

lions, or  $1\frac{1}{2}$  per cent. of the entire population. These are mainly confined to the cities and towns, and out of 250,000,000 in all India, less than 11,000,000 can read and write.

The memorandum recently issued from the India office, on some of the results of Indian administration during the past thirty years, contains striking evidence of the educational progress of British India during this period. The year 1858 begins a new epoch in Indian administration. It was in that year that the transfer of the Government of India from the East India Company to the Crown took place; but it is the year 1854 that marks the true starting point for a review of the educational system now in operation in India. The educational policy dictated by Sir Charles Wood's famous dispatch of that year is the policy which has ever since been pursued. It had begun to take effect when Her Majesty assumed the Government, in 1858. Three universities had been established in 1857, but they then attracted only a few undergraduates. In the larger provinces education departments had been formed, and a system of awarding grants in aid of the schools had been begun. From the very incomplete educational statistics of 1858 that exist, it appears that there were then about thirteen colleges, whilst the number of scholars in schools of all grades known to the Educational Department was about 400,000. The year 1865 is the earliest for which complete statistics are available, and the comparison of the figures of that year with a recent year will afford a good illustration of the progress that has been achieved in the interval. There were, in 1865, twenty colleges and college departments, with 1,582 undergraduate students. In 1866 the number of colleges and college departments had risen to 110,

and the number of undergraduates had increased to 10,538. In 1865 the number of schools of all grades was 19,201, with 619,260 scholars. In 1886 the number of schools had increased to 122,257, with 3,314,542 scholars. In every province, also, Normal Schools have been established for the training of men and women teachers, and a staff of inspectors visit and examine all schools on the departmental lists. The proportion of children passing in the several standards continues to increase. Equally satisfactory is the progress attained in secondary schools. In 1886 there were 404,000 boys and 25,000 girls in attendance at such schools. The great disparity in the number of girls is to be attributed to the unhappy social economy which assigns to the Indian woman a position for the due performance of which education is not supposed to be a necessity. Influences are, however, at work which must in no long time greatly increase the number of educated native women. A career of great promise and usefulness appears to be opening out for them through the agency of an excellent association, founded by the Marchioness of Dufferin, during the viceroyalty of her husband, which is now employing women doctors for work in women's hospitals and in Indian homes, and is imparting the necessary knowledge of medicine, surgery, and nursing to Indian women, to qualify them to undertake such work. The necessity and advantages of education will be brought home to the native mind by the beneficent work of this association in a way that cannot fail to induce Indians of all classes—inveterate prejudices and customs notwithstanding—to participate with greater eagerness than they have hitherto done in the means open to them for the education of their girls.