SCHOOL		2 GOVERNMENT MIDDLE VERNACULAR SCHOOLS		1 AIDED MIDDLE ENGLISH SCHOOL		3 AIDED MIDDLE VERNACULAR SCHOOLS		43 PATERNALES		17 MISSION SCHOOLS			TOTAL 66 SCHOOLS			GRAND TOTAL
	Bengalis.	Assamis.	Bengalis.	Assamis.	Bengalis.	Assamis.	Bengalis.	Assamis.	Bengalis.	Assamis.	Asamis.	Miris.	Bengalis.	Assamis.	Miris.		
<b>HINDUS—</b>																	
Brahmans ...	2	1	1	3	1	1	1	1	17	1	1	1	5	23	.....	28	
Vaidyas ...	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	2	.....	.....	2	
Kayasthas ...	1	.....	.....	.....	1	.....	1	19	.....	.....	.....	2	21	.....	23		
Other castes above the lowest	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	6	.....	6	
Domes, Chundals, Haris ...	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	2	.....	2	
Total of Hindus ...	3	1	1	4	2	1	2	38	2	6	9	52	.....	61			
<b>MUHAMMADANS—</b>																	
Sunis ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3	
<b>CHRISTIANS—</b>																	
Protestants ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	12	.....	12	
<b>OTHERS</b> ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	
GRAND TOTAL ...	3	1	1	4	2	1	2	41	2	18	9	67	1	77			



Asam Circle—Dorang.

Return showing the Class of Instruction at all the Schools in District Dorang in the month of March 1873.

	No. of pupils in the school on the 31st March 1873.	UPPER STAGE.	MIDDLE STAGE.	PRIMARY STAGE.			
		Comprising pupils who have reached a standard equivalent to that of the 1st and 2nd classes of a school teaching the University Entrance Course. Well prepared pupils are usually two years in this stage.	Comprising all pupils who are not enumerated in the other columns numbered 1, 3, 4. Well prepared pupils are usually four years in this stage.	Comprising pupils who have not attained the standard of the 3rd class of a school reading the vernacular scholarships course. Pupils are usually four years in this stage.		Can read, write, and understand easy sentences in their mother tongue.	Cannot read, write, and understand easy sentences in their mother tongue.
				1	2		
		Boys.	Boys.	Boys.	Girls.	Boys.	Girls.
1 Government Zilla School ... ..	46	2	18	25	.....	1	.....
2 Government Middle Vernacular Schools	130	.....	5	105	.....	20	.....
1 Aided Middle English School ... ..	48	.....	5	40	.....	3	.....
2 Aided Middle Vernacular Schools ... ..	55	.....	5	33	.....	12	.....
43 Pathshalas ... ..	1,124	.....	.....	553	6	533	32
17 Mission Schools ... ..	385	.....	.....	290*	2	175*	8
<b>GRAND TOTAL</b> ... ..	<b>1,788</b>	<b>2</b>	<b>33</b>	<b>981</b>	<b>8</b>	<b>744</b>	<b>40</b>

\* In round numbers.

Statement of Schools under inspection in Dorang District, showing cost of Education, &c.

CLASS OF SCHOOLS.	Number of Institutions.	Monthly average attendance.	Cost to Government.	Total cost.	COST OF EDUCATING EACH PUPIL.		Hindu pupils on rolls.	Masalman pupils on rolls.
					To Government.	Total cost.		
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
Government Higher School ... ..	1	50	2,553 10 7	3,076 4 10	51 1 2	61 8 5	40	1
„ Middle Schools ... ..	2	111	720 0 0	819 2 7	6 7 0	7 6 2	120	5
Aided English Middle School ... ..	1	45	450 0 0	1,185 0 0	10 10 8	26 5 4	43	3
„ Vernacular Middle Schools ... ..	2	53	258 0 0	516 0 0	4 13 10	0 11 8	50	2
„ (Mission) Primary Schools ... ..	10	359	1,200 0 0	1,320 0 0	3 5 5	3 10 9	121	.....
„ (Mission) Normal School ... ..	1	15	600 0 0	600 0 0	40 0 0	40 0 0		
Pathshalas for Boys ... ..	40	927	922 9 6	1,131 14 6	0 15 11	1 3 6	1,015	90
Pathshalas for Girls ... ..	3	36	198 0 0	215 2 0	5 8 3	5 15 10		
<b>Total</b> ... ..	<b>66</b>	<b>1,506</b>	<b>6,933 4 1</b>	<b>8,863 7 11</b>	<b>4 5 6</b>	<b>5 8 10</b>	<b>1,389</b>	<b>10</b>

*Reports of Inspectors of Schools.*

## NOWGONG.

This district ranks next to Kamrup in point of education.\* There are three Government institutions (the zilla school, the sadr vernacular school, and the normal school); one middle class English school, aided; five middle class vernacular schools, aided; sixty path-salas for boys and two for girls; one unaided night school; and eight schools receiving aid from Government, which are under the management of the American Baptist Mission, making in all a total of 80 schools with 2,356 pupils. The cost of education of each pupil per annum came to Rs. 5-14-2, of which Rs 3-11-8 came from Government.

On the rolls of the ZILLA HIGHER CLASS SCHOOL there has been a slight falling off in the number of students, viz. from 95 to 93. When I inspected this school the head-master showed me a list which he had drawn out of boys who had left the school from different classes on obtaining appointments in the district. I wrote to him for the list, and I am happy to say he still had it by him. I think it very interesting, as it shows pretty well the class of men which we can expect to get in Asám for posts of a monthly value of from Rs. 90 to Rs. 20. It also, I think, accounts to a great extent for the small number of students which we find in the higher classes of the Asám zilla schools. Here in Asám we find a boy in the 1st class of a zilla school selected for a post of Rs. 25 a month, and afterwards obtaining an appointment of Rs. 90. The list alluded to is given below:—

	From what class.	Appointment.	Salary.	Present position.	Salary.
Lakhmi Kanta Das ...	1st class ...	Writer to the Civil Surgeon ...	30 0	Police Sub-Inspector, Dorang	50 0
Matha Ram Sarma ...	Ditto ...	Teacher, Kaliabar school ...	20 0		
Durga Ram Phukan ...	Ditto ...	Ditto, Puranigodam school ...	25 0	Registrar's clerk, Nowgong ...	30 0
Som Nath Kalita ...	Ditto ...	Ditto, Ghah, Bibijia ,, ...	20 0	Tea planter's clerk, ditto ...	20 0
Gagannath Sarma ...	Ditto ...	Ditto, Rowa school ...	20 0		
Gagna Ram Kayot ...	2nd class ...	Ditto, Nanai ,, ...	20 0		
Sibdev Goswami ...	1st ,, ...	Officiating 4th teacher, zilla school, Nowgong.	25 0	Officiating Head Assistant, Deputy Commissioner's Office, Nowgong.	90 0
Gopal Chandra Das ...	Ditto ...	Teacher, Dighalibari school ...	20 0	Writer, Deputy Commissioner's Office.	30 0
Hitesvar Sarma ...	Ditto ...	Clerk, Executive Engineer's Office.	37 8	Dak halid overseer ...	80 0
Makmal Hazirika ...	Ditto ...	Mauzadar ...	35 0		
Bhava Nath Goswami ...	2nd class ...	2nd clerk, Nowgong Post Office	20 0	Gowhatty Post Office ...	40 0
Jagannath Mohanta ...	Ditto ...	Jail writer, Nowgong ...	30 0		
Nara Nath Mohanta ...	1st class ...	Mauzadar ...	30 0		
Brindaban Das ...	4th ,, ...	Tea-planters' writer ...	20 0		
Har Kanta Bhaya ...	2nd ,, ...	Munsiff's Nazir, Nowgong ...	25 0	Munsiff's moharr, Nowgong...	27
Nara Nath Das (II) ...	1st ,, ...	Writer to the Extra Assistant Commissioner, Dorang.	33 0		
Krishnaram Das ...	Ditto ...	Apprentice, Deputy Commissioner's Office.	.....	Officiating Accountant, Nowgong.	40 0

There are six classes in this school. The highest teaches up to the Entrance standard. One boy appeared at the Entrance Examination. He failed, only however in one subject,—Sanskrit.

The members of the former local committee conducted the annual examination of the school, and reported satisfactorily on the progress made during the year.

There is a capital library attached, with some very valuable books, which are frequently used both by the teachers and the boys.

The head-master is a most worthy old man, exceedingly conscientious and hard-working, but is, I fear, already past work. He will be entitled to pension in a short time, and I understand that the district committee intend to call upon him to retire. I am of opinion that this should be done; it is required for the good of the school.

\* And because next to Kamrup it is nearest to Bengal; or, if not more so than Dorang, has more of the Bengali element in it.—Commissioner.