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PROGRESS
OF
EDUCATION IN BENGAL

1902-03--1906-07.

THIRD QUINQUENNIAL REVIEW

W. W. HORNELL, B.A.

INDIAN EDUCATIONAL SERVICE.





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BY

W. W. HORNELL, B.A.,

INDIAN EDUCATIONAL SERVICE.



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1907.

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PROGRESS
OF
EDUCATION IN BENGAL

1902-03-1906-07.

THIRD QUINQUENNIAL REVIEW.

CHAPTER I.

INTRODUCTORY.

The area dealt with in the review.

1. On the 16th October 1905 the Divisions of Dacca, Chittagong, and Rajshahi (with the exception of the district of Darjeeling), the district of Malda and the State of Hill Tippera were transferred to the newly formed Province of Eastern Bengal and Assam. The five Hindi-speaking Native States of Jashpur, Surguja, Udaipur, Korea and Chang Bhakar were at the same time transferred to the Central Provinces; and the Uriya-speaking States of Patna, Kalahandi or Karond, Sonpur, Bamra and Rairakhol and the district of Sambalpur, with the exception of two *zamiindaris*, were attached to Bengal. The Province as now constituted comprises an area of 148,592 square miles with a population of 54,662,529.

2. The area with which this review is concerned is the Province as now constituted. It has not, however, been possible to obtain statistics for the whole area owing to the fact that figures have not been supplied for the five Feudatory States mentioned in the foregoing paragraph as having been recently attached to Bengal or for the States of Gangpur and Bonai, which in connection with the territorial re-adjustments mentioned above were transferred during the period under review from the supervision of the Commissioner of Chota Nagpur to that of the Commissioner of Orissa.

3. The total number of pupils under instruction and of educational institutions both public and private in the Tributary and Feudatory States of Orissa was, at the close of the period under review, 44,277 and 1,707 respectively. These figures are taken from the latest administration report of the Commissioner. The Inspector of Schools, Orissa, has only been able to furnish figures for the 17 Tributary States of Orissa which were under the supervision of the Commissioner before the recent territorial transfers. The total number of pupils and schools returned by the Inspector of Schools for these 17 Tributary States is 27,112 and 1,419 respectively. These figures only are included in the statistics of this report. Consequently to the total number of pupils and institutions (public and private) shown in the statistics appended to

this report 17,165 pupils and 288 institutions must be added on account of the seven Feudatory States which have recently been added to the Native States of Orissa. The figures for the two Feudatory States of Kharsawan and Saraikeha, which remain under the supervision of the Commissioner of Chota Nagpur, have been included by the Inspector of Schools of that Division in the Divisional statistics.

Difficulty of collecting statistics in the Feudatory States. The necessity for some settled arrangement.

4. It appears that in some of the Feudatory States there is no staff for collecting the information which the educational statistics require. This may well be so, but it seems desirable that some definite arrangement should be made as to whether the Feudatory and Tributary States are to be regarded as within the scope of the Provincial educational reports or not. It would seem desirable either that all the Native States of Orissa and Chota Nagpur should be included in the purview of the Provincial educational reports, or that none should be so included. If the area concerned is liable to vary according as the statistics required for the report on public instruction can or cannot be obtained from certain States, confusion must inevitably result.

The arrangement of the review.

The fourth Quinquennial Review followed. Statistics. The omission of maps.

5. Mr. Nathan's Quinquennial Review has been followed as closely as possible. As regards tables the general statistics prescribed by the Government of India are included in this volume. A supplementary volume is also published. This contains two parts, the first part consisting of the additional tables which are usually published in connexion with the annual reports on public instruction, the second comprising tables similar to those contained in the second part of the second volume of Mr. Nathan's Review. No maps are contained in this review, as the Survey Department are unable owing to pressure of work to undertake the preparation of them.

CHAPTER II.

CONTROLLING AGENCIES.

Statistics of management.

The proportion of publicly and privately managed institutions of all classes.

6. The returns for 1906-07 show 39,815 educational institutions conforming to recognised standards; of these 1,002, or 2·5 *per cent.*, were under public management. Of the 38,813 institutions under private management, 31,315, or nearly 81 *per cent.*, were aided. Primary schools contribute no less than 37,197 institutions to the total mentioned above. Only 611, or 1·6 *per cent.*, of the primary schools included in the returns were under public management. The proportion of publicly managed institutions is greater as regards secondary schools. Out of a total of 1,525 institutions 224, or nearly 15 *per cent.*, were under public management. The total number of colleges shown in the returns is 49. This figure includes law classes and the agricultural class of the Civil Engineering College, Sibpur, which are shown as separate institutions. Of the 49 institutions shown 18 are under public management. As regards arts colleges, out of a total of 34, 10 are under public management, and of those under private management 18 are returned as unaided. One thousand and forty-four recognised institutions for special instruction appear in the statistics. Of these 149, or 14·3 *per cent.*, are under public management. It is only in the training of teachers that Government takes the lead, managing 113 out of a total of 138 institutions.

The Education Department.

The Indian Educational Service.

7. At the close of the period under review the sanctioned cadre of the Indian Educational Service for the Province included 32 appointments, exclusive of the Directorship. These appointments provide for the post of assistant director, 7 inspectorships including the inspectorship of European Schools, and two superintendentships of training institutions. The remaining 22 appointments are at the disposal of Government arts colleges the Civil Engineering College, Sibpur, the School of Art and the Calcutta *Madrassa*. At present no less than 10 of the 32 sanctioned appointments are

vacant. The additional appointments which have been asked for in connexion with the improvement of arts colleges and the establishment of institutions for the training of teachers are mentioned in the chapters dealing with these subjects. These additional appointments are not included in the 32 appointments mentioned above. In consequence of the partition three officers who belonged previously to the Indian Educational Service of Bengal have been transferred to Eastern Bengal and Assam, and a fourth appointment which belonged formerly to this Province has been absorbed by the appointment of Mr. Sharp to be Director of that Province. The cadre for this Province, as it is now constituted, is not liable to any further reduction on account of transfers to the new Province.

8. The Provincial and Subordinate Educational Services have been re-organised during the period under review. Previous to the re-organisation the former service contained 107 appointments distributed over eight grades, the pay of the lowest grade being Rs. 150 and that of the highest Rs. 700. The increment between each of the four lower grades was at the rate of Rs. 50 a month, while that between each of the four higher grades was at the rate of Rs. 100. The re-organisation raised the number of appointments to 111. The number of grades remained the same, the lowest grade being abolished and a Rs. 350 grade being added. The rate of increment still stands at Rs. 50 between each of the five lower grades and Rs. 100 between each of the three higher grades. As regards the Subordinate Educational Service the number of appointments was raised by the re-organisation from 440 to 603. The number of grades remained unaltered and the 603 posts were distributed over eight classes, the pay of the lowest class being Rs. 50 and that of the highest being Rs. 250.

The Provincial and Subordinate Services.

9. The re-organisation was sanctioned by the Secretary of State with effect from the 10th September 1905, that is to say, previous to the partition. The appointments therefore sanctioned for the re-organised services had to be distributed between this Province and the Province of Eastern Bengal and Assam. The whole matter was dealt with at length in the Government of Bengal Resolution of the 18th December 1906. The distribution of the appointments has been agreed upon by the Governments of the two Provinces, but the proposed distribution has not yet been sanctioned by the Government of India. When the Resolution mentioned above was published, there were 86 and 464 officers holding appointments in this Province in the Provincial and Subordinate Educational Services, respectively. On the 31st March 1907 the actual number of appointments in the Provincial and Subordinate Educational Services of this Province was 91 and 537 respectively.

The distribution of appointments between Bengal and Eastern Bengal and Assam.

10. Previous to the re-organisation all officers serving in the Education Department whose pay was less than Rs. 50 a month were outside the graded services. Concurrently with the re-organisation already referred to, a Lower Subordinate Educational Service was created, and into this service the great majority of these officers have now been placed. The Lower Subordinate Educational Service as constituted for this Province by the Government Resolution referred to in the last paragraph contained five classes

The creation of the Lower Subordinate Educational Service

Class.	Pay.	Number of appointments.
	Rs.	
Class I	35-2-45	52
Class II	30-1-35	72
Class III	25-1-30	102
Class IV	20-1-25	147
Class V	15-1-20	255

carrying incremental salaries and 628 appointments as shown in the margin. But in connexion with the scheme for strengthening the inspecting agency and to meet other requirements additional appointments have been subsequently sanctioned, and at present

the Lower Subordinate Educational Service contains 698 appointments distributed as follows:—Class I 62, class II 86, class III 122, class IV 165, class V 263.

11. The re-organisation of the Provincial and Subordinate Services has improved materially the position and prospects of the officers of those services. The creation of the Lower Subordinate Educational Service has on the other hand not given satisfaction. The question of the improvement of this service is, however, under consideration in connexion with the proposals made recently by the Government of India for the improvement of secondary education; and it is hoped that as a result of these proposals the position of the officers of this service will be materially improved.

The effect of the re-organisation on the prospects of officers.

Officers outside the grades.

12. In addition to the services mentioned above there were on the 31st March 1907 five officers not within the classified list who were drawing salaries varying from Rs. 150 to Rs. 400; also 121 miscellaneous officers outside the grades on salaries ranging from Rs. 10 to Rs. 100. These figures do not include the guards of the reformatories, other than the head and escorting guards, or the artisans at the Civil Engineering College, Sibpur. Both these classes of officers are excluded from the graded services. In 1905 the Secretary of State ruled that Europeans were not to be appointed to the Provincial Educational Service. As a result of this order special terms of service have to be suggested in the case of any European who is appointed by the Secretary of State to do educational work in Bengal otherwise than on the ordinary conditions of the Indian Educational Service.

Direction and inspection.

Direction.

The Director and the Assistant Director.

13. Since the year 1902-03 the Director of Public Instruction has been assisted by an Assistant Director. Some remarks on the work of the Director will be found in paragraph 40 of the Report on Public Instruction for 1905-06. No proposal has as yet been put forward for the appointment of Deputy Directors, but as explained in the chapter on professional and technical education, a scheme has been submitted to Government for the appointment of a special officer in connexion with technical and industrial education.

The general inspecting agency.

The inspecting agency as it was at the end of the period under review and as it will be.

14. The scheme for the strengthening of the inspecting agency was described in paragraph 42 of last year's report. A certain number of the additional appointments were made during 1906-07; while the remaining appointments will, for the most part, be filled up before the close of 1907-08. The table below shows the strength of the inspecting agency in each Division as it was at the end of the period under review and as it will be when full effect has been given to the scheme mentioned above:—

Divisions.	Number of Inspecting Officers at the end of 1906-07.					Number of Inspecting Officers who will be employed when the sanctioned scheme for increasing the inspecting agency is brought into full effect.				
	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.
1	2	3	4	5	6	7	8	9	10	11
Bardwan Division ...	1	1	13	58	8	2	4	22	70	16
Presidency Division (excluding Calcutta).	1	1	8	39	4	2	4	11	45	9
Calcutta (special staff) ...	...	...	2	2	...	...	...	2	3	...
Patna Division ...	1	1	7	45	6	2	1	7	54	...
Bhagalpur Division ...	1	1	5	28	4	2	1	6	35	7
Orissa Division (excluding the Tributary States).	1	...	5	37	8	2	...	6	53	18
Chota Nagpur (including the States of Kharsawan and Saraikela).	1	1	5	25	2	2	1	5	31	6

The distribution of work among the officers of a Division.

15. The distribution of the inspecting work among the educational officers of a Division is still regulated generally by the system of territorial subdivision which was promulgated under orders issued in 1901. The system is described in paragraph 75 of the Fourth Quinquennial Review.

Sub-Inspectors and Assistant Sub-Inspectors.

16. The increase in the number of Sub-Inspectors has reduced generally the area of the responsibility of an individual officer. The work of Assistant Sub-Inspectors has not yet been definitely defined. At present they assist Sub-Inspectors in the control of lower primary schools, to which institutions Sub-Inspectors are now generally confined.

17. In addition to the officers mentioned in the table given above Inspecting Pandits, there were at the end of the period under review 354 Inspecting *Pandits*, or *Guru-instructors* as they are sometimes called. The greater part of the time of these officers was formerly spent in inspecting lower primary schools, though their duties were supposed to include the instruction of *gurus* in the subjects of the prescribed curriculum. It is a question, whether, when the increased subordinate inspecting staff has been appointed in full, these officers will be required at all, and, if so, what their duties should be. The question was discussed at the Commissioners' conference of 1906, but it was agreed that no decision could be arrived at, until the full number of Sub-Inspectors and Assistant Sub-Inspectors had been appointed. There seems to be a general feeling among inspecting officers that Inspecting *Pandits* should as soon as possible cease to do inspecting work, but that in their capacity of instructors of *gurus* they are and will be still required. Mr. Kuehler for example says in the quinquennial review of the Bhagalpur Division that the question of strengthening the staff of *Guru-instructors* is an urgent one. The Inspecting *Pandits* are servants of the District Boards.

18. As regards Deputy Inspectors there is still only one officer who Deputy Inspector. is the Deputy Inspector of the district. In a district such as Bardwan in which there are three Deputy Inspectors, one officer is styled the Deputy Inspector, the other two being called Additional Deputy Inspectors. The question of the division of the district into areas over which each Deputy Inspector would have control have been prepared and is under consideration. Deputy Inspectors are responsible for the control of middle and upper primary schools. They also supervise the work of Sub-Inspectors.

19. The table given above shows the number of additional Inspectors Inspectors and Assistant Inspectors. and Assistant Inspectors who have been sanctioned under the scheme for strengthening the inspecting agency. None of the officers sanctioned were appointed during the period under review except an Assistant Inspector for Orissa who is not shown in the table above, because he is employed as Agency Inspector for the Tributary and Feudatory States of that Division. Some account of the educational system of these States will be found in paragraphs 49 and 50 below. When the additional Assistant Inspectors are appointed, it is not proposed, to start with at any rate, in the case of those Divisions which will have more than one Assistant Inspector, to assign a definite area to each officer. Later on probably some territorial distribution of the work will be made. As regards Inspectors each Division will be in charge of an officer of the Indian Educational Service who will be assisted by a Provincial Service officer who will be called a Joint Inspector. This re-duplication of the number of Inspectors will probably tend to reduce the amount of inspection work which Assistant Inspectors will do in connexion with high schools, but in increasing the number of Inspectors it is definitely intended that the exercise of personal supervision by officers of this rank should be extended not only to high schools but also to schools of all grades.

20. During the quinquennium under review Sub-Inspectors were transferred from the service of District Boards to the direct control of the Education Department. This transfer took effect from the 1st January 1906. The provincialisation of the Sub-Inspectorate and the relation of Sub-Inspectors to the Chairmen of District Boards and District Officers. The relation which Sub-Inspectors should bear to the Chairmen of District Boards and to District Magistrates was the subject of a circular issued early this year by the Director of Public Instruction. The general purport of this circular is that Sub-Inspectors of Schools are under the direct control of the Education Department, but that they have to work in co-operation with the District Boards, and, in districts in which there are no District Boards, with the District Officers. Specific instructions were given with regard to certain matters in which co-operation was essential, and the principle was laid down that a Sub-Inspector must loyally carry out the orders of the Chairman of the District Board, or of the District Officer, as the case may be. Assistant Sub-Inspectors are Government servants. Their position in relation to District Boards and District Officers is the same as that of Sub-Inspectors.

21. The orders of 1901 to which reference has been made in paragraph 15 above promulgated certain directions as to the manner in which The method of inspection. inspections were to be carried out. No subsequent instructions have been issued.

The training of the subordinate inspecting staff.

22. In the Government Resolution of 1901 which introduced what is known as the vernacular education scheme it was stated that Deputy and Sub-Inspectors of Schools would be required to attend the first grade training schools for periods varying from about a month to six weeks for the purpose of being instructed in the working of the new system. By a circular issued by the Director in 1903, Inspectors of Schools and Chairmen of District Boards were requested to arrange for the deputation of inspecting officers to the training schools. In accordance with these orders special classes for teachers and inspecting officers were opened at the first grade training schools, and a certain number of officers have since been sent annually to these classes for periods of about six weeks. While on deputation inspecting officers are allowed to draw full pay, but no extra expense may be incurred in arranging for the work of absentees. Some criticism of these special classes will be found in the chapter on the training of teachers.

Conferences.

23. Another method for the training of the subordinate inspecting agency enjoined in the Resolution of 1901 was for the Deputy Inspector of a district to summon from time to time all Sub-Inspectors and Inspecting *Pandits* to a conference at some convenient centre, where there was a good school which could be used for the practical demonstration of methods of instruction. Such conferences, it was suggested, might last for two or three weeks. Under a circular issued by the Director in 1903 the value of these conferences was emphasised, and it was suggested that Inspectors should hold similar conferences of Deputy Inspectors. It was also recommended that teachers should be invited to these conferences. Since the issue of these orders conferences on these lines have been regular institutions in each Division.

How far the various sections of the community are represented in the inspectorate.

24. The question of the employment of Muhammadans as inspecting officers is dealt with in the chapter on the education of Muhammadans. It may be stated here that in making appointments, every endeavour is now being made to secure not only to Muhammadans but also to Uriyas, Biharis and other races their share of appointments. Such a system is for educational reasons essential, because the appointment of foreigners to schools and inspecting appointments in Bihar, Chota Nagpur and Orissa frequently means that the education of the children is in the hands of men who are not properly acquainted with the local vernacular. It is by no means easy to obtain natives of the parts of the Province referred to who possess the necessary qualifications. This difficulty, which is specially prominent in Bihar and which is even more acute in the matter of the recruitment of teachers for Government schools, is discussed in the chapter on secondary education. In pursuance of the policy referred to at the beginning of this paragraph, out of the total number of appointments which have recently been made in Bihar, Orissa and the Hindi-speaking parts of Chota Nagpur in connexion with the strengthening of the inspecting agency, 9 appointments only have been given to other than natives of those parts of the Province. These 9 appointments were made in Orissa; and in all these cases the persons appointed were reported to be Bengalis domiciled in Orissa.

No attempt is made to appraise the general value of the inspection work.

25. The demands made on inspecting officers during the quinquennium under review increased considerably, and the staff was admittedly inadequate. In the face of this fact and of the improvements which have been sanctioned, but the effect of which it is not yet possible to estimate, it would be idle to attempt to appraise the general work of the inspecting staff. Two points, however, which have been raised by Inspectors may be mentioned here.

The status and pay of Deputy Inspectors.

26. The first is the question of the status and pay of Deputy Inspectors. On this point Mr. Klichler, who raises the question in the quinquennial report of the Bhagalpur Division, writes as follows:—

"I am led to call attention to this matter on account of the strong impression which has been created in my mind during the course of my work in this Division as to the very responsible nature of the duties which are performed by Deputy Inspectors. These officers are the expert advisers in educational matters of the District Officers and of the District Boards. They occupy a difficult position, inasmuch as they are responsible to the Inspector of Schools for safeguarding the interests of education, and may consequently find themselves on occasions in opposition to the members of the Boards to which they belong. It is obvious therefore that we require for these posts men of tact, independent judgment and moral courage, and that their position in Government service should be such as to make the exercise

of these qualities possible. Under these circumstances it is not too much to ask that the initial salary of these officers should in future not be less than Rs. 150."

27. The second point is one raised by Mr. Stark, Inspector of Schools, Chota Nagpur Division, in connexion with the travelling allowance rules of Sub-Inspectors. These officers are entitled to the ordinary mileage and halting rates sanctioned for Government servants of their class. Mr. Stark is of the opinion that this arrangement does not suit the conditions under which Sub-Inspectors have to work.

"The constriction of their jurisdiction," he writes, "to smaller areas than before makes it difficult for them to reconcile the efficient discharge of their work with the earning of a travelling allowance sufficient to cover their monthly expenses. The temptation is after all very human to keep a vigilant eye on the income. There can be very little doubt that often efficient work is sacrificed to the necessity of recovering the day's expenses. However carefully their return of work and inspecting charges is checked, it is extremely difficult to convict Sub-Inspectors of neglect of work out of devotion to their travelling allowances. The result is that a powerful temptation vitiates much of the work done by Sub-Inspectors. I would suggest that all mileage charges be abolished, and that they be given a daily allowance of Rs. 1-4 up to a monthly maximum of Rs. 30. This would ease much of the unprofitable office work of the Inspector and his Deputies. It would divert the energy of Sub-Inspectors from their travelling allowance bills to actual school inspection. It would not cost the Department more than the sanctioned amount."

This is an important suggestion and it will receive careful consideration.

Special inspectors.

28. The whole-time services of one officer of the Indian Educational Service are devoted to the development and control of the education of Europeans. This officer is styled the Inspector of European Schools. Schools in which European and Eurasian girls are educated are visited by the Inspectress of Schools, but the responsibility to Government for these institutions rests with the Inspector. In some districts there are special Inspecting *Maulvis* for *maktabs* (Muhammadan primary schools). The circumstances under which these officers were appointed are explained in the chapter on the education of Muhammadans. In their recent letter on the improvement of secondary education the Imperial Government inquired whether the inspecting staff was able adequately to test and advise as to the teaching of science, drawing and oriental languages, or whether it required strengthening in these respects. This question is now under consideration, and several additional appointments will be asked for.

The female inspecting agency.

29. Previous to the year 1904 the only female inspecting officer who was employed in the Province was a locally recruited Inspectress of Schools who was a member of the Provincial Educational Service. Early in 1904 an Inspectress of Schools, appointed by the Secretary of State, was added to the inspecting agency, and the Provincial Service officer was relegated to the position of Assistant Inspectress. During 1906-07 three additional assistant inspectresses were sanctioned, and during the current year two further appointments have been made. The present staff therefore consists of the Inspectress of Schools with head-quarters at Calcutta and jurisdiction over the whole Province, and an assistant inspectress in each Division. An additional inspectress has been sanctioned, but she has not yet arrived from England. When the second inspectress arrives an arrangement will probably be made by which the Bengali-speaking portion of the Province will be assigned to one inspectress and the Hindi-speaking portion to the other.

30. The functions of the Inspectress and the assistant inspectresses have not yet been very definitely defined. Practically, the Inspectress is the responsible adviser of the Department in all matters pertaining to the education of Indian girls and women. All girls' schools are inspected either by her or one of her assistants, and though the responsibility of the Divisional inspecting staff in respect of these institutions has not been nominally curtailed, the actual control and guidance of the work of schools in which the visit of a male inspecting officer would be resented—and there are many such, especially in Bihar,—is in her hands. The work of all training classes for

female students is entirely in the hands of the Inspectress, and she exercises such control as she can over ~~school~~ work. The rules regulating the functions of the female inspecting staff have recently been under consideration. Now that the staff is being increased more actual control over girls' schools will probably be made over to the inspectresses. The visits of male inspecting officers to any but primary schools for girls seems certainly under existing conditions undesirable. The functions of the Inspectress in connexion with European schools have been mentioned in paragraph 28 above.

The responsibilities of executive and judicial officers.

Primary education.

The Resolution of 1878 and the Local Self-Government Act of 1885.

31. In 1878 the Government of Bengal issued a Resolution which defined the responsibilities of executive, judicial and educational officers in respect to education. This Resolution laid down that the responsibility of fostering and superintending primary education was to rest with the local executive officers, that is, with the Magistrate and Collector. The passing of the Local Self-Government Act of 1885 entrusted the direct responsibility for primary education to the District Board and its Chairman. This Act, however, did not really alter the position of the District Magistrate with regard to education, because in the first place he is responsible to Government for the working of the District Board, and also because the Magistrate is invariably the Chairman of the District Board and the executive authority.

The need for the educational specialist.

32. As primary education developed, it required more supervision by persons who had made education their special study. This point was emphasised by the Government of India in their Resolution of 1904 on Indian Educational Policy.

"The administration of primary schools," they wrote, "by local bodies is already everywhere subject to the general supervision of the Education Department as regards technical matters, but the degree of control differs in different Provinces, and where it is most complete primary education is most advanced."

Sir Alexander Pedler's circular of 1906.

33. At the beginning of 1906 Sir Alexander Pedler issued a circular to inspecting officers explaining the position of executive officers in relation to primary education and emphasising the necessity of co-operation. The following extract gives the gist of the instructions:—

"The policy.....is that while the Magistrates and Collectors and other executive officers and Commissioners in their Divisions are charged with the responsibility of fostering and developing primary education in their districts, and with seeing that a sufficient proportion of funds is devoted to this purpose, educational officers on the other hand are charged with the duty of rendering as much help in this matter as can be given and with the duty of consulting such officers in all efforts made to improve primary education, while they are responsible for the educational standards, the teaching and the expert inspection of such schools. Both of these sets of officers can materially assist one another by hearty co-operation."

Secondary and collegiate education.

Secondary schools and second grade colleges.

34. Sir Alexander Pedler's circular also reminded officers of the Education Department that, though the direct control and management of secondary schools was in their hands, the district officers were fully authorised to inspect schools of all classes and to make suggestions. The Director desired that due weight should be given to these suggestions. In 1905 a Government circular was issued emphasising the desirability of District Officers taking more interest in educational matters and requesting them to "visit colleges and high schools more frequently, to enter more fully into consultation with head masters and inspectors regarding the advancement of education, to offer suggestions for improvements in the accommodation provided for students and teachers and in the moral and sanitary aspects of their surroundings, to encourage sports, and to be present at the distribution of prizes." Sir Alexander Pedler referred to this circular, and requested that educational officers would give every facility to the district officers in carrying out the wishes of Government. He added as follows:—

"Inspectors of schools should consult Commissioners in such cases as the proposed extension of the buildings of any schools or colleges where considerable expenditure of Government or other public funds is likely to be involved, and also in any cases where

additional courses of study of such a character, as will involve additional staff or a material development of the scope of schools or colleges, are proposed. In the case, too, of the establishment of new hostels and the improvement of existing institutions of this kind, the opinions of the Commissioner and the district officers should be taken by Inspectors of Schools.

"In the case of disputes between the authorities of a school or second grade college and the local public, the Inspector of Schools ought to obtain the opinion of the Commissioner or District Magistrate, as the case may be, on such disputes or questions, before giving his decision in the matter."

35. The circular also impressed upon principals of first grade colleges the necessity of cultivating friendly relations with the local executive and judicial officers, and of asking their help and co-operation in all cases where such help might be usefully given.

Co-operation of educational with executive and judicial officers during 1906-07.

36. All Divisional inspectors agree in stating that during 1906-07 great interest in educational matters was shown by district officers, while a very considerable number of visits to schools paid by district officers of all grades are recorded in each report. The inspectors are unanimous in testifying to the value of the interest which executive and judicial officers have taken in education during the past year. On all important questions the opinions of inspectors are now submitted to the Director through the Commissioner of the Division.

Government management.

Visiting committees for Government secondary schools.

37. In 1903 the Local Government issued a Resolution on the subject of school committees. Under this Resolution a system of visiting committees was created for all Government secondary schools. On these committees local residents "adequately representing the classes from which the students are drawn" are asked to serve. Rules specifying the duties of these committees were promulgated in 1904 and revised at the beginning of last year. The members are appointed by the District Officer in consultation with the Inspector of Schools, except in the case of collegiate schools, to the committees of which the Director appoints on the nomination of principals. The term of office for a member is three years, but a member may be re-appointed. The authority which has the power of nomination has also the power of removal. No committee is to consist of more than ten members, or less than six. The committee of a school is required to inspect the school at least once every quarter. It is not the function of a visiting committee to issue orders with regard to the teaching or management of the school. Its duty is to offer suggestions for the consideration of the authorities of the school or the Education Department.

The Government Resolution of 1903. The functions and working of visiting committees.

38. Inspectors' reports do not contain much information as to the success or otherwise of the system of visiting committees. In the case of the Hindu and Hare Schools in Calcutta the advice of the influential visiting committees which have been appointed in connexion with these institutions has certainly been valuable. The Inspector of the Presidency Division reports that the visiting committees of his Division generally were actively interested in the working of the schools, and that their recommendations were useful. The Inspector of the Patna Division reports that during 1906-07 there was a slight improvement in the character of the work done by these committees in connexion with the Government schools of the Division. The Inspector of Schools, Chota Nagpur Division, reports that, except in two cases, none of the visiting committees took any interest in the schools with which they were associated. There is clearly wide scope for improvement.

The working of the system.

The effect of the new University regulations on the management of Government institutions.

39. Under the new regulations no college can be affiliated to the Calcutta University, unless it is under the management of a regularly constituted governing body on which the teaching staff is represented, nor can any school be recognised as competent to present candidates for the Matriculation

Managing committees required by the new regulations.

Examination unless it is under the management of a regularly constituted committee. Proposals with reference to the future management of Government colleges and secondary schools drawn up with a view to satisfying these conditions have been submitted to Government.

Inspection of Government colleges and schools by the University.

40. The new regulations require that every college should be inspected at least once a year by the University Inspector of Colleges and one or two other persons appointed by the Syndicate. Government colleges will therefore in future be inspected by the officers deputed by the University as well as by the authorities of Government. As regards schools, one of the conditions of recognition, or of the continuance of recognition, is that they shall submit to periodic inspection by a person or persons deputed by the Syndicate. The University having only one inspecting officer, viz., the Inspector of Colleges, Government will probably have to lend the services of its officers for the purpose of the inspection of both colleges and schools. It has already afforded substantial assistance to the University in this respect.

The management of District and Municipal Boards.

District and Local Boards.

The provisions of the Local Self-Government Act.

41. Section 62 of the Local Self-Government Act of 1885 provided that, subject to any rules made by the Lieutenant-Governor of Bengal under the Act, every District Board should be charged with, and be responsible for, the maintenance and management of all primary and middle schools under public management within the district, the construction and repair of all buildings connected therewith, the appointment (subject to certain special conditions) of all masters and assistant masters thereof, and the payment of their salaries. The educational rules promulgated under the Act which are now in force are those which were issued by Government in 1895. The powers conferred by these rules are described in paragraph 110 of the Fourth Quinquennial Review.

The transfer of Sub-Inspectors and the constitution of education committees.

42. The transfer of Sub-Inspectors from the control of District Boards to that of the Education Department has already been mentioned. The only other change which was introduced during the quinquennium was the introduction into the Act of a section empowering a District Board to appoint an education committee. The reasons which induced Government to make this addition were set forth in the Resolution to which reference has been made in paragraph 37 above. According to the Resolution the committee was to consist of members of the District Board and such other residents of the district as might be selected by the Board and approved by the Commissioner of the Division. No information is available as to how far the system of education committees may be said to have succeeded.

Local Boards.

43. Under section 110 of the Local Self-Government Act a District Board may, with the permission of the Lieutenant-Governor, transfer the management, control or supervision of any school or schools to a Local Board. When this is done the same rules as those which regulate the responsibility of District Boards are applicable. The District Board must in all cases retain the general power of supervision and control. There has not, as a fact, been much delegation of educational responsibility to Local Boards.

The relations between Educational officers and District Boards.

44. During 1906-07 the officers of the Education Department generally worked in complete harmony with the District Boards. The educational expenditure provided in a District Board budget has now to be approved by the Director of Public Instruction. The expenditure by the Boards on primary education was generally satisfactory during 1906-07, but it is reported from the Chota Nagpur Division that the District Boards of Hazaribagh and Manbhum had large amounts of their educational allotments unspent at the end of the year. The Inspector of this Division also remarks that there is a general complaint that the payments of the District Boards are not made punctually. He adds that he knows this to be the case in Palamau.

Municipal committees.

45. The Bengal Municipal Act of 1884 empowered Municipalities The Municipal Act of 1884 and the Government orders of 1902. to devote a certain proportion of their funds to "the construction and repair of school-houses, and the establishment and maintenance of schools, either wholly or by means of grants-in-aid." Under a Government order of 1902 Municipalities are required to spend 3·2 *per cent.* of their income on the encouragement of primary education. Until this is done, no part of their income is to be devoted to aiding secondary schools, even though these schools may have classes in them corresponding to primary standards. Municipalities maintain 17 institutions for general education, but they exercise little executive control over the schools aided by them. Some Municipalities in each Division failed to spend the required proportion of their income on primary education. The officers of the Education Department worked in complete harmony with the Municipal Committees. During 1906-07 the Calcutta Municipality spent Rs. 16,000 on the education of Indians, and Rs. 1,965 on the education of Europeans.

Joint committees.

46. Under section 64 of the Local Self-Government Act the Lieutenant-Governor is empowered "to declare that the maintenance and management of any high English school under public management, situated within a town which has been or may hereafter be constituted a Municipality under the Bengal Municipal Act, 1884, shall be entrusted to a Joint-Committee, consisting partly of members delegated by such District Boards as may be named in the orders." Every Joint-Committee appointed under this section of the Act has the same powers and is subject to the same liabilities as those conferred and imposed on District Boards by the Act. The Howrah Zilla School is the only institution which is now under this form of management. Section 64 of the Local Self-Government Act.

Visiting committees at secondary schools under Board Management.

47. The Resolution of 1903 to which reference has been made in paragraph 37 above directed the appointment of visiting committees for secondary schools under Board management as well as for those under the direct management of Government. Precisely the same rules are applicable. The members of the committees are appointed from the members of District and Local Boards, Municipal committees or Joint-Committees, as the case may be, by the Chairman concerned. The same rules applicable as in the case of Government schools.

District committees of Public Instruction.

48. In 1873 Government created for each district, excluding Calcutta, a committee of Public Instruction consisting of six executive and educational officers with the Commissioner of the Division as president. With the passing of the Local Self-Government Act these committees ceased to exist, except in "non-scheduled" districts, *i.e.*, district, to which the Act did not apply. The Darjeeling and Singhbhum districts and the Sonthal Parganas are still "non-scheduled" districts. But, as regards the Singhbhum committee, Mr. Stark reports that it exists in name alone, and that the Deputy Commissioner assisted by the Deputy Inspector of Schools performs all the functions of the committee. The Darjeeling committee is in favour of its own dissolution. The future of these district committees is under consideration. The district committees are practically obsolete.

Native States.**The Feudatory and Tributary States of Orissa.**

49. It has been explained in the introductory chapter that there are now 24 Feudatory and Tributary States under the supervision of the Commissioner of Orissa. The general position with regard to education in these States is that each Chief is responsible for the education of his State in the same way as he is responsible for its general administration. Educational officers are employed in connexion with these States, but their position is not more than that of advisory officers. In 1906 Government ruled that in The general position

the Feudatory and Tributary States the Commissioner should be looked upon as the local head of the Education Department.

The inspecting staff of the States.

50. Some of the Chiefs employ inspecting officers of their own. The following officers of this class are mentioned in the quinquennial report of the Inspector as serving in the 17 States which were under the supervision of the Commissioner before the recent territorial re-adjustment:—(1) a Superintendent of education in Mayurbhanj, (2) 5 Sub-Inspectors (2 in Mayurbhanj, 2 in Dhenkanal, and 1 in Talcher), (3) 22 Inspecting *Pandits* (5 in Mayurbhanj, 1 in Dhenkanal, 2 in Keonjhar, and 1 in each of the 14 remaining States). The 5 States recently transferred from the Central Provinces have Deputy Inspectors of their own, and a Deputy Inspector and a Sub-Inspector have recently been appointed by the Chiefs of Gangpur and Bonai respectively.

The Departmental staff available for the States.

51. By orders of Government issued last year the Inspector of Schools, Orissa, is to be regarded as an advisory officer to the Commissioner in respect of these States. He is expected to visit the States in accordance with such instructions as may be given him by the Commissioner. In passing these orders Government desired that the Inspector should in particular visit such States as are likely to resent inspections by officers of a lower rank. In his work connected with the Feudatory and Tributary States the Inspector has the help of an officer of the rank of an Assistant Inspector, who in his connexion with the States is styled Agency Inspector, and of three Deputy Inspectors, two of whom have also charge of the districts of Sambalpur and Angul. Some of the Chiefs contribute towards the services of the Agency Inspector. Departmental Sub-Inspectors and Assistant Sub-Inspectors are also employed in connexion with the States.

Area, population, educational institutions and pupils.

52. The 24 Feudatory and Tributary States extend over an area of 28,000 square miles, and have a total population of over 3 millions. At the close of the period under review there were in these States 1,707 public and private educational institutions with 44,277 pupils.

General program.

53. In his quinquennial report Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, writes as follows:—

"It is a matter of gratification to observe that the Chiefs continue to take a lively and practical interest in the education of their subjects. Most of them have helped the department by their hearty and willing co-operation. The Chiefs of Mayurbhanj, Dhenkanal, Talcher and Athmallik have played a prominent part in the furtherance of the cause of education in their respective States."

The Feudatory States of Chota Nagpur.

Political status, area, population and number of schools and pupils.

54. The Feudatory States of Kharsawan and Saraikela are under the supervision of the Commissioner of the Chota Nagpur Division. The Deputy Commissioner of Singhbhum is the local Political Officer. The area of these States is 602 square miles and the population about 140,000. At the close of the period under review there were in these States 31 schools with 1,144 pupils. These figures have been included in the statistics.

The employment in connexion with these States of inspecting officers of the Education Department.

55. Very little information is available about the educational systems of these States. The schools are supported largely from the funds of the States. There is not at present any definite arrangement by which the services of inspecting officers of the Education Department are made available for these States, and until last year they seem to have been regarded as outside the scope of the inspecting agency of the Chota Nagpur Division. Last year, however, they were visited by the Inspector and Assistant Inspector of the Division and by the Deputy Inspector of Singhbhum. Proposals for the encouragement of education in these States are now under consideration. The status of any inspecting officers of the Education Department who may be employed in connexion with these States will be that of advisory and not of controlling officers.

Private agencies.

Mission and indigenous agencies.

56. Of the total number of educational institutions in Bengal which conform to recognised standards 97·5 *per cent.* are under private management. The private agencies engaged in educational work in Bengal may be divided into two classes, *viz.*, mission agencies and indigenous agencies.

57. As Mr. Nathan remarked in his quinquennial review, it is to be regretted that there are no statistics available which show mission institutions and their pupils as apart from other privately managed institutions and their pupils. Numerically the educational work of missionaries in this Province is small compared with the vast number of schools and colleges which have been started and are controlled by Indians, but a considerable number of their institutions are comparatively speaking highly efficient, and consequently their work is of great importance in the educational development of the population.

58. Educational institutions established by indigenous agencies have as a rule resulted either from the combination of the gentlemen of a locality or from the enterprise of some individual. The enterprise of individual founders of colleges and schools, more especially schools, has not infrequently been prompted by the hope of making a profit. The existence of proprietary or venture institutions may be said to have been both the effect and the cause of the low standard of education which still prevails generally in Bengal. It was the effect, because, had the standard not been low, profit would not have been possible and persons who wished to get a return for their money would not have sunk it in the establishment of educational institutions; it was the cause, because, when once such institutions were started, there was a class of educational proprietors who had every object in keeping the standard low.

59. Missionary institutions are, except in the case of small primary schools, invariably in charge of a principal who is a member of the mission. Such institutions are under the general control of the local authorities of the mission, who are in their turn responsible to the central authorities of the mission in Europe or America.

60. All privately managed institutions which desire affiliation to, or recognition by, the Calcutta University have under the circumstances explained above to be under the control of properly constituted governing bodies or committees of management. Under the orders of Government no grant is made to a college which is not under the control of a governing body; and since 1903 aided secondary schools are required to have committees of management, the members of which must in the case of a school aided by Government be approved by the District Officer or in the case of a school aided by a District Board or a Municipal Committee by the chairman concerned. These committees are required to be representative of all classes of the community. In the rules for these committees it is provided that, if the promoters of a school can satisfy the Director of Public Instruction that the school will be efficiently managed without a managing committee of this kind, it will be sufficient if a visiting committee is appointed on the lines prescribed for schools maintained from public funds.

CHAPTER III.

COLLEGIATE EDUCATION.

Introductory remarks.

61. The year 1902 saw the Indian Universities Commission, which resulted in the Indian Universities Act of 1904. With the Resolution of the Government of India of the 11th August 1906 the revised regulations of the Calcutta University were promulgated. It would be entirely beyond the scope of this report to attempt any detailed account of the changes which the revised regulations have introduced, and it would be quite premature to discuss the prospects of University education under the new régime.

62. The principal reforms which the Act of 1904 introduced in the constitution of the Calcutta University are too well known to need description, and this chapter does not in fact attempt more than a general summary of the present position, together with some mention of the more prominent effects which the new regulations will have on the working of affiliated colleges, and some account of the present condition and proposed future development of each of the Government colleges.

Government colleges set the standard of efficiency.

63. The future of University education in Bengal depends on whether, now that reform is in the air, the affiliated institutions of the Calcutta University can be developed into sound and efficient colleges. The general level of efficiency to which colleges under the new system will attain will be determined to a considerable extent by the standard which Government colleges set. In the early days of University education in India it was the Government colleges which furnished the model; it is now for them to take the lead in shaping a better model.

The new ideal.

Education as distinct from examination.

64. Ideas about University education in India are in a process of transition, and to quote the words of the commission which was recently appointed to inspect the affiliated colleges of the *mufassal*, "a large part of present controversies and perplexities is due to the uncertain determination of the aim." This same commission in the opening words of their general report described the new conception of collegiate education as follows:—

"In the beginning the University ostensibly aimed at nothing but examining. It was said to be an examining University. But already with the affiliation of colleges under implied conditions the broader aim was latent, and the scope of University education was enlarged beyond mere examining. A perfectly consistent examining University would apply its tests without restriction to all who were prepared to pay the fees fixed for its examinations, and would expressly dismiss as beyond its province any consideration of further training. But from the very first the Calcutta University has recognised affiliated colleges, which implies conditions of affiliation, and has more or less rigidly required that candidates should be sent up by affiliated colleges. This always involved, as at least latent, a conception of education distinct from mere examination: an ideal of a type of training. As the rules of affiliation became more precise and exacting, the type of education implied revealed itself more clearly. The movement which has resulted in the reconstruction of the Universities by the new Act is virtually the explicit definition of the new educational ideal. Every tendency of the time points to the residential college with its full social life which has superseded the original conception of the college as a place where students are prepared for examinations by means of lectures. The University is no longer content with lectures; it requires a collegiate life."

The University to teach as well as to examine.

65. Another phase of the function of the Calcutta University as conceived by those who have brought about its reconstruction is embodied in the provisions of the new regulations for the appointment of University Professors, Readers and Lecturers.

Colleges and students.

Decline in institutions and students.

66. On the 31st March 1907 there were 5,190 students in 34 arts colleges. These figures show a decline during the quinquennium of 1,354 students and one college. At the close of the period under review there were 2 more colleges than there were in 1896-97, but 239 fewer students.

Colleges by management.

67. Of the 34 colleges mentioned above, 10 are under public management and 24 under private management. The colleges under public management were on the 31st March 1907 educating 1,444 students, while those under private management were educating on the same date 3,746 students. During the quinquennium under review the number of private colleges decreased by 2, and the number of students in them by 1,570. The number of colleges under public management increased by 1, and the number of students in them by 216. The latter increase is due to the transfer in 1905 of the Diamond Jubilee College, Monghyr, which was formerly a private college, to the control of a committee on which the Municipal and District Boards are represented.

Finance.

Expenditure.

Increased cost to public funds.

68. The total expenditure on arts colleges during 1906-07 amounted to Rs. 8,08,010. Towards this expenditure public funds contributed 40.9 per cent., fees 32.6 per cent., and endowments and other sources 26.4 per cent., the balance, or 1 per cent., being realised from District and Municipal funds. The expenditure shows an increase on the quinquennium of just over Rs. 1,17,692. The increase has been borne entirely by public funds. The receipts from public sources have risen by Rs. 1,34,700, while the receipts from private sources have fallen by about Rs. 17,000. The grants to private

*colleges from the Imperial contribution which are mentioned in paragraph 73 below have not been included in the statistics for 1906-07.

69. The annual cost per student amounted during 1906-07 to Rs. 106; Cost per student. during 1904-05 it was Rs. 124, and during 1905-06 Rs. 135. In calculating this figure the capital grants to private colleges referred to above have not been considered.

Grants-in-aid.

70. Special rules for grants-in-aid to colleges were published in 1905. The grant-in-aid rules. Previous to this grants to colleges were controlled by general rules which were applicable to schools and colleges alike. The rules published in 1905 recognise two kinds of grants, annual and special. Before any grant is given detailed information is required with reference to the finances, the buildings, and the general organisation of the college. No annual grant may exceed in amount the sums to be expended from private sources (exclusive of fees), except in special cases and under the special orders of Government. Special grants may be paid to private colleges which are not in receipt of regular annual grants, but only on condition that the governing body of a college thus assisted can satisfy the Education Department that the college is likely to be maintained in efficiency and that it will be open to inspection by the Department. Annual grants are paid in monthly instalments. Before submitting a monthly bill for countersignature by the Director of Public Instruction, the Secretary of the college has to certify that all salaries due for and up to the previous month have actually been paid.

71. The annual or regular grants to colleges during 1906-07 amounted Annual grants during 1906-07 to Rs. 27,600. During 1901-02 these grants amounted to Rs. 22,650. and 1901-02.

72. The Government of India realised that the changes introduced by Special Imperial the Universities Act of 1904 would impose fresh burdens both upon the grants to Universities and their affiliated colleges, and they agreed therefore to make the Calcutta a special annual grant of 5 lakhs, which was to be spent partly on expenses University and its affiliated colleges. which the Universities themselves would have to incur, and partly on grants to affiliated colleges. Out of this contribution the following grants were in December 1905 sanctioned for the Calcutta University and for arts colleges in this Province :—

	Rs.
(a) For colleges, during 1905-06	30,000
(b) For colleges, during each of the years 1906-07, 1907-08, 1908-09	80,000
(c) For the administration of the University and for expenses incurred on account of inspection and travelling, for each of the 4 years from 1905-06 to 1908-09	30,000
(d) To the University for building, for each of the four years from 1905-06 to 1908-09	50,000

In addition to these grants a sum of Rs. 1,80,000 was assigned in March 1905 from the Imperial contribution for the purchase of a piece of land adjoining the Senate House.

73. The allotment of the Imperial contribution which has been Distribution of assigned to colleges is distributed among private colleges by the Local Govern- Imperial grants ment after consulting the Syndicate. During 1906-07 a sum of Rs. 1,10,000 during 1906-07. (Rs. 80,000, the allotment for 1906-07, plus Rs. 30,000, the allotment for 1905-06) was distributed as follows :—

Rs. 28,000 for hostels,
Rs. 50,500 for laboratories,
Rs. 5,000 for libraries,
Rs. 10,000 for building and apparatus,
Rs. 16,500 for arrears of salaries.

Government colleges do not share in this contribution.

Some general considerations regarding the future of arts colleges.

The inspection commissions.

74. Before the special grants to colleges mentioned just above were distributed, it was thought that the affiliated colleges of the University The inspection commissions. ought to be inspected. Two commissions of inspection were therefore arranged

in 1905-06, a commission for the inspection of Calcutta colleges and a commission for the inspection of *mufassal* colleges. The former consisted of Mr. Justice Sarada Charan Mitra, Mr. Küchler, the Hon'ble Babu Bhupendra Nath Basu, and Mr. James, the latter of Babu Heramba Chandra Mitra, Mr. Arden Wood and Mr. James. In the reports of these commissions many questions of general interest as bearing on the future of arts colleges were discussed.

The question of staff.

The function of the college according to the new ideal.

75. The new conception of collegiate education as voiced by the commission of inspection for *mufassal* colleges has been quoted in paragraph 64 above. A practical aspect of this question is the staff which arts colleges will require, if there is to be any genuine attempt to realise the new ideal. Under the old conception "the University framed courses of study and held examinations; the affiliated colleges supplied lecture rooms and lectures."¹

"Now," say the inspecting commission just referred to, "we say lecturing is not educating. It is not even adequately instructing. The college must do very much more. It must take account, whether students are profiting by their lectures, whether they are properly prepared for their examinations. It must provide facilities for, and supervise, practical work in science. It must assume responsibility not merely for the discipline of the class room, but for the whole lives of its students. It must provide a library and a common room. It must organise games. It must inspect lodging houses and messes. It must regulate hostels."

The inadequacy of the old lecture system.

76. Even from the point of view of instruction the old system under which education began and ended with lectures was entirely inadequate, not to say hopelessly wrong in principle. The commission for the inspection of Calcutta colleges emphasised this.

"Lectures do not constitute the whole, and hardly even the chief part, of a healthy system of liberal education. The sound principle is that the main work is done by the student himself and by the intelligent activity of his own faculties."

The remedy.

77. The commission went on to explain that this principle had been entirely missed by the system which had been long established in the institutions preparing students for Calcutta University examinations. Their conclusions as to the only real remedy are embodied in the following quotation:—

"It is the firm belief of the committee that a resolute effort must be made gradually to transform the teaching from the present hybrid kind of class teaching to a system of genuine lecturing supplemented by practice, and if possible, some adequate amount of tutorial advice and assistance. It will not be easy to effect this change, but the attempt must be made if education is to be really improved."

A tutorial system to be introduced into Government colleges.

78. At Government colleges the number of lectures will be reduced, and a tutorial system will be introduced to supplement the lectures. Proposals for additional staff, assessed on the understanding that a tutorial system will be introduced and based on the general principle that a proportion of 1 to 15 between the staff of a college and the students should be regarded as the lowest proportion of teachers to the taught that is compatible with efficiency, are now before Government. Sir Alexander Pedler pointed out in his Convocation speech of 1905 that the proportion of students to the teaching staff in India was far higher than in America or Europe, often five times as great or even more.

The separation of school and college.

The recommendation of the Universities Commission.

79. The Universities Commission recommended that college classes should be conducted in buildings separate from those of schools, and should be under separate management.

The views of the *mufassal* inspection commission.

80. The commission for the inspection of *mufassal* colleges found in their incomplete separation from schools one of the chief defects of colleges outside Calcutta. They pointed out that even where college students and school pupils were separated for their studies, they were mixed together more or less in their hostels and boarding houses—"an even less defensible confusion of disciplines." Two of the members of the commission contended that if the reasons for separation had any validity at all, the separation should be complete and absolute, and the principle should be so laid down with authority. The Indian member of the commission was unable to agree as to the necessity for

an absolute separation of college and school students in hostels. He admitted that little boys and young men must be treated differently, but thought that the ends of discipline might be met by their being placed in separate rooms.

81. The Calcutta commission admitted that no special confusion of scandal had already resulted from the system of linked schools and colleges, but they recorded an unanimous opinion that for all that there were "objections serious enough to warrant an insistence on the complete separation of school and college, wherever they were closely combined." They pointed out that "the question at issue was really one of discipline and method of teaching."

The views of the
Calcutta inspection
commission.

"The discipline of school boys and of young men at college ought to be different. The result of this connexion has certainly been to obscure this difference. College students have been treated too much like school boys; school boys aspire to the liberty of college students. The method of teaching in the school is class teaching; in the college lecturing and individual tuition."

82. The new regulations of the University do not insist upon a complete separation of colleges and schools, but a college must, as a condition either of obtaining or retaining the privilege of affiliation, show that it is under the management of a regularly constituted governing body, and that it has suitable college buildings. In the case of all Government colleges a complete separation of the college from the attached collegiate school or schools is contemplated, and schemes to this end are in process of development.

The present
position.

The second grade college.

83. The question of the separation of school and college leads directly to the problem of the second grade college. The Universities Commission recommended that no new second grade colleges should be affiliated. As regards existing second grade colleges they were of opinion that the less efficient should be required at a comparatively short notice to revert to the position of high schools, while the stronger institutions should be allowed a reasonable period of time in which to choose between the status of a college and that of a school.

Recommendation
of the Universities
Commission.

84. In their letter with which the Commission's report was forwarded to Local Governments the Government of India expressed themselves as being not altogether willing to accept this recommendation of the Commission. They stated that they were not convinced that the practice under which a flourishing school extended the scope of its efforts so as to include the First Arts course of itself deserved condemnation: on the contrary "under the peculiar conditions which prevailed in India" such classes might in their opinion "serve a useful purpose in many ways." They observed that the fact which lay at the root of the matter was that owing to the special conditions of India the two years of the First Arts course which were in other countries the last two years of school life, had been included in the college course. They thought that in time it should be possible to remedy this defect. Meanwhile they inclined to the opinion "that, so long as efficiency is strictly insisted upon, second grade colleges occupy a definite place in the educational machinery of the country, and fulfil a useful function."

The views of the
Government of
India.

85. The *mufassal* inspection commission discussed the second grade college at some length. They admitted that these colleges served "a fairly useful economic purpose," but stated that their "intellectual range" was "necessarily restricted," their classes being too few "to give the variety which must combine with the unity of the college to give the best results." Their ideal was at best "a restricted," even a "maimed" one, and "the intellectual goal was not deserving of the college organisation." In the view of the commission, the standard at which the University should aim should be that of the "complete college," and after sketching in outline what that standard seemed to them to demand, they recorded an opinion that a second grade college as such was "educationally unsound and detrimental to the highest interests of the University." As an expedient by which the difficulties of the present situation might be solved they put forward a proposal for the creation of a new type of school, "to be called distinctively a collegiate school," which should be permitted to add to its upper classes two higher classes

The views of the
mufassal
commission.

providing instruction in the courses for the intermediate examinations of the University.

The Indian member's dissent.

86. Babu Heramba Chandra Maitra dissented from the views of his colleagues. In his view any hostility on the part of the University to second grade colleges, as such, would be deplorable. He thought that new second grade colleges should be affiliated, if reasonable guarantees of efficiency were offered.

The present position.

87. Under the new regulations colleges may be affiliated up to the intermediate standard. All colleges affiliated up to the standard of the F.A. Examination were on the introduction of the new regulations deemed qualified pending the reconsideration of the affiliation of existing colleges under the powers conferred by the new Act to impart instruction up to the standard of the Intermediate Examination in Arts, but not up to that of the Intermediate Examination in Science.

College libraries.

The recommendations of the Universities Commission.

88. The Universities Commission recorded a resolution to the effect that they attached great importance to the formation of good reference libraries in connexion both with universities and colleges. They observed further that in a college where a library was inadequate or ill-arranged, the students had no opportunity of forming the habit of independent and intelligent reading.

The reports of the inspecting commissions.

89. The question of college libraries is considered at some length in the reports of both the inspection commissions. Both commissions found the libraries and the use made of them generally inadequate. Both reports emphasised the need for reform, and dwelt upon the necessity not only of having an adequate number of the right kind of books, but also of arranging them in such a way that they may be readily available. The *unfussal* commission referred to various suggestions with regard to college libraries put forward by the late Mr. Macfarlane, Librarian of the Imperial Library, Calcutta, one of which was that the Imperial Library might become a school for supplying trained librarians for college libraries. Other suggestions were the overhauling of existing libraries with a view to getting rid of books which are obsolete or unsuitable, and the preparation of a model catalogue to serve as a standard to colleges generally. Mr. Macfarlane expressed his willingness to assist under certain conditions the carrying out of these suggestions. Perhaps, if the present incumbent of the Imperial Librarianship would be willing to help, a start might be made by overhauling the Presidency College library on these lines.

The teaching of science.

The prescriptions of the new regulations.

90. According to the new regulations affiliation up to various stages is given not generally but in subjects, and affiliation will not be given in any experimental science, unless it can be shown that arrangements have been or will be made in conformity with the regulations for imparting instruction in that branch of science in a properly equipped laboratory or museum. In the Intermediate Examinations in Arts and Science there is no practical examination, but any candidate who desires to be examined in any science subject has to produce a certificate from the Principal of his college to the effect that he has completed in an affiliated college the practical course prescribed by the regulations.

The provision for science teaching was inadequate in the past and will be more inadequate in the future; but science teaching is now optional.

91. The inspection commissions found that except in the larger Government colleges and in one or two of the private colleges the provision for the teaching of science was defective even according to the standard of the old regulations. They pointed out that under the new regulations the expenditure under this head would be still heavier, and that a considerable outlay would be necessary in order to provide properly constructed laboratories, apparatus for practical work and demonstrators for practical classes. The University has, however, made the science courses optional, and consequently colleges may, if they wish, discard science teaching altogether, or content themselves with teaching one or two sciences to the intermediate standard. With regard to Calcutta the inspection commission suggested that for the teaching of science up to the intermediate standard a system of inter-collegiate lectures might be arranged.

92. It is well to emphasise the fact that the practical courses in intermediate physics and chemistry do not require great expenditure. The *mufassal* inspection commission remarked that "teachers with the necessary enthusiasm and ingenuity can dispense with not a few of the costly productions of the makers of scientific apparatus" and that "the home-made article frequently answers the purpose just as well." They observed that the impression which they derived from the inspection of the apparatus possessed by some of the smaller colleges was "that it was in some respects needlessly costly and that pieces of apparatus had not unfrequently been purchased which, in relation to the actual needs of the course prescribed, might be called expensive toys."

Costly apparatus not required for the intermediate courses.

93. More advanced science teaching will probably have in future to be confined to a few central institutions. The provision which it is proposed to make in Government colleges for science teaching will be stated under the head of each institution.

Advanced science teaching.

Government colleges.

Their cost since 1882.

94. During 1905-06 Mr. Jackson, Professor of Physics at the Patna College, was on special duty in connexion with the re-organisation of Government colleges in accordance with the requirements of the new regulations. In the course of his work he collected figures for the cost of each Government college in the present area of Bengal since the year 1882, and put together a note on the subject illustrated by diagrams. Some of the facts revealed are worthy of special notice.

Mr. Jackson's note.

95. In 1882-83 the four *mufassal* colleges, viz., Patna, Cuttack, Hooghly and Krishnagar cost Government Rs. 1,05,142 and the Presidency College cost Government Rs. 78,850. In 1890-91 the Presidency College cost about Rs. 79,836, while the four *mufassal* colleges cost about Rs. 96,982. From that year the nett cost of the *mufassal* colleges steadily declined, and in 1899-1900 it amounted to Rs. 55,441 only. It has since risen, but the nett cost in 1905-06 was less than the nett cost in 1882-83 by about Rs. 24,000. The nett cost of the Presidency College on the other hand has been increasing steadily since 1886-87, though there was a slight set back between 1896-97 and 1899-1900. During the last six years the annual rate of increase has been about Rs. 10,000 and the nett cost during 1905-06 was Rs. 1,14,702, which was nearly double that of the four *mufassal* colleges put together.

The cost of the Presidency college compared with that of the four Government colleges in the *mufassal*.

96. These facts are to a large extent due to the policy of attempting to maintain a single college in a high state of efficiency, even after the Education Department had been weakened by the re-organisation of the Department on a cheaper basis in 1896. Undoubtedly, the Presidency College has to some extent grown at the expense of colleges in the *mufassal*. At the re-organisation of 1896 for example it was intended that the Patna College should have a principal and two professors of the Indian Educational Service, but as a fact it has never had more than one such professor, the other professor having been posted at the Presidency College.

The Presidency College has grown at the expense of the *mufassal* colleges.

97. Mr. Jackson also worked out an interesting comparison between the cost of Government colleges in Bengal and the cost of an average English Provincial college. As types of the latter he took the University colleges of Liverpool and Nottingham. The cost of an average English Provincial college is based on the figures of these two institutions for several years; only such items of expenditure were taken into consideration as are strictly comparable with the expenses incurred at colleges in Bengal.

Comparison of the cost of Government colleges in Bengal with the cost of an average English Provincial college.

98. The figures show that the average English Provincial college costs nearly 53 per cent. more *per annum* than the Presidency College, Calcutta, cost annually during the last five years, and nearly ten times as much as an average *mufassal* college cost annually during the same period. On the other hand the proportion of the total expenditure which was borne by fees at the Presidency College and the average *mufassal* college respectively was 51.2 and 33.4 per cent. respectively, whereas in the average English college 28.8 per cent. only of the total expenditure is met from fees. In this connexion it may be mentioned that at the Liverpool College 33.5 per cent. of the total expenditure is defrayed from endowments, which in Bengal are practically non-existent.

An English Provincial college costs far more, but the proportion of the receipts to its total expenditure is less.

The Presidency College.

Students. 99. On the 31st March 1907 there were 692 students on the rolls of the college. This figure is exclusive of the students of the *Madrasa* and the Sanskrit College. Including the *Madrasa* and the Sanskrit College students the total average monthly number of students undergoing instruction in the Presidency College was 752, as against 923 in 1905-06.

The staff. 100. On the 31st March 1907 the staff consisted of a principal, 20 professors, 2 lecturers, 5 demonstrators, 9 laboratory assistants, 4 student assistants, and one gymnastic instructor. The number of professors quoted includes the two officers mentioned in paragraph 318 of this report, who were recruited in Europe for the training college schemes, but who are being employed temporarily at the Presidency College. The number of professors in the Indian Educational Service sanctioned for the college is 10 (including the principal); on the date just referred to there were 6 such professors only.

Cost. 101. The gross expenditure on the college during 1906-07 amounted to Rs. 2,35,511, as against Rs. 2,20,687 in the preceding year. These figures include the cost of the commercial classes. The increase is mainly due to an increase in salaries in consequence of the recent re-organisation of the Provincial and Subordinate Educational Services. The receipts from fees and fines, together with the contributions from the Mohsin fund on account of the fees of Muhammadan students, amounted during 1906-07 to Rs. 93,352, as against a sum of Rs. 1,05,985 realised from fees during 1905-06. The decrease is due to the fact that in the interests of efficiency admissions were more restricted. The nett cost to Government during 1906-1907 of the college and the attached commercial classes was Rs. 1,42,159. The total cost of educating a student was during the year Rs. 344, and the cost to Government Rs. 208.

Examinations. 102. In 1906 the college sent up 114 candidates for the M. A. examination; 54, or 47·3 per cent., were successful, 5 gaining first classes. At the B. A., B. Sc. and F. A. examinations in 1906 the college passed 38, 67, and 52 per cent. of the students, respectively. Two first classes were gained at the B. A. examination (A course) and 10 at the F. A. examination. At the B. A., B. Sc., and F. A. examinations in 1907, 34, 53, and 50 per cent., respectively, of the students of the college who appeared were successful; 25 first classes were obtained, 19 in the F. A. examination, 3 in the B. A. examination (B course) and one in the B. Sc. examination.

The astronomical and biological laboratories. 103. The astronomical laboratory has been considerably developed during the quinquennium under review. In 1903-04 a sum of Rs. 12,000 was contributed for the purchase of telescopes and other apparatus, and a temporary staff consisting of a demonstrator and 3 student assistants was sanctioned. A biological laboratory was opened in September 1900 with six students. In December 1906 there were 102 students, 45 studying physiology and 57 botany. Mr. Mahalanabis has been in charge of this laboratory since it was started; a laboratory assistant was added in 1905. This department has entirely outgrown the accommodation allotted to it. The proposals for its further development are stated below.

The geological class. 104. The number of students studying geology and mineralogy during 1906-07 at the Presidency College was 45. In 1901 at the suggestion of the present Director of the Geological Survey, who was then lecturer on geology at the Presidency College, a system of student assistants was sanctioned. In 1903 a demonstrator was appointed and more recently the stipends of the student assistants were raised. The laboratory accommodation for these classes is now quite inadequate, and the new regulations of the University have increased the requirements considerably. A geological museum is being got together for the college, but the collection already made can scarcely be utilised for lack of space. Excursions for the practical study of geology are made annually. In 1905-1906 a tour was made through the State of Mayurbhanj, and the geological lecturer emphasises the courtesy with which his party was treated by His Highness the Maharaja. A research student in geology was appointed at the beginning of 1907.

105. A number of papers on chemical research have been contributed during the quinquennium by the professors of the college to the Chemical Society, London, and the Asiatic Society, Bengal. These papers have appeared in the journals of these societies. During 1906-07, eight research scholars were working at the college in addition to the geological research scholar mentioned above. Three of these were conducting researches in chemistry under Mr. Cunningham, two in astronomy under Mr. Little, and three in physics under Dr. J. C. Bose. Research.

106. It has been decided that the Presidency College is to remain where it is. Steps are now being taken to acquire land adjoining the college and the required extensions will be carried out as soon as practicable. In the meanwhile proposals have been submitted to Government for substantially increasing the teaching staff. In the new regulations botany and physiology are regarded as two separate subjects. There will therefore in future be separate departments, one for physiology, the other for botany. To relieve the Principal of some of the administrative work in connexion with the college buildings and grounds, the hostel, the athletic club, the common room, the menial staff, etc., the appointment of a steward has been proposed. The numbers of the college will in future be restricted to about 650 as a maximum. The future of the college.

The Patna College.

107. On the 31st March 1907 there were 120 students on the rolls of the college; of these 75 per cent. were Biharis, the balance being Bengalis. Classified according to religion, 73 per cent. were Hindus, 25 per cent. Muhammadans, and 2 per cent. Brahmans. The monthly average roll-number during 1906-07 was 156. This is the highest figure recorded since 1902-03, but the monthly average during the previous quinquennium (1897-1902) was 242. The decrease has been due to the prevalence of plague in Patna during the quinquennium under review. Students.

108. The staff during 1906-07 consisted of a principal and seven professors. In addition to these there were two teachers of the collegiate school who worked for some of their time in the college and one laboratory assistant who helped with the teaching of mathematics. Before 1890 there were sometimes as many as six European professors at the college, but, as explained in paragraph 96 above, as a result of the re-organisation of 1896, a principal and two professors were the only officers in the Indian Educational Service allowed to the college. For the last two years the Principal has been the only Indian Educational Service officer serving at the college. The staff.

109. The total cost of the college during 1906-07 was Rs. 49,917; the cost to Government was Rs. 36,857. The total cost of educating a student was Rs. 322; the cost to Government was Rs. 238. Cost.

110. Three students of the college were sent up for the M.A. examination of 1906; of these two were successful. Forty-two candidates were sent up for the B.A. examination, but three only passed, none obtaining honours. For the F.A. examination 61 were sent up and 70 per cent. were successful, nine passing in the first division. Examinations.

111. As regards the general progress of the college during the quinquennium Mr. Russell, the Principal, writes as follows:— General progress.

"It may be claimed for the Patna College that during the past five years it has made some appreciable advance in the direction of what is now universally recognised as the ideal at which our colleges should aim. It has done much to free itself from the reproach frequently levelled against Indian colleges that they are merely places at which lectures are delivered and certificates of attendance issued. Lectures have now been supplemented by a system of monthly examinations, which has become a very important factor in the work of the college. It was instituted by Mr. Macdonell in 1903. The marks obtained in these examinations are a real and tolerably searching test of the work done by students throughout the year. It is an innovation which has certainly had some effect in improving the methods and standard of work, and in eliminating from the college a certain class of students (formerly too common) who rely on a few months of severe cramming before the examinations to make up for two years of indolence. Other sides of college life have been developed in connexion with the students' common room. This was instituted and given

a vigorous start by Mr. H. B. James in 1905. During the past year a system of compulsory games and drill has been introduced and has worked very successfully. Temporary hostels have been opened in connexion with the college, pending the construction of new permanent hostels on the land which has now been acquired for the purpose."

The future of the college.

112. In a note on the future working of the college written at the beginning of this year Mr. Jackson reviewed its prospects as follows:—

"When the improvements in the Patna College, which are now being carried out by Government, are completed, this college will be the first Government arts college in Bengal to possess, in anything like a complete form, the "essential elements of a residential college"—buildings, houses for professors and students, playing fields, gymnasium, common rooms and library, athletic and social organisations. For various reasons it does not appear that any other college will be able to develop, for several years at any rate, these essential features as fully and completely as the Patna College. This college starts therefore with a great advantage over all others."

The future staff.

113. Proposals for providing the college with an adequate and efficient staff are now before Government. Physics and chemistry will be taught in combined laboratories for the Patna College, the Temple Medical School and the Bihar School of Engineering. This proposal was originally put forward by Professor Ramsay of University College, London, on the occasion of his visit to Patna in 1901. The college is affiliated up to the B. Sc. standard.

The new buildings.

114. The improvements which are in process of development in connexion with the college were outlined in paragraph 60 of the Report on Public Instruction in Bengal for 1905-06. As regards the progress during the year under review Mr. Russell in his report writes as follows:—

"The extension scheme has rather been hanging fire partly on account of complications which have been introduced by the requirements of the new University Regulations in regard to the teaching of sciences. The final details of the site and plans for new laboratories have not yet been settled. Land, however, has been acquired between the college and the Bihar School of Engineering; and the site of the Minto Hindu hostel has been fixed. It is anticipated that the work of building this hostel and the new laboratories will shortly begin. The Muhammadan hostel and quarters for superintendents will be the next work to be undertaken."

The Ravenshaw College, Cuttack.

Students.

115. There were 158 students on the rolls of the college on the 31st March 1907. The average monthly number during the year was 133. In September 1903 there were over 200 students on the rolls, but at the end of that year a severe outbreak of cholera occurred which created a panic. The college has not yet recovered the position of that year, but it is steadily gaining ground. The numbers were higher last year than they were at the opening of the quinquennium under review. The percentage of Uriya students during 1906-07 was 52.5; in 1901-02 it was 64.2. The number of domiciled Bengalis attending the college has increased during the quinquennium. The number of students on the rolls on the 31st March 1907 included 4 Muhammadans and 2 Native Christians; the rest were all Hindus.

The staff.

116. The staff of the college consists at present of a principal and 7 professors who are assisted by one of the teachers of the collegiate school. No officer of the Indian Educational Service is employed at the college.

Cost.

117. The total cost of the college during 1906-07 was Rs. 31,914; the cost to Government was Rs. 23,766. The total cost of educating a student was Rs. 240; the cost to Government was Rs. 179.

Examinations.

118. The results during the quinquennium have been as follow:—The F.A. examination, 297 candidates sent up of whom 134 or 45 per cent. were successful; the B.A. examination, 164 candidates sent up, of whom 42 or 26 per cent. were successful.

Muhammadans at the college.

119. The number of Muhammadan students attending the college has decreased during the quinquennium. Mr. B. V. Gupta, the Principal, observes that very little progress in this respect can be expected until a Muhammadan hostel is provided. The provision of such a hostel is now under consideration.

The location of the college.

120. The removal of the college from its present site was mooted during the quinquennium under review. It has now, however, been definitely decided that the college shall remain where it is, and that the collegiate school shall be removed from the college premises.

121. Proposals for strengthening the college establishment have been submitted to Government. The college deserves special consideration, as it has to meet the needs of the Uriya-speaking people and of the Chiefs of the neighbouring Feudatory and Tributary States. For the present it is not proposed that science should be taught at the college beyond the intermediate stage. The branches of science taught up to that stage will be physics, chemistry and botany. The future of the college.

The Hooghly College.

122. On the 31st March 1907 there were 163 students on the rolls of the college; of these 145 were Hindus and 18 were Muhammadans. On the corresponding date in 1902 the number stood at 117. The attendance at the college has in fact been more than maintained during the quinquennium under review, in spite of the fact that no attempt has been made to keep the college up to the standard of modern requirements. The monthly average roll number during 1906-07 was 140. Students.

123. The present staff consists of a principal and 8 professors. One of the teachers in the collegiate school also devotes part of his time to teaching in the college. No officer of the Indian Educational Service is at present employed at the college, but the present officiating Principal is a graduate of Oxford University. The staff.

124. The total cost of the college during 1906-07 was Rs. 32,327. This represents an increase of over Rs. 8,000 on the figures for 1901-02, but the increase is mainly to be accounted for by the re-organisation of the Provincial and Subordinate Educational Services, to which effect was given from September 1905. Previous to the year 1896-97 far more was spent annually on the college, and in the year 1884-85 it cost more than half a lakh, i.e., nearly double the cost incurred during 1905-06. The nett cost of the college to Government during 1906-07 was Rs. 21,495. The total cost of educating a pupil was Rs. 231; the cost to Government was Rs. 153. Cost.

125. One student from the college appeared at the M.A. examination of 1906 and was successful. Of the students sent up for the F.A. and B.A. examinations during 1906-07, 50 and 25 *per cent.* respectively were successful. During the quinquennium under review 120 and 44 candidates were successful at the F.A. and B.A. examinations respectively. Examinations.

126. The *mufassal* inspection committee commented on the inadequacy of the class room accommodation at the college. It is proposed that the collegiate school should be removed from the college premises as soon as possible. This change will afford the necessary increase of accommodation. Accommodation.

127. The Hooghly College once ranked next in importance to the Presidency College, and among its *alumni* are men like the late Mr. Justice Dwarka Nath Mitra and Mr. Justice Amir Ali. The Finance Committee of 1886 advocated its abolition, and in 1891 it was decided that, if possible, the college should be handed over to local control. This step was not taken, but it was agreed that in future the staff should consist entirely of men locally recruited. This decision was carried into effect in the re-organisation of 1896. In 1899 a memorial signed by a large number of zamindars, retired Government servants, High Court pleaders and old pupils of the school and headed by Raja Peari Mohan Mukerji, C.S.I., was submitted to Government praying with reference to the decision just referred to that some at least of the staff of the college might be members of the Indian Educational Service. As a result of this memorial the late Sir John Woodburn ordered that arrangements should, if possible, be made by which the services of a member of the Indian Educational Service or a European officer with the degree of an English University should be made available for the post of principal. He stated, however, that no definite promise could be made.

128. Two additional professors are required in order to staff the college according to the requirements of the new regulations, and proposals with regard to the appointment of these officers have been made to Government. Physics and chemistry will be taught at the college up to the B.A. stage on the arts side and on the science side up to the intermediate stage. The future of the college.

The Krishnagar College.

- Students.** 129. On the 31st March 1907 there were 89 students on the rolls of the college. The numbers have been more than maintained during the the quinquennium under review, but the figures for 1906-07 show a decrease on those of the previous year. This is accounted for partly by the large number of failures at the entrance examination of 1906 and partly by the opening in 1905 of the Ranaghat-Murshidabad Railway, which has made the Berhampore College more accessible to boys of the Krishnagar district.
- The staff.** 130. The staff at present consists of a principal and 6 professors. Three masters of the collegiate school also teach in the college. No officer of the Indian Educational Service is employed at the college.
- Cost.** 131. The cost of the college during 1906-07 was Rs. 29,938; the cost to Government was Rs. 23,130. The college has an endowment, the annual income from which is Rs. 1,623. The cost *per student* during the year was Rs. 352; the cost to Government was Rs. 272.
- Examinations.** 132. One hundred and eighty-nine candidates were presented at the F.A. examination by the college during the quinquennium under review; 94, or just under 50 *per cent.*, were successful. During the same period 75 candidates were presented at the B. A. examination, and 22, or 29 *per cent.*, were successful.
- Muhammadans at the college.** 133. Throughout the quinquennium under review there has never been at one time more than 1 Muhammadan on the rolls of the college, and at the end of the period there were only 3 Muhammadans on the rolls of the collegiate school. The officiating Principal reports that the Muhammadans of the town and district of Krishnagar cannot afford to give their children a proper education. It was thought that the absence of a Muhammadan boarding house in Krishnagar was partly responsible for the non-attendance of Moslems both at the school and at the college. Accordingly in July 1906 the funds necessary for opening a hostel for them was sanctioned and it was arranged that one of the college *mautris* should reside in it as superintendent. Up to the close of the period under review no application for accommodation in this boarding house had been received, and the funds sanctioned had not been utilised.
- A retrospect of the college's history.** 134. The college has had a chequered career. In 1871 Sir George Campbell, who was then Lieutenant-Governor of Bengal, abolished the B. A. classes. In 1876 Sir Richard Temple, who in 1874 succeeded Sir George Campbell, consented to restore the college to its former status, provided that a considerable share of the increased cost was subscribed by the community. A sum of Rs. 40,000 was subscribed and with this endowment the college was re-established on its original footing. The Education Commission recommended the transfer of the college to local management, and it was decided by Government in 1893 that this transfer would be carried out, unless a *lakh* of rupees, or an annual income of Rs. 4,000, could be provided locally in addition to the existing endowment of Rs. 40,000. A committee was formed, and a sum of Rs. 7,000 in donations and annual subscriptions amounting to Rs. 2,200 were promised. In 1894 Government declared that they had no immediate intention of altering the status of the college, but at the same time a warning was conveyed to the endowment fund committee that no expression on the part of the Lieutenant-Governor could bind his successors, and that the assurance then given would have no validity, unless and until a sum of Rs. 5,000 out of the promised donations of Rs. 7,000 had been collected and a guarantee given for the permanent payment of the annual subscriptions promised. Shortly after this the Commissioner reported that a sum of Rs. 5,000 had been collected and that subscriptions amounting to Rs. 2,200 had been promised for three years. It was then ordered that the undertaking of Government to retain the college on its existing footing would not be permanent, unless the subscriptions were guaranteed permanently. The promised donations of Rs. 7,000 have since been collected, and subscriptions amounting to Rs. 2,200 were paid for two years. In the third year subscriptions amounting to Rs. 1,700 were collected; since then no further subscriptions have been realised.

135. The appointment of two additional professors has recently been proposed. Improvement of the staff.

The proposed college at Ranchi.

136. At the beginning of 1906 a scheme for establishing a residential arts college at Ranchi was submitted to the Government of India. That Government was unable to accept the scheme as it stood, and the Local Government was asked to submit further information. In February of this year a modified and less expensive scheme was sent up to the Imperial Government. The original scheme modified.

Arts colleges under board management.

The Midnapore College.

137. The Midnapore College was founded in 1872 and was under the direct management of Government until 1887, when the local municipality was entrusted with its management. Ever since the transfer Government has made an annual grant to the college, and during 1906-07 this grant was increased from Rs. 2,650 to Rs. 5,580. The college has an endowment, the annual income of which is Rs. 1,848. The total expenditure during 1906-07, which amounted to Rs. 9,933, was met as follows:—From Provincial revenues Rs. 5,028, from fees Rs. 3,057, from endowments and other sources Rs. 1,848. The municipality contributed nothing towards the up-keep of the college. The total cost of educating a student amounted during 1906-07 to Rs. 211; the cost to Government was Rs. 107. Management and finances.

138. On the 31st March 1907 there were 40 students on the rolls of the college. The average monthly roll number during the year was 47. The college is a second grade one. Students.

The Diamond Jubilee College, Monghyr.

139. This is a second grade college which was opened in June 1898. Its establishment was the result of a public meeting held at Monghyr in 1897, which decided that the Diamond Jubilee of the late Queen should be celebrated by the foundation of a college. Money was collected and certain landed properties were made over to the college to form an endowment. The annual income from this endowment amounts to about Rs. 1,900. The management was entrusted to a local committee, of which the District Magistrate was president. This committee was not the same as the joint committee to which the management of the *silla* school had been made over in 1891, but until 1905 there was an intimate connexion between the school and the college, and the latter was largely supported by the diversion of profits made at the former. In 1905 Government resumed the direct management of the school, and the college was placed under the management of a joint committee, which includes the Principal of the college and members of the District and Municipal Boards, both of which bodies make an annual contribution towards its upkeep. Since 1905-06 the college has been shown as under Board management. Previous to that year it was shown as an institution under private management. Management.

140. On the 31st March 1907 there were 16 students on the rolls of the college; the average monthly roll number throughout the year was 15. In 1899 there were 43 students on the college roll, but a virulent outbreak of plague in Monghyr in 1900-01 scared students away from the place. Students.

141. The cost of the college during 1906-07 was Rs. 6,273. This was met as follows:—From District and Municipal funds Rs. 2,150, from fees Rs. 702, from endowments and other sources Rs. 3,421. The total cost of educating a student during the year was Rs. 418; the cost to public funds was Rs. 143. During 1906-07 the college received from the Imperial contribution a grant of Rs. 3,000 for the equipment of its laboratories. Cost.

Private arts colleges.

Statistics and general classification.

142. As explained in paragraph 67 above, 24 private colleges are included in the returns. The Dublin University Mission College, Hazaribagh, which has for some years been in receipt of an annual grant from Government and which has recently received considerable capital assistance from The statistics are not complete owing to the failure of the Dublin Mission College, Hazaribagh, to submit returns.

public funds, has failed to supply any returns whatever. Consequently the college statistics are not complete. This failure on the part of the college authorities is much to be regretted. According to the latest returns, the number of students on the rolls of the college on the 31st March 1906 was 69.

Missionary colleges and indigenous colleges.

143. Colleges under private management may be divided roughly into two classes, (a) those under the management of missionary agencies, and (b) those which are the result of indigenous effort and are either proprietary or under the management of a committee of Indians. The most important colleges of the first class are the General Assembly's Institution, the Free Church Institution, and St. Xavier's College, Calcutta. Some account of these institutions is given below.

The General Assembly's Institution, Calcutta.

Students and the cost of the college.

144. The total number of students on the rolls of the college on the 31st March 1907 was 427; the average monthly roll number during the year was 436. The total cost of the college was Rs. 54,537. The cost was defrayed as follows:—from Provincial revenues Rs. 9,600, from fees Rs. 20,484, from endowments and other sources Rs. 24,453. The cost of educating a student during the year was Rs. 125.

Progress during the quinquennium.

145. The history of the college during the quinquennium was largely one of endeavour to improve the institution generally. In 1901 a hostel accommodating over 60 students was opened; and as soon as the debt incurred in connexion with this work was extinguished, the college started husbanding its resources with a view to providing a collegiate school apart from the college premises. A school building is now in course of erection. The Rev. A. B. Wann, who was Principal until after the close of the period under review but who has now left India—it is hoped only temporarily—explains that "these developments have only been rendered possible by having a large number of students in the college. In 1903-04 the enrolment rose to over 700 and the fee income to over Rs. 33,000. Mr. Wann admits that the classes were then too large for really efficient teaching, and states that the abrupt decline which brought the numbers of the college in 1906-07 to between four and five hundred was a boon in every respect except as regards finance.

The educational aspect of the work.

146. Mr. Wann's criticism of the work of his college from the educational point of view is so interesting that it is reproduced below *in extenso*:—

"I cannot report any decided improvement in the results of our teaching; and indeed I do not expect that there will be any decided improvement until the entrance or matriculation examination is radically altered, and the leading principle for examiners is laid down that they shall only pass such men as show by their attainments fitness for a college course. In spite of the complaints of severity made against the entrance examination of 1906, the bulk of our first year students (who passed that examination) are unable to write correct English on the simplest subject coming into their course. And it is now too late to lay the foundations anew; they should not have been allowed to leave school at their present stage. The staff have personally held examinations, looked over, valued, often corrected, and returned the examination papers with comments. And additional exercises have been given by the staff to be examined, corrected and valued by well qualified graduates, and returned with comments by the teachers. The value of these last we have found to be but small. The actual teachers must do the drudgery of continually drilling and exercise correcting in the merest elements of their subjects, if the majority of the class are to be improved at all. The present entrance examination puts a premium on slovenly school work, and forces the college teacher, if he wishes to improve his class as a whole, to undertake the work and use the methods of the middle English school-master. And however willing he may be in the interests of his students to undertake this, he has not the time."

The Free Church Institution (sometimes known as the Duff College), Calcutta.

Students and cost.

147. On the 31st March 1907 there were 246 students on the rolls of the college; the average monthly roll number for the year was 244. The total cost of the college during the year was Rs. 38,163. The cost was defrayed as follows:—from Provincial revenues Rs. 7,800, from fees Rs. 10,713, from endowments and other sources Rs. 19,650. The total cost of educating a pupil was Rs. 156.

148. With regard to the development of the college, the Rev. A. Tomory, The development of the college. the officiating Principal, has submitted the following observations:—

"Owing to the rapid expansion of the commerce of Calcutta, areas of the city near the river are being more and more utilised for storage purposes. This college, which was planted down 50 years ago in a residential quarter otherwise not well supplied with educational institutions, is now surrounded by jute and oil ware-houses and by the residences of the classes that are attracted by such employments. The street in which the college is situated is far too narrow for the traffic it carries, and the areas to the north and south are very congested. Students from the *mohallas* that come to Calcutta do not by any chance reside in this quarter, and the sons of the residents do not to any extent become University students. The result is that we have been considerably handicapped by our position."

149. Mr. Tomory remarks that the knowledge of English possessed by The teaching of English at the college. average students has been so inadequate hitherto that the teaching of English by Europeans has not been as successful as it should have been. As a result colleges in which Bengali gentlemen teach English have attracted more students. Under the new conditions he thinks that it may be expected that students will profit more by the instruction of Europeans.

The amalgamation of the General Assembly's and the Free Church Institutions, Calcutta.

150. Negotiations have for some time been going on with a view to One strong Scotch college for Calcutta. the amalgamation of the General Assembly's and the Free Church Institutions. The object is to produce one really strong Scottish College in Calcutta with a staff sufficient to meet all the requirements of the new University regulations. It is understood that the negotiations have been successful, and that an amalgamated college will shortly be opened under the name of the Christian College, Calcutta.

St. Xavier's College, Calcutta.

151. The number of students on the rolls of the college on the 31st Students, staff and cost. March 1907 was 281; the average monthly roll number during the year was 250. The total cost of the college during the year was Rs. 42,000. The following were the sources from which the cost was defrayed:—from Provincial revenues Rs. 5,400, from fees Rs. 10,940, from endowments and other sources Rs. 25,600. The total cost of educating a student was during the year Rs. 168. At the end of the period under review the staff consisted of 11 Jesuit Fathers and 2 Indian professors, *i.e.*, 1 for Sanskrit and 1 for Arabic and Persian.

152. During the last two years the college has developed prominently The scientific section and the "academy of literature." in two directions. It has increased the accommodation and strengthened the staff of its scientific section, and it has inaugurated an "academy of literature." As regards the first line of development, a physical science hall has been built and the provision for the teaching of chemistry has been increased. Towards these extensions a grant of Rs. 10,000 was made from the Imperial contribution to University colleges. Two Jesuit Fathers who have studied science at the Universities of Louvain and London have been added to the college staff. The Reverend Father O'Neill, S.J., the Rector of the College, gives the following account of the working and objects of the academy of literature:—

"It is generally recognised that the great difficulty which University students in India have to contend with is their limited acquaintance with the English language. This defect is to a great extent the cause of a pernicious system of cram. Finding it difficult to express their ideas in a foreign language, they have recourse to wholesale memorising. To obviate this and to familiarise our students with English as a conversational language and to help them at the same time to take an intelligent interest in their English authors and in the literary and social questions of the day, an Academy of Literature, called the Literary Union, was established and has run its course successfully for two years. Each meeting opens with an essay by one of the students, and this forms the subject of a written criticism by another. A general debate follows, and the last item is a speech, a reading, a piece of elocution or a scene from Shakespeare."

Private arts colleges under the management of Indians.

153. The majority of these colleges are private in the sense that schools The outlook of colleges which are not backed by the resources of Government or a religious society. are called private in England, that is to say, they either are, or were in origin, proprietary institutions, established at the financial risk of an individual. Previous to the introduction of the recent reforms these colleges, both in Calcutta

and in the *mufassal*, were carried on under considerable financial difficulties, and a great number of them were largely supported by the profits made at attached secondary schools. From an educational point this policy of working secondary schools at a profit in order to support colleges was absolutely suicidal. It meant sapping just those institutions on the efficiency of which the whole work of the colleges depended. If there is to be any real improvement in collegiate education, the whole standard of secondary education must be raised, and all that a secondary school can earn, and probably more, will be required for its own needs. The practice of working secondary schools at a profit for the support of colleges will probably cease in the ordinary course of events. At any rate the conditions of recognition under the new regulations will necessitate increased expenditure on secondary schools. The outlook of colleges which are not backed by the resources of Government or of some religious society is in fact not a bright one. This aspect of the present situation was emphasised in the report of the Calcutta Inspection Commission. "A rough calculation," they stated, "will show that such colleges even with the most modest pretensions cannot possibly be self-supporting." As means for raising the additional funds required they suggested—

- (a) an endowment or guaranteed annual subscriptions,
- (b) an annual grant from the University or the Local Government, and
- (c) the raising of the fees.

Two of the leading private colleges in Calcutta have applied for annual assistance from the Local Government.

Two colleges under
Indian management
selected for
mention.

154. Three colleges under the management of Indians are selected for special mention, viz., the Krishnath College, Berhampore, the Bangabasi College, and the Metropolitan Institution, Calcutta.

The Krishnath College, Berhampore.

Management.

155. The Krishnath College, Berhampore, was originally a Government College which was in 1887 made over to the management of the Maharaja of Cossimbazar, who undertook the financial responsibility of the maintenance of the college, under a guarantee, up to a limit of Rs. 20,000 a year. This arrangement is secured by a mortgage and consequently in effect the college is provided with a perpetual endowment. In a sense the Maharaja is the proprietor, but the official governing body is a Board of Trustees, of which the Maharaja himself is president. To conform to the new regulations of the University the Board of Trustees have recently formed a committee of management consisting of the members of the Board and the Principal of the college.

Students and cost.

156. On the 31st March 1907 there were 249 students in the college (exclusive of law students). The total cost of the college (exclusive of the law department) during 1906-07 was Rs. 20,940. Towards this sum the amount realised from fees was Rs. 5,541; the balance represents the contribution of the Maharaja. The cost of educating a student amounted during 1906-07 to Rs. 89 only.

Special contributions
from the Maharaja.

157. In order to equip the college for work under the new regulations the Maharaja has contributed Rs. 6,500 for the improvement of the college laboratories and Rs. 3,000 for the library. During 1906-07 the college also received from the Imperial contribution to University colleges a grant of Rs. 1,000 towards its library.

The Bangabasi College, Calcutta.

Management.
The progress of the
college. The
opposition of
political agitators.

158. The Bangabasi College, Calcutta, was established as a proprietary institution by Mr. G. C. Bose. It was affiliated to the University in 1887. Up to the year 1901-02 it occupied a more or less subsidiary position among the colleges of Calcutta, but in 1902-03 its numbers went up, until there were 775 students on the rolls. During 1902-03 and 1903-04 the college was also very successful at University examinations. During the last three financial years there has been a decline in the numbers of the college, and on the 31st March there were 234 students only on its rolls. Mr. G. C. Bose in a summary of the development of the college during the quinquennium under review,

which he has been good enough to submit, gives the following account of the decline:—

"Since then (*i.e.* the financial years 1902-03 and 1903-04) hard and not always fair competition and canvassing followed, leading to the gradual denudation of the college, to which however a finishing stroke has been given by our pronounced attitude towards the organisation of picketing and boycotting by school and college boys engineered by political agitators who unfortunately wield considerable influence over feeder educational institutions, not only in the metropolis but also in the *wafassat*."

159. The college has recently been placed under the management of a committee. During 1906-07 it received for the equipment of its laboratories a special grant of Rs. 12,000 from the Imperial contribution, and also a grant of Rs. 20,000 from the Local Government towards the liquidation of the debt incurred in the acquisition of the college premises. In the words of the Principal "the college is now passing through a period of crisis," but "it is hoped that with the help of the new regulations in the matter of preserving discipline" and "backed by grants of the kind already received and which may be expected in future" the college "will tide over it successfully."

The prospects of the college.

The Metropolitan Institution, Calcutta.

160. The Metropolitan Institution grew out of a school which was established by the late Pandit Iswara Chandra Vidyasagara. He developed it into a college endowing it with buildings, a library, and a laboratory, and the institution was affiliated to the Calcutta University in 1879. The object of the founder was to educate young men who were unable or unwilling to avail themselves of the education given in Government or missionary colleges. He made it a principle to use indigenous agency only. He spent the income of the institution on the institution itself, supplementing it whenever necessary with grants either from the surplus proceeds of the attached school or from his own private purse. Habitually and on principle he made concessions to poor students in the matter of fees, but discipline was never relaxed nor the standard of efficiency lowered.

Foundation and general aim.

161. Pandit Iswara Chandra Vidyasagara died in July 1891. Since then the management of the college has changed hands more than once. Since 1896 it has been vested in a committee called the College Council.

Management.

162. Of recent years the Metropolitan Institution has been worked at a loss; indeed it has only been kept open by the Principal and professors foregoing portions of their salaries and consenting to work for some years without payment at all in the hope of recovering what was due to them from the Imperial grant to University colleges. The sum of Rs. 16,500 mentioned in paragraph 73 above as having been allotted for arrear salaries represents the Imperial contribution made to recoup the Principal and professors of this college, which also received from the Imperial grant distributed last year Rs. 1,000 towards its library and Rs. 2,500 towards its laboratories. On the 31st March 1907 there were 461 students on the rolls of the college. Its cost during 1906-07 was Rs. 14,960, of which amount Rs. 11,940 was met from fees, the balance being defrayed from endowments and other sources. The financial difficulties which the college has experienced are due largely to the fact that it has always done its best to maintain a high standard of efficiency. The college has now applied for an annual grant from Government, and there seems every hope of arriving at an arrangement which will secure its permanence.

Present position and future prospects.

Oriental colleges.

Classification.

163. Following the practice of the Fourth Quinquennial Review, only such oriental colleges as are returned as public institutions (*i.e.*, institutions teaching according to recognised standards) are mentioned in this chapter. Indigenous institutions for the teaching of Sanskrit and Arabic are described in the chapter dealing with private institutions. The only oriental colleges in Bengal which are returned as public institutions are the Sanskrit College, Calcutta, and the Anglo-Arabic Department of the Calcutta Madrasah. These institutions are included in the statistics for arts colleges.

Public institutions only find place in this chapter.

The Calcutta
Madrasa.

164. The Calcutta *Madrasa* is dealt with in the chapter on Muhammadan education.

The Sanskrit College, Calcutta.

Organisation.

165. The organisation of the Sanskrit College is described in paragraph 294 of Mr. Nathan's Quinquennial Review. The general conditions are unchanged. The college is divided into two departments, the Oriental and the English. The Oriental Department prepares students for the first and second Sanskrit examinations and for the Sanskrit title examination. The English Department prepares students for University examinations under arrangements which are described briefly below.

Students.

166. The number of students on the rolls of the college on the 31st March 1907 was 43; the average monthly roll number during 1906-07 was 44.

Staff and cost.

167. The present staff consists of a principal, 3 professors and 6 lecturers. The total cost of the college during 1906-07 was Rs. 31,577; the cost to Government amounted to Rs. 29,901. The total cost of educating a student amounted to Rs. 718; the cost to Government amounted to Rs. 680. The increase in cost during the period under review is marked, the total cost during 1906-07 being in excess of the total cost during 1902-03 by over Rs. 9,000. This is attributed to the recent re-organisation of the Provincial and Subordinate Educational Services, and it must be remembered that the charge for salaries during 1906-07 was abnormal, because the officers who got promotion as the result of the re-organisation drew their enhanced salaries during that year with effect from the 10th September 1905. There has also been a considerable decline in the number of students. On the 31st March 1902 there were 66 students on the rolls, and on the same date in 1901 there were 88 students on the rolls. Consequently the cost to Government *per student* has more than doubled itself during the quinquennium, and in 1906-07 it cost more to educate a student in the Sanskrit College than in any other Government college, the Bethune College excepted. The decline in the number of students is not accounted for.

Examinations in the
Oriental
Department.

168. During the quinquennium under review the college sent up 52 candidates for the Sanskrit title examination and passed 26, or 50 *per cent.*; for the second Sanskrit examination it sent up 57 candidates and passed 40, or 70 *per cent.*; for the first Sanskrit examination it sent up 24 candidates and 19, or 79 *per cent.*, passed. Students of the Sanskrit Collegiate School are also allowed to compete at the Sanskrit examinations. During 1906-07, 21 students from the collegiate school appeared at the first Sanskrit examination and 5 passed; at the second Sanskrit and title examinations 4 and 5 students appeared respectively. Of the former all passed, of the latter four.

Examinations in the
English
Department.

169. Students of the English Department of the Sanskrit College who are studying for the F.A. examination attend lectures at the Presidency College in physics, chemistry, physiology and sanitary science. Sanskrit College students who are studying for the B.A. examination are instructed in the Presidency College in all subjects except the Sanskrit honour subjects, lectures on which they attend at the Sanskrit College. Consequently they appear at the B.A. examination as students of the Presidency College. During the quinquennium under review the Sanskrit College sent up 131 candidates for the F.A. examination and passed 65, or just under 50 *per cent.*, while for the M.A. examination it sent up 34 candidates and passed 15, or 44 *per cent.*

The library.

170. The library of the college contains about 4,500 manuscripts and about 12,200 books. A catalogue of the manuscripts is now being printed, but a catalogue of the printed books is very badly needed. The Principal reports that the students are beginning to make more use of the library than formerly.

Progress during the
quinquennium.

171. In the year 1903-04 three new lecturers were appointed with a view to developing the teaching of Sanskrit on Western methods. This experiment is reported to have proved a success. In their report on the Sanskrit College the Calcutta Inspection Commission alluded to the practice which had grown up in recent years of requiring that certain questions in the papers at the M.A. examination should be answered in Sanskrit as one which was "calculated to defeat the highest end for which the Sanskrit College was originally

founded, namely to encourage the deepest and soundest Sanskrit learning." According to the new regulations the questions on the prescribed texts in *mīmāṃsā* and *śruti*, *vedānta*, *sāṅkhya* and *yoga*, *nyāya* and *vaiśeṣika*, and general philosophy include general questions on philosophical topics for discussion in English, or in simple Sanskrit at the option of the candidate.

In summing up the position of the Sanskrit College at the end of the quinquennium under review, the Principal writes as follows:—

"To preserve the prestige of this old institution one thing is of paramount importance. The success of an institution depends not merely on the efficiency of the teaching staff, but also on the merit of its students. Other things being equal, the larger the number of meritorious students a college is able to attract, the greater will be its success. The Sanskrit College, as an Anglo-Sanskrit institution, teaches a Sanskrit course in addition to that prescribed by the University, and its students are awarded local scholarships as a set-off against this additional burden. But the good effect of this principle is more than counterbalanced by the following practices which are in force:—

(1) No Sanskrit College scholarship can be held along with any other Government scholarship awarded on the results of the University examinations. This rule practically deprives this college of the best students who find no special inducements to prosecute their additional Sanskrit studies here.

(2) The students of this college, who are trained in studying Sanskrit on Western methods and subsequently take to the teaching line, are generally held at a discount in the field of appointments, as may be seen from the following quotation from paragraph 90 of the Report of the Indian Universities Commission of 1902:—

"We have noticed that the teachers of Sanskrit are not always regarded as on a level with, and are usually paid at a lower rate than, the professors of other subjects. This circumstance is to be regretted and could not exist, if only properly trained teachers were employed."

As recommended by the Commission, the question of improving the status of the students of this College deserves special consideration, as this will add to the prestige of the college and increase its popularity."

The questions raised by the Principal will receive careful attention.

172. The Sanskrit College received a handsome legacy in 1905 under the will of the late Sreemutty Nistarini Dassee, widow of the late Babu Bolye Chand Dutt. A sum of Rs. 51,500 invested in Government paper has been made over to the Treasurer of Charitable Endowments, Bengal, and the income, which amounts to Rs. 150 a month, will go towards the maintenance of 25 students of the college who will reside in a house in Collootolla Street which has also been bequeathed to the trust. The fund is known as the "Sreemutty Nistarini Dassee Fund."

The Sreemutty
Nistarini Dassee
Fund.

Proposed board of examiners for the Sanskrit examinations.

173. In paragraph 68 of the report on public instruction in Bengal for 1905-06 it was stated that the question whether representative persons should not be associated with the Principal of the Sanskrit College in the superintendence of the several Sanskrit examinations was under consideration. This question was considered at a conference of Sanskritists and others interested in Sanskrit learning which was held just after the close of the period under review. As a result of this conference proposals for the constitution of a board of examiners for the Sanskrit examinations both in Bengal and in Eastern Bengal and Assam have been submitted to Government.

Proposals submitted
to Government.

Scholarships.

The junior and senior scholarships.

174. In paragraph 65 of the report on public instruction in Bengal for 1905-06 the circumstances under which the value of the junior and senior scholarships were reduced were explained. Not only was the value reduced, but 18 junior scholarships were taken away from the regular line and reserved for award at the final examination of the B and C classes. In the paragraph of last year's report referred to above allusion was made to the question of the restoration of the scholarships to their original number and value, and it was stated that the matter was being referred to Government. As a result of this reference the junior and senior scholarships have

The restoration of
the senior and junior
scholarships to their
original number and
value.

been restored to their original number and value with effect from the 1st June 1907. Similar action has been taken by the Government of Eastern Bengal and Assam.

Research scholarships.

Scholarships for the encouragement of original research.

175. In 1900 the Government of Bengal instituted three annual post-graduate scholarships for the encouragement of original research in some branch either of science or arts. One of these scholarships has been transferred to Eastern Bengal and Assam. No student is eligible for one of these scholarships unless he has passed the M.A. Examination of the Calcutta University or obtained some equivalent or higher degree. The value of each scholarship is Rs. 100 a month and the scholarships are tenable for a maximum period of three years. At the end of the period under review nine research students were working at the Presidency College, Calcutta.

Graduate scholarships.

Endowed scholarships at the Presidency College.

176. There are 11 endowed scholarships attached to the Presidency College, Calcutta, viz., 2 of Rs. 50 a month, 4 of Rs. 40 a month, 2 of Rs. 30 a month, and 3 of Rs. 25 a month. These are tenable for one year by bachelors, either of arts or science.

Endowed scholarships for Muhammadan graduates.

177. There are three *Madrassa* graduate scholarships of Rs. 20 a month tenable for one and-a-half years at any college in Bengal. There is also one Mohsin graduate scholarship of the value of Rs. 25 a month tenable for one year.

Graduate scholarships at *mufassal* colleges.

178. There is one scholarship of Rs. 25 a month tenable for one year by a student who has graduated from the Hooghly College and a scholarship of Rs. 15 a month similarly tenable by a student who has graduated from the Patna College.

Need for more graduate scholarships.

179. It is not proposed, to start with at any rate, to make provision at the Government *mufassal* colleges for honours courses or for the courses which lead up to the M. A. or M. Sc. degree. The only exception will be the Patna College, where arrangements will be made at once for M. A. classes in Persian. If at other *mufassal* colleges it is found that the staff can without neglecting the pass men prepare students for honours courses, there will be no objection to this being done, and when a *mufassal* college shows that it can teach successfully the pass courses of the new regulations then it may be considered how far an increase of the staff for honours work and M. A. or M. Sc. classes would be justifiable. To begin with it is not desirable to be too ambitious. In these circumstances, however, some system is clearly required whereby poor but promising students of the *mufassal* colleges should be enabled by means of scholarships to take up the M. A. and M. Sc. courses at the Presidency College, and proposals for creating scholarships for the purpose are under consideration.

The purchase of scientific apparatus.

The inconvenience of the system at the present juncture.

180. The system of indenting for scientific apparatus to which reference was made in paragraphs 64 and 135 of the report on public instruction in Bengal for 1905-06 still continues. In the re-equipment of laboratories to meet the requirements of the new regulations, which is not a matter which admits of indefinite delay, the system is causing the greatest inconvenience. Reference to this matter will also be found in paragraph 434 of this report.

General remarks.

The financial aspect of the present situation must not be overlooked.

181. During the last five years so much has been written and said about University education in India, that further observations do not appear to be called for, more especially as the actual working of the reformed system has scarcely begun. It would, however, perhaps be well to emphasise one aspect of the present situation, which, though an obvious one, is sometimes apt to be overlooked in moments of reforming enthusiasm.

182. The aspect referred to is the financial one. The history of all English education in India ought to have taught us at least one lesson, and that is that there is a *minimum* cost below which a genuine article is not to be obtained. For a University college, if it is to impart an education which is genuine,—and the counterfeit in education is always a snare most deadly to its victims,—there is a certain standard of cost, and that standard is a great deal higher than that which the old order required.

There is a standard of cost below which genuine collegiate education is not obtainable, and that standard has risen considerably.

183. The question for the future is, if a system of University colleges as extensive as the present is to be maintained and developed in efficiency, as that is now understood, whence will the necessary funds be forthcoming? Government is doing, and doubtless will do, all it can, but, while there is practically no limit to what might be spent, and spent with advantage, on education in its various branches, there is a distinct and practical limit to the resources which Government can make available. We have seen how largely an average English Provincial college is supported by endowments. India is a poor country and it may be therefore that any considerable raising of the fees for collegiate education would deprive of its benefits just those who are likely to profit by them most; but there are rich men in Bengal, and it is not perhaps too much to hope that wealthy Indians will contribute towards the development of this branch of education in the Province.

Will the necessary funds be forthcoming for the maintenance and development of a sound system of collegiate education? If so, whence?

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

184. The vernacular system of education, which was inaugurated under the Government of Bengal Resolution No. 1, dated the 1st January 1901, prescribed an infant class with three sections and six standards. How these standards were to fit in with the arrangement of classes, which then obtained in the various types of schools and which survives to a considerable extent to the present day, cannot be briefly explained, except by the following table:—

High school on a vernacular basis.	Middle school.	Upper primary school.	Lower primary school.	New standards under Government Resolution No. 1 of the 1st January 1901.
1	2	3	4	5
Class I (Entrance class)	.....	.....	.....	.....
Class II	.....	.....	.....	.....
Class III	.....	.....	.....	.....
Class IV	.....	.....	.....	.....
Class V	Class I	.....	.....	Standard VI.
Class VI	Class II	.....	.....	Standard V.
Class VII A	Class III	Class I	.....	Standard IV.
Class VII B	Class IV	Class II	.....	Standard III.
Class VIII A	Class V	Class III	Lower primary class.	Standard II.
Class VIII B	Class VI	Class IV A	A class	Standard I.
Class VIII C	Class VI A	Class IV B	B class	Third year of Infant class.
Infant class	Class VI B	Class IV C	C class	Second year of Infant class.
Infant class	Class VI C	Infant class	Infant class	First year of Infant class.

185. Under existing conditions the upper primary standard (standard IV) represents the limit of what is called primary education. Consequently secondary education is imparted by the two highest classes of a middle school, and by the six highest classes of a high school. Now the Government Resolution, to which reference has been made above, laid down that in all the six standards which it prescribed the vernacular must be the medium

The dividing line between secondary and primary education.

of instruction. English was, however, allowed as a second language in middle and high schools in the classes which correspond to standards III to VI of the vernacular system. As a result of these arrangements there are two types of middle schools—(1) those that teach English as a second language in the four highest classes, and (2) those which do not teach English at all. The former are called middle English schools, the latter middle vernacular schools, and both are held to be imparting secondary education in the two highest classes. These two classes are sometimes called the middle stage and sometimes the lower secondary stage.

186. The logic of this arrangement has been criticised; for in the first place under existing conditions primary education ends at no definite stage marked by a public examination at which certificates are awarded. As pointed out in paragraph 73 of the report on public instruction in Bengal for 1905-06, the so-called "primary examination" is not held until the end of the middle vernacular course. Further, the term "secondary education" bears a more or less distinct meaning which has recently been fixed by the English Board of Education, and it is certainly open to question whether any part of the course up to and inclusive of standard VI, even though it does include the teaching of English, has any claim to be considered secondary. On this point Mr. Kitchler, Inspector of Schools, Bhagalpur Division, writes as follows:—

"It is doubtful whether the line between primary and secondary education has been drawn at the proper stage. When we consider that the end of the lower secondary stage can be reached at the age of twelve, it would certainly appear more appropriate that this stage should be regarded as still belonging to primary education, and that the term 'secondary' should be reserved for that education which is at present given through the medium of English. In the same way only high schools should in future be called secondary schools. The mere fact that English is taught in a school does not entitle the latter to be called a secondary school, but merely indicates that the instruction it is giving is preparatory to a course of secondary education."

187. In the last annual report, in the paragraph to which reference has just been made, it was stated that it would be consistent to consider middle vernacular schools as primary, and a reference was made to the Bombay Presidency, in which it was alleged that this grading was in force. The position in the two Provinces is not, however, precisely similar, because in Bombay primary and secondary education are regarded as things apart, whereas under existing conditions in Bengal the secondary stage is regarded merely as a prolongation of the primary. In Bombay the primary schools give a complete vernacular education, and the pupil who is going through a complete course of school education passes first of all through the first four standards of a vernacular school and then joins a secondary school. Consequently in Bombay the line of division falls naturally between vernacular and English schools; whereas in Bengal we have two classes of schools which practically differ in only one respect, namely that one class teaches English as a second language, while the other does not. It is certainly open to question whether a classification which raises the instruction given in the two highest classes of certain middle schools to the category of secondary, simply because the teaching of English is included, is sound, and there is a good deal to be said for Mr. Kitchler's proposal that the term "secondary" should be reserved for that education which is at present given through the medium of English.

*The curriculum of a high school.

188. Connected with this question is one which has recently been attracting a good deal of attention, namely, what should be the curriculum of a complete high school. Its goal is at present, and probably will continue for some time to be, the matriculation examination of the University of Calcutta, but many feel that this domination of the matriculation examination over the four highest classes of all high schools exercises a most deleterious effect on the work of those schools. They are also of opinion that a high school curriculum ought to be worked out not entirely with reference to any external examination, but on educational considerations and with reference to the needs of the communities which use secondary schools. If this principle is admitted, then two further questions arise, namely, (1) at what stage the complete high school should receive pupils, and (2) over how many years should the high school curriculum, drawn up as such, extend. The two questions are not the same. The former is mainly a matter of practical convenience, while the latter is

one of educational principle and really depends on the further question whether children who are going to carry on their school education up to the end of the high school stage, should study as preparatory to that stage the same course as that taken by those who are going to end their school education at the end of the middle stage.

189. The question of the dividing line between secondary and primary education is further complicated by the proposed abolition of fees for primary education, in connexion with which the Government of India have remarked as follows:—

The effect of the proposed abolition of fees for primary education on the question of the grading of schools.

"It is not intended to include the primary departments of secondary schools. The practice in respect of the division between primary and secondary education throughout India is not uniform. In Bombay the secondary schools have no primary departments, and all pupils begin their studies in the primary vernacular schools, whereas in other provinces the secondary schools are commonly found to possess primary departments, and it is usual for a child who intends to proceed to the secondary stage to begin in the primary department of a secondary school, though it is also open to him to begin in a vernacular primary school and proceed thence to a secondary school. It may be that some of these primary departments are separately situated and are under separate management, but if they are by their curriculum distinguished from the ordinary vernacular primary school and are preparatory to the secondary school course, they should for the present purpose be reckoned as part of the secondary school system, and fees should be charged as at present. If on the other hand they are indistinguishable from the ordinary vernacular schools and are in practice open to all who desire a merely vernacular education, they should be reckoned as primary schools and should be free."

190. Now the principle enunciated by the Government of India appears to be that education which is purely vernacular should be regarded as primary, whereas the curriculum of a primary department in which English is included and which is arranged partly with a view to a course of instruction beyond it should be regarded as a part of the secondary school system. The former is to be free, whereas for the latter fees are to be charged even in those classes of the primary department which impart instruction precisely similar to that imparted in the primary classes of purely vernacular schools. Now Government has with its resolution No. 1028 T.G., dated the 10th June 1907, recently published a syllabus which is to hold good for the infant class and standards I and II of all classes of schools. It is therefore presumed that the instruction imparted in the earliest or lower primary stage, as it is now called, will be practically the same for all, and the question which arises is whether people will pay to have their children instructed in the lowest classes of a high or middle English school, when they can have them taught the same course in a vernacular school free.

Vernacular education to be free.

191. Since the introduction of the vernacular system the lower classes of high schools have been notoriously ill-attended, and their existence has proved a great drain on many schools. This has been accounted for partly by the fact that the syllabus prescribed for such classes did not appeal to the public, and it is hoped that the revised syllabus for the infant class and for standards I and II provides a course of study which is educationally sounder. But it is one thing to say that a curriculum is educationally sound and another thing to say that it will appeal to people of such conservative ideas in the matter of education as the inhabitants of Bengal; and it is quite possible that persons to whom the absence of fees is not a very great attraction will continue to send their children for their earliest instruction to private schools, as is now to a great extent their practice. In that case it is possible that the attendance in the infant section and standards I and II of high schools will continue to be small, and that in these classes in middle English schools, in which fees are also to be levied, it will be even smaller. Mr. Stark, Inspector of Schools, Chota Nagpur Division, is strongly of opinion that standard III should be the lowest class of high and middle English schools, and he thinks that by the abolition of the classes below this these schools will be relieved of a considerable burden, while the public will lose nothing. This proposal seems to be worth considering; and, though under present conditions it would seem desirable that the best high schools should teach the whole curriculum, it does not seem advisable that all high schools should feel it incumbent on them to provide the three lowest classes irrespective of whether there is any considerable demand for them or not.

Should the lowest classes be provided in high schools?

A curriculum might be drawn up for high schools.

192. These considerations do not affect the question whether the curriculum for the classes in high schools, corresponding to standards III to VI, should be the same as that followed in other classes of schools or not. This point cannot be considered here. For the present it is merely observed that perhaps the most logical and simplest procedure would be to consider the curriculum of a high school from standard III upwards as forming a complete whole which can be divided into two sections—(a) the preparatory section comprising standards III to VI, (b) the upper section, comprising classes I to IV. Whether in the event of some such arrangement as this being carried out pupils who are being instructed in the two highest classes of the preparatory section of a high school or in the two highest classes of a middle English school should be considered to be undergoing secondary or primary education is a matter which is only important from the point of view of statistics. It would seem, however, to be both more convenient and more logical that all these pupils should be ranked as undergoing primary instruction.

The scope of the chapter defined.

193. For the purposes of the present chapter the previous classification is adhered to and the scope of the chapter is therefore the secondary stage of instruction as at present defined. In other words the chapter takes into consideration the pupils under instruction in classes above the fourth standard in all schools for Indian boys. Europeans reading in European schools are entirely excluded from its scope, as also girls reading in schools for girls. Three hundred and sixty-four girls and five Europeans were reading in secondary schools for Indian boys at the end of 1906-07.

Girls and Europeans in secondary schools for Indian boys.

Secondary schools.

General statistics of English and secondary vernacular schools for boys.

194. One thousand four hundred and forty-one secondary schools for boys were returned for the year 1906-07, and of these 1,032 were English and 409 vernacular schools. The only feature calling for special remark, which a comparison of these figures with those for the four previous quinquennia reveals, is that a steady and continuous increase in the number of English schools has been accompanied by a proportionate decrease in the number of secondary vernacular schools. This decrease was referred to in paragraph 73 of the last annual report as being the inevitable outcome of the small value which attaches to a purely vernacular education. It remains to be seen how far the proposed abolition of fees for purely vernacular education will, if carried out, increase the demand for it, and if so, how this increased demand will affect attendance at middle English schools. The quinquennium under review saw the establishment of 30 new high schools and 52 middle English schools.

Number of English schools for boys per district in each Division of the Province.

195. The average number of English schools varies considerably in different parts of the Province. The Burdwan Division heads the list with an average of 67 English schools per district; next comes the Presidency Division (excluding Calcutta) with an average of 61·2; then Patna with an average of 12·7; then Bhagalpur with an average of 12; then Orissa (excluding the Feudatory and Tributary States) with an average of 11·8; and last Chota Nagpur with an average of 10·2. Calcutta has 80 English schools, and the 17 Tributary States of Orissa with which this report deals possess 16 such schools.

Average strength of a high school, a middle English school and a middle vernacular school.

196. The following table represents the average strength of the various classes of secondary schools at the close of the last four quinquennia:—

Years.	High schools.	Middle English schools.	Middle vernacular schools.
1906-1907	201	69	60
1901-1902	218	71	57
1896-1897	210	72	61
1891-1892	207	67	60

Cost of an English school.

197. The average monthly cost of an English school during 1906-07 was Rs. 188·2, as against Rs. 175·83 in 1901-02. In paragraph 74 of the report on public instruction in Bengal for 1905-06 reference was made to paragraph

316 of the Fourth Quinquennial Review, in which the monthly cost of an English secondary school in Bengal is quoted at Rs. 191. The difference between this figure and the figure cited for 1901-02 above is to be accounted for by the fact that the former was calculated on the area of the Province of Bengal as it was previous to the partition, whereas the latter is calculated on the present area of the Province. The average monthly cost of a high school during 1906-07 was Rs. 383.8, as against Rs. 356.5 in 1901-02; while that of a middle English school was Rs. 69.4 in 1906-07, as against Rs. 65.6 in 1901-02.

198. The average cost of a middle vernacular school during 1906-07 was Rs. 45.09 a month, as against Rs. 38.49 a month in 1901-02. Cost of a middle vernacular school.

199. The number of Government high schools has increased by one since the close of the last quinquennium; and the tendency to make over to private management the control of institutions of this class which appears from a comparison of the figures for 1891-92 with those for 1896-97 has now been checked. As explained in paragraph 320 of the Fourth Quinquennial Review, the previous policy of the Government of India was to withdraw wherever possible from the direct management of secondary schools. This policy was set forth in a Resolution of 1894, but, in commenting on the Review of Education for the quinquennium ending 1893-97, the Government of India recognised that there were strong arguments against complete withdrawal, inasmuch as the Government schools should serve as models to the remainder. The most recent pronouncement of the Government of India on this point is that set forth in their letter on the improvement of secondary education, namely that there should be a Government high school in each district. English schools for boys according to management.

200. During 1906-07 there were 127 middle vernacular schools under public management and 282 under private management. The declining popularity of these institutions has already been mentioned. During the quinquennium under review there has been a decrease in the number of these schools under public as well as under private management, but, as might be expected, the decrease has been proportionately greater in the number of schools under private management. Secondary vernacular schools according to management.

201. In 1906-07 there were 938 English schools under private management, viz., 347 high and 591 middle English schools. Of the 347 high schools 182 are returned as aided and 165 as unaided. Four hundred and eighty-seven middle English schools are returned as aided and 104 as unaided. Aided and unaided English schools.

202. In Mr. Nathan's Quinquennial Review, paragraph 323, the large increase in unaided schools which took place throughout India during the quinquennium then under review is noted, and it is observed that Bengal shows the largest gain, namely 93. As may be gathered from the figures quoted above the increase in the number of English schools has been more than maintained during the quinquennium which is now under consideration, but it is entirely confined to high schools, and even in respect of high schools the proportion of aided to unaided has been fairly well maintained during the last fifteen years. This is shown as follows:—

203. In 1906-07 aided high schools represented 52.45 per cent. of the total number of high schools under private management; in 1901-02 these schools represented 53.14 per cent. of the total, in 1896-97, 53.12 per cent., and in 1891-92, 56.54 per cent. Thus, during the last fifteen years the percentage of aided high schools has decreased by 4.09 and the percentage of unaided high schools has increased by precisely the same figure. As regards middle English schools the number of aided schools has increased considerably during the last fifteen years, while the number of unaided schools has decreased.

204. In 1906-07 there were 282 middle vernacular schools, of which 246 were aided and 36 unaided. There has been a steady decrease in the number both of aided and unaided institutions, but the proportion of aided to unaided schools has been more than maintained during the last fifteen years. Aided and unaided middle vernacular schools.

Statistics of pupils.

Pupils in secondary schools and in the secondary stage of instruction.

205. The scope of the chapter is, as explained above, the secondary stage of instruction, and it deals with all pupils under instruction in all classes above the fourth standard in all schools for Indian boys. Following, however, the procedure of the Fourth Quinquennial Review, the total number of pupils reading in secondary schools for Indian boys is also examined. The pupils of English and vernacular secondary schools are treated separately.

Pupils in English schools.

206. At the close of the quinquennium under review 1,22,937 pupils were returned as attending secondary English schools. This figure indicates an increase of 31,529 since 1891-92 and of 2,337 since the close of the last quinquennium. The distribution of these totals between high and middle English schools shows that the number of pupils attending high schools increased in the ten years which elapsed between 1891-92 and 1901-02 by 20,779, but that during the quinquennium under review there has been a decline of 37. The figures for middle English schools show an increase since 1891-92 of 10,760, and an increase of 2,374 since 1901-02. The figure quoted for pupils attending high schools in 1906-07 includes 4 girls, while that quoted for middle English schools for the same year includes 197 girls.

Pupils in middle vernacular schools.

207. The returns for 1906-07 show 24,350 pupils as attending middle vernacular schools. During the last ten years the number of pupils attending these schools has decreased by 11,291. One hundred and sixty-three girls are returned as having been in attendance in middle vernacular schools for boys during 1906-07.

Number of boys in the secondary stage of instruction in English schools.

208. The number of pupils reading in English secondary schools for boys who were in the secondary stage of instruction amounted at the end of 1906-07 to 60,616. This figure may be further sub-divided into 32,965 pupils in the high stage and 27,651 pupils in the middle stage. Out of every hundred boys studying in English secondary schools, 27 were studying in the high stage in 1906-07, as against 19 in 1901-02. If these figures are compared with the population statistics collected at the last census, it appears that 1 in every 67 boys of a school-going age was in the secondary stage of instruction in an English secondary school during 1906-07, as against 1 in every 76 in 1901-02.

Number of boys in the secondary stage of instruction in vernacular schools.

209. At the end of 1906-07 the number of pupils in the secondary stage of vernacular schools was 3,777, as against 5,180 at the end of 1901-02. If these figures are compared with the statistics for the male population, it appears that one in every 1,074 boys of a school-going age was in the secondary stage of vernacular instruction during 1906-07, as against one in every 756 in 1901-02. The figure quoted for Bengal for 1901-02 by Mr. Nathan in paragraph 410 of his Review was one in every 820. The difference is accounted for by the change of area to which reference has already been made.

Expenditure.

General statistics of expenditure.

210. The total expenditure on secondary schools for boys amounted in 1906-07 to Rs. 25,43,105. This means an increase of between $4\frac{1}{2}$ and 5 lakhs during the last ten years and of nearly 3 lakhs since the close of the previous quinquennium. The amount returned as having been spent on high schools during 1906-07 is Rs. 17,96,341, which means an increase of over $2\frac{1}{2}$ lakhs since 1901-02 and of over $4\frac{1}{2}$ lakhs since 1896-97. The figures returned for expenditure on middle English schools show an increase of about sixty-six thousand rupees during the last ten years and an increase of about seventy thousand rupees since the close of the previous quinquennium. The amount spent on these institutions in 1906-07 is returned as Rs. 5,34,422. The expenditure on middle vernacular schools during 1906-07 is returned as Rs. 2,12,342. This means a decrease of over half a lakh as compared with the expenditure in 1896-97 and a decrease of just over a quarter of a lakh on the expenditure returned for 1901-02. As a result of a rough computation it is estimated that out of the total amount returned as spent on secondary schools during 1906-07, Rs. 16,47,000 may be regarded as having been spent on secondary departments and Rs. 8,96,000 as having been spent on primary departments.

211. It is estimated that during 1906-07 the annual cost of educating a pupil in the various classes of secondary schools was as follows:—

	Rs.
In a high school	24.9
In a middle English school	14
In a middle vernacular school	8.7

The cost in 1901-02 was calculated to be—

	Rs.
In a high school	23.9
In a middle English school	13.6
In a middle vernacular school	8

212. The various sources from which the money spent on secondary education is obtained may be divided under the two main heads of public and private funds. If our scrutiny is for the moment confined to this division, it may be observed that towards the present expenditure of Rs. 25,43,105 contributions from public funds amounted to Rs. 5,58,303, as against Rs. 19,84,802 from private funds. Contributions from public funds in 1901-02 amounted to Rs. 4,17,136, as against Rs. 18,27,793 spent from private funds; while in 1896-97 they were Rs. 4,23,663, as against Rs. 16,48,793. The proportion which contributions from public funds bore to the total expenditure in 1896-97 was 20.44 per cent.; by 1901-02 it had declined to 18.58 per cent. In 1906-07 the proportion stood at 21.95 per cent.

213. Public funds include Provincial revenues, District Board and Municipal funds and the revenues of Native States. Private funds comprise fees and sums raised from "other sources," which, as explained in the Fourth Quinquennial Review, paragraph 415, include "subscriptions, endowments, the funds devoted by missionary societies to the up-keep of their schools, funds similarly devoted by native societies and proprietors and other miscellaneous sources of income." As regards the distribution of the expenditure returned among the various sources included under these two heads no very striking development is revealed, but it may be noticed that contributions from Provincial revenues to high schools have increased by just over a *lakh* during the last ten years, while the amount allotted from this source to middle English and middle vernacular schools has decreased during the same period by about Rs. 17,000. On the other hand contributions from District Board funds to middle schools, English and vernacular, have increased during the last ten years by nearly a quarter of a *lakh*. About fifty-eight per cent. of the total cost of secondary schools during 1906-07 was met from fees; contributions from "other sources" accounted for 20 per cent.

Grants-in-aid.

214. The rules for grants-in-aid to schools for Indian pupils were revised in 1905. The principle was not changed, but the scope of Government assistance was slightly enlarged and the conditions insisted upon were made a little more exacting. In the revised rules special schools for special classes of pupils were for the first time declared to be proper recipients of Government assistance, and it was provided that temporary grants might be given in certain cases in aid of boarding-houses and hostels. On the other hand the employment of graduates and trained teachers, as also the restriction of all teaching carried on through the medium of English to teachers who have passed the oral examination in English which is described in paragraph 326 of this review, were made conditions of Government aid, and a school applying for assistance was required for the first time to give full information on the following points—(a) the class of children attending the school—their races and creeds, (b) the social position and calling of the parents of the pupils, (c) the names and social standing of the members of the committee of management, with a statement of the classes which they represent, (d) the qualifications of the teachers, (e) the nature and size of the school-house and a description of the surroundings of the school, (f) the provision made for sanitary arrangements and the sanitation of the school buildings and compound. The keeping of various records by every aided school was also insisted upon.

Grants-in-aid
during 1906-07.

215. The total contribution from Provincial revenues in grants-in-aid to secondary schools for boys amounted during 1906-07 to Rs. 1,12,824; the contribution to high schools amounted to Rs. 76,693. The contributions from District and Municipal funds amounted during the year to Rs. 1,09,829 and Rs. 12,939 respectively, but the amounts received by high schools from these respective sources amounted to Rs. 2,567 and Rs. 5,319 only.

Scholarships.

General scheme of
scholarships.

216. The public scholarships which are connected with general education as distinct from special instruction are intended to form a chain leading from the lowest stage of primary education up to either University education or technical and professional training. The stages in the school system at which scholarships are awarded are—

- (1) At the end of the lower primary stage (standard II).
- (2) At the end of the upper primary stage (standard IV).
- (3) At the end of the middle stage (standard VI).

217. Scholarships which are awarded at the end of the lower primary stage and which are called lower primary scholarships are tenable in primary, middle or high schools; scholarships which are awarded at the end of the upper primary stage and which are called upper primary scholarships are tenable in middle and high schools; and scholarships which are awarded at the end of the middle English or the middle vernacular stage, and which are called middle scholarships, are tenable in high schools, as also in institutions for technical or professional training. A condition of any school being allowed to receive Government scholarship-holders is that it teaches the prescribed curriculum. Scholarships tenable during the secondary stage of instruction are upper primary and middle scholarships, and it is with these scholarships therefore that these paragraphs are mainly concerned. The value of an upper primary scholarship is Rs. 3 a month and it is tenable for two years. The value of a middle scholarship is Rs. 4 a month. If held in a high school such a scholarship runs for three years; in an institution for professional or technical training it is tenable for two years only. In addition to the stipend all these scholarships carry with them the right to read free in a school under public management, and this right may be exercised in schools under private management with the consent of the managers. In the case of middle scholarship-holders the right of free tuition is frequently extended after the expiry of the scholarships to enable pupils to carry on their education to the matriculation examination.

Scholarships
provided from
sources other than
Provincial
revenues.

218. In addition to scholarships provided from public funds there are a few private scholarships derived from endowments, &c., which are as a rule awarded according to the terms of some particular bequest. Contributions are also made from the Mohsin Fund Endowment towards the school expenses of Muhammadan pupils. District Boards and Municipalities occasionally award scholarships, but these are usually devoted to the encouragement of technical and professional instruction and do not affect the secondary stage of general education.

The amount spent
on scholarships.

219. During the year 1906-07 a sum of Rs. 62,089 was spent on scholarships held in secondary schools for boys, as against Rs. 54,276 in 1901-02. The former amount is made up of Rs. 58,878 from public and Rs. 3,211 from private sources. The number of scholarships held in secondary schools in 1906-07 was 756, as against 553 in 1901-02.

Free studentships.

220. In addition to scholarships free studentships are allowed under certain conditions in Government and aided secondary schools. Unaided schools admit pupils free at their discretion. An aided school has, as one of the conditions of receiving assistance from Government, ordinarily to limit its number of free pupils to 5 per cent. of the total number of scholars, but in addition to this 5 per cent. Muhammadans may be admitted to high schools free up to 8 per cent. of the total number of pupils on the

rolls, but the total number of Muhammadans admitted under the latter concession must not exceed 12. A teacher in a Government school who is drawing a salary not exceeding Rs. 50 a month is allowed to educate at the school in which he is employed one son free and one son at half the usual fee rates. A retired officer of the Education Department whose pension does not exceed Rs. 25 a month is allowed a similar privilege, and this privilege may also be conceded to the orphans of an officer who dies in the service of the Department while in receipt of a salary not exceeding Rs. 50 a month, as also to the orphans of an officer of the Department who at the time of his demise was drawing a pension not exceeding Rs. 25 a month. In some high and middle schools in the Chota Nagpur Division the children of aborigines are exempted from the payment of fees, and the Inspector of Schools, Chota Nagpur Division, reports that there were at the beginning of this year about 40 Ho boys receiving free education in the Chaibassa Zilla School. For aborigines generally the age limits which qualify for the various grades of Government scholarships have been raised by one year.

221. Middle and upper primary scholarships were formerly awarded on the results of the middle and upper primary examinations, which were until recently public examinations at which successful candidates earned certificates. During the quinquennium under review these examinations were abolished and Government scholarships are now awarded on a system in which both competition and selection play a part. A certain number of middle and upper primary scholarships are awarded to each district and subdivision respectively, and a certain number of candidates are selected by the inspecting officers from all the schools of the district or subdivision which have the right of competing for Government scholarships. The scholarships are awarded on the results of test examinations, partly oral and partly written, which are held at various centres. In the selection of candidates considerations of poverty and conduct are taken into account, while a certain proportion of the scholarships available are reserved for Muhammadans, females, aborigines and the children of backward races. The Inspector of Schools, Presidency Division, reports that out of the 38 middle scholarships allotted to his Division, 11 are reserved for Muhammadans. This reservation of scholarships for special classes of pupils does not render these pupils ineligible for scholarships not so reserved, and the Inspector of Schools, Chota Nagpur Division, reports that, in the year 1906-07, 2 middle vernacular and 4 upper primary scholarships were won in open competition by aboriginal boys. This, the Inspector remarks, is very creditable, seeing that these pupils were competing in Hindi, which is not their ordinary medium of intercourse, with pupils whose vernacular is Hindi.

222. Inspectors' reports are generally silent as to how far the scholarship system can be said to be meeting the main object for which scholarships are created, namely, the enabling of intelligent but poor pupils to carry on their education further than they would have been able to carry it unassisted. Mr. Stark, Inspector of Schools, Chota Nagpur Division, however, states unhesitatingly that, if this is their object, the scholarships awarded at the primary stages may be said, as far as his Division is concerned, to have failed utterly.

"The scholarships," he writes, "are designed to assist pupils whose poverty stands in the way of their continuing at school. But the very smallness of the scholarships defeats the end in view. A poor boy gets a scholarship. It is insufficient to permit him to leave his home and go as a boarder to the nearest school of the next higher grade to the one in his village. His parents are too poor to supplement his scholarship. After a piteous struggle of a few months he is compelled to give up his studies; he leaves school and his scholarship lapses."

223. The Inspector adds that the only remedy is to improve the value of the scholarships with a view to making them sufficient for a boy's expenses, on the supposition that his parents have not the means to supply him with the difference between his scholarships and his actual needs. These remarks have been brought to the notice of other Inspectors, who have been requested to report how the system works in their Divisions. Such proposals as seem called for will then be submitted to Government.

Method of
awarding
scholarships.

The working of
the scholarship
system.

Examinations.

The
recommendations
of the Simla
Conference.

224. The Simla Conference of 1901 drew attention to the excessive number of public examinations which were held during the primary and secondary courses of education, as also to the diversity which characterised the school examination systems of the various provinces. The Conference emphasised the necessity for a considerable reduction in the number of examinations and for greater uniformity in the Provincial systems. Recommendations were finally recorded to the effect that there should be in each Province a primary or vernacular course and a secondary (usually an Anglo-Vernacular) course and that each of these courses should culminate in an examination; the examination which terminated the primary or vernacular course being as a rule a departmental examination conducted *in situ*, while the examination in which the secondary course culminated was, as a general rule, to be a public examination. The first of these examinations was to be called the primary examination, the second the school final examination. These were as a general rule to be the only examinations before the University course.

The Primary
examination.

225. In accordance with these recommendations the examinations at the middle, upper primary and lower primary stages were held for the last time in 1903 and in the following year the primary examination was introduced on the lines suggested. It is held at the conclusion of the middle stage of instruction and only pupils who are finishing their school education at this point enter for it. At first no certificates were awarded on the results of the primary examination, but in consequence of strong representations on the undesirability of this restriction the award of certificates was sanctioned by Government at the end of 1905. This is the only departmental examination which is held during the school course, for a school final examination has not yet been established. Ten thousand seven hundred and five candidates entered for this examination in 1906-07, and of these 8,066 or 75.3 per cent. were successful. For the great majority of pupils who take a full secondary course of instruction the matriculation examination serves as a school final test. This arrangement is discussed in the general remarks recorded at the end of this chapter. The number of candidates who appeared at the matriculation examination of 1907 was 3,625; of these 2,000 candidates or 55.2 per cent. were successful. Last year only 26.4 per cent. of the candidates were successful.

The matriculation
examination.

Teachers.

Number.

226. Eight thousand six hundred and forty-seven teachers have been returned as employed at secondary schools for boys at the end of the period under review. This means that the average number of pupils taught by a single teacher is 17 and that the average number of teachers at each secondary school is 6. In working out these calculations high schools, middle English and middle vernacular schools have been taken into consideration.

Qualifications.

227. Out of the 8,647 teachers employed in secondary schools, 1,577 only are returned as "trained." Five thousand seven hundred and ten are returned as possessing "other qualifications" and 1,860 as possessing no special qualifications. This is very serious reading. It is true that some graduate teachers who have obtained "English Teacher's certificates," and others who have spent a few months attached to the training class which formerly existed at the Victoria Boys' School, Kurseong, are included in the number of those returned as possessing "other qualifications." But the possession of the "English Teacher's Certificate" does not mean that its holder has gone through any course of training, and the course formerly followed by Indian teachers at Kurseong extending, as it did, over a few months only, and conducted, as it was, as a mere adjunct to a training class for European and Eurasian girls under an officer who had no experience whatever of Indian schools, and whose principal work was in connexion with the European and Eurasian students, can scarcely be regarded as a serious attempt to train teachers for Indian secondary schools. Moreover the number of teachers who hold either of these diplomas is insignificant. In fact it

may be said that with the exception of a very few trained teachers from Europe, who are working in Missionary schools, the total number of teachers working in secondary schools for boys, who have received any special training for their profession, is represented by about 1,600 persons. The value of the training dispensed by the existing institutions of the Province will be discussed in the chapter which deals with the training of teachers.

228. The dictum that efficient schools are not possible without efficient teachers is so universally accepted that even to enunciate it savours of platitude, but the perusal of a large number of opinions not only of educational officers and of those engaged in educational work, but also of persons, who though not directly concerned with the conduct of education are keenly and personally interested in its efficiency, shows that the general inefficiency of the teachers now employed in secondary schools is attested with such unanimity that the statement of the defect is becoming almost as much a commonplace as the general maxim quoted above. And yet the present deplorable state of affairs is surely nothing but what one would expect, the conditions of secondary education being what they are. Some institutions, it is true, exist for the training of vernacular teachers—these are dealt with elsewhere—but there is not at present a single institution in the Province for the training of English teachers, and what is perhaps even more serious, the pay and prospects of teachers are so poor that there can be small wonder if the tendency is for none to remain in the teaching profession except those who have not contrivance enough to provide themselves with any other means of support.

229. This aspect of the problem of secondary education will be discussed under the head of general remarks in this chapter. The views of Mr. Küchler, Inspector of Schools, Bhagalpur Division, may however be quoted here:—

“The average standard of efficiency among all classes of teachers is unduly low, and no improvement can be hoped for until the scale of pay is raised. Great difficulty has been experienced during the past quinquennium in complying with the stipulation that only Bihari graduates and undergraduates should be appointed to vacancies in the Government schools of the Bihari portion of this Division. According to a Departmental regulation B. A.'s on first appointment should receive Rs. 30 a month, and F. A.'s Rs. 25. This scale of pay is quite insufficient to attract the right stamp in any part of Bengal, but in Bihar, where graduates and undergraduates, being still comparatively rare, find more remunerative occupation in other walks of life, even these mere paper qualifications cannot be rigidly insisted on.”

230. Mr. Billing, late Inspector of Schools, Patna Division, goes further in his denunciation of existing conditions—

“My work as an Inspector,” he writes, “has impressed upon me that our one great need, if education is to be reformed or improved, is a supply of trained teachers; at present we have a large number of institutions that we call ‘schools’; I admit the existence of a school-house, boys to be taught, and a number of men who are styled ‘teachers’; but often there is not one man among the ‘teachers’ who has any idea of teaching beyond reading to the boys and telling them certain facts, dates, names, rules, etc., and perhaps encouraging to learn by heart certain notes.”

231. The measures which have been or are being taken in order to meet this urgent want are described in the chapter on the training of Indian teachers.

Buildings and equipment.

232. Mr. Küchler, Inspector of Schools, Bhagalpur Division, after Buildings. commenting not very favourably on the Government school buildings of his Division, states, with reference to aided high schools, that the managers of several of these institutions have shown a good deal of enterprise in this connexion, and that a considerable amount of money has been spent on the erection of new buildings. He adds, however, that though these buildings were built specifically for educational purposes, the designs are in almost all cases faulty, and that it is difficult to understand how they received the approval of the educational authorities. He observes that plans for school buildings should in future be more rigidly scrutinised. The same officer comments most unfavourably on the housing of the middle schools of his

Division, and remarks that this is unsatisfactory, seeing that a very large proportion of these schools is under the direct management of Government or District Boards. In Mr. Küchler's opinion, as middle schools really represent the highest type of primary education, though they are classed as secondary schools, they should, especially when they are under public management, be of a model type. He thinks that money is more urgently required for middle school buildings than for primary school buildings. Mr. Stark, Inspector of Schools, Chota Nagpur Division, reports that the middle English schools of his Division are generally miserably housed and badly appointed. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, reports that all secondary schools under public management in his Division possess buildings of their own, and that aided schools are held in buildings which belong to them, but which are in many cases neither suitable nor commodious. During the quinquennium under review the building grants allotted to secondary schools for Indian boys from Provincial revenues amounted to about Rs. 73,000; of this sum Rs. 22,000 were allotted during 1906-07.

Equipment.

233. As regards equipment the general verdict is that schools under public management are considerably better off in this respect than those under private management, but that the condition even of schools of the former class is in this matter still very far from satisfactory. Middle schools in rural areas are reported to be in many cases without any apparatus of any kind and even those in urban areas are said to be mostly wanting in any sort of apparatus for the teaching of science, a subject which is compulsory.

School libraries.

234. It appears that most aided high schools, and those under public management, possess some sort of a library, but that the condition of middle schools is in this respect generally unsatisfactory. It is reported that school libraries are not generally made use of by pupils and that practically no attempt to remedy this defect is made by the teachers. In a letter on the possibility of improving secondary education, Mr. Stark, Inspector of Schools, Chota Nagpur Division, writes as follows:—

"The masters as a rule do not mix with the boys, or encourage them in general reading. School libraries are hardly touched by pupils. One excuse is that the boys do not know enough English to understand an English book. There may be some truth in this. But we never hear of reading classes taken of an evening—say in the rainy weather when games are impossible—by a teacher. The mere reading in itself brings with it something of the power to understand. Boys of the higher classes are permitted throughout the day to converse in the vernaculars, and so have no practice in speaking in English. Debating and literary societies are quite the exception. The result is that the boys go through their school-life in a humdrum, monotonous manner, slavishly tied down to the narrow limits of their class books. Nothing is done to awaken in them a desire to enlarge their general knowledge. With cramped minds they engage upon a narrow syllabus of prescribed lessons. They possess no books, rarely even an English dictionary. Indian school-boys do not spend money upon books; nor do they read books in their school library. What prize books they have are generally above their understanding, having been selected more because they are the works of standard authors than because they can be read and understood by the recipient."

General remarks.

The re-organisation of the Calcutta University.

235. During the quinquennium under review an attempt was made to re-organise University education, and the year 1906 saw the publication of new regulations for the Calcutta University which revised its standards and reformed its courses of instruction. Seeing that practically every student of the University comes to it from a secondary school, it is open to question whether it was not necessary, as a preliminary measure, to examine the system of secondary education and to carry out in connexion with it any changes which might appear to be required. This, however, was not the course which was followed, and it is therefore specially necessary to emphasise the fact that even from the point of view of University education the overhauling of the secondary school system is not a matter which can be any longer deferred.

The importance of a sound system of secondary education.

236. Moreover, apart entirely from the question of University education, secondary education has an importance of its own, which, in the present stage of the development of the country, it is almost impossible to exaggerate. The people of Bengal are beginning to realise that the

mere possession of University degrees, whatever may be the extraneous value with which they have been invested, is a poor substitute for the all-round development of the faculties. They have begun to feel that a secondary system of education ought to be able to do more for a boy than squeeze him through the matriculation examination of the Calcutta University.

237. The Government of India are quite alive to the urgency of improving the secondary education system, and towards the end of last year they addressed Local Governments on the subject. This reference led to a large number of persons, both officials and others, being consulted. In the opinions which have been received, there is a striking unanimity as regards certain pre-eminent defects, and in the ensuing paragraphs an attempt is made to give some account of the condition of secondary education as revealed in the letters of the persons referred to above, and to add such observations as these revelations suggest.

General agreement as to the unsatisfactoriness of the present conditions.

238. In the first place, it is agreed by every one that the domination which the matriculation examination of the Calcutta University has hitherto exercised over the curriculum of secondary schools, has been most prejudicial not only to the schools, but also to the University. In the recent debate in the Senate on the report on the improvement of secondary education, the Vice-Chancellor stated "that secondary education in India had languished mainly because secondary schools, instead of occupying an independent position and proposing to themselves aims of their own, had fallen to the place of mere feeders to the colleges." "At present," he added, "hundreds of students come up to the matriculation examination without any intention to enter the University."

The domination of the matriculation examination.

239. Practically speaking there is not, nor ever has been, any secondary school curriculum. Government prescribes a course of studies which ends at standard VI, that is, at a point practically four years distant from the end of the secondary stage. This course obviously cannot be regarded as a course of studies for the secondary stage of education thought out as such. After this point everything is subordinated to an examination, the function of which is the selection of students who are considered fit to enter upon University courses, which, as such, should be specialised and not general. Educational procedure in India has never been exactly logical. When you want to build anything, it is usual to begin with the foundations. In India, however, in educational structures it has been usual to begin with the top storey. We had universities before we had secondary schools, and so University education came to be regarded as the goal to be attained by all who aspired to an education which went beyond the merely elementary. Accordingly the matriculation examination of a University was taken to represent a certain stage on the educational ladder, and consequently the utter and radical unsoundness of the state of affairs, which has always existed, failed until recently to attract the general attention, which it would otherwise perhaps have done.

Secondary schools are mere feeders to colleges.

240. No such thing as a secondary school, that is to say, a type of school which imparts an education which so far as it goes is given for its own sake, has ever existed or can ever exist until the conditions referred to are changed; for they bring all secondary schools down to the educational level of cramming institutions. In this connexion the following remarks are quoted from a letter on the subject of secondary education recently received from an Indian principal of a college and a collegiate school, who both as a pupil and as a teacher has had long experience of the system:—

Secondary schools are mere cramming institutions for the University.

"Secondary education, properly so-called, has not hitherto been organised on an independent basis of its own. The so-called secondary schools of the Province simply serve as a training ground for entrance into the University. The great bane of all present-day secondary schools in Bengal therefore has been the feverish anxiety with which both teachers and the taught look to matriculation as their goal. From the lowest class to the highest, boys in the name of education receive nothing better than bare instruction for passing class examinations, and ultimately the matriculation—their final aim: they are merely drilled from the earliest stage in the art of writing answers to probable questions to be set at examinations. Can anything be more disastrous to the cause of sound education? Some means therefore should be devised to separate secondary education from the incubus of matriculation."

A system of education must be self-sufficient.

241. No system of education can be regarded as sound which is not in some sense self-sufficient. One system may and indeed should lead up to another. An elementary system should, for example, be so arranged that it may lead on by an easy and natural transition to a secondary system, and similarly a secondary system should lead on to an University system; but each system must be self-sufficient in the sense that a pupil who has gone through any one of them with profit should have reached some definite and recognised standard of acquirement. It is useless discussing the improvement of secondary education, unless by secondary education is meant something which stands by itself, a definite stage on the educational ladder, which is valuable not only as leading on to the University but for itself. If by the improvement of secondary education is meant nothing more than a consideration of the means by which a greater number of candidates may be passed through the matriculation examination, then let us frankly admit that all education above the primary stage has for its one aim and object the passing of pupils through an examination, which was not organised with reference to what the school studies of boys should or should not be, but the function of which is confessedly confined to ascertaining whether the candidates who present themselves possess the minimum of knowledge which is required before the specialised courses of the University can be attempted with profit.

The relation which external examinations should bear to the curriculum.

242. To all this it may be replied that we must have some examination to act as a goal for pupils and an incentive to teachers, and at the same time to give definiteness to the courses of study pursued at schools. The absolute necessity of the incentive is not self-evident, though it is probable that in the present circumstances of the great majority of the high schools in Bengal the managers would not know what to attempt at all, unless some definite goal was placed before them. There is no necessity, however, to abolish all examinations. What is essential is, that the curriculum of a school should be decided on educational considerations and not wholly with reference to an external examination, which is not directly concerned with school education at all. No serious person could maintain that the subjects of the revised matriculation examination include all those which ought to find a place in the curriculum of a secondary school. Most of the candidates from schools in Bengal will probably offer for the matriculation examination English, mathematics, Sanskrit, Bengali (or Hindi) and possibly mechanics or history, and a good examination in these subjects can no doubt be regarded by the University as a perfectly adequate test for its purposes. Will any serious person, however, maintain that such subjects as history, geography, drawing, to say nothing of science, ought not to be absolutely certain of finding a place in the curriculum of a secondary school, and will any serious person maintain that these subjects, or at least some of them, will not be neglected, if not entirely ignored, if the present domination of the matriculation examination over the curriculum is allowed to continue?

A curriculum and courses of instruction must be settled for high schools.

243. The first and most essential reform then is to settle what subjects should find a place in the curriculum of high schools and what courses of instruction should be attempted therein. Every boy who goes to a high school should not study the same course. On the contrary the ideal is that as much a diversity in courses should be allowed as the varying capacities and requirements of boys demand. Some unity of purpose, however, must underlie all diversity, if diversity is not to be merely another name for chaos. A secondary school may teach a number of different courses and they may all be equally sound from the standpoint of education; but the soundness of a course must be tested by the psychological principles which underlie the science of education, and the subjects which a boy is to study should not be left to chance, or be determined wholly by the exigencies of an external examination. In the Prefatory memorandum to the regulations for secondary schools for 1905-06, the English Board of Education defined the function of a secondary school as follows:—

"A secondary school should keep in view the development and exercise of all the faculties involved in these different kinds of training, and will fail to give a sound general education to its scholars in so far as it sends them out, whether to further study or to the business of life, with one or other of these faculties neglected, or with one developed at

the expense of the rest. Specialisation in any particular direction should only begin after the general education has been carried to a point at which the habit of exercising all these faculties has been formed and a certain solid basis for life has been laid in acquaintance with the structure and laws of the physical world, in the accurate sense of thought and language, and in practical ability to begin dealing with affairs."

244. The curriculum then of secondary schools in Bengal must be revised as soon as possible with the object of developing all the capacities which are latent to a more or less degree in the average boy; various courses being organised in accordance with the varying requirements of the pupils, that is to say, with reference to the occupations and opportunities to which they may or should look forward in future life. It is also essential that at the end of the secondary school curriculum there should be an examination which will test the pupil on every subject of the course which he has taken, and on the results of which a certificate will be issued testifying to the fact that a successful candidate has passed through a certain school course in certain subjects and has attained to certain standards of acquirement in those subjects.

The aim of the curriculum.

A school final examination essential.

245. The next defect as to which there is a practical unanimity is the unsatisfactory character of the syllabus prescribed for all classes below class IV, and the worthlessness of the text-books now in vogue. Behind these criticisms there appears to be a feeling that the vernacular system introduced in 1901 has been tried and found wanting. Now the vernacular system was apparently based on two main considerations, the first and the most important being that a child's earliest education must be conveyed through a language medium which is familiar to him, while the second is the most natural and the proper desire that education should not alienate children from their own environment. Probably no one would contest these principles, but it is at least open to question whether the first was not accepted without due regard to the peculiar difficulties which were likely to surround the carrying of it out into actual practice.

Criticisms of the syllabus and text-books introduced by the vernacular system.

The principles of the vernacular system.

246. In the first place, it is not easy in a province in which several languages and numerous dialects are spoken to provide every child with instruction through a language medium with which he is familiar. The aborigines of Chota Nagpur are offered instruction through the medium of Hindi, but it appears from the Inspector's most recent report that this language is not only unfamiliar, but also distasteful to them, as indeed is everything foreign. Again, the difficulty of making the medium familiar has been increased by the fact that rightly or wrongly it has always been supposed that even in the lowest classes all instruction must be imparted through the medium of text-books. The tendency of most educated Indians when they write in their own vernacular has been, and still to a considerable extent is, to use a form of construction and vocabulary which differs very considerably from the vehicle of ordinary parlance. Consequently even in those parts of the Province in which Bengali is the one vehicle of intercourse among practically all the inhabitants, the text-books, the teaching of which has in every branch usurped the teaching of the subject itself, are written in a language which is not familiar at all and which moreover differs to a considerable extent even from the language in which the teacher has to address his class in order to be understood.

The multiplicity of vernaculars.

The tendency to write vernacular text-books in classical language.

247. On the other hand perhaps the promoters of the vernacular scheme were rather inclined to ignore the facility with which a child acquires a foreign language as a medium of expression. This facility is, however, an incontestable fact. Now it may be objected, if this facility is a fact, then why raise difficulties which are inseparable from the multiplicity of vernaculars, and why emphasise the difference between the language of the text-book and the language of the people, as if these difficulties constituted a real stumbling block in the working of the vernacular scheme! To this objection the reply would be that it is not necessary to make much of the difficulties referred to from the psychological or educational point of view. A system of vernacular education will doubtless tend to develop the leading vernaculars of the Province, and with the development of these vernaculars the difficulty which arises from the divergence between the written and the spoken language will grow less. The difficulty caused by the multiplicity of vernaculars so far as it exists at present is probably more of a political than an educational one. It is probable that in a district where Hindi and Bengali are both

The facility with which children acquire a language.

The difficulty created by the multiplicity of vernaculars is political rather than educational.

taught, a Bengali child joining a class which is taught through the medium of Hindi very quickly becomes quite familiar with the language of the class, and able to follow instruction in it, but this is not calculated to remove the objection which a Bengali parent is likely to have to the education of his child through the medium of Hindi. Such a parent would probably have no objection to his children being taught through the medium of English, which is after all a possession common to all Indians; but if his child is to be taught through the medium of an Indian vernacular, he not unnaturally desires that that vernacular should be his own.

The unfamiliar language of the text-books is an educational difficulty.

248. As regards the difficulty which arises from text-books being written in a language which is unfamiliar and which differs considerably even from the language used by the teacher in class, the admission of the facility in the acquisition of language, which characterises the average child, does not detract in any way from the reality of this evil. A child picks up language through the ear mainly by associating gestures and actions with certain sounds. If an attempt is made to explain to him unfamiliar subjects in language which in sound resembles the language with which he is familiar, just closely enough to allow him to catch incomplete resemblances, the probable effect which will be produced in his mind is chaos.

The vernacular basis of education should not be abandoned.

249. It is not for a moment suggested that the vernacular basis of education should be abandoned, but it is essential to recognise that important as is a knowledge of the vernacular, it is equally important that at a certain stage of his secondary education the pupil should have a sufficient knowledge of English to enable him to learn through that medium. There does not appear to be any ground for questioning the present arrangement according to which in the four highest classes of a high school instruction is imparted through the medium of English, though some persons of experience have suggested that the vernacular should be the medium of instruction throughout the secondary course. This would be obviously impossible unless the vernacular were made the medium of instruction in University courses also, which is a proposal which need scarcely be considered seriously.

The necessity of acquiring English before class IV is reached cannot be ignored.

250. The problem therefore with which we are faced is how, while insisting on an adequate knowledge of the vernacular, the pupil can be placed in such possession of English that when class IV is attained, he may be able to receive instruction through that medium. It looks as if this two-fold object could be attained in one way only, and that the way in which the special committee which has recently revised the curriculum for standards III to VI has proposed, namely, that the vernacular should continue to be the medium of instruction up to and including class V (standard VI), and that for an hour every day English should be taught colloquially by the direct method in all the classes from VII (B) to V inclusive (standards III to VI). With competent teachers there would be little room to doubt the success of this proposal. The difficulty is and will be the lack of teachers, as also of institutions in which they can be trained for this work. Everything, however, points to the necessity of the attempt being made, and it is suggested that, unless the scheme for the establishment of the training college for English teachers is likely to be carried through quickly, some of the better educated teachers now employed might be sent to Europe to study the teaching of English by the direct method in one of the Berlitz schools of Great Britain.

English must be taught by the direct method.

The general incompetence of the teachers employed.

251. There are two further points on which there is practical unanimity. The first is that the pay available for teachers is not sufficient to attract the type of men really required. The second is that the persons at present employed as school-masters are not as a general rule competent. Now it might be thought that the second defect is merely a corollary of the first, and it is no doubt to a certain extent consequent on it. With better pay and prospects a better class of men generally would perhaps become teachers, but it is well to reflect that, whatever pay is offered, it is by no means obvious that under existing conditions a really competent type of schoolmaster would be obtained.

Is the training of teachers necessary?

252. It is not unusual among men of a certain type who profess interest in education to regard the training of teachers as a pedagogical whim evolved probably for the enhancement of the prestige of the teaching profession, and

a high executive official of this Province has recorded his view that too much training may be a danger, and expressed it as his opinion that "given a requisite knowledge of the subject, a master, who thoroughly understands boys and knows and sympathises with their difficulties in the light of personal remembrances, will soon evolve a suitable method of instruction." This attitude of mind is probably due mainly to the fact that in the greater public schools in England trained teachers are still practically unknown. But to argue that because on the whole this arrangement has worked very fairly well—an admission which would not by any means be universally conceded—therefore the training of teachers is a superfluity, if not a danger, is to overlook the fact that the subjects in which the untrained teachers of English public schools attained to some degree of success were for the most part subjects in which they themselves had received years and years of instruction and the teaching of which had become as it were traditional. Secondary education in India is, comparatively speaking, a new development, and the teaching of many of the subjects which every one is agreed should be included in the curriculum is not in any sense traditional to India or Indians. Given the requisite knowledge one might expect occasionally fair results; but will any one maintain that under present conditions in Bengal the ordinary student will have obtained during his school and even his University career such a knowledge of geography, science or drawing that he will be able without any special training to evolve a suitable method of instruction in these subjects?

253. Efficient training colleges then are absolutely essential, but, as complete proposals in this matter have already been submitted to Government, it will be sufficient at this stage of the discussion to emphasise the limitations to which the work which training colleges can effect in the direction of reform is necessarily subject. It will be disastrous, if the improvement of secondary education is postponed on the ground that, when efficient training colleges are sending out a constant stream of teachers, defects will gradually be removed and sound work inaugurated. In the first place the men sent out by the training colleges will be for many years a mere drop in the ocean, and in the second place it is idle to cherish impossible hopes with regard to them. The ordinary man, when he passes out of a training college, is not a finished teacher. To be that he must possess experience and resource, and these come only with the actual practice of his profession; but what he may be expected to have is ideas and enthusiasm,—both invaluable possessions, but possessions which need careful nurture and will not stand the test of being placed in an environment which is entirely inimical. If our trained teacher is to develop, he must start under conditions in which good work is possible. It is essential therefore that before our new training colleges begin sending out their students, there should be a few really sound schools in which those students can start their teaching careers.

254. That the pay of teachers in Government schools is on the whole inadequate has been fairly established, and it is not necessary to dwell upon this aspect of the question, because definite steps for the improvement of pay and prospects are now being worked out on the basis of the proposals of the Government of India. The condition of teachers in private and especially in unaided schools is a more difficult problem. Their miserable condition is exactly what one would expect in institutions conducted on the principle on which most high schools in Bengal appear to be worked. The lot of an assistant master in a Government school is said to be a hard one, but the average pay of an assistant master in a Government high school is Rs. 40·8 a month, whereas the average pay of an assistant master even in an aided private high school is Rs. 23·2 a month. The former at least is paid regularly the full salary to which he is entitled, whereas many Indians of position have reported that masters in private schools are not infrequently paid most irregularly, and that they are sometimes even compelled to sign receipts for sums which they have not received. It is reported moreover that there is little or no discipline in the ordinary private school, especially in places like Calcutta, where there are many schools competing one against the other, and that it is not an unusual occurrence for boys, who do not approve of a

Training colleges
and their limita-
tions.

The condition of
teachers in
Government and
in private schools.

particular master, to boycott him from his employment. This is partly the result of the lenient attitude with reference to the recognition of schools which the University adopted in the past, and it is mainly to the University that we must now look to remedy the evil.

The urgent need
for reform.

255. Enough has been said to show the urgent need for reform, and it is indeed fortunate that the subject has attracted the attention of the Government of India; for it is no exaggeration to say that the future work which the colleges and scientific and industrial institutions will be able to effect must largely depend upon the improvement of secondary schools.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

Primary schools
and primary
departments of
secondary schools.

256. The chief concern of this chapter is primary schools, and the fact that the primary departments of schools of all grades are included in its purview is due mainly to the fact that the instruction imparted in the primary departments of all grades of schools is in theory at least almost identical. The Indian Education Commission of 1882 defined primary education as "the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life"; and if this definition be accepted and rigidly adhered to, then the preparatory education of those who are going to pass on to secondary education should strictly speaking perhaps not find a place at all in an account of primary education. However, the preparatory education of children in primary departments of secondary schools has been dealt with in this chapter in all four quinquennial reviews, and there is a certain convenience in this arrangement. Consequently the practice is adhered to in this report.

257. The scope of the chapter is then (a) primary schools for Indian boys and the pupils in them, (b) pupils in the primary stage of instruction in secondary schools for Indian boys. Primary schools for Indian girls, and the pupils in them, as also the pupils in the primary stage of instruction in secondary schools for Indian girls, are dealt with in the chapter on the education of Indian girls. Pupils in the primary stage of instruction in European schools are dealt with in the chapter on the education of Europeans. At the end of the period under review 46,233 Indian girls and 4 European boys were being educated in primary schools for Indian boys.

Primary schools.

Primary schools
and pupils.

258. At the end of 1906-07 there were 33,954 primary schools for boys, attended by 9,07,222 boys and 46,233 girls. During the quinquennium under review there has been an increase of 1,930 institutions and 1,34,918 pupils. This increase is satisfactory, because in 1904-05 there was a decrease both in the number of schools and in attendance, and undoubtedly this decrease was to some extent due to the policy of insisting upon a certain degree of efficiency before placing a school on the aided list. In paragraph 90 of the last annual report it was observed that it was a sign of the vitality of primary schools that in spite of the insistence on a higher standard of efficiency and of the existence of the drawbacks to which that report alluded, the number of institutions and of the pupils attending them had increased during the year under review. The drawbacks have been equally operative during the year 1906-07, and it is not probable that there has been any lowering of the standard of efficiency demanded; but the tendency to increase which was then noted was more than maintained during the year in question, the increase during that year being 289 schools and 24,292 pupils. During the last 15 years the number of primary schools has increased by 233 and the number of pupils attending them by about 1,90,000. Progress at this rate is certainly not remarkable, but a perusal of the history of the development of primary education in Bengal, as set forth by Mr. Nathan, leads

one to suspect that there has been more solid progress than the actual figures indicate. There seem to be grounds for thinking that ever since 1883-84 there has been a more or less continuous process of raising standards and weeding out inefficient schools; and if this is so, we may perhaps assume that there has been during the last 15 years an improvement in the quality and stability of primary schools which has more than kept pace with their increase in numbers.

259. In paragraph 443 of the Fourth Quinquennial Review, it is stated that in 1901-02 one school had to serve on an average 4.7 towns and villages in Bengal. This calculation was made on the number of towns and villages which existed in the Province previous to the partition. Taking the number of towns and villages in the Province as it stands to-day, it is calculated that at the end of 1906-07 the number of towns and villages served by one primary school was 4.4. This figure is satisfactory, because a part of the area which has now been transferred to Eastern Bengal and Assam, notably the Dacca and Chittagong Divisions, was comparatively speaking well provided with primary schools.

260. In paragraph 444 of his Quinquennial Review Mr. Nathan states that the mean average distance in miles between each boys' primary school in Bengal was 2 miles, and that on an average a boy had to go not more than a mile to reach a school. This means presumably that on an average each primary school served an area of 4 square miles. This calculation was based on the number of primary schools then returned as compared with the area of the Province as it was before the partition. If the number of primary schools returned at the end of 1906-07 is compared with the present area of the Province, it appears that each primary school for boys serves an area of 3.6 square miles, which means that on an average a boy has to go seven-eighths of a mile before he reaches a school. This calculation is of little practical value, because the number of schools in the different parts of the Province varies considerably. In the Bardwan Division, for example, which has an area of 13,949 square miles, there are 8,509 primary schools for boys; whereas in the Chota Nagpur Division, which, with the Feudatory States of Kharsawan and Saraikela, has an area of 27,703 square miles, there are 2,799 only.

261. The average number of pupils in a primary school for Indian boys was in 1906-07, 28. This figure has been steadily rising during the last 15 years; in 1891-92 it was 22.6; in 1896-97, 24.7; in 1901-02, 25.6.

262. In paragraph 446 of the Fourth Quinquennial Review the extraordinary cheapness of Indian primary schools is commented on, and it is noticed that the extremes lay between Rs. 37, the average cost of a Board school in Bombay, and Rs. 3, the average cost of an unaided school in Bengal. Taking all kinds of primary schools into consideration, it appears that the average monthly cost during 1906-07 was Rs. 6.2, as against Rs. 5.4 in 1901-02, Rs. 4.9 in 1896-97, and Rs. 4.5 in 1891-92. The cost varies considerably according to the management. Thus, during 1906-07 the average monthly cost of a primary school under Government management was Rs. 21.4; while that of a primary school under District or Municipal Board management was Rs. 26.3 and that of a primary school under the management of a Native State was Rs. 4.7. As regards private institutions, the average monthly cost of an aided primary school for the same period was Rs. 6.9, while that of an unaided primary school was Rs. 3.06. It is remarkable that a primary school under District or Municipal Board management should cost more than one under the direct management of Government.

263. The average annual cost of educating a pupil in a primary school was in 1906-07, Rs. 2.7, as against Rs. 2.6 in 1905-06, Rs. 2.5 in 1901-02, Rs. 2.3 in 1896-97, and Rs. 2.4 in 1891-92. The average annual cost of educating a pupil in an upper primary school during 1906-07 was Rs. 3.7, while the cost of educating a pupil in a lower primary school was Rs. 2.4.

264. As has been frequently pointed out, these sums do not represent the total cost of primary instruction, because the village schoolmaster receives presents and fees in kind; but, as stated in the last annual report,

it is essential to bear the cheapness of primary schools in mind when treating of problems concerning them and the teachers employed in them. It will be interesting in the face of the extraordinary cheapness of primary school education to watch the effect which the abolition of primary school fees, if that scheme is carried through, will have on the cost.

Upper and lower
primary schools.

265. Of the 33,954 primary schools for boys returned as existing at the end of 1906-07, 2,908 are stated to belong to the upper primary and 31,046 to the lower primary grade. Comparing these figures with those returned for the three previous quinquennia, it is noticeable that whereas the number of upper primary schools has increased by 350 during the quinquennium under review and by 648 during the last fifteen years, lower primary schools, though an increase of 1,580 is recorded for the quinquennium, are fewer now by over 400 than they were fifteen years ago.

266. The vast majority of schools are under private management, the percentage of schools under public management being at the end of 1906-07, 1.7 per cent as against 3 per cent. at the end of 1901-02. Over nine lakhs of pupils were at the end of 1906-07 receiving instruction in privately managed schools, while publicly managed institutions were instructing about 19,943 children.

Pupils in the primary stage of instruction in primary and secondary schools for boys.

Pupils in the
primary stage of
instruction. The
proportion in the
upper primary
stage has
decreased.

267. The total number of pupils in the primary stage of instruction in primary and secondary schools for Indian boys was at the close of the quinquennium under review 10,36,343. This figure shows an increase for the quinquennium under review of just over a lakh and a quarter, and an increase for the last fifteen years of about 2 lakhs. The proportion of pupils in the upper primary stage has decreased during the last five years and shows no advance during the last fifteen years. This is remarkable, but not easy to account for. It is probable that a greater proportion of the parents, whose children attend primary schools, would be willing to keep them at school during the upper primary stage, if at the end of it a leaving certificate was awarded. The abolition of the examinations for the lower and upper primary standards was alluded to in paragraph 116 of the last annual report as having withdrawn a distinct stimulus, and the desirability of organising a system of leaving certificates for these standards was suggested. No action has yet been taken, but now that the inspecting staff has been strengthened it is proposed that the question of issuing such certificates should be considered. Lower primary schools still remain in a considerable majority, but it is noticeable that the increase in the number of pupils in upper primary schools during the quinquennium under review was proportionately greater than the increase of pupils in lower primary schools. Thirty-six per cent. of the total number of pupils in the primary stage of instruction in 1906-07 were returned as not reading printed books. The percentage in 1901-02 was 27.4 and in 1891-92 it was 34.

Proportion of boys
under instruction
and male literacy.

268. It is estimated that at the end of 1906-07, 244 boys were undergoing primary instruction out of every thousand of the male population of school-going age. Calculated on the present area of the Province the figure for 1901-02 would have been 217, so that there has been considerable improvement during the quinquennium under review. It is noticeable that the figure for 1901-02 calculated on the pre-partition area of the Province was 232. This figure put Bengal at the head of all the major provinces of India. The figure quoted for the present area would have brought Bengal down below Bombay and to the second place on the list. This illustrates what has been alluded to elsewhere, namely that some of the districts now transferred were among the most advanced portions of the Province in the matter of education. As explained in paragraph 94 of the last Annual Report on Public Instruction in Bengal, the estimate of male literacy based on the figures of the last census and calculated on the present area of the Province works out at 107 per thousand only. The fact that in 1901-02 Bengal, as explained above,

headed the list in the matter of boys under instruction, but in the matter of male literacy was placed below Burma, Madras and Bombay, is commented upon by Mr. Nathan in paragraph 535 of his review, and he suggests that the rudimentary character of the instruction given in many of the Bengal village schools may possibly have some bearing on this circumstance. As no return of male literates has been made since 1901, it is impossible to say how far the discrepancy noticed by Mr. Nathan has been modified by the increase in the number of children undergoing instruction.

Finance.

269. The annual report for 1905-06 chronicled a slight increase in the total expenditure on primary schools for boys on the figures of the previous year. The total expenditure during 1906-07 shows an increase on the previous year of nearly a *lakh* and a half. The increase during the quinquennium under review amounted to a little over $4\frac{1}{2}$ *lakhs*, while the increase during the last 15 years works out at between 7 and $7\frac{1}{2}$ *lakhs*. The figures returned at the close of the last four quinquennia show that the tendency to rise which has been operative since 1891-92 was checked between 1896-97 and 1901-02, but that a fresh impetus seems to have been received during the period under review. The increase between 1891-92 and 1896-97 was nearly 2 *lakhs*, while that between 1896-97 and 1901-02 was Rs. 78,000 only; whereas, as explained above, the increase during the last quinquennium amounted to over $4\frac{1}{2}$ *lakhs*. General statistics.

270. As noticed in the chapter on secondary education the money spent is derived either from public or from private funds, public funds comprising Provincial revenues, the funds of District Boards and Municipalities, and the revenues of Native States; while under private funds are included fees and receipts from "other sources." Expenditure according to sources.

271. Towards the total expenditure of Rs. 25,50,768 returned for 1906-07, public funds contributed Rs. 8,94,749 or 35.1 *per cent*. In 1891-92 the percentage which public funds bore to the total expenditure was 23.6, while by 1896-97 it had risen slightly, viz.—to 25.7. In 1901-02 it stood at 25.6, so that whereas the rise during the last 15 years has amounted to 11.5 *per cent*., 9.5 *per cent*. of the increase is ascribed to the quinquennium under review. Expenditure from public sources.

272. The contribution from Provincial revenues towards the total expenditure from public funds during 1906-07 was Rs. 1,58,557, or 17.7 *per cent*. The percentage which this contribution bore to the total expenditure from public funds was in 1901-02, 16.2, whereas in 1891-92 it was as much as 27.9. On the other hand the proportion which the contributions by District Boards bore in that year to the total expenditure from public funds was 68.5 *per cent*., whereas in 1906-07 it was 72.8 *per cent*. This shows that the policy of devolving upon District Boards the responsibility of spending the money allotted to primary education has been steadily adhered to. The District Board contribution during 1906-07 was greater by Rs. 2,60,977 than the contribution during 1901-02. Expenditure from Provincial revenues and District Board funds.

273. The amounts received from municipal funds and the revenues of Native States have risen during the quinquennium by Rs. 16,827 and Rs. 9,345, respectively; the contributions from municipal funds being in 1906-07, Rs. 63,338 and in 1901-02, Rs. 46,511, and from the revenues of Native States in 1906-07, Rs. 20,902 and in 1901-02, Rs. 11,557. As explained in the chapter on secondary education, contributions from Native States were not shown in the statistics until 1901-02. Expenditure from the funds of Municipalities and Native States.

274. Towards the total amount of Rs. 25,50,768 spent on primary schools during 1906-07, private sources contributed Rs. 16,56,019, or 64.9 *per cent*. The proportion borne by private sources was in 1891-92, 76.4; in 1896-97, 74.2; and in 1901-02, 74.3; so that slowly, but surely, a larger proportion of the cost of primary schools is being imposed on the public revenues. This aspect of the development of primary education is further illustrated by comparing the amounts returned as having been realised from fees with the total amounts returned as spent. The amount returned as realised from fees during 1906-07 is Rs. 13,42,847, and this represents 52.6 *per cent*. Expenditure from private sources.

of the total expenditure. The percentage which the contribution from fees bore to the total expenditure in 1891-92 was 62.9; in 1896-97 it was 60.6; and in 1901-02, 60.3. It is, however, remarkable that more than 60 *per cent.* of the total amount spent on primary schools is still borne by the persons who use them, and it must be remembered in this connexion that the total amount returned as having been paid in fees to primary schools does not represent the total amount which those persons are called upon to contribute. It has frequently been pointed out that a not inconsiderable portion of the emoluments of the village *guru* consist of *sidhas* or presents of rice, vegetables, oil, pulse, etc., which may be considered to be an integral part of the fee system in vogue in primary schools. Some attempt appears to have been made to take these payments in kind into account in the fee returns, but it is practically certain that nothing like their full value is represented. On this point Mr. Stark, Inspector of Schools, Chota Nagpur Division, observes as follows:—

"The unusual increase under expenditure from 'fees' and 'other sources' is probably due to a more exact inclusion of payments in kind. The total expenditure on account of primary education for boys has more or less increased at the end of each quinquennium. The expenditure from the several public funds gradually increased, but that from private sources generally fluctuated, according to the whims of the primary school-teachers who sometimes included, and sometimes excluded, the money value of the payments they received in kind in their returns. As a matter of fact they keep no reliable account of what they receive."

275. These remarks cast a good deal of doubt on the accuracy of the figures returned under "private sources." If, as proposed, all fees and payments at primary schools are abolished, it will be interesting to see what the primary school-teachers will claim instead from the public revenues.

Expenditure from
"other sources."

276. A sum of Rs. 3,13,172 is returned as having been contributed from "other sources" during 1906-07. This represents 18.9 *per cent.* of the total contributed from private sources. In 1891-92 the percentage was 17.7, in 1896-97 it was 18.4, and in 1901-02 it was 18.8. So that during the last ten years the proportion of subscriptions, etc., to fees has remained almost stationary.

The grant-in-aid system.

Payment by
results advocated
by the Education
Commission.

The views of the
Simla Conference.

277. The Education Commission recorded a recommendation that as a general rule aid to primary schools should be regulated to a large extent according to the results of examination, an exception being made in the case of schools established in backward districts or under peculiar circumstances, to which cases the application of special rules would probably be desirable. This recommendation was accepted by the Government of India in their Resolution of the 23rd October 1884, and a system of payment of grants to primary schools on results gained at public examinations was generally adopted. The Simla Conference of 1901 condemned this system as uncertain in operation and tending to encourage cramming. The Government of India acquiesced in the view of the Conference and ordered that the results-grant system was to be as soon as possible replaced by a system of payment in which "attendance, buildings, circumstances of the locality, teachers, nature of instruction and outlay from other sources" would all be taken into consideration in assessing the grant.

Payment by
results abolished.

The present
system.

278. As a result of this decision payment by results was abolished in this Province in 1902-03, and a system introduced according to which the remuneration of a *guru* from public funds takes the form of a subsistence allowance paid quarterly and of a further allowance paid at the end of the year; the latter depending on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school. In considering regularity of attendance local authorities are directed to make allowance for local conditions which may require the closing of primary schools, such as the monsoon rains or the exigencies of cultivation or harvesting. No fixed rate of stipends is prescribed; this is left to the discretion of the local authorities.

The working of
the new system.

279. There is a fairly general agreement among Inspectors that the present system is a distinct improvement on the former one. Mr. Küchler,

Inspector of Schools, Bhagalpur, reports that there is sometimes considerable delay in the payment of the subsistence allowances to *gurus*, and explains that though the present system is a great improvement, it is essential for its success that there should be a sufficient staff of Sub-Inspectors, and that these officers should be hardworking and reliable. He observes that where these conditions are not fulfilled, this or indeed any other system is bound to be a failure; and he adds that though the system of payment by results is more mechanical and therefore apparently easier to carry out, it was also, in the absence of constant vigilance, open to grave abuses. The recent increase in the number of Sub-Inspectors and the appointment of Assistant Sub-Inspectors ought to make the working of the system run more smoothly.

280. Mr. Stark, Inspector of Schools, Chota Nagpur Division, does not join in the general approbation. His views are quoted below. It is certainly startling to learn that *gurus* have been known to resort to devices in order to avoid having to accept grants.

"During the quinquennium the former system of 'payment by results' was replaced by the present system of 'payment for efficiency.' Under the latter system schools receive a small monthly subsistence allowance, and the more efficient of them receive a lump sum, known as a further or deferred allowance, at the end of the year. To what degree primary education has been fostered by a change in the conditions upon which State aid is given, is not apparent. In 1901-02 there were 2,031 primary schools in receipt of Government support, and in 1906-07 there were 2,398 similarly favoured. Simultaneously, unaided primary schools have increased from 2,416 in 1901-02 to 2,799 in 1906-07. That is to say, the growth of unaided schools has outstripped that of aided schools. If any inference may be deduced from this circumstance, it is that the increase in the number of aided schools is not due to the system under which schools receive their grants-in-aid. Besides this, while the average roll of pupils in aided schools has risen from 27 to 28, that of unaided schools has risen from 26 to 28. These facts raise some doubt as to the efficacy of the subsistence system. It is unpopular with the generality of *gurus*, who point out that their small monthly allowance remains unaltered, while, owing to the dearness of provisions, better paid servants, than they are, get grain compensation. The aid which they receive is insufficient for them to subsist upon, and villagers tell them that as they are being paid by Government, they cannot expect to be paid also by parents. I cannot help recalling how, when I was in Orissa, it came to my knowledge that in parts of the district of Puri many schools were closed in March and re-opened in April, only to escape being put upon the list of aided schools. In this Division *gurus* from time to time lose heart, and abandon school-mastering or close a school in one village to try their fortune in another. Not unassociated with this is the discontinuance of the former Departmental public examinations which satisfied the ambition of parents and pupils by awarding certificates to all those who passed by the upper and lower primary examinations, whether they obtained scholarships or not. To sum up my experience, I am of opinion that the subsistence system is beneficial in very backward and remote places, while the payment-by-results system works better in the more advanced areas."

Mr. Stark's view.

Special grants made by the Government of India.

281. Early in the quinquennium the Government of India made a special educational grant to this Province of ten lakhs to assist in the carrying out of the recommendations of the Simla Conference. Out of this amount a sum of four lakhs was set apart for expenditure on primary education and distributed among the districts of the Province. This distribution was made in June 1902.

The grant of ten lakhs of which four lakhs went to primary education.

282. The recommendations of the Simla Conference led to the launching during the year 1903-04 and 1904-05 of several schemes for the improvement of primary education. For these schemes a far larger outlay was required than could be met from the Imperial grant mentioned above. Consequently an application was made to the Government of India for a further grant, and in April 1905 a second special grant of ten lakhs was sanctioned, this grant being for primary education alone. The principal objects on which this grant was to be spent were—

The grant of ten lakhs to primary education.

- (a) the organisation and aiding of *maktabs* (Muhammadian primary schools),
- (b) the establishment of *guru*-training schools,
- (c) the strengthening of the inspecting staff,
- (d) the provision of building grants for primary schools.

When the partition took place a sum of Rs. 3,33,000 was made over from this grant to the Government of Eastern Bengal and Assam. The sum of Rs. 5,03,598, which is mentioned in paragraph 296 below as having been assigned during 1905-06 for the construction of primary school buildings, was derived from this special grant. The sum of Rs. 1,91,000 referred to in paragraph 355 as having been allotted during 1906-07 for the building of new *guru*-training schools and the improvement of existing ones was obtained from the special grant of ten *lakhs* sanctioned in 1905.

Teachers.

Qualifications of teachers in primary schools for Indian boys and girls.

283. Following the practice of the Fourth Quinquennial Review teachers in primary boys' and in primary girls' schools are for the purpose of statistics taken together. There is a practical convenience in this arrangement; for primary girls' schools are but a drop in the ocean as compared with primary boys' schools; and except in the case of the very few institutions which are staffed by women, the teachers in primary girls' schools are of precisely the same type as that of those employed in boys' schools. The total number of teachers employed in primary schools for Indian boys and girls at the end of 1906-07 was 39,526. Of these, 2,201 or 5.6 *per cent.* are returned as "trained," while 12,324 or 31.2 *per cent.* are returned as having no special qualifications. The remainder, 63.2 *per cent.* of the total, are returned as possessing "other qualifications." The "other qualifications" are practically confined to the certificates of the former school examinations (middle English, middle vernacular, upper primary and lower primary). In 1906-07 over twelve thousand teachers employed and returned as possessing "other qualifications" had passed the lower primary examination only; and seeing that under this head are included not only all the school examinations just referred to, but also the Sanskrit title examination, the *Madrasa* central examination, and "other examinations," the conclusion that practically all the twelve thousand teachers, who are returned as possessing no special qualifications, have not read even up to the lower primary stage, seems inevitable. The number of teachers employed in primary schools who possess University qualifications are a negligible quantity. Five persons who had passed the F. A. examination were returned as teaching in primary schools in 1906-07, and all these were employed in schools for girls. Seventy-seven persons who had passed the entrance examination were returned as teachers in primary schools during the same year. That in the case of about 60 *per cent.* of the teachers employed in imparting elementary education through a course of studies in which science and nature observation lessons play a prominent part the highest qualification should be that of having passed through the lower primary stage of education is indeed a matter for serious reflection. All that can be said is that a real attempt is now being made to provide institutions for the training of primary school teachers. This matter is dealt with in the chapter on the training of teachers. A *zamindar* writing to this office on the proposed abolition of fees at primary schools questions whether the spread of the kind of instruction now imparted under the name of "primary education" can be regarded as "a thing to be devoutly wished for," unless it is to be accompanied by a "corresponding development of character."

"Though I never hold," he adds, "that a little learning is a dangerous thing, I believe that it may be so, if that little learning be not sound and healthy. Both the curricula and the mode of teaching in vogue are very much below the desirable. To let loose the school master abroad without a sufficient guarantee as to his qualifications and character is a very serious affair."

284. Considerations of this kind can scarcely be made the excuse for not doing everything possible to extend primary education, but they contain a solemn warning.

Average number of pupils per teacher and of teachers per school.

285. From the figures returned it appears that in primary schools for Indian boys there was at the end of 1906-07 one teacher to every 26 boys under instruction; the average number of teachers for every 100 primary schools for Indian boys works out at 106.5.

The pay of teachers.

286. The monthly pay of teachers in primary schools for boys in 1906-07 ranged between Rs. 4 and Rs. 18 in schools under public management, and

between Rs. 3 and Rs. 50 in schools under private management. The highest figure has been returned by a missionary school in Chota Nagpur. Salaries approaching Rs. 50 a month are extremely rare and are confined to missionary schools. In most cases where such a salary is paid at a missionary school, it is not the head *pandit* who receives it, but a superintendent who is generally a member of the mission.

Scholarships and examinations.

287. As explained in the chapter on secondary education certain Government scholarships, called lower primary scholarships, are awarded at the lower primary stage of instruction (standard II). These were formerly awarded at the lower primary examination, at which certificates were also issued. The lower primary examination was abolished during the quinquennium under review, and since the beginning of 1904 the lower primary scholarships have been awarded according to a system in which selection and competition are both operative. Briefly, the system is as follows. The scholarships allotted to the district are distributed among the police jurisdictions of the district. The Sub-Inspector of Schools then selects candidates from all the lower primary schools of each such area, his selection being limited to one candidate from each school and by the general direction that the number of candidates selected for any one police jurisdiction shall not exceed three times the number of scholarships allotted to that area. The Sub-Inspector's list is submitted to the Deputy Inspector, who, after scrutiny and such modification as he considers necessary, submits it to the District Board or District Committee of Public Instruction, as the case may be. The District Board or the District Committee of Public Instruction then holds at the head-quarters of the police jurisdiction an examination, which is mainly oral, and on the results of which the scholarships are distributed among the selected candidates. In selecting the candidates great weight has according to the rules to be attached to considerations of poverty and conduct. Only candidates from such lower primary schools as have adopted the prescribed course are eligible for these scholarships. The value of the scholarships is Rs. 2 a month each, and they are tenable for a period of two years in any upper primary, middle or high school which has adopted the prescribed curriculum. Their tenure is subject to good conduct, regular attendance and satisfactory progress.

288. It has been stated that no examination at which certificates are issued is held during the primary stage of instruction. The figures returned against the standard IV and standard II examinations must therefore be regarded as representing the number of pupils successful at the annual class examinations of these standards. Throughout the school course an annual examination is held in each class for the purpose of determining promotions.

289. The total expenditure on scholarships held in primary schools for boys and girls during 1906-07 is returned as Rs. 19,914. Of this amount Rs. 19,776 was derived from public and Rs. 138 from private sources. The value of scholarships held in primary schools for boys amounted to Rs. 18,574, while the value of scholarships held in primary schools for girls was Rs. 1,340 only. The whole of the sum of Rs. 138 returned as derived from private sources was spent on scholarships held in schools for girls. The figures for expenditure on scholarships held in primary schools show an increase during the quinquennium of nearly Rs. 9,000. Eight hundred and eighty-two lower primary scholarships were being held in primary schools during 1906-07. This does not mean that there were only eight hundred and eighty-two lower primary scholarships being held in 1906-07, because these scholarships are also tenable in middle and high schools.

290. With one exception Divisional Inspectors have not recorded any views as to whether the new system of awarding scholarships may be considered to have worked successfully. Mr. Thickett, Inspector of Schools, Patna Division, remarks that the system "has removed many of the abuses connected with the old system of examination in which all the candidates were examined *ex mass* without any previous selection." He adds that it has also resulted in safeguarding the interests of backward communities.

Buildings and equipment.

Buildings.

The account of primary school buildings in Bengal in the Fourth Quinquennial Review.

The present condition.

291. In paragraph 468 of his Quinquennial Review Mr. Nathan, in commenting on the condition of primary school buildings of this Province during the period with which he was dealing, remarked that little change had taken place since the Education Commission contrasted the primary school buildings in Bombay with the places occupied by primary schools in Bengal. Mr. Nathan added that lower primary schools in Bengal were generally held in verandahs and outhouses belonging to persons interested in the schools, in temples and mosques, or even under the shade of trees, and that upper primary schools had generally buildings constructed of temporary materials with two rooms and a verandah in front of them.

292. The Inspectors' quinquennial reports seem to indicate that the conditions are now much the same as those described by Mr. Nathan, an exception being made in the case of Sambalpur, all the primary school buildings of which district are said to be suitable. Except in Bardwan, where 90 *per cent.* of the primary schools of all classes are still without any buildings of their own, and in Calcutta, where the great majority of primary schools of all classes have no buildings of their own, but are reported to be migratory, settling where they can find a temporary resting place and being "liable to be removed from place to place according to the convenience of teachers or of the proprietors of houses," upper primary schools appear generally to have buildings of some sort of their own. The accounts given of these buildings vary. Rai Madhu Sadhan Rao Bahadur, Inspector of Schools, Orissa Division, states that the upper primary school buildings of his division are generally unsatisfactory; while Mr. Kuehler, Inspector of Schools, Bhagalpur Division, reports with reference to these buildings in his division that though from an educational point of view their requirements are of the simplest, these have in few cases been even approximately realised. Mr. Thickett, Inspector of Schools, Patna Division, however, reports that 65 *per cent.* of the upper primary schools in his division "have more or less suitable accommodation."

Lower primary schools.

293. As regards lower primary schools, cow-sheds, shops, verandahs, and the compounds and precincts of temples and mosques are all mentioned as places in which these institutions find accommodation; failing any of these, the shade of a tree serves the purpose. Sometimes the *guru* holds his school in his own house, and occasionally a gentleman provides accommodation in his own house or compound. In Orissa a lower primary school is not infrequently held in the village *Bhagabatghar*, a house belonging to the Hindu community of the village and used for the recitation of the Hindu Puranas and especially of the Uriya *Bhagabat*, and, in the Bardwan Division, village *atchalas*, which are practically the Bengali equivalents of the Orissa *Bhagabatghars*, are used for the same purpose.

Equipment.

Benches in primary schools.

294. Inspectors' reports are generally silent as regards the equipment of primary schools, a fact for which it is not difficult to account. The Orissa Inspector informs us that almost all the upper primary schools of his division and a small proportion of the lower primary schools have recently been provided with benches, tables, stools, chairs and black-boards. As regards the provision of benches in primary schools, it is open to question whether the children are not better off sitting on the floor, which is a position quite natural to them, than perched on benches without backs, which are sometimes so high that the feet of the majority of them cannot touch the floor, and often unsteady owing to the unevenness of the ground. Desks, or even tables, on which the pupils could write and draw, are and probably will be for many years, save in the case of a few exceptional schools, an impossibility; and this being so the position which an Indian child naturally assumes when he writes sitting on the floor is probably less deleterious to his physical development than the position which he is compelled to assume when he writes sitting on a bench probably with his feet off the floor and without a table or a desk in front of him. Primary schools are reported in some cases to possess "Kindergarten boxes" and maps and, more rarely, wall pictures.

295. In proposing the abolition of primary school fees the Government of India have stated that they would desire, if possible, that books and other requisities should be supplied without charge. If primary schools can be provided out of the public funds with the apparatus which is really requisite, it ought to be possible during the next few years to make an immense step in advance in the matter of equipment. It is not easy, however, to say off-hand what school apparatus is likely to be really useful to primary schools. If it is decided to supply school requisites at the cost of the public funds, the Department will have to decide in consultation with persons who have an intimate knowledge of the schools and of the limitations of the teachers, what apparatus is required and at the same time to make arrangements for its supply at the smallest possible cost.

Proposal to supply school requisites free.

296. In paragraph 105 of the last Annual Report on Public Instruction in Bengal mention is made of the sum of Rs. 5,03,598, which was in 1905-06 assigned by the Local Government towards the construction of primary school buildings on condition that a reasonable proportion of the total cost was contributed from local sources. This contribution was distributed among the districts of the Province, the wants of each district being taken into consideration in determining the amount which it was to receive. In 1906-07 a further grant of Rs. 21,949 was sanctioned. It is not possible to give a complete list of the number of school buildings which have resulted or are likely to result from this grant, for the information received from Inspectors is far from complete. The following information has, however, been extracted from the reports.

Special Government contribution towards the construction of primary school buildings.

297. Mr. Thickett, Inspector of Schools, Patna Division, reports that as a result of the contribution to his division, which amounted to Rs. 1,52,000, three hundred and eighty school buildings were to be constructed, 50 in the Patna, and 50 in the Saran district; in the Gaya, Shahabad, and Champaran districts 40 each; and in the Muzaffarpur and Darbhanga districts 80 each. None of these buildings have as yet apparently been completed, nor when the Inspector's report was written had more than one-third of the total amount of subscriptions required been collected. The Inspector, however, expresses a hope that before the end of this year most of the buildings will be ready in all the districts except Muzaffarpur, Darbhanga, and Saran. In the Muzaffarpur and Darbhanga districts all preparations have been hindered by famine, and in Saran there is reported to have been a raising of the estimates which necessitates the collection of additional subscriptions. In Burdwan it does not appear that any school buildings have actually been erected. The only explanation offered is that "the public mind is not yet fully prepared to recognise the importance and necessity of having good houses for their schools." From the Bhagalpur Division it is reported that of the buildings which are to be erected out of the sum of Rs. 61,000 which was assigned to the division in 1905-06, some are already complete and a considerable number are in course of erection. Mr. Küchler adds that the buildings which will be erected as a result of this special grant will form but a small proportion of the total requirements, and observes that the policy indicated by this grant might with advantage be continued. Mr. Mukherji, Inspector of Schools, Presidency Division, reports that out of the 143 buildings the construction of which was sanctioned, 6 have been completed and some are under construction. The Commissioner, however, in commenting upon the Inspector's report explains that though Government sanctioned allotments for building 143 school-houses, this was done on conditions of local help and conformity to certain plans. He adds that the local help has not in many cases been realised, and that the buildings cannot be constructed for the amounts sanctioned, the result being that very little has actually been done. In the last quinquennial report on the Tributary States of Orissa reference is made to an allotment of Rs. 16,323 for primary school buildings, but no indication is given that any buildings have actually been erected as a result of this grant. It is stated, however, that the Chiefs of Mayurbhanj and Boad have undertaken to construct suitable buildings for primary schools at their own cost.

What has been accomplished.

298. From the above accounts it appears that in a good many districts not much has actually been effected by the special grant of Government. This is

The present position and future prospects.

scarcely encouraging, nor does it augur well for the success of any such scheme as that adumbrated in the paragraph of the Report on Public Instruction for 1905-06 to which reference is made above. The principle of the scheme was that specially favourable grants-in-aid should be promised, where the residents of any locality were prepared to supply the funds necessary for building a school-house and to undertake to keep it in repair. If, when a considerable sum is provided unasked by Government, the local people are unable to find even the small amount required of them, which amounts nowhere to more than one-third and in some places to one-quarter only, it does not seem probable that they will in many cases take the initiative and raise money in the hope that Government will supplement it.

Night and continuation schools.

The system of night schools.

299. In paragraph 460 of the Fourth Quinquennial Review allusion is made to a system of night schools existing in Madras, Bombay and Bengal. The system, as far as this Province is concerned, has two aims, and two classes of schools are included under it. The object of the first class of school, to which the title "Night School" is usually confined, is to impart elementary instruction to children and others who are unable to attend school during the day because they have to work. The curriculum taught in schools of this class is almost invariably that prescribed for the lower primary stage. These schools are, in fact, not more than lower primary schools imparting instruction in the evening, and the great majority of them are conducted by the *gurus* of ordinary lower primary schools in the same buildings in which the day schools are held. Fees are charged for this evening instruction, and grants are made towards it from public revenues, mainly by District Boards.

Continuation schools.

300. There is another class of night schools which in its object more resembles the evening classes conducted in connexion with public elementary schools in England. These schools are generally known as continuation schools, and their object is partly to give to persons whose school education has been slight an opportunity of continuing their general studies, and partly to impart instruction in commercial and technical subjects. The number of these schools is very small, and they are confined to the Presidency Division. At the close of the period under review there was reported to be 1 school of this class in Calcutta and 49 in other parts of the Presidency Division. The subjects attempted by these schools are said to comprise English, Bengali, mathematics, drawing and modelling, and science; commercial subjects, such as book-keeping, shorthand and type-writing and correspondence; and technical subjects, such as agriculture, horticulture, cookery, tailor's work and joiner's work.

Development of the night school system during the quinquennium.

301. In the paragraph of the Fourth Quinquennial Review to which reference has been made above, it is stated that the system has never had much success; and figures are quoted to show that there had been a considerable decline both in the number of pupils and institutions during the quinquennium then under review. In paragraph 103 of the last annual report on public instruction in Bengal a further decline both in institutions and pupils is recorded, and the wisdom of encouraging schools of this kind except in big towns is questioned. As the whole history of the project has been up to the present so uniformly unsatisfactory, it would seem that it was time that the whole matter was reviewed and some decision arrived at as to whether the attempt should be abandoned, or, if continued, whether it should be re-organised. The views of the Divisional Inspectors in the matter have therefore been examined, and a *resumé* of them is given below.

Statistics.

302. As regards schools of the second class named above (*i.e.*, continuation schools) no information is available as to how far their work may be considered satisfactory. However, as these schools increased from 19 to 31 during 1905-06 and from 31 to 50 in 1906-07, there appears to be at least a demand for them. Schools of the first class (*i.e.*, night schools) also increased considerably during the quinquennium under review; and to this increase, which seems to have taken place mainly during last year, most parts of the Province seem to have contributed, except the Tributary States of Orissa, in which 19 out of the 20 night schools which existed in 1901-02 are reported to have come to an end.

during the quinquennium. In Orissa 30 new schools were started in 1906-07, 29 in the Balasore, and 1 in the Puri, district; and in the Bhagalpur Division 15 new schools were opened during the same period. In Chota Nagpur the numbers rose during 1906-07 from 185 to 231; while in the Patna and Burdwan Divisions the numbers rose during the quinquennium from 4 to 93 and from 106 to 219 respectively. It is not possible to state in exact figures what the increase in the number of schools of this class or of the pupils attending them has been either during last year or in the course of the quinquennium under review, because the information is not available for 1901-02 for the present area of the Province, and in the returns for 1905-06 and 1906-07 no distinction is made between schools of the first and those of the second class. At the end of 1905-06, 773 schools were returned as attended by 15,873 pupils; at the end of 1906-07 the number of schools was returned as 928 and the number of pupils attending them as 18,882. The figures quoted for Bengal in 1901-02 in paragraph 460 of the Fourth Quinquennial Review are for the Province as it was before the partition, and therefore afford no basis for comparison. The total expenditure on night schools and continuation schools during 1906-07 is stated to have been Rs. 31,310.

303. The general verdict of Inspectors as regards these schools appears to be that there are distinct possibilities in the system, but that no serious attempt has ever been made to foster these schools, and that the working of the system never having been properly supervised, it has lent itself largely to fraud. Mr. Kitchler, Inspector of Schools, Bhagalpur Division, states that theoretically these schools are deserving of support, but that it has been found in practice that, unless carefully watched, they simply open a gate way to fraud on the part of the *gurus*. He goes on to relate that the Deputy Inspector of Schools, Monghyr, found by paying surprise visits that most of the night schools in the Monghyr Municipality existed in name only. The Inspector adds that it is doubtful whether many of the night schools returned for his Division other than those maintained by railway companies and the mission authorities in the Darjeeling district are genuine. Mr. Stark, Inspector of Schools, Chota Nagpur Division, states that in his opinion there is a decided opening for schools of this class, especially in the villages round about industrial towns, such as Jheria and Giridih. He reports, however, that at present night schools are neither fostered nor supervised, one of the results of this lack of supervision being that "to save a few pice of lamp oil, the teacher permits a solitary *dibbia* to shed its 'dim religious light' over the class room." The Inspector suggests that it should be regarded as an offence serious enough to compromise the grant for the school-room to be insufficiently lighted. Mr. Thickett, Inspector of Schools, Patna Division, explains that these schools depend upon the material condition of the people and fluctuate with it. He admits that they lend themselves readily to abuse at the hands of dishonest *gurus*, and to this he ascribes the fact that they do not receive the encouragement which they would otherwise deserve. As these are the only schools by which the labourers can be reached, they should in his opinion be encouraged under proper safeguards. He explains that in the Patna Division grants of oil for lighting are made, the principle apparently being that when a school has provided itself with hanging lamps, oil is provided. The Inspectors' reports do not make it clear whether the lack of supervision, as to which they all agree, is due in any way to causes which might be removed, such as slackness on the part of the subordinate inspecting staff, though the Patna Inspector states that the inadequacy of the inspecting staff favours the practice of fraud. It is essential that satisfactory arrangements should be made for the proper supervision of these schools, and, since the recent increase in the inspecting staff renders this possible, the matter will be taken in hand at once.

The opinions of Inspectors with regard to night schools.

304. It may be mentioned in this connexion that the Secretary of the Church Missionary Society, Calcutta, in addressing this office on the proposed abolition of fees for primary education, states that in many villages 90 per cent. of the boys are employed as cowherds, and that they spend ten hours of the day in the fields. He adds, therefore, that any system of free education should be supplemented by a system of free night schools. The suggestion is worth

considering, but it is a little difficult to believe that an ordinary boy after ten hours' field work would be in a condition to profit by instruction.

Teachers as postmasters.

Number of school-
masters doing
postal work.

305. It appears from the Divisional returns that at the end of 1906-07 there were 602 schools in which one of the teachers was in charge of the postal work of the village in addition to his scholastic duties. Inspectors' reports are unanimous as to the smooth working of the system; and it seems to be generally agreed that from the point of view of education the system is a good one. Mr. Thickett, Inspector of Schools, Patna Division, remarks that the system has not interfered with the teaching of the schools; while, on the other hand, it has by bringing the teacher into contact with the literate population of the area served by his post office, given him opportunities for improving the condition of his school; and "by adding to the emoluments of the post," it has "helped in the appointment of more efficient teachers." Mr. Stark, Inspector of Schools, Chota Nagpur Division, on the other hand, questions the desirability of the system, though he appears to think that in its most recent development it is less objectionable. What he says is as follows:—

"To our schools the compromise of allowing a village school-teacher to be also the rural postmaster is a mixed blessing. The objection to the practice decreases when the second master holds the dual appointment, for the head master will not generally permit his assistant to interrupt his school work by attending to the demands of the post office. To this virtuous attitude he is actuated by jealousy, for not infrequently the income of the second master from the school and the post office exceeds the salary of the head teacher. When the post arrives, or has to be despatched, during school hours, postal work is detrimental to school work, otherwise the arrangement of having school postmasters is an arrangement advantageous to both the Education and Postal Departments. When the scheme was first started the head masters of upper primary and middle schools used to be made postmasters. But as it was found that there was no check upon the head master to see that he would not sacrifice the interests of the school to the interests of the post office, for the last few years the tendency has been to disqualify head masters for the dual appointment."

The working of the syllabus of 1901 and the revision of the curriculum for standards I and II.

The syllabus of
1901.

306. More than a quinquennium has passed since the publication of the now famous Resolution of the 1st January 1901, which was to revolutionise Indian school teaching by the introduction of a system under which "children are trained and not taught," that is to say, trained "to do and learn things of themselves"; encouraged to feel that "each one possesses a certain amount of innate intelligence and initiative, the gradual development of which depends on the child himself and his personal activity"; and "led to see that eyes, ears, and hands all help in the acquiring of knowledge." Under this system school work was to become for children "a developed part of their every-day life"; while habits of accuracy and obedience were to be "inculcated by the process of stick-laying and simple physical exercises and action songs." The difficulties of realising these high ideals were recognised, but the excellence of the system was to be a talisman powerful enough to inspire in time with the enthusiasm of Froebel even the dullest *guru*, and even during the period of transmutation a solid gain would be realized, for "bad teaching with a good educational system will produce better results than bad teaching with a bad and unsound system." Nothing, we are told in the Resolution, could be worse than the system which then prevailed, for it was "an entirely mechanical system of training the memory whereby all the other faculties are dulled at the expense of monotonous parrot-like exercises."

The old and the
new scheme
compared.

307. In paragraph 502 of the Fourth Quinquennial Review the lower primary and upper primary courses under the old and new scheme are compared in detail, and it would therefore be superfluous to repeat the comparison here. Suffice it to say that in the Infant class which was to be divided into three sections, the course of each of which was to extend over a year, the children were under the new system to be taught (a) "Kindergarten and object lessons for training by observation or impressions obtained through

the senses"; (b) simple lessons about the human body and about animals; (c) lessons on number, the writing of numerals, notation and simple calculations; (d) Kindergarten occupations; such as stick-laying, seed-placing, etc.; (e) drawing and tracing; (f) the learning of the alphabet and the reading of simple printed and written language; (g) the writing of letters and simple words; (4) the learning by heart and the recitation of poetry. In the lower primary course the class reading book was abolished and a science primer was introduced, which was to consist of a certain number of pages on (1) botany, (2) natural history, (3) agriculture, (4) physics, (5) chemistry, (6) hygiene, and (7) domestic economy. The agricultural section was to be read by boys in country schools instead of the sections on physics and chemistry. The hygiene portion was to be read by boys only and the domestic economy portion by girls only. Object lessons on the sky and air were added; drawing was included, as also manual training, by which term the manipulation of leaves and the cutting of paper was dignified, but this pastime was left optional. The upper primary course was enlarged by the addition of a historical reader, a geographical reader and a literature book, practical geometry and mensuration being also added and the scope of the object lessons on natural objects being enlarged. The science primer for these standards was to comprise all the subjects specified above as being included in the lower primary science reader, their scope being proportionately widened.

The lower primary science primer.

308. Now the motives by which the framers of this new system were actuated were to a certain extent unassailable. They saw a system of elementary instruction which consisted wholly of making children commit to memory certain statements either taken from books or verbally imparted, and of mechanically instructing them in certain processes, such as writing, counting and calculating. They felt that, if elementary education in India was to do anything to revivify the masses, modern developments of infant teaching could not be wholly ignored, and that anything was better than allowing things to go on in the same old groove. The task of reform which they set themselves was, moreover, surrounded by colossal difficulties, as indeed it is now. In the primary schools in which the new system was to work there were 50,000* teachers whose qualifications the late Director in writing to Government in 1902 described by saying that it was almost impossible to convey to the ordinary educated Englishman or European even an idea of them. To say that the majority of these men were able to read and write and to do a little arithmetic was to rehearse the sum total of their accomplishments. How could these men be got to assimilate the principles of the Kindergarten system and to learn to teach their pupils about things instead of confining them to a repetition of words? How indeed? There seemed to be a gulf which no earthly ingenuity could bridge, and accordingly a compromise was arrived at. The compromise was the science primer. If it was too much to expect that children should be taught to observe the natural objects of the world around them, they might at least read about them, and the teachers could be instructed to base their teaching on the book and not confine it to it.

The motives of the framers of the 1901 syllabus and their difficulties.

The primary school teachers.

The science primer a compromise.

309. Accordingly books containing the congeries of information which is outlined above were put together, and the system was quickly got into working order. Like many compromises this arrangement has failed, and the main, if not the only, result of the change introduced has been that instead of committing the old reading book to heart the children now learn by heart and repeat by rote the new science primer. It would be superfluous to point out that the new system as it has actually been worked in the schools of Bengal is about as far removed from the principles of Froebel or indeed those of any modern system of teaching, as was the system which it supplanted. In paragraph 110 of the last annual report on public instruction in Bengal it was pointed out that children of the age for which the lower primary course is intended "are incapable of learning science, for generalising from facts belongs to a later stage of mental discipline, and instruction with this aim can only be given, if the power of intelligent and accurate observation has been first developed." It is not quite clear whether the aim of the science primers

The effect of the introduction of the science primer.

* This number has been reduced to 39,326 as a result of the partition.

was intended to be the development of the power of observation or the imparting of scientific information. If it was the former, then in the words of the Government Resolution which recently published the revised syllabus for standards I and II, it is difficult to see how the faculty of observation can be developed by reading scientific treatises. If the latter was the aim of those on whose recommendation science primers were introduced, then the success of their experiment can best be gauged from the following remarks made by Mr. Kuchler, in his review of the working of the new system which is included in his quinquennial report of the Bhagalpur Division:—

"The second defect [of the vernacular system] is the undue prominence given to the teaching of science. Less objection could have been taken to this feature of the scheme, if adequate provision had at the same time been made for the subject being, efficiently taught, but a system which contemplated the teaching of science by means of so-called scientific readers—mere compilations in the various vernaculars placed in the hands of ill-qualified teachers—was obviously foredoomed to failure."

A proper study of the vernacular was one of the aims of the 1901 syllabus.

Children introduced to the study of their own language through the medium of a science primer.

310. Moreover the vernacular system aimed at a reform quite other than that of the application of the principles of the Kindergarten to elementary teaching, namely that every Indian child should under it have a chance of acquiring a proper knowledge of his own vernacular. This excellent object has also been frustrated by the introduction of the science primer, which it must be remembered is in standards I and II the only book which is read. To introduce a child to a knowledge of its own language through the medium of a science primer would probably be an unwise experiment, even if one could be sure of producing a primer which from the point of view of language and style could be considered a good book for beginners. But the science primers which have been produced have not been good either from the point of view of science or language, and indeed as regards the latter it is very doubtful whether, Indian vernaculars being at their present stage of development, a vernacular elementary science primer could be produced which from the point of view of language and style could be considered a good book. The matter to be conveyed is largely foreign to the spirit of the language, and the scientific terms used have to be either transliterations or far-fetched reproductions. The working of the present arrangement is described by Mr. Kuchler as follows:—

"This subject [science] not only occupies a quite disproportionate place in the syllabus but children are actually expected to make their first acquaintance with their own vernacular through the medium of science readers, these being the books prescribed for lessons in reading up to the end of standard II. There is a certain amount of ingenuity shown in this attempt to kill two birds with one stone, but the result is that the mark is missed in both cases. * * * Under no circumstances is it desirable to teach a child its own tongue through the medium of compilations on elementary science, but the objections to this method are doubly strong, when as in the present instance the diction of these publications is open to serious objection."

The revised syllabus.

Can an improved syllabus effect anything?

311. With Government Resolution No. 1028T.—G., dated the 10th June 1907, a revised syllabus for the infant section and for standards I and II was published, and it was ordered that the revised syllabus should be taught in schools from the beginning of 1910. An account of the circumstances which led to the syllabus being drawn up or of the principles on which it is based is unnecessary, for they are set forth in the Resolution just referred to. Nor is it proposed to give an account of the syllabus, for it too is now before the public. It seems desirable, however, to anticipate a criticism which is sure to be made, when some of the remarks which are recorded above are read in the light of the requirements of the revised syllabus. Granted, it may be said, that your criticisms of the existing system are justified, and granted that the revised syllabus is educationally sound, what advance can an improved syllabus hope to effect so long as the majority of the teachers employed are as hopelessly incompetent as has been described? You cannot train 39,000 teachers, however many *guru* training schools you may establish, and even if you could, it is extremely doubtful whether a great majority of them would profit at all by a training course! The reading of a science primer may be educationally of little value, but do you suppose that your lower primary school *pauḍit*, when he gives a nature observation lesson by the light of his unaided wit, will effect much more?

312. It is idle to deny that there is a good deal in a criticism of this kind; but granted that the outlook is bad and the difficulties which surround any widespread reform are immense, is that any reason for continuing to prescribe what is not only radically unsound but hopelessly counterfeit? If one of the main aims of primary education in India is to develop in the children of the lower classes the power of intelligent and accurate observation—and to abandon this object is practically to abandon or at least to postpone indefinitely the only hope of rousing these classes from the lethargy in which they are sunk—then there are certain recognised principles on which our syllabus of instruction must be based and our elementary school teaching organised. We have not got the material to carry these principles fully into practice;—let us admit that frankly;—but even then a syllabus which sets forth what should be done would seem to possess some utility. It is useless to pretend that we have even set things in train for the realisation of our ideals, so long as what is actually practised—and practised at the direction of the Education Department—is entirely inconsistent with the principles which we profess.

A sound syllabus is valuable even if not immediately realisable.

313. Moreover it is not by any means necessary that the revised syllabus should produce the chaos that some may be inclined to predict. If a *guru* cannot give the nature observation lessons which the syllabus prescribes, at least we may hope that there will be a good class reader available, and the children will at least be better employed reading this than reading a science primer. Besides no one ever knows what he can do, until he is compelled to try, and there is at least a chance that some teachers, when they find themselves compelled to teach instead of dictating from a book, will develop with assistance some slight teaching capacity. Moreover, it must never be forgotten that this syllabus extends to all classes and grades of schools. There are schools where sound work is appreciated and to a certain extent practised; and it is a fatal policy to handicap the work of such institutions by imposing upon them what is unsound out of consideration for the least efficient. The fact that the inefficient predominate does not in the least justify a policy so detrimental. On the contrary the fewer the sound schools, the more essential is it that their soundness should be preserved and their development fostered, for it is from them, if from anywhere, that the mass will be revived.

The restoration of the class reader.

No teacher knows what he can do until he is compelled to try.

The syllabus should be framed to suit the most and not the least efficient.

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

The scope of the chapter.

314. The scope of this chapter is the training of teachers, male and female, for schools for Indian boys and girls. The training of teachers for European schools is dealt with in the chapter on the education of Europeans. The school education of Indian children is carried on partly through the medium of English and partly through the medium of the vernacular. Consequently the teachers employed in Indian schools may be divided into two classes—(a) those who teach through the medium of English, (b) those who teach through the medium of the vernacular. The former are generally known as English teachers, the latter as vernacular teachers. The object of this chapter is to give some account of what has been attempted in the matter of the training of teachers in the past and of what it is proposed to do in the future. The problem of the English teacher is distinct from that of the vernacular teacher, and the subject will therefore be treated under these two heads. Further, as the training of female teachers is a problem which is distinct from that of the training of male teachers, and one which has been taken up on different lines, this matter will form the subject of a separate section of the chapter.

The training of teachers for Indian schools.

Male teachers.

The English classes and the training of English teachers at Kurseong.

The "English classes" at the vernacular training schools.

315. What has been attempted in the past in the matter of the training of male teachers for work in the upper classes of secondary schools in which instruction is imparted through the medium of English is soon told. In the year 1896 special "English classes" were started in connexion with the Government vernacular training schools at Calcutta, Hooghly, Patna, Cuttack, and Dacca. There were two graded courses, each extending over a year, one for those who had passed the entrance examination only, the other for those who had passed the F. A. examination, but had gone no further. On the results of the examinations, in which both courses culminated, "third grade" and "second grade" certificates were awarded to students of the former and latter classes respectively. The courses were purely technical and comprised the art of teaching, school management, and physical and moral training. First grade certificates were awarded to graduates on the result of an examination in these subjects of an appropriate standard. A graduate was not required to go through any preliminary course of training before he entered for this certificate. The following account of the working of these classes appears in Mr. Nathan's Quinquennial Review:—

"These English classes.....have not been a success. Being an integral part of normal schools for the training of vernacular teachers, the classes were naturally regarded as having a low status, and failed to attract good candidates. They were consequently obliged to admit such students as they could obtain, and contained students whose educational qualifications differed too widely to admit of their being properly taught together. Even had the classes been well filled, the means of giving a proper training did not exist, since the practising schools attached to these institutions were not English high schools, such as the students were afterwards to be employed in, but vernacular schools. Moreover, the graduates in charge of the classes were themselves untrained men, without any acquaintance with the training of secondary teachers. They were unequal to the task of creating the art which they were called upon to impart in institutions not equipped for the purpose."

316. These classes were abolished in 1902-03, but the examinations were continued, and it is on the results of these examinations that the "English Teacher's certificates" are awarded.

The attempt to train Indian teachers at the Victoria Boys' School, Kurseong.

317. Another scheme which must be mentioned in this connexion was the attempt to train a few Indian teachers in connexion with the training class for European and Eurasian teachers which was opened in 1899-1900 at the Victoria Boys' School, Kurseong. Reference has been made to this venture in the chapter on secondary education, and some observations have there been made with regard to the value of the work accomplished. Briefly, the scheme was this. The *raison d'être* of the class was the training of European and Eurasian teachers. Accommodation was provided for 16 European or Eurasian students, 10 of whom were to be women and 6 men. As a fact only one European male student ever joined the class, so that for all intents and purposes the class was a class for the training of European and Eurasian women. No separate buildings were constructed; a class room in the Victoria School was given up to the students and a European officer was imported to conduct the training class and supervise the Victoria School, which became forthwith the Victoria Training College. At the beginning of 1901 appeared the Resolution which ushered in the vernacular education scheme. Allusion has already been made to the extreme difficulty which was felt with reference to the almost complete absence of teachers competent to teach the syllabus of the vernacular scheme. One of the methods devised for surmounting this difficulty was that selected Indian teachers should be attached for a few months to the training class at Kurseong and that these teachers having imbibed there the principles of the new scheme and seen their practical application in the Victoria School should in their turn, as members of the teaching staffs of the vernacular training schools, impart this knowledge to others. It is almost impossible to conceive a scheme less calculated to be successful. The sojourn of these future reformers of Indian school-teaching at the fountain-head of information was in the first place for about four months only. In the second place the Indian teachers were, as has been noticed elsewhere, mere

adjuncts of a class, the main object of which was not the training of Indian teachers at all. There was only one officer for all the work connected with the training class, and this officer had in addition the full responsibility of a large school on his hands. Consequently it was impossible for him to give the Indian students any separate lectures or much individual attention. The Indian students came ostensibly as experienced teachers and educated men to be initiated into the so-called "Kindergarten methods" of the vernacular scheme. The students for whom the class to which they were attached existed were Eurasian girls fresh from school who came to be trained as ordinary class teachers, liable to be called upon to teach any subject of the curriculum prescribed in the Code for European schools. The Indians spent their time in listening to the lectures delivered to the female students, the majority of which were in no way connected with Kindergarten methods, and in watching these students in their attempts to give lessons. The Victoria Boys' School was in those days neither up-to-date nor particularly efficient. It did not then, nor has it ever, possessed a Kindergarten, and the curriculum being that prescribed in the 1897 Code for European Schools in Bengal had only this much in common with the course of studies prescribed under the vernacular scheme, that every week one object-lesson which might be given on any object, animate or inanimate, had to be given in each class. This training class for Indians was discontinued at the end of 1903.

The proposed Calcutta training college for English teachers.

318. The quinquennium under review has been an era of schemes. In 1902 the late Director proposed the establishment of an English teachers' college for graduates at Hooghly and of two normal colleges for such teachers, one at Dacca and the other at Bhagalpur. The teachers' college was to be affiliated to the University, and its course of instruction was to extend over one year. The two normal colleges were not to be affiliated to the University; admission to them was to be confined to students who had passed a general examination not inferior to the University entrance or school-leaving examination, and their course of training, which was to extend over two years, was to comprise not only instruction in school management and the practice of teaching, but also a revision and extension of the ordinary studies of a high school. The staff proposed for these institutions was, for the teachers' college, a principal, a master of method and a head master, and for each of the normal colleges a principal, who was also to be a master of method, and a head master. The principal of the teachers' college, who was also to be superintendent of English teachers' training colleges, was to be a member of the Indian Educational Service. The other officers were all to be recruited outside the grades of the Educational Services on salaries of Rs. 400 a month in the case of principals and of Rs. 300 a month in the case of masters of method. These schemes received the sanction of the Secretary of State in 1904, and by the beginning of this year the whole sanctioned staff had arrived from Europe. In the meanwhile the partition of Bengal had taken place. Consequently one principal of a normal college and one head master were handed over on their arrival in India to the Government of Eastern Bengal and Assam. Of the two head masters retained for this province one was found after a month's residence in Calcutta to be physically unfit for work in India and was permanently invalided. Mr. R. S. Varley, who was appointed to the post of principal of the teachers' college, joined on the 1st October 1906. He remained in India until the end of March 1907, but he has since resigned. One of the head masters and two of the masters of method are now working in this Province. One of the masters of method, who has had experience of school work in Singapore, is acting as an inspector of schools; the other, along with the head master, is employed in connexion with the Presidency College and the schools attached thereto.

319. Mr. Varley's brief sojourn in India cannot be regarded as having been in vain; for it allowed all the training college schemes which though sanctioned had not been carried into effect to be subjected to the criticism of one who was not only a scholar but who had also made a special study of the

The proposed teachers' college at Hooghly and the proposed normal colleges at Dacca and Bhagalpur.

Sir Alexander Pedler's schemes modified.

problem of the training of teachers. The result of Mr. Varley's criticism has been that proposals have been made to modify considerably both the scheme for the training of English teachers and that for the better training of vernacular teachers which is dealt with below.

Mr. Varley's criticisms.

320. An enumeration of the various considerations which led to the modification of the schemes already sanctioned would be entirely beyond the scope of this chapter. Suffice it, that as regards the scheme for the training of English teachers Mr. Varley insisted that the training college ought to be located in an educational centre and in close proximity to the leading University college of the Province. As regards Hooghly he pointed out that the field for practising work which could there be made available was entirely inadequate, and at the same time he was of opinion that the educational influence of Calcutta, which had been put forward by the late Director as an argument in favour of the location of the teachers' college at Hooghly, would, as far as the students were concerned, be practically inoperative. On these considerations, and also because of the known unhealthiness of Hooghly, it has been proposed to Government that the English teachers' college should be located in Calcutta.

The objection to Hooghly as a site for the English teachers' college.

Proposal to locate the English teachers' college in Calcutta.

Proposal to amalgamate the proposed English teachers' college and the normal college.

321. Moreover Mr. Varley was unable to appreciate the reasons for which it had been proposed to establish two training institutions of different grades for English teachers and to locate them in different places. On the contrary it appeared to him to be both more economical and more calculated to promote the efficiency of each that the two institutions proposed should be located in the same buildings and be regarded as two departments, the one the senior, the other the junior, of one college. It must be remembered in this connexion that the original proposal was that the principal of the English teachers' college should also be the superintendent of the normal college, and as Mr. Varley pointed out, the principal would obviously be able to exercise a much more real supervision over both institutions, if they were located in the same buildings. Moreover, the arguments in favour of the location of the English teachers' college in Calcutta seemed to be equally applicable to the case of the normal college, and the principle on which partly, at any rate, Bhagalpur and Dacca had been selected as sites for the normal colleges, namely, that the institution located at the former place would serve the needs of the western section of the Province, while that situated in the latter would serve the needs of the eastern section, had ceased to hold after the partition. As a result of these considerations it has been proposed that instead of an English teachers' training college at Hooghly and a normal college at Bhagalpur a combined college with a senior and a junior department should be established in Calcutta.

The junior department of the combined college to be confined to persons who have passed the intermediate examination.

322. In one other respect the reconsideration of the scheme has resulted in a very important modification being proposed. It has been explained above that the original idea of the normal colleges was that they should admit students who had passed the matriculation examination or its equivalent and put them through a two years' course, which was to be partly pedagogical and partly general and which was to end in a departmental and not in an University examination. This proposal appeared, however, to be open to serious objections. In the first place it is notorious that a considerable proportion of the students who pass the matriculation examination know so little English that they are unable, to start with at any rate, to follow even ordinary college lectures in English. It was not clear how such men could profit by a training course conducted entirely through the medium of English. Nor was even the partial training of such students through the medium of the vernacular considered feasible, for this could only be done if the English teachers' training college was provided with a staff capable of imparting instruction through the medium of at least three vernaculars, and a provision of this kind would involve a wasteful reduplication of the work of the vernacular training school. Again, though it is true that the great majority of teachers in secondary schools who have any recognised qualifications at all have not gone beyond the matriculation examination, it ought to be emphasised as a matter of principle that persons whose general qualifications are less than those represented by the intermediate examination should not be English

teachers in secondary schools at all. It can scarcely have been contemplated that the main object of the normal college was to train those teachers already employed, whose education ceased at the matriculation examination, for even if the college admitted none but these, it would take 50 years to train them. The aim should be to attract to training colleges not the worst material but the best. The junior department of the combined college will be able to turn out at most 50 students a year. Even if the secondary school teacher with qualifications which do not go beyond the matriculation examination is not eliminated for years, it is surely better that the teachers which this department will turn out should be men of some general education.

323. Again the recently published regulations of the University of Calcutta provide not only for the degree of Bachelor of Teaching which may be taken at any period subsequent, by more than a year, to the passing of the B.A. or B.Sc. examination, but also for a licentiate in teaching which cannot be taken until at least two years after the intermediate examination in arts or science, but for which the preparatory course required by the University regulations can be completed within one year. It is in accordance with the original proposals that the senior department of the combined college should prepare candidates for the degree of Bachelor of Teaching, and for many reasons it appeared to be desirable that the junior department also should adopt the University syllabus and prepare candidates for the licentiate in teaching. It has been definitely proposed that ordinarily the junior department of the proposed college should be confined to men who have passed the intermediate examination, and that, to start with at any rate, the course should be a one year's course culminating in the University examination for the licentiate in teaching.

The affiliation of the junior department of the combined college to the University.

324. Mr. Varley moreover emphasised not only the necessity of providing for the students adequate facilities for practical teaching work, but the importance of having that work carried on under proper conditions. He pointed out that the object of sending a student to teach a class is that the school to which he is sent should help to make him a teacher by forcing him to teach beyond his own standard. If therefore the students are sent to practice in a school, of which the level of efficiency is low, the whole atmosphere breathing perhaps the very things which young teachers should avoid, they run a serious risk of being harmed instead of being benefited. As a result of these representations the establishment in connexion with the college of a demonstration school designed to illustrate the most approved methods of organisation has been proposed, and it has been further suggested that six selected Indian teachers should be sent to England for one year's training to be appointed hereafter to the staff of this school. The school should, it is proposed, hold 400 pupils; and the practical work of the students will be mainly carried on in this institution, though it is not proposed that it should be confined to it.

Proposals for the provision of practical work for the students.

325. Finally it is thought that the staff sanctioned for the proposed colleges at Hooghly and Bhagalpur will not be sufficient for the combined training college in Calcutta, and the following staff has now been asked for:—

The staff proposed for the combined training college.

- (a) a principal of the senior college department and superintendent of the senior and junior college departments—to be an officer of the Indian Education Service.
- (b) a vice-principal of the senior college department and principal of the junior college department—to be an officer of the Indian Education Service.
- (c) a master of method in the Indian Education Service.
- (d) a master of method.
- (e) a master of method.
- (f) two trained Indian masters of method.
- (g) an assistant drawing master.
- (h) a drill master.

As regards the officer mentioned at (c) above, Government has been asked to secure the services of an officer fully acquainted with the recent improvements in the teaching of elementary drawing.

Examinations for teachers in secondary schools.

The examination
in English idiom
and pronunciation.

326. One of the recommendations of the Simla Conference was that teachers of English in secondary schools should be required to satisfy some preliminary test as to their English-speaking qualifications. As a result of this recommendation the Government of Bengal issued in 1902 orders to the effect that after the 1st April 1903 no teacher who had not passed an examination in English idiom and pronunciation was to be appointed in any publicly managed or aided secondary school to teach English or any other subject through the medium of that language. The appointment of any vernacular teacher to a post which involved teaching in or through the medium of English was also forbidden with effect from the date specified. The managers of unaided secondary schools were invited to co-operate in enforcing these restrictions. Inspectors of schools, principals and professors of colleges affiliated to the Calcutta University and principals of training colleges are authorised to conduct this examination, subject to the proviso that no one may conduct the examination who was not born and educated in Great Britain or Ireland or in an English-speaking Colony. All the above officers who possess the necessary qualifications are required to arrange every quarter for the holding of an examination. No information is forthcoming as to how far this regulation has effected any real improvement in the teaching in the upper classes of secondary schools. The quality of the teaching is still no doubt extremely poor, but it is probable that this examination has kept out some extremely bad teachers and has inspired others with some desire to improve their English.

Half-yearly
examination for
teachers.

327. Pending the establishment of institutions for the training of English teachers Inspectors of Schools have been authorised to hold half-yearly examinations in the art of teaching. The examination is short and oral and includes a practical teaching test.

The training of vernacular teachers.

The two aspects of
the problem.

328. The problem of training vernacular teachers has two aspects, the training of teachers for the higher classes of vernacular schools and the vernacular classes of English schools and the training of teachers for the lower classes of vernacular schools and for primary schools generally. The latter aspect of the problem almost resolves itself into the question how the ordinary village school master is to be made fit for his work. In the ensuing paragraphs an attempt is made to show with reference to each aspect of the problem what has been attempted in the past and with what success and what line of development has been proposed for the future.

The first grade training schools.

A list of the
schools.

The qualifications
required for
admission.

329. The institutions at which teachers are trained for the higher classes of vernacular schools and the vernacular classes of English schools are known as first grade training schools. At present there are six of these institutions, namely, the Government training schools at Calcutta, Hooghly, Ranchi, Cuttack and Bankipore, and the Church Missionary Society's Training School at Krishnagar, which is an aided institution. As all these institutions date from a period previous to the quinquennium now under review, their origin and organisation have presumably been described in former reports, and any attempt to describe them here would therefore be superfluous. All that need be mentioned is that since the abolition of the middle scholarship examinations as public and certificate awarding tests, the minimum qualification for admission to a first grade training school has been the "primary examination," which is, as has been explained elsewhere, held at the end of the course prescribed for standard VI. Further reference will be made to this point later on.

330. In July 1901 a Government order reduced the course of studies at first grade vernacular training schools from three years to two. The first year's course culminates in the vernacular mastership examination of the second grade, and successful candidates at this examination are rewarded with second grade certificates. The second year's course leads up to the vernacular mastership examination of the first grade, on the results of which first grade certificates are awarded. Some students leave the training schools after gaining second grade certificates.

The course of studies and the vernacular mastership examination.

331. The vernacular mastership examinations are not confined to students of recognised first grade training schools. To the second grade examination any teacher is admitted who possesses the educational qualifications required for admission into a first grade training school, provided that he has worked as a teacher for one year subsequent to his passing the examination which conferred upon him the qualifications required. To the first grade examination any teacher is admitted who has passed the second grade examination and worked as a teacher for a period of not less than six months. These concessions, theoretically at any rate, appear to be of extremely doubtful wisdom. They seem to admit the principle that the course of training is little and that the examination which terminates it is much, and to suggest the question, why any prospective teacher of tolerable smartness should trouble to join a training school, when he can secure the same certificates in the course of the ordinary practice of his profession. It is true that speaking generally there does not appear to be any dearth of candidates for admission to the first grade training schools, though Mr. Stark, Inspector of Schools, Chota Nagpur Division, definitely complains that the Ranchi Training School is not well attended. Further reference will be made to this point.

The vernacular mastership examination is not confined to students of training schools.

332. The course of studies appears on paper to be very elaborate, though the pedagogical part of the course is extremely meagre. Practical work is enjoined, but the only theoretical study of the principles of teaching attempted is the reading of the Senior and Junior Teachers' Manuals. The general verdict on these works is that they are the most worthless productions, and it seems to be extremely doubtful whether the students derive any benefit whatever from the study of them. On the other hand the general course comprises (a) Bengali literature and grammar and Sanskrit (at the Ranchi and Patna Training Schools Hindi literature and grammar and Urdu are substituted for these subjects), (b) the history of India, (c) general geography with special reference to the geography of Bengal and physical geography, (d) arithmetic and algebra, (e) geometry and mensuration, (f) elementary science (physics, hygiene, chemistry, botany, agriculture and natural history), (g) drawing and practical geometry, (h) manual work (seed-placing, paper-plaiting, stick-laying, clay-modelling, rope-work, mat-weaving and basket-making), and (i) drill. All these subjects except "manual work" are obligatory.

The teachers' manuals and the general course of study.

333. There is evidence of a widespread feeling that the students trained at the first grade training schools have recently deteriorated considerably. This view is supported not only by the reports of inspecting officers but also by the letters of various persons who were consulted on the improvement of secondary education. The main causes to which this deterioration is ascribed are the reduction of the course to two years and the abolition of the practice of holding a public examination at the end of the middle stage of school instruction, which is alleged not only to have made it difficult to decide, whether a candidate for admission to a first grade training school has the requisite educational qualifications, and to the consequent admission into the training schools of inferior material, but also to have resulted in an actual lowering of the standard of acquirement attained during the school course.

The deterioration of the training schools and the causes to which it is ascribed.

334. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, writes on this point as follows:—

The views of Rai Madhusudan Rao Bahadur.

"The supply of trained vernacular masters . . . is quite adequate to local requirements . . . but the quality of such masters has undergone some deterioration in the matter of general scholarship in consequence of the period of study having been

reduced from three to two years and of the further circumstance that the 'primary examination' for middle schools which has recently been instituted is not a test sufficiently stringent and uniform for the purpose of providing eligible students for first grade training schools."

The views of the
Head Master of the
Patna Collegiate
School.

335. Babu Nalini Mohan Sanyal, Head Master of the Patna Collegiate School, asserts unhesitatingly that the men who are now turned out of first grade vernacular training schools are "much inferior" to those who used to pass out of these schools. He ascribes this deterioration partly to the reduction of the period of training and partly to the fact that inferior material is now admitted. His remarks on this latter point are worth recording :—

"Another reason is that the men admitted to the training schools are now far inferior to those who were admitted formerly. This is due to the abolition of the middle scholarship examination. The middle schools do not pay that attention to teaching the boys that they used to do formerly, because the examination and passing of the boys are left in the hands of the teachers of these schools. While formerly, when the middle examination existed, not more than 30 or 33 per cent. of the boys of these schools passed by the middle standard, now so many as 90 or 95 per cent. pass from each school. The whole course in each subject prescribed by the syllabus is seldom taught."

Mr. Thickett's
views.

336. Mr. Thickett, Inspector of Schools, Patna Division, states that the system of training in first grade training schools is unsatisfactory "inasmuch as the age-limit (16) of the candidates admissible to such schools is fixed too low, the term of studies is one year too short, and the general knowledge required of the candidates for admission is insufficient."

Mr. Prothero's
views.

337. Mr. Prothero, a professor of the Presidency College, who has had considerable experience as an inspector of schools, after recording his view that the improvement of the first grade vernacular training schools is an indispensable step towards the improvement of secondary education, points out that the men who are now being turned out by these institutions are unable to do what is required of them owing, he thinks, to the insufficiency of their knowledge on general subjects and to the fact that they are too young and inexperienced to exercise authority. He suggests that no one should be admitted into a first grade training school who had not, as a minimum qualification, passed the matriculation examination in all subjects but English.

Mr. Billing's
views.

338. Mr. Billing, late Inspector of Schools, Patna Division, severely criticised the working of the vernacular training schools :—

"Both higher English and vernacular schools labour under the same disadvantage; for the latter I admit we profess to do a great deal in the training schools at Patna, Hooghly, Calcutta, Ranchi and Cuttack. I can only speak of the Patna Training School from personal knowledge of the work done and the men trained, and I know it to be a complete failure. How any other result could ever be expected I am unable to conceive; for on the staff of the Patna Training School there is not a single trained teacher, much less any one who has been taught how to train teachers. I have during the last ten years known cases of men being appointed to the head-masterships of training schools for no other reason than that it was not thought desirable to keep them in colleges as professors: was it reasonable to believe that the very important and difficult work of 'training' teachers could be carried on by them?"

The output of the
Ranchi Training
School inadequate
to the needs of
Chota Nagpur.

339. Mr. Stark, Inspector of Schools, Chota Nagpur, reports that on the whole the Ranchi Training School is working with some measure of success, but he alludes to the fact that the total output of successful students during the year 1906-07 consisted of 4 men of the second year and 10 of the first year—a result not only quite disproportionate to the expenditure on the school, which amounted during the year to Rs. 8,800, but also totally inadequate to the needs of the Division. There were 65 students on the rolls of the institution during the year in question, but only 14 sat for the first grade examination, and 10 for the second grade examination. Mr. Stark is taking steps to put a premium on trained teachers.

The second grade training schools.

The schools
at Motibari and
Daltonganj.

340. In addition to the first grade training schools there are two institutions, one at Motibari in the Champaran district, one at Daltonganj in the Palamau district, which are the relics of previous systems of training, but which are now called second grade training schools, because each has been brought as far as possible into line with the first grade training school

of its division, the first year course of which it attempts to impart. These institutions do not appear to perform any well defined function, nor does their work, such as it is, seem to be particularly successful. With reference to the Daltonganj school Mr. Stark's report is as follows:—

"The Daltonganj Training School is the only second grade training school in the Division; but it cannot be claimed that it is doing specially good work. It has been established at the head-quarters of Palamau, itself perhaps the most backward district in the Division, and has further been most unfortunate in its location. It is provided with a house which the Postal Department discarded as unfit for its use. Its pupils have not all passed even the middle examination. Its practising school is in another street, and is held in a small, overcrowded, dilapidated building. It is inefficiently staffed, indifferently appointed and badly furnished. It requires complete remodelling, if it is to take its proper place in our educational scheme."

341. A recent inspection of this school entirely corroborates the Inspector's remarks, and orders have been given for a complete remodelling of the school in new premises.

342. The object of the second grade training schools is to train teachers for primary rather than for secondary schools, but as they can scarcely be said to enter into the scheme for the training of teachers for primary schools which is described in the next section, they are mentioned here. As a fact these institutions are not, as explained above, an integral part of any scheme, but are relics of previous schemes, which have as far as possible been brought into line with existing arrangements.

The second grade training schools have no definite place in the existing system.

Casual students at the first grade training schools.

343. In addition to the ordinary courses of instruction imparted at the first grade training schools arrangements are made by which men who are already working as schoolmasters and inspecting officers may be deputed as casual students to these institutions to learn something of the art and practice of teaching with special reference to the vernacular scheme now in vogue. The period during which such students remain at the training schools is not fixed; it usually extends over a few weeks only. There is no settled course of instruction for these students, nor are they tested by any examination. It can be gathered from the Inspectors' reports that a fair number of casual students continue to attend the training schools annually. Mr. Thickett, Inspector of Schools, Patna Division, states that the periods spent by these students at the training schools are undoubtedly too short, but that he cannot at present suggest that they should be lengthened, because, even as it is, the teachers deputed are with difficulty spared from their schools.

The deputation of teachers and inspecting officers.

The proposed model training schools at Calcutta and Bankipore.

344. The inadequacy of the existing arrangements for the training of teachers for the higher classes of vernacular schools and the vernacular classes of English schools have long been recognised, and in 1902 a scheme for supplementing and improving the existing system was submitted to Government. Briefly, the scheme was to establish at Bhagalpur a central school for the training of vernacular masters under the superintendence of an English officer, who was to be a member of the Indian Educational Service, and an English head master who was to be recruited on a lower rate of pay. The school was to be both model and central, meeting the needs of the entire Province and imparting instruction both in Bengali and Hindi. The Principal was to supervise the work of all the vernacular training schools in the Province. This scheme was sanctioned by the Secretary of State in 1905, and in 1906 an attempt was made to open the central school at Bhagalpur under the superintendence of one of the Indian Educational Service officers now serving in the department, an officer of the Provincial Educational Service being appointed to the post of head master.

The central vernacular classes training school at Bhagalpur.

345. When it came to carrying out into actual operation the sanctioned scheme many difficulties, presumably unforeseen before, were realised. In the first place how was an adequate field for the practical work of the students to be made available at Bhagalpur? There were to be Bengali-speaking as well as Hindi-speaking students, and though little difficulty was

Objections to Bhagalpur as a site for a central school.

A practising Bengali school as impossibility.

Confusion in the schools at Bhagalpur caused by the multiplicity of vernaculars.

A central vernacular training school not advisable.

European officers essential for a model training school.

The Calcutta and the Bankipore training schools to be developed into model training schools for the Bengali and Hindi-speaking areas respectively.

anticipated in establishing at Bhagalpur a practising school which could be taught through the medium of Hindi, the establishment there of a 'practising school which could be taught through the medium of Bengali was found to be a practical impossibility. There are Bengalis resident in Bhagalpur, but they are not of a class which would ever educate its children at a practising school. Moreover, Mr. Varley, to whose criticism this scheme was submitted, laid great emphasis on the necessity of having not only a good model school attached to the training school, but also of having a wide scope for practical work in connexion with other schools in the neighbourhood of the training school. In this latter respect Bhagalpur was found to be an extremely bad centre. Both Hindi and Bengali have to be taught in the schools there, and this has resulted in considerable disorganisation in the working of the schools, which is accentuated by the fact that there is also a small section of the children attending these schools who require instruction in Urdu. There is seldom in one class a sufficient number of pupils speaking one language to justify the employment of a separate teacher for them. Consequently one teacher is not infrequently set to teach two, if not three, sets of pupils in the same class, each set speaking a different language. It appeared therefore that it would not be easy to make at Bhagalpur proper arrangements for the practical work even of the Hindi-speaking pupils.

346. Moreover, while the difficulties inherent in any attempt to establish a central school were found to be considerable, it was difficult to see wherein lay the compensating advantages. In the first place it would be practically impossible to provide anywhere an adequate field for the practical work of both Hindi-speaking and Bengali-speaking students. In the second place so long as the Uriya-speaking teachers were ignored, the school could not strictly speaking be regarded as "central"; whereas any attempt to provide for Uriya-speaking teachers in a central school would increase considerably the difficulty of establishing such an institution. In the present system of vernacular training schools there is no attempt to provide in any one institution instruction through the medium of more than one vernacular, and the late Director who submitted the central school scheme informed Government, when he proposed it, that the proper course was to have a large central training school for Bengali-speaking teachers and smaller training schools for Hindi and Uriya-speaking teachers.

347. Another objection to a central school is this. To start with at any rate it is essential that any kind of model training school should be in charge of European officers who have studied the training of teachers under acknowledged authorities on the subject, and, if possible, have themselves had in addition actual experience of conducting this kind of work in up-to-date training institutions. Such officers, however, before they can really do justice to the work, must possess considerable facility in the vernacular in which the work of the institution entrusted to them is carried on. It is obvious that the language difficulty will be considerably increased, if a training school is to be established at which instruction will have to be imparted through the medium of more than one vernacular.

348. As a result of these considerations it has been definitely proposed that the scheme for establishing a central training school at Bhagalpur should be abandoned, and that the existing first grade training schools at Calcutta and Bankipore should be converted into model training schools for the Bengali and Hindi-speaking areas respectively. With this object it is proposed that each of these institutions should be installed in new and suitable premises, to be provided with a model practising school and to be staffed with a principal and a master of method, each of whom is to be an officer of the Indian Educational Service. It has further been suggested that eight existing members of the Subordinate Educational Service should be deputed for a year's training in England with the object of their being appointed hereafter to the subordinate staffs of these model training schools, four at the Calcutta school and four at the Bankipore school. It is proposed that the course of instruction imparted by these training schools should extend over three years, and that the principals should also supervise the working of all

vernacular training institutions in the Bengali and Hindi-speaking areas respectively.

349. Simultaneously with the carrying out of these proposals the ²improvement of the remaining first grade training schools and the second grade training schools will be undertaken. A conference will shortly be convened to revise the course of studies in these institutions, and it has already been provisionally settled that the course of training shall be extended from two to three years, and that the qualifications for admission to these schools shall be considerably raised.

²Simultaneous improvement of other first grade and second grade training schools.

The training of teachers for primary schools.

350. One of the subjects considered at the Simla Conference of 1901 was primary education, and on the recommendations on that subject which that Conference made, the Government of India decided (a) that an attempt should be made to inaugurate better teaching in training schools so as to raise the quality of primary school teachers, (b) that the number of training schools should, where necessary, be increased. That Government also laid down as a general principle that no training school course should extend over a period of less than two years. Previous to these decisions there had existed in Bengal for the training of primary school teachers a few institutions of which the Motihari and Daltonganj second grade training schools are examples. In 1885-86 a scheme for the establishment of classes for the training of primary school teachers at certain selected schools was inaugurated. This scheme was never successful, and in 1893-94 it was definitely abandoned. Some account of this experiment is to be found in Mr. Nathan's quinquennial review, paragraph 610.

The recommendations of the Government of India.

The history of guru-training schools.

351. As a result of the recommendations mentioned above the Government of this Province evolved in 1902 a scheme for the opening in each subdivision of an upper primary school designed not only for the instruction of children, but also for the training of primary teachers, who during the two years which they would spend at such an institution would continue their general education and at the same time undergo some practical training in teaching, each student spending a certain amount of time working in the school as a kind of pupil teacher. The great majority of persons who were then working as primary school teachers had not received a general education which extended beyond the lower primary standard, even if it had gone so far. These teachers were to continue their general education up to the upper primary standard, but in the case of a man who was not employed as a teacher, but who wished to join one of these institutions with the object of becoming one, it was prescribed that he must have reached at least the upper primary standard, and the general education of such a man at a training school was carried up to the middle vernacular standard. This was also the arrangement made in the case of a man already employed as a teacher who had passed the upper primary standard. A student who had reached the middle vernacular standard was required to undergo a course of training for one year only. These institutions have always been known as *guru*-training schools (schools for the training of primary school teachers). The staff of each *guru*-training school was to be a head master, who was to receive a salary of Rs. 9 a month from public funds and to be allowed at the same time to levy fees from the pupils attending the schools, and an assistant master on a salary of Rs. 7 a month.* If possible, the head master was to be a man who had been trained at a first grade vernacular training school. Every *guru* who gave up his work as a teacher to join one of these schools was to receive during his period of training a stipend of Rs. 3 a month, but a *guru* who was working in a neighbouring primary school was allowed to

The original scheme of training schools for *gurus* (primary school teachers).

* "These arrangements have since been modified more than once. In December 1903 the pay of head *pandits* was increased from Rs. 9 to Rs. 12 a month. In March 1904 orders were issued authorising Inspectors of Schools to distribute the fees realised from the pupils of the practising schools between the head and second *pandits* of the training schools. In July 1904 the salary of head *pandit* was raised to Rs. 18 a month in ordinary cases and to Rs. 20 to Rs. 22 a month in certain expensive localities. The salary of second *pandit* was at the same time raised to Rs. 10 a month. The arrangement for the distribution of the fees realised from the pupils in the practising schools remained unchanged."

continue his school work and at the same time to undergo the course of training. Under this scheme 135 *guru*-training schools were established, of which 96 remain in Bengal as at present constituted. The number of *gurus* in each school was limited to 10.

Peripatetic character of the original *guru*-training schools.

352. The framers of the original scheme for *guru*-training schools were possessed by the idea that a *guru* would not go far afield to be trained, and that therefore the training school must be as far as possible brought to him. Consequently it was not intended that these schools should be of a permanent character, the idea being that when the *gurus* of a certain locality had been trained, the head master and his assistant were to move to another locality in which a training school was needed, and start work on the same lines there, the buildings of the abandoned training school being handed over to the local people for the purposes of a primary school.

Proposal to establish special training schools for the training of teachers for rural primary schools.

353. The committee which advised Government in 1905 with regard to rural primary schools recommended the establishment of special training schools for rural primary schools. These schools were to be of the same peripatetic character, and the course of training imparted was, to start with at any rate, to extend over a period of one year only. This committee also recommended that as an inducement for men to resort to these new training schools, each *guru* who had passed successfully through one, should subsequently receive a stipend of Rs. 2 a month over and above his ordinary emoluments, which stipend was to continue so long as he taught satisfactorily in a school recognised by the Education Department.

The views of the special committee.

354. These proposals came before the special committee which was convened by Government at the end of 1905 for the purpose of drawing up a definite prospectus of studies for rural primary schools and to settle the details of the course of training for the *gurus* of such schools. The special committee did not agree with the proposals which the rural schools committee had made, and strongly advised Government that there should be no attempt to create a separate type of *guru*-training schools, but that rural and urban training schools should conform to the same pattern. They expressed strong disapproval of any proposal that the course of any training school should be for less than two years, quoting the decision of the Government of India on this point, and their recommendation was that as a general rule the course of training should be for two years, discretion being given to Inspectors to allow exceptional men to enter the second year class and to pass out after one year's training, and conversely that an Inspector should be allowed discretion to permit a man who had failed to qualify after two years' training to continue in the school for one year more, still holding his stipend.

The extension of the system by the addition of 96 schools.

355. The views of the special committee were accepted by Government, and one result of the proposals of the rural schools committee has been the extension of the existing system by 96 additional schools, i.e., by one extra school in each subdivision. A sum of Rs. 1,91,000 was allotted in 1906-07 for the building of new schools and the improvement of existing ones on the lines indicated in the next paragraph, and orders have been issued to the effect that all the new schools which have been sanctioned are to be opened with effect from the 15th January 1908. Any school for which buildings are not ready on that date is to be housed temporarily in rented quarters. Each school is for the future to accommodate 16 students, 8 in the first and 8 in the second year, and every head master is to be allowed 2 assistant masters instead of 1.

The system examined by the special committee.

356. The special committee also made the occasion of the reference an opportunity for examining the working of the whole *guru*-training school system. They pointed out how useless it was to pretend to train a *guru* who, concurrently with his training course, was working his own school, explaining that what this really meant was, that the *guru* presented himself daily at the training school for about an hour and attempted to do in that time a full day's work. Moreover, they emphasised the serious drawback which the temporary and peripatetic character of the schools had necessitated, notably the impracticability under those conditions of constructing suitable school buildings or of providing hostels for the students or quarters for the teachers, or gardens without which the *gurus* could not be taught the practical

study of plant life. They referred to the existence of substantial evidence to the effect that *gurus* were willing to go to the training schools, and stated that they had every reason to believe that *gurus* would resort to the schools even more willingly, if they were better treated. While thoroughly approving the principle on which the rural schools committee had based their proposal for the payment of special stipends to *gurus* who passed through the training school course, they invited attention to what Sir Alexander Pedler had said when the proposal was first made, namely that it would be in practice impossible to confine this advantage, as the committee proposed, to the passed students of the new *guru*-training schools, the establishment of which they advocated, and expressed it as their opinion that the payment of special stipends to all *gurus* who passed through training schools was neither financially practicable nor the best means of attaining the desired end.

357. Instead therefore of providing special stipends the special committee proposed that the money available should be utilised on the following objects—

The proposals of the special committee.

- (1) the improvement of the existing *guru*-training schools,
- (2) making provision for the repair of *guru*-training schools,
- (3) the construction and maintenance of decent hostels for the students under training and quarters for the head teachers of these schools and the provision of gardens,
- (4) the giving of rewards to men who pass through the training course with credit.

358. It was further proposed that enhanced stipends should be allowed to students undergoing training as primary school teachers at rates varying from Rs. 5 to Rs. 10 a month according to local requirements. These stipends were not to be confined to *gurus* who gave up their teaching work temporarily in order to undergo training, but were to be made also available, though not at the same rate, for young men who joined the training schools with the object of becoming teachers. Government accepted the proposals of the special committee, and they are now being brought into effect as fast as funds allow. A scale of stipends based on rates proposed by Divisional Inspectors with reference to local requirements was brought into effect from the 1st April last. Type plans for training schools as also for hostels for students and quarters for head masters have been prepared by the Public Works Department and circulated, and these buildings are now being constructed all over the Province. The new schools recently sanctioned are to start with to receive none but teachers who are actually employed in lower primary schools and whose general education has been carried up to, at least, the lower primary standard.

Enhanced stipends for students.

Improved buildings.

The new schools to train existing teachers.

Institutions, students and expenditure.

359. There are eight *guru*-training schools in the Orissa Tributary Mahals which are not included in the 96 schools referred to in paragraph 351 above as being the result of the 1902 scheme. In addition to the 96 schools recently sanctioned it is proposed to establish *guru*-training schools in the Sambalpur district, where there have been up to the present no special training institutions, though a certain amount of training work has been attempted at certain selected middle vernacular schools, to which pupil teachers' stipends are attached.

Guru-training schools in the Orissa Tributary Mahals and in Sambalpur.

360. At the end of the period under review there were 111 training schools for teachers of primary schools (*guru*-training schools) with 1,233 students attending them. Six of these schools were under missionary management, and 180 male pupils and 52 female pupils are shown as attending these institutions. It is obvious that in these figures pupils are included who are not actually students under training as teachers. The 52 girls in question are the pupils in the female department of the Wesleyan Mission Training School at Bhimpur in the Midnapore district. The Inspector of Schools, Bardwan Division, reports that the girls educated in this department are sometimes employed as teachers in village schools under missionary management. The number of pupils shown against Government training schools for primary teachers include

Schools, students and expenditure.

none but students actually under training as teachers. The total expenditure on all lower-grade training institutions, i.e. all training institutions for vernacular masters except first grade training schools, amounted during 1906-07 to Rs. 93,959. Of this sum Rs. 78,783 come from Provincial revenues. This represents an increase during the quinquennium of Rs. 80,426 and an increase from public funds of Rs. 73,207. The greater part of this expenditure is on account of *guru*-training schools, for as shown above the number of second grade training schools amounts to 2 only.

An estimate of the work of *guru*-training schools.

Mr. Thickett's
view.

Maulvi Muham-
mad Ibrahim's
view.

Rai Madhusudan
Rao Bahadur's
view.

Mr. Küchler's
view.
The importance
of the head
master.

Mr. Stark's views.

361. The majority of inspecting officers have not attempted to give any estimate of what, if anything, *guru*-training schools have accomplished, or to review in any way the working of the system. Practically all the quinquennial reports from the divisions are content to allude to the reforms which have been mentioned above, adding in some cases a few observations as to the probability of the improved system being successful. Mr. Thickett, Inspector of Schools, Patna Division, states boldly that the problem of the supply of proper teachers for primary schools may now be said to have been solved, but adds that satisfactory teachers will never be available for the staff of *guru*-training schools until the first grade training schools are improved. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Bardwan Division, states that in his opinion the prospects of the *guru*-training schools are now much brighter owing to the recent reforms. He thinks, however, that no very real improvement in the quality of the teaching at primary schools can be expected, until the prospects of the teachers are improved. He suggests that the introduction of the proposed scheme for free primary education will do something towards effecting the required improvement. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, sees in the system even as reformed important defects in that there is no guarantee that the managers of lower primary schools will re-employ trained teachers on the completion of their period of training, or that teachers when trained will return to their schools, or finally that those who do return will find their position improved. He also thinks that no development of the *guru* training school system can solve to any appreciable extent the question of improving the general body of primary school teachers. Mr. Küchler, Inspector of Schools, Bhagalpur Division, emphasises the fact that the success of a *guru*-training school depends largely on the head master, and the responsibility of that officer's position being what it is, he would desire that the question of his pay and status should be reconsidered.

362. Mr. Stark, Inspector of Schools, Chota Nagpur, has recorded his views fully, and has made various suggestions for the improvement of these schools. The schools are at present only in their infancy; and, as time goes on, it will doubtless be necessary to make further reforms, particularly as regards the method of testing the work done by the students under training, as suggested by Mr. Stark. It is not practicable however at the commencement of the scheme to be too exacting. The first thing to do is to attract students to the schools. It is also not considered feasible at present, as suggested by Mr. Stark, to require students to execute bonds undertaking that they will revert to the work of teaching after they have passed through the *guru* training schools.

Female teachers.

The reference made by the Government of India in 1901.

More money to be
spent on training
schools for female
teachers.

363. In 1901 the question of the education of females was considered by the Imperial Government, and they informed the Government of this Province that, where the education of females had made sufficient progress to justify the expense, more training schools should be established for female teachers and that more liberal assistance should in their opinion be given to those already in existence. The Government of India also remarked that the arrangements then available for the training of female teachers were in their opinion inadequate in most Provinces and required to be improved without delay. As regards Bengal they pointed out that there was no training school maintained by Government

and that in the year 1899-1900 the work was confined to ten aided schools, which had an attendance of 669 pupils and had received in that year by way of support from the Local Government a sum of Rs. 12,572 only. In the opinion of the Government of India this sum was a very inadequate contribution by the State towards the education of mistresses in a Province in which there were over five million girls of school-going age, and they stated that it seemed to them desirable that the Local Government should itself establish one or more training schools for mistresses.

The inadequacy of the State contribution towards the training of mistresses.

364. It must here be explained that the case was really much worse than it appeared to the Government of India. The schools alluded to were not strictly speaking training institutions at all, but schools conducted by mission agencies for imparting ordinary school instruction to girls. Mr. Nathan in paragraph 656 of his Quinquennial Review explains that they were classified as training schools on the ground that some of the students brought up in them were designed for employment as teachers, and it seems that they did occasionally train a few girls to be school mistresses, but the great majority of the 669 pupils referred to by the Government of India were not students under training, but merely children undergoing school instruction. Nor did the sum of Rs. 12,572 alluded to represent the contribution of the local Government towards the training of female teachers. It represented the total grant made to ten missionary girls' schools which imparted general school instruction mostly of an elementary kind to children, the majority of whom were very young. It is impossible to estimate how many female students were under training as teachers when the matter attracted the attention of the Government of India, or how much of the total grant which was being paid to these schools was on account of the training work which they were attempting. It is noticeable, however, that when the Lady Principal of one of these schools was addressed in connexion with the scheme for increasing the out turn of trained female teachers, of which mention is made below, she explained in reply that the number of girls even fit for training was but a small proportion of the girls who attended her school. The practice of returning girls' schools to which training classes are attached as training schools for mistresses has been continued until the year under review, and the confusion which has resulted from this practice is well illustrated by the fact that the late Director in commenting on the remarks of the Government of India to which allusion is made above pointed out that, if the number of students remained at about the figure quoted (*viz.*, 669), there would be in the space of about four years 2,676 trained teachers, which number would exceed the number of girls' schools then existing in the Province. In the tables for 1906-07 each training class has been returned as a training school—this is inevitable, but only the students actually under training have been shown as pupils of training schools, and only such proportion of the expenditure of the whole institution as is estimated to have been incurred on account of the training class has been included in the amounts shown against training schools for mistresses.

The confusion in the statistics.

365. As a result of the recommendation of the Government of India additional Government assistance was offered to and accepted by six out of the ten aided institutions mentioned above, and training classes were opened at the Bethune College and the Brahma Balika Vidyalaya in Calcutta, and the aided High English school for girls at Bankipore. The class opened at the last named institution has since been transferred to the Baptist *Zanana* Mission at Bankipore. The arrangement made in connexion with these classes is that Government defrays the expenses of the mistresses and provides stipends for the students. These developments date from 1903.

Efforts made as a result of the reference of the Government of India.

The re-organisation of the missionary training classes.

366. At the beginning of 1904 Miss Brock took up the appointment of Inspectress of Girls' Schools. The training of female teachers was at the time in considerable confusion. There were various classes, chiefly conducted by missionary agencies, engaged in the work, but there was no recognised syllabus of instruction nor any uniform standards of

The state of affairs in 1904 and Miss Brock's proposals.

examination. After inspecting the various classes in the course of the year 1904, Miss Brock submitted a syllabus of examination which provided for two certificates, a senior and a junior. Admission to the course which prepared for the junior certificate was to be confined to a student, who as a minimum qualification had read a full year in standard iv, while no candidate was to be permitted to embark upon the course which led to the senior certificate examination, unless, as a minimum qualification, she had read a full year in standard vi. A student wishing to take up the senior certificate course without having taken up the junior certificate course might do so, provided that she possessed the educational qualifications specified. Along with the syllabus Miss Brock submitted a list of training classes which she proposed for recognition for the purpose of these certificates. These proposals were approved by the late Director at the beginning of 1905, and the training classes for female teachers have since been worked in accordance with them. The examinations are entirely in the hands of the Inspectress. At the end of 1906-07 there were 17 training classes recognised for the purpose of these certificate examinations and 256 students were being instructed in them.

The syllabus of examination for senior and junior certificates.

367. The syllabus followed in the training classes for female teachers is strikingly different from the courses followed in training schools for men. It aims at giving the students not merely some practical experience of the work which they will subsequently have to undertake, but also at making them think for themselves about the problems which must confront every teacher. Child-study is a compulsory part of the course, but no text-book is prescribed, it being laid down that the questions will be of a very practical character designed to test whether the student has studied the children whom she has been called upon to teach. Both senior and junior candidates are tested practically, the latter being required to give before the examiner an object lesson and a drill lesson, while the seniors have to submit notes of lessons on three different subjects, of which an object lesson and a Kindergarten occupation must be two. Every senior student has to give before the examiner one of the lessons on which she has prepared notes. Papers are set on Child-study and Nature Work, and on the methods of teaching all the subjects required by the prescribed curriculum, up to the upper primary standard in the case of junior students and the middle vernacular standard in the case of the senior students; every student must qualify in each of these subjects. The practical acquaintance of each student with the work of a Kindergarten is tested by a short *visu* *recit* examination on the right use of the Kindergarten occupations and by a simple free arm drawing test. Natural models in clay and free arm drawings in outline in chalk or charcoal from nature have also to be presented by each student. No student can gain the senior certificate, unless she has been for one month at least in charge of a class, for the work and general management of which she has been entirely responsible.

The past quinquennium and future prospects.

Progress both in numbers and efficiency.

368. The quinquennium under review has seen a good deal of solid progress in the matter of training female teachers in classes conducted by missionary agencies. Thanks to the efforts of Miss Brock an impetus has been given to the work and missionaries have not only been encouraged to develop this branch of their educational activity, but also assisted in this development by the prescription of a sound and practical syllabus and by the advice of a supervising officer thoroughly acquainted with the subject. Owing to the manner in which the statistics of these classes have been returned it is not possible to show accurately the numerical progress which has been made. But the classes have increased in number and the work has improved in quality.

"The training classes," runs the latest report, "continue to show steady improvement, and are doing excellent work. Every year marks an improvement upon the quality of the teachers produced. Methods are improving, and the general education of the teacher is being carefully attended to during the course of training. There is also beginning to be a strong desire in the best training classes to spend at least two years in the course and to proceed to the senior certificate after taking the junior."

369. Three specially qualified English teachers were recruited for the work during 1906-07, and it is reported that all the training classes are under experienced management. Contrast this with the condition of the first grade training schools for males! When Miss Brook first sent up her re-organisation proposals in 1904 she recommended 11 classes for recognition. There are now 17 recognised classes, of which 2 are in Orissa and one in the Sonthal Parganas. The Inspectress also hopes that during this year two Hindi classes will be opened in Chota Nagpur and one in Darjeeling. In 1905 forty-three candidates were presented for the certificate examinations, in 1906 sixty-seven and in 1907 ninety-three; there has also been a marked improvement in the previous educational qualifications of the students.

370. While we may frankly acknowledge the good work which missionary agencies are doing, we cannot shut our eyes to the extremely narrow limitations within which this work is of necessity confined, or allow ourselves to cherish the delusion that the encouragement and assistance given to missionary classes represents anything but a fraction of what Government could do in the matter of the training of female teachers. We cannot look to the missions to train the teachers without whom the education of Indian girls and women must remain practically at a standstill, simply because the primary aim of missions is and must necessarily be to train Christian teachers for their own schools, and because, even if this were not so, Hindu and Muhammadan girls of an age suitable for training would never be allowed to resort to missionary institutions. It is Hindu and Muhammadan teachers, however, that are wanted, and it is for the lack of these teachers that no great advance is being made. Missionary training classes are no doubt capable of improvement and development, and a scheme for enhancing the grants which they receive from Government is now under consideration, but the horizon which bounds their expansion is apparent. Schools under mission management are improving annually, for the trained teacher is gradually displacing the untrained, but schools under Hindu management are at a standstill. Meanwhile schemes for opening schools that have existed for long on paper cannot be carried into effect, or, if attempted, they merely bring the experiment into ridicule, simply because qualified persons to work them are not available. It has been customary to observe in connexion with the oft-discussed problem of the education of Indian girls that it is useless to anticipate popular sentiment. Even this apothegm can scarcely be made the excuse for further inaction. In last year's annual report on public instruction reference was made to an observation of the Inspectress to the effect that Hindus were constantly imploring her to find well trained teachers. In her quinquennial report the opinion of that officer on this aspect of the present position is expressed even more explicitly:—

The limitations of missionary enterprise.

Mission classes, practically available for none but Christians.

The need for Hindu and Muhammadan teachers.

The demand exists, but the supply is not forthcoming.

"It is a matter of disappointment that during the past year (1906-07), it has not yet been found possible to open the two contemplated Government training colleges for female teachers at Bankipore and Calcutta. The great obstacle to the furtherance of female education still remains, I am convinced, the want of female teachers. On the mission side the output from the training classes during the last three years has been extremely promising, both in the number of trained teachers and their improved quality. In the training class for Brahmos attached to the Brahmo Girls' School, Calcutta, the numbers are very small, and the quality of the training distinctly inferior to that given in the mission training classes. As regards Hindu and Muhammadan teachers, the only attempt to secure them as yet made has been by means of the classes, misnamed "training classes," for Hindu and Muhammadan widows.

Were it not for the above difficulty regarding the supply of teachers and their inefficiency, I should be inclined to think that the possibility of educational work in *zananas* and *pardah* institutions was more promising than it has ever been. I have marked during the last three years a steadily growing demand for teaching in *zananas*. Had I the teachers for it, there are few large centres where important work of this kind could not be started. *Zanana* teachers seldom find any difficulty in getting pupils, and it is in a large number of cases found possible to group them together in small classes. But the poor qualifications of the only teachers to be found do not encourage me to recommend their appointment very frequently. As I am coming more in touch with *zananas*, I hear in them strong and well merited criticism of the kind of teachers employed, and am frequently requested by pupils and their relations to obtain better qualified women. It is a fact that at present we are forced to appoint at a high salary women who can only read and write without being able to compose a simple letter in their own tongue, and who have no pretensions to a knowledge of either arithmetic or needle-work."

Christians and non-Christians in the mission training classes.

371. In illustration of what has been said above with reference to the mission training classes being practically resorted to by none but Christians it may be mentioned that of the candidates presented at the last 3 examinations for certificates 94 *per cent.* were Christians, the remainder being members of the Brahmo Samaj.

Training classes for Hindu and Muhammadan widows and the wives of schoolmasters.

Miss Brock's estimate of the work of these classes.

372. The Education Commission of 1882 drew attention to suggestions which had been put before them with reference to the possibility of extending the employment of Indian widows as schoolmistresses and to the practice of utilising schoolmasters' wives as teachers, which had, they reported, proved successful in some parts of India, notably Bombay and the Central Provinces. The Government of India on the occasion of their reference of 1901, to which allusion has been made in paragraph 363 above, remarked that there did not appear to have been any serious attempt to train Indian widows; they also alluded to the scheme of founding a college for the training of Indian widows which was then under consideration by the Government of the North-Western Provinces and Oudh as a promising experiment and one which they would commend to the attention of other local Governments. As regards the employment of schoolmasters' wives as teachers they recommended that the policy of offering liberal grants with the object of inducing such persons to fit themselves for the work, which had proved successful in some parts of India, should be tried by other local Governments. As a result of these recommendations classes for the training of widows and teachers' wives have been started in various parts of the Province. That the verdict which must be passed on this experiment is that little or nothing has been accomplished, is due mainly to the entire absence of teachers fit to train others. This was pointed out in paragraph 124 of the last annual report on Public Instruction and in her quinquennial report Miss Brock's estimate of these classes is expressed as follows:—

"A few of these classes are being tried experimentally in various parts of Bengal, but from what I have seen I consider their value to be very slight. In the first place the term 'training class' is a misnomer. As a rule the acquirements of the teacher herself are of the slightest description. She has seldom read higher than standard II or III in the village school, and cannot possibly undertake anything of the nature of training. It would be better to call these classes 'classes for the instruction of Hindu and Muhammadan widows.' I have never known any of the pupils in these classes develop into teachers, and the majority of them would be horrified at the idea of leaving their native village and natural protectors. I think that their value may possibly come later, when some of these women may be gradually induced to join the proposed Government training colleges. They cannot possibly, under the present course of instruction, expect to develop into teachers."

The general question of the employment of Indian women as teachers.

The views of the Education Commission.

373. In connexion with these remarks about the reluctance of these women to leave their own villages and with reference to the general question of the employment of Indian women as teachers and of Indian widows in particular it is interesting to recall the words of the Education Commission's report:—

"Apart from the isolated position of a young Hindu widow who leaves the family circle, female teachers in India have great and special difficulties to contend against. In the first place, they hold a novel and an exceptional position which exposes them to unfriendly comment. In the second place the Indian schoolmistress often finds two enemies ready made in the village to which she is sent. There is the old incapable male teacher whom she supersedes, and the youth who assisted him, but whose masculine dignity will not permit of his serving peaceably under a woman. Lady Superintendents of female training colleges, who sympathise with the difficulties of the situation, can do much to pave the way for the ultimate success of the young women whom they send forth. For example, the Lady Superintendent of the Ahmedabad Female Training College never gives her consent to a widow teacher being posted in a locality, until she has secured for her the countenance and support of the leading native families. No doubt other Lady Superintendents of female training colleges take the same precautions. But in spite of all such kindly safeguards, the position of a female teacher, especially if she be a widow, is still a difficult one in an Indian hamlet. Many of these difficulties would, however, disappear if arrangements could be made for employing trained female teachers in their own villages."

The proposed training colleges and the deputation of Indian ladies to England.

374. In paragraph 126 of the report on public instruction in Bengal for 1905-06 it was stated that a movement had been set on foot for the establishment of training colleges, one in Calcutta and the other at Bankipore. These schemes have now been developed and submitted to Government for approval. Briefly what is contemplated is that a residential training college should be established at Calcutta and at Bankipore, respectively, under the superintendence of an experienced lady principal from England, who will be assisted by a staff of Indian ladies. Stipends are to be provided for the students. To start with at any rate the training of vernacular teachers only is contemplated. The Calcutta college will, of course, be for Bengali-speaking teachers and the Bankipore college for Hindi-speaking teachers, but for the sake of the Muhammadans it has been proposed that an Urdu-speaking mistress of method should be provided at each institution. It has already been reported that during 1906 two Indian ladies were deputed to Europe to be trained as teachers. It has since been proposed that two more Indian ladies should be similarly deputed in order to be trained for the two posts of mistress of method at the Bankipore college, and two names have been submitted to Government. It is to be hoped that the two colleges will soon be actually at work. Until these institutions are established, no hope of substantial improvement can be entertained.

Colleges at
Calcutta and
Bankipore.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

The scope of the chapter.

375. The late Viceroy once said that the phrase "technical education" was employed in many senses in this country, just as it was also in Europe. "In both parts of the world," he added, "many of those who use it have no clear idea of what it signifies," and he went on to remark that so great was the general confusion that a Prime Minister of England had recently declared that he was unable to find a meaning for the phrase. He then explained that he interpreted technical education as meaning that practical instruction which will qualify a youth or a man for the practice of some handicraft or industry or profession. He continued that he excluded from the scope of the phrase scientific research and the practical steps taken for the revival of Indian arts and industries, as also the attempts made to impart a more practical turn to the education of the young in primary and secondary schools, the former because the revival of arts and industries was partly a commercial question, the latter because such measures are general and not specialised.

Lord Curzon's
definition of
technical
education.

376. The scope of this chapter is in the main the sphere of technical education as outlined by the late Viceroy, namely, the various forms of practical and professional instruction organised with a view to qualifying for the practice of some handicraft or industry, or profession. Certain school classes which aim at imparting instruction which is to a certain extent specialised in the direction of certain professions are mentioned because their treatment in this chapter will enable the position which they are designed to occupy in relation to what may be called the system of professional and technical education proper to be made clear.

Instruction
organised with a
view to the
practice of some
handicraft or
industry, or
profession.

Law.

Law classes.

377. There is practically nothing to add under this head to what was said in paragraph 179 of the Annual Report on Public Instruction in Bengal for 1905-06. No law college has yet been established. Law classes continue to be conducted at the Government colleges at Hooghly, Krishnagar, Patna and Cuttack. There is nothing to chronicle in connexion with the

The working of
the classes and
the results of the
B. L. examination.

working of these classes. In addition to the classes at the Government colleges there is a law class at the Midnapore College, an institution which is managed by the local Municipality, while 7 others are conducted in connexion with colleges under private management. On the 31st March 1907 there were 1,272 students under instruction in law classes, of whom 1,207 were in the classes attached to private colleges. A comparison of these figures with the figures returned at the end of the last quinquennium reveals no change worthy of record. The results of the B.L. examination held in 1906 showed a distinct improvement on those of the examination in 1905, for out of 469 candidates 229, or 48·8 *per cent.*, were successful. In 1905, 16·8 *per cent.* only were successful.

The Pleaders' Survey examination.

The origin and object of the examination.

378. In 1901 an examination was instituted for the purpose of testing the knowledge in surveying of pleaders desiring to qualify themselves for the execution of commissions under section 392 of the Code of Civil Procedure. After this examination had been held for three years, the Education Department which is in charge of the examination reported that the candidates who presented themselves for examination had as a rule very little knowledge of practical survey work, and that under the conditions which then obtained incompetent persons could qualify at the test. In 1904 revised rules were prescribed which made the test more exacting and limited admission to the examination to pleaders who could produce evidence from the District Judges, in whose court or in courts subordinate to whom they ordinarily practised, that they had undergone some training in practical surveying. In spite of these conditions the quality of the candidates who have presented themselves at the last three examinations has been extremely poor. Of the 58 candidates who appeared at the last examination only 7 qualified. It has recently been proposed that pleaders who wish to appear at this examination should be required to undergo a course of training at some recognised school. This proposal is now under consideration.

Medicine.

The Education Department has no concern with medical colleges or schools.

379. In paragraph 130 of the last annual report on Public Instruction in Bengal, the point is raised, why the Director of Public Instruction should deal in his report with the Medical College, Calcutta, and the medical schools of the Province. It was observed in this connexion that if it was considered desirable that these institutions should be included in the scope of the Director's report, it was not understood why veterinary science should not also be included. A reference to Government on this point was foreshadowed, but has not as yet been made. Consequently the figures dealing with the Medical College and medical schools are included in the statistics. As the Education Department has no direct concern with institutions for medical instruction and has no first-hand information concerning them, comment on the figures returned is not attempted.

Commerce.

The Presidency College commercial classes.

The attempt made in the scheme for the bifurcation of studies to provide a school course suitable as a preparation for commercial life.

380. The scheme for the bifurcation of studies in the two highest classes of high schools is described in paragraph 456 below. One of the courses which was to be provided as an alternative to the course leading up to the University entrance examination was designed specially to be a suitable preparation for those who were subsequently going to make their living in connexion with commerce. This course was called the "C" course. In sanctioning this scheme Government added that it would be necessary to open advanced classes in certain selected colleges for the farther education of boys who had passed through the "C" course.

331. The first attempt to provide advanced commercial instruction was the opening in June 1903 of a commercial class at the Presidency College. The subjects which this class attempted to teach were (1) modern English, especially correspondence, including commercial correspondence, letter drafting and *précis* writing, (2) mathematics, (3) elementary science (chemistry and physics), (4) physiography, (5) commercial history and geography, (6) drawing, (7) penmanship, (8) book-keeping, (9) type-writing and (10) shorthand. This class was neither adequately nor efficiently staffed. The same rate of fee had to be paid for instruction in this class as in the first and second year classes of the arts side of the college. This class was not a success, and at the beginning of 1905 the Lieutenant-Governor, after reference to the Bengal Chamber of Commerce, appointed a committee, consisting of some educational officers and gentlemen prominent in commercial circles in Calcutta, to consider the whole question of commercial education.

The first attempt at a commercial class at the Presidency College.

382. On the recommendation of this committee the scheme was entirely remodelled, the chief characteristic of the revised scheme being that in addition to a simple day course, every part of which is obligatory, provision is made for more advanced and more technical instruction by means of evening lectures, all or any of which may be attended at option. A detailed description of these courses is to be found in paragraph 144 of the report on public instruction in Bengal for 1905-06. The day course extends over two years and ends in an examination, which is controlled by the Commercial Examination and Advisory Board, a body consisting of educational officers and gentlemen engaged in commerce in Calcutta which was constituted in 1903 for the general supervision of the commercial classes and on which the Bengal and the Bengal National Chambers of Commerce are represented. On the results of this examination certificates are awarded by the Education Department, these certificates being endorsed by the Secretary to the Bengal Chamber of Commerce, which body, as also the Bengal National Chamber of Commerce, has undertaken to publish the lists of successful candidates. In each of the subjects specified for evening lectures an examination is annually arranged, if any candidates are forthcoming. These examinations are arranged and controlled by the Examination and Advisory Board, and certificates, which may be issued on each subject separately, are awarded in the same way as the certificates for the day course. Candidates who have not attended the lectures may be admitted to any of the examinations, provided they can show at a preliminary test that they have a reasonable prospect of success. The monthly fee for the day course is Rs. 3 and a like sum is charged for a series of 15 evening lectures on (a) political economy, (b) banking and currency, (c) industrial and commercial law, (d) annuities and insurance, and (e) modern English. For a series of 32 lectures on the outlines of political economy the fee is Rs. 5. A complete course of advanced lectures on either book-keeping or shorthand or type-writing may be attended for a fee of Rs. 10. In the case of advanced lectures on each of these three subjects the course is comparatively speaking a long one.

The Presidency College class remodelled in 1905.

383. The revised scheme came into force from the 1st of July 1905. For the day course the following staff of whole-time lecturers were appointed: (1) a lecturer in English on a salary of Rs. 400—20—500 a month, (2) a lecturer on mathematics on a salary of Rs. 150 a month, (3) a lecturer on commercial history and geography on a salary of Rs. 150 a month, (4) a lecturer on book-keeping on a salary of Rs. 125 a month, (5) a lecturer on Bengali on Rs. 100 a month, and (6) a lecturer on shorthand and type-writing on Rs. 75 a month. One hundred and fifteen students were admitted to the day course between the 1st July 1905 and the 31st March 1906, but many did not remain long, and on the 31st March 1906 the number in the 1st year class was 69. The 2nd year class during 1905-06 consisted of 3 students who had attended the previous class for one year. These students, as well as 2 students who had not attended the class, appeared at the final examination of the day course in April 1906. They all failed to come up to the standard of a certificate. In June 1906 the class opened with 51 students in the 2nd year class and 30 students in the 1st year class. There was the usual wastage during the year from sickness and other causes, and at the close of the session in April 1907 there

The working of the revised scheme during 1905-06 and 1906-07. The day course.

were 47 students in the 2nd year class and 19 students in the 1st year class. Thirty-nine students appeared at the final examination; of these 7 only, or about 17·9 *per cent.*, qualified.

The evening lectures.

384. At the opening of the session for 1905-06 arrangements were made for lectures in political economy, industrial and commercial law, shorthand, type-writing and book-keeping. The names of 47 students were entered in the books as undergoing during the 1905-06 session instruction in shorthand, type-writing and book-keeping; and 23 students were nominally attending lectures on political economy, on which subject two sets of lectures were delivered, but the attendance was so unsatisfactory that the subject has since been temporarily abandoned. Five students attended the lectures on industrial and commercial law for a short time, but they soon gave up, and the lectures had to be discontinued. In April 1906 five candidates applied to be examined in shorthand-writing and six in type-writing. Of the former one qualified; of the latter none. During 1906-07 lectures were arranged on the following subjects:—(1) modern English, (2) book-keeping, (3) shorthand and (4) type-writing. Only 7 students were on the rolls as attending the modern English lectures. Of these one appeared at the special examination in the subject which was held at the end of the course, and he failed. The book-keeping, shorthand and type-writing classes were better attended. The special examinations held in April 1907 attracted a considerable number of candidates. In addition to the one student mentioned above as appearing for the modern English certificate, 22 students were examined in book-keeping, 28 in shorthand, 20 in type-writing and 11 in banking and currency. Of these 10 qualified in shorthand, 6 in type-writing, 6 in book-keeping and 2 in banking and currency. It is noticeable that students of the Accountancy Institution, Bombay, were sent to Calcutta to be examined, 12 in book-keeping and 11 in banking and currency.

Removal of the classes from the Presidency College.

385. The removal of the commercial classes from the Presidency College, the need for which was alluded to in paragraph 144 in the last annual report on public instruction in Bengal, was carried out in March last and the classes are now installed at 303, Bow Bazar Street, Calcutta. The quarters obtained are quite suitable, having been originally built for a commercial school, and easily accessible from all parts of the business quarter.

The prospects of the commercial education scheme.

386. In discussing the prospects of the commercial education scheme it is well to remember that the day class and the system of evening lectures are ventures which are to a considerable extent distinct. The day class aims at turning out a type of young man, who, if he is willing to learn, has the makings of a useful commercial assistant. Such a man ought to be able to write a good hand, to express himself clearly in simple and straightforward English, and to know something of book-keeping and type-writing, or possibly both shorthand and type-writing. The success or failure of the venture must obviously depend in the first place upon whether the class does or does not succeed in turning out a type of man who is more useful in an office than the ordinary man who is recruited under existing conditions. This being so, it is obviously essential that the certificate should really represent a reasonable standard of efficiency. The Examination and Advisory Board realise this, and they have always refused to consider any proposal to deal leniently with the candidates in order to avoid the unpalatable results which they have had to chronicle. But, however sound the work of the class may be, it cannot hope to achieve any real success, unless the mercantile community in general are prepared to recognise a good article, if it can be produced, and to pay for it accordingly.

387. Naturally so long as practically all clerks brought into an office are of about the same level of efficiency or inefficiency it is not worth a firm's while to recruit on more than nominal salaries, but equally obvious is it that parents and guardians who look to work in connexion with commerce to support their sons will not send them to a commercial class, if, when the certificate has been gained, they are in no better position as to obtaining employment than those who have never attended such a class at all. If the successful students of the commercial class prove to be no more useful than the ordinary chance youth who is willing to enter an office

on a nominal salary, then the sooner the commercial class is reformed or abolished the better. On the other hand it will surely be to the ultimate interest of the commercial community generally to assist Government in the up-hill task which it is attempting by giving the successful students, whom the class turns out at first, a fair trial. The glamour which employment under Government, however poorly remunerated, possesses in the eyes of the ordinary parent is a factor which must never be lost sight of in calculating the prospects of any scheme which has for its object the training of boys for private employment. To allow his son to abandon the pursuit of University degrees and with it all hope of those branches of Government employment to which they are the necessary passport is to the average parent almost an act of desperation; but Government service will after all provide for a small proportion only of the vast middle class of Bengal. Therefore it is not too much to hope that there will be found parents who, if they see that a commercial training is likely to help a boy to a decent career, will regard a commercial course as at least a possible alternative to a so-called University education.

388. The aim of the system of evening lectures which has been inaugurated is to give persons employed in connexion with commerce a chance of improving their efficiency as shorthand-writers or typists or of increasing their stock of English or of acquiring some insight into the economical, financial or legal principles on which modern commerce is based. As has been shown above, though there is some demand for instruction in type-writing, shorthand and book-keeping, there seems to be little desire to profit by the instruction offered in modern English and but little demand for lectures on such subjects as political economy, banking and currency, commercial and industrial law, and annuities and insurance. Indeed the removal of these subjects from the list has been contemplated, but the Bengal Chamber of Commerce, who were consulted, recommended that the attempt to provide advanced commercial teaching should not be abandoned, and they have undertaken to try and encourage the study of these subjects by offering prizes, etc., to persons who attend the lectures and do well at the examinations. It is, of course, vain to expect that the average man who is engaged in the practice of commerce will attend lectures on the principles of his profession. Even in the most vigorous commercial communities this probably could never be, but in most commercial communities there are found a few whose enthusiasm for their profession is such that they are glad to give up their spare time to increasing their knowledge about it. The commercial and industrial development of Bengal is the talk of the hour, and it will surely be a matter for wonder, if among the large commercial population of Calcutta, enthusiasts of this kind are non-existent.

The aim and prospects of the evening lectures.

The commercial class at the Victoria School, Kurseong, and other commercial classes.

389. A commercial class for Europeans and Eurasians was opened during the quinquennium under review at the Victoria School, Kurseong. An account of this class is given in the chapter which deals with the education of Europeans.

The commercial class at Kurseong.

390. The Inspector of Schools, Presidency Division, reports that a considerable number of schools which teach shorthand, type-writing, book-keeping, correspondence, etc., have lately sprung into existence in Calcutta. Only two such institutions have submitted returns. The number of pupils returned as attending these two institutions on the 31st March 1907 was 54. Allusion has been made in the chapter on primary education to the "continuation schools" of the Presidency Division, some of which attempt the teaching of shorthand, type-writing, book-keeping and correspondence.

Private commercial schools and continuation schools.

Proposed commercial scholarships tenable in England.

391. In paragraph 145 of the last annual report on public instruction reference was made to a proposal made by the Government of India to send scholars to England for an advanced course of commercial education. There is nothing to add except that this scheme, which aims at reaching those classes of Indians who trade on their own account, has been cordially approved, and that the scheme is now under the consideration of the Government of India.

The proposal cordially approved.

Preliminary commercial instruction in high schools.

The "C" classes. 392. When the scheme for the bifurcation of studies in high schools, which is described in paragraph 456 below, was sanctioned by Government in 1900 they ordered that a "C" class should be started at each of the following Government schools:—The Hare School, Calcutta, the Hooghly Collegiate School, the Uttarpara Government School, the Patna Collegiate School, and the Dacca Collegiate School. These classes were opened in 1901, except at the Dacca Collegiate School, where a class was not opened until 1904. In 1905 two more classes were established, *viz.* at the Barasat Government School and the Ranchi Zilla School. These "C" classes have hitherto been a failure. In 1903 seventeen candidates were presented for the "C" final examination, in 1904 ten, in 1905 nine, in 1906 twelve, and in 1907 eleven. Altogether the schools in this Province have presented 59 candidates, of whom 33, or 55·9 *per cent.*, have qualified. The Hooghly Collegiate School has presented 5 candidates for examination in 6 years, and of these only 2 have qualified. This class is now practically extinct, as are also the classes at the Patna Collegiate School and the Ranchi Zilla School. The curriculum of this course included originally modern English, mathematics, history, geography, a science primer, drawing and practical geometry, elementary chemistry and physics, and manual training. This course was found to be too elaborate, and last year it was simplified by the removal of the science primer and chemistry and physics, and by the substitution of a study of the vernacular of the district. The classes were also placed under the special inspection of Mr. Chapman, who is now in charge of the commercial classes in Calcutta. These measures have not as yet improved the prospects of the classes; indeed they are now worse attended than ever.

The causes of the failure of the "C" classes.

393. What is said in paragraph 459 below about the failure of the "B" classes applies *mutatis mutandis* to the failure of the "C" classes also. Indeed, while the domination of the matriculation examination continues, the "C" classes are not likely to possess even the small amount of attraction which the "B" classes may acquire, because the latter may lead to the Apprentice Department of the Civil Engineering College, Sibpur, and so thereafter to appointments under Government or a District or Municipal Board; whereas the "C" class leads nowhere except to an advanced commercial class, which can equally be entered by those who have passed the matriculation examination or can satisfy the authorities that they have sufficient education to enable them to take up the course with profit. An attempt has been made above to explain that a course of commercial training has yet to justify itself in the eyes of parents and to illustrate the difficulties which surround any attempt to improve the quality of commercial assistants by means of instruction adapted to their needs. It is quite logical that a boy who is going into commercial life should during the last year or two of his school career take a course which differs in some respects from the course taken by a boy for whom a University career is designed: but until there exist among the classes who use secondary schools parents whose ambitions do not tend in the case of all their sons to University degrees and thereafter Government service or the law, that is to say, until careers connected with commerce and industry come to be regarded as professions which may be adopted for their own sake and not merely acquiesced in *faut de mieux*, no attempt to make school education a real preparation for the varying needs of the community is likely to meet with much success.

Art.

The Calcutta School of Art.

The function of a school of art and the work of the Calcutta School of Art.

394. The main function of a school of art in India is to improve the arts and industries of the country. This principle was insisted upon by the Secretary of State, when in 1896 that authority decided that it was inexpedient to withdraw State aid and control from Indian schools of art. It was also reiterated and developed in the recommendations recorded by the Simla Conference of 1901. As explained, however, in paragraph 855 of the Fourth Quinquennial Review there is little indigenous art in Bengal, and consequently the Calcutta

School of Art has no manufacturing industrial side, as has for example the School of Art at Madras; in fact, as Mr. Nathan observes in the paragraph of his review just referred to, the Calcutta school answers more nearly than do the other schools to the acceptance of the name "school of art" that is usual in England.

395. A detailed description of the organisation of the school and a list of the subjects taught is to be found in paragraph 855 of the Fourth Quinquennial Review to which reference has just been made. Briefly, the school consists of two divisions, the first gives systematic instruction in drawing and design, for drawing and technical art teachers, for skilled general draftsmen, for artisans and art workmen and for designers for art industries. This division may be called the industrial art side as opposed to the second division, which may be called the fine art side and is intended to train painters and sculptors.

The organisation of the Calcutta School of Art.

396. As regards the first division the most promising work during the quinquennium has been that of the advanced design class, and its lacquer and fresco-work may be specially mentioned. Early in the quinquennium some students of this class were engaged to do decoration work at Government House, Shillong, and several private orders have since been carried out. A lacquer-work screen designed and executed in the Art School won a medal at the Delhi Durbar Exhibition. In the quinquennial review of the school's work it is stated that "the works executed by the students of late, especially by those of the advanced design class, show a marked tendency towards originality." The exhibits from the school won some gold medals and first class certificates at the recent Calcutta Industrial Exhibition, and some Indian designs sent by the students to the League of the Empire competition attracted the notice of art critics in England. The Fine Art section does not appear to be making very much headway. On this point some remarks are made below.

Features of the quinquennium.

397. In trying to estimate how far the Calcutta School of Art may be said to have succeeded in the fulfilment of its function, namely, the improvement of Indian art and Indian industries, it must be remembered that until comparatively recently the lines on which the school was worked were wrong and the ideals to which its students were directed false. The founders of the school started with the object of imparting lessons on the art methods of Europe to Indian students, and classes were opened for wood-engraving, lithography, model and perspective drawing, etc. Indian students generally are readily acquisitive and consequently in a short time students of the Art School had acquired a certain mechanical proficiency in what they had been taught, and were able to take their place as teachers of the institution. The value of the work done under these conditions is described by Mr. Abanindranath Tagore, who is now officiating as Principal of the School, as follows:—

A retrospect.

"If by an art school we understand an institution for higher aesthetic culture, where people may be taught to represent their ideas independently, beautifully and truly, then it must be said that the Government School of Art in these times failed in its mission. It turned out third class portrait painters and copyists, showing little or no originality in their work; and as our so-called University education fitted us only to be clerks or lawyers' assistants, so this school of art, with its systematic drudgery and inadequate training, made us indifferent drawing-teachers eager for appointments in the Provincial training schools. In fact this school of art neither fulfilled the conditions of a truly industrial establishment, nor did it do much towards improving the fine art of the country."

398. It has been stated above that the ideals to which the student were directed were under the early conditions false. The truth of this contention cannot be better illustrated than by a reference to the Art Gallery as it was until recently. The object of having an art gallery attached to an art school is to mould the taste and direct the imagination of the students by means of the works of art exhibited, and yet though the students were Indian and the object of the school was, or rather should have been, the improvement of Indian art and not the introduction of European art, the collection of pictures which was got together for the art gallery consisted almost entirely of copies of the old Italian and early English school, while Indian art was practically ignored.

The Art Gallery.

"This process of denationalisation," writes Mr. Tagore, "went on for years, and for years our art students were made to spend the best part of their lives in fruitless attempts to acquire ideas about an art which they never could or ever would rightly understand. It seems that 30 or 40 years was too valuable to have spent in useless experiments of this sort, and the mischief that was done will take another such period, if not longer, in undoing."

399. In 1896-97 an Indian art collection was begun, and in 1904 all the European pictures in the Art Gallery were sold and the proceeds devoted to the purchase of Indian works of art. In paragraph 147 of the last annual report on public instruction some account is given of the purchases made during 1905-06. The gallery is now an Indian art gallery pure and simple, and it is said to contain the finest collection of Indian art in India.

Mr. Havell's reforms.

400. In 1896 Mr. Havell became Principal, and in the same year the work of reconstruction was begun by the introduction *inter alia* of the system of organisation which has been briefly described above. The following extract from Mr. Havell's annual report for 1896-97 describes the work of the Art School, as he found it:—

"The study of design, the foundation of all art, was entirely ignored, and throughout the general drawing and painting classes the worst traditions of the English provincial art schools of 40 years ago were followed. There were no general classes for practical geometry, mechanical drawing and perspective. Oriental art was more or less ignored, thereby taking the Indian art student in a wrong direction. There was, besides, no regular examination system for the issue of certificates to deserving students."

A prospect.

401. The Calcutta Art School has, in fact, a good deal of leeway to make up. Something has doubtless been done during the last few years to install Indian art in the place which it ought to occupy in an Indian art school and to revive Indian ideals among the students. Progress is slow, for the present generation does not appear to have much sympathy for the art of India, and to-day there are students of the Art School who look back with regret to the old system and the old ideals; but the work is now on the right lines and in Mr. Tagore's opinion advance is assured. One obstacle to progress on which Mr. Tagore lays especial emphasis is the want of education and culture generally, and the ignorance of the mythology and tradition and the religious and social ideas of India in particular, which characterise the average art student.

"We find," he writes, "few cultured men amongst the art students here. To produce any really good work the art student must be thoroughly conversant with the classical lore of his country. He must have a complete knowledge of its religious and social ideals, of the episodes of Indian epics and history. Without knowing the trend of thought of the greatest Indians of the past, his productions are bound to fall short of a high standard."

402. To counteract this defect Mr. Tagore suggests that lectures on Indian classics, mythology, etc., should be organised at the School of Art.

Numbers, expenditure and examinations.

403. Two hundred and fifty-two students were attending the school on the 31st March 1907; of these 235 were Hindus, the remainder being made up as follows:—9 Muhammadans, 2 Buddhists, 1 Parsi, 2 native-Christians, 3 Europeans or Eurasians. The last-named included two females, the only ones attending the school. The total attendance on the 31st March 1902 amounted to 228. The total expenditure during 1906-07 amounted to Rs. 23,191; towards this sum the contribution from fees amounted to Rs. 5,969, the balance came from Provincial revenues. Fifty-one students appeared at the final examination of the School of Art in 1906 and 27 qualified.

Other schools of art.

Private art schools in Calcutta.

404. Under the head of Schools of Art and Industry the Inspector of Schools, Presidency Division, has returned 3 institutions as existing in Calcutta and having 235 students on their rolls on the 31st March 1907. These institutions are (1) the Indian Art School, (2) the Jubilee Art Academy and (3) the Albert Temple of Science. The expenditure on these institutions during 1906-07 is returned as Rs. 13,338. The Indian Art School received during the year a grant of Rs. 100 from the Calcutta municipality. Very little appears to be known about these schools; they are said to teach drawing, engraving, moulding and lithography.

Agriculture.

The educational aspects of the problem.

405. Two-thirds of the population of India are dependent for their livelihood on the produce of the soil. Not unnaturally therefore the well-being of the agricultural population has for years been a matter of the most

anxious consideration on the part of Government. The problem has its educational aspect, and to this aspect a considerable amount of attention has been directed. Anything like a complete account of the discussion to which agricultural education has given rise would be beyond the scope of this review. For the purposes of the present remarks it is sufficient to invite attention to the fact that throughout the discussion which has grown up round the subject three distinct phases of the problem have been always apparent. First, there is the question of primary education in rural schools, then there is the question of instruction in agriculture as a part of the general school course, and lastly there is the question of special or technical agricultural training. All these questions are intimately connected with the well-being of the agricultural community and the improvement of agricultural methods. A brief account of agricultural education is given below under each of the three aspects mentioned above, *viz.* (a) special or technical agricultural training, (b) agriculture as part of the general school course, and (c) primary education in rural schools considered from the point of view of the well-being of the cultivating community.

Special or technical agricultural training.

406. In 1889 Dr. Voelcker, Agricultural Chemist to the Royal Society of England, was deputed to advise the Government of India on questions connected with agriculture, and the subject of agricultural education formed an important part of his enquiry. In October 1890 a conference in which all Provinces were represented was convened to discuss Dr. Voelcker's preliminary report, and at this conference a series of resolutions were passed, some of which dealt with the educational aspect of the problem. Among these resolutions were the following:—(a) that the science of agriculture should be recognised by the Universities, (b) that the claims of men with a scientific agricultural training should be freely recognised in the revenue and cognate departments, (c) that scientific agriculture should be included among the subjects for the examination for entry into such departments and (d) that no arrangement for higher agricultural training can be regarded as satisfactory which does not provide for a thoroughly practical training of the students in the field and laboratory, and for examination tests of a special and searching character on the course of practical training. In October 1893 a second conference was held which adopted the resolutions of the previous conference and added some others.

Dr. Voelcker and the agricultural conferences of 1890 and 1893.

407. The next step was the summoning of Provincial conferences to consider Dr. Voelcker's reports and the resolutions which had been arrived at, and on the 28th March 1897 the Government of India published a Resolution which discussed the subject of agricultural education under the four following heads: primary education, readers and text-books, training schools, and higher education in agriculture. The Resolution placed on record six conclusions which were considered to be justified by the discussions which had taken place. The first three of these resolutions were as follow:—

The Provincial conferences and the Government of India Resolution of 1897.

- (1) that agricultural degrees, diplomas or certificates should be placed upon the same footing as corresponding literary or science degrees, etc., in qualifying for admission to Government appointments and more particularly those connected with land-revenue administration;
- (2) that there should not be more than four institutions giving a high class diploma, *viz.*, at Madras, Calcutta, Bombay and some place in the North-Western Provinces, and that these should be utilised by other Provinces;
- (3) that the diploma should eventually be made compulsory in the case of certain appointments, *e.g.* agricultural teachers in training schools, assistants to Directors of Agriculture, etc.

408. One of the results of this Resolution was the opening in 1889 of agricultural classes at the Civil Engineering College, Sibpur. There were at first a higher and a lower class, but the latter failed to attract students and was closed in 1901. Since then there has only been one class, which is called

The agricultural class of the Sibpur College.

the higher agricultural class. The course of instruction in this class extends over two years and culminates in a final examination, on the results of which diplomas are awarded. The first portion of each year (November till August) is spent at the Sibpur College in theoretical study; the remaining three months are devoted to practical training, arrangements for which are made by the Director of Agriculture. Plots for cultivation are provided in the college grounds, but the arrangements for practical training are said to be inadequate. For an account of the course and of the qualifications required for admission paragraph 804 of the Fourth Quinquennial Review may be referred to.

Numbers and
examinations.

409. On the 31st March 1907 there were 24 students undergoing instruction in the agricultural class. Twenty-three of these were Hindus; one, a special student, was a European. The average number of students in attendance on that date throughout the quinquennium was 23. At the diploma examination held in November 1906, 11 students appeared of whom 10 passed. During the quinquennium 50 students appeared at the diploma examination, of whom 37, or 74 *per cent.*, were successful. It has been decided that there are to be no more admissions and that the class will be closed in November 1908. The work will then be transferred to the Provincial Agricultural College at Sabour near Bhagalpur.

The careers of
successful
students.

410. During the whole period of the existence of the agricultural classes 51 diplomas have been issued. The careers of 45 of the holders of these diplomas are known, and may be classified as follows:—20 obtained appointments in the Provincial or Subordinate Executive Service of Bengal or Eastern Bengal and Assam, 2 are in the service of Native States, one as a settlement and the other as a "circle" officer, 12 are in the Agricultural Departments of the two Provinces, 3 are teachers, 1 is in the Police and 1 a chemist in the Indian museum, while 7 have gone to America for further agricultural training.

The affiliation of
agricultural
colleges to the
Universities.

411. The new regulations of the Calcutta University do not provide for degrees in agriculture. The experience of the working of institutions for higher instruction in agriculture which was gained between the years 1890 and 1901 led the Government of India to question the wisdom of the Resolution which the conference of 1890 had recorded in this matter, and in communicating to Local Governments the decisions of the Simla Conference they stated that it was open to doubt whether the study of agriculture should be encouraged by the affiliation of agricultural colleges to a University. They suspected, and with some reason, that affiliation of agricultural colleges to the Universities would tend to accentuate the tendency to regard these institutions as avenues leading to Government service and to place them still further outside the practical scope of persons who would turn the training received to profit in private farming or estate management.

Instruction in agriculture or nature study as a part of the school course.

School gardens
and special
agricultural
classes at high
schools.

412. The Simla Conference emphasised the necessity of extending the facilities for agricultural instruction to the various classes of the community, and in 1902 a scheme based on the principle that the teaching of simple agricultural facts should be imparted in primary and middle schools and that a certain amount of agricultural science should be taught in certain high schools which were situated near Government agricultural farms was developed and submitted to Government. What was finally agreed upon was that secondary schools should, where possible, be provided with gardens so that proper instruction might be given in simple facts relating to agriculture, and that agricultural classes which would impart more specialised instruction should be opened at certain selected high schools.

Nature study with
special reference
to plant life to
take the place of
the teaching of
agriculture in
ordinary high
schools.

413. Not much appears to have resulted from the adoption of these schemes. As regards the first there are now eight high schools which have gardens attached, but no course of instruction was ever laid down. It has now been decided that no attempt is to be made to teach "agriculture" in these schools. All that is to be attempted is nature study with special reference to plant life; for this branch of nature study the possession of a school garden is highly desirable.

414. There are agricultural classes attached to the following high schools:—the Bardwan Municipal School, the Dumraon Raj School, the Gaya Zilla School, the Ravenshaw Collegiate School, Cuttack, and the Hazaribagh Zilla School. The object of these classes is partly to train generally the faculties in the direction of agriculture and partly to convey a certain amount of specifically agricultural knowledge. The work done in these classes has not been satisfactory. No syllabus of instruction was provided and no arrangements were made for expert supervision. The teaching and management of each class was in fact left almost entirely to the teacher in charge, who had probably a very hazy idea as to what the object of the class was and nothing to guide him except some suggestions which were put forward by the agricultural lecturer at Sibpur when the scheme was inaugurated. Consequently there has been in the working of these classes neither uniformity of principle nor definiteness of aim. Last year the condition of these classes was brought to the notice of the Director of Agriculture, who has now consented to undertake their supervision. A syllabus has been drawn up by that officer, the preparation of a text-book is under consideration, and steps are being taken to draw up a curriculum for the classes and generally to put them on a satisfactory and business-like footing. One of the most important features of the new course will be the practical work to be done at a neighbouring experimental farm.

Agricultural classes at high schools.

415. The various phases of the discussion which has during the last few years centred round the problem of trying to provide a curriculum of studies suited to the needs and capacities of the children of agriculturists have been rehearsed in the Resolution issued by the Government of Bengal on the 10th June 1907 which promulgated a syllabus of studies for the infant section and standards I and II of all classes of schools. This syllabus includes a systematic course of training in nature study. Similar provision is made in the revised syllabus for standards III to VI which is now before the public.

Nature study in middle and primary schools.

416. One of the resolutions passed by the conference of 1893 was that the system of training in normal schools should be adapted to qualify school teachers to give practical instruction in agriculture. As has been explained above it has now been decided that instruction in agriculture should not be attempted in the ordinary school, but stress has been laid on the importance of a practical study of plant life. Agriculture is still prescribed in the curriculum of first grade training schools as one of the branches of elementary science, but this prescription will shortly be modified. It is however essential that each training school should be provided with a garden in which a practical study of plant life may be made. The first grade training schools at Calcutta and Patna are provided with gardens, but these gardens are unsatisfactory and inadequate. Proposals for removing these institutions to satisfactory sites are now before Government. In 1905-06 a garden was sanctioned for the Cuttack training school, but there have been difficulties in connexion with the land acquisition, and the land for the garden has not yet been made available. The location of the garden for the first grade training school at Hooghly is also not yet decided. The Ranchi first grade training school will shortly be removed to a new site, where there is plenty of room for a garden.

Nature study in first grade training schools.

417. The necessity for providing *guru*-training schools with gardens for the purpose of nature study has not been lost sight of. As explained in the chapter on the training of teachers, now that it has been decided to provide each *guru*-training school with a fixed habitation, provision is being made in all cases for a suitable garden.

Nature study in *guru*-training schools.

Engineering and surveying.

The connexion between engineering institutions and the Public Works Department.

418. A lucid account of the organisation and working of Indian Engineering Institutions is to be found in the Fourth Quinquennial Review (paragraphs 738-790). In spite of this the system is sketched in outline below, because such technical education as exists in Bengal cannot be understood apart from the Civil Engineering College at Sibpur, round which

The organisation of Indian engineering institutions.

it has grown up, and the development of the Sibpur College only becomes intelligible when the general conditions under which Indian engineering colleges and schools have grown up are known.

The relation between engineering institutions and the Public Works Department.

419. In the first place it is essential to remember that engineering colleges and schools are conducted with a general view to the recruitment of the several branches of the Public Works Department. This does not mean that the scope of these institutions is confined to the Public Works Department; what it does mean is that the manner in which the Sibpur College and the other institutions connected with it are organised is due to the fact that one, and probably the most valued, opening to which that institution leads is employment in the Public Works Department.

The Public Works Department establishment.

420. Broadly speaking, the Public Works Department is divided into the Engineer Establishment, the Upper Subordinate Establishment and the Lower Subordinate Establishment. The Engineer Department is divided into two services, Imperial and Provincial, the former recruited in England, the latter recruited in India. The pay and the conditions for leave and pensions are different in the two services, but in other respects there is no distinction between them. The Upper Subordinate Establishment is recruited entirely in India and consists mainly of Indians. The ranks of this establishment are Overseers (3 grades), Supervisors (2 grades) and Sub-Engineers (3 grades). An overseer of the third grade draws a salary of Rs. 60 a month and a sub-engineer of the first grade may rise to one of Rs. 500 a month. The Upper Subordinate Establishment is recruited partly from engineering schools and colleges, partly from the Lower Subordinate Establishment, and partly from temporary *employés* and other qualified persons. The Lower Subordinate Establishment is composed almost entirely of Indians; its members hold minor posts on works and railways and are generally styled sub-overseers. Any qualified person may be appointed a sub-overseer, but recruits are mostly drawn from engineering colleges and schools. The Public Works Department also employs, especially in connexion with Government railways, a number of persons who are outside the regular graded establishment. Such *employés* are frequently passed students of engineering colleges and schools.

The organisation of the Sibpur College and connected institutions.

421. Now the Civil Engineering College, Sibpur, is divided into two Departments, the Engineer Department and the Apprentice Department; and all engineering schools, both in this Province and in the Province of Eastern Bengal and Assam, are either affiliated to the Sibpur College and teach up to a certain stage in the Apprentice Department course, or are organised on the lines of that department. The object therefore of the above description of the establishment of the Public Works Department is that the reader may get some idea of the relative standards of the work of the various institutions mentioned below when it is explained that the standard aimed at by the Engineer Department of the Civil Engineering College is that of the Engineer Establishment of the Public Works Department, and that the standard of the overseer and sub-overseer grades are supposed to be attained on the successful completion of the whole and a certain portion of the Apprentice Department course, respectively.

The Civil Engineering College, Sibpur.

Students in the various departments.

422. On the 31st March 1907 there were 366 students of all classes on the rolls of the college. Of these 94 were in the Engineer Department, 233 in the Apprentice Department, 24 in the agricultural class and 15 in the artisan classes. At the close of the last quinquennium the total number of students on the rolls was 306. The figures for each department show an increase during the quinquennium, except those for the artisan classes, in which the attendance has decreased by 20. It is noticeable that the total number of Muhammadans attending the Engineer and Apprentice Departments of the college on the 31st March 1907 amounted to 5 only. Of these, 4 were in the Apprentice Department. The college has to meet the needs not only of this Province but also of Eastern Bengal and Assam, and to a certain extent of Burma.

It has now been arranged with the Government of Eastern Bengal and Assam that a certain proportion of the vacancies both in the Engineer and Apprentice Departments should be reserved annually for that Province.

423. The total expenditure on the college during 1906-07 amounted to Rs. 2,22,981. This total includes Rs. 11,252 spent on the agricultural class. The cost to Provincial revenues of the whole college was Rs. 1,92,618. In paragraph 136 of last year's annual report on public instruction the total expenditure on the college during 1905-06 was quoted as Rs. 1,57,916. In this sum the cost of the agricultural class was not included. If this be added, the total cost for 1905-06 amounted to Rs. 1,67,013, so that during 1906-07 the cost of the college increased by Rs. 55,968, and of this increase Rs. 55,312 fell on Provincial revenues. The increase is chiefly due to the enhanced salaries paid as a result of the re-organisation of the Provincial and the Subordinate Educational Services and the creation of the Lower Subordinate Educational Service.

424. The results of the B.E. and F.E. examinations in 1906 were distinctly satisfactory. In the former the percentage of success was 66·7, a record which has not been approached during the quinquennium; while in the latter it was 57·9, a result which is 4 *per cent.* better than that of the preceding year and 33 *per cent.* better than that of 1904, though it is not quite up to the standards of 1903 and 1902. The Principal, Mr. Heaton, ascribes the good results of 1906 to the fact that for the first time for many years the college was working during the year with its full permanent staff. The list of successful candidates at the B.E. examination was headed by a student of European extraction who has since joined Cornell University in America to study engineering there. The rest of the successful students have been sent for practical training as follows—6 to the Public Works Department, Bengal, 2 to the Public Works Department, Eastern Bengal and Assam, 2 to the Sanitary Engineer, Bengal, and 2 to the Eastern Bengal State Railway. During the quinquennium under review 126 students were presented for the B.E. examination, of whom 55, or 42·3 *per cent.*, passed. For the F.E. examination 137 students were sent up, of whom 71, or 51·8 *per cent.*, were successful.

425. Among the principal developments during the quinquennium may be noticed the development of a mining class as also of a class for the instruction and of motor driver mechanics. These projects are dealt with in paragraphs 465 and 472 respectively below. A hundred-ton testing machine and two cement testers were added to the equipment of the college and proposals have been sanctioned for developing a bureau of scientific testing. The workshops of the college were provided during the quinquennium with an electrical installation for motive power, the erection of which was carried out by the students. An eighty-foot launch with twin compound condensing engines was completely constructed (with the exception of the boiler) in the college workshops, as also two motor boats. The college gained two gold medals for exhibits at the recent Calcutta Industrial Exhibition; one for a motor boat, the other for iron castings. During the period under review the staff of the college was increased by a professor of mining and an instructor in surveying and temporarily by an additional teacher of drawing. The post of instructor in surveying has not yet been filled, as no suitable candidate willing to accept the terms offered has yet been found. At the beginning of 1906 an office superintendent and bursar was appointed temporarily to relieve the Principal of some of the routine work of his office. Proposals have also been submitted to Government for the establishment at the college of a department of industrial or technological chemistry. Some description of this scheme is given in paragraph 494 below.

426. Definite proposals for the removal of the college from Sibpur to Ranchi have now been submitted to the Government of India. Pending the removal the expansion of the college is being checked, and its work, which has been considerably increased by recent developments, is being hampered for want of adequate accommodation; for no building schemes can now be entertained. At the same time the notorious reputation of the college for unhealthiness is unfortunately being maintained; in fact the ravages of malarial fever are becoming annually more severe. In 1904-05, 1,142 cases of malaria were treated in the

University
Examinations and
the arrangements
for the practical
training of the
successful
students.

Developments
during the
quinquennium.

Mechanical
testing.
The workshop.

The staff.

Industrial
chemistry.

The proposed
removal of the
college.

The health record
of the college.

college hospital; in 1905-06, 1,182 cases; and in 1906-07, 1,303. The average number of fever cases under treatment during the year under report represented 36.3 *per cent.* of the total number of patients, both indoor and outdoor, treated at the college hospital; during the period from the middle of July to the end of November, when malaria is most prevalent, the percentage stood at 57.6. The medical officer remarks that the various tanks and water-logged places in and around the college compound, as also the tanks adjoining the dormitories, are most favourable breeding grounds for mosquitoes, and these insects are in his opinion mainly responsible for the prevalence of malaria. He adds that students and servants who suffer from chronic enlargement of the spleen but whom it is impossible to segregate are also sources of infection. In addition to malarial fever bowel complaints have been very prevalent during the last three years, and this prevalence is chiefly attributed to the infection of food-stuffs by flies which come "in immense numbers" from the municipal trenching grounds which adjoin the college.

The Engineer Department. Changes introduced by the regulations of the University.

427. The new regulations of the Calcutta University have modified the University engineering course considerably. Under the old system the first examination in engineering which was mainly a test in mathematics and science was taken by a student at the end of his third year after admission to the college. The examination for the degrees of Bachelor or the licentiate in Engineering, which was mainly a test of subjects specifically connected with engineering, was taken at the end of the fourth year after admission. It must here be explained that the examination was precisely the same for candidates for the degree of Bachelor of Engineering and for candidates for the license. The sole difference lay in the previous educational qualifications of the candidates. Successful candidates who had passed the entrance examination only were awarded a license, while the degree of Bachelor of Engineering was awarded to successful candidates who had passed the first arts examination or the first examination in engineering. The weak point of the old system was that the study of the more specifically engineering subjects was postponed until too late in the course, and that consequently sufficient attention could not be devoted to these subjects, nor could anything be attempted in the way of specialisation in the various branches of engineering. These defects have now been remedied. Under the new regulations the first examination which is now called the intermediate examination in engineering is taken at the end of the second instead of the third year of the course, and after passing this examination a student has a choice between three parallel courses, any one of which may be taken for the degree of Bachelor of Engineering. The courses are (1) civil engineering, (2) mechanical and electrical engineering and (3) mining engineering. Mr. Heaton reports that these courses are based upon those of American and up-to-date English Universities.

The practical training of students under the new system.

428. The college course of training will still be followed by a one year's course of practical training, upon the satisfactory completion of which the college certificate will be awarded. The certificate will specify whether a student is qualified as a civil engineer, or as a mining engineer or as a mechanical and electrical engineer. A certain number of students who have passed the examination for the degree of Bachelor of Engineering in the civil engineering course will be sent annually for training to the Public Works Department, and it is these students who will compete for the guaranteed post of assistant engineer which will be awarded annually on the results of the practical examination held every year by the Public Works Department at the end of the period of practical training. Other students who have passed the examination for the degree of Bachelor of Engineering in the civil course will be sent for practical training either to the Sanitary Engineer or to a railway. Arrangements will also be made for the practical training of graduates in the mechanical and electrical and mining courses.

Proposed enlargement of the scope of the Engineer Department.

429. Mr. Heaton hopes to be able to enlarge the scope of the Engineer Department by admitting as special students persons who have no desire to compete for Government posts, but who wish to be trained in the higher branches of engineering. The admission of such students will not be subject to any age limitation. Modifications of the existing rules have been proposed with a view to permitting the admission of students of this kind.

Mr. Heaton thinks that by providing first class instruction to such students the Sibpur College will contribute largely to the commercial development of the Province. He thinks moreover that students who have passed the intermediate examination in engineering from any institution which may hereafter be affiliated to the Calcutta University up to that standard should be allowed to study at the Civil Engineering College the special courses which lead to the B. E. examination.

430. It has been explained in paragraph 421 above that the standard of the whole and of a certain portion of the Apprentice Department course is that of the Upper and Lower Subordinate Establishments respectively of the Public Works Department. More specifically the course of the Apprentice Department may be described as consisting of 3 stages (a) the sub-overseer course extending over 2 years, (b) the overseer course extending over $1\frac{1}{2}$ years and (c) a practical training course extending over $1\frac{1}{2}$ years. Stages (a) and (b) correspond respectively to the lower and upper subordinate classes at the College of Engineering, Madras, and at the Thomason Civil Engineering College, Rurki. The first two stages end in examinations. The examination which ends the first course entitles a successful candidate who leaves the college at this point to a certificate testifying to the possession by the holder of the theoretical qualifications required of a sub-overseer in the Public Works Department. On the results of the examination which ends the second stage the third grade overseer certificate is awarded, and on the completion of the period of practical training the foreman-mechanic and sub-engineer certificate or the upper subordinate and foreman-mechanic certificate is awarded according to proficiency.

431. The only important developments in the Apprentice Department during the quinquennium under review have been the special provision which has been made for instruction in mining and the improvement which has been effected in the practical training of electricians. The former is dealt with under the head of mining below. The development during the period under review of the latter branch of instruction, which was inaugurated by Sir Charles Elliott, was rendered possible by the installation of the system of electric power distribution, of which mention has been made in paragraph 425 above. About ten of the best apprentices who have completed the overseer course are selected annually and trained during the 18 months which they are required to spend doing practical work at the college before the foreman-mechanic certificate can be obtained. The course of training is a thoroughly practical one, and the students during this period are in charge of the workshop and electric light installation. This training is prized, because it leads to well paid appointments. Mr. Heaton intends to come forward shortly with proposals for re-organising the Apprentice Department by dividing it into two sections:—

- (a) Junior apprentice classes to correspond to the sub-overseer classes.
- (b) Senior apprentice classes to correspond to the overseer classes.

To the senior apprentice or overseer classes he would offer a choice between three specialised courses, namely (1) a civil engineering course, (2) a mechanical and electrical engineering course, (3) a mining engineering course. The first would be specially devised for the training of overseers for the Public Works Department, District Boards and Municipalities.

432. During 1906-07, 48 apprentices appeared at the sub-overseer examinations, and of these 40 were successful. The percentage of successes gained by the Sibpur apprentices at this examination during the last 3 years amounts to 83.1. At the overseer examination of 1906-07, 47 apprentices were presented and 38 passed. The percentage of successes gained by the Sibpur apprentices at this examination during the last 3 years amounts to 76.1. At the beginning of 1906, 4 selected apprentices joined the Public Works Department for training. One of these students gave up his training, but the other three appeared at the examination conducted by the Public Works Department, and all of them secured appointments as second grade overseers.

433. The system under which appointments are made to the Public Works Department is as follows:—Four or more students of the Engineering Department who have passed the B. E. examination are taken in the order of merit in which they stand on the University list and placed on practical training

The Apprentice
Department.

The mining class
and the training
of electricians.

Examinations and
practical training
under the P. W. D.

The system of
recruitment for
the P. W. D.

in the Public Works Department for one year. A number of selected apprentices from the college and the Bihar School of Engineering are similarly placed on practical training in the Public Works Department for one year. At the end of this year a practical examination is held by the Public Works Department, on the results of which the candidates are arranged in a combined list in order of merit. The first graduate candidate on the list is offered an appointment as an apprentice engineer; the others in order of merit are offered appointments, as far as vacancies permit, as probationary overseers. Candidates who hold the foreman-mechanic's or any higher certificate are generally appointed as overseers of the second grade, but any candidate of special merit may be appointed to the first grade.

The supply of apparatus and chemicals.

434. Complaints still continue to be received with reference to the delay in the supply of scientific apparatus, chemicals, etc. In his report on the working of the Sibpur College during 1906-07 Mr. Heaton writes as follows:—

"The usual procedure of indenting for apparatus and chemicals through the Secretary of State results frequently in the materials being actually obtained more than two years after the lists are first made out in the laboratory. Although ordinary routine work can be generally provided for, it is obviously impossible to keep a supply of parts of apparatus liable to breakage, and much inconvenience and interruption to work is the result of the system. In the case of research work, the needs cannot be so definitely foreseen and the delay in supply may easily result in certain cases in rendering the prosecution of the work impossible."

Apparatus received in a damaged condition.

435. Mr. Brühl in his report on the working of the physical laboratory observes that the fact the college authorities are not permitted to obtain from Europe, whenever they are required, small quantities of various stores, such as resistance material, glass tubing, lenses, galvanometer mirrors, plane parallel glasses and similar articles acts frequently as an obstacle to work. He also reports that nearly all the apparatus recently obtained through the Director-General of Stores arrived in a damaged condition owing to bad packing and had to be returned.

436. As stated in paragraph 135 of the annual report on public instruction for 1905-06 the question of the present system of indents is now under consideration, and it is hoped that as a result some substantial improvement may be secured.

Research.

437. During the quinquennium under review Mr. Brühl has been conducting researches into the nature and origin of *laterite*. Mr. Watson, who acted as professor of chemistry during the absence of Mr. Tate on furlough, carried out several investigations the results of which have been published. Among these the following papers may be noticed:—"Silver dioxide and silver peroxynitrate," "Preliminary note on the chemical examination of the milk and butter fat of the Indian buffalo," "The exact determination of the fastness of the more common indigenous dyes of Bengal, and comparison with typical synthetic dye-stuffs," and "Swadeshi soaps."

The Bihar School of Engineering.

Organisation.

438. The Bihar School of Engineering teaches the whole of the overseer course; that is to say, its curriculum covers roughly the same ground as that covered by the curriculum of the Apprentice Department of the Sibpur College, but it has not at present any arrangements for conducting the 18 months' practical training which completes the apprentice course at Sibpur, and consequently it cannot as yet issue the foreman-mechanic's certificate. The organisation of the institution is therefore as follows:—(a) First year class, (b) second year class culminating in the sub-overseer examination, (c) third year class and (d) fourth year class culminating in the overseer examination. There is also a class for the training of *amins* (surveyors). The course of this class is for one year only. Until the year 1902 the students of the Bihar School of Engineering were examined at the overseer and sub-overseer examinations on the papers set for the apprentices at Sibpur. In November of that year, however, Government passed an order conferring on the school the right to conduct its own examinations independently of the Civil Engineering College, Sibpur, but directing that the standard of examinations

which obtained at that college should be adopted as a guide for the purposes of teaching and examination.

439. The annual school session opens in July. In July 1906 there were 198 students at the school, this number being 27 more than the number at the school in July 1905. Of these 198 students 59 were in the *awm* class. The total expenditure on the school amounted during 1906-07 to Rs. 46,132, towards which Provincial revenues contributed Rs. 31,518. The cost for 1906-07 shows an increase of Rs. 6,181* over that for 1905-06. The Head Master explains that the increase is due to the re-organisation of the Provincial and Subordinate Educational Services, as also to the special expenditure on work and fittings for the electric light installation, which is now being carried out.

Numbers and
expenditure.

440. During 1906-07, 10 candidates appeared at the overseer examination, of whom 6 passed, and 33 at the sub-overseer examination, of whom 24 passed. At the *awm* class annual examination held in April 1906, 24 candidates were presented, of whom 22 passed. There is a rigorous system not only of annual but also of monthly examinations. Students failing to qualify at the latter are not permitted to appear at the annual examinations, through which alone promotion to the next year of the course can be obtained.

Examinations.

441. At least one student who has passed the overseer examination is selected annually from this institution for a year's practical training under the Public Works Department along with selected students from the Engineer and Apprentice Departments of the Sibpur College, at the end of which period certain posts in that Department are awarded on the results of an examination. Of the six students who were successful at the last overseer examination, the one who headed the list was elected to enter for the competition just mentioned and is now undergoing practical training under the Public Works Department; three others are also undergoing training under the Public Works Department; another has joined the Sibpur College in order to go through the 18 months' practical training which completes the Apprentice Department course; while another is staying on at the Bihar School of Engineering in order to assist in the erection of the electric light plant.

The future of the
successful
students.

442. It is gratifying to note that Biharis make use of this school. Of the 109 students who joined at the beginning of the session of 1906-07, 65 were Biharis, 35 were Bengalis, while 13 came from other provinces. The total number admitted included 15 Muhammadans; the rest were all Hindus.

Nationality of the
pupils.

443. Though there is nothing very striking to record, the working of the Bihar School of Engineering during the quinquennium under review has been very satisfactory. In paragraph 137 of the report on public instruction in Bengal for 1905-06 reference was made to the success of the institution, and it was there suggested that it was not unlikely that the school would before many years be raised to the status of a college. No step in this direction has as yet been proposed. The existence of a boarding house attached to the school and the corporate and social life among the students which it had been thereby possible to develop were also mentioned. As a gratifying feature of this aspect of the school's work it may be noticed that the students have entirely of themselves formed and developed a club for the holding of lectures, debates, etc. This club has now had a vigorous existence for two years.

Development
during the
quinquennium.

The Cuttack Survey School.

444. Surveying is an important part of the course of all engineering colleges and schools in India. Both a practical and a theoretical study of the subject is an integral part of the curriculum of the Engineer Department of the Sibpur College, as also of both the overseer and the sub-overseer courses, and the students of all institutions which take either one or both of the latter courses are required to do a certain amount of practical field-work annually.

Provision for the
teaching of
surveying in
engineering
schools and
colleges.

* This figure is not calculated on the cost of the school during 1905-06 as shown in paragraph 147 of last year's report. The figures returned for 1905-06 were carefully examined in the light of the returns received direct from the school and found to be incorrect, the mistake having occurred in the returns for the Patna Division. The cost of the school during 1905-06 was Rs. 39,551 and not Rs. 34,311 as stated in the paragraph of last year's report just referred to.

The curriculum of the Cuttack Survey School.

445. The Cuttack school is the only Survey School so called in the Province. The complete curriculum of the school extends over two years, but at the end of the first year's course an examination is held on the results of which *amis*'s certificates are issued to successful candidates. In paragraph 785 of the Fourth Quinquennial Review it is stated that the Survey Schools at Dacca and Cuttack are engineering as well as survey schools and give instruction up to the sub-overseer examination. This as far as the Cuttack School is concerned is misleading. The school teaches up to the sub-overseer standard in the sense that students who have passed the final examination are eligible for sub-overseerships in the Public Works Department, but the school does not as yet teach the full sub-overseer course. The curriculum includes surveying, road-making, estimating and mathematics, but not carpentry, smithery or science.

446. The work of the *amis* classes both at this school and at the Bihar School of Engineering is not satisfactory. Indeed the Survey and Settlement Departments prefer to train their own *amis* rather than employ the passed students of these classes. The improvement of these classes is now under consideration.

Numbers and strength.

447. On the 31st March 1907 there were 99 students undergoing instruction in the school; of these 61 were Uriyas and 38 non-Uriyas. The total includes 3 Muhammadans only, two of whom were natives of Orissa; all the other students were Hindus. The total attendance shows an increase of 6 during the quinquennium; the number of Uriyas in the school has increased during the period by 18. The total cost of the school during 1906-07 was Rs. 5,577, of which sum Rs. 4,399 came from Provincial revenues. During 1905-06 the total cost was Rs. 5,326 and the cost to Provincial revenues Rs. 4,143.

Examinations and the prospects of students.

448. Forty-three candidates appeared at the final or second year examination which was held in 1906-07, and of these 37 were successful. Of these, 25 secured appointments on salaries ranging from Rs. 15 to Rs. 80 a month.

The raising of the status of the school.

449. It has recently been decided that the school is to be developed into an engineering school, the complete sub-overseer course being to start with taken and ultimately the complete overseer course. A site for the enlarged school has already been selected.

Sub-overseer classes at other technical schools and at European schools.

Sub-overseer classes at technical schools.

450. There are classes teaching up to the sub-overseer standard at the Bardwan Technical School and the Maisadal Raj Technical School, Midnapore.

The Bardwan Technical School.

451. The Bardwan school is a very successful institution managed by the District Board. In addition to sub-overseer classes it has also a department for the training of artisans.

The Midnapore Technical School.

452. The Midnapore school was founded some 20 years ago from funds collected from the local *zamindars*, the most generous contributor being the *zamindar* of Maisadal, after whom the school is called. In addition to instruction in the sub-overseer course the school has a department for the training of artisans. The recent working of the school has been very far from successful, and in 1905 Mr. Heaton recommended that the privilege of affiliation to the Civil Engineering College, Sibpur, should be withdrawn. The main cause of the ill-success of the school was apparently want of proper control. It has now been decided that the school shall be removed to a better site and provided with a proper building, towards the construction of which Government has made a grant of Rs. 5,000. The control of the school, which was formerly in the hands of the Education Committee of the District Board, is now to be handed over to a committee consisting of the Magistrate as *ex-officio* president, the Executive Engineer, the District Engineer, one or two representatives of the District Board and of the Municipal Committee, and some representatives of the original donors of the fund.

Examination results.

453. During the last five years the Bardwan and Midnapore Technical Schools presented for the sub-overseer examination 39 and 20 candidates respectively. Of the former, 21 or 53·8 *per cent.*, and of the latter 5 or 25 *per cent.*, were successful.

454. The opening of sub-overseer classes at the Ranchi industrial school was sanctioned in 1904, but these classes have not yet actually been started, because it was doubtful if these classes would be required if the Sibpur College were removed to Ranchi. Sub-overseer classes at Ranchi.

455. At the Victoria School, Kurseong, there is a class for Europeans and Eurasians which teaches up to the sub-overseer standard. It is proposed to start a similar class in connexion with the St. Andrew's Colonial Homes at Kalimpong. These two ventures are dealt with in the chapter on the education of Europeans. Sub-overseer classes for Europeans.

Technical education in schools for general instruction.

456. One of the recommendations of the Education Commission was that in the upper classes of high schools there should be two divisions, one teaching for the entrance examination of the University, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits. In 1898 Mr. J. S. Slater, who was then Principal of the Civil Engineering College, Sibpur, developed a scheme for introducing into high schools a course adapted for boys who were afterwards to be trained for work connected with engineering. This course was to be alternative with the course which culminates in the Calcutta University entrance examination. Sir Alexander Pedler, while approving of Mr. Slater's proposals, advocated an extension of the principle on which it was based, and recommended that the course of studies in high schools should be so arranged as to prepare boys not only for the courses of the Calcutta University but also for "all forms of practical, industrial and commercial pursuits." As a result the so-called scheme for the "bifurcation of studies in high schools" was evolved. This scheme provided that there should be two courses alternative with the University entrance course. These two courses were to be called "B" and "C," and the entrance course has since been known as the "A" course. The "bifurcation" scheme was sanctioned by Government, and its introduction was ordered in certain Government and District Board schools with effect from the 1st January 1901. The "C" classes, which were intended especially to prepare boys for employment in connexion with commerce, have been dealt with under "Commerce" in paragraphs 392 and 393 above. The scheme for the bifurcation of studies in high schools.

457. The aim of the "B" classes is partly general and partly specialised. Their aim is general in so far as their inauguration represents an attempt to give a more practical turn to school education; it is specialised in so far as these classes were deliberately intended to impart a preliminary training suitable for a specific profession and because as such they were brought into direct relation with the scheme of engineering training which had grown up round the Civil Engineering College, Sibpur. The curriculum includes elementary engineering and manual training in a workshop, and students who have passed the examination, which terminates the course, may be admitted to the second year of the Apprentice Department course. The aim of the "B" classes.

458. As far as this Province is concerned the "B" class experiment has hitherto proved a failure. The Government order which sanctioned the "bifurcation" scheme directed that "B" classes should be started at Ranchi, Patna and Midnapore, and consequently at the beginning of 1901 classes were opened at the Ranchi Zilla School, the Patna Collegiate School, and the Technical School, Midnapore. The class opened at the Ranchi Zilla School has since been transferred to the Ranchi Industrial School. The arrangement when "B" classes are held at a technical or industrial school is that the technical subjects are taught at the technical or industrial school, and the ordinary school subjects, or, as they are sometimes called, the literary subjects, are taught at a neighbouring high school. Similarly when "B" classes are held at a high school, the technical instruction required is ordinarily imparted at a neighbouring technical or industrial school. Thus the "B" class students at Ranchi have always received their technical instruction at the Industrial School and their literary instruction at the zilla school. The "B" class students at Patna receive their technical instruction at the Bihar School of Engineering, and those at Midnapore receive their literary instruction at the Midnapore Collegiate School. For the first "B" final examination which was held in 1903, 21 students were The working of the "B" classes.

presented from the three classes mentioned above. The number of students presented from these classes in 1904 was 20, in 1904 it was 17, in 1906, 8, and in 1907, 6. Of the 6 candidates presented in 1907 one came from Patna and five from Ranchi. Of the 72 candidates who have appeared at the final examination since the system was inaugurated, 26, or 36.1 per cent., have qualified. The Ranchi class has succeeded in passing 18 out of 34 candidates, but the Midnapore Technical School has only passed 3 out of 17 and the Patna Collegiate School 5 out of 21. Mr. Walford, Head Master of the Bihar School of Engineering reports that the only students who join the "B" classes at Patna are those who are unable to pass the annual examination of the third class of the Collegiate School and thus fail to get promotion to the second class, and Mr. Heaton reported in 1906 that it was from students of this class that the "B" classes were frequently recruited. During the quinquennium "B" classes were opened at the Bhagalpur Zilla School. This was in 1906. Up to the present these classes have been well attended, and on the 31st March 1907 there were 22 students in them. "B" classes will shortly be opened at Khulna, while the opening of such classes in Cuttack is now under consideration.

Reasons for the
ill-success of the
"B" classes.

459. Various explanations have been put forward to account for the ill-success of these classes. It has been pointed out that no special arrangements were made to foster their development, and it has been suggested that more progress would have been made had inspecting officers made a point of impressing upon teachers and parents the advantages which the classes offer. The real explanation is probably not far to seek. As explained in the chapter on secondary education, the University matriculation examination has hitherto dominated completely the curriculum of secondary schools. Government service is and has been for years practically the one goal to which the ambitions of parents have been directed, and a University certificate is the necessary passport to the great majority of Government departments. This being so, it is scarcely a matter for wonder if few parents are willing to abandon their cherished ambitions for a boy who has just got through the third class of a high school by allowing him to give up all hopes of an University career and join a class designed to give him "a taste for an industrial career." It is true that the "B" course leads on to the overseer course and so possibly to the Public Works Department or to an appointment under a District Board or a Municipality, but then if a boy passes the entrance examination the overseer classes are still open to him.

460. It has now been arranged that the Principal of the Civil Engineering College should inspect all "B" classes, and Divisional Inspectors have been requested to do all that they can to encourage and foster their development. Something may in this way be done to improve the conditions under which "B" course instruction is imparted and to increase the attendance in the classes. But the ultimate success of any attempt to make school education an adequate preparation for the various activities, which should find a place in the life of a vigorous community, must depend on the extent to which the classes of Indian society who use secondary schools are prepared to encourage their sons to take up work other than Government service or clerical employment.

The overseer and sub-overseer examinations.

Proposed technical
examination board
for Bengal and
Eastern Bengal
and Assam.

461. The system of training engineering students up to the overseer standard has been described above, and the attempt to connect a course of technical instruction at secondary schools with this system has also been explained. It remains to say something about the present arrangements for the examination of these students and to state briefly the proposals in this matter which have recently been put forward. The whole system centres round the Apprentice Department of the Sibpur College. The overseer and sub-overseer examinations for the students of this department are conducted by the staff of the Civil Engineering College, Sibpur, and until the year 1902 all institutions in Bengal, as it was then constituted, which trained students to either the overseer or sub-overseer standard or both, took the Sibpur examinations. As stated in paragraph 438 above, in November 1902 Government issued an order allowing the Bihar School of Engineering to conduct its own examinations independently of the Sibpur College. The successful students of this school have since

received certificates signed by the Principal of the Patna College, under whose control the school of engineering is, and countersigned by the Director of Public Instruction. On the other hand the successful students of the Apprentice Department, Sibpur, as also of all the other overseer classes both in this Province and in Eastern Bengal and Assam, which still take the Sibpur examinations, receive certificates signed by the Principal of the Civil Engineering College only. Thus overseer and sub-overseer certificates are at present awarded as the result of two different sets of examinations controlled by two practically independent bodies, namely, the Civil Engineering College, Sibpur, and the Bihar School of Engineering. The final "B" class examination is nominally controlled by a board constituted by Government in 1901, but the functions of this board have never been more than nominal, and the examination has, as a fact, always been conducted by examiners appointed by the Director of Public Instruction direct. It is obviously desirable that the overseer and sub-overseer certificates should represent throughout the two Provinces of Bengal and Eastern Bengal and Assam similar qualifications, and this result will not be attained unless the examinations are controlled by a single authority. It has also been felt that technical education has outgrown the present system of examinations which was organised to meet simpler requirements. It has accordingly been proposed that a joint examination board should be constituted for the Provinces of Bengal and Eastern Bengal and Assam, its functions being to control the overseer and sub-overseer and the "B" class final examinations and to advise the Governments of the two Provinces as to the syllabuses of instruction followed in these classes. It is proposed that the Board should consist of representatives of the Public Works Departments of both Provinces, of representatives of the Boards of Visitors of the Civil Engineering College, Sibpur, and of the Engineering Schools of Bihar and Dacca, and of the Principal of the Sibpur College, who will be *ex-officio* Secretary.*

The training of engineering draftsmen.

462. In paragraph 140 of the Report on Public Instruction in Bengal for 1905-06 reference was made to the need which had arisen for classes for the training of engineering draftsmen, and it was stated that steps had been taken with the help of representatives of leading Railway Companies and engineering firms to establish such a class, which, it was hoped, would be started during 1906. Owing to various difficulties it has not as yet been found possible to open these classes.

Sanitary engineering.

463. The only provision which is made for instruction in sanitary engineering is the arrangement by which three students of the Civil Engineering College who have passed the B. E. examination may be attached annually to the Sanitary Engineer for a year's training. Two students were sent to this officer for training in 1906.

Students from the Sibpur College trained under the Sanitary Engineer.

Mining.

Schemes for special instruction inaugurated during the quinquennium.

464. In paragraph 792 of the Fourth Quinquennial Review the lack of facilities for special instruction in mining was commented upon and contrasted with the rapidly increasing importance of the industry. During the quinquennium under review two schemes for imparting this special instruction have been inaugurated in this Province. The form which these schemes have taken are (1) a mining class at the Civil Engineering College and (2) a system of instruction by means of lectures, etc., delivered in the mining districts. Two specially qualified officers arrived from England in 1905, one to be Professor of Mining at the Civil Engineering College, the other to be Mining Instructor in the mining districts.

The mining class at the Civil Engineering College.

465. The course taken by the mining class of the Civil Engineering College is a modification of the ordinary curriculum of the Apprentice Department. A student of this department who has passed the sub-overseer

The course.

* These proposals have been sanctioned.

examination and wishes to specialise in mining may join the class, in which case he is put through a specialised course of two years, at the end of which an examination on the principles of mining will be held. On the results of this examination diplomas will be awarded. The special subjects of the mining course are as follows:—First year course, (1) geology applied to mining, (2) mining-engineering, (3) coal-mining, (4) metal-mining; second year course (1) descriptive mineralogy, (2) mining-engineering, (3) coal-mining, (4) metal-mining. These subjects are all studied at Sibpur. The students also spend each year about six weeks under canvas in a mining district practising mine surveying and receiving practical training in mining.

The mining diploma and mining certificates of competency.

466. Under the rules for mining certificates which have been published by the Government of India under section 20 of the Indian Mines Act of 1901 provision is made for the award of certificates of competency of two grades—first class and second class. A candidate for a first class certificate must be at least 23 years of age and have had 5 years' practical experience in a coal mine, and no one may compete for a second class certificate who has not had 3 years' practical experience and is over 21. The possession of the Sibpur mining diploma may with the permission of the Board of Examiners exempt the holder in the case of both the first class and the second class certificate from two years of the period of practical experience demanded.

The working of the classes during 1906-07.

467. There was considerable delay in settling the details of the mining course owing to the fact that the proposals originally submitted to the Government of India were subsequently found to be unsuitable and revised proposals had to be made. This delay has hampered the development of the class considerably. After the sub-overseer examination, which was held in February 1906, a mining class was got together and 29 apprentices joined it. Hearing, however, that the course was not settled 24 of these students left the mining class and reverted to the ordinary overseer course. The five who remained in the class all passed the examination at the end of the first year of the course and they are now going through the course of the second year. Four apprentices who had passed the overseer examination were allowed as a special concession to take all the special subjects required by the mining course in one year (1906-07). They all passed the examination held at the end of the 1906-07 session and have since obtained good appointments. After the sub-overseer examination in 1907 ten students joined the class.

The mining camp.

468. During November and December 1906 the class was in camp at Jherria with Mr. Robertson, the Professor of Mining. Mr. Heaton reports that the class was welcomed by the local mine managers, who allowed the students every facility for acquiring practical experience, even allowing them to survey mines which were in active use.

The students' mining society.

469. The students of the mining class have formed a society for the purpose of reading and discussing papers on mining subjects and of adding generally to their stock of mining knowledge. The society publishes a journal.

Mr. Robertson's views as to the future development of the mining class.

470. Mr. Robertson has recorded a note on the future development of the mining class, of which the following is an extract:—

"I consider it highly desirable to develop the practical side of the mining department, but have till now put forward no definite scheme, as I wished to study the lines of work which are most suited to the conditions of the country. With regard to the mining laboratory, this can be gradually built up, and perhaps might be allowed to hang fire a little, until after the removal of the college. I have, however, this year indented for the nucleus of this laboratory, a fine-grinding machine for the purpose of experimenting with Indian coal and attempting to separate on a commercial scale the ash from the clean coal. It is proposed to add an experimental coal washing plant later on. With regard to practical work I have noticed that in applications for mining assistants a knowledge of boring is looked upon as a *desideratum*. It would therefore be desirable to turn the mining students on to this work. . . . I propose to make practical boring part of the regular work of the students."

Mining instruction in the mining districts.

Mr. Griffiths' work.

471. Mr. Griffiths, Mining Instructor, Bengal, began his work in May 1906 by a series of 13 preliminary lectures which were delivered at Jherria and Sijua. These lectures were well attended. In November 1906 a regular course of instruction was started at Jherria, Loyabad, Charanpore and Sanctoria. One lecture a week was given at each of these centres, and more than 20 lectures

were delivered at each centre. The course of instruction was approved by the Mining Advisory Board, which was constituted by Government in 1904 to advise on questions connected with the practical teaching of mining in the districts. The attendance at the lectures was very satisfactory, and at their annual meeting held in May 1907 the members of the Mining Advisory Board expressed themselves as well pleased with the progress which had been made. Examinations will be held at the four lecturing centres mentioned above, and on the results of these examinations certificates will be issued under the signature of the President of the Mining Advisory Board. Local committees have been formed to make arrangements for lectures and examinations and to encourage attendance at the lectures. These committees have been of great assistance to Mr. Griffiths.

The training of motor driver mechanics.

472. In paragraph 141 of the Report on Public Instruction in Bengal for 1905-06 allusion is made to the proposed establishment at the Sibpur Engineering College of a class for the training of motor driver mechanics. Since the close of the period under review this class has been started. The course of instruction comprises (a) keeping a car in order and carrying out ordinary running repairs and (b) driving.

Class started at Sibpur.

Industry.

The scope of industrial education.

473. The authority of the late Viceroy has already been quoted for the view that many persons use the phrase "technical education" without having any clear idea of what it signifies. In connexion with the phrase "industrial education" the confusion is even greater. Sometimes the latter phrase is coupled with the former in such a way as to suggest that technical education and industrial education are synonymous; at other times statements are made, such as that technical and industrial education are a *special subject*. Then again the phrase "technical education" is sometimes so connected with the phrase "industrial education" that the former appears to be intended to cover the latter.

The confusion resulting from the terms not being fixed.

474. An industry cannot exist, unless there are available for it an adequate number of workmen or artisans with at least a sufficient degree of efficiency. One of the methods by which an industry may be improved is by teaching the artisans to do their work more efficiently, and the training of artisans to that degree of manual dexterity which the successful conduct of the industries of a country demand is the function of industrial education. It differs from technical education in that it does not aim ordinarily at imparting more than that proficiency in a handicraft which comes from practice, whereas technical education aims at imparting that knowledge of a handicraft which is based on an acquaintance with the principles which underlie it. This distinction is obviously the basis of our present system of nomenclature. There are schools in the Province which are called both technical and industrial, *i.e.* technical in so far as they impart a course of instruction similar to that of the Apprentice Department of the Sibpur College and industrial in so far as they attempt in their workshops to train artisans to do certain manual work with dexterity. The handicrafts with which these two classes of students are concerned are often to a considerable extent identical. In the case of several schools, for example, the students of the overseer classes and the artisans both learn carpentry and blacksmith's work, but whereas the training of the latter aims mainly, if not entirely, at mere manual dexterity, the instruction of the former is directed beyond mere manual dexterity to the principles which underlie the arts of wood and iron work.

The province of industrial as distinct from technical training.

475. The problem then of industrial education is the problem of training the artisans who are engaged in existing industries to that standard of efficiency which each requires, if it is to hold its own in the market, and of preparing artisans for any new industry which it may be found desirable to create. As the conditions of an industry become more scientific and a higher degree of

Industrial education is not purely empirical.

intelligence is required in each individual worker, so is the distinction above drawn likely to become blurred, because merely empirical methods may then fail to produce the degree of dexterity which is required. Moreover, it is not maintained that from the training of the Indian artisan, even under present conditions, the study of the principles which underlie processes should be altogether excluded. The Government of India protested against this exclusion in their letter which dealt with the recommendations of the Industrial Education Committee, but under existing conditions this aspect of industrial education is not sufficiently prominent to obscure the distinction between the training required by the ordinary worker or artisan and the person whose function it is to direct or develop an industry, or even to supervise it.

The technological aspect of industrial education cannot be ignored.

476. But the success of an industry depends largely on whether the methods and processes employed are the best possible from the point of view of expeditious and effective production, and the best methods and processes can only be ascertained by scientific observation and experiment. It follows therefore that in discussing the training of artisans two questions arise—(a) how they are to be taught and (b) what they are to be taught. The latter aspect of the question is really a matter for the technologist, but it cannot be ignored in a discussion of this kind. Consequently the scope of the subject must be enlarged to include this technological aspect of the industrial problem, and for the purposes of the remarks which follow industrial education may be taken to include (a) the training of artisans who are either engaged in industries which exist or may be required for such industries as it may be decided to attempt to create, and (b) the scientific investigation of the principles of any particular industry with the object of ascertaining the methods and processes according to which it can best be conducted.

The Simla Conference and the Industrial Education Committee.

Criticism of industrial schools

477. The Simla Conference of 1901 recorded a criticism of the working of industrial schools and made certain suggestions with regard to them. The criticism was to the effect that industrial schools had been wanting in definiteness both of methods and objects, that there had been no clear distinction between general and technical studies, that they had depended for initiation and support upon the volition of local bodies rather than upon any sustained policy of Local Governments, that they had been insufficiently co-ordinated with local industries or trades, and that the impression produced by them either upon industrial development or upon industrial education had been relatively small.

The Industrial Education Committee.

478. The views of the Simla Conference were forwarded to the Government of Bengal in November 1901 along with a report on practical and technical education which had been drawn up by Sir Edward Back in 1900-01, and the Government of India in forwarding these papers announced their intention of appointing a small committee to consult with Local Governments and assist them in working out practicable schemes for industrial education. They asked that a scheme might be prepared so as to be ready when the Committee visited Bengal. This unfortunately could not be done, because the letter of the Government of India only reached the Director of Public Instruction a few days before the Committee sat in Calcutta. However, the Committee took evidence in Calcutta, and a scheme was subsequently prepared by Sir Alexander Pedler and submitted to the Committee and to Government. The Industrial Education Committee submitted their report to the Government of India in February 1902.

The Serampore weaving scheme.

The rejection of the proposals of the Industrial Education Committee.

479. Very little resulted from the work of the Industrial Education Committee. They submitted no practical proposals for carrying out the principles accepted at the Simla Conference, but put forward in outline a new system resting on an entirely different basis. In brief their proposals contemplated the abolition of industrial schools and the substitution of a system of workshops registered for the training of apprentices under Government supervision, the ultimate object being that eventually the craftsmen should be gathered together under one roof or in one group of adjoining workshops,

thus forming a series of institutions on the model of the Casanova Boy Artisan School at Naples. The Government of India were unable to accept the proposals of the Committee as sound or to regard their wholesale condemnation of the industrial school system as justified by the evidence which had been put before them.

480. In communicating their views, the Government of India made certain proposals with reference to the lines on which a practical beginning might be made in the extension and improvement of industrial education. They pointed out that two important objects to be aimed at were (1) to keep up and develop a boy's inherited manual skill, and (2) to give him a general education which would enlarge his prospects as a craftsman, while preventing him from falling into a clerical groove; they suggested that these objects might be attained by starting in selected places half-time industrial primary schools, the course of studies in which should be designed with special reference to teaching accuracy of workmanship and to familiarising the pupils with the best designs and processes as applied to their hereditary trade. Geometrical drawing and designing should, they proposed, form a large part of the course, the general education given being determined with reference to the trade. According to this system the boys would spend half the day at the primary school and the other half in working as registered and supervised apprentices under approved artisans who would receive a monetary reward for each apprentice on the conditions (1) that they taught them the trade thoroughly and not merely the elementary processes, (2) that they accepted supervision and control by a Government expert.

The scheme for industrial schools sketched by the Government of India.

481. In putting forward these proposals the Government of India emphasised certain conditions which in any attempt to carry them out into practice it would in their opinion be necessary to enforce strictly. The first was that admission should be strictly limited to pupils whose caste occupation was the industry which the school was intended to develop. The second was that the education given in the primary school should be so ordered, as not to fit the pupil for clerical employment; that no English should be taught, and that the reading should be limited to the vernacular. The third was that scholarships should be provided for all pupils, at any rate for some time to come. The Government of India added that if any progress was to be made an inspector would be required who knew more than the teachers whose work he was to inspect, including the teachers in the workshop. They admitted the difficulty which the appointment of such an inspector entailed, and asked whether it might not be advisable to confine the experiment to start with to a single industry; in which case they suggested that the preference should be given to weaving. They stated that as a general rule industrial schools of the type contemplated should be established, maintained and controlled by Government direct, but desired that grants-in-aid should still be made for efficient industrial instruction in schools under private management. They also suggested that existing industrial schools should be examined and directed, where necessary, to sounder methods.

Conditions essential for the success of industrial schools.

Industrial schools to be under Government management.

482. On receipt of these proposals the Government of Bengal called upon the Director of Public Instruction for definite recommendations, and in compliance with this direction Sir Alexander Pedler submitted a scheme, the main feature of which was the development of the silk-weaving industry in connexion with the sericultural school at Rampur-Boalia, which was to be the centre of the proposed organisation. This scheme was considered by a committee consisting of representatives of the Bengal and the Bengal National Chambers of Commerce and the Indian Industrial Association, and Government officials, and it was decided that the development proposed by Sir Alexander Pedler should be extended so as to include not only silk-weaving but also cotton and wool-weaving. Serampore was selected as the centre of the proposed work, because there was at that place and in its neighbourhood an intelligent artisan population which had already adopted certain important weaving improvements. The loom and apparatus, however, which are used at Serampore were introduced in Europe 150 years ago; and the latest English hand-loom is four or five times as effective as the loom now used at Serampore.

The development of the weaving industry decided upon.

Reasons for selecting Serampore as a centre.

The Serampore scheme.

483. In paragraph 148 of the report on public instruction in Bengal for 1905-06 it was stated that the Government of India had sanctioned the opening of a weaving school at Serampore, and the object of the scheme was briefly explained. More in detail the scheme is as follows:—A weaving school is to be established at Serampore at which two different classes of students will be instructed. The first class will consist of young men who have had some technical training, and who will be put through a two years' course of instruction conducted through the medium of English, the idea being that these men will be useful hereafter either as instructors at Serampore or at the outlying centres of instruction or as managers of manufacturing concerns. The second class of students will consist of weavers from Serampore and its neighbourhood, who will be put through a less advanced course of training lasting for about 6 months and conducted through the medium of the vernacular. The Serampore School will not only give instruction; it will also be the centre from which the instruction which will also be given at outlying stations will be controlled. Such centres of instruction already exist and they will be added to. It is not proposed to attempt at these outlying stations a course of training so advanced as that which is contemplated for the Serampore School, but arrangements will be made for drafting a few selected weavers, who have undergone some instruction at these centres, to undergo the more advanced training available at Serampore. In the course of training for the weavers at Serampore instruction in drawing and design will be included, while the weavers under training in outlying centres will receive instruction in those subjects either in the local *silla* school or in classes which will be specially arranged for them. All weavers under training, who are not too old, will be required to attend the primary classes of some local school. All students at the Serampore School will receive scholarships, and arrangements will be made under the Co-operative Credit Societies Act for making advances to weavers who have been through the training to enable them to purchase the apparatus which they will require, if they are to make use of the knowledge which they have acquired. The schools both at Serampore and at the outlying centres are to be confined to pupils whose caste occupation is weaving, but Christians and other sections of the population, who do not recognise caste, will be admitted, if they can satisfy the authorities that they are likely to support themselves subsequently by weaving. The school is to be in charge of a principal and a head master who are to be recruited in England. Every preparation has been made for the opening of the school, but nothing can be done until the officers expected arrive.

Industrial schools and classes.

Artisan classes at the Sibpur College.

484. Artisans are received at the Civil Engineering College, Sibpur, and trained in the following handicrafts:—Carpentry, smithery, fitting, turning, iron-foundry, brass-foundry, pattern-making, tool-making and plating. The artisans under training receive stipends which vary from Re. 1 to Rs. 3 a month according to their skill, and when an artisan can do paying work half the value of his earnings is placed to his credit in the college books and paid to him when he has completed a satisfactory course of training in the particular branch at which he is working. There has been a considerable decrease in the number of artisans attending the Sibpur College during the quinquennium under review. On the 31st March 1902 there were 35 artisans under training, and on the 31st March 1904 there were 42, but on the same date of this year (1907) the number had sunk to 15 only. Mr. Heaton remarks that the absence of barrack accommodation prevents the college workshops from being used by stipend holders from the *mufassal*, and that the distance of the college from Calcutta makes it inaccessible for residents around Calcutta.

Other industrial classes at technical schools and the Ranchi Industrial School.

485. The technical schools at Burdwan and Midnapore have artisan classes. The former institution gives a training in carpentry and blacksmiths' work; the latter in carpentry only. The Ranchi Industrial School trains artisans in a variety of handicrafts, among which may be mentioned blacksmiths' work, carpentry, cane-work and carriage painting. About 70 artisans

were attending the school at the end of 1906-07. There are industrial classes at the reformatories at Calcutta and Hazaribagh, full information about which will be found in the annual reports of those institutions.

486. The information available about private industrial schools is very meagre, nor does the work accomplished by the institutions which do exist appear to be sufficiently important to merit a lengthy description. In view, however, of future developments it is desirable to give some account of what schools there are and what work they are attempting. Private industrial schools.

487. The only Division of the Province in which there appears to have been any advance during the quinquennium under review is the Chota Nagpur Division. There are now in that Division, besides the Ranchi Industrial School, 29 private institutions, and on the 31st March 1907, 465 students were borne on the rolls of industrial schools. This represents an increase during the quinquennium of 300 *per cent.* in institutions and 145 *per cent.* in pupils. In this connexion the Inspector of Schools, Mr. Stark, observes as follows:— The Chota Nagpur Division.

"The Division is fortunate in possessing several industrial centres, whose presence has called into existence artisans and operatives. Some attempt has been made to supplement native talent by technical training and there are schools in which pottery, lac-making, carpentry, blacksmithery, sculpturing, carriage building, weaving and the like occupations are taught. However, only a beginning has been made and much remains to be done, for there is practically an unlimited field for skilled handicraftsmen."

488. This increase is mainly due to the exertions of Mr. Radice, Deputy Commissioner of Hazaribagh, in which district the number of industrial schools has increased in two years from 3 to 18, but missionary societies in Singhbhum have also made technical schools a feature of their educational work. In Hazaribagh blacksmithery is the most usual subject taught, while in Singhbhum carpentry is in demand. In all the industrial schools in this Division reading, writing, plan and sectional drawing and bazar arithmetic are taught. Mr. Radice's work.

489. In Calcutta there are 5 industrial schools receiving aid from Government; of these the school of the *Mohila Silpa Samiti* is for women only and will be dealt with in the chapter which deals with the education of Indian girls. Of the others the most important is the Oxford Mission Industrial school at Ballygunge, which teaches carpentry and viceman's work and had 69 pupils on its rolls on the 31st March 1907. This school admits Christians only. There are two schools for Muhammadans only—the Muhammadan orphanage and the Kareya Industrial School, of which the former teaches printers' work, embroidery and tailoring, the latter tailoring and watch-repairing. The remaining institution is the Calcutta Orphanage, at which on the 31st March 1907, 17 Hindus were being taught, some carpentry and others tailoring. All these schools provide instruction in the "three R's." Calcutta.

490. In the Presidency Division outside Calcutta 3 industrial schools are returned, as well as an institution at Baranagar, which is intended for the training of Hindu widows and which is mentioned elsewhere. One of these is at Kaorapakur and teaches carpentry; the other two are at Khulna and Sargachi near Murshidabad; the former teaches carpentry, the latter carpentry and weaving. All three institutions teach the "three R's." The Church Missionary Society have a middle English school at Hât Chapra near Krishnagar in which the Sloyd system of manual training is taught, and attached to the school are workshops in which boys are trained with a special view to employment in the workshops of the Eastern Bengal State Railway at Kanchrapara. The Presidency Division outside Calcutta.

491. In the Burdwan Division, in addition to what is attempted at the technical schools at Burdwan and Midnapore, some instruction in carpentry is given at the industrial school which is attached to the Wesleyan Mission Boys' School at Kharsuli near Raniganj. The Wesleyan Mission school at Bankura has also workshops in which Christian boys are trained in carpentry, cane-weaving, shoe-making and hand-loom weaving. The only other school in the Division is the sero-agricultural school at Sabang. There were 5 students on the rolls of this school on the 31st March 1907. The Burdwan Division.

The Patna
Division.

492. Five industrial schools were started in the Patna Division in 1904-05. Three of these are in Saran and teach basket work to the Maghia Dômes. Of the others one is attached to the railway workshops at Samastipur and teaches carpentry, blacksmiths' work; the fifth is at Gaya and teaches carpentry. The schools in Saran and at Samastipur teach the "three R's."

Orissa, the
Tributary States
and the Bhagalpur
Division.

493. The only industrial schools in Orissa are three institutions in the Balasore district which teach carpentry, blacksmiths' work and weaving. An industrial school was opened in the Mayurbhanj State in 1906-07, but it was closed during the year. There are no industrial schools in the Bhagalpur Division, except the lace school at Kalimpong, an account of which is given in the chapter which deals with the education of Indian girls.

Technological classes at the Civil Engineering College, Sibpur.

Details of the
proposals
submitted to
Government.

494. In paragraph 142 of last year's annual report on public instruction it was stated that a scheme was under consideration for the establishment of classes for imparting instruction in industrial chemistry at the Sibpur College. This scheme has now been worked out and submitted to Government. According to the proposals classes are to be started to impart instruction in (a) technological chemistry and (b) dyeing and the chemistry of dyeing, the full course of instruction covering three years and comprising the following branches of the subjects, each of which is to be dealt with not only in lectures but also practically in the laboratory:—(I) Technological chemistry, (a) organic chemistry (general), (b) applied chemistry, (c) heat engines, (d) the principles of machine design, (e) the drawing of buildings and machines and (f) manual training, carpentry and fitting; (II) Dyeing and the chemistry of dyeing, (a) organic chemistry (general), (b) the chemistry of dye-stuffs and textile materials, (c) the study of practical processes upon an experimental scale, (d) heat engines, (e) the principles of machine design, (f) the drawings of buildings and machines, and (g) manual training, carpentry and fitting. It is proposed that admission to the class should be by nomination by a Commissioner of a division, and that the number of nominations annually available should be about 14. It has also been suggested that stipends sufficient to cover the cost of living at the college should be provided for all the students. These classes, if sanctioned, will be opened as a tentative measure. It is anticipated that, if the Civil Engineering College is removed from its present site, it will by the time that the removal is effected be clear, whether in the event of the classes being successful enough to be continued, the proper course will be to remove them with the college or not. It is possible that the experiment will then be found capable of development in the direction of industrial or artisan classes in connexion with a central institution in or near Calcutta, or attached to special institutions at the head-quarters of particular industries.

General remarks.

The work of the
quinquennium.

Engineering.
Art.

Commerce.

Agriculture.

Industry.

Aims of industrial
education more
clearly defined.

495. Now that the tale has been rehearsed, the question which arises is, whether any real advance is apparent anywhere. The severest critic could scarcely answer this question by a direct negative. The engineering institutions have undoubtedly improved and are developing. The School of Art has been rescued from the mistakes of the past and re-organised on sounder principles. An attempt at least has been made to provide commercial instruction on sound lines, and if the community does not choose to take advantage of what is offered it will scarcely be fair to lay the failure which must inevitably follow to the charge of the Education Department or Government. The paramount importance of agriculture has been recognised in the colleges which are now in course of construction and something has been done to improve the education of the vast agricultural population and that branch of the work of secondary schools which aims at preparing a foundation on which specialised agricultural training can be imposed.

496. As regards the problem of industrial education it cannot be said that we are in the same position now as that which we occupied before the Simla Conference. The very recommendations of the Conference and the discussion to which they gave rise have done a great deal to solidify views and to concentrate aims, and so to point the way to the adoption of sounder and

more scientific methods of dealing with the problem. The Serampore weaving scheme marks a decided advance. Setting aside, however, for a moment the Serampore weaving scheme and the scheme for technological classes at the Sibpur College no real advance is manifest. Indeed as regards existing schools the very defects to which the Simla Conference drew attention still seem to be prominent. There is still apparent that lack of definiteness both of methods and objects, that want of co-ordination with local industries or trades, and that uncertainty of initiative and support which will always prevail so long as the schools have to depend upon the volition of local bodies rather than upon any sustained policy of Government. Moreover, in the face of the great preponderance of classes teaching carpentry and smithy work it is difficult to resist the conclusion arrived at by Sir Edward Back as regards technical and industrial schools in India, viz., that their object appears to be to teach these subjects to boys who have no intention to become carpenters or to engage in any manual occupation whatever. It is not maintained that there are no industrial schools at which sound work is being done. It must, however, be admitted that the effect of the existing schools on the industrial development of the Province is practically negligible.

497. The reason for this want of progress is not far to seek. A system of industrial schools co-ordinated to the trades and industries of the Province can never be created except on the initiative of a department or at least an officer whose business it is to study those industries. If any real and steady progress is to be made, there must be at least one officer possessed of the required capacity who, while it will be his business to be generally acquainted with the larger industries of the Province, will be available to conduct special investigations into the conditions of any particular industry which either he or others may think it desirable to develop by some such scheme as that proposed at Serampore. Such an appointment has recently been proposed to Government, and it has been suggested that the officer to be recruited should be styled "Superintendent of Industries and Inspector of Technical and Industrial Institutions." It is recognised that industrial development, even in that aspect of it which is called industrial education, lies outside the proper scope of the Education Department, and even though it is proposed that the officer whose recruitment has been suggested should, to start with, work in connexion with the Education Department, it is not considered that this is desirable as a permanent arrangement. On the contrary it is hoped that this appointment will lead in time to the creation of a Department of Industry to the control of which all technical and industrial institutions will be transferred.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

The scope of the chapter.

498. The scope of the chapter is the education of Indian girls and women in all its branches. All institutions for the instruction of Indian girls and women are taken into consideration, and all Indian females attending educational institutions not specifically designed for them are considered as being within the chapter's parview. In addition to this all recognised schemes for teaching Indians girls or women by means of agencies other than schools or colleges are dealt with.

Girls under instruction.

499. On the 31st March 1907 there were 1,21,195 girls and women in all classes of public institutions for Indians. Of these 1,19,882 were in primary and secondary schools for Indian pupils, the balance being in normal and medical schools and other technical and professional institutions. One in every 33 girls of school-going age, or 3 per cent., was under instruction in secondary and primary schools, as against 1 in every 58 girls of school-going age, or 1.7 per cent., at the end of the last quinquennium. Of the 1,19,882 girls

in secondary and primary schools, 73,285 were in girls' schools and 46,597 in boys' schools. As explained in paragraph 161 of the report on public instruction in Bengal for 1905-06 each centre where *zanana* education is imparted is reckoned for the purpose of statistical returns as a primary school and the girls under instruction as students in such schools. The total number of girls in girls' schools which is returned above as 73,285 includes 191 girls who were being instructed at 12 such centres and 1,057 girls and women who were receiving instruction from 51 teachers who were engaged in *zanana* education under the scheme for instruction by house to house visitation which is described in paragraph 574 below.

Distribution according to race and creed.

500. The total 1,21,195 quoted above may be distributed as follows:—Hindus 85 *per cent.*, Muhammadans 9 *per cent.*, Indian Christians 5 *per cent.*, the balance consisting of Europeans and Eurasians, Buddhists, Parsees and others. In the present area of Bengal Hindus constitute 78 *per cent.* of the population, Muhammadans 17 *per cent.*, and other religions 5 *per cent.*

Indian girls in European schools.

501. At the end of 1906-07 there were 366 Indian girls being educated in schools for Europeans.

Girls in various stages of instruction.

Advance in numbers but no corresponding increase in the higher stages.

502. Over 99 *per cent.* of the girls returned as being under instruction in primary and secondary schools for Indian pupils at the end of the period under review were in the primary stage of instruction. The proportion of girls in the secondary stage of instruction amounted to 43 *per cent.* One hundred and forty-three girls were returned as being in the high stage of instruction, and all these were either Christians or members of the Brahmo Samaj. At the end of 1901-02 the number of girls in the lower primary stage of instruction represented just under 98 *per cent.* of the total, and the proportion of girls in the secondary stage of instruction amounted to 62. The number of pupils in the high stage of instruction remained unchanged during the quinquennium. There has been a considerable advance in the number of girls sent to school, but the returns do not disclose any desire on the part of parents to keep their daughters at school for longer periods. Some remarks on this aspect of the question will be found in paragraph 520 below.

Expenditure on institutions and schemes for the education of Indian women and girls.

51 *per cent.* of the cost is borne by public funds.

503. The total amount spent on schools and colleges for Indian girls and on recognised schemes for *zanana* instruction during 1906-07 was Rs. 5,46,803. Towards this amount public funds contributed Rs. 2,80,631 or 51.3 *per cent.* These totals include the expenditure incurred on account of the training of teachers, as also the expenditure incurred on account of the 2,493 boys who were being educated in schools for Indian girls, but exclude the cost of the education of those girls who were being taught in boys' schools or in other educational institutions not specifically designed for Indian females.

Collegiate education.

Special conditions of examination for female candidates.

Study in an affiliated college not essential.

504. The new regulations of the Calcutta University make special provisions for female candidates. They may be admitted to the intermediate examination in arts or science and to the B.A. examination without studying in an affiliated college. No female candidate, however, may take either the former or the latter examination until two years have elapsed from the matriculation and intermediate examinations respectively, and such a candidate cannot be examined in any science for which a practical course is prescribed by the regulations, unless she can produce a certificate from the principal of an affiliated college to the effect that she has been through a practical course in a laboratory. Nor can any female who is not sent up by an affiliated institution be admitted to any University examination, unless she can satisfy the Syndicate by the production of a certificate as to (a) her good conduct and (b) her diligent and regular study. For the matriculation and intermediate examinations a

female candidate may offer any language accepted by the Syndicate as a second language, and under the regulations arrangements are to be made to examine female candidates, if they desire it, in a separate place and under the superintendence of ladies.

The Bethune College, Calcutta.

505. The only college in Bengal for the education of Indian girls is the Bethune College, Calcutta. The other two colleges for females which are shown in the tables are the collegiate departments of La Martinière School for Girls, Calcutta, and Loreto House, Calcutta. Indian girls are admitted to the latter; the former department has been in abeyance for some years. There are said to be collegiate classes connected with some of the missionary girls' schools in Calcutta, but these classes are not affiliated to the University. As explained above a girl may be admitted to the University examinations without studying in an affiliated college. The only affiliated institution.

506. At the close of the period under review the staff of the Bethune College consisted of a lady principal, three professors and three lecturers. One of the latter is a woman; all the other professors and lecturers are men. During 1906-07 there were 23 students in the college, of whom 15 were Brahmos, 6 were Indian Christians, and 2 were Jewesses. The average number of students on the rolls of the college on the 31st March throughout the quinquennium was 24. Staff and numbers.

507. For the F.A. examination of 1907 four students were sent up; they all passed, one in the first division, and three in the second. Of the candidates presented at this examination during the quinquennium 82.8 *per cent.* have been successful, and 17 *per cent.* have obtained places in the first division. For the B.A. examination of 1907 six candidates were sent up and two passed. Thirty candidates have been presented at this examination during the quinquennium, of whom 6, or 20 *per cent.*, have been successful. Examinations.

508. M.A. classes in English and philosophy were opened in 1903; this was the first attempt to provide teaching up to this standard. There was one student in each class, but neither of them appeared at the M.A. examination. The class in philosophy has been re-opened this year with one student, who is expected to appear at the next M.A. examination. M.A. classes.

509. In 1903 a club was formed among the students of the college and the pupils of the upper forms of the collegiate school. The object of this club, which is called the Bethune College Union, is to promote the physical, intellectual and moral welfare of the students and to promote friendly association between teachers and students and the students themselves. The Lady Principal reports that this club has been much appreciated by the students and that it has been "of immense benefit to them, by bringing them into closer contact with their teachers and affording them facilities for interchanging their thoughts and ideas among themselves." Debates are held, in which the girls take part freely, many of them acquitting themselves creditably as speakers. An annual grant of Rs. 200 is provided for the purchase of newspapers and periodicals for the students. The intention is to form a students' common room, but owing to lack of accommodation it has not been possible to make a room available for this purpose. There is a hostel attached to the institution in which some college students and pupils of the collegiate school live. The present building accommodates 32 only, and the necessity for increased accommodation has become urgent, as many applications for admission have to be refused. The commission appointed by the Senate of the University to inspect colleges in Calcutta reported in 1905 that a separate hostel for Hindu girls was a great want. The college union, the students' common room, and the hostel.

510. The classes of the college are all carried on at present in one large hall. As regards this the commission, to which reference has just been made, observed that, though the hall was spacious and admitted plenty of light and air, and the college classes small, "the almost inevitable bafflement of the effort of concentrated attention, when five or six lectures are going on under one roof and within four walls simultaneously, must go far to defeat the ends for which the Bethune College was founded." Moreover, there is no other room in which the students can meet except the library, which during college hours is used as the professors' room. The want of a reading room for the The defective character of the present buildings and want of space.

students was noted by the commission. More space for games and physical exercise generally is also badly needed. The Lady Principal reports that the students who reside in the hostel are able to play badminton, but that there is no room for other games, and that no provision can be made for the students and pupils who do not reside on the premises.

Steps taken to
provide more
accommodation.

511. Land has already been acquired and plans and estimates, which provide for the construction not only of the buildings required by the arts college but also of the buildings required for the training college which it is proposed to establish in connexion with the Bethune College, are under the consideration of Government.

Expenditure.

512. The expenditure on the College during 1906-07 was Rs. 18,254. Of this sum Rs. 883 were derived from fees; the balance represents the cost to Government. The expenditure for 1906-07 shows an increase of Rs. 4,277 on that of the previous year. This increase is due to the recent re-organisation of the Education Services.

Female candidates at University and other examinations.

1907 and 1902.

513. Twenty-six girls appeared at the recent entrance examination and 17 passed. The Bethune Collegiate School sent up 11 candidates and passed 9. In 1902 eighteen girls appeared at the entrance examination. At the Sanskrit title examination of 1907 a Hindu lady passed the degree examination in *sanskhya* (philosophy). In 1903 this same lady passed the title examination in *kalaparyakarana* (grammar).

Secondary education.

High schools.

Numbers and
management.

514. On the 31st March 1907 there were 7 high schools for girls in the Province. Six hundred and eighty girls and 39 boys were being educated in these schools on that date. Only one of these institutions, viz., the Bethune Collegiate School, is managed directly by Government. There is a high school for girls in Calcutta which is controlled by a committee of the Brahmo Samaj and a high school for girls in Bankipore which is controlled by a local committee. Some account of the last-mentioned institutions is given in paragraph 516 below. The remainder are all mission schools in Calcutta. The statistics for 1905-06 show six high schools for girls only. The increase is, however, only apparent. An unaided high school for girls in Calcutta under the control of the Women's Union Mission has been included for the first time in the returns for 1906-07, though the school has been in existence for some time. Miss Brock describes the school as a flourishing institution which is averse to control or inspection by the Education Department. In the whole of the Province there are only 143 Indian girls in the high stage of instruction. It has already been explained that all these are either Brahmos or Christians.

Mission high
schools.

515. The Inspectress reports that mission high schools continue to do excellent work. During the quinquennium under review the education of Indian Christian girls attracted attention owing to the reduction in the percentage of non-European children permissible in European schools, which the revised code of regulations for European Schools has introduced. As a consequence of this a scheme was sanctioned whereby special Government assistance was offered to mission high schools on condition that their teaching staffs were improved. Four schools have availed themselves of this offer.

The Brahmo Girls'
High School,
Calcutta.

516. The attempt which has been made recently to re-organise the Brahmo Girls' School in Calcutta is deserving of mention. For some time the school had been going down hill, but at the beginning of 1906 certain prominent members of the Brahmo Samaj in Calcutta took the matter in hand and appointed a managing committee of Bengali ladies, under whose guidance the school has been completely re-modelled. The Education Department was glad to co-operate in this work and obtained the sanction of Government to a special annual grant of Rs. 6,000 for 3 years, besides contributing a sum of Rs. 2,000 for the general equipment of the school. An English lady* has now been appointed principal, and the entire teaching staff is now female. Miss Brock has good hope of the future of the school, but she alludes to the difficulty in

* Since this was written this lady has unfortunately had to leave India for private reasons.

obtaining competent teachers which it is experiencing. The following remarks occur in her quinquennial report:—

"The Brahma Girls' High School has this year shown a marked improvement * * * * * The school has been re-organised, and a well qualified English lady has been appointed as principal. Brahma female education has always seemed to me to be badly in need of Western help. If the difficulty of adequately staffing this school is overcome, it ought to give the Brahma community, what is badly needed at present, a first rate high English school for girls. The present way to meet the difficulty of obtaining teachers is, I think, by the principal of the school taking up the problem of training. There is, I understand, some hope of this. If the Calcutta training college should be opened later, I think an advanced training class for Brahmos in it would meet the difficulty."

517. In Bankipore there is a privately managed girls' high school which has for some years received considerable assistance from Government. The school is not worked on *pardah* lines, and it has always failed to attract Bihari girls. In 1905 the late Director reported to Government this defect in the working of the aided high school, and commented unfavourably on the institution generally. He proposed that the assistance from public funds should be withdrawn from this school and that a Government middle school for Bihari girls should be started on strictly *pardah* lines. This proposal was sanctioned by Government in 1905, but competent female teachers could not be found and the school could not be started. When the proposals for establishing a women's training college at Bankipore were under consideration, it was decided that this school should be connected with the training college as the practising school, it being necessary that it should be firmly established before the training college begins work. In spite of every effort, however, only two possible lady teachers have been discovered, one a Mahammadan and the other a Hindu, and definite proposals have been submitted to Government for the opening of a lower primary school with these two teachers. This school will form the nucleus of the future practising school.

The High School for girls at Bankipore and the attempt to establish there a secondary school for Bihari girls.

518. On further consideration it was not considered desirable to withdraw Government assistance from the aided high school at Bankipore, and the school is still in receipt of a considerable grant. In spite of this, as also of the fact that the school has recently received attention both from the Divisional Inspector and the Inspectress, its condition is still reported to be deplorable. This is mainly due to the difficulties which are being experienced in finding qualified female teachers and a qualified lady principal.

The condition of the high school for girls continues to be unsatisfactory.

Middle schools.

519. The returns for 1906-07 show 21 middle English and 12 middle vernacular schools for girls with 1,982 and 717 pupils respectively on their rolls. The former total includes 206 boys, the latter 64.

Institutions and pupils.

520. As regards middle schools for girls generally the Inspectress observes that a distinction must be drawn between those middle schools for girls under mission management which serve generally as practising schools for training classes, and the ordinary schools graded up to the fifth or sixth standard which are really no more than primary schools. The schools of the former class are reported to have improved remarkably during the last three years, and to be now as a general rule well staffed, equipped and attended. As regards the latter class, it is stated that the great majority of their pupils are to be found in the infant sections of the schools and that the existence of the middle standards is in most cases intermittent. It is, moreover, pointed out that the teaching which the children receive in the lowest classes of the school is so inferior that during three or four of the most valuable years of their school life they learn little or nothing. Miss Brock is of opinion that the fact that such a large proportion of the girls who attend these schools are withdrawn so early is due more to the inadequate and inefficient staffing of the schools than to the exigencies of early marriage. She is of opinion that in large centres middle vernacular schools for girls, if they were properly staffed, would flourish.

Middle schools connected with training classes and ordinary middle schools.

Comparative statistics of secondary schools for girls.

521. The number of secondary schools has increased during the quinquennium under review by 21, and the number of girls under instruction in secondary schools by 1,656, or by 117.1 per cent. The number of

A considerable increase; its significance.

institutions now stands at 40 and the number of girls being educated therein at 3,070. In spite of this large increase the proportion which the number of girls in the secondary stage of instruction bears to the total number under instruction has not, as is shown in paragraph 502 above, been maintained during the quinquennium. The remarks of the Inspectress which have been quoted in the paragraph immediately above this throw some light on this coincidence.

Girls in secondary schools for Indians by race and creed.

45 per cent.
Hindus; 6 per cent.
Muhammadans.

522. To the total of 3,070 just stated must be added the 364 girls who on the 31st March 1907 were being educated in secondary schools for Indian boys. This brings the total number of girls who were being educated on that date in secondary schools for Indian pupils up to 3,434. Of this total 55·7 per cent. are returned as Hindus and 43·3 per cent. as Native Christians. The remaining 1 per cent. is made up by Muhammadans and others.

Indian girls in
secondary schools
for Europeans.

523. On the 31st March 1907 there were 297 Indian girls in secondary schools for Europeans. This figure excludes 29 Parsis, who are really outside the Provincial system for the education of Indians.

Expenditure.

The cost of
secondary schools
and their
connected training
classes.

524. All the more important secondary schools have training classes, and though an attempt has been made to estimate the expenditure incurred on account of those classes as apart from the expenditure on the schools, the separation is arbitrary, and a more accurate impression is likely to be conveyed if the training work attempted is regarded as part of the work of these schools and the expenditure incurred both on account of the school and the training class is returned as the cost of each institution. The cost then of secondary schools with the connected training classes amounted during 1906-07 to Rs. 2,05,834. Of this sum 41·7 per cent. was contributed by Provincial revenues and 16 per cent. came from fees. The balance was realised from other private sources, i.e. subscriptions, contributions from missionary societies and private persons, etc. During the quinquennium the expenditure has increased by nearly three quarters of a *lakh*. The contribution from public revenues has risen by 99 per cent.

The cost of educating a girl in a secondary school for girls.

The cost compared
with the fee
receipt.

525. The cost of educating a pupil in a secondary school for girls is considerably greater than that of educating a pupil in a secondary school for boys. The annual cost of the former during 1906-07 was Rs. 51·3, while that of the latter was for the same period Rs. 17·7. The amount realised from the fees of pupils in secondary schools for girls amounted during the same year to an average of Rs. 8·8 per head.

The improvement of secondary education for girls.

The suggestions
of the Government
of India and their
applicability to
girls' schools.

526. Reference has already been made to the fact that the Government of India have recently directed the attention of Local Governments to the question of secondary education, putting forward at the same time certain definite lines of improvement. The suggestions of the Government of India, so far as they concern the maintenance by Government in each district of an efficient high school, are not under present conditions applicable to the problem of the secondary education of girls, because the establishment of more Government high schools for girls would be premature. The Inspectress, however, urges strongly the desirability of extending to secondary schools for girls the policy of consideration which the Government of India advocate for aided secondary schools for boys. In her opinion there are sufficient high schools already in existence, but they require improving, especially in the matter of staff and equipment; whereas with regard to middle schools she thinks that many of the more efficient might with adequate assistance develop into really important institutions.

Primary education.

Primary schools for girls and their pupils.

527. Over 96 *per cent.* of the Indian girls under instruction are being educated in primary schools. At the end of the quinquennium 70,215 girls were being educated in 3,218 primary schools for girls in addition to 46,233 girls who were being educated in primary school for boys. The number of primary schools for girls has increased during the quinquennium by 1,788, and the number of girls under instruction in these schools has risen by 99·1 *per cent.*

Increase during the quinquennium.

528. Only 14·4 *per cent.* of the girls under instruction in primary schools for girls on the 31st March 1907 were in upper primary schools, and on that date there were only 209 upper primary schools, as against 3,009 lower primary schools.

Preponderance of lower primary schools.

529. On the 31st March 1907 there were 2,173 boys in primary schools for girls; of these 325 were in upper primary, and 1,848 in lower primary, schools.

Boys in primary schools for girls.

530. Of the 3,218 primary schools for Indian girls mentioned above 18 only are under public management. Of these 7 are under the direct management of Government, 10 are under the management of Native States, and 1 is under Board management. On the 31st March 1907, 692 girls were being educated in these publicly-managed schools. All the schools under the direct management of Government came into existence during the quinquennium under review.

Schools according to management.

531. The returns for European schools show 40 Indian girls as being under instruction in primary schools for Europeans on the 31st March 1907.

Indian girls in primary schools for Europeans.

Expenditure.

532. The total expenditure on primary schools for girls during 1906-07 is returned as Rs. 3,00,837. Fifty-six *per cent.* of the total expenditure was met from public sources, 5 *per cent.* from fees, and the balance from other private sources. The proportion of the total expenditure borne by contributions from the two last-named sources has decreased during the quinquennium by 21·2 *per cent.*, while the proportion borne by public funds has increased during the same period by 23·2 *per cent.*

Sources of support.

The cost of educating a girl in a primary school for girls.

533. As in the case of secondary schools, the average cost of educating a pupil in a primary girls' school is considerably greater than that of educating a pupil in a primary boys' school. During 1906-07 the average cost of the former amounted to Rs. 4·1, while that of the latter amounted to Rs. 2·7 only. The fees realized from the pupils of primary schools for girls amounted during the same year to 3 annas per head only.

The cost compared with the fee receipts.

Model primary schools.

534. The Simla Conference commented upon the little progress which female education had made, and recorded various suggestions for its improvement. Among these suggestions was the proposal that, where desirable, Government should establish in important centres model primary girls' schools of its own. This proposal was supported by the Government of India and commended to Local Governments. As a result 49 "model primary schools" were opened in 1902, this number being increased in 1904 by 37 additional "model primary schools" which were opened in that year. After the partition this Province was left with 57 of these schools.

The recommendations of the Simla Conference.

535. The annual cost of a model primary school was to be Rs. 220. The curriculum for the school was not to go beyond the lower primary standard; for another of the recommendations of the Simla Conference was to the effect that the education of girls in primary schools should be confined to such subjects in addition to the "three R's," as they could not learn at home, and as would be useful to them in their home life. Some, however, of the schools are now graded up to the upper primary standard. The cost quoted above was estimated

The cost of a model primary school and the calculations on which it was based.

on the assumption that one teacher, who should preferably be a woman, would be sufficient, and that such a teacher would require a salary of about Rs. 6 a month and a capitation grant which should vary from about Rs. 6 to Rs. 9; that there should be a female servant for escort purposes for whose wages Rs. 3 a month would be required; and that the balance of the monthly allotment might be spent on small rewards to the pupils attending the school. It was originally proposed that in the case of each model primary school established an initial expenditure of Rs. 600 should be incurred by Government on providing a building and the necessary furniture, but that the building should subsequently be kept in repair by the villagers or from some local fund. The late Sir John Woodburn was not in favour of this initial expenditure, for in his opinion experience had shown that sufficiently suitable buildings were readily lent for school purposes. The scheme was therefore sanctioned by Government on the understanding that the public should provide the necessary buildings and undertake to keep them in repair. For the purposes of statistics these model primary schools are not regarded as Government but as aided schools.

The working of
model primary
schools.
The inadequacy
of the staff.

536. The verdict which must undoubtedly be passed on the working of this experiment is that as models of what primary schools should be these institutions have not yet by any means been successful. They are understaffed, and the pay offered—it was, as a fact, limited to Rs. 13 a month from all sources—far from attracting a competent female teacher, as was intended, seldom does more than attract a *pandit* who is no better qualified than an ordinary lower primary village *guru*. Such a man is incapable of teaching some of the subjects which are included in the curriculum. Miss Brock reports that though a certain proportion of these schools are better than the ordinary run of primary schools, the amount sanctioned for their upkeep is not sufficient to staff them adequately. In her opinion these schools, if graded as lower primary, should not have less than two teachers; if graded as upper primary, not less than three. Moreover, in addition to the defects in the matter of staff the housing and equipment of these schools is in many cases such as to make the title of “model” very much out of place. Apparently, if suitable buildings are to be provided, they will have to be erected at the cost of public funds. The question of placing these schools on an efficient basis is now under the consideration of the Department.

The buildings and
equipment are
often deplorable.

Picture of these
schools.

Courses of study and examinations for girls' schools.

The Calcutta
standards.

537. The history of the curriculum of girls' schools will be more easily intelligible, if the courses of studies both for the primary and for the secondary stages of instruction are treated together. Previous to the year 1904 girls' schools outside Calcutta and its immediate neighbourhood either worked according to the syllabus of studies prescribed for boys schools slightly modified,—the modifications in both the primary and the secondary stages are described by Mr. Nathan in paragraphs 914 and 920 respectively of his review—or they adopted the course of studies prescribed for girls' schools and *zananas* in and about Calcutta and sent up candidates for examinations held under this syllabus instead of the ordinary public examinations held during the school course (the lower primary, the upper primary, the middle English and middle vernacular examinations) the abolition of which is described in paragraph 224 of this report. The course of studies for girls' schools and *zananas* in and about Calcutta as revised in the year 1899 was briefly as follows:—The course extended over 8 standards, standards I to IV were reckoned as lower primary, standards V and VI as upper primary, standard VII as middle and standard VIII as high. Standard I was divided into two sections—*a* and *b*. In standard I reading, writing and arithmetic only were taught. Needlework was begun in standard II and continued through the course, but it was throughout an optional subject. Grammar was begun in standard III, geography and domestic economy in standard IV and history in standard VI. English was studied as an optional subject from standard III onwards, but subsequent to 1903 the study of this subject was postponed until standard V. Public examinations which were conducted in Calcutta under the charge of the Inspectress were held at the end of each year in the course prescribed for each of the standards from IV to VIII. A girl who passed the examination at the end of standard VII by passing an

examination on a book dealing with the art of teaching obtained a lower teachership certificate, while a girl who passed by standard VIII and qualified in a paper set on the theory of education and in a practical teaching test was awarded a higher teachership certificate.

538. Thus previous to the end of 1903 there were two sets of examinations for girls' schools, the Calcutta standard examinations, which have just been described, and the ordinary examinations held at the end of the lower primary, upper primary, middle vernacular or middle English stages of instruction. As a result of the general abolition of public examinations during the school course both the Calcutta standard and the ordinary examinations for girls' schools were discontinued with effect from the 1st January 1904. General table VI shows girls who have passed by the middle, the upper primary and the lower primary standards, but by these examinations no more is meant than the annual class examinations of standards VI, IV and II respectively.

539. In January 1905 the course of studies introduced in 1901 in connexion with the "vernacular scheme" was with certain modifications prescribed for all girls' schools. This is the syllabus now in force, but under the Resolution of the 10th June 1907 a revised syllabus of studies for the infant section and standards I and II of girls' schools was issued. This syllabus, which differs only slightly from that prescribed for boys' schools, will be introduced with effect from the 1st January 1910. As regards the syllabus of studies for the upper primary and middle stages of girls' schools it has been explained in the chapter on secondary education that the work of these standards has recently been under the consideration of a committee. The special needs of girls' schools were not forgotten by this committee, and a complete syllabus for standards III to VI modified in certain directions for girls' schools is now before the public. The curriculum of the four highest classes of a high school for girls is determined largely by the matriculation examination of the Calcutta University, and the conditions under which a girl may according to the new regulations of the University take this examination have been explained in paragraph 504 above. Action will shortly be taken on the lines indicated in paragraph 192 of the chapter on secondary education with a view to prescribing a complete curriculum for high schools for boys, and the courses of study in high schools for girls will then be considered concurrently.

Scholarships and prizes.

Scholarships awarded during the school course.

540. Girls compete for the scholarships awarded during the school course under practically the same conditions as boys, except that a certain number of scholarships of each grade are reserved for them. Girls are not confined to these reserved scholarships: on the contrary they may compete under the prescribed conditions from girls' or mixed schools for scholarships of any class, though not more than one scholarship of each class may be awarded in any year to girls from the same school. A Hindu or Muhammadan girl who wins a primary or middle scholarship, but who is unable to hold it at a recognised school may, if she continues her studies to a higher stage, have the scholarship held to her credit, and if before the expiration of the period for which the scholarship is tenable she is able to satisfy on examination an educational officer, who is above the rank of a Deputy Inspector, or some one specially deputed by an Inspector, that she has attained to the higher stage desired, the amount due on account of the scholarship is paid to her.

The Calcutta prizes.

541. Under the system of standard examinations which is described in paragraph 537 above, a sum of Rs. 780 was annually distributed in prizes on the results of the examinations for standards IV to VII. As explained above the standard examinations were abolished with effect from the 1st January 1904, but these monetary prizes are still distributed on examinations held on the courses prescribed for standards II and VI. The examinations are conducted by the Inspectress of Schools. At the end of 1906 nineteen

prizes were awarded to girls of standard II, ten to girls of standard III, eight to girls of standard IV, three to girls of standard V, and two to girls of standard VI. The feature of these examinations during the last two years has been the success of missionary schools. Girls who are being educated in girls' schools in or near Calcutta are not debarred from competing under the prescribed conditions for the middle and primary scholarships allotted to Calcutta, but none of these scholarships are reserved for girls.

The effect of the abolition of the standard examinations and proposals for the future.

542. The abolition of the standard examinations caused a considerable amount of feeling in Calcutta, and a good many of the mission schools have instituted tests of their own to take the place of these examinations. In her report for the year 1905-06 the Inspectress observed that the abolition of these examinations made it difficult to keep schools under Hindu management up to the mark. Miss Brock does not recommend that the examinations should be revived, but she points out that, now that the stimulus arising from these examinations is gone, more inspection is needed. The question of the issue of leaving certificates at the lower and upper primary stages will shortly come under consideration. It is thought probable that the issue of such certificates will supply the stimulus which is at present wanting.

University scholarships.

Junior and senior scholarships reserved.

543. Three junior scholarships, one of each grade, are reserved annually for female candidates at the matriculation examination. Two senior scholarships, one of each grade, are similarly reserved and awarded on the results of the intermediate examination. In 1904 the Duff scholarship, which is awarded annually to the Christian candidate who obtains the highest number of marks in the F. A. examination, was won by a Khasia girl, a student of the Bethune College.

The conditions of grants-in-aid to girls' schools.

Primary schools and secondary schools outside Calcutta.

Primary girls' schools aided from district funds.

544. *Gurus* teaching girls either in girls' or in mixed primary schools are entitled to draw aid under special conditions from the local authorities who administer the grant for primary education. Briefly these conditions are that a *guru* who instructs 20 girls or more is granted a monthly stipend of not less than Rs. 2-8, and that a *guru* who has less than 20 girls in his school is paid a monthly reward of Re. 1 for every eight girls who attend regularly. In spite of these special conditions the Inspectress of Schools reports that the case of primary girls' schools aided by District Boards is almost hopeless. They can seldom raise fees or subscriptions and have therefore to depend entirely on the grants received, which vary as a general rule from Rs. 2 to Rs. 5 a month. Miss Brock reports that in certain districts in Chota Nagpur she has known the grant to a school sink below Rs. 2 a month, and that the pupils of schools worked under such conditions never see either a slate or a book. As regards what is said about fees it must be remembered that, as stated in paragraph 533 above, the annual amount realised from fees in primary schools for girls works out to 3 annas a head only.

Conditions on which primary and secondary girls' schools are aided from Provincial revenues.

545. A very considerable proportion of the aided primary schools for girls, however, draw grants direct from the Education Department and not from district funds. The contribution from Provincial revenues to these schools during 1906-07 represented just under 49 *per cent.* of the total contribution from public funds, whereas in the case of boys' primary schools the contribution from Provincial revenues amounted during that year to just under 17 *per cent.* of the total grant from public sources. The grants paid to primary girls' schools and to secondary girls' schools outside the Calcutta area are regulated by the rules for grants-in-aid to schools for Indian pupils, of which some account has been given in paragraph 214 of this report. Briefly the condition of aid is that the grant made to any particular school may not without the special sanction of Government exceed a sum equal to the full amount of the income guaranteed. In the case of girls' schools the realisation of fees is not, as in the case of other schools, an indispensable condition of Government assistance.

Girls' schools in and near Calcutta.

546. The curriculum prescribed for girls' schools in and about Calcutta, ^{The grant-in-aid rules revised in 1904.} has already been described, and it has been explained that up to the end of the year 1903 annual examinations were held under this syllabus for each standard from IV to VII. So long as this examination system was in force, these schools received annual grants assessed partly on numbers and general efficiency and partly on the results of the standard examinations above mentioned, the entrance examination and the teachership certificates awarded. The extension to girls' schools of the vernacular scheme syllabus and the abolition of the standard examinations necessitated a revision of these rules, which was undertaken in 1904. Payment by examination results was abolished, and according to the revised scheme grants are assessed on numbers and efficiency only. A school with an efficient training class attached may draw an "efficiency" grant on its account not exceeding Rs. 1,000 *per annum*. A boarding school can earn additional grants of Re. 1 a month on account of each boarder in the school, and of Rs. 2 a month on account of each boarder in the training class, and all schools with recognised training classes can earn an additional grant of Re. 1 a month on account of each student under training. A sum of Rs. 55,000 is now allotted for grants-in-aid to girls' schools in and about Calcutta. The Brahmo Girls' School, the re-organisation of which is described in paragraph 516 above, was until the end of last year aided under these rules. The special grant now sanctioned takes the place of all grants which it might earn under this scheme.

Private institutions.

547. Two thousand nine hundred and fourteen girls were returned as ^{The general type of private institutions frequented by Hindu and Muhammadan girls.} reading in private institutions at the end of 1906-07. These institutions may be described generally as schools imparting general instruction up to various grades according to methods, syllabuses and standards not recognised by the department. These schools aim mostly, as far as girls are concerned, at giving a training in conformity with the ideals of Hindu or Muhammadan social life, and consequently what may be called the religious element is prominent in the majority of them. This feature accounts for the comparatively large number of girls who are being educated in these institutions. The education of Muhammadan girls in schools of this kind is mentioned in paragraph 580 below.

548. The most important of these institutions for Hindu girls is the ^{The Mahakali Pathshala.} *Mahakali Pathshala* in Calcutta. This school has recently sustained a severe loss owing to the death of Her Holiness Mataji Maharani Tapaswini, its foundress. During 1906-07 it contained more than 500 pupils, the majority of whom came from high caste families. The Inspectress of Schools, who has visited the school, reports that the girls receive a very careful religious training and that their curriculum includes Sanskrit, Bengali, a little arithmetic, cookery and housewifery. She adds that it is to be regretted that undue stress is laid upon mere memory work and that the vernacular education given is not more sound. The Calcutta report for 1906-07 returns altogether 11 schools of this type with 960 pupils. Schools of this kind even when they teach Sanskrit are not shown in General Table III as "advanced," but as "other schools not conforming to departmental standards." Under "advanced private institutions teaching Sanskrit," unrecognised *tais* only are included.

549. In dealing with private institutions for girls Mr. Nathan in his ^{Unreliability of the statistics.} quinquennial review repeats the warning, which he gives with reference to private institutions generally, that the returns are not reliable, and that caution must therefore be exercised in drawing conclusions from them. This warning should not be lost sight of, but the popularity of the *Mahakali Pathshala* and similar institutions is doubtless an established fact.

Physical culture.

550. The physical training of the pupils receives a certain amount of ^{Progress during the quinquennium.} attention in girls' schools under the management of missions or of the Brahmo Samaj. Schools under Hindu management are as a rule staffed by *pandits*, and

any attempt at drill is impossible. In Muhammadan schools drill of any kind cannot under existing conditions be thought of. Drill is one of the compulsory subjects at the examination for the junior teacher's certificate. The work done hitherto is reported to be poor, but the teachers who pass through the training classes are said to be "awaking to the necessity of giving their classes some form of drill during the day's work." In the revised syllabus for the infant section and standards I and II of girls' schools the Ling system of drill is recommended. The following remarks on the subject are taken from the quinquennial report of the Inspectress:—

"The subject is one of extreme importance to Hindu girls, in view of the absolutely sedentary life the majority of them will afterwards lead. The only way, however, of enforcing some system of physical exercise for girls is gradually through the trained teacher."

Hostels and boarding-houses:

The Inspectress's report.

551. The hostel attached to the Bethune College has already been mentioned. As regards other hostels and boarding-houses the latest report of the Inspectress is as follows:—

"With the exception of the Brahmo Balika boarding school and a very small hostel started in connexion with the High English School, Bankipore, all hostels and boarding-houses are under mission management. In nearly all cases arrangements for sleep, food, bathing, etc., are excellently managed. Occasionally some of the large boarding schools are inclined to receive more pupils than there is dormitory space for, according to the present requirements of the department. But there is a very strong desire in most cases to improve hostel arrangements, and a comparatively large number of these schools during the past year have undertaken alterations and additions."

Co-education.

The recommendations of the Education Commission and the latest views of the Government of India.

The views of the Education Commission.

552. The Education Commission discussed the question of mixed schools and recorded a resolution that mixed schools other than infant schools were not generally suited to the conditions of this country, and that the attendance of girls at boys' schools should not be encouraged except in places where girls' schools could not be maintained. The Commission in their report emphasised the fact that owing to the impossibility of establishing a girls' school in every village, attendance at a boys' school would often be a girl's only chance of learning anything, and stated that under these conditions the attendance of girls at boys' schools should not be discouraged. They also advocated the establishment of infant schools for children under seven years of age as likely to bring a number of little girls under instruction. Such schools were to be in charge of mistresses.

The views of the Government of India as expressed in their Resolution of 1904 on Indian Educational Policy.

553. In their Resolution on Indian Educational Policy which was issued on the 11th March 1904 the Government of India drew attention to the fact that nearly one-half of the girls in public schools were in mixed schools. They added that their attendance along with boys was often beneficial to them, and that nothing in the report of the Education Commission need be taken as indicating that such attendance ought to be discouraged.

The present position.

Girls in boys' schools and boys in girls' schools.

554. At the end of the period under review there were 364 girls in secondary schools for Indian boys, and 309 boys in secondary schools for Indian girls; also 46,233 girls in primary schools for Indian boys and 2,173 boys in primary schools for Indian girls. In Orissa there are more girls in primary boys' schools than in schools returned as primary girls' schools. The total number of females in all classes of public institutions for the education of Indian males amounted on the 31st March 1907 to 47,401. This figure shows an increase of nearly 20,000 since the close of the previous quinquennium. About 96 per cent. of this increase is, however, in primary schools. In the Bhagalpur Division, if the number of girls in a mixed school is sufficiently large, they are divided from the boys and taken separately. This procedure does not seem to be altogether wise, for as Mr. Küchler explains, the work of a lower primary school is already more than one teacher can undertake properly, and the result of this division is that the girls receive the absolute minimum of teaching.

General considerations.

555. The remark of the Education Commission that, as it is impossible to establish a girls' school in every village, attendance at a boys' school will often be a girl's only chance of learning anything, still holds good, and therefore anything which would tend to discourage the attendance of girls at village schools for boys would be a fatal mistake. Doubtless, moreover, as Mr. Nathan observes in paragraph 969 of his review, there are recognised advantages in the system of co-education which are not without their application to India. These aspects of the question should not, however, blind us to the defects of the present position, even though their immediate remedy may not be practicable.

The attendance of girls at boys' schools staffed by men is inevitable, but it has its disadvantages.

556. In paragraph 150 of the report on public instruction in Bengal for 1905-06 a protest was made against the view that the urgent need for well-qualified teachers was limited to high schools and to large towns, and it was explained that there was a very general and marked aversion on the part of a large proportion of the population to sending girls to school at all, not because the people were indifferent to the education of their girls, but because they did not like to send them to schools where there were male teachers. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Burdwan Division, in reviewing the general position in his quinquennial report, states unhesitatingly that more girls would be sent to school, if the schools were staffed by women, and that the provision of properly qualified school-mistresses is an indispensable condition of any real advance. This is one aspect of the question.

Certain sections of the Indian community object to sending their girls to schools staffed by men.

557. Another aspect is that as long as the great majority of the schools at which girls are educated are staffed by men, so long will it be practically impossible to teach various subjects, notably needlework, which should most certainly be included in a girls' curriculum. It is now an accepted principle of school management that the teaching of young children is better conducted by women than by men, so that even if the prejudices against sending girls to schools staffed by males should cease, the creation of a class of well qualified female teachers would still be almost equally desirable even from the point of view of primary schools. It is recognised that any scheme for replacing even a small number of lower primary *pandits* by female teachers cannot be regarded as anything but a most distant ideal, but it would also perhaps be well to reflect that it is now nearly a quarter of a century since the Education Commission put forward as a practicable proposal the establishment of village infant schools which were to be conducted by mistresses.

Educational objection to girls being instructed at schools staffed by men.

Professional and technical education.

Medicine.

558. In dealing with the professional and technical education of women Mr. Nathan assigns a prominent place to medical instruction. As explained in the chapter on professional and technical education, the Education Department has no direct concern with institutions for medical instruction. The figures dealing with these institutions are, however, included in the returns with which this report deals, and it seems desirable, both for the sake of completeness, as also because of the importance of the subject, to notice these figures here.

The medical instruction of girls is not the direct concern of the Education Department, but the figures are quoted.

559. At the end of 1906-07 there were 34 female students in the Medical College and the medical schools of the Province. Thirteen of these were Europeans or Eurasians; 17 were Indian Christians. Three Hindu female students are returned as being in medical schools. For the purposes of statistics the term Hindu includes members of the Brahmo Samaj. The figures show a decrease during the quinquennium. At the end of 1901-02 there were 51 girls in the Medical College and the medical schools of Bengal, as now constituted, and of this number 6 were Hindus.

Female students in the Medical College and the medical schools.

Teaching.

560. The training of female teachers has been dealt with in the chapter on the training of teachers. Only the figures are mentioned here. On the 31st March 1907 there were 332 students on the rolls of all normal schools and classes for Indian females. Of these, 36 were Hindus (including Brahmos). No Muhammadan is returned as attending a normal school.

Students in normal schools for Indians.

Art.

Female students
in the Calcutta
School of Art.

561. At the close of the period under review two girls² were attending the School of Art, Calcutta; both of these were Europeans or Eurasians.

Technical and industrial training.

Advance during
the quinquennium.

562. One hundred and eighteen girls and women were returned as undergoing technical or industrial instruction at the end of 1906-07. This indicates a distinct advance, for at the end of the last quinquennium the figure for the Province of Bengal, as it was then constituted, was 26. Miss Brock alludes in her quinquennial report to "the increasing amount of attention that is being paid to the development of suitable industries" as "a noticeable feature in connexion with work among Indian women." She adds that "a very hopeful aspect of this kind of work is the endeavour to develop industries that require really skilled work and careful preparation for it."

The Kalimpong lace school.

The scheme of
working.

563. In March 1905 a school was opened at Kalimpong by the Church of Scotland Mission for the instruction of the women and girls of the neighbourhood in lace work. Any woman, whatever her religion, can join the school. The ordinary period of training is for a year, after which period the majority of the pupils are fit to carry on the industry in their own homes. If, however, after a year's training a pupil is not fit to work on her own account, she is retained in the school for further training. The school is in the hands of an English lady who is an expert in lace work. An hour's instruction in the "three R's" is given daily before the lace work begins. Attendance is voluntary, but the great majority of the pupils take advantage of this instruction.

The success of the
school.

564. The success of the school has surpassed expectations. The school opened with 16 pupils, but in July 1906 there were 84 women and girls at work. The industry is in fact in a fair way to establish itself in Sikkim and the Darjeeling district, and the deftness and good taste of the hill women promise well for the success of the industry in future.

Proposal to extend
the scope of the
school.

565. The scope of the school has up to the present been practically local. The establishment in different parts of Sikkim and the Darjeeling district of branch lace schools staffed by women trained at the Kalimpong school was part of the original scheme, and two such schools have already been started. But the local success which this attempt to introduce lace work as a cottage industry among women has attained has led to a scheme being formulated for establishing the industry in other parts of Bengal by means of a system of which the school at Kalimpong will be the centre. The central school will, to start with at any rate, train the women who will become the teachers at the branch schools. Other functions essential to the development of the industry will also devolve upon it. It will study the popular taste and prepare and issue designs accordingly, taking care that the proper kind of thread is selected in each case. It will control the industry by receiving all orders and distributing the work among the various local branches, an attempt being made to apportion, as far as possible, the manufacture of a particular kind of lace to a particular branch. In this way the underselling of one branch by another and sweating will be prevented.

The cost of the
extended scheme.

566. The extension of the scope of the Kalimpong school on these lines is now under consideration. Briefly, what is immediately required to give effect to these proposals is the engagement of an additional lady teacher and a competent designer for the staff of the Kalimpong school, the construction of a hostel in which students sent to Kalimpong for training can reside, and the provision of scholarships which will enable the students to defray the cost of living at Kalimpong. Travelling expenses will also have to be considered. Since the opening of the lace school Government has contributed on its account to the mission an annual sum of Rs. 2,000. Towards the extended scheme the mission asks for an annual grant of Rs. 5,400. An inquiry is now being made of District Boards and missions to ascertain whether these bodies will be willing to provide scholarships to be held by students attending the central school at Kalimpong.

The Mohila Shilpa Samiti.

567. For some time a Committee of Indian ladies in Calcutta has been doing a certain amount of social and educational work among women who do not appear in public. One of the results of the efforts of these ladies was the formation of a Society called the *Mohila Shilpa Samiti* (the Ladies' Industrial League), of which the Maharani of Mayurbhanj is president. The problem with which this Society set itself to deal was how the women of the middle and upper classes of Bengali society, especially Hindu widows, could be trained to industrial work which they could do in their own houses and on which they could make a reasonable profit. The urgency of the problem was brought home to the Indian lady who acts as secretary to the Society by the discovery that the ladies of several middle class Muhammadan families in that part of Calcutta in which she lived habitually worked at making up coats for Muhammadan tailors, and that they were remunerated for this labour at the rate of 1½ and 2 pice a coat. At the beginning of this year the *Mohila Shilpa Samiti* opened an industrial school in Calcutta in the neighbourhood of Cornwallis Street, and on the 3rd March 1907 the school had 30 pupils on its rolls. At present technical instruction is given in silk-weaving, lace-work, stocking-knitting, and needle-work. An attempt is also made to induce the women who attend this school to spend a certain amount of time every day on their general education. A trained lace-maker has been obtained from Kalimpong, and trained teachers are employed for the other branches of the technical work. A number of well qualified Bengali ladies are giving their services both as general and technical teachers. The school has a section for Muhammadan women. The school is visited by female officials only. The Education Department is making a monthly grant of Rs. 304 towards the current expenses of the institution, and a sum of Rs. 1,415 was contributed from public sources towards the initial outlay. Miss Brock describes the opening of this school as "a most important development," and she thinks that even the Muhammadan section of the institution promises well.

The problem of training Bengali women of the upper and middle classes to industrial work.

The proposed wool-dyeing and wool-weaving school at Kalimpong.

568. Concurrently with the lace-industry scheme the Church of Scotland Mission at Kalimpong sent up in 1904 a scheme for instructing women in wool-dyeing and wool-weaving. This scheme, which contemplated the sending of a man and his wife to North Sikkim there to learn the methods of dyeing and weaving wool from the Scandinavian Alliance Missionaries and their employment in Kalimpong on their return to teach the craft to others, was approved by Government, and an initial and an annual grant in support of it were sanctioned.

The scheme sanctioned in 1904.

569. The scheme was not carried into effect owing chiefly to the want of proper instructors. But there is now at Kalimpong a lady, the wife of one of the masters at the St. Andrew's Homes, who was formerly the superintendent of a hand-loom weaving establishment in London, and a modified scheme has now been evolved for starting a weaving school for women under the guidance of this lady, who will be assisted by two Tibetans, one with a knowledge of dyeing, the other an expert in the weaving of Tibetan rugs and carpets. The Education Department has sanctioned in support of this scheme an initial grant of Rs. 600 and a recurring grant of Rs. 87 a month, and it is hoped that the weaving school will be opened with effect from the 1st October 1907.

The 1904 scheme modified.

570. The venture promises well, for the price of wool at Kalimpong is lower than it is anywhere else in the Province and the capacity of the natives of Sikkim to make good cloth when properly taught and the ready sale of such cloth have already been proved.

Prospects of the industry.

Other industrial schools for Indian girls and women.

571. In addition to the institutions described above the following should also be mentioned:—the Roman Catholic Convent at Ranchi and the Baptist Mission Technical Class at Cuttack, both of which are reported to be turning out a good quality of lace; the Roman Catholic Mission at Chabassa, which is trying to

introduce the weaving industry among the Ho women; also a missionary school at Baranagar near Calcutta, where carpet-weaving, embroidery and the making of *chutni* (pickles) are taught to Hindu widows.

Zanana education.

The recommendations of the Education Commission and of the Simla Conference.

The system inaugurated by missionaries to be extended and developed.

572. The Education Commission remarked that the most successful efforts which had been made to educate Indian women after leaving school had been conducted by missionaries. They described the results achieved as already considerable and steadily increasing, and they recorded a recommendation to the effect that grants for *zanana* teaching should be recognised as a proper charge on public funds, and be given under rules which would enable those engaged in it to obtain substantial aid for such secular teaching as might be tested by an Inspectress or other female agent. The Simla Conference expressed their general adherence to the recommendations of the Commission, and resolved that above the primary grades female education consisted for the most part of *zanana* teaching, which should be encouraged by Government. In forwarding the recommendations of the Conference the Government of India stated that the instruction given by missions in *zananas* ought to be encouraged by grants-in-aid, and that the work of *zanana* education generally ought to be extended and developed under the control of an adequate female inspecting agency.

Increased assistance to missions.

Sir Alexander Pedler's proposal.

573. When the matter was referred to Sir Alexander Pedler, he pointed out that there were then in this Province ten missions which were not only conducting schools for Indian girls but also sending agents on regular visits to *zananas* for the purpose of instructing Indian women in their own homes; that all these missions received annual assistance from Government in the form of grants partly fixed and partly depending upon results; and that, although Government assistance was given on the understanding that it was spent on the schools and not on the instruction given in *zananas*, it was probable that the ladies who taught in the schools also gave instruction in *zananas*, and that in any case the assistance given to the schools set free money from the mission funds, which was probably devoted to extending *zanana* teaching. He proposed, however, that the grants which the ten missions mentioned above drew in the year 1901-02 should be in each case increased annually by 15 per cent., until the amounts drawn in that year were doubled, on condition that the schools were proportionately extended and improved and that more *zanana* teaching was undertaken. This proposal was sanctioned, and six missions are still drawing grants according to this arrangement.

Zanana instruction by house to house visitation and by central gatherings.

The house to house visitation scheme.

574. While acknowledging the excellent work which missionaries had done, Sir Alexander Pedler emphasised the limitations within which their scope must necessarily be confined. He therefore proposed that a certain number of Hindu and Muhammadan women should be appointed on salaries of Rs. 30 a month, the business of these women being to visit *zananas* and offer their services as teachers free of cost. This scheme, which, to start with, was to be confined to large towns, was sanctioned in June 1902, and 12 Hindu and Muhammadan women were appointed on the salaries proposed. This scheme is known as the scheme for *zanana* education by house to house visitation.

The central gatherings scheme.

575. In 1903 the house to house visitation scheme was supplemented by a proposal which was put forward by a conference of Indian educational officers, both Hindu and Muhammadan, which was convened to consider what further steps could be taken in the matter of *zanana* education. The main idea of this proposal was that in certain selected places a female teacher should be engaged to give lessons at the house of some respectable gentleman, at which the girls and women of the neighbourhood could be collected. The teacher was to be engaged and controlled by a small committee of local gentlemen of the orthodox type, Hindus or Muhammadans, or both, being selected to form these committees in proportion as both or either of these communities were

represented in the area concerned. The centres of instruction were not to be visited by any male inspecting officer, nor was such an officer to have any communication with the female teachers appointed under this scheme. Male inspecting officers, however, who were not lower in rank than Deputy Inspectors of Schools, were to visit the members of the various committees, for the purpose of making recommendations and collecting information. This proposal was sanctioned in a Resolution of Government of the 4th June 1903 with a caution that this scheme was not to conflict in any way with the system of *zanana* instruction imparted by mission ladies. The sanctioned cost of each centre was to be Rs. 30 a month. The teacher was to receive Rs. 20 a month; Rs. 4 a month were to go to meet the cost of a servant; and Rs. 6 a month were to be spent on prizes and contingent charges.

576. Both these schemes are still in force, and 23 and 8 mistresses appointed respectively by the Education Department under the house to house visitation and the central gathering schemes are now working in various parts of the Province. Thirty-two missionary teachers have also been returned as working under these schemes, 28 under the former and 4 under the latter, and it is estimated that about 1,200 girls and women are being educated in their way. There can be no doubt that these schemes were conceived on the right lines, and that the Indian community generally is anxious to take advantage of instruction offered under these conditions. The demand for *zanana* instruction is undoubtedly increasing; the figures show this and the repeated testimony of the Inspectress bears it out: but the value of the work done by the teachers appointed by the Education Department is curtailed and its development rendered impossible by two very obvious, but extremely fatal, defects. The first is the lack of even tolerably efficient Hindu and Muhammadan teachers; the second is the absence of systematic superintendence. The former aspect of the present problem of the education of Indian females has been emphasised in the chapter on the training of teachers; the steps recently taken to increase the female inspecting agency are described in the chapter on controlling agencies.

577. The following extract from Miss Brock's quinquennial report illustrates the present position:—

The working of
the schemes.

Miss Brock's
views.

"A comparatively large amount of secular instruction in *zananas* is now aided by the Department. The first idea in appointing Government *zanana* teachers was to select the chief town of the Division where a teacher was appointed to teach in *zananas* as an experiment. There is a growing demand for these teachers both in towns and districts, and it is a matter of great regret that the supply of teachers is not equal to it. The teacher must of necessity be an orthodox Hindu or Muhammadan woman. The salary of these *zanana* teachers is far higher than that of teachers in schools, but their qualifications are very meagre. Great dissatisfaction is being felt everywhere at the kind of teacher employed, but unless the problem of training these women is seriously taken up by the Department in a training college, I do not see how any improvement is to be made. The present so-called training classes for Hindu and Muhammadan widows and teachers are absolutely useless for the purpose. I am quite sure that in most cases the women attending them have no serious idea of taking up the profession of teaching, but are merely attracted by the stipend. Secondly, the teachers instructing these classes are extremely ignorant themselves, and can do nothing beyond teaching their pupils to read and write. Good families would be quite willing to pay well for this instruction, were there qualified women to do the work; but the ordinary type of *zanana* teacher cannot do more than read and write at the most. On testing her, it becomes evident that she is absolutely unable to compose a simple letter in her own tongue, has almost no knowledge of arithmetic, and a very slight knowledge of needlework.

"There is a second point in connexion with these *zanana* teachers that I think needs attention. This branch of work is about to be handed over entirely to the Inspectresses; and the systematic superintendence of the work of these women will now, I think, become possible. At present they are left almost entirely alone, except for a rare visit from the Inspectress or Assistant Inspectress, and there is no check upon their work. Their salary of Rs. 30 does not depend at all upon results. I think this is a serious mistake, and that a certain proportion of it should most distinctly do so. If this were the case, and all the pupils regularly inspected at least once a year, there would be every inducement on the part of the *zanana* teacher to give her teaching regularly and conscientiously, and she would moreover be inclined to retain her hold as long as possible upon the same pupils."

Local committees for the encouragement of *zanana* education.

578. In paragraph 159 of the report on public instruction in Bengal Mrs. P. K. Roy's for 1905-06 reference was made to a scheme put forward by Mrs. P. K. Roy's scheme.

for the encouragement of *zanana* education by a system of scholarships and awards administered by local committees. These proposals have not yet resulted in any definite action, though a ladies' committee at Muzaffarpur which was in existence before these suggestions were put forward is reported to be doing very useful work.

Parallel quoted
from the Education
Commission's
Report.

579. In the paragraph of last year's report just referred to it is stated with reference to Mrs. P. K. Roy's scheme that a similar system was some time ago widely in vogue and very popular in the Dacca Division. In connexion with this statement the following extract from the report of the Education Commission is interesting:—

"A distinct class of *zanana* agencies on a secular basis is springing up, conducted by committees of Natives and Europeans, with the object, in some cases, of imparting education in *zananas* without any element of religious teaching; in others of testing by periodical examinations, and encouraging by rewards the home education of governesses. These agencies are already doing useful work, although on a comparatively small scale, and the Commission trusts that they will receive a still larger measure of sympathy and co-operation from English ladies in India."

The education of Muhammadan girls and women.

The present position and the proposals of a recent conference.

Muhammadan
girls in public
schools.

580. The number of Muhammadan girls who attend schools is extremely small. In the total number of girls under instruction in all classes of public institutions for the education of Indians the number of Muhammadans represent 9 per cent. only. There are only 23 Muhammadan girls in secondary schools for girls; and only 1 in every 68 Muhammadan girls is attending a public primary or secondary school, as against 1 in every 30 Hindu girls. There are a few girls' schools designed specifically for Moslems which conform to departmental standards; and in this connexion may be mentioned three mission schools on the outskirts of Calcutta, the chief work of which is to educate the children of the settlers from Oudh. There are also some 1,600 Muhammadan girls returned as being under instruction "in private institutions and other schools," which are in the main schools of a religious character, where in some cases in addition to religious instruction some secular education of a very elementary type is given. As regards the schools which conform to departmental standards the Inspectress reports that their income is ordinarily inadequate, and that as a general rule the teacher receives a salary of from Rs. 3 to Rs. 5 only. As a result the quality of the teaching is extremely poor. The schools are badly attended and the majority of the children in them are not taught beyond the standard of the infant section.

The education of
Muhammadan
girls in schools is
only possible to a
very limited
extent.

581. In Miss Brock's opinion, so long as present conditions obtain,—and she thinks that they will so obtain for some time,—very little can be done for the education of Muhammadan girls through the medium of schools. Under exceptional circumstances Muhammadan schools for girls may flourish, but "the intense feeling on the part of the respectable classes of the Muhammadan community that girls should become strictly secluded at a very early age" will for years be a difficulty, and the cost of a school, if it is to have a chance of success, will have to be considerable, because it would have to be staffed by female teachers and provided with conveyances, in which the pupils may come and go.

A syllabus of
instruction for
Muhammadan
zananas; its
extension to
Muhammadan
girls' schools
recommended.

582. The most urgent then of the many problems which the education of Muhammadan girls presents is the development and organisation of an efficient system of *zanana* instruction. It has been explained elsewhere that the great obstacle to advance in all schemes for the furtherance of the education of Indian females is the lack of qualified Hindu and Muhammadan teachers. Until this want is supplied, very little can be done, but in the meanwhile it was considered that something might be effected, if a suitable syllabus of instruction was drawn up and proper text-books prescribed for the guidance of teachers in Muhammadan *zananas*. The matter was brought before a conference of Muhammadan gentlemen which was convened in Calcutta early this year, and a syllabus and a list of prescribed books for five stages of instruction, which correspond roughly to the infant section and the first four standards of an ordinary school, were drawn up. The preparation at the expense of

Government of suitable readers and of a hygiene and domestic economy primer for teachers was recommended. The conference was strongly of opinion that the syllabus drawn up should be applied to all schools in which Muhammadan girls only are taught. A system of scholarships tenable at Muhammadan girls' schools and liberal grants to enable these institutions to offer teachers salaries which educated Muhammadan women would accept were also recommended. This scheme has recently received the sanction of Government.

Scheme for Muhammadan lady teachers in Bihar.

583. It will be gathered from paragraphs 574 and 575 above that lady teachers for Muhammadan *zananas* are appointed under both the house to house visitation and the central gatherings schemes. These measures were, however, supplemented last year by a special scheme for providing Muhammadan *zanana* teachers for Bihar, which in the matter of female education is probably the most conservative part of the Province. The main features of the scheme are (1) that any competent *A'tu* (Muhammadan lady teacher) who is employed in giving instruction in Muhammadan houses should receive a stipend of Rs. 5 a month and a capitation grant of 4 annas a month for every girl and woman who is under her regular tuition, (2) that a lady superintendent should be appointed to train *A'tus* and supervise their work. Considerable difficulty has been experienced in setting this scheme into actual working, chiefly owing to the fact that a suitable superintendent could not be obtained. The scheme has now been sanctioned by Government.

General remarks.

584. Very little is called for here by way of comment; for in the first place the present position of female education was described fully in the last annual report, and that position is unaltered; and secondly the conclusions which appear from such a statement of the case as that attempted in this review have been stated in the chapter which deals with the training of teachers. The present position is summed up in the views which the Inspectress of Schools referred to in her report for the year 1904-05:—"I found," Miss Brock wrote, "that there was no prejudice against the education of girls, but a strong feeling against any relaxation of the *pardah* system."

585. The first obstacle to surmount was indifference, but there are not wanting signs that this difficulty has to a considerable extent ceased to be operative. Whether advantage will be taken of the ground which has been gained and a further advance made, or whether things will be allowed to slip back, depends entirely upon whether a machinery can be organised for conducting the education of Indian girls upon the lines on which alone the majority of the community is prepared to accept it. If from among the orthodox Hindu and Muhammadan communities lady teachers can be produced who by their position will command respect, while by their capabilities they will justify in themselves the education which they have received, then progress, it would seem, is assured, but while existing conditions continue, no prospect is apparent, but retrogression.

CHAPTER IX.

THE EDUCATION OF EUROPEANS.

The definition of European.

586. For the purposes of education the term European is defined in the code of regulations for European Schools as signifying any person of European descent, pure or mixed, who retains European habits and modes of life; and for the purpose of the grant-in-aid rules all the students except 15 per cent. must answer to the above definition.

Collegiate education.

Collegiate departments for Europeans and European students in arts colleges for Indians.

European schools have ceased to prepare for University examinations.

587. Collegiate education for Europeans as a thing apart from the collegiate education of Indians is practically non-existent. At the close of the period under review there were collegiate students only in schools for Europeans. Loreto House, Calcutta, has a collegiate department in which one European student is reading. Other European schools, notably the Martinière College, St. Paul's School and St. Joseph's College, Darjeeling, used to prepare candidates for University examinations, but they have now for some years ceased to do so. St. Xavier's College, Calcutta, is an important collegiate institution, but though the school department is for Europeans and Eurasians, the college is practically an Indian college, though Europeans and Eurasians are admitted, as indeed they are to all arts colleges. The Doveton College, which at one time was an important school and college for Europeans and Eurasians, is now practically in abeyance, and this year it has for the first time omitted to submit returns.

European students in arts colleges for Indians.

588. The returns show 26 male European students as studying in arts colleges for Indians at the end of 1906-07. The number of such students at the end of 1901-02 was 64. General Table IIIA for 1905-06 shows 3 female European and Eurasian students in arts colleges, and paragraph 168 of the Report on Public Instruction for that year explains that there were two European students in the Bethune College in addition to one student at Loreto House. The two students in question are Jewesses and seeing that, as such, they are according to standing orders not to be reckoned as Europeans for the purposes of education, they have in the General Table IIIA which is attached to this report been shown under the head "Others."

Statistics.

The mistakes in the educational tables of expenditure.

589. Considerable confusion in the financial statistics of the education of Europeans has resulted in the past from the careless way in which sums have been included in the tables on account of these supposed college departments for Europeans. The statistics for 1904-05 for example showed expenditure amounting to Rs. 1,21,602 on account of arts colleges for Europeans. This attracted the attention of the Government of India, and as a result of the scrutiny which they requested it was discovered that this sum represented the expenditure of the Martinière Colleges, which during the year in question had no collegiate departments, and that the expenditure was included twice over in the tables, once as against arts colleges and once as against secondary schools for boys and girls. The returns for 1901-02 show expenditure on arts colleges for Europeans amounting to Rs. 59,584, and this figure is included in the statistics which will be found in the supplementary volume of this report. It cannot, however, be regarded as accurate; and it is quite probable that this amount was included twice in the statistics, as was found to be the case in 1904-05; if this was done, the total expenditure on the education of Europeans during 1901-02 would be overstated by that amount. The whole of the statistics for that year must therefore be regarded with suspicion.

General considerations.

Why Europeans and Eurasians hold aloof from University education.

590. The fact that the number of Europeans and Eurasians who take up University courses has declined is probably due mainly to the fact that the openings to which a University education might lead are not sufficiently attractive, and in this connexion reference may be made to what is said in paragraph 604 below about the demand for European and Eurasian labour being such that a high standard of general education is not insisted upon. The increasing facilities for communication with Europe and the decreasing cost of the journey have also undoubtedly enabled more European and even Eurasian parents to send their sons for professional and technical training in England. So far as it means that a University education and Government service or the already overstocked legal profession are not the only goals to which European

and Eurasian young men look forward, this holding aloof from University courses may be regarded as satisfactory. But all European and Eurasian boys are not destined for technical professions, and it is certainly to be regretted that University education is so generally avoided by the domiciled Anglo-Indian community.

Special scholarships for higher education.

591. The revised code provides for scholarships to be awarded at the intermediate and at the bachelor of arts stage of the University course; and, though these scholarships have not yet been made available in this Province, definite proposals with regard to them have been submitted to Government.

The provisions of the revised code.

592. One special scholarship of £200 *per annum* tenable by a European or a Eurasian, who is a statutory native of India, at a University in Europe was instituted during the quinquennium under review.

A special University scholarship tenable in Europe.

The general system of school education.

The education of Europeans in India before the Simla Conference.

593. The history of the education of Europeans in India from the earliest time is given in outline in Mr. Nathan's Quinquennial Review. In paragraph 993 of that work the conditions under which the minutes of Lord Canning and Lord Lytton came to be written are described and in paragraphs 994 and 995 the circumstances under which the Bengal code was compiled are explained. Mr. Nathan mentions the revision of the code which took place in 1895. The actual version of the Bengal code, of which portions are still in force in this Province, dates from 1897, but the revision of which this version was the result took place in 1895, though several changes of detail, especially in the examinations, were introduced as the result of proposals which were put forward during 1896 by the late Mr. Bamford, who was then Inspector of European Schools.

The minutes of Lord Canning and Lord Lytton and the compilation of the Bengal code.

The recommendations of the Simla Conference and the proposals of the committee appointed to draw up a uniform code.

594. The Simla Conference observed that though the Bengal code was in force in the Provinces of Bengal and the Punjab and in the United Provinces of Agra and Oudh there were no special rules for the education of Europeans in Madras, Bombay and Burma, and they recommended that this defect should be remedied by the publication of special and uniform rules which should be applicable throughout India. They suggested that the Bengal code might be taken as the basis for discussion, but recommended that it should not be prescribed as a uniform code until it had been revised by a committee "of experts in the education of Europeans, representing different Provinces." In March 1902 the work of revising the Bengal code with a view to the production of a uniform European schools code for India and Burma was entrusted to a committee consisting of all the inspectors of European schools in India and the Director of Public Instruction in Burma, who acted as president.

The desirability of a uniform code.

595. This committee put forward a series of proposals, many of which will be mentioned in the course of this chapter. For the present it is only necessary to remark that they retained the arrangement of the Bengal code, according to which there was nominally one school course extending over eight standards and an infant section, and schools were graded as high, middle or primary according as they took the whole or various portions of this course. The school course was one in so far as there was no attempt to differentiate the curricula followed in the different grades of schools. It was not one in the sense that a definite syllabus was prescribed which had to be rigidly adhered to in every school. On the contrary the compulsory subjects were two only (English and arithmetic); the optional subjects were many under the Bengal code and the revising committee of 1902 proposed to add to them.

The proposals of the committee.

The Hill School Committee and the circumstances which led to the convening of a conference in Calcutta.

Too great multiplicity of subjects and a lack of educational principles in determining courses of studies.

596. In 1903 the Government of India appointed a committee of Directors of Public Instruction to inquire into the financial condition of hill schools for Europeans in Northern India. This committee was not directly concerned with the general system of European education, but they found it impossible to avoid taking into consideration the question of the curriculum of hill schools, for the cost of a school must depend largely upon what subjects it is called upon to teach. They therefore sketched what should in their opinion be the ordinary curriculum of a hill school for European boys, and added a few comments on the system which the code enjoined, pointing out that the effect of such a system was that an undesirable multiplicity of subjects was attempted, and that there was a tendency for subjects to find their way into the curriculum, not so much on educational considerations, as because they scored marks easily in examinations.

The decisions of the conference.

597. In August 1905 the Government of India forwarded to this Province a revised uniform code for general adoption, but added that they were not satisfied with the curriculum as laid down therein, and asked that it might be examined with a view to the consolidation of the courses in the various grades of schools in the light of the views expressed on the subject by the Hill Schools Committee. This matter was referred to the Inspector of European Schools, who proposed that European schools should be divided into three grades—secondary literary, secondary commercial, and elementary—and outlined a curriculum for each grade. The proposals of the Inspector were laid before a conference of persons connected with and interested in the education of Europeans, which met in Calcutta early in 1906. This conference was not altogether prepared to accept the proposals of the Inspector, but the members recommended that European schools should be classified in two grades, secondary and elementary, and suggested a course of studies for each grade. These proposals are still before the Government of India, who, though they found it necessary to make a reference to this Province on some points of detail, have intimated their readiness to accept the principles proposed. An account of the course of study proposed will be found in paragraphs 629 and 630 below.

The present position.

598. For the present the old grading holds good and schools are classified as high, middle and primary according as they teach respectively either the whole of the code course or the course up to standard VII or standard IV respectively, or impart instruction up to standards which are more or less equivalent to these. A few schools classed as middle teach up to the high-standard, though they are unable to draw the attendance grants sanctioned for pupils in the high stage of instruction, and as a fact the arrangement of studies and classes enjoined in the code is not rigidly insisted upon, as several high schools have with the consent of the Education Department arranged their classes and their curricula in accordance with their particular needs and with a view to presenting candidates for the Cambridge senior local examination as a school final test. Pupils in the infant class or in the first four standards of the code are reckoned for the purpose of statistics to be in the primary stage of instruction, pupils who are in any standard above the fourth are regarded as in the secondary stage of instruction. In the case of any school, the classes of which are not arranged according to the code scheme, the Inspector of European Schools has decided which classes correspond to the primary, middle and high standards respectively.

Primary and secondary schools.

Institutions.

The number of secondary and primary schools.

599. The returns for 1906-07 show 69 secondary and primary schools for Europeans. The figure includes a railway night school at Jamalpur, which is not strictly an institution for general school education. Some account of this institution is given in paragraph 679 below. Three unaided institutions, the Doveton and Armenian Colleges in Calcutta and a private school in Darjeeling, omitted to send in returns. Consequently there

were known to be in existence in Bengal at the close of the period under review 72 secondary and primary schools. The number of secondary and primary schools returned at the end of 1901-02 for the Province of Bengal, as at present constituted, was 67.

Pupils.

600. On the 31st March 1907 there were 7,826 pupils on the rolls of the 69 primary and secondary schools for Europeans which are included in the returns. Of these 7,188 were Europeans and Eurasians. The number of Europeans and Eurasians returned as being on the rolls of primary and secondary schools for Europeans in the present area of Bengal on the 31st March 1902 was 6,977.

Pupils in secondary and primary schools.

601. In paragraph 169 of the last annual report on public instruction in Bengal the failure of the Armenian College to submit returns was commented upon. It is scarcely necessary to emphasise how important it is that Government should possess complete and accurate information about the education of the domiciled Anglo-Indian community. Private enterprise unaided by the State has been found to be entirely unable to cope with the problem, and the education of Europeans and Eurasians is becoming annually a heavier charge on the public funds. Government has shown itself quite willing to recognise its responsibilities in this matter, and it is surely not too much to ask that those engaged in the work will do their best to co-operate.

The failure of schools to submit returns.

602. Six hundred and thirty-eight non-Europeans were returned as being on the rolls of secondary and primary schools for Europeans on the 31st March 1907. This figure is made up as follows:—Indian Christians 62, Hindus (including Brahmins) 110, Buddhists 33, Muhammadans 40, Parsis 106, others 281. Under "others" are included 182 Jewish girls, the pupils of the Jewish Girls' School in Calcutta. Of these non-European pupils 272 were returned as boys and 366 as girls. The number of non-European pupils attending primary and secondary schools for Europeans in the pre-partition area on the 31st March 1902 was returned as 497. It appears, however, that this total did not include the pupils of the Jewish Girls' School, which though in existence was not at that time aided by Government. The revised code of regulations for European Schools has reduced the number of non-Europeans permitted to attend a school aided as European from 25 to 15 per cent. of the total number of scholars.

Non-European pupils in European schools.

603. Of the 7,826 pupils returned as being on the rolls of secondary and primary schools at the end of 1906-07, 2,019, or nearly 26 per cent., were in the secondary stage of instruction. The proportion of boys who remain for the secondary stage of instruction is greater than the proportion of girls; in the case of the former the number in the secondary stage represents 29 per cent. of the total number under instruction, while in the case of the latter the number in the secondary stage represents barely 21 per cent. of the total number under instruction.

Pupils in stages of instruction.

604. On the 31st March 1907 there were 57 girls in the high stage of instruction and 203 boys. In 1901-02 the percentage of pupils under instruction in secondary and primary schools who were in the high stage of instruction was 4·6; in 1906-07 it was 3·3. The decline is not easy to account for. It is not an uncommon thing for a boy to abandon his ordinary school studies at the middle stage and take up technical training, such as that given in the Apprentice Department of the Sibpur College, but the figures for technical schools do not show that the tendency to join these institutions has increased. Engineering firms take boys at about the middle stage of education and train them, and it may be that the increasing demand for European and Eurasian labour both in engineering and in the labour market generally has induced more boys to leave school at the middle stage. The large proportion of failures at the recent high school examinations has also probably acted as a deterrent; and finally there are grounds for believing that the tendency to send boys to England at about the age of 15 for technical training, etc., has increased during recent years.

Decline in the number of pupils in the high stage of instruction.

European pupils
in secondary and
primary schools
for Indians.

605. Fifteen European pupils, 9 boys and 6 girls, were returned as being on the rolls of secondary and primary schools for Indians on the 31st March 1907. Two of the boys were in high schools, 3 in middle schools, and 4 in primary schools. Of the girls, 1 was in a middle school and 5 were in primary schools.

Local distribution.

Schools confined
to centres and to
railway lines.

606. European schools are naturally confined to a few centres; the only schools which are situated in outlying places are those which are established at railway stations where European *employés* live. The 7,826 pupils in secondary and primary schools may be distributed locally as follows:— Calcutta and Howrah 5,216, Darjeeling, Kurseong and Kalimpong 1,132, Asansol 405, Bankipore 300, Cuttack 130, along the East Indian Railway line 328, along the Bengal-Nagpur Railway line 285, along the Bengal and North-Western Railway line 30.

Management.

The educational
work of religious
and other
educational bodies
examined and
compared.

607. Government manages directly only two schools for Europeans, the Victoria Boys' School and the Dow Hill Girls' School, Kurseong; and on the 31st March 1907, 275 pupils or 3·5 *per cent.* of the total number of scholars under instruction in secondary and primary schools were being educated in these two schools. Of the schools under private management the great majority are controlled by religious denominations. A few schools, however, notably the Martinière Colleges, are managed by governing bodies which are independent of any particular denomination, and a few are owned and controlled by railway companies. Privately owned schools are now a negligible quantity; two such schools only, which at the end of 1906-07 were educating 124 pupils, are included in the returns. All these schools are classed under the head "undenominational," not because no denominational religious instruction is given in them, but because they are not controlled directly by any particular denomination. The work of the various educational agencies as represented by the number of pupils who were on the rolls of their respective schools at the end of the period under review may be shown as follows:—Roman Catholic schools 54·1 *per cent.*, Church of England schools 16·9 *per cent.*, Nonconformist schools 6·7 *per cent.*, schools under the management of the Church of Scotland Mission 2·2 *per cent.*, schools under undenominational management 14·3 *per cent.*, schools under the direct management of Government 3·5 *per cent.* The pupils of the Jewish Girls' School, Calcutta, represent the remaining 2·3 *per cent.*

The
preponderance
of Roman Catholic
schools.

608. The large proportion of the children under instruction who are educated in Roman Catholic schools has frequently been commented upon during the last few years, and in the report on public instruction in Bengal during 1905-06 the educational work of the Roman and Anglican Churches was compared with the figures collected at the last census, which showed that 51·4 *per cent.* of the European population of Bengal belonged to the Anglican Communion, while 36·2 *per cent.* only belonged to the Roman Catholic Church. It was observed with reference to this comparison, that it was to some extent vitiated by the inclusion in the census figures of the British forces, but it was added that it was well known that a large number of Protestant children study in Roman Catholic Schools.

The statistics
collected by the
Hill Schools
Committee.

609. A more accurate idea of the position may be gained by a study of the figures for 1903 which were collected by the Hill Schools Committee for the Provinces of Bengal and the Punjab, and the United Provinces of Agra and Oudh. At the end of that year there were in those three Provinces 163 European Schools with 14,860 pupils. Of these pupils 48·6 *per cent.* were members of the Church of England, 9·9 *per cent.* belonged to other Protestant denominations, 38·2 *per cent.* were Roman Catholics, while the remaining 3·3 *per cent.* consisted of members of other Christian denominations, Jews and other non-Christians. The Church of Rome was controlling during that year 35 *per cent.* of the schools and educating 45 *per cent.* of the pupils under instruction. The Church of England was controlling 20 *per cent.* of the schools and educating 20 *per cent.* of the pupils under instruction. Of the Church of England children under instruction 35 *per cent.* were being educated in Church of England schools, 16 *per cent.* in Roman Catholic

schools, the remaining 48 *per cent.* being in railway schools, in schools controlled by other Protestant denominations, the Martinière colleges, Government schools and private schools. Of the Roman Catholic children under instruction 88 *per cent.* were in Roman Catholic schools, and 3 *per cent.* only in Church of England schools.

Schools by grades and sex of pupils.

610. The 69 secondary and primary schools returned are classified as follows:—For boys, 7 high schools with 1,639 pupils, 9 middle schools with 1,349 pupils, and 8 primary schools with 572 pupils; for girls, 7 high schools with 1,022 pupils, 21 middle schools with 2,282 pupils, and 17 primary schools with 962 pupils.

Classification of schools into high, middle and primary.

611. The preponderance of girls' schools will be noticed, but a considerable number of the schools which are returned as girls' schools are in reality mixed schools. Boys are educated in the lower classes of most girls' schools, and there are several middle schools which are returned as girls' schools, but which educate boys and girls together in all their classes. The Welland Memorial School in Calcutta, a Church of England high school under the control of the Old Church Educational Society, educates both boys and girls in all stages of instruction, though as a fact the number of girls is invariably greater than the number of boys. This school has a headmaster, but all the other members of the teaching staff are women. On the 31st March 1907 there were 84 and 199 girls on the rolls of middle and primary schools for boys respectively, while 950 boys were returned as being on the rolls of girls' schools on that date, *viz.* 200, 437, and 313 on the rolls of high, middle and primary schools for girls respectively.

Co-education.

Expenditure on secondary and primary schools.

612. The total expenditure incurred during 1906-07 on the education of Europeans and Eurasians is returned as Rs. 17,77,291. According to the returns this amount was raised as follows:—from Provincial revenues Rs. 4,43,569, from fees Rs. 7,65,544, from subscriptions and endowments Rs. 5,66,213, and from the Calcutta Municipality Rs. 1,965. A sum of Rs. 1,61,823 may be reckoned as having been spent on the current expenses of secondary and primary schools (Rs. 7,38,379 representing direct expenditure, and Rs. 5,23,494 expenditure on boarding establishments). The contribution from public funds towards the current expenses of these schools is returned as Rs. 2,93,357, which represents 23·3 *per cent.* on the total expenditure, and the contribution from fees as Rs. 7,03,278 or 55·7 *per cent.* The balance of Rs. 2,65,238, or 21 *per cent.*, has to be credited to subscriptions and endowments. An examination of the statistics for 1901-02 shows that the total current expenditure on secondary and primary schools in the present area of Bengal was during that year Rs. 11,67,077, and that towards that expenditure public funds contributed Rs. 1,55,790, or 13·3 *per cent.*, fees contributed Rs. 5,42,749, or 46·5 *per cent.*, and subscriptions and endowments Rs. 4,87,438 or 40·2 *per cent.*

Current expenditure.

613. The expenditure on buildings and furniture amounted during 1906-07 to as much as Rs. 3,77,423, and towards this sum Government contributed Rs. 1,12,786, or 29·9 *per cent.* According to the returns the balance is to be accounted for as follows:—from fees Rs. 33,452, from other private sources Rs. 2,31,185. In 1901-02 the total expenditure on buildings and furniture was in the present area Rs. 1,53,998, and the Government contribution towards this sum amounted to Rs. 20,155, or 13·1 *per cent.*

Expenditure on Government buildings.

614. The unreliability of the returns has been emphasised in the last two annual reports on public instruction in Bengal. In the report for 1904-05 it was explained how, when the figures for 1902-03 were scrutinised, it was found that the total amount returned as expenditure from private sources had probably been overstated by about 2½ lakhs. In the report for 1905-06 it was pointed out that the expenditure under "boarding charges" had declined by Rs. 1,59,303, although no material change of circumstances had in fact occurred. The circumstances were practically the same during 1906-07, but the boarding expenditure for that year shows an increase of over Rs. 67,000 on the expenditure for 1905-06.

Unreliability of returns.

The complexity of the statistics.

615. It is well known that European schools have, practically speaking, to rely on fees and Government grants. The Martinière colleges and the Qidcutta Free School are practically the only institutions which are endowed; and a very small amount is ever raised by subscriptions, even towards capital expenditure. It is therefore practically impossible that so large an amount as Rs. 5,66,213 should have been realised from subscriptions and endowment during 1906-07, but this is the sum returned. The fact is that the finances of large boarding schools, which turn over annually a considerable amount of money, and of groups of schools belonging to various religious and other bodies and financed more or less from a common fund, are of so complicated a nature, that an annual return showing accurately what is being spent on the education of Europeans and the sources from which the money spent is being derived, is never likely to be produced, until the whole matter is examined by an experienced accountant, and explicit directions issued with reference not only to the keeping of school account books, but also to the form of returns and the compilation of statistics. The problem has two aspects. In the first place the Education Department should know accurately the financial condition of each European school which is aided by Government. In the second place the annual expenditure of each school should be returned in such a way that the Inspector of European Schools could prepare from the returns submitted a general statement which would show clearly what was being spent and the sources from which the money was being derived. Proposals with reference to this matter have recently been submitted to Government.

The only justifiable conclusion is that more money has been spent.

616. During the last few years every possible endeavour has been made to try and arrive at a true estimate of the financial position; and there are good grounds for thinking that there has been during the quinquennium under review a considerable increase in the expenditure on the education of Europeans, and that this increase has been borne partly by Government and partly by fee receipts.

The cost of the two Government schools.

The Victoria Boys' School, Kurseong.

617. The total expenditure on the Victoria School, Kurseong, amounted during 1906-07 to Rs. 79,395. The cost of tuition, which for the purposes of General Table IV is regarded as direct expenditure, amounted to Rs. 25,931. The sum of Rs. 48,997 quoted above includes a special charge of Rs. 3,755 for new furniture for the commercial class and Rs. 516 spent on grants to cadets. If these charges are excluded, the current cost of the school during the year may be reckoned at Rs. 75,124. The fee receipts during the year amounted to Rs. 27,892 and the average roll number throughout the year was 175. Consequently the working cost to Government during 1906-07 may be stated for purposes of comparison as Rs. 47,232, and the average cost per pupil as just below Rs. 270.

The cost has increased by 75 per cent. during the quinquennium.

618. According to the returns the cost of the school has increased during the quinquennium under review by over 75 per cent. During this period a technical and a commercial class have been added, and the re-organisation of the Educational Services has increased the cost of the staff. The school buildings are now excellent and the equipment much above the average, but the quality of the teaching staff still leaves much to be desired.

The Dow Hill Girls' School, Kurseong.

619. The total expenditure on the Dow Hill School, Kurseong, during 1906-07 amounted to Rs. 48,997. The cost of tuition, which for the purposes of General Table IV is regarded as direct expenditure, amounted to Rs. 37,630. The sum of Rs. 79,395 quoted above includes an amount of Rs. 831 spent on the purchase of new furniture. If this is excluded, the current cost during the year may be reckoned as Rs. 48,166. The fees realised during the year amounted to Rs. 20,210 and the average number of girls on the rolls during the year was 97. Consequently the working cost to Government during 1906-07 may for purposes of comparison be stated as Rs. 27,956, and the average cost per pupil as just above Rs. 288.

Increase in the cost.

620. The cost of the school has increased during the period under review by over 41 per cent. The staff has been increased during the quinquennium and provision has been made for the teaching of the piano on condition

that this branch is made ultimately self-supporting. The re-organisation of the Educational Services has also added to the cost of the staff. During the quinquennium a new building has been provided for the school, and the accommodation is now excellent and the equipment distinctly good. The teaching staff of the school, however, requires improvement. This matter is dealt with in paragraph 639 below.

Grants-in-aid.

The system introduced in 1895 and the revised code.

621. During the first 12 years which elapsed from the time of the introduction of the Bengal code in 1883 Government grants were paid to European schools on a results-grant system. This system was abolished by the committee which revised the code in 1895, and grants payable at various rates on attendance were substituted. The revised code has not yet been introduced in this Province, but the grant-in-aid rules contained in it have been issued and are now in force. Attendance has been retained as the ordinary basis of Government assistance, and the rates formerly prescribed for attendance grants have been continued with the proviso that to the amounts calculated at these rates ten *per cent.* may be added. Provision has also been made for the payment of a supplementary grant to any school "for the efficient maintenance of which the ordinary grants are not sufficient." It is laid down that in the assignment of these grants the Education Department shall have regard to the improvement of the quality and pay of the staff, and it is a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions. Instead of attendance and supplementary grants a contribution fixed for a term of years may be made to a school under conditions determined by the Local Government.

The abolition of the results-grant system and the revised code.

Attendance grants.

622. Article 30 of the Bengal code for 1897 provided grants of Rs. 2 and Rs. 8 respectively, for each free day scholar and free boarder. Whether these grants were intended to be monthly or annual is not clear; in practice they were regarded as annual. The revised rules introduce a special monthly grant of Rs. 8, which may be paid in addition to ordinary grants of all descriptions on account of any orphan or destitute European or Eurasian child, for whom a certificate of a magistrate testifying to destitution can be obtained. Provision is also made for the education at the cost of Government of European and Eurasian children whose parents reside in places where there is no suitable school and are unable through poverty to make arrangements for their education; the cost of conveyance may also under these circumstances be met from public funds.

Special grants for orphans and destitute children.

623. An important addition has been made to the conditions under which building grants are sanctioned. Under the revised rules school managers are required when applying for a grant to forward a certificate testifying to the fact that the funds at their disposal will, when added to the grants, be sufficient to meet the full cost of the work. Had this condition been insisted upon before, much financial embarrassment would have been avoided in the case of certain schools.

Building grants.

624. It has already been explained that Government is now spending on European education considerably more than it has ever spent previously. During 1906-07 the grants-in-aid paid to European schools both on current and capital account amounted to Rs. 3,29,080. In 1901-02 the amount paid in the present area of Bengal amounted to Rs. 1,25,079. The Government contribution to aided European schools has increased by just under 62 *per cent.* during the quinquennium under review, and this in spite of fact that in assessing the maintenance grants for 1906-07 the revised rules were only partially introduced.

Grants-in-aid have increased during the quinquennium by nearly 62 per cent.

625. During the period under review there has been a marked decrease in the number of unaided schools. In 1901-02 there were 11 unaided secondary and primary schools out of a total of 65 schools under private management. During 1906-07 there were only 3 unaided secondary and primary schools out of a total of 67 schools under such management. The Martinière College, Calcutta, came under the grant-in-aid system during 1906, and the only important schools which are now unaided are the two Jesuit institutions

Increased demand for State assistance.

in Calcutta and Darjeeling. The latter of these institutions has received capital assistance during the quinquennium. Mr. Hallward's remarks on the increased demand for Government assistance are as follows:—

"The tendency may be regarded as the joint result of the operation of two independent causes, (1) the increasing demand for more efficient teaching, better educational appliances, better school buildings, and for the addition of continuation classes in such subjects as type-writing and shorthand, and (2) the ever-rising expense of living, especially in Calcutta where 70 per cent. of the schools are situated, in the matter of rent, food, and servants. These demands for additional expenditure make it increasingly difficult for the managers of unaided schools, in the almost universal absence of adequate endowments, to maintain them without State assistance."

A special Imperial grant.

A special annual recurring grant of Rs. 65,000.

626. A special annual grant of Rs. 2,46,000 was made from Imperial funds in aid of European and Eurasian education in India with effect from the beginning of 1906-07. The share of this grant which has been allotted to this Province is Rs. 65,000 *per annum*. In making the grant the Government of India suggested as objects on which the grant might be spent with advantage (a) the improvement of the pay and prospects of teachers, (b) the enhancement of grants made in aid of the equipment and maintenance of schools and (c) the provision of scholarships on a more generous scale. Pending the contemplated re-organisation of European schools it is not possible to work out any general schemes for increased expenditure under the heads suggested. The Imperial contribution was spent during 1906-07 on special grants to schools to enable them either to improve their teaching staffs or to improve their buildings and equipment. With the funds at the disposal of the Education Department it is not clear that any general schemes for increased grants will be possible. The sound and more economical policy will be to consider the needs of individual schools as they arise and to assist as far as funds permit any well-considered scheme for development which may be put forward. The question of scholarships is dealt with in paragraph 641 below.

Courses of study.

Present conditions.

The code curriculum is still in force.

627. The general scheme of school studies has already been explained in paragraphs 597 and 598 above, and the circumstances under which a conference was summoned at the beginning of 1906 to discuss the question of the grading of schools and the preparation of a curriculum for each grade have been described. The prescriptions with reference to the courses of study which are still in force are those of the Bengal code for 1897, though as has been stated in paragraph 598 above considerable license in the arrangement of their curricula has been of recent years allowed to high schools. The courses of study prescribed by the Bengal code are described in detail by Mr. Nathan in paragraphs 1048 to 1071 of his Quinquennial Review, and what he says of the subjects taught in schools in Bengal holds good, with the qualification just mentioned, of present conditions.

Proposals for the future.

Proposals of the Calcutta conference.

628. The conference which met at the beginning of 1906 laid down two courses of study, one for elementary, and the other for secondary, schools.

The course of study for elementary schools.

629. According to these proposals an elementary school is to consist of an infant section and 6 classes. The curriculum of the infant section is to comprise reading, writing, arithmetic, nature observation lessons, Kindergarten occupations, lessons on geometrical form, and music. The curriculum of the classes is to comprise the English language, including reading, composition and grammar, poetry and literature, handwriting, arithmetic, nature observation work, geography, history, drawing, an Indian vernacular, handwork, music and needlework (for girls only). Supplementary courses are also provided for. An account of these will be found in paragraph 684 below.

Courses of study for secondary schools.

630. Each complete secondary school is to be divided into three sections, (a) the preparatory school, (b) the general school and (c) the upper school. All secondary schools are to teach the same curriculum up to the age

of 16, and after that considerable latitude is to be allowed. As regards the preparatory school, the curriculum of the infant section will be the same as that suggested for elementary schools; in the classes above the infant section the following subjects are to be taught:—Arithmetic, English, history, elementary nature study leading to geography, drawing, a modern European language or an Indian vernacular and practical geometry. The curriculum of the general school is to consist of the following subjects:—English, Latin (optional for girls' schools), a modern European language or an Indian vernacular, mathematics, history, geography, science, elementary botany leading to elementary physics and chemistry, elementary physiology (including hygiene), drawing, manual instruction and needlework (for girls only). Considerable latitude is to be allowed in the curriculum of the upper school.

Examinations.

Examinations held under the code.

631. The Bengal code provided for three public examinations during the school course, namely the primary, middle and high school examinations held at the end of the primary, middle and high stages of instruction respectively. It has already been explained that one of the points on which the Simla Conference laid stress was the desirability of reducing the number of public examinations. Applying this principle to the school education of Europeans and Eurasians the Government of India on the recommendation of the Conference intimated at the end of 1901 that they desired that the primary and middle examinations in the form in which they then existed should be abolished and that the promotion of pupils from the primary to the middle stage and from the middle stage to the high should be left to the managers of schools subject to the control of the Inspector. They explained that they understood that the middle school examination was used largely as a school-leaving examination, and observed that it might be necessary to provide such an examination at the end of the middle as well as at the end of the high stage. They thought, however, that the primary examination should certainly be abandoned.

The number of examinations to be reduced.

632. The code committee of 1902 were not altogether in agreement with the views of the Government of India, and they recommended the retention of the primary and middle examinations. The Government of India were not, however, prepared to modify their views, and in the revised code the principle of one school examination and that at the end of the school course is maintained by the abolition of the primary school examination and by the closing of the middle school examination to all except those who are finishing their school education at that stage. The Government of Bengal anticipated the publication of the revised code by issuing revised rules in 1903 which carried out the principle which the Government of India wished to uphold. Scholarships are still awarded on the results of examinations held at the end of the primary and middle stages, and consequently a primary scholarship examination is held annually. This examination, however, serves no purpose other than the award of scholarships. The scholarships at the end of the middle stage are awarded on the results of the middle school examination, which thus fulfils two functions (a) that of a school final examination for those who are not reading beyond the middle stage of instruction, and (b) that of a scholarship examination for those who are continuing their school studies beyond that stage. Every candidate is required to state clearly for what purpose he is appearing.

One public examination and that at the end of the school course.

School examinations conducted by Cambridge University.

633. In 1900 a public meeting was held in Calcutta under the presidency of the then Bishop of Calcutta at which a resolution was passed in favour of the adoption of the Cambridge University local examinations as public tests for the European schools of the Province. The resolution passed at this meeting was forwarded to the Government of India through the Anglo-Indian Association, and upon its receipt that Government made inquiries with the object of

The Calcutta meeting of 1900 and the Simla Conference.

ascertaining the relative standards of difficulty of the Cambridge senior local and the high school examinations. The replies received disclosed such radical differences of opinion that the matter was referred to the Directors of Public Instruction who were assembled at the Simla Conference. As a result of this reference it was recommended that Local Governments should encourage the Cambridge senior local examination, wherever there was any local demand for it, and that the Universities should be invited to recognise the examination.

The present position.

634. The Cambridge senior local examination is now recognised by the Government of Bengal as equivalent to the high school or matriculation examination, and the revised code allows a school to prepare candidates for any examination recognised by the Local Government as equivalent to the high school examination, provided that the express sanction of the Inspector to the arrangement has been received. In the revised rules for examinations in European schools which were sanctioned in 1905 the Cambridge senior local examination may be taken in place of the high school and scholarship examination. It is expressly stated that this permission will not entitle a school to send up candidates for the Cambridge junior local examination. These are the standing orders on the subject. Many of the best schools in the Province have now definitely abandoned the high school examination in favour of the Cambridge senior local examination.

Results.

The middle and high school examinations in 1906.

635. At the high school and scholarship examination of 1906-07, 92 candidates appeared, of whom 35, or 38 *per cent.*, were successful. At the middle school examination 75 appeared, of whom 29, or nearly 40 *per cent.*, were successful. One high school candidate passed in the first division; in the middle school examination no candidate was placed in the first division.

The unsatisfactory results of recent examinations and the conclusion which must be drawn from them.

636. The results of these examinations have been extremely unsatisfactory for the last two years. In 1902, 76·7 *per cent.* of the candidates passed the high school examination; in 1905, 27 *per cent.* only were able to qualify. In 1903, 45 *per cent.* of the passes for the high school examination were placed in the first division; in 1906 less than 3 *per cent.* were so placed. It is quite clear that the standard of the examination has actually been raised, though the conditions have remained precisely the same, and the appointment for the last three examinations of examiners of a rather different type is no doubt partly responsible for the increase in failures. It must also be remembered that not a few of the most efficient schools have for the last few years ceased to send up pupils for the examination. It is readily admitted that the examination is in many ways not a good one. The insistence on a pass in each of the three branches of English and the prescription of 50 *per cent.* as the pass mark in the English essay which constitutes one of the branches, has resulted not infrequently in the failure of individual candidates who were up to the general standard. Moreover, the idiosyncracies of individual examiners—a factor which can never be wholly eliminated but which in the absence of a revising board it is difficult to control—and especially of the examiners in English, may perhaps have influenced unduly the results of the examinations of particular years. But when every allowance is made, it is difficult to explain away the discredit which the results of the last two years reflects on the work of the schools concerned, though as against this it is only fair to point to the fact that the results obtained by the candidates sent up for the Cambridge examinations have been on the whole satisfactory.

Cambridge University school examinations.

637. Five schools sent up candidates for the Cambridge University local examinations of 1906. The results obtained were as follows:—At the senior examination 9 candidates appeared and 8 passed; at the junior examination 21 candidates appeared and 17 passed; at the preliminary examination 23 candidates appeared and 22 passed. These results are very satisfactory. The success of the Diocesan Girls' School, Darjeeling, calls for special mention. This school sent up 18 candidates and passed every one of them, gaining also one second class honour in the junior examination and 5 second class honours in the preliminary examination.

638. Thirty-seven candidates appeared at the matriculation examination from three European schools. Of these 20 passed, 10 in the first division. Loreto House, Calcutta, passed 3 out of 5 candidates presented, all in the first division.

Proposals for the future.

639. The conference which met in Calcutta at the beginning of 1906 recommended that for elementary schools the school final examination should be conducted *in situ* by a board of three examiners, one member of which was to be a member of the school staff. The examination is to be held on the whole curriculum attempted, and is not to aim at more than testing whether the pupils presented have profited by the instruction which they have received and have attained to a certain standard of proficiency in the various branches which they have studied. As regards secondary schools the conference recommended the adoption of the Cambridge University senior school certificate examination as the school final examination. This examination is the Cambridge senior local examination taken under certain specific conditions; and no institution can send up candidates for the certificate examination, unless it is recognised by the Cambridge authorities as a secondary school. For the purposes of recognition the Cambridge authorities have agreed to accept the recommendations of the Education Department of the Province. Definite proposals on these lines have been submitted to Government. It has also been proposed that secondary schools should be allowed to present candidates at the Cambridge University junior school certificate examination, which is the junior local examination taken under certain conditions by schools recognised as secondary. The presentation of candidates at the junior certificate examination is not to be regarded as in any way incumbent upon secondary schools; the proposal is, that it should be allowed, if for any special reasons it is found to be desirable.

640. The decisions of the conference were undoubtedly wise, and the abolition of the code examinations will certainly not be a matter for regret. In the first place the examinations in themselves are not above criticism. The middle school examination with its two compulsory subjects and its long list of optionals is not a proper test of the work of elementary schools, nor can the high school examination under its present conditions be regarded as a satisfactory coping stone of an adequate secondary school curriculum. Further, school authorities generally have no confidence in these examinations, nor can this distrust be ascribed altogether to the recent failures; for some of the best schools abandoned the code examinations long before these results were recorded. In the face of this want of confidence it would be idle for the Department to persist in conducting examinations which nobody wants and for which it is by no means easy to arrange; for the number of persons unconnected with the schools presenting candidates and yet capable of examining them is extremely small. The University of Cambridge has an elaborate machinery for examining schools; it can command the services of highly competent examiners and its certificates are recognised throughout the British Empire. It has not, of course, any knowledge of the particular local needs of European schools in India. This is no doubt a disadvantage, but it is probably one which is more than compensated by the advantages of relieving the Provincial Educational Department of the task of examining secondary schools for Europeans. The teaching and not the examining of schools is the primary concern of the Department.

Scholarships.

Present conditions.

641. Before the abolition of the primary and middle examinations scholarships were awarded at the primary, middle and high examinations. Since the issue of the revised examination rules in 1905 scholarships have been awarded on the results of the primary scholarship examination, the middle scholarship examination, and the high school and scholarship examination.

642. In the revised code the value of primary, middle and high scholarships has been raised and, as explained in paragraph 591 above, two

new kinds of scholarships have been introduced, namely scholarships of Rs. 30 a month to be awarded at the intermediate stage of a University or professional or technical course, and scholarships of Rs. 40 a month, to be awarded at the bachelor stage of a University course or at the corresponding stage of a professional or technical course. The former scholarships are called collegiate, the latter final; both are to be tenable for 2 years. Collegiate and final scholarships have not yet been made available in this Province, but the rates of primary and middle scholarships have been raised from Rs. 5 and Rs. 8 to Rs. 8 and Rs. 12 a month respectively; while high scholarships, which were formerly awarded at Rs. 10, Rs. 15, and Rs. 20, have now been raised to a uniform rate of Rs. 20. Proposals with reference to collegiate and final scholarships have been submitted to Government.

The special University scholarship.

643. The special scholarship of £200 a year tenable in a University in Europe has been mentioned in paragraph 592 above.

Proposals for the future.

The recommendations of the Calcutta conference and the proposals which have been submitted to Government.

644. The proposals, which the conference, which met in Calcutta early in 1906, made with reference to examinations for European schools have already been described. With reference to scholarships they recorded two recommendations—(1) the general principle underlying the giving of scholarships should be that they should aim at enabling a promising pupil to pass through the whole course either at an elementary or at a secondary school. They should also be used to enable pupils of special promise to pass from a secondary school to a University or to some institution giving technical or professional education; (2) that the money available for scholarships should be divided equitably among schools and spent at the discretion of the principals of such schools in part payment of the fees of deserving pupils who are in need of pecuniary assistance. It has not been found possible to adhere exactly to the recommendations of the conference, but what has been proposed is that scholarships should be awarded on the results of the elementary and the secondary school final examinations, and that a certain sum of money should be placed annually at the disposal of the Director of Public Instruction to be used at his discretion in the assistance of poor, but deserving, pupils on the lines of the first recommendation of the conference. These proposals are now before the Government of India.

Teachers.

The number and qualifications of teachers now employed.

The conclusions of the Fourth Quinquennial Review and the criticisms of the Hill Schools Committee.

645. The conclusion which was recorded in the Fourth Quinquennial Review with reference to the teachers of European schools was that numerically the staff of the schools was generally fairly adequate, but that it was a grave defect of the system that so few of the teachers recruited in India had received "any special training to fit them for their duties." The Hill Schools Committee commented severely on the lack of qualifications which they found in the teachers of the schools, especially the boys' schools, which they visited; and they contrasted this state of affairs with the conditions which obtain in secondary schools in England, where the teaching is already entirely in the hands either of trained elementary school masters or graduates and will be before long confined to graduates who have had some special training for the teaching profession.

Numbers adequate but quality unsatisfactory.

646. An examination of the return of teachers employed in European schools in Bengal during 1906-07 bears out the truth of these observations. Four hundred and sixty teachers are returned, which means that there are on an average one teacher to every 16 pupils. This is satisfactory, but a scrutiny of the qualifications discloses a state of affairs which suggests serious misgivings. Of the teachers returned 23 only, or less than 5 per cent., are graduates, and only 42, or just over 9 per cent., have had any kind of training; while 95, or over 20 per cent., possess no qualifications whatever, and 58, or over 12 per cent., have no other diploma than that of the middle school examination.

The training of teachers.

The views of the code revision committee of 1895 and the opening of the Kurseong training class.

647. Perhaps no educational problem has ever been discussed through a greater number of years than the question of the training of teachers for European schools in India. Proposals, which were intended to be definite, were put forward in the early eighties, but to make the present position clear it is not necessary to go back further than 1895. The committee which in that year revised the code emphasised the necessity for making arrangements for the training of teachers, but they were unable to come to an agreement as to the means by which this training should be carried out. Briefly, there were two views. One was that a training college should be established at which, in addition to the practical study of teaching, students should undergo "for a comparatively prolonged period a continued education and a general training in the habits of study, observation and reason." The other view, of which Sir Alfred Croft was the champion, was that nothing further should be attempted than a practising school "at which the actual art of tuition and that alone would be taught" for a few months only. The latter proposal was based upon the consideration that the prospects of teachers in European schools in India were so poor, that it would be hopeless to expect them to undergo a long course of training, and that the whole enterprise was so venturesome, that any large outlay could not be justified. The report which the committee submitted to the Government of India was divided, and the only immediate result which followed was that in 1896 that Government recorded a view to the effect that it might be possible to found a school in Bengal at which Sir Alfred Croft's scheme might be given a trial.

648. The next three years saw the incubation of various abortive schemes for developing one or two schools in Calcutta into practising schools at which students could be trained, and the rejection of a scheme for establishing in conjunction with the Government of the North-Western Provinces a training college at Lucknow. The final outcome of all these discussions was the opening in 1899-1900, at the Victoria School, Kurseong, of the training class the working of which has been described in paragraph 317 of this report. The resignation at the end of 1903 of the Principal of the Victoria Training College and the fact that up to that time only one male European student had been trained necessitated a reconsideration of the arrangements, and the training class was at the beginning of 1904 transferred to the Dow Hill Girls' School. It has since been confined to female students.

The recommendations of the Simla Conference and the proposals for the training of male teachers.

649. The Directors of Public Instruction who were present at the Simla Conference recorded a resolution to the effect that the training arrangements for teachers in European schools were inadequate and that it was desirable that a central training college for males should be tried experimentally at some such centre as Allahabad, but that it would probably not be necessary or desirable to undertake the training of more than 25 students at one time. In forwarding this resolution to the Government of Bengal the Government of India inquired whether looking to the arrangements which had already been made in Kurseong, it was necessary for the Government of Bengal to join in the proposed scheme for a central training college at Allahabad. This question was answered in the affirmative by the late Director of Public Instruction.

650. The Hill Schools Committee which was appointed in 1903 visited a considerable number of schools in the three Provinces of Northern India, and in the course of their visits they found practically everywhere strong views as to the unsuitability of Allahabad as a site for the proposed training college and as to the desirability of locating the college in the hills. Out of deference for these views the Government of India have decided to abandon the Allahabad proposal and to open a training class for European male teachers in connexion with the Lawrence Military Asylum, Sanawar. A special officer for this class has already been appointed.

The training class at the Dow Hill School, Kurseong.

The transfer of
the class from the
Victoria School.

651. The transfer of the Kurseong training class from the Victoria to the Dow Hill School has already been mentioned. The course followed at the Victoria School was for one school year, *i.e.*, about 9 months, and when the transfer of the class was arranged it was not proposed that the course should be extended. In these circumstances it was decided that the class should be conducted by the Head Mistress of the Dow Hill School assisted by a mistress of method, who was to be recruited in England. Shortly, however, after the class had been started at the Dow Hill School, it was represented that very little good could result from a course of less than two years. The course was accordingly lengthened to that period with the consent of Government, and the Secretary of State was asked to appoint a second mistress of method.

The working of
the class during
1904.

652. During the whole of 1904 the class had to depend for instruction upon the Head Mistress, who naturally had many other duties, and one of the assistant mistresses of the Dow Hill School, who in addition to her ordinary duties was given some work in connexion with the training class. As was natural, the students did not make very much progress under this *régime*, and at the end of the year it was found that not one of them came up to anything like the standard at which a certificate could be awarded. They were all sent back to the class for another year's training.

The working of
the class during
1905.

653. Early in 1905 the class opened with 18 students, 10 in the first year and 8 in the second, and in April of that year a lady arrived from England to take up the post of mistress of method. This lady was entirely unfit for the post to which she had been appointed, and after 5 months' work she resigned. The results of the examination which was held at the end of 1905 were very poor. Certificates were awarded to 5 out of the 8 second year candidates, but the conditions of the examination had to be relaxed; otherwise only one student could have been declared successful.

The working of
the class during
1906 and the
present conditions.

654. At the beginning of February 1906 the second mistress of method, whose appointment had been sanctioned when the course was extended, arrived in India. A little later in the year the Department was fortunate in being able to obtain locally in the place of the mistress of method who had resigned the services of an English lady who had qualified for a degree at Oxford University and possessed considerable teaching experience. This lady worked through practically the whole of the session, but resigned at the end of the year. In her place Miss Davies, who was formerly head mistress of the Kindergarten department of the Welland Memorial School, Calcutta, was appointed. Miss Davies' subject is Kindergarten and the intention of her appointment is that, if the proposal to establish a separate training college, an account of which is given in paragraph 657 below, is sanctioned, she shall be appointed assistant mistress of Kindergarten method in the college. Under existing conditions the training class is in the hands of the Head Mistress of the Dow Hill Girls' School, who can only give part of her time to this work, and of two mistresses of method. The Head Mistress, however, had to go on leave in May of this year and Miss Davies had to be appointed to act in her place. Consequently the class has for the greater part of this year had to depend for instruction on the mistress of method and Miss Davies, who, in addition to the work for which she was appointed, has had to take over all the responsibilities of the school, a large institution which was practically strange to her. This arrangement was from the point of view of the training class eminently unsatisfactory, but it was inevitable.

The examination
of 1906.

655. At the examination which was held at the end of last year 7 senior students appeared and 13 junior. The results were more satisfactory than in former years, a fact which the examiners ascribe mainly to the presence of the Oxford University lady on the staff. Certificates were awarded to all the senior students, and 12 out of 13 of the junior students were declared to be sufficiently qualified to take up the second year course. The examiners, however, found it necessary to comment severely on the lack of independent thinking among the seniors, especially in the adaptation of methods of teaching to local conditions, and on "the deplorable lack of general information and few signs of independent reading" among the juniors. The former defect they ascribe

largely to the inadequacy of the staff. Their remarks on this point are as follows:—

"In a training college students require, especially in practical work, a very large amount of individual attention. If they are to be restricted to class lectures on methods and a few words of criticism on their teaching, they are bound, if they are as handicapped by defective education as these students, to teach in a stereotyped manner. In an adequately staffed training college each student ought to work out a syllabus of lessons individually with the lecturer, who ought also to go through every set of notes of lessons with the student working under her supervision on that subject."

656. The course of studies followed in the training class includes (1) The course of study. the methods of teaching the subject of an ordinary school curriculum, (2) psychology, (3) school management and school hygiene, (4) the history of education, (5) drawing, (6) singing (the tonic *sol-fa* notation), and (7) needle-work and cutting out. The senior students give five lessons a week in the Dow Hill School and the junior students three lessons a week each.

Proposal to establish a separate training college at Kurseong.

657. The inadequacy of the existing arrangements was pointed out at the end of 1905 to the Director of Public Instruction both by the Inspector of Schools and by the Inspector of European Schools. Both these officers emphasised the desirability of establishing a training college for female students which should be an institution independent of, though not of course unconnected with, the Dow Hill School. In addition to the necessity for providing a larger and more efficient staff for the training work they laid stress on the importance of the students being members of a college, that is to say of an institution the discipline and organisation of which is not that of a school. Independence of mind and character is essential in a teacher, and these characteristics have not as a rule been strongly developed in the students, when they join the training class, nor have the lives which they have led at the Dow Hill School under conditions which differ slightly from those of school girls tended to foster these traits. The inadequacy of the existing arrangements. The students should be taught to regard themselves as members of a college and not as school girls.

658. The Government of Bengal gave its sanction to the scheme being proceeded with, and definite proposals have now been submitted for the establishment of a training college to accommodate 30 female students with a staff of its own consisting of a lady principal, an assistant lady principal, an assistant mistress of Kindergarten method, and an assistant mistress to teach domestic science. The staff proposed for the training college.

659. The improvement of the Dow Hill School, so as to make it as far as possible a model institution, is under consideration, and it is proposed to add to the two Government schools which now exist at Kurseong a preparatory school for boys and a preparatory school for girls. Thus there will be three schools available for the practical work of the students. The improvement of the Dow Hill School and the establishment of two preparatory schools.

The training of Kindergarten teachers at the Welland Memorial School, Calcutta.

660. In the year 1897 the Old Church Educational Society, which controls the Welland Memorial School, Calcutta, brought out from England a lady who had had some training as a Kindergarten teacher. Towards the cost of this lady's employment Government made a special grant of Rs. 100 a month on condition that students were trained by her to be Kindergarten teachers. This lady resigned at the end of 1904. During her incumbency some fifteen students went through a course of training. The working of the class from 1897 to 1904.

661. On the resignation of this lady a scheme was put forward by the Old Church Educational Society for the payment of an enhanced grant which would enable them to employ another Kindergarten mistress recruited in England and to provide stipends for the students under training. This scheme also contemplated the affiliation of the Welland Memorial School Kindergarten to the training class at Kurseong. These proposals were accepted by Government; a special grant of Rs. 250 a month was sanctioned; the training course was extended to two years; and the class was affiliated to the Kurseong class in the sense that arrangements were made, whereby Kurseong students who wished to specialise as infant school teachers might spend the second year of their course The scheme sanctioned in 1904.

in the Welland Memorial School Kindergarten. At the beginning of 1905 Miss Davies, who is now at Kurseong, arrived from England and took up the post of Head Mistress of the Kindergarten.

The abolition of the training class.

662. The scheme was not successful. Miss Davies was very well qualified for the work, but the conditions under which she had to attempt to train students were quite impossible. Moreover, no students were found willing to leave Kurseong for the second year of their course and join this training class; nor did it seem likely that any students would be willing to avail themselves of this arrangement, seeing that it was not proposed to make any arrangements for their board and lodging and that all that was offered in exchange for the many advantages of Kurseong was an allowance of Rs. 30 a month. The training class was abolished at the end of 1906.

Proposed arrangements for the training of infant school teachers.

663. It has already been explained that it is proposed that there should be a mistress of Kindergarten method on the staff of the suggested training college. It is doubtful whether there is much opening in European schools in Bengal for teachers who are purely specialists in Kindergarten methods; but the greater part of the teaching of young children of both sexes is in the hands of women, and it is therefore essential that the great majority of girls who intend to become teachers in European schools should know something of the principles which underlie the modern developments of infant school teaching and have had some experience of their practical application.

Examinations during 1905 and 1906.

664. At the end of 1905 four students of the Welland Memorial Kindergarten class were presented at the certificate examination, but none of them were found to be up to the standard required. Three of these students returned to the class and were examined at the end of 1906. On the results of the examination held at the end of that year all three were awarded certificates.

Professional and technical training.

General remarks.

No special institutions for any profession but teaching.

665. The returns show Europeans and Eurasians studying for the professions of engineering, law, medicine, teaching and agriculture. Teaching has already been dealt with. For the other subjects there are no institutions specially designed for Europeans, though there is an engineering class attached to the Victoria School, Kurseong, to which none but Europeans and Eurasians are admitted. As a rule Europeans and Eurasians receive professional and technical training in the general colleges and schools.

Law.

Three students.

666. Very few Europeans or Eurasians study for the legal profession in India. Only three such students were returned as attending law classes on the 31st March 1907.

Medicine.

Decline in the number of students.

667. There were 59 European and Eurasian students in the Medical College, Calcutta, on the 31st March 1907. Of these 46 were males and 13 females. At the end of 1901-02 the number of these students was 99 (88 males and 11 females), so that in the matter of male students there has been a marked decline. There were on the 31st March 1907 no European or Eurasian students in medical schools.

Why do not more European and Eurasian girls become doctors?

668. It is a matter for surprise that more European or Eurasian girls do not take up the study of medicine, seeing that the demand for lady doctors in India is so large. A considerable number become hospital nurses, which shows that among the women of the domiciled Anglo-Indian community there is no general disinclination for medical work. Probably the explanation must be sought partly in the fact that the general education which the majority of girls receive is such that they could scarcely hope to get through a medical course. In 1904 the present Director-General of the Indian Medical Service informed the Hill Schools Committee that out of the 55 Eurasian military students who were then at the Medical College there were "at most ten, and perhaps not more than five, who on any reasonable standard can be said to have at once character, capacity, and intellectual attainments sufficient for the requirements of a student of medicine, if he is to be considered satisfactory."

Art.

669. As explained in paragraph 403 of this report two European girls were students of the Calcutta Art School on the 31st March 1907. There were no European male students on that date. European students in the Calcutta School of Art.

Agriculture.

670. On the 31st March 1907 one European was attending the agricultural class at the Sibpur College as a special student. The Sibpur agricultural class.

671. There is a farm at Kalimpong which belongs to the Colonial Homes, and on this farm some of the elder boys of the homes undergo practical training in farming. The training includes instruction in the manufacture and repair of simple agricultural implements. A special agricultural teacher has now been recruited in England, and this training will be developed. St. Andrew's Colonial Homes, Kalimpong.

Commerce.

672. The quinquennium under review saw the opening of a commercial class for Europeans and Eurasians in connexion with the Victoria Boys' School, Kurseong. Briefly what was proposed was that boys who had passed at least the middle school examination should be put through a three years' course, calculated to make them useful assistants in a merchant's firm. The course, which is quite a simple one, comprises English (including correspondence and *précis* writing), arithmetic, commercial history and geography, a vernacular language, shorthand and type-writing and book-keeping, with algebra as an optional subject. Provision was also to be made, if practicable, for lectures in more specialised subjects connected with commerce. The course ends in a certificate examination conducted by the Commerical Examination and Advisory Board, the institution of which is described in paragraph 382 of this report. An excellent building was constructed for the accommodation of the class; all the necessary equipment was provided, and an adequate staff was appointed which included a senior commercial master recruited in England who was to conduct the class under the general supervision of the head master of the school. The commercial class at the Victoria School, Kurseong.

673. The class opened at the beginning of 1906 with 8 boys, but no fresh boys joined the class at the beginning of this year, by which time the class had dwindled to 4 boys in the second year class. Just after the close of the period under review Mr. Hallward, who had just taken up the work of Inspector of European Schools, was deputed to inspect and report on the work of the class. His report shows that it will be necessary to make entirely fresh arrangements for the conduct of the class. Its want of success.

674. Two commercial classes in Calcutta appear in the returns of the Inspector of European Schools, one for males, conducted in the Dharamtala Branch of the Young Men's Christian Association, the other for females conducted by the Young Women's Christian Association in Sudder Street. The former class, which was attended on the 31st March 1907 by 31 pupils, gives instruction in shorthand, type-writing, mathematics, French and esperanto; the latter, which was attended on the same date by 72 girls, confines itself to instruction in shorthand and type-writing. Commercial classes in Calcutta.

675. A considerable number of European schools give instruction in type-writing; a lesser number in type-writing and shorthand. In connexion with this work there appears to be a certain lack of definiteness of aim and a tendency to intrude these subjects into the curriculum at too early a stage. As regards the question, what can be done at schools to prepare European boys for business life, the following remarks by Mr. Arden Wood, Principal, La Martinière College, Calcutta, may be quoted:— Commercial instruction in general schools.

"Another development which seems desirable in a school situated in a great commercial centre like Calcutta is the systematic preparation for business life of boys whose general education has reached a certain stage. But experience has shown that it is not advisable for scholars to begin to learn shorthand until they have reached such a standard of education, at least, as is indicated by the Cambridge junior local examination, and it is all the better if, after beginning shorthand, they continue to work for the senior local examination. There is an ample field for boys of good education who leave school at the

age of about 18, especially if they can write shorthand at a fair speed, and transcribe accurately on the typewriter what they have written. At present, the demand for boys with these qualifications is greater than the supply."

676. The conference the convening of which has been described in paragraph 597 above passed a resolution recommending that the pupils of secondary schools should not be allowed to specialise in commercial or technical subjects until they had obtained the Cambridge University junior school certificate.

Engineering.

European pupils
at the Sibpur
College.

677. There were 45 European students (excluding the one in the agricultural class) at the Sibpur College on the 31st March 1907. Of these 4 were in the Engineering Department, and 41 in the Apprentice Department. It has already been mentioned that the candidate who passed first in the B. E. Examination of 1906 was a European from the Sibpur College, and that this lad has gone to Cornell University for further training in engineering.

The sub-overseer
class at the
Victoria School,
Kurseong.

678. A sub-overseer class for Europeans and Eurasians was opened at the beginning of 1904 in connexion with the Victoria School, Kurseong. This class has been quite successful. It opened with 8 students and at the end of the period under review it contained 14 students, 8 in the first year class and 6 in second year class. Eleven students have been sent up from this class for the sub-overseer examination of the Sibpur College, and of these 7 have been successful. The first, fifth and sixth places on the lists of this examination have been filled by members of this class. Mr. Barnes, the Head Master of the Victoria School, reports that the greater expense of the Sibpur College prohibits the poorer pupils of the Victoria School from continuing their training there after the sub-overseer examination, and thus curtails the usefulness of the class. He suggests that the sons of Government servants should be allowed to continue their training at the Sibpur College on the fees paid at the Victoria School.

The Jamalpur
night school.

679. The night school for East Indian Railway apprentices of Jamalpur gives instruction in applied mechanics, algebra, mensuration and in the construction of steam engines and machines. The average nightly attendance during 1906-07 was 48.

680. A proposal for starting a sub-overseer class in connexion with St. Andrew's Colonial Homes, Kalimpong, has recently been sanctioned.

The Goethals
Memorial
Orphanage.

681. At the beginning of this year a Roman Catholic school, called the Goethals Memorial Orphanage, was opened at Kurseong. The school is conducted by the Irish Christian Brothers and its aim is to give a general education which shall not go beyond the present middle standard, but which shall include manual instruction as a compulsory subject. For boys who have passed through the whole of the ordinary school course it is proposed that a class teaching the sub-overseer course should be arranged.

The domestic training of girls.

St. Helen's
Convent,
Kurseong.

682. St. Helen's Convent, Kurseong, is the only school at which there is a recognised department for the special domestic training of girls. In this department cookery, needlework, dress-making, sick-nursing, and the compounding of medicines are taught. The department is well equipped, but, as reported in paragraph 183 of the report on public instruction for 1905-06, its usefulness has been curtailed in the past by the fact that girls who join it are not willing to stay long enough to get the full benefit of the instruction.

General domestic
training at girls'
schools.

683. Practically all orphanages and schools for poor European and Eurasian girls devote considerable attention to the domestic training of their pupils, and some attempt instruction in dress-making and cookery. Needlework and domestic economy are taught at most girls' schools, but judging from the reports of recent examiners, the latter subject as taught is not of much practical value. The domestic training of the girls at the Colonial Homes at Kalimpong is very thorough, for they do all the domestic work which is required in the management of the homes, and the elder girls are trained both in the hospital and in the home for babies. As was stated last year, greater organisation and definiteness of

aim is required in connexion with this work generally. It is hoped that before long the new training college will be offering a systematic training in domestic science.

General proposals for the future.

684. The general curricula for elementary and secondary schools which the Calcutta conference of 1906 put forward have already been described. In addition, however, to the ordinary school courses, the conference recommended that provision should be made, where possible, for technical and commercial courses to be taken by pupils who have passed the elementary school final examination. For these courses, which would in fact be supplementary to the elementary school curriculum, the following general scheme was recommended:—(1) Commercial course,—(a) book keeping (including the purpose and proper form of commercial documents), (b) hand-writing, (c) shorthand, (d) type-writing, (e) commercial geography; (2) Industrial course,—(a) geometry, (b) algebra, (c) mensuration, (d) mechanics, (e) wood-work and iron-work; (3) Agricultural course,—(a) mensuration (with regard to land measurement and surveying), (b) elementary agricultural botany, chemistry, and geology, (c) study of newspaper reports, (d) repair of agricultural instruments; (4) Domestic economy (a) cookery and general house management, (b) dress-making, embroidery and lace-making, (c) sick nursing and dispensing. It was resolved that the first two years of the apprentice course of the Sibpur College should be recognised as alternative to course (2), and that the following subjects were to be taken in connexion with all the courses:—(1) English, including a study of standard literature and composition, (2) arithmetic, including applied arithmetic and practice in expertness of calculation, (3) the keeping of ordinary accounts, and (4) drawing. It was recommended that these courses should be recognised by the Education Department and assisted by special grants.

The proposals of the Calcutta conference.

Recognition of secondary schools by the English Board of Education.

685. Under the Board of Education Act of 1899, a register for teachers educated and trained in the United Kingdom was opened by the Board of Education in London. The register has two columns, one of which, column B, is for secondary school teachers. One of the conditions which must be satisfied before a teacher's name can be entered in column B of the register is at least one year's satisfactory work as a teacher at a recognised secondary school. The English Board of Education consented to extend this recognition to such secondary schools for Europeans in India as appeared to them on information forwarded through the Government of India to come up to the standard required. The following schools in Bengal have been recognised for this purpose:—St. Paul's and the Diocesan Girls' School, Darjeeling, the Martinière Colleges for boys and girls and the Pratt Memorial High School, Calcutta, and the Victoria Boys' School, Kurseong.

European Schools in Bengal recognised for the purpose of the qualifying service required for admission to column B of the register.

Volunteering.

686. At the end of 1906-07 there were 1,162 efficient cadets in the European Schools of the Province. The cadet grant during the year amounted to Rs. 6,972.

Efficient cadets and grants.

General remarks.

The two phases of the problem.

687. The problem of the education of the domiciled Anglo-Indian community has, broadly speaking, two phases; the education of the children of the middle class whether they are of pure or of mixed European descent, and the education of the lower stratum of the Eurasian community. Each phase of the problem is capable of sub-division. The middle class of any community is always vaguely defined, and what has been suggested above as the first phase of the problem considered as a whole contains within itself questions which are distinct in the same way as the needs of different sections of the middle class vary. But the degrees of difference which separate the various sections of the middle class of the domiciled Anglo-Indian community, one from another, accentuated as they are by divisions of race, are as nothing

The education of the middle class of the domiciled Anglo-Indian community is a problem quite distinct from that of the lowest Eurasians.

before the gulf which divides the pure European and the respectable Eurasian who have to look to India for the education of their children from the lowest section of the half-caste community.

The problem of the Eurasian slum class is distinct from the problem of the slum populations of Europe.

688. It may be contended that a distinction between the respectable and the slum population could be drawn in any country, and so it undoubtedly could; but the problem of the slum Eurasian population in India is certainly different from that of the slum populations of Europe. The destitute Eurasian, however deplorable his position or remote his connexion with Europe, clings tenaciously to the fact that he is in part European. As such he will not do the manual work of the casual labourer and indeed, as has been frequently pointed out before, the work is under Indian conditions practically closed to him. The climate and the charity of the bazar make the life of the destitute in a town like Calcutta much less physically painful than that of the destitute in a European town. Consequently in the life of the lowest of the half-caste community you have ideal conditions for the creation of loafers.

The Eurasian question.

A sketch of Eurasian slum life.

689. One phase then of the problem of European education in India is what may be called specifically the Eurasian question; a question the most lurid aspect of which, as far as this Province is concerned, is presented by the Eurasian slum population of Calcutta. A well known Calcutta gentleman has recently investigated the conditions under which the lowest half-castes of that city live, and the following is an extract from his account of some of the most frequented Eurasian quarters:—

"The usual accommodation per man or per family consists of one room, often partially subdivided, containing a water tap and built in *packa*, i.e. brick. An alternative to this is the occupation of a building in tenements. Proceeding northward, the conditions rapidly deteriorate. *Katcha* houses rapidly replace *packa* habitations in greater and greater numbers, until finally the conditions of life in the lowest class on the borders of "Chinapara" (or the Chinese quarter) are in a large measure hardly distinguishable from those found in the lowest *bustee* in Calcutta. To see the lowest of them all, leave Bow Bazar by Phear's Lane, follow this till it meets Hide Lane, and then take the latter and wander round the maze of crooked narrow streets until you reach Tiretta Bazar. Here live in the so called *kistals* (another word for almost pure *busti* life) the lowest class of Eurasians in Calcutta. Here you may see the greatest mixture of type of face and form that I have known anywhere; here you may find conditions of promiscuity and immorality quite unnameable; here you may see children, bright children too, growing up cursed from their birth and practically without a helping hand predestined to become loafers in the streets or worse."

The Eurasian slum problem is one of the tasks before European schools.

690. To do something to give the children of these classes a chance of rising above their surroundings and to prevent others from sinking into conditions of life such as are described above is one of the tasks with which European schools in India are confronted.

The work of St. Andrew's Colonial Homes, Kalimpong.

691. The most thorough attempt which has been made to grapple with the Eurasian problem is undoubtedly that which the Reverend Dr. J. A. Graham of the Church of Scotland Mission has inaugurated in the establishment of St. Andrew's Colonial Homes at Kalimpong.

"Here," to quote from a recent report of Mr. Hallward's, "on truly sound and original lines the great problem is being solved of the education and future destiny of over 200 waifs and strays of European and Eurasian humanity, of the many fatherless and motherless by fate, or shame, or thoughtless neglect, or callous selfishness. The creator of these Homes set himself deliberately to eradicate in early childhood the seeds of that inveterate vice of the country-born or half-caste, the indolent contempt for honest labour; to breed in a pure air and in a climate where white folk can thrive a race of sturdy, self-reliant, God-fearing, lads and lasses, trained to walk and run and leap barefooted and bare-legged, to work with their hands and think no scorn, and to be wholly independent of the household service of the people of the land."

The development of the work.

692. Space does not permit any detailed description of Dr. Graham's principles or aims. Moreover, they are well known. It is extremely gratifying however, to be able to record the success which up to the present has attended the work of the Homes. On the 31st March 1901 there were 15 children in one cottage and the total number of workers in connexion with Homes was 3. On the 31st March 1907 there were 195 children in 7 cottages

and 29 workers.* The total recurring cost of the scheme from the beginning has amounted to Rs. 2,29,507; 53 *per cent.* of the cost has been defrayed by public subscriptions; 17 *per cent.* by Government; and the balance from fee receipts. At the school attached to the Homes a sound elementary education is given by trained teachers imported from Great Britain. The farm attached to the homes has already been mentioned. There are also workshops and smithies in charge of trained Europeans, and, as stated in paragraph 680 above, instruction up to the sub-overseer standard of the Apprentice Department of the Sibpur College will soon be available. The religious training is arranged on broad lines; all the "reformed churches" have full privilege of giving special teaching to their own children. For Church of England children, for instance, there are classes conducted by English ladies who belong to that communion.

693. Eighty-two children have left the Homes since the scheme was started. For 23 of these the Homes found openings; these 23 children are now employed as follows:—One in railway work, one in the Government Agricultural Department, 2 in industrial work in Calcutta, 2 in mission work, 2 in the Royal Artillery. Twelve are in a training ship in England preparing for the Royal Navy, while two have gone to British East Africa and one to Western Australia. In the future Dr. Graham hopes to train a large number of boys for the Apprentice Department of the Sibpur College, while some, he expects, will take up work in the Agricultural Department and a certain number will go to the Colonies. The principal opening designed for the girls is sick nursing and the nursing of children. The establishment of a guild of nurses with the Homes at Kalimpong as its headquarters is contemplated.

694. The most effective way of influencing individual members of a slum population is undoubtedly to remove them altogether from their surroundings, and a stringent remedy of this kind is especially called for in the case of the Eurasian whose fatal proclivity to the worst qualities of the West and of the East finds ready nurture in the easy going life of an Oriental town. But Eurasia can never be transported to the Himalayas, and however beautiful it may be as an ideal to picture all the European and Eurasian children of Indian towns housed in "fair and peaceful homes dotted on sunny Himalayan spurs," we must remember that it is on what can be done for them near their own homes that the chances of the great majority of the poorer children of the domiciled Anglo-Indian community depend. In the account which is quoted above it is said of the "real" Eurasian slum dwellers, that "they remain at present almost unreachd, and some would say, unreachdable." * .

695. It is not suggested that nothing is being done. There are over 2,000 children in what may be called poor schools in Calcutta and Howrah, and one hesitates to think what the condition of the Eurasian community in Calcutta would be, were it not for the work of such agencies as the Irish Christian Brothers and the Loreto Nuns and of such Anglican clergymen as Canon Jackson and the Reverend Stuart Clark. But the schools conducted by these agencies have a hard struggle to exist at all, and much more money will have to be spent before any real progress can be made. It is only in a few schools that any fees at all can be realised; to some schools the children come in such a starved condition that food has to be given to them; without it teaching would be an impossibility. If the Eurasian is to make his way in India, it is essential that he should be soundly educated, and it is therefore not an exaggeration to say that in efficient elementary schools in Calcutta lies the only hope of the great majority of the Eurasian poor of the Province. The introduction of the special grant of Rs. 8 a month for free boarders will benefit largely institutions at which poor Europeans and Eurasians are received and boarded, but the free day schools of Calcutta, which educate over 1,500 Eurasian children, have under the revised rules lost even the paltry free day scholar grant they formerly received. The Calcutta conference of 1906 put forward a course of studies for elementary schools which educationally leaves nothing to be desired, but it is doubtful whether any of the poor schools in Calcutta will be able to teach it efficiently with their present staffs and equipment. This is a big problem which must be dealt with as soon as possible.

The future of the children.

The great majority of Eurasian children will remain in towns in the plains.

The work in Calcutta and the importance of efficient elementary schools for the poor.

The education of the middle class of the domiciled Anglo-Indian community.

The other phase, Europeans and Eurasians of the middle class who have to look to India for the education of their children.

696. The other phase of the problem has been stated above to be the education of that section of the domiciled Anglo-Indian community which may be called roughly the middle class. This is not wholly, or even perhaps mainly, a question of the education of Eurasians. It may be stated generally that every European resident in India, who has not by long domicile in the East lost touch with Europe, will send at least his sons to be educated there, that is, if he can afford to do so. It is not suggested that it would be wise to attempt in any way to check this tendency for the sake of European schools in India, but when all who can afford to send their children to Europe have done so, there remains a solid and increasing body of the population who must educate their children in India.

A European cannot make his way in India unless he is soundly educated.

697. It is the undoubted existence of this class which makes the existence of sound secondary schools for Europeans in India essential. The conditions under which European and Eurasian boys of the middle class have to make careers for themselves in India demand a certain standard of education, and that standard, which is now by no means a low one, is rising daily. If the standard is not attained, the openings, upon which all hope of progress must necessarily depend, will inevitably be closed. One of the saddest experiences, wrote Dr. Graham recently, is to trace the gradual downcome, generation by generation, of the descendants of men who have helped to build up the British Empire in India.

A boy educated in India should have chances commensurate with those of a boy educated in England.

698. There has been recently a good deal of criticism of European schools, and this criticism has been regarded by some as unfair. For the work of those who amid much which is discouraging are doing all that is in their power to educate the children of the domiciled Anglo-Indian community there can be nothing but admiration. But the conditions under which a European has to make his way in India being what they are, it is impossible to regard as satisfactory any system which does not place within the reach of the middle class European or Eurasian boy who has to look to India for his education facilities which are at least within a reasonable distance of those which he would enjoy, were he being educated in England. The ideal is a high one and the difficulties in the way of organising efficient and up-to-date European schools in India are many and great, but a general recognition that a higher standard is called for is an indispensable condition of any real advance.

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

The Muhammadan population..

Muhammadans represent 17 per cent. of the total population of Bengal.

699. As stated in paragraph 193 of the report on public instruction in Bengal for 1905-06, the Muhammadan population of the Province, as at present constituted, represents 17 per cent. of the total population. This estimate is based on the census of 1901.

Muhammadan literacy.

700. At the census of 1901 it was also estimated that out of every thousand Muhammadan males 81 were literate and that out of every thousand Muhammadan females only 3 could read and write. The proportion of literacy in the general population was estimated to be 108 per mille for males and 5 per mille for females.

Progress.

Pupils under instruction.

701. At the end of the period under review there were 1,84,355 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 23.2 per cent. during the quinquennium and of 18 per cent. during the last decade.

Pupils under instruction in public institutions.

702. The returns of private institutions cannot be regarded with any great confidence; but the number of Muhammadans under instruction in public institutions for Indians on the 31st March 1907 was 1,67,293, which represents an increase of 28.2 per cent. during the quinquennium and of 20.1 per cent. during the last decade.

703. As stated in paragraph 196 of the report for 1905-06 there was a considerable decline in Muhammadan education between the years 1903-04 and 1904-05. Since that year there has been a steady rise in the figures all round, and the Muhammadan increase has been proportionately higher than the general increase. This is especially marked during the last financial year. The figures for the total number of pupils under instruction for 1906-07 show an increase on the figures for 1905-06 of 2.9 per cent., and the figures for the total number of pupils under instruction in public institutions for the former year show an increase of 3.4 per cent. on the figures for the latter year; whereas the increase of Muhammadans under instruction during 1906-07 works out at 7.2 per cent., and the increase of Muhammadans under instruction in public institutions during the year amounts to 9.3 per cent. The returns record an increase during the year of 7,415 (Muhammadan students in "technical and other schools"). This does not mean that there has been a great increase in the number of Muhammadans undergoing technical instruction. It is due to the inclusion under "other schools" of *maktabs* (Muhammadan primary schools) which have not adopted completely the departmental primary standards but which have included in their curricula the teaching of Bengali and arithmetic. Under the scheme described in paragraphs 726 and 727 below these *maktabs* are entitled to the ordinary primary school grants.

Comparison of the figures for 1906-07 with those for 1905-06.

704. It is estimated that at the close of the period under review the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of school-going age was 12.34, as against 9.64 at the end of 1901-02. This represents an increase during the quinquennium of just over 2½ per cent. The percentage of pupils of all classes to the general population of school-going age was 15.38 at the end of 1906-07 as against 13.01 at the end of 1901-02, so that, whereas the general increase during the quinquennium under review has been just over 2¼ per cent., the Muhammadan increase has been over 2½ per cent.

Percentage of Muhammadan pupils in public institutions to the Muhammadan population of school-going age.

705. In the Fourth Quinquennial Review the falling off of Muhammadans in the higher stages of education was noticed. This feature of the situation is still prominent. Muhammadan pupils in primary schools represent 13.9 per cent. of the total; but the percentage of Muhammadans in secondary schools is only 9, in arts colleges it is 6.6, and in professional colleges it is 3.8. These figures show a slight advance on those of last year, except in the case of professional colleges, where there has been a decline. During the quinquennium under review there has been a falling off in the number of Muhammadans attending secondary schools.

Dearth of Muhammadans in institutions other than primary schools.

706. On the 31st March 1907 40 Muhammadans were returned as being under instruction in schools for Europeans. These pupils are not taken into consideration in any of the calculations which are made above.

Muhammadans in European schools.

707. The statistics indicate that some progress has been made in the matter of primary education. More Muhammadans are attending the ordinary primary schools and a greater number of Muhammadan primary schools (*maktabs*) are imparting an education which enables them to be classed as public institutions. In the matter of secondary, professional and collegiate education very little progress is apparent, even during the last decade.

Conclusion.

Muhammadan colleges and schools.

Introductory.

708. As observed by Mr. Nathan in paragraph 1130 of his Quinquennial Review, the bulk of the Muhammadan pupils under public instruction are taught in general State and aided schools. There are also a number of institutions specially designed for Muhammadan pupils, some of which are maintained by the State and others by private persons and societies. A brief account is given below of the specifically Muhammadan institutions in the Province.

The Calcutta Madrasa.

709. The Calcutta Madrasa has practically two departments, and it is attended by two classes of students—English students and oriental students. The former attend the Anglo-Persian Department, which is a high school

The two departments.

teaching up to the matriculation examination of the University. The latter attend the Arabic Department, which teaches a school and college course extending over eleven years.

The College Department.

710. In a sense the *Madrasa* may be said to have a college department, for Muhammadan students who wish to take up University courses may join the institution. Such students are reckoned as students of the *Madrasa*, but for purposes of instruction they are pupils of the Presidency College.

"The Principal of the *Madrasa*," writes Mr. Chapman in his latest report, "meets the students of his College Department, if they happen to live in the *Madrasa* hostel, or if they come to the Moslem Institute. Otherwise he never sees them. Such a department can have no history, and the little it has is really part of the history of the Presidency College."

Students and examinations.

711. There were 42 students in the College Department on the 31st March 1907. Thirty candidates were sent up for this year's F. A. examination; of these 11 passed, 1 in the first division.

The Anglo-Persian Department.

712. The number of students on the rolls of the Anglo-Persian Department on the 31st March 1907 was 265. Twenty-four candidates were sent up for this year's entrance examination, and 19 passed, 1 in the first division. A "C" class was opened in February 1906, but it has not proved successful.

Decline in popularity.

713. The Anglo-Persian Department has steadily declined in popularity during the quinquennium under review, and at its close the number of pupils was about 40 *per cent.* less than at the beginning. The explanation according to Mr. Chapman is that the demand for Muhammadan graduates for the public services has grown so much that the Department can no longer secure the services of such good teachers as it used to obtain.

"I have protested," he writes, "against the rules which make it impossible for me to offer such salaries as will attract good men, and hope that before long what I claim may be conceded. The Anglo-Persian Department has for long been a cause of great anxiety to those who have been in charge of it. It ought always to have a European head master. Its staff will, until things change very materially, comprise some men who are using the *Madrasa* as a stepping-stone to more lucrative appointments."

The Arabic Department.

714. As explained in paragraph 709 above, the Arabic Department teaches a school and college course extending over eleven years. The general medium of instruction is Urdu, but in the five upper or senior classes some lectures are delivered in Persian. The subjects taught are Arabic and Persian (language and literature) and the various branches of Muhammadan learning, such as law, logic, rhetoric, philosophy and religion. The study of *Koranic* exegesis and the traditions of the Prophet were added during the period under review. Optional English classes are also held for the students of this department. During 1906-07 nearly 58 *per cent.* of the students were attending these classes.

Students and examinations.

715. On the 31st March 1907 there were 473 students in the Arabic Department. The students of this department are prepared for the central examination of the Bengal *Madrasas*. For the examination of 1906, 62 candidates were sent up of whom 53 or 85 *per cent.* passed, 26 in the first division.

The reputation of the Arabic Department has not been maintained.

716. The numbers of the Arabic Department have increased, but in the opinion of Mr. Chapman its reputation has not been maintained. His observations on this point are as follow:—

"The Arabic Department, though its numbers have increased considerably and its courses been made more worthy of a seat of learning, still falls short of the reputation which it once had; and the outlook for it is by no means hopeful. Its most distinguished *mawla*s were men advanced in years at the close of the last quinquennium. They are still with us, but we must soon lose them. It will be hard to find in Bengal, if not in other parts of India, men of as great learning as they."

Cost.

717. The total expenditure on the *Madrasa* during 1906-07 was Rs. 51,934. The total fee receipt was Rs. 7,150, so that the net cost to Government was Rs. 44,784.

The present position of the *Madrasa*.

718. In summarising the general position of the *Madrasa* as it stands to-day Mr. Chapman states that in spite of the advantages which it has enjoyed during the quinquennium by having for its Principal a distinguished Arabic and Persian scholar, and in spite of the enthusiastic efforts of Dr. Ross to promote its welfare, it is not possible to claim that the institution

stands as high to-day in the public estimation as it once did. He adds that "the causes which are always tending to deteriorate the Calcutta *Madrassa* are beyond the control of the Principal, and perhaps beyond the control of any one." These causes are dealt with in the general remarks which conclude this chapter.

The Hooghly Madrasa.

719. On the 31st March 1907 there were 84 students on the rolls of the Hooghly *Madrassa*. The nett cost for the year 1906-07 of the institution to Government was Rs. 3,151. At the central examination of 1906, 28 candidates were presented and 15 or 54 *per cent.* were successful. Students, cost and examinations.

The Nawab's Madrasa at Murshidabad.

720. This institution is dealt with in the chapter on the education of special classes.

Privately managed madrasas.

721. Sixteen privately managed *madrasas* with 907 students appear in the returns as public institutions. Of these 7 are returned as aided and 9 as unaided. Locally these institutions are distributed as follows:—In the Burdwan Division 5 with 164 students, in the Patna Division 4 with 426 students, in the Chota Nagpur Division 4 with 167 students, and in the Bhagalpur Division 3 with 150 students. No information is available about these institutions. Only one of them, *viz.*, the Sassaram *Madrassa*, sends up candidates for the central examination of *Madrasas*. Private madrasas.

Maktabas (primary schools for Muhammadans).

722. The Education Commission made among others the following suggestions for the advancement of primary education among Muhammadans: (1) that indigenous Muhammadan schools should be liberally encouraged to add purely secular subjects to their curriculum, (2) that special standards for Muhammadan primary schools should be prescribed, (3) that Hindustani should be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan communities desire that some other language should be adopted, (4) that the official vernacular in places where it is not Hindustani should be added as a voluntary subject to the curriculum of primary and middle schools for Muhammadans maintained from public funds and that arithmetic and accounts should be taught through the medium of that vernacular. The recommendations of the Education Commission.

723. It was originally supposed by those responsible for the education of the Province that Muhammadans generally would be content to acquire primary instruction through the vernacular of the district in which they lived, which would, it was thought, be in fact their own vernacular. If any demand for special primary schools for Muhammadans arose, it could, it was supposed, be met by allowing *mianjīs* (Muhammadan teachers) who were able and willing to do so to add to the curriculum of their *maktabas* such secular subjects as the local vernacular, arithmetic and accounts. Policy prevails to 1888-89.

724. This policy did not succeed, and in 1888-89 two Muhammadan Assistant Inspectors were appointed, one for Eastern Bengal, the other for Bihar. These officers were instructed "to ascertain and report to Inspectors the special educational wants of Muhammadans and to endeavour to acquire influence with those in authority among their co-religionists, in order to induce them to introduce into their system of education useful secular subjects, such as arithmetic, accounts and the local vernacular." Appointment of Muhammadan Assistant Inspectors.

725. In 1889-90 the Muhammadan Assistant Inspectors submitted reports. They drew attention to the fact that a large number of Muhammadans, even those of the lower classes, preferred Urdu to Bengali as the medium of their children's education. They also pointed out that while the great majority of *mianjīs* were not capable of teaching the secular subjects required of them, the system of rewards did not appeal to the better qualified *mianjīs*, who would, however, probably be attracted by a system of fixed monthly stipends. The reports submitted by the Assistant Inspectors.

Sir Alfred Croft's
circular of 1891.

726. In July 1891 Sir Alfred Croft issued a circular in which the following policy was outlined. He proposed to recognise and to encourage by means of stipends the Urdu and Persian courses taught in *maktabs* on condition that a certain amount of useful vernacular instruction was added to the curriculum. Excluding *Koran* schools, he classified *maktabs* into three classes: (1) *maktabs* teaching in addition to the *Koran* the ritual of Islam through the Urdu language, (2) *maktabs* teaching Urdu or Persian or both, with or without the *Koran* and ritual, and also a certain elementary standard in Bengali and arithmetic, (3) *maktabs* teaching the full departmental standards, lower and upper primary, in the vernacular and Urdu or Persian as an additional language.

727. *Maktabs* of the first class were to be aided only by a registration fee paid in return for the submission of annual statistics. Those of the second and third classes were to be aided by stipends varying from Re 1 to Rs 6 a month according to the standard attained. This circular was forwarded to Inspectors of Schools for opinion and to District Boards for co-operation, but no definite action was taken. The question of prescribing special courses of studies for Muhammadan primary schools was also taken up about the same time, but nothing definite resulted.

Proposals put
forward in 1904.

728. The whole question was taken up again in 1904. Certain Muhammadan gentlemen were consulted, and they accepted the principle put forward by Sir Alfred Croft that only those *maktabs* should be aided from the public funds which undertook to give a certain amount of secular instruction in addition to their usual religious curriculum. It was therefore proposed by the late Director that the classification put forward in 1891 should be accepted, and that *maktabs* of class (1) should, as proposed by Sir Alfred Croft, receive no grant except a registration fee in return for the submission of annual statistics; while *maktabs* of class (2) should receive the ordinary grant of primary schools, and those of class (3) should get the ordinary primary school grants with an additional 25 per cent. Detailed arithmetic and vernacular courses for *maktabs* of class (2) and Urdu and Persian syllabuses for *maktabs* of class (3), which were drawn up by a conference over which Dr. Ross presided, were at the same time submitted to Government for approval. It was also proposed to found model *maktabs* and to appoint Inspecting *Maulvis* in certain districts. These proposals were sanctioned during 1905. An annual allotment of Rs. 14,750 for additional grants-in-aid to *maktabs* has been distributed among the various districts of the Province, and model *maktabs* have been established and Inspecting *Maulvis* appointed in the following six districts:—Bhagalpur, Patna, Gaya, Shahabad, Muzaffarpur, Darbhanga. Arrangements are now being made to bring the arithmetic and vernacular courses prescribed for *maktabs* of class (2) into line with the requirements of the revised syllabus for the infant section and standards I and II which was lately sanctioned by Government. Proposals for further increasing the amount available for grants-in-aid are also under consideration.

The working of the
scheme.

729. It is early to look for results, but there seems to be a consensus of opinion among Divisional Inspectors that the scheme is working well. Unfortunately the returns do not show explicitly the progress which is being made. *Maktabs* which can be reckoned as falling under class (3) of the classification set forth above are returned as primary schools, while those which are aided as *maktabs* of class (2) are included in the statistics as "other schools—miscellaneous" under "schools for special instruction." There is, however, no doubt that a considerable number of *maktabs* have adopted departmental standards during the last year, and that there has also been a considerable increase in the number of *maktabs* which include in their curricula arithmetic and simple teaching in the vernacular. The increase in Muhammadan pupils in public institutions which is recorded at the beginning of the chapter is due largely to the adoption of departmental standards by these indigenous schools.

730. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Bardwan Division, records in his quinquennial report the following observations with reference to the *maktab* scheme:—

Maulvi Muhammad Ibrahim's criticism and proposal.

"The importance of *maktabs* as the first seminary of Muhammadan rudimental education being admitted, it is desirable that some provision should be made for the inspection of *maktabs* and training of their teachers. With this end in view I would take the liberty to propose the appointment in each district of an Inspecting *Mawla*, fully equipped with the resources of original learning to be able to command the confidence and respect of the stubborn *misajids* of *maktabs*, and sufficiently acquainted with English and Bengali to be able to convey, as necessary, the instructions issued to them from time to time by the Department. Without some such provisions there is no means of knowing that grants to *maktabs* and *madrasas* are not abused. With the existing officers this work cannot be performed."

Muhammadan schools in Calcutta.

731. In paragraph 1138 of his Quinquennial Review Mr. Nathan describes the system of Muhammadan schools in Calcutta. In this paragraph a Muhammadan middle English school is mentioned. This school is called the Woodburn Middle English School. It is a Government school under the control of the Principal of the *Madrasa*, and on the 31st March 1907 there were 124 boys on its rolls. During the year 1906-07 two boys were sent up for the middle scholarship examination. Both obtained scholarships. This is the first occasion on which candidates from the school were presented at this examination. It is now proposed to establish a similar school in the northern part of Calcutta by developing an existing primary school started some years ago by Dr. Ross and Maulvi Shamsul Huda.

The Woodburn Middle English School.

732. *Maktabs* in Calcutta which attempt secular instruction but which have not adopted the departmental standards in their entirety follow a curriculum which was originally prescribed in 1895 and revised in 1904. In that year the annual allotment of Rs. 1,500 was sanctioned for the development of *maktabs* in Calcutta. The course of study prescribed in connexion with the scheme described above for *maktabs* of class (2) does not apply to Calcutta *maktabs*. The members of the conference which drew up these courses recommended that Dr. Ross should be placed in charge of the *maktabs* in Calcutta. The late Director, however, was not in favour of this proposal on the ground that *maktabs* which impart secular instruction according to any scheme approved by the Education Department should be treated as far as possible like ordinary primary schools. In addition to the model *maktabs* mentioned in paragraph 728 above as having been established in 1905 in the six districts specified a model *maktab* was in the same year established in Calcutta.

Maktabs in Calcutta.

Staff.

733. There are definite orders of Government to the effect that a certain number of Muhammadans should be employed in each district as sub-inspectors of schools and teachers in Government high schools. The number varies in each district according to the proportion which the Muhammadans bear to the total population. Muhammadans are not confined to these posts; they represent the minimum number of appointments which should be held by members of that community. Recent reports submitted to Government show that these orders have been carefully observed.

Sub-Inspectors, Assistant Sub-Inspectors and teachers in Government high schools.

734. No definite orders have been passed with reference to the reservation for Muhammadans of a certain proportion of the appointments in connexion with the superior inspecting staff, but the principle that the Moslem community should be adequately recognised is kept in view. At present the following Muhammadan officers are employed:—1 Inspector, 1 Assistant Inspector and 6 Deputy Inspectors.

The superior inspecting staff.

735. The actual number of Muhammadan officers employed in connexion with education has increased, but the proportion of teaching appointments which should be held by members of that community has not yet been fully attained. It is extremely difficult to secure the services of suitable Muhammadan officers. The two Assistant Inspectorships of Muhammadan education were abolished in 1901.

The general position.

Scholarships.

State and endowed
scholarships.

736. In paragraph 177 of this report it has been explained that a certain number of school scholarships are reserved for Muhammadans. As regards junior and senior scholarships, 6 of the former and 8 of the latter are similarly reserved. There are also scholarships which have been created for Muhammadan students from private endowments, viz. 10 available at the matriculation stage, 5 available at the intermediate stage and 5 at the B. A. stage.

Free studentships.

737. In Government and Government aided middle and high schools pupils who pay no fees may not exceed 5 *per cent.* of the total roll number of the school. In addition to pupils admitted under this concession Muhammadans may be admitted free up to 8 *per cent.* of the number on the rolls, but the number of pupils admitted under this provision must not exceed 12.

The Mohsin Fund.

738. A certain proportion of the fees of Muhammadan boys in schools and colleges is paid from the Mohsin Fund, so far as the income of that fund admits. The question of the distribution of this fund between the Provinces of Bengal and Eastern Bengal and Assam is now under consideration.

Examinations.

Muhammadan
students at
University
examinations.

739. The following table shows the number of Muhammadan candidates who were successful at University examinations during 1906-07, as compared with the number successful during 1901-02:—

	Number of successful Muhammadan candidates.	
	1906-07.	1901-02.
The M.A. examination	5	1
The B.A. examination	10	14
The F.A. examination	54	35
The entrance examination	123	104

The central
examination of
madrasas.

740. The central examination of Bengal *madrasas* is described in paragraph 1141 of the Fourth Quinquennial Review. The conditions are unchanged. The Principal of the Calcutta *Madrasa* controls the examination for the *madrasas* situated not only in Bengal but also in the districts which have been transferred to the Government of Eastern Bengal and Assam. The examination is held annually in April.

741. At the examination held in April 1906, 285 candidates appeared and 159, or just under 56 *per cent.*, were successful. The 11 recognised *madrasas* mentioned by Mr. Nathan were all represented.

Proposed Arabic
title examination.

742. A scheme for establishing a title examination is now under consideration. It is proposed to add to the five senior classes of the Arabic Department of the Calcutta *Madrasa* 6th and 7th year classes, and titles will be conferred on the results of an examination which will terminate the course of the 7th year class.

The Moslem Institute.

743. During the quinquennium under review a common room was opened at the Calcutta *Madrasa*. This common room, which was at first and still is nominally only the *Madrasa* union, has developed into an institute for Moslems generally. This development has been remarkable, and it is a striking testimony to the homogeneity of the Muhammadans. Mr. Chapman writes of the Institute as follows:—

"The Institute is nominally the *Madrasa* union and common room. In practice it is a meeting-place for the Muhammadan students of all the Calcutta colleges and their friends. The Principal is *ex-officio* President and Treasurer, and is thus brought into very pleasant relations with many young Muhammadans."

General remarks.

744. The difficulties which beset the problem of Muhammadan education in India are due in great measure to the traditions and character of the Muhammadans themselves. The British Government instituted English education in India. The Hindus embraced it eagerly, but the Muhammadans stood aloof; and the English education offered by the ordinary University college and high school is still regarded by a great number of them with considerable suspicion.

The traditions of the Muhammadans do not inspire them towards English education.

745. In commenting on the recommendations which the Education Commission made with reference to the education of Muhammadans, the Government of India remarked that it "was only by frankly placing themselves in line with the Hindus and taking full advantage of the Government system of high and especially of English education that the Muhammadans could hope fairly to hold their own in respect of the better description of State appointments." While accepting the general principle of the Commission that Muhammadan scholars should be attracted by "adequate prominence" being given to those subjects "to which their parents attach importance," they emphasised the necessity of being careful to avoid any "unnecessary widening of the line between Muhammadans and other classes of the community."

The comments of the Government of India on the recommendations of the Education Commission.

746. This is a very important aspect of the question, but English education in India is scarcely now regarded as the panacea which it was once hoped that it would prove, and it is by no means self-evident that the traditional studies of the Muhammadans to which they cling so tenaciously could not be developed and modified into a curriculum of an educational value at least approximate to that of the ordinary standards of English education in India. Generations of Englishmen have been brought up on Greek and Latin classics, and though it would be idle to assert that such a system of education was ideal, it would be absurd to deny that it had not some features which were sound. Granted that the traditional methods of *madrasas* and *maktabs* are of little intellectual value, that does not necessarily mean that out of the branches of learning to which the traditions of Islam incline, an educational system could not be evolved, which would equip the Muhammadans of India for the conditions of modern life. The situation is not without difficulty. Any widening of the line which separates the Muhammadan from other classes of the community is obviously to be deprecated, but the adherence of Muhammadans to their traditional studies is a fact which cannot be neglected, and it would seem that the encouragement and development of those studies with a view to securing that a sound intellectual training was imparted through them was certainly the most likely way to raise that section of the community to the position which they ought to occupy. For all higher employment under Government a knowledge of English is essential, but the prejudice of Moslems against the learning of English seems to be now a thing of the past. It is not obvious that the course of study of the Arabic Department of the Calcutta *Madrasa*, if it included sound instruction in English, would not constitute a training for the public service as sound as a University course. This very important matter is now under consideration.

Are not the traditional studies of Islam capable of development into a curriculum of sound intellectual training?

747. Mr. Chapman in his quinquennial report has raised the question whether Arabic and Persian learning has not been placed in the past at rather an undue discount, and has suggested that the right line of development in Bengal would be in the direction of the movement which has recently resulted in the opening of an Arabic School in Aligarh. His remarks are quoted *in extenso*:—

Mr. Chapman's views.

"At one time in the history of the British administration of India most of the money devoted by Government to further education was spent on encouraging Oriental studies. Lord Macaulay changed that; and since his time the pendulum has swung as far, or further, in the opposite direction. This is true, I believe, of Sanskrit as well as of Arabic and Persian studies; but as Arabic and Persian studies are more vitally important to the Muhammadan community than Sanskrit studies to the Hindu community, the Muhammadan has suffered more. It is hardly necessary for me to do more than mention the fact that English studies have overshadowed Oriental. All the world will agree. To further English studies, the University of Calcutta has been founded and richly endowed. In Calcutta alone half a dozen colleges have been established, and a host of distinguished scholars

and scientists have devoted their lives to the work of teaching. Little more is done to further Oriental studies than was done a hundred years ago.

In my opinion an unintentional but great injustice has been done to the Muhammadans. It was certainly anticipated that they would derive as much advantage from the foundation of English Universities and Colleges as the Hindus. They are often blamed for not taking advantage of their opportunities; but not, I think, fairly. They cling tenaciously to the studies of their forefathers; and their justification would lie in the proof that the course of Arabic and Persian studies which they pursue is as sound an intellectual training as any Indian University course. I do not think there are many Fellows of the Calcutta University who would endeavour to prove the contrary.

To show in what estimation the Arabic courses are held compared with other courses, I would quote the Government rule regarding the initial salary which may be given to one who holds the 4th year certificate of the Bengal *madrasas*. The rule is that such an one shall be considered as at least equal to an entrance passed candidate. It will thus be seen that Government do not rank our Arabic courses with collegiate studies, but with those of school-boys. This is either a grotesque injustice, or it is a condemnation of what we do for one branch of Oriental studies. The result of this rule is that we lose, with a very occasional exception, all the best of our Arabic students. The occasional exception is the man who, after completing the Arabic courses, enters a school and prepares himself for the University entrance examination, with the object of eventually becoming a Professor of Persian and Arabic in an English College. Him, too, we therefore lose for the Arabic Department. I am unfortunately not an Orientalist, and cannot therefore apprise the value of our Arabic course as an intellectual training; but I may say that in my daily practice I rank one who holds the 4th-year certificate of the Bengal *madrasas* with any graduate. It may be said, too, that an Arabic student who has distinguished himself will have as sound a knowledge as those to whom the University grant the diploma of master of arts.

Whatever may be the worth of our Arabic courses compared with those of the University, it seems to me that it is the bounden duty of the Government, now that there can be no doubt that the persunance by the Muhammadans of their traditional studies will continue, to devote a very much larger sum of money to the encouragement of such institutions as the Calcutta *Madrasa*. There has just been opened at Aligarh a school called the Aligarh Arabic School, "in order to encourage original research work in the study of Arabic philology and Muhammadan history." The teaching is to combine the traditional Eastern knowledge of Muhammadan subjects with the methods of scholarship as used in the West. Three Professors of Arabic have been appointed, and one Assistant Professor, one of the Professors being a German scholar. This is an enormous step in the right direction, and one which should be followed in Bengal."

748. In conclusion it may be noticed that a conference of leading Muhammadans will shortly be convened for the purpose of considering the proposed title examination above referred to, as well as the best means of improving Muhammadan education in its various branches. The carrying out of the necessary reforms will be costly, but improvements are much called for, and, if given effect to, will be widely appreciated.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The scope of the chapter.

749. The Fourth Quinquennial Review contains chapters on (a) the education of chiefs and nobles, (b) the education of backward classes, (c) the education of defectives, (d) reformatory schools. To save space all these subjects are dealt with in this chapter.

The education of chiefs and nobles.

The Nawab's Madrasa at Murshidabad.

750. The considerations which have led to the proposal that the Nawab's *Madrasa*, which is a high school intended for the education of the descendants and relations of the Nawab Bahadur of Murshidabad, should be amalgamated with the local Government high school were stated in paragraph 200 of last year's report. The amalgamation is still under consideration.

Impending
conference

Its amalgamation
with the local
Government high
school.

751. The number of pupils on the rolls on the 31st March 1907 was 48. The average daily attendance during the year was 34 only. ^{The working of the Madras during 1906-07.} Murshidabad was extremely unhealthy during the year. Almost all the boys suffered from eczema, while among the *Nizam* pupils alone there were 14 cases of small-pox, 2 of which ended fatally.

752. The total cost of the school during 1906-07 was Rs. 15,955; the Cost. boarding-house cost Rs. 5,038.

753. A drill class was held daily during school hours. Cricket, football ^{Physical training.} and lawn tennis were also played regularly in their seasons. Football matches were played against local teams, and a lawn tennis tournament was held.

The education of other chiefs.

754. There are no special institutions in Orissa for the education of the chiefs of the Feudatory and Tributary States. The minor chief of Rehrakol, the minor chief of Hindol and his brother, and the young *zamindars* of Rampur, Madanpur, and Agalpur are at the Raj Kumar College, Raipur. The minor chief of Hindol and his brother were formerly pupils of the Ravenshaw Collegiate School, Cuttack. The Jubraj of Athmallik has been attending the middle English school maintained by his State. The other Raj Kumars are being taught at home by tutors. ^{No special institutions for the education of the chiefs of Orissa.}

The general attitude of the nobles and zamindars of the Province.

755. The nobles and *zamindars* of the Province generally are not in favour of the establishment of a separate *zamindari* college. Past experience is against such an experiment. In 1856 a college called "the Wards Institution" was opened in Calcutta, but it was not successful, and in 1881 it was closed. There is an undoubted prejudice against renewing the experiment, and the prejudice has been strengthened by the failure of the Nawab's *Madrasa* at Murshidabad. The *zamindars* of this Province feel that their sons require a higher standard of education than that which is imparted by the *zamindari* colleges of other Provinces and they apprehend that a *zamindari* college in Bengal might tend to approximate to the general type. One of the objects of the proposed college at Ranchi is to secure for the sons of nobles and *zamindars* by means of special hostels a home life suitable to their position and at the same time to give them the benefit of the common life of a vigorous college. ^{General feeling against a separate zamindari college.}

The education of aboriginal and other backward races and tribes and of indigent classes.

756. As explained in paragraph 201 of last year's report, there were 2½ millions of aborigines in Bengal when the last census was taken, and this figure is scarcely affected by the partition. The exact figure for the British territory under the authority of the Lieutenant-Governor of Bengal, as calculated at the last census, is 21,48,407. This figure does not, strictly speaking, represent the aboriginal population; no return of this was made at the census. It represents the "animistic" population, and as such it may be taken to cover the great majority of aborigines. It does not, however, include such aborigines as have adopted Christianity, and a number of these people who have been Hinduised are no doubt excluded. The homes of these people are chiefly to be found in the Chota Nagpur, Bhagalpur and Orissa Divisions, the Orissa Tributary States and the Birbhum and Bankara districts of the Burdwan Division. ^{The location of the aborigines.}

757. The aborigines of the Province, as now constituted, may be divided into three main groups as follow:—(1) The group classed linguistically as Munda which comprises the Santals of the Sonthal Parganas and neighbouring districts, the Mundas and Hos of the Chota Nagpur Division, the Bhumijes of Chota Nagpur, the Orissa Tributary States and West Bengal, and several smaller tribes, such as the Kharias, Korwas and Birjias; (2) the Dravidian group, including the Oraons of Chota Nagpur, the Male Paharias of the Sonthal Parganas, and the Kandhs and Gonds of the Orissa Division and the Orissa Tributary States; (3) races speaking languages of the Tibeto-Berman family, such as the Lepchas and Bhutias resident in the Darjeeling district. In ^{Classification of aborigines.}

addition to the aboriginal races mentioned above, there are the Bhuiyas of Chota Nagpur, the Tharus of Champaran, and the Pans and Savars of the Orissa Division and the Orissa Tributary States who are now semi-Hinduised.

Proportion of
aborigines to the
total population and
aboriginal literacy.

758. It is estimated that the "animistic" population of the Province as at present constituted represent 3·9 *per cent.* of the total population. Literacy among this section of the population is calculated to be 9·3 *per mille* for males and 3·4 *per mille* for females.

The problem
largely a local one.

759. As the problem is largely a local one, some account of the education of aboriginals in the Bhagalpur, Orissa and Chota Nagpur Divisions is given below.

The Bhagalpur
Division.

760. The following extract from Mr. Kächler's quinquennial report gives some idea of the work which is being done in the Bhagalpur Division:—

"The Sonthal Parganas returned the largest number of aborigines (6,979) at school. In this district there is a special staff of four Sub-Inspectors and two independent *Guru*-Instructors for the supervision of the education of the aborigines, and the Church Missionary Society entertains one *Guru*-Inspector who inspects Mission and Paharia schools in the Godda subdivision.

"There is a special grant of Rs. 8,974 at the disposal of the Deputy Commissioner for the promotion of Santal education. Thirteen out of 41 lower primary scholarships have been reserved for aboriginal pupils.

"The district which returns the next largest number of aboriginal pupils (611) is Monghyr, but there are no special arrangements in this district for the advancement of their education.

"The total number of aboriginal pupils made a considerable jump from the year 1901-02 to 1902-03, but since then no further advance is shown, the tendency, on the contrary, being towards decline. In the last year of the quinquennium the number was 8,232 of whom 1,256 were Christians.

"The Benagoria and Taljhari Missions in the Sonthal Parganas, and the Bamdah Mission in Monghyr are doing very important work in connexion with the education of the aboriginal races.

The Orissa Division.

761. In almost all the districts of the Orissa Division special schools have been started for aboriginals. They are also allowed the privilege of free education in ordinary schools, which are situated in the neighbourhood of their settlements. Text-books and slates are supplied to them free, and special scholarships are provided for them.

The Tributary
States of Orissa.

762. As regards the Tributary States of Orissa there are special lower primary schools for aboriginals in the States of Mayurbhanj, Nilgiri Keonjhar, Dhenkanal, Pal Lahara and Athmalik. Liberal measures for the encouragement of education among the aborigines have been adopted in the Mayurbhanj State. In the ordinary schools in these States aboriginals form no inconsiderable proportion of the pupils. The number of aboriginal pupils in the Tributary States has risen steadily during the quinquennium under review.

The remarks of Rai
Madhusudan Rao
Bahadur.

763. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, sums up the present position as regards the education of the aborigines of Orissa as follows:—

"The difficulties of pioneering education amongst the aboriginal races of the forests are of a most serious character. Their isolation from the people of the plains, and their consequent imperviousness to the influences of Hindu civilization, their dislike of settled occupations, and their intense attachment to forest life, their want of a written language and the absence of a definite knowledge of the possibilities of their mother tongue, and above all their positive aversion to education present difficulties of a stupendous character, which I am afraid cannot be solved off-hand. They call for the most strenuous efforts both on the part of the Government and that of philanthropic societies. As regards those aboriginal tribes, who have been living for generations in the vicinity of Hindu villages or Christian settlements, their adoption of a Hindu vernacular and their gradual submission to civilising influences have to a considerable extent facilitated the task of educating them."

The Inspector explains that practically all the aborigines now under instruction are drawn from tribes which have settled within the range of Hindu or Christian civilisation.

764. In reviewing the Inspector's report Mr. Duke, the Commissioner of Orissa, observes that there has been some improvement in the education of aboriginals, but he adds the following remarks:—

"Kandh education in the Kandhmals is not satisfactory. As the Inspector observes it is only when the aborigines become Hinduised that any progress is made. In the Kandhmals we want the boys to be taught in their own language and not to be converted into bad Uriyas by teachers who despise them as savages."

765. Mr. Stark, Inspector of Schools, Chota Nagpur Division, remarks that of the aborigines of the Division some have adopted the Christian religion and have risen a stage in civilisation, while others still adhere to their primitive religions and have not yet come within the influence of education. The number of aboriginal pupils under instruction has increased in this Division during the quinquennium under review from 13,401 to 25,727, or 92·7 per cent. Not a single girl, however, is returned in any stage higher than the second or lower primary standard, and the education of boys seldom goes beyond the sixth or middle standard. The Inspector observes that the excellent work being done by missionaries cannot be sufficiently acknowledged.

The Chota Nagpur Division. Progress during the quinquennium. The work of the missionaries.

"Not only," writes Mr. Stark, "do they expend money freely on housing, clothing and feeding large numbers of aborigines who could not be reached without these inducements, but they maintain their schools for both boys and girls upon a scale of efficiency which cannot be attained by village *gurus* of private schools."

766. In spite, however, of the marked improvement of the last few years, the number of aborigines under instruction represent but a small proportion of the total aboriginal population of the Division. Mr. Stark states that, speaking generally, education is unpopular among the aborigines of Chota Nagpur, and in his opinion this unpopularity may be largely ascribed to the fact that the medium of instruction in primary schools is Hindi. On this point he records the following observations:—

Education is still unpopular among the aborigines. A reason assigned.

"Any one acquainted with the home life and with the modes of thought of Santals, Oraons, Mundas and Hos will testify to the rooted antipathy which these people have for every thing that appertains to aliens. In the interior they do not understand Hindi. They do not want to learn Hindi. If we wish seriously to attract them to our schools, we should have our school books written in the aboriginal languages. I would therefore urge, as the foundation of our educational work among the aborigines of Chota Nagpur, that we make it our business to provide them with books in their own languages. This can be done only through the assistance of the missionaries, and I would advise that they be approached on the subject, and be remunerated for their work. The missionaries, all of whom I have consulted, declare that it is quite feasible that the aboriginal books may be written in the Nagri character. This is in itself an advantage, as Hindi is the language of the courts."

767. Mr. Stark's views are now engaging attention. The standing orders of Government with reference to the vernaculars to be used for the instruction of aboriginal children were those issued in February 1904. According to these orders aboriginal children must in all cases be taught in the higher stages of vernacular education through the medium of one of the three principal Aryan languages of the Province, *viz.*, Bengali, Uriya, Hindi (including Urdu). As regards the lower stages, when aboriginal children understand any one of these languages that language is to be made the medium of their instruction. In the Darjeeling district, however, Tibetan, and in parts of Chota Nagpur and Bhagalpur where neither Bengali nor Hindi are understood Sonthali, is recognised as a medium of instruction up to the lower primary standard.

The standing orders about vernaculars.

768. The education of the lowest classes of Hindus, Muhammadans and native Christians is a problem which in some ways resembles that of the education of the races and tribes indicated above, which may be grouped loosely under the head aboriginal, though in other ways the two problems differ widely. Special measures are taken for the encouragement of education among these classes.

Indigent classes.

769. According to the returns the pupils of aboriginal and other backward races and tribes and of indigent classes under instruction in public and private institutions on the 31st March 1907 were as follow:—(1) indigent classes of Hindus 41,450, (2) indigent classes of Muhammadans 22,886, (3) indigent classes of non-aboriginal native Christians 2,799, (4) aboriginal native Christians 10,414, (5) non-Christian aboriginals 35,822.

Pupils under instruction.

No fixed system
of classification.

770. Unfortunately the educational statistics for these backward sections of the population have never been compiled on any definite principles. The intention has apparently been to treat backward races and tribes under the two heads of aboriginal and non-aboriginal and to regard indigent classes of Hindus, Muhammadans and non-aboriginal native Christians as constituting a third division. The figures for the last few years, however, clearly indicate the widest divergence of classification not only between the Provincial statistics of different years, but also between the Divisional returns for the same year. In these circumstances it is impossible to draw any accurate conclusions as to the progress which is being made or even to estimate with any degree of precision how the backward sections of the community stand in the matter of education. The whole question will be examined and definite principles of classification will be prescribed.

The education of the children of tea-plantation labourers.

The tea-gardens of
the Darjeeling
district.

771. The education of the children of labourers employed on tea-gardens has been attracting attention during the quinquennium under review, and questions on this subject have been asked in the House of Commons. The problem, as far as this Province is concerned, is practically confined to the tea-gardens of the Darjeeling Hills and the Terai, all of which are in the Bhagalpur Division. In paragraph 102 of the report on public instruction in Bengal mention was made of a conference of officials and representatives of the planting community which was held in Darjeeling in 1906, and it was explained that the policy agreed upon at this conference was that Government should give liberal grants-in-aid, and that the tea-garden managers on the other hand should be invited to provide the sites and the school buildings and keep the latter in repair. It was further stated that the Darjeeling Planters' Association had endorsed the conclusions arrived at by the conference.

Statistics.

772. An inquiry conducted by the Deputy Commissioner of Darjeeling at the beginning of this year revealed the actual state of affairs with regard to the educational facilities of the children of tea-garden labourers in the district. It was as follows. Of 82 gardens 16 possessed schools of their own, 32 could make use of schools in the neighbourhood, while 34 had no schools available at all. The total number of labourers resident with their dependents on these gardens was 46,288, including 8,428 children between the ages of 5 and 13. Of these children 803 were receiving instruction, while 746 had left school. The percentage of children between the ages of 5 and 13 who were actually attending school was 9.52. In addition to these 698 persons over the age of 13 were receiving instruction in night schools, or otherwise.

The grant-in-aid
system.

773. The line of action which it has been decided to adopt is that Government should offer a grant of Rs. 12 a month to any garden which will give a site, a building and a contribution of at least Rs. 8 a month for a school. The proprietors of 12 gardens have expressed their willingness to make the contribution proposed, and schools have been opened on these estates. Of the remaining 22 gardens which are not provided with any school, 11 are not yet in a position to take any steps to start a school, 8 have offered sites only, and 3 have offered sites and annual subscriptions of Rs. 50, Rs. 36 and Rs. 24 respectively. The majority of the planters seem to be alive to their responsibilities regarding the education of the children of their labourers.

The Reformatory Schools at Alipore and Hazaribagh.

774. A joint report on the two Reformatory Schools is submitted annually to Government. It is unnecessary therefore to give a detailed account of them in this review. As stated in the report for 1905-06, much improvement has occurred in recent years in respect of discipline and conduct; and this has no doubt been due to the policy laid down by Government that the boys should be treated as if they were at school and not as if they were in jail.

775. The question of the removal of the Alipore Reformatory School to a site where there will be room for the proper development of the school and for play-grounds is still under consideration. An alternative would be to

amalgamate the two schools into one large well officered and well equipped institution; and this proposal certainly deserves careful consideration.

The education of defectives.

776. The returns show two schools for the blind. One of them is in Calcutta, the other is in Ranchi. The former is called the Kareya Blind School. It was founded and is conducted by Mr. Lal Behari Saha, who is a Bengali Christian. On the 31st March 1907 eleven pupils were attending the school. Its total expenditure during 1906-07 amounted to Rs. 3,709, towards which Government contributed Rs. 250, a similar contribution being made by the Calcutta Municipality. The children are taught to read by means of Braille type and to write by means of holes bored on thick paper to symbolise letters. They are also taught cane-work, screen-making and music. The blind school at Ranchi is under the management of the local Anglican Mission. On the 31st March 1907 there were 19 pupils on the rolls of the school. The children are taught to read Hindi by means of the Braille system, also basket-making, cane-work, and mat-making. The total cost of the school during 1906-07 was Rs. 1,534, towards which Government contributed Rs. 375 and Municipal funds Rs. 75. Government has now decided to increase substantially its grant-in-aid.

777. Paragraph 206 of last year's report contains an error. At the close of the previous quinquennium there were two schools for the blind in Calcutta, viz., the Kareya School and the London Mission Society's School. The latter, however, was closed during 1902-03. The Kareya School is therefore at the present time the only school for the blind in Calcutta.

778. The Calcutta Deaf and Dumb School is the only school of this kind in the Province. The object of the school is to teach deaf mutes to understand what is communicated to them by observing the movements of the lips of the speaker, and also to communicate their own thoughts by articulate sounds. The pupils are also taught drawing and tailoring. There is a normal class attached to this school for the training of teachers of the deaf and dumb. There were 52 pupils on the rolls of the school on the 31st March 1907. The total expenditure on the school during 1906-07 was Rs. 7,548. Towards this amount Government contributed Rs. 150 and the Calcutta Municipality Rs. 100. Stipends for the pupils under training in the normal class have also been sanctioned as a temporary measure.

779. The record of what is done for the education of defectives is not creditable. The fact that practically nothing is done for the education of the blind is especially regrettable.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Introductory remarks.

780. Paragraph 207 of the report of public instruction in Bengal for 1905-06 quotes the definition of "private institutions" as given in the Fourth Quinquennial Review, namely "schools which have not accepted Departmental or University standards." It also contains a warning that these institutions must not be confused with institutions under private management, aided or unaided, which are recognised by the Department and which form the bulk of public institutions shown in the statistical returns. Both the definition and the warning are applicable to the present review.

781. For the purposes of statistics "private institutions" are divided into four classes—

- (1) Advanced institutions teaching Arabic, Sanskrit or any other oriental classical language.
- (2) Elementary institutions teaching a vernacular only or mainly.
- (3) Elementary institutions teaching the *Koran*, i.e. *Koran* schools.
- (4) Other schools.

The dividing line between "elementary" and "other" institutions.

782. The dividing line between "elementary schools teaching a vernacular only or mainly" and "other schools" is not very clearly drawn, as far as schools for what may be called general instruction are concerned. The general line of division appears, however, to be that under "other schools" are classed those "private institutions" for general instruction the curriculum of which is purely elementary, whereas institutions which attempt a slightly more ambitious course, which includes in most cases some study of a classical oriental language, are classed as "elementary schools teaching a vernacular only or mainly." Under "other schools" are also included schools for teaching special subjects or arts, for example the music schools of the Burdwan Division, some account of which is given below. The instructions to inspecting officers will be examined, and more explicit directions with reference to the classification of private institutions will, if necessary, be issued, but the statistics regarding institutions outside the control of the Education Department will be always more or less unreliable. With the increased inspecting staff which is now being provided a more accurate survey of private institutions should become possible. The figures for all the years of the quinquennium under review, must, however, be regarded with suspicion.

Statistics.

Decrease during the quinquennium.

783. According to the returns there were at the end of 1906-07, 4,786 private institutions with 54,024 pupils. This means a decrease during the quinquennium of 1,145 institutions and 5,165 pupils. According to the returns the decrease during 1906-07 amounted to 429 institutions and 2,997 pupils. The adoption by *maktabs* of Departmental standards in the circumstances explained in the chapter on the education of Muhammadans and their consequent classification as "public institutions" would partly account for this decrease. The largest decline, however, is recorded in "elementary schools teaching a vernacular only or mainly." This decline amounts during the quinquennium to 26·8 per cent. in institutions and 22·1 per cent. in pupils; whereas the decline in *Koran* schools during the same period amounts to 24·7 per cent. for institutions and 14·6 per cent. for pupils. Seeing that in addition to these figures a very considerable increase in primary schools is recorded for the quinquennium, it may be fairly concluded that there has been during the last five years a marked tendency towards adaptation to Departmental standards, both on the part of Muhammadan and other elementary indigenous schools.

Girls in private institutions.

Increase during the quinquennium.

784. No special institutions for girls teaching Arabic or Persian or Sanskrit are returned, but 268 females are shown as reading Arabic in private institutions for males which teach Arabic or Persian. The number of girls in elementary, *Koran*, and miscellaneous schools, which now stands at 2,646, has almost doubled itself during the quinquennium under review. The *Mahakali Pathshala* in Calcutta is classed as a miscellaneous institution. Thirty-six private institutions for females are included in the returns, and these are attended by 1,538 girls. Over 47 per cent. of the total number of girls under instruction in private institutions are in institutions for the instruction of males.

Private institutions teaching Arabic and Persian.

Number and local distribution.

785. The number of these institutions is returned as 844 with 10,104 pupils. This represents a decline during the quinquennium of 90 institutions and 666 pupils. According to the statistics the number of these institutions varies very much in the different Divisions. Thus, Patna is shown as having 579 schools with 6,688 pupils; then comes Bhagalpur with 198 schools and 2,259 pupils; then Bardwan with 41 schools and 598 pupils; then Chota Nagpur with 13 schools and 242 pupils; then Orissa with 9 schools and 139 pupils; and finally the Presidency Division with 4 schools and 178 pupils.

Private institutions teaching Sanskrit.

786. Under this head are included Sanskrit *cols* which have not adopted the standards prescribed by the Education Department and which do not send up candidates for the Sanskrit title examination. The number of these institutions is now returned as 725 with 6,289 pupils. This represents a decline during the quinquennium of 146 institutions and 1,279 pupils. Against this must be set the increase in the number of *cols* which conform to Departmental standards as evidenced by the greater number of candidates sent up for the Sanskrit title examination. Sanskrit *cols* which do conform to Departmental standards are included in the statistics as "other schools, miscellaneous" under the head "schools for special instruction."

Cols not conforming to Departmental standards.

787. The number of these schools also varies considerably in the different Divisions. Patna again heads the list with 443 schools and 4,262 pupils; then comes Burdwan with 178 schools and 1,140 pupils; then Bhagalpur with 75 schools and 631 pupils; then Orissa with 17 schools and 147 pupils; then Chota Nagpur with 7 schools and 88 pupils; and finally the Presidency Division with 5 schools and 21 pupils.

Local distribution.

Miscellaneous institutions.

788. Under the head of "other schools not conforming to Departmental standards" a very miscellaneous collection of institutions is classed. As explained above, purely elementary schools which have not adopted the courses of study prescribed by the Education Department are included under this head; also all elementary schools, whether they attempt the prescribed curriculum or not, which contain less than 10 pupils. Some of these elementary schools attempt instruction in English. Then there are institutions which teach certain special subjects or arts required by certain sections of the community. A Telugu *pathshala* for the instruction of Madrassis and a Nagri school for Marwari boys are, for example, mentioned by the Inspector of Orissa as being included under this head.

Elementary and special schools.

789. According to the returns there are now almost three times as many miscellaneous private institutions as there were at the close of the previous quinquennium, and the pupils have increased in an almost similar proportion. The latest figures are 257 institutions and 7,266 pupils. Fourteen of these institutions are for girls, and 1,229 girls are returned as studying in them. According to the statistics there has been during the quinquennium an increase in male pupils by 180.9 per cent., and in female pupils by 243 per cent. Owing to the general unreliability of the returns and the absence of any fixed principle of classification no definite conclusions can be safely drawn from these figures. As pointed out in paragraph 782 above, the dividing line between "other schools" and "elementary schools teaching a vernacular only or mainly" is not clearly drawn, and the fact that according to the statistics schools of the latter class have declined during the quinquennium by 26 per cent., while those of the former class have increased by 159 per cent., suggests that the method of classification has not been uniform.

Increase during the quinquennium.

790. The five schools for the teaching of Hindu music, both vocal and instrumental, which are situated in the Bankura district of the Burdwan Division may be mentioned here, although the two most important schools, viz., those at Bankura and Bishnupur, being aided from Provincial revenues, are classed as public institutions. Bishnupur was once the seat of one of the eight dynasties of Hindu rulers established in the eighth century A. D. who held the Bengal frontier against the jungle tribes of the western plateau. The town was once the centre of Bengali music, but with the decline of the Raj the culture of music was neglected. The schools at Bankura and Bishnupur aim at teaching persons who will themselves become teachers of music afterwards. In this they appear to be meeting with some success, for of the three other schools in the district certainly one, and probably all, were started by their pupils. The work of these schools is deserving of every encouragement. Music is now universally recognised as an integral part of school education. Both in the syllabus now in force and in the syllabus recently sanctioned for the infant section and standards I and II songs are prescribed for the infant

Music schools.

section of schools. The introduction to the last-named syllabus emphasises the ethical influence of school music. In paragraph 822 below it is suggested that the value of school music has been rather ignored in the past. At any rate the gain to education of having school teachers who are well versed in Indian music would be very great.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

The scope of the chapter.

The ethical aspect of education.

791. All education is ethical in the sense that its main aim is the formation of character. It is possible, however, to consider the ethical as distinct from the intellectual aspect of education. The scope of this chapter is those influences which go to mould the character of the young, but which are not purely intellectual. In previous chapters an attempt has been made to give some account of colleges and schools regarded mainly as institutions for the training of the intellect. This chapter is therefore supplementary. The intellectual and ethical functions of education are in reality inseparable, but they can be considered apart.

The views of the Government of India as expressed in their Resolution of 1904 on Indian Educational Policy.

792. In their Resolution on Indian Educational Policy which they issued on the 11th March 1904 the Government of India referred to the remark, so often made, that the extension to India of an education modelled upon European principles, and, so far as Government institutions were concerned, purely secular in its character, had "stimulated tendencies unfavourable to discipline," and had "encouraged the growth of a spirit of irreverence." They added as follows:—

"In Government institutions the instruction is and must continue to be exclusively secular. In such cases the remedy for the evil tendencies noticed above is to be sought, not so much in any formal method of teaching conduct by means of moral text-books or primers of personal ethics, as in the influence of carefully selected and trained teachers, the maintenance of a high standard of discipline, the institution of well managed hostels, the proper selection of text-books, such as biographies, which teach by example, and above all in the association of teachers and pupils in the common interests of their daily life."

The treatment of the subject in the Fourth Quinquennial Review.

793. In this chapter, as treated in the Fourth Quinquennial Review, the subject has been discussed under the following main heads:—

- (1) The maintenance of well managed hostels.
- (2) Physical training and the encouragement of manly sports.
- (3) The influence of carefully trained and selected teachers.
- (4) The maintenance of a high standard of discipline.
- (5) Social intercourse between teachers and pupils in the play-ground and elsewhere.
- (6) The selection of text-books, such as biographies, inculcating a wholesome example.

Hostels and messes.

The Calcutta mess scheme.

Government action previous to 1900.

794. In 1900 the Government of Bengal issued rules regulating the conditions under which students of colleges and pupils of schools were to reside. These rules were elaborate and fairly stringent, and in 1904 their requirements were made more exacting. In spite of these regulations it was found that the conditions under which students and pupils lived in big towns was most unsatisfactory. Mr. Russell, who is now officiating as Principal of the Patna College, was appointed in 1904 to report on the students' messes in Calcutta. The condition of affairs which his report revealed showed that an immediate remedy was called for. The matter was taken up at once and, as a result, what is known as the Calcutta mess scheme was inaugurated from the beginning of 1905. This scheme is described in paragraph 209 of last year's report.

Extension of the scheme to the *mufassal*.

795. As explained in paragraph 212 of last year's report a scheme on lines similar to those followed in Calcutta was during 1906-07 initiated in connexion with all the important colleges in the *mufassal*.

796. According to the new University regulations students must reside in hostels or messes. These institutions are strictly defined and certain conditions for their working are prescribed. Under these regulations a students' residence committee has been appointed. Seeing that by these regulations the control of the residence of students has passed to the University, and to avoid the complications which would ensue from dual control, the working of the mess scheme in Calcutta has been handed over to the University. An annual grant has been guaranteed so as to indemnify the University against loss, and an educational officer has been lent free of cost to act as Inspector of Hostels.

The University residential regulations and the transfer of the Calcutta mess scheme to that body.

797. In last year's report it was observed that, whatever it might be possible to do in the immediate future, there could be very little doubt that the creation of collegiate hostels was the goal to which progress pointed. In his speech at the last convocation the Hon'ble Mr. Justice Asutosh Mookerjee stated that he fervently trusted that the time might come when all the colleges affiliated to Calcutta University would be converted into "truly residential colleges of the type so familiar in the Universities of the West."

The residential college is the ideal.

"Then and then alone," he added, "will there be the growth of corporate life amongst our students, and each college will fittingly be described as a corporation of teachers and students banded together for the promotion of learning."

798. The Rev. A. B. Wann, Principal of the General Assembly's Institution, is of opinion that nothing short of a college hostel for every student coming to Calcutta from the *mufassal* will remedy the evil which the licensed mess system is intended to remove.

Mr. Wann's view.

"During the last two years of the quinquennium," he writes, "the system of licensed messes was in force. I cannot regard it as a satisfactory system. Too many students still live with guardians whose suitability is very doubtful, and within the messes it is difficult to obtain a sufficient supply of well qualified resident superintendents. The houses, too, are in most cases not well suited for messes. Nothing short of college hostels for every *mufassal* student will, in my opinion, remedy the evil which the licensed mess system is intended to remove. It is only in hostels that one can ensure the suitable accommodation, strict oversight, quietness for study, care in sickness and freedom from domestic worries, which students require. Were such provided, I believe the voluntary inflow of students would be so great that the licensed mess system would die a natural death. Such at least is our experience; the great majority of our *mufassal* students enter licensed messes only after being refused admission to the hostel for want of room."

Statistics of boarding-houses.

799. The number of boarding-houses has increased during the quinquennium from 212 to 373, and the number of their inmates from 6,664 to 11,309. These figures take into account boarding-houses for Indian pupils only. The statistics quoted in paragraph 215 of last year's report, which were taken from General Table VIII for 1905-06, included boarding schools for Europeans and their resident pupils. Properly speaking there are no boarding-houses for Europeans, because all European schools which admit boarders are in their essence boarding schools in the sense that they receive pupils and feed, house, and teach them for a consolidated fee. The boarding arrangements are not an adjunct to the schools, but essential parts of them. According to the returns the number of boarding-houses for Indians has declined during 1906-07 by 4 and the number of their inmates by 385. The term boarding-house as used in this and the following paragraph includes hostels and recognised messes.

The development of the hostel system during the quinquennium.

The residence of school boys.

800. It has not yet been possible to work out any general scheme for the residence of school boys; but schemes are in progress for providing hostel accommodation for every Government high school at which such accommodation is not already provided. Under the new University regulations one of the conditions of recognition is that when pupils do not live with their parents or guardians, the school authorities shall insist on their residing either in a hostel or a mess which is duly inspected and placed under the control of some person responsible to the head master of the school for the discipline and well being of its inmates. In practice, this, generally speaking, means but very little; and, unless hostels are provided, no real progress can

No general scheme has yet been evolved.

be expected. Mr. Tipping has initiated a scheme whereby the pupils of the *silla* schools of the Orissa Division are divided into batches, each batch being assigned to the special care of a teacher, who is required to watch the progress of the pupils entrusted to him, visit them and co-operate with their guardians, as far as possible, in promoting their physical, intellectual, and moral welfare. This is a system which might well be imitated at other Government schools pending the construction of hostels.

The problem of the residence of school boys is vital.

801. In last year's report allusion was made to "the squalid dens" in which school boys had been found residing and to the evil which they were likely to acquire as a result of living under such conditions. The problem is a vital one. If schools are to have a wholesome influence in developing the character of the community, a system which allows boys to be attracted to schools in towns and then permits them, and perhaps even compels them, to live under conditions calculated to ruin their sense of decency and self-respect cannot be condemned too emphatically. Nor is it any use blinking the difficulties of the situation. The ordinary high school cannot do much more than exist in a condition of inefficiency, and the University is now demanding a considerably higher standard of efficiency as a condition of recognition. Such a school has ordinarily no funds whatever which it could devote to the construction of a hostel, and subscriptions are not easily raised. Not only in Calcutta, but in many towns in Bengal, decent houses are hard to obtain even at comparatively high rents. The pupils who require accommodation in hostels or messes are frequently those whose allowances from their parents do not amount to more than the school fee *plus* the barest possible margin necessary for their subsistence. There are school hostels, to which the designation "squalid dens" would appear to be not inapplicable.

"I have seen hostels," writes the Inspector of Schools, Chota Nagpur Division, "in which it would be better that there were no inmates. Some of them are no better than cattle-sheds. They and their surroundings cannot uplift the ideal of sanitary and respectable living. The main cause of this is that schools have had laid upon them an expense which they are unable to afford."

It is scarcely reasonable to look to Government to supply all the funds required.

802. The question is largely a financial one, but it is surely not reasonable to look entirely to the public funds. Government has always shown itself ready to co-operate in any scheme for improving the conditions of student-life. Is it too much to hope that the Indian community will on their part make an effort to improve the conditions under which school boys live?

Physical exercise.

Games.

Games at colleges.

803. Games have now come to be regarded as a recognised branch of the activity of colleges and schools. Practically every college has its athletic club, and there are in educational centres competitions for football, cricket and hockey cups, which evoke a considerable amount of enthusiasm. It is doubtful, however, whether the mass of college students appreciate the value of physical exercise sufficiently to render organised systems of regular college games successful. It is organisation and not enthusiasm that is wanting. This is illustrated by the fact that a system of compulsory games has recently been introduced at the Patna College with complete success.

"The new system of coercion," writes Mr. Russell, "has been successful in an almost surprising degree; and for this the students themselves deserve a main share of the credit. They quite realise that compulsion in these matters is good for them, and have taken to games with much more keenness and energy than I anticipated. Little or no attempt has been made to evade the rules. There has been in consequence a marked improvement in the tone and spirit of the college during the year."

Games at schools.

804. The boys of the great majority of secondary schools play one or more European games. Football is the most popular; then comes hockey. Cricket is played at Government and missionary schools, but many private schools cannot afford it. The development of school-games generally is greatly hampered by the want of suitable play-grounds. Another difficulty lies in the fact that few of the present masters know anything about games.

"The older masters," writes Mr. Stark, "still look askance at cricket, football and hockey, and conceive that boys might be more profitably employed at their books. The middle-

aged teachers view games with mild complacency and tolerate them because they are a fad of the *Sir*. Some of the younger teachers venture occasionally upon the play-ground, but rarely go to the length of standing to the wickets or joining in a scrimmage.

805. This is a difficulty which is no doubt only transitory, for there is now real enthusiasm for games. The importance of providing at the training colleges facilities for athletics has not been lost sight of in the schemes which are now before Government.

806. Indigenous games are played at primary, and less commonly at middle, schools. They are not unknown in high schools, but in these institutions there is a tendency to regard such games as *infra dignitatem*.

Drill and gymnastics.

807. Provision for gymnastics is made at all Government colleges. At the Presidency College attendance at the gymnastic class is compulsory for the first year class, and all the students of the Patna College are compelled in addition to playing games to attend two gymnastic classes a week. Exemption is, of course, always granted on medical certificate. Gymnastics at colleges.

808. As long ago as 1890 Government ordered that, when school boys declined to avail themselves of the available opportunities for physical exercise, some form of drill should be made compulsory. Subsequently drill was made compulsory in all Government and aided schools for boys, and a drill book based on the system of *deri karat* (indigenous physical exercises) in use in the Central Provinces was prepared at Government expense. Suitable provision for instruction both in drill and gymnastics is one of the conditions under which Government aid is given to high schools, but it is probable that except at a few Government and missionary schools the practice of gymnastics is not regarded very seriously. Annual arrangements are made for the training of drill and gymnastic instructors at the Calcutta *Madras* and at the regimental gymnasium at Dinapore, but an entire inability on the part of those who attempt to give instruction in these subjects not only to teach them properly, but even to understand what they mean or why they are taught, remains one of the most prominent features of the situation. Inspectors' reports describe drill in most primary and middle schools as an unqualified farce. Drill and gymnastics at schools.

809. Expert advice is required; and, as foreshadowed in paragraph 218 of last year's report, Government has undertaken, as an experimental measure, to contribute towards the salary of a physical director to be recruited from America by the Young Men's Christian Association of Calcutta. If this experiment proves a success, the question of recruiting one or more such officers for Government service will be considered. A physical director.

The influence of carefully trained and selected teachers.

810. The question of the training of teachers has been discussed fully. In the chapter on secondary education the general inefficiency of the teachers now employed in secondary schools is emphasised. It is only necessary to point out here that schools staffed by untrained and imperfectly educated men, who are generally discontented with their lot, are no more likely to mould character than they are to develop intellect. The inefficiency of teachers detracts from the ethical as well as the intellectual value of schools.

Discipline.

811. No serious breach of discipline is reported as having occurred at any Government college or school during 1906-07. A few excesses in which students were implicated led to breaches of the peace. The most serious of these was the Santipur assault case. On the whole, however, the reports both of Inspectors and Principals indicate that the standard of discipline maintained generally was about up to the level of the last few years, which in the face of the abnormal conditions which have obtained in some parts of the Province may be regarded as creditable. Discipline in schools and colleges during 1906-07.

812. There is no doubt, however, that the discipline of colleges and schools in Bengal has not for many years been what it should be. Indians of position have on many different occasions deplored this feature of education in modern India and suggested various remedies for it. Indeed, as may be Want of discipline and a general spirit of irreverence is an every day criticism of our educational system.

gathered from the remarks of the Government of India which are quoted in the opening paragraph of this chapter, it has become an almost every day criticism of the present system of education in India that it has stimulated tendencies unfavourable to discipline and encouraged the growth of a spirit of irreverence.

The present want of discipline did not originate in the swadeshi movement.

813. How this has come about, it is not altogether easy to explain. The recent political agitations are clearly not altogether responsible, though the general license has no doubt increased since the initiation of the so-called national movement. Breaches of discipline which are caused by some external excitement, though they indicate that the bonds of discipline are not strong, do not necessarily imply that the general conditions are those of license.

Mr. Kuchler's views.

814. In his quinquennial report Mr. Kuchler makes the following remarks on the discipline of the schools in the Bhagalpur Division. They may probably be regarded as of general application.

"The state of discipline in the aided schools of this Division leaves much to be desired, and has indeed shown a tendency to deteriorate during the latter part of the period under review. Discipline in the sense that it is understood in English schools, is, of course, unknown as yet in the privately managed schools of this Province, chiefly because the head master is possessed of little or no authority. His tenure of office depends, as he is well aware, entirely on the good-will of the managing committee, and if he wishes to retain his position and to live in peace, he has at all costs to keep on good terms with the members, as well as generally with the parents of the boys. As Indian parents have, unfortunately, not yet learnt the value of school discipline, and for the most part resent any punishment inflicted on their boys, it is obvious that a head master who is at the same time a disciplinarian occupies an almost impossible position. The school-boys, too, are fully aware of the limited nature of the head master's powers, as on the rare occasions when he ventures to exercise his authority in the interests of discipline, his decisions are generally reversed by the managing committee. And yet the great majority of school-boys in this Province are by nature so gentle, obedient, and tractable that till within recent times the general standard of behaviour has been fairly good, and such breaches of discipline as have occurred have been of an isolated character. The prominence, however, into which the school-boy class has of late been brought by the flattering appeals made to it for assistance in semi-political movements has given the boys an exaggerated sense of their own importance, and has, in the absence of the restraining force of discipline noted above, led them, in some cases, into excesses which are at variance with their true character."

Social intercourse between teachers and students.

Common rooms.

815. During the quinquennium under review all the Government colleges in the Province were provided with common-rooms. Many private colleges are now similarly provided. Newspapers and magazines, &c., are supplied for these common-rooms, and in connexion with them, there are, as a rule, various clubs, literary, debating, and sometimes dramatic. At the Patna College an archaeological society has been organised in connexion with the common room, as also a college magazine.

College magazines.

816. The first college in Bengal to attempt a college magazine was the Bangabasi College, Calcutta. During the quinquennium under review magazines have been started at the Presidency College, St. Xavier's College, Bishop's College, the Doveton College, and, as explained above, the Patna College. The Moslem Institute also publishes a magazine. This development is rather a striking indication of the growth of the idea of the corporate unity of a college.

Teachers and pupils in the playing field.

817. Probably in no sphere is the influence of a teacher's personality impressed upon his students more forcibly than in the playing field. Allusion has already been made to the success of the system of compulsory games which has been introduced at the Patna College and to the marked improvement in the tone and spirit of the college which has resulted from it. This success must be ascribed in no small measure to the fact that the Principal not only takes a keen personal interest, but also shares, in the games of the students.

The value of college clubs.

818. The ethical value of college clubs and common rooms depends upon their being systematically organised and worked with persistent enthusiasm. Enthusiasm is not difficult to evoke, but it is not very readily engendered among the students by themselves, nor when engendered is it very

permanent. The success therefore of these institutions depends largely on the amount of time and trouble which professors are willing to devote to them. This again is partly determined by the distance from the college at which the professors reside. As stated in paragraph 217 of the last annual report, the influence of a professor over his students can only be brought to bear fully and effectively, when social life has been evolved by teachers and taught living near each other under the conditions of a residential institution. Something can, however, be done under existing conditions. In this connexion the following remarks of the Rev. A. B. Wann, Principal of the General Assembly's Institution, may be quoted:—

"I am strongly impressed with the value of college clubs in fostering the sense of a corporate unity in which the staff and the students both share and in developing bonds of kindly relationship between them, quite apart from the value of any accomplishment, mental or physical, which the club has been founded to promote."

The influence of text-books.

819. In 1904 an order was issued that all reading books both in the vernacular and in English should contain "suitable biographical selections such as would inculcate in the pupils habits of order, diligence and truthfulness combined with submission to authority and reverence to their elders." The order added that "these lessons should be drawn from the lives of Hindu, Muhammadan and Christian worthies instead of being confined to one section of individuals." The order of 1907.

820. It is doubtful whether the text-books which have been written in compliance with this order are of much ethical value. It is not an easy matter to write a biography which will appeal to what is best in the youthful mind. Text-books generally have not been of a high order, and it is a question whether some of the moral stories which are now read by school-children do not tend to make moral instruction ridiculous. The effect of the order.

821. The introduction to the revised syllabus of studies for the infant section and standards I and II insists upon the ethical aspect of all true education, and emphasises the fact that the most important factor in the moral training of a school is the habitual conduct of the teacher and the general system of school life. It admits, however, that something may be effected by biographical teaching, and attempts to indicate the conditions under which such teaching is likely to prove most effective. The following is an extract from the introduction:— The directions of the revised syllabus.

"Moreover the moral training which a school should give cannot be left to chance; on this side no less than on the intellectual side the purpose of the teacher must be clearly conceived and intelligently carried out. Something may be done through the expression and reading lessons. In these the children may be taken through the biographies of typical heroes or heroines, and these biographies should be treated in the main with a view to illustrating the action of real persons and the principles of conduct and qualities of character which promote the welfare of the individual and society. The lives of great men and women, carefully selected from all stations in life, will furnish the most impressive examples of obedience, courage, strenuous effort, serviceableness—indeed of all the qualities which make for good citizenship. The teacher should place in relief those actions of his heroes or heroines which exhibit their higher qualities, but should take care not to raise them far above the level of common humanity by the omission of their faults or shortcomings. He should make the picture a life-like and instructive exhibition of character, and of the effect on the individual and on those around him, for good or evil, of the acts recorded."

822. The introduction goes on to remark that a similar appeal can be made to the imagination of children by the use of music in well chosen songs or of appropriate passages of the best literature of their mother tongue. Perhaps the ethical value of these influences, especially the last, has not been sufficiently emphasised in the past. The revised syllabus prescribes that extreme care should be taken that no piece is included in the reading primer which has not at least a strong claim to be considered poetry. It adds the following quotation:— The influence of music and literature.

"Learning by heart is valueless, unless in the process the memory is enriched with a store of beautiful thoughts, expressed in beautiful language, which will serve as a touchstone to the scholar's own method of expression and be a constant source of pleasure to him."

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Conference about the revision of the courses of study in schools for Indians.

The revision of the lower primary syllabus.

823. The quinquennium under review was an era of conferences. The most important of these was undoubtedly the series of conferences and committees held in connexion with the revision of the vernacular scheme of education introduced in 1901, in so far as it affects lower primary, and especially rural lower primary, schools. The deliberations of the various conferences and committees resulted in the publication under Government Resolution No. 1028T.—G., dated the 10th June 1907, of the revised syllabus for the infant section and standards I and II of schools of all classes. The various stages of the deliberations are set forth in the opening paragraphs of the Resolution.

The revision of the syllabus of studies for standards III to VI.

824. During 1906-07 a special committee was appointed by Government to revise the syllabus of study for standards III to VI. This committee held frequent meetings. The result of the labours of this committee is now before the public in the shape of revised courses of study in all the subjects of the curriculum.

Other conferences.

A list of the important conferences of the quinquennium.

825. As regards the other conferences which were held during the quinquennium no detailed description is required, because they have all been mentioned in this review in the course of the account of the development of the particular branch of education with which each was concerned. A list of the most important is given below; the paragraphs of the review in which each conference is mentioned are also shown—

- (1) The conference of 1904 to discuss the primary education of Muhammadans (paragraph 728).
- (2) The conference of the committee appointed in 1904 to consider the development of industrial education (paragraph 478).
- (3) The conference of 1905 to discuss the question of the residence of students in Calcutta (paragraph 794).
- (4) The conference of 1905 to consider the question of commercial education (paragraph 381).
- (5) The conference of 1906 to discuss the possibility of regrading European schools and of prescribing a curriculum suitable to each grade (paragraph 597).
- (6) The conference held at Darjeeling in 1906 to consider the extension of elementary education among the hill population (paragraph 771).
- (7) The conference of 1906 to discuss the scheme put forward by Mrs. P. K. Roy for encouraging instruction in *zananas* by a system of scholarships and rewards (paragraph 578).
- (8) The conference of 1906 to consider the advisability of prescribing courses of study for Muhammadan *zananas* (paragraph 582).
- (9) The conference of 1907 to discuss the advisability of establishing a Sanskrit Examination Board (paragraph 173).

Divisional conferences.

Educational and administrative conferences.

826. A certain number of conferences are held annually in each Division. At these conferences inspecting officers discuss subjects connected with education and its administration. When the topic is an educational one non-officials who are connected with education are invited to attend. There is nothing with regard to these conferences which calls for special mention. They serve a useful purpose.

The delegation of powers to inspectors of schools.

827. In paragraph 226 of last year's report a conference of inspectors of schools for the purpose of discussing the delegation of powers now exercised by the Director was foreshadowed. Owing to the fact that the superior inspecting staff, to which such delegation could be made has not yet been fully recruited this question has not yet been taken up.

No action has been taken.

CHAPTER XV.

TEXT-BOOKS.

Introductory remarks.

828. The action which the Imperial Government has taken from time to time in connexion with the extremely difficult question of text-books for Indian schools is set forth in chapter xvii of the Fourth Quinquennial Review. A description of the system of text-book committees in vogue in the various Provinces is also given in that chapter. The system which has obtained in Bengal during the quinquennium under review has been exactly as Mr. Nathan describes it.

A reference to the Fourth Quinquennial Review.

The present position.

829. The production of text-books in Bengal has been left to unguided private enterprise. The function of the text-book committees has been confined to advising the Local Government as to whether the books placed before them by the Director of Public Instruction can be approved or not. A great many books have been produced under this system, and there is now a long list of text-books approved by Government; but there is evidence that the great majority of text-books which are being used in schools are educationally speaking very unsatisfactory. This point has been emphasised in the chapters on primary and secondary education. The production of sound text-books is vital to the future of education in Bengal.

The system of unguided private enterprise has failed.

830. It appears to have been scarcely realised that the writing of a good school-book calls for a combination of qualities which are rare even in the most highly educated societies. In the first place a very considerable knowledge of the subject treated is essential. A man must be very sure of his facts before he can explain anything to a child. Secondly, some knowledge of the psychology of children's minds is indispensable. But the possession of both these qualities is as nothing, unless they are combined with a facility for simple but dignified expression, a gift which is rare indeed. The preparation of school text-books, then, is not an easy matter; and in European countries, and especially in Germany, it is not a task which is as a rule attempted except by persons who are not only acknowledged authorities on the subject on which they write, but have also had years of practical experience in teaching it. Moreover, the production by one man of text-books concerned with more than one branch of education is in Europe almost unknown. In Bengal one man who is perhaps not even a teacher by profession will produce text-books in three or four branches of education. A new profession has in fact been created, namely that of text-book writer; and as the Greek sophists went about the world offering to discourse at a moment's notice on "all knowledge and being," so the text-book writer requires only a few weeks' warning and he will produce a schoolbook on any subject whatever.

The preparation of text books is not an easy matter.

831. To the difficulties which are universally inseparable from the preparation of school books must be added certain linguistic difficulties which are peculiar to the conditions of modern India. Allusion has already been made to this aspect of the question in the chapters on secondary and primary education. As regards Bengali there appear to be reasons for supposing that a more or less uniform written language is being evolved. The language of the more respectable Bengali newspapers is, for example, much the same throughout the Bengali-speaking area of this Province. But the language of the newspaper is not intended to be literary, and this uniformity does not extend to literary productions. A foreigner who reads modern Bengali literature is struck

The linguistic difficulties.

by the differences not only of style but of vocabulary which separate one author from another. There does not seem to be any fixed standard of literary diction, and one is frequently staggered at the wide divergence of view as to what is or is not good Bengali, which appears to be possible among educated persons. There is absolutely no parallel to this in Europe, except perhaps in modern Greece. These linguistic conditions enhance enormously the difficulty of producing school books in simple but dignified language.

The only hope seems to lie in a combination of all the available talent.

832. In the circumstances outlined above it is small wonder that satisfactory school books are not now available. The persons who have what may be called the intellectual qualities required for the writing of school books must obviously be few, and the majority of those will probably not possess the necessary linguistic capacity. It would seem then, that the only hope of producing really satisfactory text-books was in securing a combination of the best educational and linguistic ability available. This can only be done by Government. In publishing the revised syllabus for the infant section and standards I and II Government in its Resolution of the 10th June 1907 directed the appointment of certain committees for the preparation of the various books which the introduction of the syllabus will necessitate. The works of private authors are not to be debarred, but the books prepared under the direction of Government will lead the way.

The criterion which school-books should be required to satisfy.

833. No book, whether prepared under the supervision of Government or not, should be allowed to be used in schools, until it has satisfied the criterion of a real educational and linguistic test. Experience does not lead one to suppose that the text-book committees as at present constituted in Bengal are capable of applying such a test. These committees consist of a miscellaneous collection of persons, most of whom are extremely busy men. Their function is primarily to see that the books used in schools contain nothing offensive. This duty they have performed satisfactorily. They can scarcely, as at present constituted, be held responsible for the educational soundness of every book to which they accord their approval. The text-books which will be prepared for the revised syllabus for the infant section and standards I and II will have to be passed by the special committee which drew up the syllabus, before they are submitted to the text-book committees. The responsibility of the latter bodies with regard to the books will be confined to securing that they contain nothing calculated to wound the feelings of any section of the community. A similar procedure will be observed in the case of the books required for the revised syllabus for standards III to VI.

The Calcutta School Book Society.

Sales during 1906-07. The future of the Society.

834. The sales of the Calcutta School Book Society amounted during 1906-07 to Rs. 1,52,348 as against Rs. 1,33,777 in the year 1905-06. The future working of the Society is still under consideration, but it has been ascertained by inquiry in many quarters that the Society meets a distinct public demand.

CHAPTER XVI.

A SUMMARY.

General features of the quinquennium.

835. The quinquennium under review has been an era of great activity and of considerable expansion. The actual improvements which have been effected are insignificant when compared with what still remains to be done, but it may be fairly claimed that the difficulties are now more clearly realised and the problem more distinctly delineated. Further advance is now to a considerable extent a matter of money. This might perhaps be said of every stage of educational development, but the educational activity of the past few years and the overhauling of practically every branch of education in which it has resulted has accentuated the fact that education costs a certain

amount and has brought into prominence the question how the funds which the various branches of education are now found to require for their efficient working and development are to be obtained.

Controlling agencies.

836. The main features of the quinquennium have been the re-organisation of the Provincial and Subordinate Educational Services and the increase of the inspecting agency. As regards the former it may be stated that the position and prospects of officers in these services have been considerably improved, but that the Lower Subordinate Educational Service, which was created in connexion with the re-organisation, has failed generally to give satisfaction. The proposed improvements in connexion with secondary education and the general expansion of education will probably necessitate before long further alterations in the organisation of the Education Department. As regards the inspecting agency a considerable number of additional appointments were sanctioned during the period under review, and some of these appointments were filled up. None of the additional Inspectors for whom appointments in the Indian Educational Service have been sanctioned have as yet arrived in India.

837. The female inspecting agency was increased during the quinquennium by the appointment of an inspectress recruited in England. The staff now consists of an inspectress and of a locally appointed assistant inspectress in each division. The appointment of an additional inspectress to be recruited in England has also been sanctioned.

838. Sub-Inspectors of Schools were during the quinquennium under review transferred from the service of District Boards to the direct control of the Education Department. Though under the direct control of the Education Department, sub-inspectors are expected to work in co-operation with the District Boards, and in districts in which there are no District Boards with the District Officers.

839. The relations between educational and executive and judicial officers were under review during the quinquennium. Circulars were issued both by Government and by the Education Department emphasising the importance of co-operation. During the last two years of the quinquennium there was a considerable improvement in this respect.

Collegiate education.

840. The period under review saw the Indian Universities Commission, the Indian Universities Act and the publication of the revised regulations of the Calcutta University. It is too early to attempt any criticism of the prospects of University education under the new régime. All Government colleges have been overhauled and definite proposals for the future working of each are now before Government. It is not quite clear how private indigenous colleges are with their present resources to comply with the demands which the new regulations of the University impose upon them. Several of the leading colleges of this type have applied to Government for annual assistance. A special Imperial grant to Calcutta University and its arts colleges was sanctioned in 1905.

841. The junior and senior scholarships have been restored to their original number and value.

842. At the end of the quinquennium under review there was one college and 1,354 students less than at the beginning. The expenditure, however, increased by Rs. 1,17,692. The whole of the additional expenditure was borne by public revenues. In calculating this increase the Imperial contribution has not been taken into consideration.

Secondary education for Indian boys.

843. At the end of the period under review there were 1,032 English secondary schools for Indian boys, and 409 middle vernacular schools for Indian boys; the former were attended by 1,22,937 pupils, the latter by

24,350 pupils. One of features of the quinquennium was the decline in the popularity of middle vernacular schools.

Pupils in the secondary stage of instruction.

844. At the end of 1906-07 there were 60,616 pupils in English secondary schools for Indian boys in the secondary stage of instruction, 32,965 being in the high and 27,650 in the middle stage. Out of every hundred students studying in English secondary schools 27 were in 1906-07 studying in the high stage, as against 19 in 1901-02. One in every 67 boys of a school-going age was in an English secondary school, as against one in every 76 in 1901-02.

Expenditure.

845. The total expenditure on secondary schools for Indian boys amounted during 1906-07 to Rs. 25,43,105, which means an increase of between $4\frac{1}{2}$ and 5 lakhs during the last ten years and of nearly 3 lakhs since the close of the last quinquennium.

Teachers.

846. The number of teachers employed in secondary schools for Indian boys at the close of the period under review was 8,647. Of these 1,577 only are returned as trained, and 1,360 are returned as possessing no qualifications.

847. The general condition of secondary education is unsatisfactory. At best secondary schools are regarded as institutions whose first, if not their only, duty is to pass candidates through the University matriculation examination. The domination of the matriculation examination over the curriculum of secondary schools has rendered their development impossible. The schools are for the most part inefficiently staffed and badly equipped and no complete courses of study have ever been worked out for them. Last year the Government of India made definite proposals for the improvement of secondary education, and the whole question is now under consideration. A revised syllabus for standards III to VI is already before the public.

Primary education for Indian boys.

Primary schools and pupils; pupils in the primary stage of instruction; proportion of pupils in the upper primary stage.

848. At the end of 1906-07 there were 33,954 primary schools for boys attended by 9,07,222 boys and 46,233 girls. The increase recorded for the quinquennium under review is 1,930 institutions and 1,34,918 pupils. The average annual cost of educating a boy in an upper primary school during 1906-07 was Rs. 3.7, while that of educating a boy in a lower primary school was Rs. 2.4. The total number of pupils in the primary stage of instruction in primary and secondary schools for Indian boys was 10,36,343, this being an increase of over a lakh and a quarter on the figures returned for the close of the previous quinquennium. The proportion of pupils in the upper primary stage shows an advance during the last 15 years.

Proportion of boys under primary instruction.

849. At the close of the quinquennium the proportion of boys under instruction in primary schools for Indian boys to the male population of school-going age was 244 *per mille*.

Expenditure.

850. The total expenditure on primary schools during 1906-07 is returned as Rs. 25,50,768; towards this amount public funds contributed Rs. 8,94,749 or 35.7 *per cent.*, fees Rs. 13,42,847 or 52.6 *per cent.*, and other private sources Rs. 3,13,172 or 12.3 *per cent.* The total increase in expenditure during the quinquennium under review was a little over $4\frac{1}{2}$ lakhs. The proportion of the total expenditure borne by public funds has increased by 10 *per cent.*

Grants-in aid.

851. Payment by results was abolished in 1902-03 and a system introduced according to which the remuneration of a primary school teacher from public funds takes the form of a subsistence allowance paid quarterly and a further allowance paid at the end of the year, the latter depending on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school. It is generally agreed that this system is an improvement on the system formerly in vogue.

Teachers.

852. At the end of 1906-07 there were 39,526 teachers employed in primary schools. Of these 2,201, or 5.6 *per cent.*, were returned as trained, 12,324, or 31.2 *per cent.*, possessed no recognised qualifications.

Examinations and scholarships.

853. The lower and upper primary examinations were discontinued during the quinquennium and the scholarships provided for these stages have since

1904 been awarded according to a system in which selection and competition are both operative. The discontinuance of these examinations has withdrawn a distinct stimulus. The award of certificates at these stages is now under consideration.

854. In 1905-06 the Local Government made a special grant of over 5 lakhs for the construction of primary school buildings. Owing, however, to the local contributions not being forthcoming in many cases, as also to difficulties with reference to the tenure of and responsibility for these buildings, in a good many districts, not much has been effected by the special grant.

855. Shortly after the close of the quinquennium the Local Government published a revised syllabus for the infant section and for standards I and II. The revised syllabus will be introduced into schools from the beginning of 1910.

The training of teachers.

856. Probably the greatest educational need of the Province at the present time is adequate machinery for training schoolmasters. There are no arrangements whatever for the training of teachers who impart instruction in secondary schools for Indians through the medium of English. Teachers of this kind are generally known as "English teachers," while those who teach through the medium of the vernacular are known as "vernacular teachers." A scheme for establishing an English teachers' college for graduates at Hooghly and a normal college at Bhagalpur for English teachers who had passed at least the entrance examination was sanctioned during the quinquennium, but it was found to be impracticable and alternative proposals for establishing in Calcutta a combined college for graduates and those who have passed the intermediate examination are now before Government. For the training of vernacular masters who teach in the higher classes of vernacular schools and in the lower classes of English secondary schools there are 6 so-called first grade training schools. There is a consensus of opinion that these institutions have deteriorated considerably during the last few years and that they are not now really capable of doing what they profess to be attempting. To improve the training of vernacular teachers a scheme was evolved which provided for the establishment at Bhagalpur of a model central training school for Hindi and Bengali-speaking teachers. This scheme was sanctioned, but it was subsequently found to be impracticable. Alternative proposals for developing the existing first grade training schools at Calcutta and Patna into model institutions, one for the Bengali-speaking and the other for the Hindi-speaking area of the Province are now before Government.

857. A real attempt to train primary school teachers was inaugurated during the quinquennium in the so-called *gurua*-training school scheme. The scheme was evolved in 1902 and it was overhauled at the beginning of 1906 by a special committee. At the instance of this committee it was decided to provide suitable and permanent buildings for the *gurua*-training schools with hostels for the students, quarters for the head *pandit*, and a garden, and to increase the stipends of *gurus* under training. A sum of Rs. 1,91,000 was allotted during 1906-1907 for the construction of 96 additional schools and for the improvement of existing buildings. The new schools are to be opened with effect from the 15th January 1908. At the end of 1906-1907 there were 111 training schools for teachers of primary schools and 1,233 students were attending them.

858. The classes for Indian school-mistresses have been completely re-organised during the period under review, and they are now reported to be doing very good work. Practically speaking, all these classes are in the hands of missions, and with the exception of a few Brahmos they train none but Christians. The great need of the moment is trained female teachers who belong to the orthodox Hindu and Muhammadan communities. Proposals for establishing two training colleges for Indian ladies, one at Calcutta and the other at Patna, are now before Government.

Professional and technical education.

859. A scheme for commercial education in connexion with the Presidency College was inaugurated during the period under review. The scheme as revised in 1905 provides for elementary commercial training by means of a day course

Primary school buildings.

The revised syllabus for the infant section and for standards I and II.

The training of English teachers; the training of vernacular masters for the higher classes of vernacular schools and the lower classes of English secondary schools.

The training of teachers for primary schools.

The training of female teachers.

Commerce; the Presidency College commercial class scheme.

and more advanced commercial teaching by means of evening lectures. At the beginning of this year the class was moved to quarters of its own in Bow Bazar. The day class has met with some success; the great difficulty which it has to contend with being the hopeless want of general education possessed by the majority of the students who join it. The evening lectures have hitherto failed to attract any attendance, but it is not proposed to abandon them immediately.

"C" classes.

860. The attempt inaugurated in 1900 to develop a commercial course as an alternative to the course of the last two years of the high school curriculum has not been successful.

Art; the Calcutta School of Art.

861. The Calcutta School of Art was for years worked on lines which were entirely unsound. The school is now working on the right lines and there are some signs of progress, but there is still a good deal of leeway to make up.

Agriculture.

862. The agricultural class at the Civil Engineering College will be closed in November 1908. There are 5 agricultural classes attached to high schools. Last year the Director of Agriculture was asked to take these classes under his supervision. A syllabus was drawn up by that officer and the preparation of a suitable text-book is now under consideration. It has been decided that there is to be no attempt to teach agriculture as part of the ordinary school curriculum. Stress, however, is to be laid on the teaching of nature study with special reference to plant life. This branch of nature study is according to the revised syllabus for standards I and II to be compulsory in primary schools in rural areas. First grade training schools and *gurwa*-training schools are to be provided with gardens.

Engineering and surveying.

863. The health record of the Civil Engineering College, Sibpur, continues to be bad; definite proposals for removing the college to Ranchi have been submitted to the Government of India. The new regulations of the Calcutta University have necessitated a re-organisation of the Engineering Department; it is also proposed to re-organise the Apprentice Department so as to allow of closer specialisation. It has been decided to develop the Cuttack Survey School into an engineering school teaching the complete sub-overseer course and ultimately the complete overseer course. Proposals* for constituting a Joint Technical Examination Board for this Province and the Province of Eastern Bengal and Assam are now before Government. This Board will control the overseer and sub-overseer and the "B" class final examinations and advise Government as to the courses of instruction followed in these classes. The "B" classes in high schools have up to the present been almost as unsuccessful as the "C" classes. It has recently been arranged that the Principal of the Civil Engineering College is to inspect the "B" classes.

Mining.

864. During the quinquennium a mining class was opened at the Civil Engineering College and arrangements made for a system of instruction by lectures delivered in the mining districts. Two specially qualified officers have been recruited, one to be Professor of Mining at the Civil Engineering College, the other to be Mining Instructor in the mining districts.

Industry.

865. A scheme for improving the weaving industry of the Province by means of a central weaving school for Serampore was evolved and sanctioned during the quinquennium. Work will begin as soon as the officers required arrive from Europe. In other respects industrial education has not made much advance during the quinquennium. In 1906-07 a scheme was submitted to Government for starting at the Civil Engineering College classes in technological chemistry and in dyeing and the chemistry of dyeing. It has recently been proposed to recruit a specially qualified officer to be "Superintendent of Industries and Inspector of Technical and Industrial Institutions." It is hoped that this appointment will lead in time to the creation of a Provincial Department of Industry.

The education of Indian girls and women.

Girls under instruction.

866. One in every 33 girls of school-going age, or 3 per cent., were under instruction on the 31st March 1907, as against one in every 58, or 1·7

*These proposals have been sanctioned.

per cent. At the close of the previous quinquennium, over 99 per cent. of the girls attending school were in the primary stage of instruction. One hundred and forty-three girls were in the high stage of instruction: all these were Christians or members of the Brahmo Samaj.

867. The total amount spent during 1906-07 on schools and colleges for Expenditure. Indian girls and recognised *samana* schemes was a little under 5½ lakhs; 51 per cent. of this expenditure was contributed from public funds.

868. At the Sanskrit title examination in 1907 a Hindu lady passed Collegiate education. the degree examination in *santāya* (philosophy).

869. A system of model primary schools was started in 1902. These Model primary schools have not been successful, mainly because they have been worked at a scale of expenditure at which efficiency was not attainable. The question of placing these schools on an efficient basis is now under consideration.

870. At the end of the quinquennium there were 364 girls in secondary Co-education. schools for Indian boys and 309 boys in secondary schools for Indian girls; also 46,233 girls in primary schools for Indian boys and 2,173 boys in primary schools for Indian girls. Girls resort to the village schools for boys in some numbers, and this arrangement is not only necessary but in some ways desirable. There seems however to be little doubt that the absence of schools staffed by women tends to deter a certain class of parents from sending their daughters to school, and the inability of the village *pandits* to teach subjects such as needlework detracts from the efficiency of the ordinary village school as a place of education for girls.

871. A lace school was opened in Kalimpong in 1905. This school has The industrial training of women. been very successful. Just before the close of the quinquennium an institution for the training of Indian women in industries which they could practice at their homes was opened in Calcutta by a league known as the *Mohala Shilpa Samiti* (the ladies industrial league).

872. Two schemes for assisting the education of Indian girls and women by *samana* agencies were inaugurated during the quinquennium. Both these schemes are still in force, and according to the returns some 1,200 girls and women are being educated by these means. The value of this work is greatly impaired by the impossibility of obtaining trained or even educated women as teachers. Towards the close of the quinquennium a further scheme was evolved for the encouragement in Bihar of *A'tas* or Muhammadan lady teachers.

873. The general position is that there is little prejudice against the General position. education of girls, but considerable prejudice against any relaxation of the *pardah* system. Consequently little further advance can be expected, unless competent female teachers from the orthodox Hindu and Muhammadan communities can be made available.

The education of Europeans.

874. The whole system of European education has been subjected to The system criticised and re-organised proposed. searching criticism during the quinquennium under review. Proposals for a complete re-organisation which were agreed upon at a conference held in 1906 are now before the Government of India.

875. The cost to Government of European education has increased Expenditure and management. considerably during the quinquennium. The prominence of the Roman Catholic Schools is still a noticeable feature.

876. The primary school examination was abolished in 1905 and the Examinations. middle school examination confined to pupils who are ending their school education at this stage. The results obtained at the high and middle school examinations during the last few years have been very unsatisfactory, but a number of schools now take the Cambridge senior local examination instead of the high school examination. It is now proposed that the school final examination for secondary schools should be the Cambridge senior school certificate examination, and that for elementary schools there should be a school final examination conducted *in situ* on all the subjects of the curriculum.

The training of teachers.

877. At the beginning of 1904 the Government class at Kurseong for the training of European school teachers was transferred from the Victoria School to the Dow Hill School and confined to women. The conditions under which the class has since been worked have not been such as to render really efficient work possible. Proposals for establishing a separate training college at Kurseong are now before Government. The attempt to train Kindergarten teachers at the Welland Memorial School, Calcutta, was abandoned at the end of 1906.

Professional and technical training.

878. During the quinquennium a technical and a commercial class have been started at the Victoria School, Kurseong. The former has been quite successful, the latter eminently unsuccessful. The failure of European and Eurasian girls to take advantage of the opportunities offered them by medical careers is still noticeable. It is proposed to develop at elementary schools technical courses supplementary of the ordinary school curriculum the prescription of which has been recommended to Government.

The general position.

879. The problem of European education has two main phases; the education of the middle class, whether of pure or mixed European descent, and the education of the lower stratum of the Eurasian community. In connection with the latter phase the work of St. Andrew's Colonial Homes, Kalimpong, must be mentioned. The day schools in Calcutta are, however, perhaps the most important agencies for influencing the poorest Eurasians. These schools are hampered by want of resources. Their development will be considered. As regards the education of the middle class, the standard requires raising all round. The proposed re-organisation of European schools will do much to effect this. If an European or Eurasian boy is to make his way in India he ought to have an education at least commensurate with that which he might obtain in England.

The education of Muhammadans.

Muhammadans under instruction.

880. At the end of the quinquennium there were 1,84,355 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 23·2 per cent. during the quinquennium. The number of Muhammadans under instruction in public institutions increased during 1906-07 by 9·3 per cent. This is due to the adoption by *maktabs* (Muhammadan primary schools) of Departmental standards. At the close of the quinquennium the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of school-going age was 12·34. This represents an increase of 2½ per cent. during the quinquennium. The deficiency of Muhammadans in all stages of instruction above the primary is still very marked.

The Calcutta Madrasa.

881. With regard to the general position of the *Madrasa* Mr. Chapman, the officiating Principal, is of opinion that it does not now stand so high in public estimation as it once did. This, he thinks, is partly due to the general lack of encouragement which Muhammadan classical learning has received.

Maktabs.

882. A scheme for the encouragement of *maktabs* (Muhammadan primary schools) was inaugurated during the quinquennium. The object of the scheme was to encourage by special grants the teaching of secular subjects at these schools. The scheme has met with considerable success.

Proposed Arabic title examination.

883. The establishment of an Arabic title examination is now under consideration.

The present position.

884. It has recently been suggested that the special encouragement and recognition which they deserve has not been given in the past to Muhammadan classical studies. The question has also been raised whether the proper way to raise Muhammadans to the position which they ought to occupy in the community generally would not be to seek to develop out of the traditional studies to which they cling so tenaciously a curriculum of an educational value at least approximate to that of the ordinary standards of English education in India. The whole question will shortly be considered by a conference.

The education of special classes.

885. No decision has yet been arrived at with reference to the proposed amalgamation of the Nawab's *Madrasa* at Murshidabad with the local Government high school. The nobles and *zamindars* of the Province generally are not in favour of a *zamindari* college. It is hoped that their sons will be provided for at the proposed Ranchi college. The education of chiefs and nobles.

886. A certain amount of progress seems to have been made in this respect, but the absence of any fixed principle of classification renders any accurate conclusions impossible. The Inspector of Schools, Chota Nagpur Division, has raised the question of the vernacular through which the children of the aborigines of that Division should be educated. The education of aboriginal and other backward races and tribes and of indigent classes.

887. This question was raised during the quinquennium. A system of special grants to induce the planters of the Darjeeling Hills and the Terai to start schools on their gardens has been inaugurated. The education of the children of tea plantation labourers.

888. Very little is done for the education of defectives. In the whole Province there are only two schools for the blind and one for deaf mutes. The education of defectives.

Private institutions.

889. There has been a marked tendency towards adaptation to Departmental standards both on the part of Muhammadan and other elementary indigenous schools. A considerable increase in the number of girls attending *Korans* and other miscellaneous schools is also a marked feature of the quinquennium. The statistics for private institutions must be regarded with suspicion. Tendency towards adaptation to Departmental standards.

Physical and moral training.

890. A scheme for controlling the residence of collegiate students in Calcutta was inaugurated in 1905. In 1906-07 it was extended to the *majfassa*. The Calcutta scheme has since been handed over to the University. The residence of school boys is a very pressing matter. No general scheme has yet been evolved, but schemes are in progress for providing hostel accommodation at any Government high school at which such accommodation is not already available. The residence of students.

891. Government has recently consented to assist the Young Men's Christian Association to import from America a Physical Director. This officer will be available as an advisory officer to the Education Department. If he proves successful, the recruitment of further officers of this kind by Government will be considered. Drill and gymnastics.

892. The standard of discipline maintained during 1906-07 appears to have been about up to the level of the last few years, but the general condition of discipline in colleges and schools in Bengal leaves much to be desired. Discipline.

Educational conferences.

893. The most important conferences held during the quinquennium were those in connexion with the revision of the vernacular scheme of education. Other general conferences were held, the most important of which are recorded in Chapter XIV.

Text-books.

894. The predominating feature of the present position is that the text-books available for use in schools are generally very unsatisfactory. Books are under preparation under the direction of Government for the revised syllabus for the infant section and standards I and II.

W. W. HORNEILL,

Assistant Director of Public Instruction, Bengal.

EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1906-07.

(For details see General Table III.)

Area and Population.			Public Institutions.				Private Institutions.				Grand Total.	Percentage of—						
Total area in square miles	Number of towns and villages.	Population.	Institutions and scholars.	Collegiate education.	School Education, General.	School Education, Special.	Total.	Advanced.	Elementary.	Total.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
			Institutions.	For males.	32	15	1,457	33,902	119	894	36,479	1,569	3,181	4,750	41,929			
					For females.	2	...	68	3,935	19	12	3,336	...	36		36	3,372	
						Total ...	34	15	1,525	37,197	133	906	39,815	1,569		3,217		4,786	44,601
1,43,592			Scholars.	Males	Number of population of school-going age :—										Male scholars to male population of school-going age.	28-63		
					Females	5,160*	2,044	1,50,773	9,10,081	1,714	20,350	10,90,128	16,125	34,985			51,110	11,41,558
						Total	8,199,379											
			Total ...	Females	24	19	6,185	1,17,296	352	1,010	1,24,886	268	2,646	2,914	1,27,800			
					Total	5,190	2,063	1,58,953	10,27,377	2,066	21,360	12,15,014	16,393	37,631		54,024	12,69,033	
															15-48			

Received at the U. U. Mission College, Maratbhag, which furnished no return.

Abstract Return of Expenditure on Public Instruction in

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								
1.	Collegiate Education.		School Education, General.		School Education Special.		Total.	8.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
1	2	3	4	5	6	7	8	9
1.—Institutions { For Males ...	7,88,866	5,25,452	28,57,417	25,96,846	1,60,087	5,48,992	74,77,590	
{ " Females ...	19,144	...	5,17,042	3,35,146	36,227	...	9,97,559	
Total ...	8,08,010	5,25,452	33,74,459	29,31,992	1,96,314	5,48,992	83,85,219	
2.—(a) Percentage of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	8.95	11.16	18.03	7.44	4.55	7.83	57.96	
(b) Percentage of District Fund expenditure included in columns 2—23 to total District Fund expenditure on Public Instruction.	.11	...	14.81	66.18	.13	1.13	82.36	
(c) Percentage of Municipal expenditure included in columns 2—23, to total Municipal expenditure on Public Instruction.	.79	...	16.13	63.57	...	4.39	84.83	
(d) Percentage of total expenditure included in columns 2—23 to total expenditure on Public Instruction.	6.92	4.53	28.93	25.13	1.68	4.78	71.97	
3.—Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions { Cost to Provincial Revenues.	226 10 2	438 4 7	29 0 6	5 15 1	95 2 3	114 7 6	76 7 8	
{ Cost to District and Municipal Funds.	...	...	0 0 10	0 1 2	0 14 1	...	0 1 6	
Total cost ...	330 11 5	519 7 6	50 15 0	6 7 9	99 0 0	131 2 1	91 10 10	
District Board institutions { Cost to Provincial Revenues.	...	...	0 0 1	...	...	2 5 10	0 0 4	
{ Cost to District Funds.	89 0 0	...	5 15 0	3 6 3	...	47 5 7	5 8 7	
Total cost ...	418 3 2	...	10 11 8	3 11 0	...	66 7 0	8 0 11	
Municipal institutions { Cost to Provincial Institutions.	106 15 8	...	1 8 3	...	...	...	3 15 2	
{ Cost to Municipal Funds.	...	...	1 15 4	4 11 4	...	...	1 9 2	
Total cost ...	211 5 5	57 1 8	18 3 7	5 8 0	...	...	21 2 0	
Institutions in Native States { Cost to Native State Revenues.	...	...	13 1 2	1 3 0	...	14 12 8	4 0 0	
{ Cost to District and Municipal Funds.	...	...	...	...	...	...	...	
Total cost ...	...	...	4 0 9	3 10 9	...	14 12 8	6 11 0	
Aided institutions { Cost to Provincial Revenues.	26 11 6	...	4 2 6	0 4 8	47 7 1	3 3 2	0 12 0	
{ Cost to District and Municipal Funds.	...	...	1 7 11	0 15 0	0 2 0	0 7 1	0 15 9	
Total cost ...	150 4 2	...	21 15 8	3 2 9	91 0 11	12 15 5	5 4 1	
Unaided institutions—								
Total cost ...	83 3 7	34 0 0	18 3 11	2 0 11	39 12 2	17 9 5	8 2 10	
All institutions { Cost to Provincial Revenues.	67 9 10	196 15 1	4 5 5	0 4 6	81 5 6	14 5 2	1 13 9	
{ Cost to District and Municipal Funds.	0 7 0	...	1 2 11	0 13 2	0 10 10	0 9 11	0 14 0	
* Total cost ...	166 4 1	252 4 1	22 1 11	3 0 11	95 9 11	27 5 2	7 5 5	

GENERAL STATISTICS.

TABLE II.
Bengal for the official year 1906-07.

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total.	Total expenditure on Public Instruction.
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Director.	Inspection.	Scholarships.	Miscellaneous.		
9	10	11	12	13	14	15	16	17	18
9,87,365	1,07,298	10,94,663	1,57,974	1,19,136	5,64,357	2,11,046	11,31,173	32,78,249	1,16,63,468
...	...	...	...	...	...	...	...	...	...
16-80	1-09	17-89	2-18	3-26	12-52	3-88	2-31	42-04	100
99	59	1-58	...	...	7-89	3-53	4-64	17-64	100
5-18	1-08	6-26	...	...	2-76	65	5-45	15-12	100
8-54	91	9-45	1-36	1-03	4-69	1-81	9-69	28-03	100

EDUCATION GENERAL
Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	UNION FUNDS					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
<i>Arts Colleges—</i>						
English	8	1,388	1,396	1,127	2	56
<i>Colleges for Professional Training—</i>						
Law	4	47	47	29	1	18
Medicine	1	425	537	531	...	...
Engineering	1	342	330	304	...	...
Agriculture	1	24	22	20	...	...
Total of Colleges ...	15	2,226	2,242	2,011	3	74
SCHOOL EDUCATION.						
<i>(GENERAL.)</i>						
<i>Secondary Schools—</i>						
For Boys { High Schools ... English ...	38	9,346	8,837	7,066	3	1,156
{ Middle Schools ... English ...	4	445	431	384	32	2,555
{ Middle Schools ... Vernacular ...	18	1,258	1,184	848	105	6,681
Total for Boys' Schools ...	60	11,049	10,452	8,298	140	10,392
For Girls { High Schools ... English ...	1	182	162	115	...	...
{ Middle Schools ... English ...	1	98	97	95	...	...
{ Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	2	280	259	210	...	...
Total of Secondary Schools for Boys and Girls ...	62	11,329	10,711	8,508	140	10,392
<i>Primary Schools—</i>						
For Boys { Upper Primary	99	4,216	3,919	2,765	97	8,576
{ Lower Primary	2	29	26	22	5	429
Total Primary Schools for Boys ...	101	4,245	3,945	2,787	102	9,005
For Girls { Upper Primary	6	433	415	308	1	47
{ Lower Primary	1	15	13	11	...	...
Total Primary Schools for Girls ...	7	448	428	319	1	47
Total of Primary Schools for Boys and Girls ...	108	4,693	4,373	3,106	103	9,052
SCHOOL EDUCATION.						
<i>(SPECIAL.)</i>						
<i>Training Schools—</i>						
(a) For Masters	112	1,475	1,490	1,227	...	...
(b) For Mistresses	1	20	20	20	...	...
Schools of Art	1	252	201	193	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	362	414	349	...	...
Engineering or Surveying Schools ...	2	250	241	221	...	...
Industrial Schools	1	77	76	63	7	170
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Madrasahs	3	605	604	410	...	...
{ Reformatory Schools	2	391	375	367	...	...
{ Miscellaneous Schools	6	309	255	202	...	...
Total ...	131	3,741	3,676	3,052	7	170
Total of Colleges and Schools of Public Instruction ...	316	21,989	21,002	16,677	253	19,688

TABLE III.

for the official year 1906-07.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
62	45	...	...	...	...	6	1,059	1,033	866
19	13	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
81	58	...	...	...	...	6	1,059	1,033	866
1,113	825	2	413	365	298	187	30,865	30,180	23,241
2,422	1,906	16	1,326	1,256	905	495	35,008	34,216	28,048
6,245	4,869	4	207	197	127	246	13,949	13,624	10,850
9,780	7,600	22	1,946	1,818	1,330	928	79,822	78,020	62,139
...	...	...	...	...	...	12	1,465	1,378	1,121
...	...	...	...	...	...	41	4,166	4,000	3,364
...	...	...	...	...	...	10	618	568	454
...	...	...	...	...	...	63	6,249	5,946	4,939
9,780	7,600	22	1,946	1,818	1,330	991	86,071	83,966	67,078
8,140	5,990	3	107	106	69	2,662	1,22,127	1,16,849	93,361
408	308	337	6,586	6,017	4,702	24,301	6,82,630	6,40,083	5,24,509
8,548	6,298	390	6,693	6,123	4,771	26,963	8,04,757	7,56,932	6,17,870
40	34	...	...	...	...	210	10,437	9,793	7,900
...	...	10	209	199	153	2,519	54,017	50,959	38,870
40	34	10	209	199	153	2,729	64,454	60,752	46,170
8,568	6,332	400	6,902	6,322	4,924	29,692	8,69,211	8,17,684	6,64,040
...	...	...	...	...	...	6	256	248	219
...	...	...	...	...	...	17	256	244	219
...	...	...	...	...	...	1	101	75	75
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	20	20	14
148	114	...	...	...	...	38	917	855	767
...	...	...	...	...	...	2	103	102	99
...	...	...	...	...	...	1	5	3	1
...	...	...	...	...	...	7	281	261	204
...	...	...	...	...	...	...	...	...	...
...	...	11	132	131	83	553	11,900	11,049	9,173
148	114	11	132	131	83	626	13,839	12,857	10,711
18,597	14,104	433	8,960	8,271	6,337	31,315	9,70,180	9,15,540	7,42,695

EDUCATION GENERAL.

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	UNDER PRIVATE MANAGEMENT—contd.					
	Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
English ...	18	2,687	2,452	1,887	34	5,190
Colleges for Professional Training—						
Law ...	7	1,207	1,128	635	12	1,272
Medicine ...					1	425
Engineering ...					1	342
Agriculture ...					1	24
Total of Colleges ...	25	3,894	3,587	2,522	49	7,253
SCHOOL EDUCATION.						
(GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	167	38,312	37,480	28,526	397	80,092
{ Middle Schools ... { English ...	104	6,499	6,453	5,007	651	45,833
{ Vernacular ...	36	2,255	2,183	1,768	409	24,350
Total for Boys' Schools ...	307	47,066	46,116	35,301	1,457	1,50,275
For Girls { High Schools ... English ...	1	55	55	50	14	1,702
{ Middle Schools... { English ...					42	4,264
{ Vernacular ...	2	99	108	88	12	717
Total for Girls' Schools ...	3	154	163	138	68	6,683
Total of Secondary Schools for Boys and Girls	310	47,220	46,279	35,439	1,525	1,56,958
Primary Schools—						
For Boys { Upper Primary ...	54	2,600	2,384	1,985	2,915	1,37,635
{ Lower Primary ...	6,352	1,26,718	1,13,535	96,692	31,047	8,16,392
Total Primary Schools for Boys ...	6,406	1,29,327	1,15,919	98,677	33,962	9,54,027
For Girls { Upper Primary ...	6	452	441	355	223	11,369
{ Lower Primary ...	482	7,740	7,043	5,801	3,012	61,981
Total Primary Schools for Girls ...	488	8,192	7,484	6,156	3,235	73,350
Total of Primary Schools for Boys and Girls	6,894	1,37,519	1,23,403	1,04,833	37,197	10,27,377
SCHOOL EDUCATION.						
(SPECIAL.)						
Training Schools—						
(a) For Masters ...	1	24	20	30	119	1,755
(b) For Mistresses ...	1	35	31	30	19	311
Schools of Art ...	2	134	150	120	4	487
Law Schools ...						
Medical Schools ...	4	923	909	623	7	1,285
Engineering or Surveying Schools ...					3	270
Industrial Schools ...	6	111	102	79	52	1,275
Commercial Schools ...	2	54	47	43	4	157
Agricultural Schools ...					1	5
Other Schools... { Madrasas ...	9	626	573	455	19	1,512
{ Reformatory Schools ...					2	391
{ Miscellaneous Schools ...	244	3,637	3,499	2,957	814	15,978
Total ...	269	5,544	5,331	4,327	1,044	23,426
Total of Colleges and Schools of Public Instruction.	7,493	1,94,177	1,78,600	1,47,121	39,815	12,15,014

TABLE III.

for the official year 1906-07.

NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—										Number of Boys in Boys' Schools.	Number of Boys in Girls' Schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A TERRESTRIAL LANGUAGE.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
26	25	26	27	28	29	30	31	32	33	34	
5,155	24	5,179	3,504	7	3,511	...	8	8	...	...	
1,272	...	1,272	...	...	...	...	...	...	...	...	
406	19	425	...	...	...	...	...	...	...	...	
342	...	342	...	...	...	...	...	...	...	...	
24	...	24	...	...	...	...	...	...	...	...	
7,199	43	7,242	3,504	7	3,511	...	8	8	...	...	
73,980	...	73,980	37,095	...	37,095	54,226	4	54,230	4	...	
22,909	86	22,995	567	58	625	44,248	197	44,445	281	...	
3,777	1	3,778	5	...	5	24,184	163	24,347	163	...	
1,00,666	87	1,00,753.	37,667	58	37,725	1,22,658	364	1,23,022	448	...	
234	1,287	1,521	24	541	565	42	779	821	...	239	
485	2,409	2,894	48	537	585	206	1,717	1,923	...	643	
17	16	33	...	...	...	64	653	717	...	64	
736	3,712	4,448	72	1,078	1,150	312	3,149	3,461	...	946	
1,01,402	3,799	1,05,201	37,739	1,136	38,875	1,22,970	3,513	1,26,483	448	946	
350	199	549	286	34	320	1,32,675	4,497	1,37,172	4,679	...	
62	...	62	3,350	147	3,497	7,74,577	41,753	8,16,339	41,753	...	
412	199	611	3,636	181	3,817	9,07,252	46,250	9,53,502	46,432	...	
314	694	1,008	...	23	23	325	10,115	10,440	...	629	
9	35	44	...	51	51	1,848	60,100	61,948	...	1,857	
323	729	1,052	...	74	74	2,173	70,215	72,388	...	2,486	
735	928	1,663	3,636	255	3,891	9,09,425	1,16,465	10,25,890	46,432	2,486	
2	...	2	290	...	290	1,703	52	1,755	52	...	
11	88	99	...	20	20	11	276	287	...	11	
230	2	232	...	...	...	235	...	235	2	...	
...	...	...	...	...	...	...	...	...	...	...	
208	...	208	...	...	...	1,138	15	1,153	15	...	
224	...	224	...	...	...	56	...	56	...	...	
225	...	225	85	...	85	961	118	1,079	75	4	
85	72	157	12	...	12	...	...	...	...	...	
...	...	...	...	...	...	5	...	5	...	...	
324	...	324	1,453	23	1,476	87	2	89	23	...	
15	...	15	...	...	...	376	...	376	...	...	
333	32	365	11,077	406	11,483	7,554	609	8,163	644	29	
1,677	194	1,871	12,917	449	13,366	12,126	1,072	13,198	811	44	
1,11,013	4,964	1,15,977	57,796	1,647	59,443	10,44,521	1,21,058	11,65,579	47,691	3,476	

GENERAL TABLE III A.

Number of Scholars on the 31st March 1907 in Bengal, classified according to sex, race or creed.

		Europeans and European.	Native Christians.	HINDUS.		Mohammed- ans.	Buddhists.	Parsees.	Others.	Total.
				Brahmins.	Non-Brah- mins.					
UNIVERSITY EDUCATION. <i>Arts Colleges.</i>										
English	(Male ...	26	49	1,619	3,121	341	8	1	1	5,166
	(Female ...	...	7	...	15	...	...	...	2	24
<i>Colleges for Professional Train- ing—</i>										
Law	(Male ...	3	3	476	729	59	1	...	1	1,272
	(Female ...	...	...	...	...	...	...	...	...	...
Medicine	(Male ...	46	5	102	240	12	...	1	...	406
	(Female ...	13	5	...	...	...	...	...	1	19
Engineering	(Male ...	45	1	110	178	8	...	...	...	342
	(Female ...	...	...	...	...	...	...	...	...	...
Agriculture	(Male ...	1	...	3	20	...	...	...	...	24
	(Female ...	...	...	...	...	...	...	...	...	...
Total ...		134	70	2,310	4,303	420	9	2	5	7,253
SCHOOL EDUCATION. (GENERAL.)										
<i>Secondary Schools—</i>										
<i>For Boys—</i>										
High Schools ...	(Male ...	1,503	1,554	22,836	46,673	7,200	86	61	175	80,088
	(Female ...	...	...	...	4	...	...	...	...	4
<i>Middle Schools—</i>										
English	(Male ...	1,213	905	10,802	27,814	4,371	6	5	436	45,552
	(Female ...	82	21	59	112	7	...	...	...	281
Vernacular	(Male ...	...	324	5,357	15,564	2,525	1	...	416	24,187
	(Female ...	...	...	53	109	1	...	...	...	163
<i>For Girls—</i>										
High Schools ...	(Male ...	173	24	9	10	1	...	9	13	239
	(Female ...	732	288	78	316	2	2	9	36	1,463
<i>Middle Schools—</i>										
English	(Male ...	408	53	37	127	8	...	4	6	643
	(Female ...	1,612	905	199	670	13	...	20	202	3,621
Vernacular	(Male ...	...	22	1	41	...	...	...	...	64
	(Female ...	...	292	61	298	1	...	...	1	653
Total ...		5,723	4,338	39,492	91,738	14,129	95	108	1,285	1,56,958
<i>Primary Schools—</i>										
For Boys	(Male ...	370	7,301	96,244	6,37,434	1,32,765	234	1	33,246	9,07,595
	(Female ...	192	1,131	7,767	32,560	4,096	16	...	670	46,432
For Girls	(Male ...	297	307	376	1,311	152	18	...	25	2,486
	(Female ...	621	3,380	14,629	45,890	5,767	22	3	552	70,864
Total ...		1,480	12,119	1,19,016	7,17,195	1,42,780	290	4	34,493	10,27,377
SCHOOL EDUCATION. (SPECIAL.)										
Training Schools	(Male ...	3	191	426	864	137	...	...	93	1,714
	(Female ...	26	287	5	31	...	...	...	3	352
Schools of Art...	(Male ...	1	2	182	287	10	2	1	...	485
	(Female ...	2	...	...	...	...	...	...	...	2
Law Schools	(Male ...	...	...	...	...	...	...	...	...	...
	(Female ...	...	...	...	...	...	...	...	...	...

GENERAL TABLE III A.

Number of Scholars on the 31st March 1907 in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Mohammedans.	Buddhists.	Fanis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION. (SPECIAL)— <i>concl.</i>										
Other Schools.	Medical Schools	Male ...	5	28	393	663	174	6	1	1,270
		Female ...	...	12	1	2	...	...	...	15
	Engineering or Surveying Schools.	Male ...	...	...	60	191	19	...	...	270
		Female ...	...	...	...	...	...	...	...	...
	Industrial Schools.	Male ...	...	245	69	628	189	...	26	1,157
		Female ...	...	68	...	54	15	...	1	118
	Commercial Schools.	Male ...	25	...	37	23	...	...	...	85
		Female ...	72	...	...	...	...	...	...	72
	Agricultural Schools.	Male ...	...	...	...	5	...	...	...	5
		Female ...	...	...	...	...	...	...	...	...
	Madrasas	Male ...	...	...	...	3	1,486	...	...	1,489
		Female ...	...	...	...	...	23	...	...	23
	Reformatory Schools.	Male ...	5	6	11	236	130	...	3	391
		Female ...	...	...	...	...	...	...	...	...
	Miscellaneous Schools.	Male ...	6	72	6,313	1,703	7,093	...	11	15,193
		Female ...	5	30	7	50	688	...	...	780
Total ...		150	941	7,504	4,720	9,964	8	2	137	23,426
Total of Scholars in Public Institutions.		7,487	17,518	1,68,322	8,17,956	1,67,293	402	116	35,920	12,15,014
PRIVATE INSTITUTIONS.										
1. <i>Advanced, teaching—</i>										
(a) Arabic or Persian.	Male ...	...	...	27	1,750	8,059	...	...	...	9,836
	Female ...	...	...	...	2	266	...	...	...	268
(b) Sanskrit	Male ...	...	...	6,167	122	...	...	...	...	6,289
	Female ...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
2. <i>Elementary, teaching a Vernacular only or mainly—</i>										
For Boys	Male ...	...	46	2,516	18,900	2,270	...	...	160	23,892
	Female ...	...	...	97	532	56	...	...	7	692
For Girls	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	25	...	26	4	...	...	...	55
3. <i>Elementary, teaching the Koran only—</i>										
For Boys	Male ...	...	...	...	1	5,123	...	...	...	5,124
	Female ...	...	...	...	...	321	...	...	...	321
For Girls	Male ...	...	...	...	...	27	...	...	...	27
	Female ...	...	...	...	2	252	...	...	...	254
4. <i>Other Schools not conforming to Departmental Standards—</i>										
For Boys	Male ...	...	424	1,064	3,726	676	24	...	23	5,937
	Female ...	...	52	11	29	...	3	...	...	95
For Girls	Male ...	...	...	...	5	...	...	...	...	5
	Female ...	...	201	335	685	8	...	...	...	1,229
Total Scholars in Private Institutions.		...	748	10,217	25,780	17,062	27	...	190	54,024
Grand Total for 1906-07.		7,487	18,266	1,78,539	8,43,736	1,84,355	429	116	36,110	12,69,038

EDUCATION—GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC									
	UNION FUNDS									
	Managed by Government.							Managed by		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohala Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	
1	2	3	4	5	6	7	8	9	10	
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY EDUCATION.										
Arts Colleges ...	2,95,991	...	...	1,32,888	...	3,038	4,31,917	5,028	1,200	
Colleges for Professional Training.										
Law ...	...	...	...	3,716	...	...	3,716	...	...	
Medicine ...	2,17,620	...	...	41,710	...	...	2,59,330	...	...	
Engineering ...	1,82,521	...	...	16,459	...	12,749	2,11,729	...	...	
Agriculture ...	10,097	...	...	1,155	...	...	11,252	...	...	
Total for Professional Colleges	4,10,238	...	...	63,040	...	12,749	4,86,027	...	...	
Total for Colleges	7,06,229	...	...	1,95,928	...	15,787	9,17,944	5,028	1,200	
SCHOOL EDUCATION.										
(GENERAL.)										
Secondary Schools—										
For Boys { High Schools ... English ...	2,25,581	...	...	2,05,618	3,286	4,690	4,39,175	1,800	400	
For Boys { Middle ditto { English ...	38,941	...	...	9,108	...	...	48,049	10	12,219	
For Boys { Middle ditto { Vernacular ...	7,895	...	400	2,053	378	40	10,766	...	38,898	
Total for Secondary Schools for Boys	2,72,417	...	400	2,16,779	3,664	4,730	4,97,990	1,810	51,517	
For Girls { High Schools ... English ...	17,694	...	...	3,986	...	...	21,670	...	...	
For Girls { Middle ditto { English ...	20,879	...	...	5,052	...	...	25,931	...	...	
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...	
Total for Secondary Schools for Girls	38,563	...	...	9,038	...	...	47,601	...	...	
Total Secondary Schools both for Boys and Girls.	3,10,980	...	400	2,25,817	3,664	4,730	5,45,591	1,810	51,517	
Primary Schools—										
For Boys { Upper Primary ...	23,360	236	59	2,056	6	9	25,726	...	27,044	
For Boys { Lower Primary ...	179	18	...	...	...	...	197	...	538	
Total for Primary Schools for Boys	23,539	254	59	2,056	6	9	25,923	...	27,582	
For Girls { Upper Primary ...	2,430	...	...	...	...	...	2,430	...	...	
For Girls { Lower Primary ...	12	6	...	...	...	...	18	...	...	
Total for Primary Schools for Girls	2,442	6	...	...	...	...	2,448	...	...	
Total Primary Schools for Boys and Girls	25,981	260	59	2,056	6	9	28,371	...	27,582	
SCHOOL EDUCATION.										
(SPECIAL.)										
Training Schools for—										
(a) Masters	1,39,908	1,331	...	4,353	9	128	1,45,729	...	...	
(b) Mistresses	3,755	...	...	...	...	...	3,755	...	...	
Schools of Art	17,222	...	...	5,969	...	...	23,191	...	...	
Law Schools	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools	82,791	...	...	10,886	...	418	94,095	...	...	
Technical and Industrial Schools	35,917	...	...	6,071	...	2,499	44,487	...	...	
Commercial Schools	7,278	...	...	515	...	308	8,101	350	7,007	
Agricultural Schools	...	...	...	...	...	...	...	...	...	
Other Schools { Reformatory Schools	67,807	...	...	...	...	2,755	70,562	...	...	
Other Schools { Madrasas	36,345	...	...	3,004	...	3,151	42,500	...	...	
Other Schools { Miscellaneous Schools	580	...	...	58	...	460	1,098	...	...	
Total	3,91,603	1,331	...	30,856	9	9,719	4,33,518	350	7,007	
Total of Direct Expenditure	14,34,793	1,591	459	4,54,657	3,679	30,245	19,25,424	7,168	87,908	

TABLE IV.
in Bengal for the official year 1905-07.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mahal Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	3,759	75	5,194	16,206	...	...	...	...	...	...	...	27,600	...	...
...	1,085	...	...	1,085	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,085	...	...	1,085	...	...	...	...	...	...	...	...	...	...
950	4,844	75	5,194	17,291	...	...	...	...	...	...	...	27,600	...	...
1,100	23,956	...	...	27,256	7,634	...	...	786	...	...	8,420	1,37,505	2,567	5,319
992	11,358	3,968	...	28,547	14,442	...	...	292	...	...	14,734	52,453	83,505	6,358
1,338	15,324	2,383	92	58,035	1,581	...	...	46	...	5	1,632	14,881	23,757	1,863
3,430	50,638	6,351	92	1,13,838	23,657	...	...	1,124	...	5	24,786	2,04,839	1,09,829	13,540
...	...	...	...	...	...	...	...	...	...	...	...	65,193	...	404
...	...	...	...	...	...	...	...	...	...	...	...	77,105	30	1,193
...	...	...	...	...	...	...	...	...	...	...	...	2,219	180	390
...	...	...	...	...	...	...	...	...	...	...	...	1,44,517	210	1,967
3,430	50,638	6,351	92	1,13,838	23,657	...	...	1,124	...	5	24,786	3,49,356	1,10,039	15,527
734	1,985	487	...	30,250	634	...	...	83	...	10	727	55,931	1,42,059	16,938
1,267	123	11	...	1,939	5,670	...	...	14,529	61	920	21,180	97,345	4,82,057	44,425
2,001	2,108	498	...	32,189	6,304	...	...	14,612	61	930	21,907	1,53,276	6,24,116	61,363
153	47	201	...	401	...	...	...	...	...	...	...	42,903	4,712	4,551
...	...	...	...	...	1,206	...	...	30	62	7	1,305	51,252	65,401	8,162
153	47	201	...	401	1,206	...	...	30	62	7	1,305	94,155	70,113	12,713
2,154	2,155	699	...	32,590	7,510	...	...	14,642	123	937	23,212	2,47,431	6,94,229	74,076
...	...	...	...	...	...	...	...	...	...	...	...	4,788	...	...
...	...	...	...	...	...	...	...	...	...	...	...	18,554	64	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	410	...	...
240	1,851	...	385	9,833	...	...	...	...	...	...	...	4,903	2,648	124
...	...	...	...	...	...	...	...	...	...	...	...	1,159	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	436	12	87
...	...	...	...	...	1,938	...	...	...	...	...	1,938	32,960	2,495	4,718
240	1,851	...	385	9,833	1,938	...	...	...	...	...	1,938	62,901	5,579	5,029
6,774	59,488	7,125	5,671	1,73,552	33,105	...	...	15,766	123	942	49,936	6,87,288	8,09,847	94,632

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	UNION PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fee, including fees paid from Midday Fund.	Scholarships.	Endowments and other sources.	Total.	Fee including fees paid from Midday Fund.	Subscriptions.
	1	2	3	4	5	6
DIRECT EXPENDITURE.						
UNIVERSITY EDUCATION.						
Arts Colleges ...	45,721	31,762	50,139	1,55,222	81,435	6,521
Colleges for Professional Training—						
Law ...	...	...	...	...	37,740	...
Medicine ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Total for Professional Colleges ...	...	...	...	...	37,740	...
Total for Colleges ...	45,721	31,762	50,139	1,55,222	1,19,175	6,521
SCHOOL EDUCATION.						
(GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	4,39,780	1,08,885	68,569	7,62,625	5,87,734	70,673
For Boys { Middle ditto ... English ...	2,00,030	1,14,854	34,410	4,91,610	26,602	24,079
For Boys { Middle ditto ... Vernacular ...	51,568	31,581	2,645	1,26,295	5,359	7,154
Total for Secondary Schools for Boys ...	6,91,378	2,55,320	1,05,624	13,80,530	6,19,695	1,01,906
For Girls { High Schools ... English ...	78,450	25,992	24,646	1,93,788	1,200	...
For Girls { Middle ditto ... English ...	92,632	57,774	36,334	2,65,088	...	...
For Girls { Middle ditto ... Vernacular ...	344	2,993	192	6,318	...	3,050
Total for Secondary Schools for Girls ...	1,71,446	85,359	61,172	4,65,191	1,200	3,050
Total Secondary Schools both for Boys and Girls.	8,62,824	3,41,179	1,66,796	18,45,721	6,20,895	1,04,956
Primary Schools—						
For Boys { Upper Primary ...	1,93,751	54,403	31,502	4,94,584	3,364	4,568
For Boys { Lower Primary ...	9,43,606	85,214	1,34,300	17,86,947	1,88,617	13,024
Total for Primary Schools for Boys ...	11,37,357	1,39,617	1,65,802	22,81,531	1,91,981	17,592
For Girls { Upper Primary ...	11,278	38,633	22,874	1,24,851	240	4,500
For Girls { Lower Primary ...	9,774	43,622	14,548	1,92,759	596	5,604
Total for Primary Schools for Girls ...	21,052	82,155	37,422	3,17,610	836	10,104
Total Primary Schools for Boys and Girls	11,58,409	2,21,772	2,03,224	25,99,141	1,92,817	27,696
SCHOOL EDUCATION.						
(SPECIAL.)						
Training Schools for—						
(a) Masters ...	...	7,866	156	12,810	...	1,548
(b) Mistresses ...	3,189	6,105	4,980	31,992	...	480
Schools of Art ...	900	...	2,690	3,690	3,000	360
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	30,524	600
Engineering and Surveying Schools ...	10	...	...	420	...	...
Technical and Industrial Schools ...	433	15,189	13,269	36,266	235	1,587
Commercial Schools ...	708	...	...	1,858	3,428	50
Agricultural Schools ...	...	...	107	467	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasahs ...	198	328	363	1,424	590	9,915
Other Schools { Miscellaneous Schools ...	15,815	23,571	36,623	1,16,182	2,184	10,921
Total ...	21,253	53,059	57,288	2,05,109	39,961	25,461
Total of Direct Expenditure ...	20,83,207	6,47,772	4,77,447	48,05,193	9,72,848	1,64,634

TABLE IV.
in Bengal for the official year 1906-07.

INSTITUTIONS.		TOTAL EXPENDITURE FROM—								GRAND TOTAL.
MANAGEMENT.										
Unaided.										
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohan Fund.	All other sources.				
						Private.	Public.	Imperial con- tribution.		
22	23	24	25	26	27	28	29	30	31	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,16,709	2,04,665	3,28,619	1,200	950	2,63,803	2,13,438	...	...	8,08,010	
600	38,340	...	...	...	42,541	600	...	...	43,141	
...	...	2,17,620	...	...	41,710	...	...	...	2,59,330	
...	...	1,82,521	...	...	16,459	12,749	...	...	2,11,729	
...	...	10,697	...	...	1,155	...	...	...	11,252	
600	38,340	4,10,238	...	...	1,01,865	13,349	...	...	5,25,452	
1,17,309	2,43,005	7,33,857	1,200	950	3,65,663	2,26,787	...	...	13,33,462	
1,04,458	7,62,865	3,64,886	2,967	6,419	12,57,874	3,60,561	7,634	...	20,00,341	
11,113	61,794	91,404	95,724	7,350	2,47,390	1,88,424	14,442	...	6,44,734	
3,101	15,614	22,776	62,655	3,601	74,350	47,379	1,581	...	2,12,342	
1,18,672	8,40,273	4,79,066	1,61,346	17,370	15,79,614	5,96,364	23,657	...	28,57,417	
...	1,200	82,877	...	404	83,636	49,738	...	...	2,16,655	
...	...	97,984	30	1,193	97,704	94,108	...	...	2,91,019	
...	3,050	2,219	180	390	344	6,235	...	...	9,368	
...	4,250	1,83,090	210	1,987	1,81,694	1,50,081	...	...	5,17,042	
1,18,672	8,44,523	6,62,146	1,61,556	19,357	17,61,298	7,46,445	23,657	...	33,74,459	
1,012	8,944	79,291	1,69,339	17,731	2,01,239	84,271	8,360	...	5,60,231	
24,711	2,26,352	97,524	4,82,613	45,692	11,46,875	2,51,369	12,542	...	20,36,615	
25,723	2,35,296	1,76,815	6,51,932	63,423	13,48,114	3,35,640	20,902	...	25,96,846	
80	4,820	45,333	4,712	4,704	11,565	65,262	926	...	1,32,502	
2,362	8,562	51,264	65,407	8,162	10,400	64,353	3,658	...	2,02,644	
2,442	13,382	96,597	70,119	12,866	21,965	1,29,615	3,984	...	3,35,146	
28,165	2,48,678	2,73,412	7,22,071	76,289	13,70,079	4,65,255	24,886	...	29,31,992	
...	1,548	1,44,696	1,331	...	4,353	9,603	104	...	1,60,087	
...	480	22,309	64	...	3,189	10,665	...	...	36,227	
6,288	9,648	17,222	...	100	9,869	9,338	...	...	36,529	
...	...	...	...	...	...	...	...	...	...	
...	31,124	82,791	...	...	41,410	1,018	...	...	1,25,219	
...	...	36,327	...	...	6,081	2,499	...	...	44,907	
175	1,997	12,231	9,655	364	3,634	30,913	...	...	56,197	
...	3,478	1,150	...	...	4,136	50	...	...	5,336	
...	...	...	360	...	...	107	...	...	467	
...	...	67,807	...	...	...	2,755	...	...	70,562	
6,906	17,411	36,781	12	87	3,792	20,663	...	...	61,335	
16,117	29,222	33,540	2,495	4,718	18,057	85,279	4,351	...	1,48,440	
29,466	94,903	4,54,854	13,917	5,269	93,921	1,72,890	4,455	...	7,45,306	
2,93,632	14,31,114	21,29,239	8,98,744	1,01,865	35,90,966	16,11,377	52,998	...	83,85,219	

Return of expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenue.	District Fund.	Municipal Funds.	Fees, including fees paid from Madrasah Funds.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.
Building	4,59,937	200	...	...	18,253	...	4,77,490	...	5,704
Furniture and Apparatus (Special Grants only.)	17,104	...	...	...	...	...	17,104	1,324	2,930
Total ...	4,76,141	200	...	...	18,253	...	4,94,594	1,224	8,634
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
<i>Miscellaneous.</i>									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	4,76,141	200	...	...	18,253	...	4,94,594	1,224	8,634
Total Expenditure on Public Instruction in 1906-1907.	19,10,934	1,791	459	4,54,657	21,932	30,245	24,20,018	8,412	95,840

TABLE IV.
in Bengal for the official year 1906-1907.

INSTRUCTIONS.

[illegible]

Return of expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Maktaba Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees including fees paid from Maktaba Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building ...	24,100	10,771	2,40,439	4,32,949	...	567
Furniture and Apparatus (Special Grants only).	9,330	12,935	24,489	73,470	28	792
Total ...	33,430	23,726	2,64,928	5,06,419	28	1,359
University ...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Scholarships or stipends held in	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
<i>Miscellaneous--</i>						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	33,430	23,726	2,64,928	5,06,419	28	1,359
Total Expenditure on Public Instruction in 1906-1907.	21,21,637	6,71,498	7,42,375	53,11,612	9,72,876	1,65,993

TABLE IV.
in Bengal for the official year 1906-1907.

INSTITUTIONS.		TOTAL EXPENDITURE FROM							Grand Total.
MANAGEMENT.									
Unaided.									
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Madras Fund.	All other sources.			
						Private.	Public.		
							Native States Revenue.	Imperial contributions.	
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
44,480	45,047	6,06,288	11,771	6,213	24,100	3,14,555	24,438	...	9,87,365
10,226	11,046	39,653	7,518	1,303	9,358	48,330	1,136	...	1,07,298
54,706	56,093	6,45,941	19,289	7,516	33,458	3,62,885	25,574	...	10,94,663
...	...	80,000	...	...	77,974	...	...	...	1,57,974
...	...	1,19,136	...	...	...	...	...	...	1,19,136
...	...	4,66,283	86,184	3,305	...	671	7,814	...	5,64,257
...	...	54,947	...	...	...	15,130	...	...	70,077
...	...	378	...	...	...	4,945	...	...	5,323
...	...	21,084	1,109	395	...	...	...	...	22,588
...	...	48,219	15,870	197	...	2,870	2,756	...	69,912
...	...	3,369	15,750	10	...	86	517	...	19,732
...	...	6,710	555	...	...	585	...	...	7,850
...	...	4,914	4,794	177	...	321	111	...	10,317
...	...	2,621	326	...	...	2,045	255	...	5,247
...	...	8,07,661	1,24,588	4,084	77,974	26,653	11,453	...	10,52,413
...	...	52,282	103	1,200	6,10,179	2,70,279	154	...	9,34,197
...	...	3,298	18,916	1,116	407	1,673	108	...	25,518
...	...	6,944	504	...	4,052	1,514	71	...	13,085
...	...	...	68	120	...	...	...	...	1,988
...	...	642	110	338	58	777	...	...	1,025
...	...	2,271	...	1,654	...	1,093	...	...	10,218
...	...	14,089	30,888	2,114	26,000	69,910	3,241	...	14,642
...	...	84,526	50,589	6,542	6,40,696	3,45,246	3,574	...	11,31,173
54,706	56,093	15,38,128	1,94,466	18,142	7,52,128	7,34,784	40,601	...	32,78,249
3,48,338	14,87,207	36,67,397	10,93,210	1,20,007	43,43,094	23,46,161	93,599	...	1,16,63,468

* Excluding Rs. 10,400, Eastern Bengal and Assam Government Scholarship.

† Excluding Rs. 5,123 Burma Government, Rs. 430 Central Provinces Government, and Rs. 639 Eastern Bengal and Assam Government Scholarships.

‡ Excluding Rs. 2,440, Eastern Bengal and Assam Government Scholarship.

Return of the Stages of Instruction of Pupils in Public Schools for General Education

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.			
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			
			1			2			
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.									
FOR BOYS.									
Government	English	42	9,791	5,367	...	5,367	1,958	...	1,958
	Vernacular	18	1,258	...	...	...	218	...	218
District Fund	English	30	2,667	301	...	301	543	...	543
	Vernacular	103	6,516	...	...	...	1,124	1	1,125
Municipal	English	5	1,044	394	...	394	215	...	215
	Vernacular	2	165	...	...	...	33	...	33
Native States	English	18	1,739	156	...	156	305	...	305
	Vernacular	4	207	...	...	...	29	...	29
Aided	English	682	65,873	12,352	...	12,352	14,694	11	14,705
	Vernacular	246	13,949	...	...	...	2,003	...	2,003
Unaided	English	271	44,811	14,594	...	14,594	10,947	...	10,947
	Vernacular	36	2,255	...	...	...	369	...	369
Total	...	1,457	1,50,275	33,164	...	33,164	32,438	12	32,450
FOR GIRLS.									
Government	English	2	280	...	50	50	...	65	65
	Vernacular	...	...	...	...	...	...	...	...
District Fund	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Native States	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Aided	English	53	5,631	4	143	147	41	887	928
	Vernacular	10	618	...	...	...	13	28	41
Unaided	English	1	55	...	7	7	...	18	18
	Vernacular	2	99	...	...	...	...	32	32
Total	...	68	6,683	4	200	204	54	1,030	1,084
Total, Secondary Schools	...	1,525	1,56,959	33,168	200	33,368	32,492	1,042	33,534
PRIMARY SCHOOLS.									
FOR BOYS.									
Government	...	101	4,245	...	...	...	...	...	...
District Fund	...	95	8,550	...	...	...	...	...	...
Municipal	...	7	455	...	...	...	...	...	...
Native States	...	390	6,693	...	...	...	...	...	...
Aided	...	26,964	8,04,757	...	...	...	6	...	6
Unaided	...	6,406	1,29,327	...	...	...	...	...	...
Total	...	33,962	9,54,027	...	...	...	6	...	6
FOR GIRLS.									
Government	...	7	448	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...	...
Municipal	...	1	47	...	...	...	...	...	...
Native States	...	10	209	...	...	...	...	...	...
Aided	...	2,729	64,454	...	...	...	...	41	41
Unaided	...	488	8,192	...	...	...	...	...	...
Total	...	3,235	73,350	...	...	...	...	41	41
Total Primary Schools	...	37,197	10,27,377	...	...	...	6	41	47
Grand Total	...	38,722	11,84,335	33,168	200	33,368	32,498	1,083	33,581

TABLE V.

in Bengal at the end of the official year 1906-07.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have not passed beyond the Lower Primary Stage.											
Reading printed books.			Not reading printed books.								
1			2			3					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,780	...	1,780	671	...	671	15	...	15	9,791	...	9,791
290	...	290	517	1	518	232	...	232	1,257	1	1,258
725	1	726	947	18	965	126	6	132	2,642	25	2,667
1,391	1	1,392	3,062	13	3,075	912	12	924	6,489	27	6,516
222	...	222	185	...	185	28	...	28	1,044	...	1,044
27	...	27	91	...	91	14	...	14	165	...	165
526	1	527	566	2	568	176	7	183	1,729	10	1,739
41	...	41	114	...	114	23	...	23	207	...	207
17,544	30	17,574	18,028	113	18,141	3,037	64	3,101	65,655	218	65,873
3,183	5	3,188	6,693	80	6,773	1,949	36	1,985	13,828	121	13,949
9,899	...	9,899	8,447	17	8,464	892	15	907	44,779	32	44,811
475	1	476	1,084	4	1,088	313	9	322	2,241	14	2,255
36,103	39	36,142	40,405	248	40,653	7,717	149	7,866	1,49,827	448	1,50,275
...	79	79	...	86	86	...	...	...	...	280	280
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
78	1,022	1,100	688	2,353	3,041	71	344	415	882	4,749	5,631
20	100	120	31	313	344	...	113	113	64	554	618
...	9	9	...	21	21	...	...	...	...	55	55
...	9	9	...	40	40	...	18	18	...	99	99
98	1,219	1,317	719	2,813	3,532	71	475	546	945	5,737	6,683
36,201	1,253	37,459	41,124	3,061	44,185	7,768	624	8,412	1,50,773	6,185	1,56,958
793	...	793	2,529	3	2,532	913	7	920	4,235	10	4,245
1,924	30	1,954	4,391	541	4,932	1,388	276	1,664	7,763	847	8,610
18	...	18	327	9	336	96	5	101	441	14	455
21	...	21	3,424	73	3,497	3,016	159	3,175	6,461	232	6,693
20,126	118	20,244	4,71,113	15,484	4,86,597	2,74,079	23,831	2,97,910	7,65,324	39,433	8,04,757
801	7	808	65,618	1,923	67,541	57,012	3,966	60,978	1,23,431	5,896	1,29,327
23,683	155	23,838	5,47,402	18,033	5,65,435	3,36,504	28,244	3,64,748	9,07,595	46,432	9,54,027
...	73	73	...	264	264	...	111	111	...	448	448
...	...	...	...	...	...	...	...	...	...	...	...
...	2	2	...	45	45	...	...	...	...	47	47
...	...	...	...	71	73	...	126	136	...	197	209
56	963	1,019	1,472	33,257	34,729	775	27,890	28,665	2,303	62,151	64,454
...	74	74	85	3,075	3,160	86	4,872	4,958	171	8,021	8,192
56	1,112	1,168	1,559	36,712	38,271	871	32,909	33,870	2,486	70,864	73,350
23,739	1,267	25,006	5,48,961	54,745	6,03,706	3,37,375	61,243	3,98,618	9,10,081	1,17,296	10,27,377
59,940	2,525	62,465	5,90,085	57,806	6,47,891	3,45,163	61,867	4,07,030	10,60,854	1,23,481	11,84,335

Return showing the Results of the Prescribed Examinations in

NAME OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINERS.				NUMBER OF EXAMINERS.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private institutions.	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts ...	5	3	6	14	127	46	7	48	228
2. Bachelor of Arts ...	6	4	10	20	353	319	803	93	1,568
3. Bachelor of Science ...	1	...	...	1	17	...	...	...	17
4. First Examination in Arts ...	10	6	17	33	407	357	1,074	46	1,884
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(a) Law—									
1. Honours in Law ...	...	...	...	...	...	...	...	3	3
2. Bachelor of Law ...	5	...	7	12	34	...	435	...	469
(b) Medicine—									
1. Preliminary Scientific L.M.S. Boys ...	...	...	...	...	21	...	...	...	21
Girls ...	...	...	...	...	2	...	...	...	2
2. First L.M.S. Boys ...	...	...	...	...	58	...	...	...	58
Girls ...	...	...	...	...	2	...	...	...	2
3. Combined Preliminary Scientific and first L.M.S. Boys ...	...	...	...	...	6	...	...	...	6
Girls ...	...	...	...	...	...	...	...	...	...
4. Second L.M.S. and re-examinations Boys ...	...	...	...	...	130	...	...	...	130
Girls ...	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M.B. Boys ...	...	...	...	...	64	...	...	...	64
Girls ...	1	...	...	1	4	...	...	...	4
6. First M.B. Boys ...	...	...	...	...	10	...	...	...	10
Girls ...	...	...	...	...	1	...	...	...	1
7. Combined Preliminary Scientific and first M.B. Boys ...	...	...	...	...	29	...	...	...	29
Girls ...	...	...	...	...	1	...	...	...	1
8. Second M.B. Boys ...	...	...	...	...	7	...	...	...	7
Girls ...	...	...	...	...	...	...	...	...	...
9. Honours in medicine Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
10. Doctor in medicine Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
(c) Engineering—									
1. B. E. ...	1	...	...	1	23	...	...	...	23
2. First examinations in Engineering ...	1	...	...	1	19	...	...	...	19
(d) Agriculture—									
1. Higher class examination ...	1	...	...	1	11	...	...	...	11
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation Boys ...	41	172	148	361	764	1,162	1,618	53	3,594
Girls ...	1	5	...	6	11	20	...	...	31
2. B class examination ...	2	...	...	2	6	...	...	...	6
3. C Ditto ...	5	...	1	6	10	...	1	...	11
4. High School Honours Examination. Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
5. High Schools Examination for European. Boys ...	...	4	1	5	...	41	16	5	62
Girls ...	1	8	...	9	4	26	...	...	30
6. Middle School Examination. Boys ...	174	863	243	1,280	1,689	6,398	2,618	...	10,705
Girls ...	3	51	1	55	16	138	7	...	161
7. Upper Primary Examination. Boys ...	285	3,010	289	3,584	2,059	14,039	3,032	...	19,130
Girls ...	2	124	1	127	11	326	15	...	352
8. Lower Primary Examination. Boys ...	364	15,173	698	16,235	2,890	49,520	3,849	...	56,259
Girls ...	6	614	15	635	46	1,355	47	...	1,448
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for English masters. ...	...	...	...	...	...	...	...	...	...
Vernacular ...	5	1	...	6	413	13	...	...	426
2. Schools of Arts Examination ...	1	...	...	1	51	...	...	...	51
3. Vernacular Medical Examination ...	3	...	...	3	95	...	...	...	95
4. Overseer Examination ...	2	...	...	2	58	...	...	...	58
5. Sub-overseer Examination ...	3	3	...	6	86	23	...	...	109
6. Amin class final Examination ...	2	...	...	2	70	...	...	...	70
7. Survey final examination ...	1	...	...	1	63	...	...	...	63
8. Accounts examination ...	...	...	...	...	...	...	...	146	146
9. Sanskrit title examination ...	1	65	...	66	9	292	...	...	301
10. " second examination ...	1	245	...	246	16	1,375	...	...	1,391
11. " first examination ...	1	414	...	415	2	2,571	...	...	2,573
12. Madrasah central examination ...	2	1	...	3	137	6	...	...	143

TABLE VI.

Bengal for the official year 1906-07.

NUMBERS PAID.					RACE OR CREED OF PAID SCHOLARS.									REMARKS.
Institutions under Government management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Euro-Asians.	Native Christians.	Hindus.		Mohammedans.	Buddhists.	Jains.	Others.		
							Brahmins.	Non-Brah- mins.						
11	12	13	14	15	16	17	18	19	20	21	22	23	24	
59	13	2	14	88	...	2	21	57	5	...	...	...	(a) 45 candidates appearing at Higher Examination, passed the F. Sc. I. M.S. Examination. (b) 6 did not pass the I. M.S. Examination.	
107	101	134	12	354	1	8	132	202	11	...	...	...		
9	...	...	...	9	...	...	3	6	...	...	...	...		
206	138	412	13	769	11	15	243	445	54	1	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	(c) 6 candidates appearing at Comb. Tr. Sc. and 1st M.B. Examination passed the 1st M.B. Examination.	
15	...	214	...	229	1	1	73	148	5	...	1	...		
59	(a)	...	...	59	1	...	21	37	...	...	...	...		
2	(b)	...	...	2	1	...	...	...	...	...	...	1		
35	(c)	...	...	35	...	1	12	21	1	...	...	...		
2	(d)	...	...	2	1	1	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
74	...	...	...	74	...	1	18	49	5	1	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
10	...	...	...	10	...	...	5	5	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
12	(e)	...	...	12	...	1	3	8	...	...	...	...		
1	(f)	...	...	1	1	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
4	...	...	...	4	...	...	1	3	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
14	...	...	...	14	1	...	5	8	...	...	...	...		
11	...	...	...	11	...	...	7	4	...	...	...	...		
10	...	...	...	10	...	...	1	9	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
506	639	810	25	1,989	13	14	672	1,155	124	...	...	2		
9	11	...	...	20	3	7	3	7	...	...	...	...		
4	...	...	...	4	...	...	1	3	...	...	...	...		
7	...	1	...	8	...	4	...	4	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	21	7	2	30	30	...	...	...	...	...	...	...		
2	3	...	...	5	5	...	...	...	...	...	...	...		
1,324	4,745	1,997	...	8,066	22	177	2,431	4,617	770	4	...	45		
12	89	7	...	108	18	54	7	28	1	...	...	...		
1,634	9,986	2,368	...	13,988	9	331	3,774	8,344	1,379	3	...	148		
8	257	15	...	280	11	113	37	107	2	...	...	...		
2,352	34,256	2,765	...	39,373	...	679	7,336	25,929	5,059	7	1	362		
43	1,081	39	...	1,163	...	299	214	631	20	...	...	9		
...	...	...	...	...	...	...	...	...	...	...	...	...		
178	13	...	...	191	...	...	84	97	10	...	...	...		
27	...	...	...	27	...	1	14	11	1	...	...	...		
64	...	...	...	64	...	3	17	31	13	...	...	...		
44	...	...	...	44	7	...	9	27	1	...	...	...		
67	12	...	...	79	13	...	27	35	4	...	...	...		
61	...	...	...	61	...	...	12	43	6	...	...	...		
37	...	...	...	37	...	...	17	18	2	...	...	...		
...	...	...	26	26	4	...	5	17	...	...	...	...		
6	108	...	...	114	...	...	104	10	...	...	...	...		
13	407	...	...	420	...	...	380	40	...	...	...	...		
1	812	...	...	813	...	...	728	85	...	...	...	...		
75	5	...	...	80	...	...	...	...	80	...	...	...		

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.		EXPENDITURE BY DISTRICT BOARDS					
		IN INSTITUTIONS MANAGED BY					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District Funds.
1		2	3	4	5	6	7
UNIVERSITY EDN.	DIRECT EXPENDITURE.					Rs.	Rs.
	Arts Colleges ...	1	16	15	9	...	1,200
	Professional Colleges ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	Total for Collegiate Education ...	1	16	15	9	...	1,200
	Secondary Schools.						
	For Boys { High Schools English ...	1	480	436	336	...	150
	{ Middle English ...	29	2,187	2,064	1,622	10	11,979
	{ Schools { Vernacular ...	103	6,516	6,091	4,727	...	38,898
	Total of Secondary Schools for boys	133	9,183	8,591	6,685	10	51,027
	For Girls { High Schools English ...	...	...	...	...	...	...
	{ Middle English ...	...	...	...	...	...	...
	{ Schools { Vernacular ...	...	...	...	...	...	...
	Total of Secondary Schools for girls	...	...	...	...	...	...
	Total of Secondary Schools for boys and girls	133	9,183	8,591	6,685	10	51,027
	Primary Schools.						
	For Boys { Upper Primary ...	93	8,431	8,004	5,888	...	27,044
	{ Lower Primary ...	2	119	127	83	...	538
SCHOOL EDUCATION, SPECIAL.	Total Primary Schools for boys	95	8,550	8,131	5,971	...	27,582
	For Girls { Upper Primary ...	...	...	...	...	...	...
	{ Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for girls	...	...	...	...	...	...
	Total Primary Schools for boys and girls	95	8,550	8,131	5,971	...	27,582
	Schools for Special Instruction.						
	Training Schools for Masters	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...
	Schools of Arts	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...
	Technical and Industrial Schools	7	170	148	114	350	7,007
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools { Madrasahs	...	...	...	...	...	...
	{ Reformatory Schools	...	...	...	...	...	...
	{ Miscellaneous Schools	...	...	...	...	...	...
	Total	7	170	148	114	350	7,007
	INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	...	4,704
	Furniture and Apparatus (Special grants only)	...	...	...	...	1,224	1,930
Inspection	Total	...	...	...	...	1,224	6,634
	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Other Professional Colleges	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
Miscellaneous	Technical and Industrial Schools	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...
Grand Total	Total	...	...	...	...	...	...
	...	...	...	...	...	...	...
Grand Total		236	17,919	16,885	12,779	1,584	93,450

TABLE VII.

Instruction in Bengal for the official year 1506-1507.

ON PUBLIC INSTRUCTION.								
DISTRICT BOARDS.					INSTITUTIONS MANAGED BY—			Total District Fund Expenditure on Public Instruction.
Municipal Bonds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Govern- ment.	Municipal Boards.	Private persons or Associations.	
9	10	11	12	13	14	15	16	
Rs. 950	Rs. 702	Rs. 75	Rs. 3,346	Rs. 6,273	Rs. ...	Rs. ...	Rs. ...	Rs. 1,200
950	702	75	3,346	6,273	...	...	...	1,200
1,100	10,345	...	...	11,595	...	250	2,567	2,967
...	9,108	3,197	...	24,294	...	240	81,505	95,724
...	14,929	2,371	92	56,290	...	...	23,757	62,655
1,100	34,382	5,563	92	92,179	...	490	1,09,829	1,61,346
...	...	...	...	...	...	...	30	30
...	...	...	...	...	...	...	180	180
...	...	...	...	...	...	...	210	210
1,100	34,332	5,563	92	92,179	...	490	1,10,039	1,61,556
...	1,921	487	...	29,452	236	...	1,42,059	1,69,339
...	25	2	...	565	18	...	4,82,057	4,82,613
...	1,946	439	...	30,017	254	...	6,24,116	6,51,952
...	...	...	...	...	...	...	4,712	4,712
...	...	...	...	...	6	...	65,401	65,407
...	...	...	...	...	6	...	70,113	70,119
...	1,946	439	...	30,017	200	...	6,94,229	7,22,071
...	...	...	...	...	1,331	...	...	1,331
...	...	...	...	...	...	...	64	64
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
240	1,851	...	385	9,833	...	...	2,648	9,655
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	12	12
...	...	...	...	...	...	...	2,495	2,495
240	1,851	...	385	9,833	1,331	...	5,579	13,917
400	...	475	713	6,292	200	...	6,867	11,771
...	...	16	...	3,170	...	...	5,588	7,518
400	...	491	713	9,462	200	...	12,455	19,289
...	...	...	...	...	...	...	...	86,184
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,109
...	...	...	...	...	...	...	...	15,870
...	...	...	...	...	...	...	...	15,750
...	...	...	...	...	...	...	...	555
...	...	...	...	...	...	...	...	4,794
...	...	...	...	...	...	...	...	326
...	...	...	...	...	...	...	...	1,24,588
...	...	...	...	...	...	...	...	50,589
2,690	33,881	6,623	4,536	1,47,764	1,791	490	8,22,302	10,93,210

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.		EXPENDITURE BY DISTRICT BOARDS					
		IN INSTITUTIONS MANAGED BY					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1		17	18	19	20	21	22*
UNIVERSITY EDUCATION.	DIRECT EXPENDITURE.					Rs.	Rs.
	Arts Colleges ...	1	40	47	36	5,028	...
	Professional Colleges ...	1	18	19	13	...	...
	Total for Collegiate Education ...	2	58	66	49	5,028	...
	<i>Secondary Schools.</i>						
	For Boys { High Schools English ...	2	676	677	489	1,800	...
	{ Middle English ...	3	368	358	284	...	902
	{ Schools Vernacular ...	2	165	154	142	...	1,338
	Total Secondary Schools for boys ...	7	1,209	1,189	915	1,800	2,300
	For Girls { High Schools English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	{ Middle English ...	...	...	...	...	...	...
	{ Schools Vernacular ...	...	...	...	...	...	...
	Total Secondary Schools for girls ...	...	...	...	...	...	...
	Total Secondary Schools for boys and girls.	7	1,209	1,189	915	1,800	2,330
	<i>Primary Schools.</i>						
	For Boys { Upper Primary ...	4	145	136	102	...	734
	{ Lower Primary ...	3	310	281	225	...	1,267
	Total Primary Schools for boys ...	7	455	417	327	...	2,001
	For Girls { Upper Primary ...	1	47	40	34	...	153
	{ Lower Primary ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Total Primary Schools for girls ...	1	47	40	34	...	153
	Total Primary Schools for boys and girls ...	8	502	457	361	...	2,154
	<i>Schools for Special Instruction.</i>						
	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Arts ...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools { Madrasahs ...	...	...	...	...	...	...
	{ Reformatory Schools ...	...	...	...	...	...	...
	{ Miscellaneous Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	INDIRECT EXPENDITURE.						
	Buildings ...	...	...	...	...	...	1,292
	Furniture and Apparatus (Special grants only).	...	...	...	...	...	520
	Total ...	...	...	...	...	...	1,812
SCHOOL EDUCATION, SPECIAL.	Inspection ...	...	...	...	...	...	...
	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Scholarships held in ...	...	...	...	...	...	...
	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Miscellaneous ...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	Grand Total ...	17	1,760	1,712	1,325	6,828	6,296

TABLE VII.

Instruction in Bengal for the official year 1906-1907.

ON PUBLIC INSTRUCTION.

Municipal Boards.					In Institutions managed by—			Total municipal Expenditure on Public Instruction.	Total Expenditure of District and Municipal Boards on Public Instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Govern. ment.	District Boards.	Private persons or Associations.		
21	24	22	23	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.
...	3,057	...	1,848	9,933	...	950	...	950	2,150
...	1,085	...	...	1,085	...	...	...	...	...
...	4,142	...	1,848	11,018	...	950	...	950	2,150
230	13,611	...	...	15,661	...	1,100	5,319	6,419	9,386
240	2,250	771	...	4,253	...	...	6,358	7,350	1,03,074
...	395	12	...	1,745	400	...	1,863	3,601	66,266
490	16,256	783	...	21,659	400	1,100	13,540	17,370	1,78,716
...	...	...	...	...	...	...	404	404	404
...	...	...	...	...	...	...	1,193	1,193	1,223
...	...	...	...	...	...	...	390	390	570
...	...	...	...	...	...	...	1,987	1,987	2,197
490	16,256	783	...	21,659	400	1,100	15,527	19,357	1,80,913
...	64	...	...	798	59	...	16,938	17,731	1,87,070
...	98	9	...	1,374	...	...	44,425	45,692	5,28,305
...	162	9	...	2,172	59	...	61,363	63,423	7,15,375
...	47	201	...	401	...	...	4,551	4,704	9,416
...	...	...	...	...	...	...	8,162	8,162	73,569
...	47	201	...	401	...	...	12,713	12,866	82,965
...	209	210	...	2,573	59	...	74,076	76,289	7,93,360
...	...	...	...	...	...	...	...	...	1,331
...	...	...	...	...	...	...	...	...	64
...	...	...	...	...	...	...	160	100	100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	240	124	364	10,019
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	87	87	90
...	...	...	...	...	...	...	4,718	4,718	7,213
...	...	...	...	...	...	240	5,029	5,269	19,156
...	...	111	...	1,403	...	400	4,521	6,213	17,984
...	...	...	...	520	...	...	783	1,303	8,821
...	...	111	...	1,923	...	400	5,304	7,516	26,805
...	...	...	...	...	...	...	...	3,305	89,489
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	395	1,564
...	...	...	...	...	...	...	...	197	16,067
...	...	...	...	...	...	...	...	10	15,769
...	...	...	...	...	...	...	...	...	555
...	...	...	...	...	...	...	...	177	4,971
...	...	...	...	...	...	...	...	...	326
...	...	...	...	...	...	...	...	4,084	1,28,672
...	...	...	...	...	...	...	...	6,542	57,131
490	20,607	1,104	1,848	37,173	459	2,690	99,935	1,20,007	12,13,217

EDUCATION GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1906-07.

Class of Hostels or Boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					
	Hostels or Boarding- houses.	Board- ers—Male (1).	Arts Col- leges.	Colleges for Pro- fessional Train- ing.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endow- ments.	Fees.	Native States Reven- ues.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
For Males.														
1. Managed by Government.	29	1,471	272	...	606	6	587	Rs. 28,472	Rs. ...	Rs. 2,985	Rs. 79,400	Rs. ...	Rs. 1,10,857	
2. Managed by Dis- trict or Municip- al Boards.	5	192	...	...	148	44	...	...	...	...	...	...	...	
3. Aided by Gov- ernment or by District or Mu- nicipal Boards.	56	2,422	84	7	1,630	462	239	6,263	1,303	52,791	1,75,747	...	2,36,104	
4. Maintained by Native States.	5	103	...	...	79	16	8	...	...	...	...	154	154	
5. Unaided ...	250	6,062	19	12	3,434	1,775	822	...	...	1,06,580	1,51,224	...	2,57,804	
Total ...	345	10,250	375	19	5,897	2,303	1,656	34,735	1,303	1,62,356	4,06,371	154	6,04,919	
For Females.														
1. Managed by Government.	4	168	7	20	119	10	12	10,816	...	...	18,919	...	29,735	
2. Managed by Dis- trict or Municip- al Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Gov- ernment or by District or Mu- nicipal Boards.	34	2,322	1	1	1,636	455	229	6,731	...	65,069	1,83,117	...	2,54,917	
4. Maintained by Native States.	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Unaided ...	28	1,525	...	...	278	1,195	52	...	...	42,854	1,772	...	44,626	
Total ...	66	4,015	8	21	2,033	1,660	293	17,547	...	1,07,923	2,03,808	...	3,29,278	
Grand Total ...	411	14,265	383	40	7,930	3,963	1,949	52,282	1,303	2,70,279	6,10,179	154	9,34,197	

REMARKS:—(1) "Boarders" in column 3 means only pupil-boarders. The sum of columns 4-8 should be equal to 3.

(2) Columns 9-14 against the subheading "Grand Total" in this return should correspond with columns 24-29 against the subheading "Hostel (Boarding) charges" in General Table IV.

EUROPEAN EDUCATION—GENERAL TABLE III.

EDUCATION GENERAL
Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNION PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys { High Schools ... English ...	...	...	...	...	...	...
For Boys { Middle Schools ... English ...	1	177	175	176	...	...
For Boys { Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Boys' Schools ...	1	177	175	176	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...
For Girls { Middle Schools ... English ...	1	98	97	95	...	...
For Girls { Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Girls' Schools ...	1	98	97	95	...	...
Grand Total Secondary Schools for Boys and Girls.	2	275	272	271	...	...
PRIMARY SCHOOLS.						
For Boys { Upper Primary ...	...	...	...	...	...	...
For Boys { Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls { Upper Primary ...	...	...	...	...	...	...
For Girls { Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(a) For Masters ...	...	...	...	...	...	...
(b) For Mistresses ...	...	...	...	...	...	...
Schools of Art ...	1	20	20	20	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering or Surveying Schools ...	...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools { Madrasahs ...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools (vide foot-note III). ...	...	...	...	...	...	...
Total ...	1	20	20	20	...	...
Total of Schools of Public Instruction ...	3	295	292	291	...	...

[illegible]

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	UNDER PRIVATE MANAGEMENT.					
	Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys { High Schools ... English ...	2	603	555	487	7	1,639
Middle Schools ... { English ...	...	...	...	...	9	1,349
Vernacular...	...	...	...	...	...	...
Total for Boys' Schools ...	2	603	555	487	16	2,988
For Girls { High Schools ... English ...	...	...	...	...	7	1,022
Middle Schools ... { English ...	...	...	...	...	21	2,282
Vernacular...	...	...	...	...	...	...
Total for Girls' Schools ...	...	...	...	...	28	3,304
Grand Total Secondary Schools for Boys and Girls.	2	603	555	487	44	6,292
PRIMARY SCHOOLS.						
For Boys { Upper Primary ...	...	...	...	...	7	510
Lower Primary ...	...	...	...	...	1	62
Total Primary Schools for Boys ...	...	...	...	...	8	572
For Girls { Upper Primary ...	...	...	...	...	14	929
Lower Primary ...	1	7	7	5	3	33
Total Primary Schools for Girls ...	1	7	7	5	17	962
Grand Total of Primary Schools for Boys and Girls.	1	7	7	5	25	1,534
SCHOOL EDUCATION, SPECIAL.						
SCHOOLS FOR SPECIAL INSTRUCTIONS.						
Training Schools—						
(a) For Masters ...	...	...	...	...	...	...
(b) For Mistresses ...	...	...	...	...	1	20
Schools of Art ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering or Surveying Schools	...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	2	103
Other Schools { Madrasahs ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	3	123
Total of Schools of Public Instruction ...	3	610	562	492	72	7,949

xiv

Bengal for the official year 1906-1907.

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• GENERAL TABLE IIIA.

Number of European Scholars on the 31st March 1907, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	HINDUS.		Mohamed- ans.	Buddhists.	Parsees.	Others.	Total.
				Brakmans.	Non-Brak- mans.					
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,501	2	21	23	30	1	61	...	1,539
	Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	1,210	16	5	...	4	4	5	20	1,265
	Female ...	82	2	...	...	...	...	...	...	84
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	173	5	...	1	1	...	7	13	200
	Female ...	732	16	35	...	1	2	9	27	822
Middle Schools—										
English ...	Male ...	408	3	8	5	3	...	4	6	437
	Female ...	1,611	2	8	3	...	...	20	201	1,845
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...		5,717	46	77	32	40	7	106	267	6,292
Primary Schools—										
For Boys ...	Male ...	366	3	...	1	...	...	...	3	373
	Female ...	192	3	...	...	...	...	...	4	199
For Girls ...	Male ...	297	...	...	...	...	14	...	2	313
	Female ...	616	16	...	...	...	12	...	5	649
Total ...		1,471	22	...	1	...	26	...	14	1,534
SCHOOL EDUCATION—SPECIAL—										
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	20
Commercial Schools	Male ...	25	...	6	...	...	...	...	...	31
	Female ...	72	...	...	...	...	...	...	...	72
Total ...		117	...	6	...	...	...	...	...	123
Total of Scholars in Public Institutions.		7,305	86	83	33	40	33	106	281	7,949

EUROPEAN EDUCATION—GENERAL TABLE IV.

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.		PUBLIC								
		UNION FUNDS								
		Managed by Government.							Managed by	
		Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	District Funds.
1	2	3	4	5	6	7	8	9	10	
DIRECT EXPENDITURE.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys	High Schools ... English ...	...	...	...	...	...	...	...	...	
	Middle ditto ... English ...	30,520	...	...	7,110	...	...	37,630	...	
	Vernacular ...	...	...	...	...	...	...	...	...	
Total for Secondary Schools for Boys ...		30,520	...	...	7,110	...	...	37,630	...	
For Girls	High Schools ... English ...	...	...	...	...	...	...	...	...	
	Middle ditto ... English ...	20,879	...	...	5,052	...	...	25,931	...	
	Vernacular ...	...	...	...	...	...	...	...	...	
Total for Secondary Schools for Girls ...		20,897	...	...	5,052	...	...	25,931	...	
Total Secondary Schools both for Boys and Girls.		51,399	...	...	12,162	...	...	63,561	...	
Primary Schools.										
For Boys	Upper Primary ...	...	...	...	...	...	...	...	...	
	Lower Primary ...	...	...	...	...	...	...	...	...	
Total for Primary Schools for Boys ...		...	...	...	...	...	...	...	...	
For Girls	Upper Primary ...	...	...	...	...	...	...	...	...	
	Lower Primary ...	...	...	...	...	...	...	...	...	
Total for Primary Schools for Girls ...		...	...	...	...	...	...	...	...	
Total Primary Schools for Boys and Girls.		...	...	...	...	...	...	...	...	
SCHOOL EDUCATION, SPECIAL.										
Training Schools for—										
(a) Masters ...	...	...	...	...	...	...	...	...	...	
(b) Mistresses ...	...	3,755	...	...	...	...	...	3,755	...	
Schools of Art ...	...	...	...	...	...	...	...	...	...	
Law Schools ...	...	...	...	...	...	...	...	...	...	
Medical Schools ...	...	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	
Commercial Schools	...	...	...	...	...	...	...	...	...	
Agricultural Schools	...	...	...	...	...	...	...	...	...	
Other Schools	Reformatory Schools	...	...	...	...	...	...	...	...	
	Madrasahs ...	...	...	...	...	...	...	...	...	
	Miscellaneous Schools	...	...	...	...	...	...	...	...	
Total		3,755	...	...	...	...	...	3,755	...	
Total of Direct Expenditure		55,154	...	...	12,162	...	...	67,316	...	

TABLE IV.

Schools in Bengal for the official year 1906-1907.

[illegible]

EDUCATION, GENERAL

Return of expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government— <i>cond.</i>				Unaided	
	Feet.	Subscriptions.	Endowments and other sources.	Total.	Feet.	Subscriptions.
	26	27	28	29	30	31
DIRECT EXPENDITURE.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.
SCHOOL EDUCATION, GENERAL.						
<i>Secondary Schools.</i>						
For Boys { High Schools ... English ...	40,465	16,717	29,493	1,47,487	48,103	4,165
{ Middle ditto { English ...	13,871	11,735	15,272	72,682	...	...
{ Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	54,336	28,452	44,765	2,20,169	48,103	4,165
For Girls { High Schools ... English ...	62,345	23,852	8,140	1,37,946	...	...
{ Middle ditto { English ...	84,470	27,685	15,628	1,79,803	...	...
{ Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	1,46,815	51,537	23,768	3,17,749	...	...
Total Secondary Schools both for Boys and Girls.	2,01,151	79,969	68,533	5,37,918	48,103	4,165
<i>Primary Schools.</i>						
For Boys { Upper Primary ...	5,267	19,771	771	42,890	...	...
{ Lower Primary ...	...	1,926	...	3,188	...	...
Total for Primary Schools for Boys ...	5,267	21,697	771	46,078	...	...
For Girls { Upper Primary ...	5,689	6,681	5,144	31,472	...	...
{ Lower Primary ...	737	250	74	2,210	...	627
Total for Primary Schools for Girls ...	6,426	6,931	5,218	33,682	...	627
Total Primary Schools for Boys and Girls.	11,693	28,623	5,969	79,760	...	627
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(a) Masters ...	...	...	...	...	...	...
(b) Mistresses ...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	708	...	...	1,858	...	...
Agricultural Schools ...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
{ Madrasahs ...	...	...	...	...	...	...
{ Miscellaneous Schools ...	...	...	...	...	...	...
Total of Direct Expenditure ...	708	...	...	1,858	...	...
Total ...	2,13,552	1,08,617	74,522	6,19,536	48,103	4,792

TABLE IV.

Schools in Bengal for the official year 1906-1907.

INSTITUTIONS.		TOTAL EXPENDITURE FROM.								GRAND TOTAL.
MANAGEMENT.										
Unaided.										
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	All other sources.				
						Private.	Public.			
							Native States & Princely.	Imperial contributions.		
22	23	24	25	26	27	28	29	30	31	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,245	56,513	60,812	...	...	88,568	54,620	...	...	2,04,000	
...	...	61,723	...	601	20,981	27,007	...	...	1,10,312	
...	...	...	...	...	...	...	...	...	...	
4,245	56,513	1,22,535	...	601	1,09,549	81,627	...	...	3,14,312	
...	...	43,609	...	...	62,345	31,992	...	...	1,37,946	
...	...	72,186	...	713	89,522	43,313	...	...	2,05,734	
...	...	...	...	...	...	...	...	...	...	
...	...	1,15,795	...	713	1,51,867	75,305	...	...	3,43,680	
4,245	56,513	2,38,330	...	1,314	2,61,416	1,56,932	...	...	6,57,992	
...	...	16,996	...	85	5,267	20,542	...	...	42,890	
...	...	1,262	...	...	...	1,926	...	...	3,188	
...	...	18,258	...	85	5,267	22,468	...	...	46,078	
...	...	13,392	...	566	5,689	11,825	...	...	31,472	
...	627	1,149	...	...	737	951	...	...	2,837	
...	627	14,541	...	566	6,426	12,776	...	...	34,309	
...	627	32,799	...	651	11,693	35,244	...	...	80,387	
...	...	...	...	...	...	...	...	...	...	
...	...	3,755	...	...	...	...	...	...	3,755	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	1,150	...	...	708	...	...	...	1,858	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	4,905	...	...	708	...	...	...	5,613	
4,245	57,140	2,76,034	...	1,965	2,73,817	1,92,176	...	...	7,43,992	

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.						Managed by		
	Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Scholarships.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.									
Buildings ...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Furniture and Apparatus (Special Grants only).	4,586	...	...	...	...	...	4,586	...	...
Total ...	4,586	...	...	...	...	...	4,586	...	...
University ...	...	...	...	...	...	...	...	...	...
Direction ..	...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in {	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—	...	...	...	...	...	...	...	...	...
Boarding charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols. ...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabas. ...	...	...	...	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure ...	4,586	...	...	...	...	...	4,586	...	...
Total Expenditure on Public Instruction in 1906-1907.	59,740	...	...	12,162	...	...	71,902	...	...

INSTITUTIONS.

[illegible]

EDUCATION, GENERAL.

Return of expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—consolid.				Unaided.	
	Fees.	Scholarships.	Endowments and other sources.	Total.	Fees.	Scholarships.
I	20	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building ...	24,100	2,859	1,80,234	3,09,793	...	...
Furniture and Apparatus (Special Grants only).	9,330	12,317	21,325	48,572	22	695
Total ...	33,430	15,176	2,01,559	3,58,365	22	695
University ...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...
Scholarships or stipends held in	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—	...	...	...	...	...	...
Boarding charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabas.	...	...	...	...	...	...
Payments to European Cadets	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	33,430	15,176	2,01,559	3,58,365	22	695
Total Expenditure on Public Instruction in 1906-1907.	2,46,982	1,23,793	2,76,081	9,77,901	43,125	5,487

TABLE IV.

Schools in Bengal for the official year 1906-1907.

INSTITUTIONS.		TOTAL EXPENDITURE FROM							GRAND TOTAL.
MANAGEMENT.									
Unaided.									
Madrasahs and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.			
						Private.	Public.		
							Salute State Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs 7,111 6,644	Rs. 7,111 7,361	Rs. 1,02,600 10,186	Rs.	Rs.	Rs. 24,100 9,352	Rs. 1,90,304 40,981	Rs.	Rs.	Rs. 3,16,904 60,519
13,755	14,472	1,12,786	...	...	33,452	2,31,185	...	...	3,77,423
...	...	...	...	...	...	...	...	...	...
...	...	10,952	...	...	...	...	...	...	10,952
...	...	...	...	...	...	...	...	...	...
...	...	6,759	...	...	...	...	...	...	6,759
...	...	...	...	...	...	...	...	...	...
...	...	473	...	...	...	...	...	...	473
...	...	...	...	...	...	...	...	...	...
...	...	18,184	...	...	...	...	...	...	18,189
...	...	20,263	...	...	4,30,169	73,062	...	...	5,23,494
...	...	2,559	...	...	2,130	...	...	...	4,689
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	6,973	...	...	...	1,063	...	...	8,035
...	...	6,771	...	...	25,976	68,727	...	...	1,01,474
...	...	36,565	...	...	4,58,275	1,42,852	...	...	6,37,692
13,755	14,472	1,67,535	...	...	4,91,727	3,74,037	...	...	10,33,299
18,000	71,612	4,43,569	...	1,965	7,65,544	5,66,213	...	...	17,77,291

FOR EUROPEAN EDUCATION.

EDUCATION GENERAL TABLE V.

Return of the stages of Instruction of pupils in Public European Schools for General Education in Bengal at the end of the official year 1906-1907.

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on 31st March 1907.	HIGH STAGE.			MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the matriculation examination, or an examination of an equivalent standard.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) stage.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<i>Secondary Schools for Boys.</i>																				
Government, English Aided	1	177	...	...	...	89	...	89	48	...	48	40	...	40	...	...	...	177	...	177
"	13	2,208	108	...	108	678	9	687	583	26	609	755	49	804	...	...	...	2,124	84	2,208
Unaided	2	603	91	...	91	246	...	246	161	...	161	105	...	105	...	...	...	603	...	603
Total	16	2,988	199	...	199	1,013	9	1,022	792	26	818	900	49	949	...	...	...	2,904	84	2,988
<i>Secondary Schools for Girls.</i>																				
Government, English Aided	1	98	...	...	...	38	...	38	...	38	38	...	22	22	...	...	...	...	98	98
"	27	3,206	4	57	61	35	654	689	76	653	729	522	1,195	1,717	...	...	...	637	2,569	3,206
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	28	3,304	4	57	61	35	702	737	76	691	767	522	1,217	1,739	...	...	...	637	2,667	3,304
Total Secondary Schools for Boys and Girls.	44	6,292	203	57	260	1,048	711	1,759	868	717	1,585	1,422	1,266	2,688	...	...	...	3,541	2,751	6,292

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B. S. Tear Press 1740D-1,000-8.2.1908-W, H. 8.

GENERAL DEPARTMENT,

EDUCATION.

CALCUTTA, THE 22ND FEBRUARY 1908.

RESOLUTION—No. 1317.

READ—

The Report on the progress of Education in Bengal for the years 1902-1903 to 1906-1907.

1. The report covers the period of five years ending the 31st March 1907. It was due to Government on the 1st October 1907 and is reported to have been in fact ready before that date. Owing however to delays in the Press, it was not received by Government till the 1st December. The report is written by Mr. W. W. Hornell, Assistant Director, and is issued over his signature. The Lieutenant-Governor is, however, informed that every Chapter has been considered and passed by the Director of Public Instruction, and that the views expressed in the report may be taken to be Mr. Earle's own.

2. The area dealt with is the Province of Bengal as constituted since the formation of the New Province of Eastern Bengal and Assam on the 16th October 1905. Sir Alexander Pedler, Kt., F.R.S., C.I.E., was Director of Public Instruction from the commencement of the period under review up to the 31st March 1906. He was succeeded by Mr. A. Earle, of the Indian Civil Service, who held charge of the department for the remainder of the period.

CONTROLLING AGENCIES.

3. A scheme for the increase of the number of Inspectors from 6 to 12 and of Assistant Inspectors from 5 to 11, which received sanction during the year 1906, had not been brought into force by the close of the period under review. It is hoped, however, that the necessary additional appointments will be made before the close of the year 1907-08. A considerable increase in the number of Deputy Inspectors and of Sub-Inspectors is also impending. It is too early to estimate the results of this general increase of the inspecting staff or of the provincialisation of the staff of Sub-Inspectors, which took place with effect from 1st January 1906. The existing staff is, however, admittedly inadequate; and there can be no doubt that, as the Director remarks, the demands made on inspecting officers increased considerably during the quinquennium under review.

4. It is satisfactory to learn that during 1906-07 great interest was taken in Education by Executive and Judicial Officers, and that the value of that interest is unanimously testified to by the Inspectors. This is a matter to which the Lieutenant-Governor attaches great importance; and His Honour is glad to learn that the instructions issued on the subject by Government in 1905 have borne fruit.

COLLEGIATE EDUCATION.

5. The whole course of Collegiate education has been affected by the passing of the Universities Act of 1904 and the promulgation of the revised regulations of the Calcutta University in August 1906. The question how far the reforms thus introduced are to be real is very largely one of funds. Heavy expenditure is needed in many directions for the proper development of Colleges according to the new ideals; and the means by which this expenditure is to be met not only in the Government colleges, but in deserving institutions among the aided colleges, which have no resources of their own, is a problem of the utmost gravity. The Director remarks that it is now for the Government Colleges to take the lead in shaping a better model for University education; but the funds available are insufficient to do more than ensure bare compliance with the regulations. There was a decrease of one college, and of 1,354 students during the quinquennium under review; but expenditure increased during the same period by Rs. 1,17,692, the whole of which was borne by public funds; and the annual cost per student has risen

from Rs. 124 in 1904-1905 to Rs. 186 in 1906-1907. As Mr. Earle remarks, while there is practically no limit to what might be spent with advantage on education in its various branches, there is a distinct and practical limit to the resources which Government can make available. If the development of collegiate education is not to be delayed and hampered by sheer lack of funds, it is absolutely necessary that assistance on a large scale should be forthcoming from the liberality of private individuals.

6. There has been some advance in the matter of the promotion of a corporate feeling in colleges by means of common rooms, clubs, and the issue of College Magazines. The introduction of compulsory games at the Patna College, in which the Principal joins, has also had an excellent effect in this direction. There can be little doubt that, as noticed by the Director, the success of college institutions must depend largely on the amount of time and trouble which the professors are willing to devote to them.

SECONDARY EDUCATION FOR BOYS.

7. A marked feature of the period under review has been a steady increase in the number of English schools accompanied by a decrease in the number of secondary vernacular schools. The number of boys attending English secondary schools at the close of the quinquennium was 122,937, an increase of 2,337 during the period. In the middle vernacular schools there were 24,350 boys at the close of 1906-1907, shewing a decrease of 11,291 in ten years. There has been an increase in expenditure on secondary schools of nearly three lakhs during the quinquennium; and the expenditure during the year 1906-1907 was Rs. 25,43,105 of which Rs. 5,58,303 was from public funds.

8. In his general remarks under this head the Director notices the immense importance of secondary education in the present stage of the development of the country, and raises the question whether, when University education is being reformed, it is not necessary as a preliminary measure to examine the system of secondary education, and to carry out in connection with it any changes which might appear to be required. It is now too late to speculate as to what might have been; but it seems to the Lieutenant-Governor to be obvious that reform of colleges can be of little practical value without reform of the schools through which practically every college student must pass. The improvement of High Schools by the introduction of a school final examination, calculated to remove what the Director describes as the utter and radical unsoundness of the present state of affairs by which secondary schools are mere cramming institutions for the University, and the institution of Government High Schools in every district, which may serve as models of what such schools should be, are reforms which are now under consideration and which are of the greatest importance.

9. The unfitness of the great majority of teachers in secondary schools is generally admitted; and the dictum that efficient schools are not possible without efficient teachers may be accepted as truism. The Director dwells specially on the necessity of training as a factor in the improvement of teaching in secondary schools. The value of training may be freely admitted; but it seems to Lieutenant-Governor to be obvious that the opening of training institutions can by itself be of little avail unless accompanied by such an improvement in the conditions of work in the teaching profession as to attract to that profession men possessed not only of sound academic qualifications but also of genuine zeal in the cause of education and of a desire to perfect themselves by every available means in the art of teaching.

PRIMARY EDUCATION.

10. The expansion of primary education is one of the most satisfactory features of the period under review. The number of schools has increased from 32,024 to 33,954 and that of pupils from 818,537 to 953,455; and it is reported that this increase has been secured without any lowering of the standard of efficiency required. The proportion of boys actually at school at the close of the period was 253 out of every 1,000 boys of school-going age. The

corresponding figure for 1901-02 was 217. On the other hand the proportion of pupils in upper primary schools has shown no advance during the last 15 years. This, coupled with the unpopularity of middle vernacular schools, points to the conclusion that vernacular teaching beyond the elementary stages does not, under present conditions, commend itself to parents as being of practical value. The total expenditure on primary education was Rs. 25,50,768 during 1906-07, of which public funds contributed Rs. 8,94,749 or 35.1 per cent. The corresponding percentage five years previously was 25.6. It is noticeable that expenditure under this head increased by $4\frac{1}{2}$ lakhs during the quinquennium, of which $1\frac{1}{2}$ lakh was during the last year.

11. A sum of Rs. 5,03,598 was assigned by the Local Government in 1905-06 towards the construction of primary school buildings on condition that a reasonable proportion of the total cost was contributed from local sources. The reports show that the progress made has been disappointingly small, and that the assistance asked for from the public has not, as a rule, been forthcoming.

12. The system introduced by the Resolution of 1901 has proved a failure as regards both the intellectual training of the children and the proper teaching of the vernacular. A revised syllabus for the infant section and for standard I and II has been published and will be introduced from 1910. It is claimed for this syllabus that it is educationally sound; and there is reason to hope that, even if it is at present beyond the scope of the average primary school teacher, its introduction will mark a distinct step in advance.

TRAINING OF TEACHERS.

13. The Director devotes 18 pages to the training of teachers in its different branches. Of the great value of properly trained teachers there can be no question; but, as already noticed, for training to be effective it is essential that there should be a body of teachers to be trained, prepared, on the one hand, to make teaching their life work, and, on the other, to perfect themselves in the principles and practice of teaching in order to render that work as effective as possible. Of two men equal in other respects the trained will be a more efficient teacher than the untrained; but at the same time an untrained teacher whose heart is in his work will always be more valuable than a trained teacher who is indifferent to his profession.

14. The Lieutenant-Governor looks in vain in the report now under consideration for any definite assurance that the work hitherto done by training institutions of any class has been of permanent practical value; and His Honour cannot but feel that this is in great measure due to the fact that, while the importance of attracting the right class of teacher to these institutions, and of retaining such teachers permanently in the teaching profession, has always been acknowledged, the attainment of this object has not in practice been recognized as an essential preliminary to the opening of any training institution. The whole question of the training of teachers, from teachers of English in secondary schools down to the *gurus* of primary schools, is now under revision; and the Lieutenant-Governor earnestly trusts that this revision will be carried out on such practical lines as will secure a real, if gradual, improvement in the qualifications of teachers of all grades.

15. The above remarks apply specially to the case of female teachers. There is abundant evidence in the report that the training classes of the various missions are turning out a good and constantly improving class of female teacher; but as the Director remarks, it is Hindu and Mahomedan teachers that are wanted; and without these the education of Indian girls and women must remain practically at a standstill. There is unquestionably a demand for properly qualified teachers. It may well be doubted, however, if the opening of training institutions will do much to meet this demand, since such institutions without students can do nothing, and the real difficulty is to attract to them women of the class which can secure access to the houses of orthodox Hindus and Mahomedans. As the Education Commission have said in their report, many of the difficulties connected with female education would disappear if arrangements could be made for employing trained female teachers in their

own villages; but the female teachers must first be found before they can be either trained or employed; and the finding of suitable candidates, and the inducing of them to take up the profession of teaching and to undergo the necessary training appears to be still a matter of personal effort and influence.

PROFESSIONAL AND TECHNICAL EDUCATION.

16. The subject of professional and technical education occupies 28 pages of the report. It is disappointing to find that during the past five years little practical progress has been made except as regards engineering and mining.

17. The commercial classes attached to the Presidency College have so far failed to attain popularity and the results of the examinations in connection with them have been very unsatisfactory. The classes are carried on in consultation with the Chambers of Commerce; and there seems little reason to doubt that if the classes can attain their object of turning out a type of man who will be more useful in an office than the ordinary man, the mercantile community will be prepared to recognize a good article and pay for it accordingly. Unless, however, parents see that these classes are likely to help a boy to secure a decent living, it may be feared that they will never be well attended. It is certain that enthusiasm for the commercial profession as apart from prospects of definite profit cannot, at present, be calculated on as a living force in Bengal.

18. The Calcutta School of Art is reported to have started with false ideals and to be only slowly making up leeway, though the work is now on the right lines. Two hundred-and-fifty-two students were attending the school on 30th March 1907.

19. The agricultural classes at the Sibpur College, attracted only 23 students on an average throughout the quinquennium. Fifty students appeared at the Diploma Examination and 34 were successful. The class will close in November 1908 and be transferred to the Provincial Agricultural College at Sabour.

20. The work done in agricultural classes attached to High Schools has not been satisfactory. In fact, the footing on which they were started was not such as to render success possible. Steps are now being taken to place these classes on a business-like footing. Nature study is still prescribed in the Training Schools, but it does not appear that up to date much practical progress has been made in this respect.

21. The Sibpur Engineering College had 366 students on the 30th March 1907, of whom 94 were in the Engineering Department, 233 in the apprentice Department, 24 in the Agricultural class and 15 in the Artisan classes. The total expenditure of the College during 1906-07 was Rs. 2,22,981, an increase of Rs. 55,968 over the previous year. The cost to Provincial Revenues was Rs. 1,92,618 an increase of Rs. 55,312. The result of the examinations held in 1906 were distinctly satisfactory, the percentage of success in the B.E. and F.E. Examinations being 66.7 and 57.9, respectively. The notorious reputation of the College for unhealthiness has unfortunately been maintained, and its transfer to Ranchi has now been definitely sanctioned by the Government of India.

22. The Behar School of Engineering at Patna has worked very satisfactorily during the quinquennium; and the Lieutenant Governor is glad to notice that it is largely made use of by Behari students. It is gratifying to find that the students of this School have entirely of themselves developed a club for debates, lectures, etc., which has had a vigorous existence for two years.

23. The Cuttack Survey School has not worked satisfactorily; but it is about to be enlarged and developed into an Engineering School and will, it is hoped, make a fresh and successful start.

24. The "B" classes attached to Zillah Schools have proved a failure; the number of students presented for examination having steadily decreased from 21 in 1903 to 6 in 1907. Attempts are being made to foster the development of these classes; but their ultimate success must, as the Director remarks, depend on the extent to which the classes of Indian Society who use Secondary

Schools are prepared to encourage their sons to take up work other than Government service or clerical employment. At the same time no success can be expected unless these classes are calculated to afford, in the Director's words, "an adequate preparation for the various activities which should find a place in the life of a vigorous community."

25. It is to be regretted that it has not yet been found possible to open the classes for the training of Engineering draftsmen, the need of which was alluded to in the Report on Public Instruction for 1905-1906.

26. The Mining class opened at the Sibpur College, after unfortunate delays in settling the course, is now working successfully. Four apprentices who went up for the examination held at the end of 1906-1907 all passed and have since got good appointments; and 10 students joined the class in 1907. The Lieutenant-Governor desires to acknowledge the assistance given to the class while in camp at Jharia by the managers of mines in that locality. The lectures delivered by Mr. Griffiths, Mining Instructor, in the colliery area are reported to have been well-attended; and the members of the Mining Advisory Board have expressed themselves well pleased with the progress made. The success which is attending instruction in mining seems to the Lieutenant-Governor to point to a readiness on the part of the public to take advantage of technical education where this is calculated to lead directly to remunerative employment.

27. As regards Industrial Schools, every preparation has been made for opening the Weaving School at Serampur; and work will be commenced as soon as the officers selected for the charge of the School arrive from England. In the Hazaribagh district the number of industrial schools has increased in two years, thanks to the exertions of Mr. Radice, the Deputy Commissioner, from 3 to 18. Nothing, however, is said in the report as to their results. In other respects no noticeable progress has been made.

28. Generally, the Director has to admit that, while views have solidified and aims have been concentrated, no real advance is manifest as regards technical and industrial education and that the effect of existing schools on the industrial development of the Province is practically negligible. Much is hoped from the appointment of a special officer, recruited from England, whose business it will be to be generally acquainted with the larger industries of the province and to advise as to their development. This appointment has been recommended and the Lieutenant-Governor trusts that it will soon be an accomplished fact.

EDUCATION OF GIRLS AND WOMEN.

29. On the 30th March 1907, there were 121,195 girls and women in public educational institutions, being 1 in every 33 girls of school-going age as against 1 in every 58 at the close of the last quinquennium. Over 99 per cent. of the girls under instruction were in the primary stage. The total expenditure under this head was Rs. 5,46,803, of which public funds contributed Rs. 2,80,631.

30. The Bethune College had during 1906-1907 23 students, of whom 15 were Brahmins, 6 Christians, and 2 Jewesses. Of the staff of Principal, three professors, and three lecturers, only the principal and one lecturer are ladies. The cost of the college during 1906-1907 was Rs. 18,254, of which only Rs. 883 was derived from fees, the balance being paid by Government.

31. There were seven high schools for girls at the close of the period under report with six hundred and eighty girl pupils, six of these are in Calcutta and one at Bankipore, four of the former being Mission schools. The number of secondary schools for girls has increased during the quinquennium by 21 and their pupils by 1,656 or 17·1 per cent. The number of primary schools for girls at the close of the period was 3,218 and that of girl pupils in such schools 70,215, in addition to 46,233 in primary schools for boys. The increase during the quinquennium amounts to 99·1 per cent.

32. The cost of secondary schools for girls during 1906-1907 was Rs. 2,05,834, of which 41·7 per cent. came from Provincial Revenues, the corresponding figures for primary schools being Rs. 3,00,837 and 56 per cent. It is noticeable that the cost of every girl in secondary and primary schools,

respectively, is Rs. 51.3 and Rs. 4.1 compared with Rs. 17.7 and Rs. 2.7, the corresponding figures for boys.

33. Among private institutions the Mahakali Pathshala institution in Calcutta had 500 pupils during 1906-1907, the majority of whom came from high caste families. The girls are taught, besides religious instruction, Sanskrit, Bengali, a little arithmetic, cookery, and housewifery. This school depended largely on the influence of Mataji Maharani Tapaswini who, unhappily, died during the year; but it affords a proof that orthodox Hindu girls will come to school if the conditions are suitable.

34. The scheme of zenana instruction by house to house visitation has failed of success owing to the absence of proper teachers. Training can do little and the provision of syllabuses and text-books less until the problem of how to secure female teachers of suitable character and position has been solved. As the Director observes, "If from among the orthodox Hindu and Muhammadan communities lady teachers can be produced, who by their position will command respect, while by their capabilities they will justify in themselves the education which they have received, then progress is assured." That such teachers can be found is certain, but it requires all the efforts and influence of ladies, whether European or Indian, interested in the question of female education, to discover them in the first instance, and then to induce them to devote themselves to the education of their less enlightened sisters.

EUROPEAN EDUCATION.

35. There were at the close of 1906-07 72 secondary and primary schools for Europeans, including a night school at Jamalpur and three institutions which are unaided and submit no returns. The number of pupils on the rolls of the 69 institutions which submitted returns was 7,826. The total expenditure incurred was Rs. 17,77,291, of which Rs. 4,43,569 is returned as from Provincial Revenues, Rs. 7,65,544 from fees, and Rs. 5,68,213 from subscriptions and endowments. In 1901-02 the total cost of European schools was Rs. 11,67,077, of which public funds contributed Rs. 1,55,790.

36. The result of the Cambridge Local Examinations was very satisfactory, the success of the Diocesan Girls' School at Darjeeling calling for special mention. The results of the Code Examinations have, on the other hand, been extremely unsatisfactory for the last two years. If, as the Director suggests, these are examinations which nobody wants, and for which it is by no means easy to arrange, their abolition, which has been decided on, would appear to be a wise step.

MUHAMMADAN EDUCATION.

37. At the close of the period under review, there were 184,355 Muhammadans under instruction in institutions of all kinds. This shows a satisfactory increase of 23.2 per cent. during the quinquennium.

38. It is unsatisfactory, however, to find that in the Calcutta Madrasa, the Principal Muhammadan educational institution in the Province, the Anglo-Persian Department has steadily declined in popularity; while though the numbers in the Arabic Department have increased, its reputation has not, in the Principal's opinion, been maintained. The question as to how the teaching at the Madrasa can be improved so as to constitute a training for public service as sound as a University course, but at the same time to give due prominence to those branches of study to which Muhammadans as a body attach importance, is now being considered by the Director in conference with leading representatives of that community. On a satisfactory solution of the problem involved the future progress of the Muhammadans of Bengal to a great extent depends. The development of the common room of the Madrasa into an institute for Moslems generally is a notable and interesting fact.

PHYSICAL AND MORAL TRAINING.

39. No general scheme for the residence of school boys has yet been developed. The advantages of the hostel system are universally recognized; but its general adoption is not only a matter of great expense, but would also

place great and new responsibilities on the teaching staff. As regards the financial question, it seems to the Lieutenant-Governor that this is a direction in which the Education Department may very well look to assistance from wealthy members of the Indian community. His Honour notices with interest that Mr. Tipping, as Inspector of Schools in Orissa, introduced a system by which teachers of zilla schools are made responsible for the general welfare of specified batches of pupils. If this system works successfully, it will mark a very important advance as regards the *morale* of high schools.

40. Drill in most primary and secondary schools is described as an unqualified farce. Government has undertaken to contribute towards the salary of a physical director to be recruited from America by the Young Men's Christian Association of Calcutta. If this experiment proves a success, the question of recruiting one or more such officers for Government Service will be considered with a view to placing physical training on a more satisfactory footing throughout the province.

41. The standard of discipline, while no marked falling off is noted, still leaves much to be desired. The Director quotes as of general application the following remarks of Mr. Küchler about the schools of the Bhagalpur Division. "The state of discipline in the aided schools of this Division leaves much to be desired, and has indeed shown a tendency to deteriorate during the latter part of the period under review. Discipline in the sense that it is understood in English schools is, of course, unknown as yet in the privately managed schools of this Province, chiefly because the headmaster is possessed of little or no authority. His tenure of office depends, as he is well aware, entirely on the good will of the Managing Committee, and if he wishes to retain his position and to live in peace, he has at all costs to keep on good terms with the members as well as generally with the parents of the boys. As Indian parents have, unfortunately, not yet learnt the value of school discipline, and for the most part resent any punishment inflicted on their boys, it is obvious that a headmaster who is at the same time a disciplinarian occupies an almost impossible position. The schoolboys, too, are fully aware of the limited nature of the headmaster's powers, as on the rare occasions when he ventures to exercise his authority in the interests of discipline, his decisions are generally reversed by the Managing Committee. And yet the great majority of schoolboys in this Province are by nature so gentle, obedient, and tractable that till within recent times the general standard of behaviour has been fairly good, and such breaches of discipline as have occurred have been of an isolated character. The prominence, however, into which the schoolboy class has of late been brought by the flattering appeals made to it for assistance in semi-political movements has given the boys an exaggerated sense of their own importance and has, in the absence of the restraining force of discipline noted above, led them, in some cases, into excesses which are at variance with their true character." There can be question that the difficult position in which head masters are placed, by the failure of the majority of parents to recognize the value of discipline in training boys for the work of life, is one of the most serious obstacles to real progress in secondary schools.

SUMMARY.

42. The five years under review has been a period of great activity and of development. In nearly every branch of education existing arrangements have been overhauled. Much has been done to place the staff generally on a satisfactory footing and further reforms in this respect are impending. If the actual improvement in Colleges and Schools has been small compared with what is required for real efficiency, old errors have been recognized, sounder ideals have been put forward, and the problems of the education question more distinctly delineated. Further advance is now, as the Director remarks, largely a question of funds. Expenditure from Provincial funds has increased largely in almost all branches of educational work during the period under review, and a number of valuable schemes involving further heavy expenditure are either already before Government or under preparation. It is beyond the power of Government to meet all or nearly all

the demands thus made upon it; and the one hope of real progress seems to lie in the liberality of private persons. The Director in his report more than once calls attention to the large share of educational expenditure in England, which is met from endowments and private contributions. Unhappily this is far from being at present the case in India. The Lieutenant-Governor trusts that the munificent example set by the Hon'ble Maharaja Bahadur Sir Rameswar Singh, K.C.I.E., of Darbhanga, may be generally followed, and that liberal grants from members of the Indian community for the creation and endowment of educational institutions may become a marked feature of the development of education in this Province.

43. The Lieutenant-Governor desires warmly to acknowledge the whole-hearted zeal with which Mr. Earle has thrown himself into the work of the Education Department, and the ability and success with which he has controlled the Department during the period of nearly two years during which he has been Director of Public Instruction. His Honour's thanks are due to Mr. Hornell for the very complete and interesting account of the work of the past five years contained in the report under review.

By order of the Lieutenant-Governor of Bengal,

H. C. STREATFEILD,

Offg. Secretary to the Government of Bengal.

No. 1318.

Copy forwarded to the Director of Public Instruction, Bengal, for information.

Circular No. 4.

Copy forwarded to all Commissioners of Divisions, for information and communication to all Magistrates.

By order of the Lieutenant-Governor of Bengal,

W. S. MILNE,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,

The 22nd February 1908.

