

## REPORT ON PUBLIC INSTRUCTION IN BOMBAY FOR 1933-34.

### CHAPTER I.

#### GENERAL PROGRESS.

1. The main features of the year are summarised below :—

The total number of educational institutions decreased by 141 to 16,730. Of these, 15,674 were recognised and 1,056 unrecognised as against 15,757 and 1,114 respectively in the preceding year. Of the 15,674 recognised institutions, 13,750 were for males and 1,924 for females. The recognised institutions consisted of 18 Arts colleges, 11 Professional Colleges, 714 Secondary schools, 14,616 Primary schools and 314 Special schools. Whilst the Arts colleges and Secondary schools increased by 2 and 28 respectively, Primary schools and Special schools decreased by 78 and 35 respectively. The decrease in Primary schools occurred in the Central and Southern Divisions and in Sind and was mainly due to the closure of Primary schools which were thinly attended by Local Authorities as a measure of retrenchment.

Of the 26,859 towns and villages, 10,659 possessed schools as compared with 10,763 in the preceding year. The area served by each town or village with a school was 11·6 square miles. The corresponding area in 1932-33 was 11·5 square miles.

2. The total number of pupils under instruction in all classes of institutions increased by 42,209 to 1,374,296. Of these, 1,332,524 were in recognised institutions and 41,772 in unrecognised institutions as compared with 1,298,192 and 33,895 respectively in the preceding year. The percentage of pupils in recognised institutions to the total population of the Presidency increased from 5·95 to 6·11. Of the total number of 1,332,524 pupils under instruction in recognised institutions, 1,025,928 were boys and 306,596 were girls. The number of boys in such institutions increased by 19,244, and of girls by 15,088.

The table "General Summary of Educational Institutions and Scholars" at the end of the Report gives the distribution of pupils in various kinds of recognised institutions. It will be seen that the number of pupils in all kinds of institutions, excepting the Special schools, increased during the year. The largest increase, that of 28,205, was in the Primary schools although the number of primary schools decreased by 78. This shows that there is a gradual tendency of Primary schools to increase in size, i.e. number of pupils in attendance, a fact which will only make for efficiency if the number of trained teachers increases proportionately.

The following table shows the classification by communities of all pupils under instruction in recognised institutions :—

1	1933-34		1932-33	
	Pupils 2	Percent- age to total 3	Pupils 4	Percent- age to total 5
Hindus .. { Advanced .. Intermediate .. Backward ..	322,933	24·2	309,806	23·9
	536,639	40·3	522,034	40·2
	138,314	10·4	134,330	10·3
	<b>Total ..</b>	<b>997,886</b>	<b>74·9</b>	<b>966,230</b>
Muhammadans ..	235,548	17·7	234,146	18·1
Europeans and Anglo-Indians ..	5,540	0·4	5,489	0·4
Indian Christians ..	39,341	2·9	39,070	3·0
Parsis ..	18,208	1·4	17,903	1·4
All other castes ..	35,943	2·7	35,354	2·7
<b>Grand Total ..</b>	<b>1,332,524</b>	<b>100</b>	<b>1,298,192</b>	<b>100</b>

It will be seen that whilst the increase in the number of pupils under instruction was shared by all the communities, their percentage of pupils to the total number of pupils of the community decreased in the case of Muhammadas and Indian Christians.

3. The total expenditure on Public Instruction was Rs. 3,98,09,610 as compared with Rs. 3,81,71,846 in 1932-33. It was met from different sources as under :—

	1933-34		1932-33	
	Amount Rs.	Percent- age	Amount Rs.	Percent- age
Government Funds ..	1,76,17,168	44·2	1,69,50,661	44·4
Board Funds ..	77,12,328	19·4	72,22,623	18·9
Fees ..	92,23,494	23·2	84,54,704	22·2
Other sources ..	52,56,620	13·2	55,43,858	14·5
<b>Total ..</b>	<b>3,98,09,610</b>	<b>100</b>	<b>3,81,71,846</b>	<b>100</b>

The total direct expenditure on Public Instruction increased during the year from Rs. 3,37,46,690 to Rs. 3,52,25,993 and the indirect expenditure

from Rs. 44,25,156 to Rs. 45,83,617. The following table gives the distribution of provincial expenditure on various classes of institutions during the last two years :—

	1933-34		1932-33	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
University and Higher Education	10,42,316	5.9	10,99,301	6.5
Secondary Education ..	21,32,707	12.1	21,16,700	12.5
Primary Education ..	1,09,67,950	62.3	1,03,59,112	61.1
Special Education ..	10,14,307	5.7	9,89,901	5.8
<b>Total (Direct) ..</b>	<b>1,51,57,280</b>	<b>86.0</b>	<b>1,45,65,014</b>	<b>85.9</b>
Direction and Inspection ..	13,21,976	7.5	12,85,611	7.6
Buildings ..	1,64,347	1.0	1,35,709	0.8
Miscellaneous ..	9,73,565	5.5	9,64,327	5.7
<b>Total (Indirect) ..</b>	<b>24,50,888</b>	<b>14.0</b>	<b>23,85,647</b>	<b>14.1</b>
<b>Grand total ..</b>	<b>1,76,17,168</b>	<b>100</b>	<b>1,69,50,661</b>	<b>100</b>

In addition to the amount shown above, expenditure amounting to Rs. 1,17,161 was incurred in England as against Rs. 1,19,134 in 1932-33.

The chief notable events of the year were :—

4. (1) The opening of two new Arts Colleges—The Lingraj College, Belgaum, and the Chellasing and Sitaldas College, Shikarpur.

(2) The closure of the Deccan College at the end of the academic year 1933-34.

(3) The Conference held by Government in Poona in July, 1933, in connection with the question of the gradual establishment of regional Universities in this Presidency in general and of a University for Maharashtra in particular.

(4) The decision of Government to transfer the Government High School at Hyderabad to the Muslim Education Society.

(5) The launching of the scheme of Village Improvement by Government.

(6) The appointment of an officer on special duty to report on the progress made by the Agricultural bias classes in the Presidency.

(7) The taking over of control of Primary education by the District Local Boards, Kaira and Ahmedabad.

(8) The appointment of a separate Government Inspecting Officer for the new district of Dadu.

(9) The decision of Government to transfer the control of the Government Depressed Classes Hostel, Poona, and of the work of paying grants-in-aid to hostels for Depressed Classes under private management from the Director of Public Instruction to the Backward Class Officer.

(10) The decision of Government to transfer the administrative control of Reformatory institutions from the Director of Public Instruction to the Backward Class Officer.

5. All things considered it may be claimed that steady progress was achieved in all directions during the year under report. The emergency cut in Government grants to Local Authorities for Primary education was reduced to a certain extent during the year. In the case of grants-in-aid to Secondary schools the cut was so applied as to affect as little as possible the schools in receipt of small grants. Grants-in-aid of colleges were reassessed and refixed for a period of three years and two more colleges were taken on the aided list. School authorities appeared to have been reconciled to the prevailing financial stringency and discipline on the whole was satisfactory.

The general progress made in spite of the financial distress of the Presidency was due to the manner in which the various local authorities have co-operated with Government. Financial stringency has now continued for several years and it is fair to acknowledge the admirable way in which almost every local authority has done its best to follow the lead set by Government. On the other hand, it is idle to suppose that local authorities are satisfied with the present state of affairs and it is no more than natural that under the continuance of the various cuts which have been imposed a local authority here and there voices its disappointment and disagreement with things as they are. This disappointment the Department share with the local boards and it is hoped that as the situation of Government improves the local authorities will share in any such improvement. There is always a danger, however, that when local authorities are in a condition of disappointment and despondency they may fall victims to plausible suggestions and schemes for expanding education or at least literacy at no extra cost. The bulk of the people in the District have little chance of acquiring up-to-date knowledge of educational principles and are liable to be led astray by promises of easy and cheap education and it is, therefore, all the more essential that School Boards and influential members of the public in each District should insist on seeing that a good system is not permitted to be whittled down or thrown away. It has to be noted with regret that ideas such as introducing the shift system indiscriminately, abolishing the infant department in Primary schools, watering down the course of instruction in lower Primary schools, although both retrograde and entirely opposed to all modern views of sound education, are able to command attention. The idea of abolishing the infant department, for example, is so retrograde



that it is surprising that any one should sponsor it. The idea is equivalent to building a house with no foundation.

It is at all times open to local authorities to try a few experimental schools of the Class B Primary type and observe the results. It is equally open to local authorities to encourage and help adult education by starting classes wherever they are desired or as an experiment in selected places. It is in any case surely a wise policy to try any new ideas in a few selected areas before risking the whole fabric of the existing schools.

In the field of Secondary education it is unnecessary to comment at great length. There have been similar cuts inflicted here and the managements of Secondary schools have had to face the same problems as the various Local Authorities. In spite of the economies forced upon them by circumstance the managers have accepted the situation in most cases in excellent spirit and have done their best to maintain the efficiency of their schools. For some years past there has been a gradual infiltration of outside trained graduates into the field of Secondary education and it seems to me that this infiltration is beginning to show results. These results are discernible in various High Schools in the form of a desire for up-to-date furniture and apparatus and the bringing up-to-date of the running of such schools and of the methods of teaching the various subjects. It is to be hoped that this vitalising influence will increase.

There is an increasing body of opinion which considers the present Secondary curriculum to be predominantly literary in character and which advocates the introduction of a measure of handwork into the Secondary curriculum. In the case of girls' schools this would take the form of sewing and later on cookery and housewifery. Such practical work would require at least two periods per week and should be a continuation of work already begun in the Primary course. There is much to be said for this view and the difficulty in meeting it at present is largely caused by want of means to meet the extra expenditure on equipment and on suitable and qualified teachers.

As in every country in the world, Secondary education which is for the higher education of citizens in general is in practice influenced by the University. This is natural enough and in so far as it sets a standard of scholarship is in many ways a good thing provided this influence does not tend to become unduly large. The interests of Government and the University are ultimately identical and it is to be greatly hoped that the future will be marked by ever increasing cordiality and co-operation between them.

## CHAPTER II.

## ADMINISTRATION.

6. The strength and composition of the various sections of the Educational Service on 31st March, 1934, was as under :—

Service.	No. of posts.
<i>All-India (Indian Educational Service) Service.</i>	
Administrative Branch (Direction, Inspection, etc.)	7
Collegiate Branch .. .. .	26
	— 33
<i>Bombay Educational Service (Class I).</i>	
Administrative Branch (Direction, Inspection, etc.)	11
Collegiate Branch .. .. .	13
	— 24
<i>Bombay Educational Service (Class II).</i>	
Teaching, Inspecting, and General .. .. .	65
Collegiate Branch .. .. .	45
	— 110
<i>Subordinate Educational Service.</i>	
Inspecting .. .. .	140
Teaching .. .. .	692
Clerical .. .. .	369
Others .. .. .	86
	— 1,287
<i>Miscellaneous and Special appointments outside the regular services.</i>	
Gazetted appointments .. .. .	26
Non-gazetted appointments .. .. .	9
	— 35
Grand Total ..	1,489

The total number of teachers in Government, District Local Board, and Municipal Primary Schools was 31,687 against 31,330 in the preceding year, of whom the number of teachers in Government Schools was 169.

I returned from leave at the end of October, 1933, and resumed charge of my substantive appointment as Deputy Director of Public Instruction, while Mr. S. N. Moos, I.E.S., who held the post during my absence, was appointed Assistant Director of Public Instruction in place of Mr. Syed Nurullah, who was transferred as Educational Inspector, Southern Division. At the end of the year under report, Mr. R. H. Beckett, C.S.I., C.I.E., I.E.S., who had held the post of Director of Public Instruction

since 1930, went on leave preparatory to retirement and I was appointed to officiate in the post. During his four years at the head of the educational administration of the Presidency, Mr. Beckett placed the administrative machine on a sound working basis. He successfully carried through several proposals which had been long pending, chief amongst which were the re-organisation of the educational services, and the expansion of the Secondary Training College, Bombay. He also effected the introduction of a course in Electrical Engineering leading up to the B. E. (Electrical) degree in the College of Engineering, Poona, the publication of an Education Manual, and the revival of the Departmental Directory, etc. He has left his mark in the sphere of educational administration and this was recognised by the conferment on him of the C.S.I.

Mr. K. S. Vakil, I.E.S., Educational Inspector, Southern Division, retired during the year under report, while Mr. H. G. Rawlinson, C.I.E., I.E.S., and Khan Bahadur Shaikh Abdul Kadir Sarfraz, I.E.S., Principal and Professor of Persian respectively of the Deccan College, Poona, proceeded on leave preparatory to retirement. Mr. R. M. Joshi, I.E.S., Professor of Economics, Sydenham College of Commerce and Economics, Bombay, died during the year.

The permanent members of the All India (Indian Educational) Service numbered 30, of whom 11 were Europeans and 19 Indians. The personnel of the Bombay Educational Service Class I is almost entirely Indian. There were 18 permanent Bombay Educational Service Class I officers during the year under review, all of whom were Indian officers. Six posts are held in abeyance and replaced by contract appointments, of which 4 were filled by Europeans.

The total cost of Direction was Rs. 1,55,860 which was almost exclusively met from Provincial funds. The total cost of Inspection was Rs. 15,54,245 of which Rs. 11,66,259 or 75 per cent. was met from Provincial funds. The latter amount includes Rs. 5,38,539 which represents the cost of the Government Inspecting staff and Rs. 6,27,720 which was the contribution of Government towards the maintenance of the Inspecting staff under the Local Authorities.

The Provincial expenditure on Direction and Inspection together amounted to Rs. 13,21,976 which represents 7.5 per cent. of the total Provincial expenditure on Education.

During the year under review Government sanctioned revised pay scales for new entrants into the Provincial and Subordinate Services mainly as a result of the recommendations made by the Reorganisation Committee. The new scales provide for substantially reduced rates of pay.

The policy of Government of securing a fair representation of all castes and communities in the public service was carefully followed during the year under review, but as a result of the abolition of the Deccan College, Poona, there was little scope for the creation of new appointments of a permanent nature.

## CHAPTER III.

## UNIVERSITY.

7. The numbers of Arts and Professional Colleges affiliated to the University of Bombay at the end of the year were 22 and 12 as against 20 and 11 respectively at the end of the previous year. The two new Arts Colleges opened during the year are the Lingraj College at Belgaum and the Chellasing and Sitaldas Upper Sind Arts College at Shikarpur, while the new Professional College is the Sykes Law College, Kolhapur. In addition, the University itself maintains a School of Economics and Sociology.

The total number of students in all affiliated Colleges, including the University School, at the end of the year was 16,430 as against 15,306 in the previous year. The number of students in the affiliated colleges in British districts increased by 926 to 13,637. Of these, 10,409 were in Arts Colleges and 3,228 in Professional Colleges. There are no separate colleges for women affiliated to the Bombay University. The number of women students increased from 966 to 1,116, of whom 975 were in Arts and 141 in Professional Colleges as compared with 835 and 131 respectively in 1932-33. Chapters IV and V give a more detailed account of the Arts and Professional Colleges in British Districts.

8. The total receipts of the University amounted to Rs. 12,86,363 as compared with Rs. 12,50,840 in the preceding year, while the total expenditure was Rs. 11,01,162 as compared with Rs. 9,23,740. The total Government grant was Rs. 1,17,000. Owing to financial stringency the annual grant of Rs. 5,000 paid formerly to the University Information Bureau has been discontinued from the year under report.

9. The following table gives the results of the more important University examinations held at the end of the academic year 1933-34 :—

	Number examined.	Number passed.				Percentage of passes.
		I Class.	II Class.	Pass Class.	Total.	
M.A.	179	0	50	55	114	63.69
B.A. (Honours)	554	41	200	248	489	77.45
B.A. (Pass)	825	..	..	..	579	
Intermediate Arts	2,603	3	163	1,382	1,548	59.46
M.Sc.	42	..	..	..	31	73.81
B.Sc.	578	53	149	194	396	68.61
Intermediate Science	1,744	25	280	555	800	49.31
F.Y. Arts	5,065	..	..	3,530	3,530	69.81
Matriculation	18,436	..	..	8,747	8,747	47.40

The percentage of passes at the Matriculation Examination of 1934 was 47.40 as against 44.20 in the preceding year. There is no University Examination at the end of the first year, students being examined by

the Colleges themselves. The percentage of passes, therefore, varies from College to College—from 47·24 in the Gujarat College, Ahmedabad, to 92·11 in the Chellasing Sitaldas Upper Sind Arts College, Shikarpur.

10. The problem of post-graduate teaching and research has been in the forefront of the University programme since the passing of the Bombay University Act. In the initial stages several legal difficulties had to be overcome. The ruling given by His Excellency the Chancellor on the various questions connected with post-graduate work has been found to be very helpful and the University is now conducting post-graduate teaching and research through recognised University teachers in various centres outside Bombay without additional expenditure. It is recognised that the system of post-graduate instruction adopted has several shortcomings, but attempts are constantly being made to place it on a more satisfactory basis. The Board of post-graduate teaching and the Syndicate have been giving their anxious thought to the problem of reorganising post-graduate work in mofussil centres and a Committee of the Syndicate is at present engaged in thrashing out the problem in all its intricacies.

11. There were 65 students in the School of Economics at the end of the year 1933-34 as compared with 55 at the end of the preceding year. Of these, 23 were engaged in research.

In the School of Sociology there were 45 students as compared with 47 in the preceding year. Of these, 25 were engaged in research.

Forty-seven post-graduate students belonging to different Arts Colleges in the City of Bombay attended lectures in the school. Out of this number, 32 attended lectures in Economics and 15 in Sociology.

Eleven students submitted theses for the M.A. degree examination. Nine of these secured First Class and two were placed in the Second Class. Out of the 17 students who appeared for the M.A. examination by papers, 13 were successful, one being placed in the First, 6 in the Second, and 6 in the Pass Class.

12. The opening of the University Department of Chemical Technology was the most important event of the year for the University. Dr. F. B. Forster, Ph.D., Berlin, who was appointed the Head of this Department, arrived in Bombay in October, 1933, and completed the plans, etc., necessary for the structural alterations in the East Wing of the Royal Institute of Science in which the Department was to be housed. His Excellency the Governor formally handed over the East Wing of the Institute Building to the University on the 15th of November, 1933, in the presence of a distinguished assembly consisting of members of the University and prominent citizens connected with the mill and other industries of Bombay. The Wing has been handed over to the University for a period of five years and Government have done all they could to smooth the path of the University by

imposing only such conditions as were unavoidable. The following extract from the speech of His Excellency the Governor made at the occasion will be found to be interesting :—

“ Technological education is very expensive and when funds are limited it is necessary to proceed with caution.

“ I would venture to draw the attention of the University to the importance of keeping instruction in technology on thoroughly practical lines and ensuring that in the administration of the department the University keep in close touch with manufacturers who are interested and likely to employ the students after they have completed their courses of study. Technical education in the world has made great changes in the conditions of life, but it is just as easy to train for unemployment in technological subjects as it is in other subjects.

“ Expenditure incurred on training students, unless there is a prospect that they can be absorbed in industry, will to a large extent be wasted. While it is true that industries do not spring up at the bidding of academics, it is also true that a new industry almost invariably requires the assistance of experts with training and experience in that particular industry, and without them the development of industries will be impeded.

“ Our industries are exposed to the fierce blast of foreign competition backed by the latest resources of science and technology. Tariffs alone cannot afford an effective shield against this blast and should not, of course, be relied upon to cover inefficiency. The soundest way of meeting foreign competition is by training our young men and employing them in our mills and factories. Up to the present we have had to send our students abroad for advanced technological training.

“ While I do not decry the advantages of foreign travel and education for the limited number who can afford them, I rejoice at a step which enables an increased number of our science graduates to obtain their training here in Bombay in close touch with local industries at a very moderate cost. I am sure that I can rely upon the leaders of industry to take a keen interest in this new department and to co-operate with the University in allowing the students facilities to obtain industrial experience in the mills towards the end of their course of study and to employ our graduates when they are qualified.

“ During the few months since the scheme took definite shape I am pleased to note that the University has received donations to the amount of two lakhs, and I hope that further financial assistance from the public and industrialists of Bombay will be forthcoming in due course.

“ The University is starting in a small way with two branches of technology, but we all hope eventually to see a University College of Technology established somewhat on the lines of the Manchester

“ College of Technology. It was the munificence of the Manchester industrialists and of the Corporation that made that College possible, and the money invested in it has been repaid many times over in the help that industry has obtained.

“ The decision to make the course a post-graduate instead of an undergraduate course is undoubtedly a wise one. Not only is it cheaper but the desirability of having a foundation of broad scientific knowledge before any attempt is made to specialize is well recognised. The system has also the merit of ensuring that only those students who are of proved ability are admitted to the course.”

13. The corps enrolled during the year 462 student recruits and officers. The number of those who completed preliminary training was 663, while the total number of “ trained ” students borne on the strength during the year was 1,120.

The annual camp was held at Chinchwad, and was attended by 644 students.

The Commandant in charge reports—

“ In respect of training, the Battalion has been exercised right up to Advanced Battalion Training including Tactical Schemes, this being carried out at the Annual Camp at Chinchwad. The general keenness shown by the Battalion as a whole can be borne out by the number who attended the Annual Camp.

“ The general physique of the Battalion on the whole is good. The companies maintained their maximum strength throughout the year.

“ Every member of the Corps has completed a Trained Soldier’s Physical Training Card.

“ The Annual Camp from a Physical fitness point of view is a success. The standard of boxing has greatly improved during the past season.

“ A scheme is under consideration by the University Authorities for including Military Studies in their Curriculum. The Army Authorities have been asked to examine these papers and issue Certificates. One of the conditions proposed for a student to take this subject is that he must have three years service in the University Training Corps. At present the average service of a student in the University Training Corps is 18 months to 2 years.”

14. In April, 1933, His Excellency the Governor accompanied by the Honourable Minister for Education received a deputation led by Mr. M. R. Jayakar which asked Government to undertake early legislation for the establishment of a University at Poona with jurisdiction over all the Marathi speaking parts of the Presidency except Bombay City. The proposal involved far-reaching issues which included the future position of the University of Bombay and the question whether some form of relief was required by it.

Question of establishment of regional Universities.

Government considered therefore that it was advisable, before determining their policy, to convene a conference to which all heads of colleges affiliated to the University, representatives of the interests of the Bombay University, head masters of selected high schools, ex-Ministers of Education, certain heads of departments and educational officers of Government, and representatives of special interests, e.g. the Backward classes were invited. The Conference, which was opened by His Excellency the Governor and presided over by the Honourable Minister for Education, was held at Poona on July 7th and 8th. The following note summarises the trend of the debate.

The question whether the Bombay University is at present overburdened and should be relieved of some part of its functions was fully discussed. It was pointed out that the University was not paying sufficient attention to post-graduate teaching and research and that in this respect it was neglecting the interests of the mofussil from which it derives most of its revenue. The difficulties which it is experiencing at present in maintaining uniformity of standards in its examinations were emphasised. It was pointed out that the University is unable to do as much for the development of Indian languages and the specific culture of local areas as it ought. The University Reforms Committee considered in 1925 that in a few years the number of examinees and the establishment of new colleges at great distances from Bombay might constitute a good ground for the division of the University, and it was pointed out that this anticipation had been realised.

The opponents of these views held that the defects indicated could be remedied by the University itself within its present constitution without any fundamental change. It is open to colleges in centres where several colleges exist to combine in order to make better use of their staff for purposes of teaching and research. The Bombay University has achieved a status which no new University would be able to attain in the near future. It is a cosmopolitan University in which sectional and communal interests are subordinated to the general interests of higher education. The creation of a new University would injure it financially and reduce its ability to develop its teaching side for which it has accumulated a large balance. It would increase overhead charges on higher education. It was pointed out that the Bombay University is not carrying so heavy a burden as either Calcutta or Madras. Technical and professional subjects can best be taught through the medium of English in Presidency institutions which should not be affiliated to any local University. The Bombay University is now paying increased attention to the development of vernaculars. The competition between Bombay University and any new University that may be established might lead to a lowering of standards. The balance of opinion appeared to be in favour of giving the Bombay University an opportunity of remedying the defects that had been pointed out before the alternative of creating another University within the Presidency is seriously considered.

In the course of the debate special attention was devoted to the general question whether the establishment of regional universities was a desirable



policy. Those in favour of such universities pointed out that the use of English as a medium is a handicap to students and that local universities, by developing the use of the vernaculars, might be of great educational value and would have more freedom generally to work out their own educational conceptions. The Presidency is not a natural unit but is the result of a slow and gradual process of growth. Local areas should not therefore be debarred from developing teaching and research in special subjects to which they attach importance. Poona is a vigorous intellectual and educational centre and is justified in its claim to be the seat of a university. Such decentralisation is not inconsistent with an over-riding unity in the general educational policy. The special culture, which a regional university would promote, will permeate the whole area and gradually influence the standards of all classes of society. The formation of new universities is contemplated in the Bombay University Act. If Government will declare their acceptance of the policy, the advocates of a regional university for Maharashtra believe that the idea will appeal to the imagination of the public and that it will be possible to raise the necessary funds.

The opponents of the idea pointed out that the advocates of the new university of Maharashtra represent only a section of public opinion which is far from unanimous. Fears were expressed that the control of a university in Maharashtra might fall into the hands of a single community. It was pointed out that there is at present no effective demand for a regional university from Sind, Gujarat, or the Karnatak. There will be difficulties regarding Urdu and the border areas if the vernacular is adopted as a medium, and with the backward classes if the Marathi language is developed in the new university on the lines of Sanskritisation. The financial difficulties are likely to be grave. Primary and Secondary education have a prior claim on the funds of Government and therefore no assistance can be expected from Government. The experience of the Andhra University is an argument against regional universities. Regionalism, if applied to the recruitment of teachers or the admission of students, is the negation of the idea of a University. It is doubtful if all the existing colleges in Maharashtra would desire to transfer their affiliation from the University of Bombay to the new University. Politically the new university may have a disruptive effect on the Presidency.

The balance of opinion on the whole was against the formation of regional universities with powers of affiliation over external colleges. A considerable body of opinion however was in favour of unitary and possibly residential universities where conditions are favourable and where adequate finance is forthcoming. As this type of university did not strictly fall within the scope of the agenda, this alternative proposal was not fully discussed.

15. The Bureau consists of the Vice-Chancellor and seven other members appointed by the Syndicate to represent the branches of Arts, Science, Law, Medicine, Commerce, Education, and Technology.

The Foreign Universities Information Bureau.

Up to last year the report on the working of the Bureau covered the official year from the 1st of April to 31st of March. The year has now been changed and the report of the Bureau will cover the period from 1st of July to 30th of June. During the fifteen months, beginning with the 1st April, 1933, and ending with the 30th June, 1934, the Bureau received 3,458 enquiries regarding various courses of studies abroad as against 2,765 in the preceding year. Of these, 1,798 were in writing and 1,660 were personal, as against 1,565 and 1,200 respectively in the year 1932-33.

The number of documents containing prospectuses, calendars, regulations, etc., relating to the Universities and other Educational Institutions in Great Britain and other foreign countries issued to students intending to proceed to those countries was 2,991 as against 1,976 in 1932-33.

One hundred and nineteen applications for admission to Educational Institutions in the United Kingdom and foreign countries were received during these fifteen months as against seventy-seven in the previous year.

16. The question of laying down definite lines on which physical training should be introduced was discussed at a special conference convened in November, 1933, by the Vice-Chancellor. The Conference passed certain resolutions which were subsequently approved by the Senate with certain modifications. The resolutions so approved are—

Physical Training  
and Medical Inspection.

- (1) The University should require each affiliated college to introduce a scheme for organising the physical activities of the students of the college, subject in each case to the approval of the Syndicate.
- (2) There should be a University Board or Committee who should advise the University in regard to all matters affecting physical training in the University.
- (3) A large measure of freedom should be given to the Colleges in regard to the methods of physical training which they should adopt.
- (4) Principals of all colleges should report annually to the University on the working of the schemes introduced by them in their Colleges.

The medical inspection of the students of the affiliated Colleges was carried out during the year as in previous years.

17. During the year under report a new Faculty of Technology was instituted. The two important topics which were under consideration of the University authorities were the Matriculation and the bifurcation schemes. The object underlying the Matriculation scheme is to make the burden upon candidates lighter than at present and that underlying the bifurcation scheme is to enable students in colleges to begin specialisation at an earlier stage of

General.

their career than they have hitherto been doing, i.e. the Arts, Science, and Commerce courses should be divided off from the very first year of the College life. The Matriculation scheme has since been finally approved by the University. The bifurcation scheme has been crystallised in the shape of ordinances and regulations and, it seems, will take some time to put into operation.

During the year under report the University sustained a number of losses by death of those who were connected with its work. Prominent among these were the late Mr. K. B. Marzban, Dr. K. E. Dadachanji, the Honourable Mr. Justice Mirza Ali Akbar Khan, Rev. E. Blatter, and the Right Honourable Sir Dinshaw F. Mulla.

I conclude this chapter with the following extract containing advice given to the University by His Excellency Sir Frederick Sykes at the time of handing over the East Wing of the Royal Institute of Science :—

“ My last word to the University is this. Nobody realises more fully than I do the importance of having a thoroughly efficient administrative machine. But we do not want a machine product and I sometimes feel that the University perhaps devotes excessive time and energy to problems connected with elections, regulations, ordinances, points of order, and constitutional matters generally. After all the two main functions of a University as I conceive them are the discovery of truth and the teaching of truth, in both of which there must be a great spirit of endeavour.

“ So far teaching has been the main concern of our University. But I note that efforts are now being made to develop the research side of the work, and I earnestly hope that these efforts will be maintained and redoubled. No University teacher should be content to be a teacher only. Technologists are happy people ; they usually think and investigate free of external influences ; and they make the best use of their instruments of body and brain. Each day is an opportunity to make an effort to force open a door in the endless succession of locked doors which lead to further knowledge.”

## CHAPTER IV.

## ARTS COLLEGES.

18. The number of Arts Colleges affiliated to the University increased from 20 to 22. The two new colleges were the Lingraj College at Belgaum and the Chellasing and Sitaldas Upper Sind College at Shikarpur. Of the 22 Arts Colleges, 18 are in British Districts and 4 in Indian States. Of the former, 6 are maintained by Government, 9 are aided, and 3 unaided. The opening of the Lingraj College at Belgaum by the Karnatak Lingayat Education Society was the climax of many years of effort and anxious consideration among the leaders of the Lingayat community in the Southern Division. The College was formally opened in September, 1933, by His Excellency the Governor of Bombay and named after the late Shrimant Sardar Lingappa Jayappa Sardesai of Navalgund and Sirasangi who donated his princely estate yielding an annual income of about Rs. 50,000 for the educational uplift of the Lingayat community. I quote below some extracts from His Excellency's speech on that occasion :—

“ The purpose of this College is in a particular degree to serve as a centre for developing and preserving the distinctive culture of the Kanarese-speaking country. I trust that this purpose will in future years be richly realised but that the necessity for providing educational opportunities of a more definitely professional and practical character will not be lost sight of.”

“ Much has yet to be done before the college reaches its full status as a first grade college. Financial difficulties have not yet been completely surmounted. They must be so well known to all of you in these difficult times that I do not propose to dwell upon them. But I will say this, that when I look around and see the obvious pride and satisfaction not only of the leaders of the Lingayat community but of the public of Belgaum generally in the establishment of this college, I feel sure that the difficulties will be overcome and that the College will in the fullness of time realise the ideals and ambitions which underlie its foundation.”

“ My best wish is that this College may be one which develop talents for a life or action and of practical pursuits and that it may turn out constructors, not destructors : to build requires skill, but to destroy only force and anger. I should like, too, to mention the importance of the physical as well as the mental side of our work. Robust physique is a great asset, and a good balance even more in the physical and mental, than in the financial, sense works wonders. Without sound mental and physical balance, sound judgment, which is of such immense value to a man and to a nation,

“is very unusual of attainment. With judgment we are able to take a large, calm and unbiassed view, without it hastiness is uncorrected and prejudice and passion often ensue.”

“I trust that the Lingraj College will go from strength to strength and will be a potent feature in building up traditions of the Lingayat Community. I wish it a long career of usefulness and every success.”

The College has been affiliated to the University for a period of 3 years from June, 1933, for the teaching of courses in First Year Arts and Intermediate Arts classes subject to certain conditions.

The Chellasing and Sitaldas Upper Sind Arts College was opened by the Upper Sind Collegiate Association. The College is named after Seth Sitaldas Tirathdas and Seth Chellasing Satramsingh whose generous contributions form the Endowment Fund of the College. The opening of this College has provided facilities for higher education for students in Upper Sind. The College has been affiliated to the University for 2 years for the teaching of courses leading up to the Intermediate Arts Examination subject to certain conditions. By the death of Seth Chellasing Satramsingh within 4 months of its opening the College lost one of its founders.

During the year the Nowrosjee Wadia and Sir Parashurambhau Colleges in Poona were affiliated for the teaching of the Pass course in French and the Honours course in Marathi up to the B.A. Examination; the Willingdon College, Sangli, for the teaching of the Intermediate Science, Group B, and the Honours Courses in Marathi and Kannada; the H. P. T. College, Nasik, for the Honours Course in Marathi and Pass course in Gujarati; the Karnatak College for the Honours course in Kannada, and the M. T. B. College, Surat, for the Honours course in Gujarati.

As already decided upon by Government, the Deccan College, Poona, was closed at the end of the academic year 1933-34. With the closure of this College one of the oldest educational institutions in this Presidency has gone out of existence.

19. The number of students in all Arts and Science colleges in British Districts, excluding the University School of Economics and Sociology (an account of which has been given in Chapter III), increased by 811 to 10,409. Of these 965 were women students as compared with 828 in 1932-33. The number of students in Government Colleges decreased from 2,572 to 2,490 and that in non-Government Colleges increased from 7,026 to 7,919. The decrease in the number of students in Government Colleges was due to the reduction in the classes at the Deccan College, Poona.

The following table gives the distribution of students by communities :—

—		1932-33.	1933-34.	Increase during the year.
Europeans and Anglo-Indians	.. ..	32	42	10
Indian Christians	.. ..	499	521	22
Hindus	{ Advanced .. ..	6,345	6,779	434
	{ Intermediate .. ..	720	859	139
	{ Backward .. ..	80	81	1
Muhammadans	.. ..	574	619	45
Parsis	.. ..	900	1,010	110
Sikhs	.. ..	12	16	4
Others	.. ..	436	482	46
Total ..		9,598	10,409	811

It will be seen that the increase is shared by all communities.

20. The total recurring expenditure on Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology, increased during the year from Rs. 21,91,530 to Rs. 23,01,134. It was met from the following sources :—

—	Amount.	Percentage in 1933-34.	Percentage in 1932-33.
	Rs.		
Provincial Revenues .. ..	4,79,108	20·8	21·6
District Local Board and Municipal Funds .. ..	5,500	0·2	0·4
Fees .. ..	14,60,055	63·5	60·1
Other sources .. ..	3,56,381	15·5	17·9
Total ..	23,01,134	100·0	100·0

The total expenditure on Government Arts Colleges decreased from Rs. 6,50,776 to Rs. 6,45,082, but the net cost to Government increased from Rs. 2,52,216 to Rs. 2,54,847. In the case of non-Government Arts Colleges the total expenditure increased from Rs. 13,69,322 to Rs. 14,76,823 and the Government contribution fell from Rs. 1,69,332 to Rs. 1,68,800. The average annual cost of educating a student in a Government Arts College increased from Rs. 289 to Rs. 297 and the cost to Government per student from Rs. 112 to Rs. 117. In aided Arts Colleges the average annual cost per student fell from Rs. 190 to Rs. 187 and the cost to Government from Rs. 28 to Rs. 24.

21. Owing to the application of the cut of 5 per cent. first in 1931-32 and again in 1932-33 the original allotment of grants-in-aid of Colleges. in-aid to non-Government Arts Colleges was reduced from Rs. 1,87,000 to Rs. 1,68,800. This reduction in allotment, coupled with the increasing expenditure of aided colleges, and the application of three colleges at Sangli, Nasik, and Belgaum for

grants-in-aid necessitated the re-assessment of grants to all colleges. These three colleges were added to the list of aided colleges and grants to all aided colleges were refixed for the triennium 1933-36, subject to certain conditions. One of these conditions is that every aided college should charge, with effect from the academic year 1934-35, a minimum rate of fee laid down by Government, viz. Rs. 70 per term per student in colleges in Bombay and Karachi and Rs. 60 per term per student in the mofussil colleges.

During the year a non-recurring grant of Rs. 4,000 was paid to the Chellasing and Sitaldas Upper Sind Arts College at Shikarpur for equipment subject to certain conditions.

22. The following table gives the results of the B.A. and B.Sc. Examinations. Examinations held at the end of the year 1933-34 :—

Name of College.	Total number examined.	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage to total passers.
<i>B.A.</i>						
Elphinstone .. .. .	68	5	20	37	62	91·17
Deccan .. .. .	19	..	2	16	18	94·74
Wilson .. .. .	119	9	31	54	94	78·99
St. Xavier's .. .. .	126	8	18	76	102	80·95
Gujarat .. .. .	62	..	12	41	53	85·48
Rajaram .. .. .	82	1	7	57	65	79·27
Baroda .. .. .	96	1	12	62	75	78·13
Fergusson .. .. .	118	7	18	68	93	78·81
Samaldas .. .. .	55	..	18	32	50	90·91
D. J. Sind .. .. .	68	2	9	50	61	89·71
Bahauddin .. .. .	16	..	3	11	14	87·50
Sir Parashurambhau .. .. .	84	..	13	50	63	75·00
Karnatak .. .. .	65	2	14	39	55	84·62
M. T. B. Surat .. .. .	35	1	3	22	26	74·29
Willingdon .. .. .	42	1	2	30	33	78·57
D. G. National .. .. .	27	..	2	22	24	88·89
H. P. T. Nasik .. .. .	25	..	1	19	20	80·00
Ismail .. .. .	27	1	7	13	21	77·78.
Nowrosji Wadia .. .. .	45	2	4	26	32	71·11
Average for the University						77·45
<i>B.Sc.</i>						
Wilson .. .. .	30	5	15	6	26	86·66
St. Xavier's .. .. .	41	7	18	12	37	90·24
Gujarat .. .. .	36	3	16	13	32	88·88
Baroda .. .. .	63	5	16	26	47	74·60
Fergusson .. .. .	133	11	21	39	71	53·38
D. J. Sind .. .. .	88	5	21	37	63	71·60.
Royal Institute of Science .. .. .	60	14	27	13	54	90·00
Sir Parashurambhau .. .. .	26	3	5	9	17	65·38
Rajaram .. .. .	21	..	2	9	11	52·38
Grant Medical .. .. .	4	..	1	1	2	50·00
Seth G. S. Medical .. .. .	..	..	..	..	..	..
Average for the University						68·51

23. Tutorial work is carried on in all Colleges as far as circumstances permit. The Principal, Gujarat College, reports—

“With the system of tutorials that we have here in this College it has been possible to keep up standards in spite of large numbers, for individual attention is paid to students’ needs and difficulties in the tutorial classes.”

The Principal, Karnatak College, on the other hand, says—

“In a College of this size it is very difficult to make complete tutorial arrangements especially in the larger classes. The members of the staff are in close contact with their honours students and students have ample opportunities for discussing their problems with their professors.”

The Principal, Fergusson College, reports—

“The tutorial system was this year applied to the First Year class. Members of the superior staff were entrusted with small batches of about 12 students each. The system in its present form is found to be of great use and greater promise.”

The Principal, D. G. National College, reports—

“The tutorial system continued to be worked in a modified form but had to be given up towards the end of the year on account of increase in the number of students.”

24. Reports from various Colleges show that there has been a great rush for admission into hostels attached to Colleges with the result that some of the Colleges found it necessary to provide additional accommodation.

In the Fergusson College an addition to the residential quarters for women students was made by the construction of the “Saraswati Quarters” bringing up the total accommodation to 40. The Sir Parashurambhau College had under construction two blocks to provide additional accommodation for 39 students (27 for men and 12 for women students).

The hostel accommodation in the M. T. B. College, Surat, was increased by the construction of a block of 38 rooms. Another block of 68 rooms was under construction at the end of the year.

25. Discipline is reported to be good. Students in general were free from extraneous influences and devoted themselves to normal academic work.

26. The number of students in the Institute increased by 20 to 291. They were distributed among the different classes as under :—

Intermediate Science	{	Group A . .	..	45
		Group B . .	..	39
Junior B.Sc.	..	..	..	55
Senior B.Sc.	..	..	..	61
M.Sc.	..	..	..	84
D.Sc.	..	..	..	7
		Total ..		<u>291</u>



The number of post-graduate students increased from 73 to 91.

Research work continued to be carried out both by post-graduate students and by all members of the staff. During the year ending 31st December, 1933, 34 papers were published : one in Mathematics, 4 in Physics, 19 in Chemistry, 5 in Zoology and 5 in Botany. The results of the students who passed the M.Sc. Examination by theses were as under :—

Subject.	Distinction.	Pass.	Fail.
Chemistry .. .. .	6	5	1
Physics .. .. .	..	1	..
Botany .. .. .	1	4	..
Zoology .. .. .	..	..	..
Total ..	7	10	1

The total expenditure on the Institute increased by Rs. 7,797 to Rs. 1,79,229 and was met from different sources as under :—

	Rs.
Provincial Revenues .. .. .	55,461
Fees .. .. .	43,188
Endowments .. .. .	79,774
Subscriptions and other sources ..	806
Total	1,79,229

Government's contribution increased by Rs. 4,479 to Rs. 55,461. This was due to certain non-recurring grants being placed at the disposal of the Principal from Provincial funds. The average annual cost per student fell from Rs. 608 to Rs. 606, but the cost to Government increased from Rs. 181 to Rs. 187.

During the year under report the East wing of the Institute was handed over to the University of Bombay for its new Department of Chemical Technology, on certain conditions, for a period of 5 years. This necessitated (1) the fitting up of the Junior Physics laboratory on the 2nd floor of the Institute which was previously used as residential quarters for one of the Professors and (2) the shifting of the hostel for post-graduate students from the top floor of the Institute to a rented building in the neighbourhood.

## CHAPTER V.

## PROFESSIONAL COLLEGES.

27. This chapter deals with Professional Colleges affiliated to the University. An account of other Professional institutions, such as Industrial and Technical Schools and Engineering and Commercial classes is given in Chapter IX.

28. The number of students in the College of Engineering, Poona, which is a Government institution, increased from 184 to 195. Of these, 100 were Advanced Hindus, 43 Intermediate Hindus, 19 Muhammadans, 22 Parsis, 7 Indian Christians, and 4 others.

The total expenditure of the College was Rs. 2,06,615 of which Rs. 1,54,971 or 74·9 per cent. was met from Provincial funds. The average cost per student was Rs. 1,054 and the cost to Government was Rs. 791 against Rs. 1,001 and Rs. 793 respectively in the preceding year. During the year an expenditure of Rs. 9,700 was incurred in equipping the Electrical Engineering laboratory for the newly instituted degree course.

Owing to the prevalence of the epidemic of plague in Poona the College had to be kept closed for some time.

The revised syllabus for the B.E. (Electrical) degree, referred to in the previous year's Report, was approved by the University and is now being followed in the College. Rules have also been framed making it possible for passed B.E. Mechanicals to graduate in the B.E. Electrical in the year following their graduation in Mechanical Engineering.

As a result of the recommendations of the Reorganisation Committee appointed by Government, the rates of fees charged in the College were raised as an experimental measure from Rs. 100 to Rs. 150 per term for new entrants and from Rs. 125 to Rs. 200 per term for new entrants from Indian States or other provinces, with effect from June, 1933.

The College sent up in March, 1934, 48 students for B.E. (Civil) and 10 for the B.E. (Mech.) of whom 22 and 8 respectively passed, one standing in First class and 27 in Second class.

The College was awarded a gold medal for handcrafts exhibited at the Poona Art Exhibition.

Many places of scientific and engineering interest were as usual visited on the annual instructional tours. In this connection the Principal reports—

“ The B.E. Civil students went on a combined Engineering and Geological tour to the Mettur Dam Construction on the River Cauvery, beyond Bangalore in the Madras Presidency. On the way they inspected the Engineering works at Bangalore and the Shiva Samudram Hydro-Electric works and the Kannambadi Dam near Mysore, and studied the Geology of the Crystalline complex and Dharwar Rocks of the Mysore Plateau, and the Kolar Gold Mines.

“They also visited various Engineering works and Building  
“Constructions in Bombay, and made a number of trips visiting  
“works of interest, both Engineering and Electrical, in the neighbour-  
“hood of Poona.

“The B.E. Mechanicals visited important Power works in Bombay,  
“such as the Love Grove Pumping station and other water works,  
“the G. I. P. Railway Workshops, and the Docks, and Tata’s  
“iron and steel works at Jamshedpur, besides visiting electrical works  
“in and around Poona.

“The S.E. Mechanical and Electrical classes visited similar works  
“in Poona and Bombay and at Belapur, Manmad, Nasik and Deolali.

“The S.E. Civils visited the Katraj Ghaut Road and the ghaut  
“portion of the M. & S. M. Railway between Alandi and Guroli.

“They also toured through Broach, Baroda, Ahmedabad and  
“Bombay, visiting Bridges, Buildings and Roads, and studied  
“methods and details regarding works in actual progress of the con-  
“struction of re-inforced concrete bridges, of an electrical tank at  
“Ahmedabad City, and of concrete roads at Bombay, etc. At Broach  
“they had the opportunity of witnessing the well and caisson sinking  
“of a number of piers on dry ground and under water ; at Ahmedabad  
“of the various Asphalt Maccadam construction ; and at Bombay of  
“the different systems of concrete road construction involving the  
“most modern methods of concrete mixing and laying, etc.”

The Advisory Committee of the College recommended that the number of students admitted annually to the Mechanical and Electrical Engineering courses should be raised from 10 to 20 each and that the number to the Civil Engineering side should be reduced from 50 to 30. This recommendation has been sanctioned by Government with effect from 1934.

The number of students on the rolls of the N. E. D. Civil Engineering College, Karachi, increased from 140 to 165. Of these, 96 were Advanced Hindus, 25 Muhammadans, and 44 others. The total expenditure of the College was Rs. 97,920 against Rs. 95,019 in the preceding year. Government paid a grant of Rs. 30,970 during the year. The average annual cost per student was Rs. 685 and the cost to Government Rs. 217 against Rs. 848 and Rs. 277 respectively in the preceding year.

As regards the financial position of the College the Principal reports—

“The financial position continues as anxious as ever. The Govern-  
“ment grant has gone back to the original figure, with a slight  
“percentage reduction. The staff feel compelled to make up this  
“deficit by a voluntary contribution from their salaries. The Public  
“Bodies have their own financial worries and some of them  
“have stopped their grant. The Port Trust which paid Rs. 1,500 in  
“the past, could pay nothing during the year under review.”

The College sent up 60 students for the B.E. (Civil) Examination of whom 22 passed, 20 standing in Second class.

During the year under review the College applied to the University for affiliation for the Degree courses in Mechanical and Electrical Engineering and at the end of the year the application was under the consideration of the University authorities.

29. The number of students attending the Degree course at the Sydenham College of Commerce and Economics, Commerce. Bombay, increased from 356 to 390. Of these, 239 were Advanced Hindus, 15 Intermediate Hindus, one Backward Hindu, 19 Muhammadans, 56 Parsis, 14 Christians, and 46 others.

As a result of the recommendations of the Reorganisation Committee Government considered the question of increasing the fees in this College but decided that they should not be increased. The following proposals were, however, sanctioned by Government as alternative sources of revenue with effect from the academic year 1933-34 :—

(a) that the number of students in the College should be increased from 350 to 400 ;

(b) that the system of charging fees for individual subjects should be abolished ;

(c) that post-graduate students should be charged fees of Rs. 60 per annum (new entrants only) ;

(d) that students from Indian States and other provinces should be charged fees at the rate of Rs. 125 per term instead of Rs. 100 in the case of new entrants only.

The adoption of these proposals sanctioned by Government is reported to have resulted in augmenting the revenue of the institution by Rs. 14,770.

The expenditure of the College increased from Rs. 68,956 to Rs. 70,627 and was wholly met from fees, from income from endowments, and from subscriptions and other sources. The cost per student was Rs. 179.

The College sent up 129 students for the B.Com. Examination in March, 1934, of whom 50 passed, one being placed in the First class. Four students appeared for and 3 passed the M.Com. Examination.

As regards methods of instruction the Principal reports—

“ Certain changes in the methods of instruction which had to be made in the year under report may be briefly noted here. As the Intermediate Commerce Class consisted of more than 150 students, it had to be split up into two separate divisions. Owing to this some changes had to be made in the methods of instruction hitherto followed. Formerly each Class was divided up into two or three smaller divisions for the purpose of solving difficulties and amplifying and illustrating the lectures given to the Class as a whole. On account of the increased numbers it was not found possible to continue the system for the Intermediate and Junior B.Com. Classes. The system has, however, been retained for the Senior B.Com. students, who on account of the progress made by them in their studies are better able to appreciate and benefit by the kind of work that can be done in the smaller classes.

“ In place of the ‘ class ’ system, which had to be discontinued for the Intermediate Class, a system of small tutorial groups was introduced. These classes were held three times a week mainly for the purpose of discussing the students’ written exercises with them. In order to ensure individual attention the number of students in each group was limited to a maximum of 10.

“ A new feature introduced during the year may be briefly noted. A special class, called the Current Topics Class, was held once a week for the students of the Intermediate Class, in order that their attention might be drawn to important topics of general interest of which every student ought to know something. Such subjects as the League of Nations, Civil Aviation, the Mount Everest expedition, the Tariff Board, the American Experiment, and Disarmament, were dealt with and explained. This experiment has proved very successful and it is hoped to make it a permanent feature of our work. It is a common complaint that the Indian student does not take any interest in topics beyond the range of his examination studies. The keen interest evinced by students of this College in the subjects brought to their notice in the Current Topics Class shows that this complaint is not well founded.

“ Visits of observation continue to form an important aspect of teaching work at the College. Among the places thus visited by the students were the Bombay Stock Exchange, the Bombay Bankers’ Clearing House, the Royal Mint, the Khatau Makanji Spinning and Weaving Mills and the Times of India Press.”

The following special courses of lectures were delivered at the College by members of the staff :—

A course of 4 lectures on “ India’s trade in Cotton Manufactures ” by Mr. M. J. Antia.

A course of 4 lectures on “ Problems of Transport Co-ordination in India ” by Mr. S. K. Guha.

In addition to the above lectures, several other lectures were given at the College. Among those who gave lectures were Sir Montague Webb, who gave an interesting discourse on the silver question, Mr. Francis Low who gave an informative lecture on “ How a Newspaper gets its news ” and Mr. C. B. Setna who spoke on the History of Radio.

The students of the College organised a Variety Entertainment at the Royal Opera House in aid of the Bihar Earthquake Relief Fund. The proceeds of the Entertainment, including donations given by the members of the staff and the students, amounted to over Rs. 2,000.

In connection with the employment of Commerce graduates, the Principal reports—

“ Graduates of the College continue to find employment in banks, insurance companies and other business concerns. Owing to the trade depression, however, it is becoming a bit more difficult for commerce graduates to obtain suitable employment. The scale of salaries offered by commercial firms has also been reduced. Whereas as some ten or twelve years ago it was not unusual for a B.Com. to

“ get a starting salary of Rs. 150, but nowadays he cannot expect a start of more than Rs. 60 or so. Nevertheless it is still true to say that graduates of this College find employment more easily than Arts and Law graduates. It is a question of demand and supply, and the comparatively small number of commerce graduates is a factor in their favour. Generally students who come from outside the Presidency have a higher market value in their own provinces where they have also better prospects of securing lucrative employment.”

During the year the College sustained a great loss by the sad and premature death of Mr. R. M. Joshi, Professor of Economics, who was connected with the College since its inception.

30. The Agricultural College, Poona, which is under the control of the Department of Agriculture, is the only institution of its kind in the Presidency. It had 142 students on its rolls against 178 in the preceding year studying for the B.Ag. Examination of the University.

Of the 61 students who appeared for the B.Ag. Examination, 51 or 83·68 per cent. passed. Of the two students who submitted theses for the Degree of M.Ag., one was declared to have passed and the result of the other is yet to be out.

The expenditure of the College was Rs. 1,35,934 of which Rs. 1,08,433 was met from Provincial funds. The total cost per pupil was Rs. 951 and the cost to Government Rs. 751.

31. The Grant Medical College, Bombay, which is a Government institution, is under the control of the Medical Department. It had 607 students (including 79 women) on its rolls against 551 (including 77 women) in the previous year. The total expenditure of the College during the year was Rs. 2,67,487 of which Rs. 95,376 was borne by Government. The total cost per student was Rs. 441 and the cost to Government Rs. 157.

The Seth Gordhandas Sunderdas Medical College, which is maintained by the Bombay Municipality, had 374 students on its rolls against 342 in the preceding year. The total expenditure of the College during the year was Rs. 2,14,149. The cost per student was Rs. 682 against Rs. 760 in the previous year.

32. The number of students reading Law in the four Law Colleges in Bombay, Poona, Ahmedabad, and Karachi was 1,255 as compared with 1,260 in the preceding year. During the year a new Law College called “ The Sykes Law College ” was opened at Kolhapur.

The number in the Government Law College, Bombay, increased by 79 to 599. This number includes 6 students for the LL.M. course. The College had 14 women students—11 in the 1st LL.B. class and 3 in the 2nd LL.B.

Books of the value of Rs. 2,576 were added to the Law library which continued to be freely used by the students of the College as well as by outside subscribers.

During the year Government sanctioned the remaining proposals in connection with the scheme of additional training introduced in the College in the previous year. They included conversion of the post of a Librarian into that of a Registrar and a new clerk and a peon.

The expenditure of the College during the year was Rs. 55,338 as compared with Rs. 51,581 in the previous year. The whole of the expenditure was met from fees.

33. The Secondary Training College, Bombay, which is a Government institution, prepares students for the B.T. Degree of the Bombay University.

The number of students in the College on 31st March, 1934, was 100, of whom 84 were men and 16 women. Of the 100 teachers, 10 were deputed from Government Secondary Schools, 83 from non-Government Schools, and 7 from Schools in Indian States.

The Principal reports that the good work which is being done by the College is becoming more widely appreciated throughout the Presidency, that the number of applicants for admission is increasing every year, and that the need of additional Hostel accommodation is very keenly felt.

The expenditure on the College was Rs. 60,721 as compared with Rs. 68,548 in the preceding year. The total cost per student and the cost to Government was Rs. 601 and Rs. 559 respectively against Rs. 692 and Rs. 659 in the preceding year.

The following table gives the results of the B.T. Examination :—

	Appeared.		Passed.	
	Men.	Women.	Men.	Women.
Parts I and II .. ..	78	10	55	9
Part I only .. ..	5	5	3	4
Part II only .. ..	1	0	1	0

In regard to these results the Principal observes—

“The most noteworthy feature of these results was the all-round superiority of lady students, as will be seen from the following results :—

	Appeared.	Passed.	II Class.
Parts I and II .. ..	10	9	4
Part I only .. ..	5	4	3

“On the whole, lady students appear to take their work more seriously, to come from a better class of Society, to enjoy more comfortable homes and to join the teaching profession from choice rather than force of circumstances.”

During the year, some of the rooms occupied by members of the staff were more suitably furnished and useful additions were made to the Library and museum. With the help of Dr. Burns, the Director of Agriculture, some valuable specimens were prepared for the College under his supervision at the Agricultural College, Poona. The number of maps, charts, and pictures was increased and also the number of educational Gramophone records. Owing to the large increase in the number of students it was found necessary to modify the old method of conducting Educational Excursions. The College no longer sends students to visit institutions in large batches of 50, but in small groups of 10 or 12. Considerable freedom of choice is allowed and among the institutions visited were the New Era School, the Montessori School, Cumballa Hill, the Colaba Observatory, the Times of India Press, the Prince of Wales Museum, and the Natural History Museum. On successive weeks 2 large parties of 50 were (by special arrangement) shown over the I.M.M. Training Ship "Dufferin".



CHAPTER VI.  
SECONDARY EDUCATION.

34. In this Presidency the expression "Secondary schools" refers to those schools in which English is taught, unlike other Provinces in which the figures for Secondary education include pupils in Vernacular Middle Schools. This Chapter deals with Anglo-Vernacular schools for boys and English-teaching schools. An account of Anglo-Vernacular schools for girls is given in Chapter XII and of European schools in Chapter XIII. Statistics for all Secondary schools have, however, been consolidated and given in the tables at the end of the Report.

*Anglo-Vernacular Schools for Boys.*

35. The number of Anglo-Vernacular schools increased by 26 to 571 and of pupils by 3,837 or by 4·0 per cent. The following table shows the distribution of these schools and the number of pupils in them by Divisions :—

Division.	Number of schools.			Number of pupils.			Percentage increase or decrease during the year.
	High Schools.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Bombay Division ..	65	71	136	24,156	6,400	30,556	+5·0
Central Division ..	41	67	108	17,292	3,788	21,080	+3·6
Northern Division ..	45	91	136	17,440	5,729	23,169	+5·6
Southern Division ..	30	31	61	8,812	1,518	10,330	+3·9
Sind ..	31	99	130	10,426	5,598	16,024	-1·2
Total ..	212	359	571	77,926	23,033	100,959	+4·0

Of the 100,959 pupils in Anglo-Vernacular schools for boys, 46,693 or 46·2 per cent. were in the High stage and 54,266 or 53·8 per cent. in the Middle stage of instruction. At the Matriculation examination of 1934, there were 18,436 candidates, of whom 8,747 or 47·4 per cent. passed.

The following table shows the distribution of Anglo-Vernacular schools for boys by Management :—

	Number of schools.			Number of pupils in			Percentage increase or decrease during the year.
	High Schools.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Government ..	25	4	29	8,548	628	9,076	-1·0
District Local Board ..	2	*153	155	367	4,337	4,704	+7·1
Municipal ..	21	45	66	6,177	4,345	10,522	+2·2
Aided ..	147	116	263	53,970	11,558	65,528	+6·3
Unaided ..	17	41	58	8,864	2,205	11,129	+1·7
Total ..	212	359	571	77,926	23,033	100,959	+4·0

\* These are mostly English classes attached to Local Board Primary Schools.

The figures indicate an all round increase in the number of pupils attending Secondary schools in all cases, except in the case of Government schools, where there is a small decrease due mainly to the stricter enforcement of the rule restricting the number of pupils in each class to the maxima prescribed by Government. The increase in the total number of pupils is attributable to the general desire of all the classes to give a modicum of English education to their children.

The pupils in Anglo-Vernacular schools for boys are classified by communities in the following table :—

				1932-33.	1933-34.	Percentage increase.
Hindus	{ Advanced Intermediate Backward	.. ..	.. ..	50,965	54,662	7·3
		.. ..	.. ..	19,024	20,246	6·4
		.. ..	.. ..	2,326	2,490	7·0
	Total ..		.. ..	72,315	77,398	7·0
Muhammadans	.. ..	.. ..	11,350	11,889	4·7	
Parsis	.. ..	.. ..	4,528	4,603	1·7	
Others	.. ..	.. ..	6,384	7,069	10·7	
Grand Total ..		.. ..	94,577	1,00,959	6·7	

The increase in the number of pupils belonging to the Backward Hindus is striking. The Intermediate Hindus follow them closely, while the Muhammadans have maintained their rate of progress. On the whole there is a satisfactory improvement in the position of the less advanced communities.

36. The total expenditure on all Anglo-Vernacular schools for boys increased from Rs. 57,22,605 to Rs. 59,48,717, which represents an increase of 3·9 per cent. and was met from the following sources :—

Source.			Expenditure.	Percentage.
			Rs.	
Provincial Funds	..	..	13,61,037	22·9
District Local Board and Municipal Funds.			2,50,372	4·2
Fees	..	..	35,07,345	59·0
Other sources	..	..	8,29,963	13·9
Total ..		.. ..	59,48,717	100·0

The expenditure incurred separately on Government, Board, Aided, and Unaided Anglo-Vernacular schools for boys is shown in the following table :—

		Expenditure.				
		Government funds.	Fees.	District Local Board and Municipal funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Government	High Schools ..	5,49,066	3,86,845	....	5,723	9,41,634
	Middle Schools ..	32,701	13,664	....	25	46,390
	Total A ..	5,81,767	4,00,509	....	5,748	9,88,024
District Local Board and Municipal	High Schools ..	71,938	1,91,157	96,407	5,609	3,65,171
	Middle Schools ..	35,919	1,57,448	1,06,547	6,680	3,06,594
Aided	High Schools ..	5,94,326	19,23,326	31,543	5,20,049	30,69,744
	Middle Schools ..	77,087	2,86,112	15,875	1,03,935	4,83,009
Unaided	High Schools ..	....	5,10,528	....	1,47,665	6,58,193
	Middle Schools ..	....	37,765	....	40,217	77,982
Total	High Schools ..	6,66,264	26,25,511	1,27,950	6,73,833	40,93,108
	Middle Schools ..	1,13,606	4,81,325	1,22,422	1,50,832	3,67,585
Total B ..		7,79,270	31,06,836	2,50,372	8,24,215	48,60,093
Grand Total A & B ..		13,61,037	35,07,345	2,50,372	8,29,963	59,48,717

It will be seen that of the total expenditure of Rs. 59,48,717, the expenditure on Government schools was Rs. 9,88,024 or 16·6 per cent., of which 40·5 per cent. was met from fees.

The following table shows the average cost per pupil in Anglo-Vernacular schools for boys under different managements for the years 1932-33 and 1933-34 :—

Management.	1932-33.		1933-34.	
	Total Cost.	Cost to Government.	Total Cost.	Cost to Government.
	Rs.	Ra.	Rs.	Rs.
Government .. ..	105·0	60·0	108·86	64·10
Board .. ..	43·11	7·11	43·48	6·93
Aided .. ..	55·5	11·1	53·95	10·20
Unaided .. ..	62·7	..	65·39	..
Total ..	59·0	13·14	58·53	13·39

Although the average cost per pupil in Anglo-Vernacular schools for boys decreased from Rs. 59 to Rs. 58·53, the cost to Government increased slightly from Rs. 13·14 to Rs. 13·39. The increase is almost negligible and is due mainly to the reduction of the emergency cut in salaries from 10 to 5 per cent.

37. There are 29 Anglo-Vernacular schools for boys directly maintained by Government. Non-Government schools, which satisfy generally the requirements of the Grant-in-Aid Code, are recognised by the Department. Recognised schools are required to follow the standards laid down by the Department, but it is open to them to adopt modified courses to suit their individual requirements with the previous permission of the Department.

Control.

Unrecognised schools not only lack the support and prestige which departmental recognition implies, but they labour under certain disadvantages. They are debarred from admitting Government scholars, nor can they send up pupils for any of the examinations held by the Department. Leaving Certificates granted by such schools are not recognised for the purpose of admission to recognised schools.

The Bombay University controls the Matriculation examination and affiliates schools for the purpose. This has introduced a sort of dual control over the schools: that of the Department and of the University. The position is not altogether satisfactory. This arrangement leaves the door open to schools, not recognised by the Department, to seek recognition from the University. Cases of schools obtaining recognition from the University, which have not been recognised by the Department, are, however, very few. The real danger to the whole fabric of Secondary education is the type of school established merely as a commercial venture. It resorts to questionable methods to increase its enrolment and income, and undercuts the recognised school which has to carry on its activities within the four corners of the rules. It is a healthy sign of the times that there has recently been an awakening of public opinion against such schools.

Schools are registered by the Department for grant-in-aid under the provisions of the Grant-in-Aid Code. The maximum grant admissible to a registered school is one-third of its admitted expenditure or one-half of its local assets, whichever is less. The maximum grant is, however, payable only if the school satisfies the requirements of the Grant-in-Aid Code. On account of financial stringency the funds placed at the disposal of the Department for several years past have been inadequate to pay full grants even to old established registered schools. As a matter of fact in recent years the allotment has been actually reduced, so that it is by no means easy for the Department to meet the

claims of schools, the number of which is fast increasing. By its judicious control of grant, however, the Department has been able to maintain and improve the efficiency of schools. There is, however, no doubt that the inability of the Department to implement fully the provisions of the Grant-in-Aid Code is a serious handicap. In this connection the Educational Inspector, B. D., observes—

“ In the absence of adequate grant-in-aid from Government and due to their inability to raise funds from the public in these days of depression, the managements of private Secondary schools are finding it difficult to conduct their schools. Their difficulties are further aggravated by the springing up of several unrecognised schools in their locality, especially in Bombay, and the consequent loss of fees due to a less number of admissions. Under these circumstances, the managers are tempted to admit raw boys from unrecognised schools to higher standards at the cost of efficiency. Of late the work of disposing of admission cases in the Educational Inspector's office has enormously increased. The unrecognised Secondary schools are a great scandal in Bombay. They do not seek recognition because they know they will not get it. They specialize in attracting failures of recognized schools by giving them promotions. ‘ Leap ’ promotion is by no means an uncommon feature in these schools and many of these leaps are obviously in the dark. The result is that a good many recognised schools, whose financial position is not strong, have to think twice before detaining pupils lest they may lose them and their fees. So the promotions in these schools tend to become lenient, as many managers have frankly admitted to me.”

In accordance with the general principle, which Government have accepted, of transferring Government Secondary schools to private agency under certain conditions, it was decided by Government during the year under review to transfer the control of the Government High School at Hyderabad to the Muslim Education Society, Hyderabad, with effect from 1st April 1934. The conditions regulating the transfer make adequate provision for safeguarding the interests of the Government staff lent to the Society.

38. The curriculum laid down by the Department in Schedule D to the Grant-in-Aid Code is followed in all Government and Recognised schools. Only a few schools have introduced other courses with the approval of the Department in order to meet the special needs of the areas which they exist to serve. The academic requirements of the Matriculation examination, however, hold the field in the Secondary school and colour its activities. The result is that the course of instruction generally

Courses and examinations.

followed in the school is inclined to be too theoretical, uniform, and unrelated to the daily life and surroundings of the pupil. The present system gives little scope for developing the pupil's personality or for stimulating his capacity for thinking and doing for himself. Preparation for the Matriculation examination has become the main business of the Secondary school, and cramming facts and words in order to pass the examination the main objective of the average pupil. Education must be regarded as something wider than mere book-learning. The necessity of broadening the curriculum is also imperative. It is desirable to develop within the school—particularly in a big one, a multiple curriculum in order to provide suitable alternate courses of education for pupils of differing capacities and dispositions. The chief defect in the present system of Secondary education is that the needs of the pupil who will not go to the University are not sufficiently taken into consideration. Although it is necessary that all pupils should receive some general education whatever may be their aim of life, it should be possible for boys to branch off at a suitable stage to one of a selection of courses, professional, commercial, industrial, and so on. This of course means very considerable extra expenditure, and, in present circumstances, is rather a counsel of perfection. The Educational Inspector, C. D., observes in this connection—

“ Apart from giving a practical and scientific turn to education, which is at present too literary and academic, it is necessary that immediate steps should be taken to make suitable provision for vocational training after the foundations of a sound general education have been well and truly laid.”

Although examinations have become a fetish, it is difficult to see how they can be replaced. What can and should be done is to encourage hand work in the High School. The present course of studies which was approved by Government some twenty years ago could with advantage be scrutinised in the light of present day conditions. The problem of liberalising the curriculum, and of bringing it into closer relation with the realities of the world and the interests of the pupil has become a most pressing one. Efforts are being made in a few High Schools to teach some agricultural or industrial course alongside of the ordinary literary course, if only to emphasise the dignity of manual work and to provide a training of the hand and eye ; but so far there is no clear appreciation of the aim of such instruction and its proper relationship to the ordinary course.

In all these problems it must also be borne in mind that the best devised curriculum will fail if it is not in the hands of understanding, practical, and efficient operators.

39. The medium of instruction in Anglo-Vernacular Standards I-V is generally the vernacular in all subjects except English. In the two higher standards English is generally used as the medium of instruction in all subjects except the Vernacular and the classical languages.

Medium of instruction.

The option allowed by the University to answer papers in the classical languages and History in the Vernacular is being increasingly exercised. This is clear from the following table :—

Year.	History.			Classical Languages.		
	Total number of candidates who appeared for the Matriculation Examination.	Number of those who answered the paper through the Vernacular.	Percentage.	Total number of candidates who appeared for the Matriculation Examination.	Number of those who answered the paper through the Vernacular.	Percentage.
1931 ..	13,540	8,705	64·3	4,831	2,776	57·5
1932 ..	15,252	10,056	65·9	4,773	2,735	57·3
1933 ..	16,968	11,598	68·3	5,274	3,157	59·8
1934 ..	18,114	12,657	69·9	5,270	3,110	59·0

#### *School-work and Methods of Teaching.*

40. English is the most important subject taught in Secondary schools. It is studied not only for its educational value as a modern language, but also on account of its practical use. The Divisional Inspectors' reports show that the standard reached in this subject is low on the whole. There are some schools which do maintain a high standard of English; the pupils not only speak and write simple and idiomatic English but also appreciate works of great authors. Such schools are, however, few and in the great majority of schools, the teaching of English leaves much to be desired. This is so, mainly because the number of competent teachers whose own English is above reproach is still small. At the initial stage when speech habits are being formed, it is very important that the class should have a teacher whose pronunciation is good and who is able to drill his pupils in the correct sounds.

The Direct method is generally followed with varying degrees of success in the first three standards in most of the schools. This method requires an insight into child psychology and a greater degree of previous planning and preparation of lessons on the part of teachers. Hence this method can be successfully handled only by capable and trained teachers.

The writing of English composition does not seem to receive the attention it deserves, nor is sufficient importance attached to formal grammar and the practice of individual reading. This is mainly the cause of a high percentage of failures at the Matriculation examination. Even the average matriculate of today cannot express himself in correct

English, nor can he lay any just claim to a real taste for reading. This is to be deplored. The Educational Inspector, C. D., attributes the comparatively low standard of English in Higher standards to—

- “ (1) the neglect of written expression in all standards ;  
 (2) the nearer teachers get to the Matriculation examination, the more they substitute cramming for education ;  
 (3) the complete inability of most teachers to extract any real work from pupils, i.e. to train them in the use of their brains and books.”

41. In recent years there has been a noticeable improvement in regard to the teaching of Mathematics both in method and outlook—thanks largely to the specialist teachers turned out by the Training College. Modern teaching aims at investing the subject with meaning and with purpose. There is still a marked tendency, however, to look upon each branch of Mathematics as a water-tight compartment. All the school branches of Mathematics could be effectively correlated if sufficient care and thought were devoted to them. Arithmetic dealing with numerical relations and Geometry dealing with space relations could and should be taught together. Algebra often provides ingenious labour-saving devices for both Arithmetic and Geometry. The modern methods of approach to Algebra are—

- (i) by means of formulae and generalised statements, and  
 (ii) by introducing the equation and the problem.

These methods introduce the pupil immediately to interesting practical problems and at the same time acquaint him with the main algebraic operations. Another subject which could be made really interesting and enjoyable but which is largely neglected in schools is the graph. Instead of beginning the subject as a pictorial representation of certain observations familiar to the pupil, teachers very often introduce it with a number of hackneyed definitions thus marring the whole beauty and reality of the subject.

Teachers who are not successful in making their subject interesting and alive are usually those who cannot think clearly themselves, who give no attention to the foundations of the subject and who confine their work to the limits of the text book. Admittedly the ordinary run of teachers still belong to this category. The training in Mathematics ought to develop precision, neatness and observation on the part of the pupil.

42. History is another subject in the curriculum to which considerable importance must be attached, as having a distinct bearing on the lives of our future citizens. A capable teacher of History can give a vivid picture of the daily life and environment of the people of past ages, and examine all the facts from different points of view so as to form unbiassed judgments of men and events. In most schools, however, History teaching is reduced to mere memorisation of disconnected facts of kings and battles and of dates of occurrences. The subject is made dull and uninteresting either



because teachers are apt to lecture instead of extracting work from pupils or because they simply read portions from books. The Educational Inspector, C. D., observes—

“The University has neglected this subject for Politics and Political Economy with the result that there is hardly a teacher in any Secondary school who has even the most elementary knowledge of History, its meaning, its purpose, or its philosophy. Secondly, the text books in use suffer from the same faults; where they are not tendencious, they are inaccurate cram books.”

43. Geography is one of the subjects which has attracted much attention in recent years. Many schools now provide Geography. teaching in the subject on up-to-date and sound lines. The Educational Inspector, B. D., however, remarks that no attempts are made to make an effective approach when dealing with a new country, either historically by way of colonization and voyages of discoveries and adventures or otherwise. The Educational Inspector, C. D., observes—

“Few teachers make any attempt to use children’s powers of observation or reasoning, but continue to cram children with isolated facts.”

44. The teaching of science leaves much to be desired generally in private schools in the mofussil due to a lack of well-equipped laboratories. The Government Secondary schools with their trained staff and well-equipped laboratories continue to provide efficient teaching in the subject.

A candidate for the Matriculation Examination is required to choose one of the four groups of science given below :—

- (1) Elementary Physics and Chemistry.
- (2) Elementary Botany and Zoology.
- (3) Elementary Physiology and Hygiene.
- (4) Domestic Science (for Girls).

Before a candidate is permitted to appear in Elementary Science he is required to produce a certificate from the Head of his school showing that he has carried out satisfactorily the practical course prescribed for Science.

45. Drawing is taught as a compulsory subject in the first five standards in almost all Secondary schools. There is, however, a complaint that as the subject does not find a place in the syllabus for the Matriculation examination, the pupils’ interest in it cannot be maintained. With a view to encouraging the teaching of this subject in all kinds of schools, grants amounting to Rs. 23,762 were paid during the year.

46. The following table shows the number of candidates who appeared for and passed the Elementary and the Intermediate Drawing Grade Examinations held in October, 1933 :—

Examinations.	Number examined.	Number passed.	Percentage of passes.	Prizes awarded.	
Elementary Drawing Grade.	Bombay Presidency.	4,476	2,644	59.1	17
	Outside Bombay Presidency.	1,731	943	54.4	2
	Total ..	6,207	3,587	57.7	19
Intermediate Drawing Grade.	Bombay Presidency.	2,165	1,576	72.7	27
	Outside Bombay Presidency.	994	654	65.7	5
	Total ..	3,159	2,230	70.0	32

47. In many schools however the teaching is improving and there are hopeful signs of healthy progress all round. To teach any subject effectively and well a teacher must have a thorough knowledge and practical experience of the subject. Some of the teachers in our Secondary schools are matriculates, and few of them are trained for their profession. Since they are not well paid on the whole, the vast majority of teachers cannot afford to continue their own education by means of books and travel. The Educational Inspector, C. D., observes—

“ Not more than one out of every five teachers has had any sort of special training or liking for his vocation. Even the teacher who has undergone regular training is unable to influence to any great extent the quality of teaching as he is often the slave of the method which he has been taught at the Training College. Natural free lessons which go to the heart of the pupils, which stimulate thought and leave something definite for the learner at each stage, and which are really enjoyed both by the teacher and the taught, are conspicuous by their absence.”

It must be admitted that methods of teaching are in the main still old fashioned and stereotyped. Efforts are made by the Departmental Inspectors of Schools to improve the class-room work in the course of their tours. In some Divisions, Educational weeks have been organised by the Inspectors for promoting professional advancement and making education a live thing. Apart from offering useful suggestions and advice for the guidance of the teacher, the Educational Inspector very often gives demonstration lessons. He is the chief agent for acquainting

schools with the latest ideas and experiments in method and organisation. He endeavours by admonition, criticism, advice, encouragement, and example to build up a higher standard of workmanship and get better value for public money.

48. In addition to the ordinary school work and games, the following School activities, are some of the chief school activities :—

Debating Societies, school excursions, schools magazines, photography, First Aid, hygiene, and sanitation classes, carpentry, fret-work, gardening, etc.

There were 165 School Co-operative Societies distributed as under :—

			1932-33.	1933-34.
Bombay Division	..	..	42	44
Central Division	..	..	47	49
Northern Division	..	..	31	30
Southern Division	..	..	12	4
Sind	..	..	36	37
Total ..			168	164

49. The number of pupils residing in hostels attached to Anglo-Vernacular schools for Boys was 4,033 as against 3,869 in the preceding year.

Hostels.

The average cost of food etc. per boarder in hostels attached to Government schools in the Bombay Division was Rs. 10 per mensem. In the Central Division the average messing charges per head ranged from Rs. 9 to Rs. 15, in the Northern Division from Rs. 7-8-0 to Rs. 10-12-0, and in the Southern Division from Rs. 4-3-0 to Rs. 9-9-10. The average cost in Government hostels in Sind was Rs. 10 per head, while the average cost on the whole in all kinds of hostels was Rs. 9.

50. The Report of the Provincial Secretary, Bombay Boy Scouts Council, shows that the total number of scouts, rovers, cubs, etc., of all ranks rose by 4,813 to 42,879 and were distributed as under :—

Boy Scouts.

		1932-33.	1933-34.	Increase or decrease.
Bombay Division	..	10,104	10,747	+ 643
Central Division	..	9,561	10,102	+ 541
Northern Division	..	8,883	11,386	+2,503
Southern Division	..	3,277	5,581	+2,304
Sind	..	3,303	2,742	— 561
States	..	2,131	2,064	— 67
Aden	..	257	257	..
Total ..		38,066	42,879	+4,813

The Northern Division has shown a very large increase. The Secretary remarks that the District School Boards in general showed a decidedly greater interest in the movement and in several cases organised Training Camps. During the year several such camps and rallies were held. In regard to the latter the Secretary reports—

“ This year has been marked by a large number of Rallies and Competitions. An All-Sind Jamboree was held at Karachi and a Divisional Rally at Dharwar. A small Provincial Rally at Bombay and District Rallies at Worli, Sholapur, Satara, Bijapur, Sukkur, Shikarpur, Broach, and Nira Project were also held. The Rallies at Bombay, Karachi, Sukkur, and Dharwar were presided over by His Excellency Sir Frederick Sykes and those of Worli, Sholapur, and Bijapur by His Excellency Lord Brabourne. The Dharwar Rally was attended by 1,900 Scouts, 400 of whom came from the States of Mysore, Sangli, and Phaltan.”

A pleasing feature of the movement was that great attention was paid to village uplift work and the Districts of Sholapur, Satara, and parts of Dharwar and Bijapur are reported to have done a good deal of propaganda work.

Mr. J. S. Wilson, Camp Chief of Gilwell, visited Bombay while on his way to Delhi to study scouting in India and to make suggestions for improvement.

A grant of Rs. 21,000 was paid by Government during the year to the Bombay Presidency Boy Scouts Association.

51. Physical training is now gradually being restored to its proper place in the school organisation. In Government schools physical education forms a regular part of the school work and games are also played daily. Open Air Drill is also practised in most of the schools. In this connection the Educational Inspector, B. D., remarks—

“ Considerable interest is evinced in the Physical Education of the boys during the past few years: both by the public and the schools. Quite a good number of gymnasiums are reported to have been started in the various towns and villages. Cricket, Hockey, Football, Volley Ball, Atyapatya, Khokho, and Hututu were the common games played almost everywhere. Some schools have introduced training in Lathi and Lejim and have provided well-equipped gymnasiums for their boys.”

The weak spot at present in this branch of school activity is the lack of trained staff capable of organising and co-ordinating work in physical instruction, games, etc. Absence of suitable playing fields also continues to be a handicap.

52. The total number of teachers in Anglo-vernacular Schools for boys in 1933-34 and their qualifications are shown in the following table :—

	Total number of teachers.	Trained teachers.		Graduates.	
		Number.	Percentage.	Number.	Percentage.
Government .. .. .	471	353	74·9	362	76·9
District Local Board and Municipal.	750	80	10·7	230	30·7
Aided .. .. .	3,574	457	12·8	1,527	42·7
Unaided .. .. .	539	42	7·1	261	44·3
Total Non-Government ..	4,923	579	11·8	2,018	41·0
Grand Total .. .. .	5,394	932	17·3	2,380	44·1

The figures indicate the continuance of the steady improvement of the quality of teachers. There was an increase of 223 in the total number of teachers from 5,171 to 5,394, of whom only 932 or 17·3 per cent. were trained, and 2,380 or 44·1 per cent. were graduates. The corresponding figures for the preceding year were 16·4 and 42·8 respectively. The percentage of trained teachers in non-Government schools was 11·8 against 10·6 in the preceding year.

Up to now there was only one training institution for Secondary teachers, viz. the Secondary Training College, Bombay, maintained by Government, but during the year under report the University approved of a proposal to open a Training College for Secondary Teachers at Kolhapur. This will undoubtedly relieve to some extent the pressure on the Government College whose enrolment is limited to 100. In order to meet the increasing demand for training facilities, Government had to enlarge and reorganise their College in 1932. The percentage of trained teachers will considerably rise in the not too distant future on account of these additional facilities for training.

In regard to the lack of teachers with adequate academic and professional qualifications the Educational Inspector, N. D., remarks—

“ More significant is the small percentage of 1st and 2nd class honours graduates in the teaching profession, except in Government schools. The inevitable conclusion is that neither the best nor the second best material is entering the teaching profession and this is largely due to the poor pay and prospects. The result is that the actual teaching in non-Government schools is poor, there being few trained minds and fewer specialist teachers in any subjects, since training cannot make up for ability and knowledge.”

The Educational Inspector, B. D., reports—

“ Under the present deplorable condition of the finances of the schools, they are not able to bear any cost of the training of the teachers and therefore they cannot make the teachers enter into any agreement regarding service for some fixed period in their schools. Moreover, the schools are not in a position to offer better prospects by introducing incremental scales or provident fund to the trained teachers. Thus some schools cannot secure a stable trained staff owing to financial reasons while others do not care to have a trained staff as they are run more or less on business lines.”

53. Some 12 years ago a scheme was introduced to meet the growing demand for English education, as an experimental measure, to open English classes in full Primary schools in District Local Board areas where facilities for English education did not exist. Since then the demand for these classes has been increasing rapidly. Their chief merit lies in the fact that they provide instruction in English more cheaply than an ordinary Anglo-vernacular School and in rural areas, but they cannot be regarded as a substitute for the Anglo-vernacular School and are not encouraged in Municipal and Urban areas where facilities for Secondary education exist.

The following table gives the distribution of these classes by management :—

Management.			Number of Classes.	Number of Pupils.
District Local Board	..	..	148	4,111
Municipal	..	..	12	857
Aided	..	..	1	90
Unaided	..	..	7	214
Total			168	5,272

The Educational Inspector, B. D., remarks—

“ From the point of view of efficiency these classes cannot be said to be successful, but they are liked by the people as they satisfy the needs of English Education of middle classes who cannot afford to send their children for the same to town places. Not more than half the number, however, go up for further education. The interest taken by the villagers in these classes is not of a permanent nature. Certain leading men take interest in them till their own children complete their course and soon after, the number of pupils begins to decrease, the classes ceasing to be self-supporting.”

The Educational Inspector, C. D., reports—

“ The demand for these classes is increasing every year and applications for permission to open new classes are continually being received from District Local Boards concerned. The fact, however, remains that in spite of these benefits, the classes do not prosper as they ought to. This is partly due to the fact that in most cases they are handled by raw and inefficient hands and partly

“ to the inability of parents, who are mostly agriculturists, to pay the “ fees.”

54. Free-studentships in Government Secondary schools are awarded according to the following scale under a revised Special facilities. scheme sanctioned in January, 1932, for a period

of three years :—

Advanced communities ..	7½ per cent. of the number of pupils from these classes.
Intermediate Classes ..	22½ per cent. of the number of pupils from these classes.
Muhammadans (Presidency excluding Sind).	22½ per cent. of the number of Muhammdan pupils.
Muhammadans (in Sind) ..	30 per cent. of the number of Muhammadan pupils.

Pupils from backward classes are admitted free provided they prove that they are unable to pay their fees. The scheme limits the total liability of Government to 15 per cent. of the number of pupils in Government schools on 15th January 1931, in each Division. The total loss in fee receipts to Government on account of these free-studentships was over Rs. 67,000 during the year. In addition to these facilities, fee grants amounting to Rs. 17,570 were paid to managers of schools under private and Local Bodies to cover the loss in fees sustained by them on account of free-studentships granted by them to children—

- (i) of the Konkani Maratha communities,
- (ii) of Indian soldiers or followers, and
- (iii) of school Mistresses.

The following table gives details of the Open and Special scholarships given in Secondary schools :—

Open Scholarships.				Special Scholarships in the Presidency proper.				
Available in High Schools' Standards IV-VII.		Available in Middle Schools' Standards I-III.		Total.	Intermediate.		Backward.	
Number.	Value.	Number.	Value.		Number.	Value.	Number.	Value
28	Rs. 5 per mensem each.	54	Rs. 3 per mensem for Presidency proper and Rs. 4 per mensem for Sind.	82	1,169	Standards I-III. Rs. 4 p.m. Standard IV .. " 5 p.m. Standard V .. " 6 p.m. Standards VI and VII .. " 8 p.m.	609	Same as for Intermediate Classes.

Special Scholarships in the Presidency proper— <i>contd.</i>		Special Scholarships in Sind.							
Muhammadans.		Total.	Intermediate.		Backward.		Muhammadans		Total.
Num-ber.	Value.		Num-ber.	Value	Num-ber.	Value	Num-ber.	Value.	
637	Same as for Intermediate Classes.	2,416	7		35		700		742
			Standards I-III..	Rs. 4 p.m.			Standards I-III..	Rs. 7 p.m.	
			Standard IV ..	" 5 p.m.			Standards IV-	" 9 p.m.	
			Standard V ..	" 6 p.m.			Standards VII.	" "	
			Standards VI and VII	" 8 p.m.					

The value of most of the scholarships was reduced during the year as a measure of retrenchment.

55. No books or periodicals other than those sanctioned by the Text Books and Provincial School Book Committee. Department are allowed to be used in Government, aided, or recognised schools or in any school approved by a Local Authority. There are six School Book Committees to assist the Director in determining what books shall be sanctioned. The Provincial School Book Committee deals with the books proposed for use in Secondary schools. The Director is the President of this Committee. The Vernacular School Book Committees, which are five in number, deal with books in different vernaculars. A detailed account of these Committees is given in Chapter VII. The following table gives the number of books received for consideration and the number of those which were either sanctioned or rejected by the Provincial School Book Committee in the years 1932-33 and 1933-34 :—

1	Number of books received including opening balance.	Number of books disposed of.		Books sanctioned as				Balance.
		Sanctioned.	Rejected.	Text Books.	Prize Books.	Library Books.	Prize and Library books.	
	2	3	4	5	6	7	8	9
1932-33	314	189	22	108	..	65	16	103
1933-34	417	283	46	118	..	161	10	89



The Department issues an annual list of periodicals and newspapers sanctioned for use in all kinds of schools in the Presidency. The suggestions made by heads of schools to include in the list additional newspapers or periodicals are duly considered.

56. There was a marked improvement in the tone and discipline in schools during the year under report.
- Discipline.

*English-teaching Schools.*

57. There was no change in the total number of English-teaching schools, which was 45. Of these, 23 were Boys' and 22 Girls' schools. There was an increase in the total number of pupils from 15,983 (9,839 boys and 6,144 girls) to 16,791 (10,275 boys and 6,516 girls). The number of European or Anglo-Indian children who attended English-teaching schools was 1,064 as against 1,073 during the previous year. The number of High and Middle schools for boys was 17 and 6, and that for girls 10 and 12 respectively. Of the two Normal classes, recognised by the Department, one is not now treated as a recognised institution.

58. The expenditure on all English-teaching schools increased by Rs. 46,267 to Rs. 11,06,112, of which Rs. 2,02,691 or 18·4 per cent. was met from Provincial funds, Rs. 6,64,164 or 60·0 per cent. from fees, and Rs. 2,38,407 or 21·6 per cent. from other sources.

The decrease in the expenditure from Provincial funds from Rs. 2,08,543 to Rs. 2,02,691 was due to the fact that maintenance grants were limited to the maximum of 25 per cent. of the total admitted expenditure as a result of the reduced allotment provided in the educational budget.

There was an increase in the average annual cost of educating a pupil in an English-teaching school from Rs. 66 to Rs. 67, while the cost to Government decreased from Rs. 13 to Rs. 12. The maintenance grants paid totalled Rs. 1,97,535. Owing to the inadequate allotment placed at the disposal of the Department, English-teaching schools, like ordinary Anglo-vernacular schools, did not receive full grants.

59. Candidates attending English-teaching schools sit for the Matriculation Examination of the Bombay University. Five hundred and thirty-two pupils appeared for this examination and 432 of them, i.e. 81·2 per cent., passed. Only two English-teaching schools are permitted to follow the curriculum of studies prescribed for European schools. Of the 6 pupils sent up by these schools for the Cambridge School Certificate Examination, 4 passed.

60. There was an increase in the total number of trained and untrained teachers in English-teaching schools from 790 to 823. The number of trained teachers was 413 (135 men and 278 women) and of untrained teachers 410 (154 men and 256 women). Three teachers from three different schools were deputed

to the Secondary Training College, Bombay, of whom one received a stipend from Government. There is no separate training institution for men and women teachers in English-teaching schools. Some women teachers from these schools attend the Convent Normal Class, Byculla, while others, both men and women, study privately and appear for the Secondary Teachers Certificate Examination. Forty-four such teachers from seven English-teaching schools appeared for the S. T. C. examination in 1933, of whom 25 were successful.

The average pay of a teacher in an English-teaching school was Rs. 75 per mensem.

61 On the standard of instruction in these schools the Inspector of General. European Schools remarks as under :—

“A considerably greater variation from a good average standard is observable in the case of English-teaching Schools than in the European Schools. The better Schools are extremely good—the poorer (and smaller) Schools have still much progress to make.”

“The better Schools as a rule have the better buildings and accommodation though this is not invariably so. More decisive factors are (a) the educational competence of the Head Masters and/or Managers, (b) the quality of the staffing. (The quality of the children admitted to the different schools shows considerably less variation than is observable in European children admitted to European Schools).”

“With regard to (a), I am happy to say that young and specially competent Head Masters have been put in charge of some Schools with markedly beneficial results. They bring ideas and wider enthusiasm : both welcome on account of the evident conservative tendencies of the less efficient schools. Very few of these Head Masters are, however, trained.”

“With regard to (b), I have to say that there has been slight improvement in the teaching and staffing since the last Annual Report. Most schools still fail to see the urgency of the need for trained teachers in the lower classes and there is a disappointingly large number of unqualified teachers still in employment. Schools are, however, tending more and more to appoint only trained teachers when vacancies occur on their staff.”

“Specialist subject teaching is attempted in most schools—where it is less wholeheartedly or successfully attempted, it is inferior qualification of staff which is the obstacle.”

“Several schools have made extraordinarily pleasing progress during the year. Extensive building has been undertaken in one or two cases.”

## CHAPTER VII.

## PRIMARY EDUCATION.

62. The term "Primary Education" is applied to instruction given wholly through one of the recognized vernaculars of this Presidency. In the case of boys the prescribed full primary course covers a period of eight years, and in the case of girls seven years. The whole course is divided into two stages, the Elementary or Lower Primary stage and the Upper Primary stage. The Lower Primary course comprises the Infants class and standards I to IV, i.e. elementary education as defined in the Primary Education Act, while the Upper Primary course comprises standards V-VII for boys and standards V and VI for girls.

63. The total number of Primary schools for boys and girls decreased by 78 to 14,616 but the number of pupils increased by 28,205 to 1,168,564. The following table gives the number of schools and pupils by management :—

Management.	Number of schools (Boys' and Girls').		Number of pupils.	
	1932-33.	1933-34.	1932-33.	1933-34.
Government .. ..	33	34	4,569	4,585
District Local Board .. ..	10,121	10,183	660,066	677,733
Municipal .. ..	1,726	1,727	315,010	328,111
Aided .. ..	2,574	2,478	152,451	140,245
Unaided .. ..	240	194	8,263	8,890
Total .. ..	14,694	14,616	1,140,359	1,168,564

The average number of pupils in a Primary school was 80.

The decrease in the number of schools was in aided and unaided schools. There was an all-round increase in the number of pupils in all kinds of schools except in the aided schools. During the year under report two new Government schools were opened at Naroda and Wadaj in the Ahmedabad District for Backward classes by the Backward Class Officer, whereas the school at Dandale in the Southern Division maintained for the children of the criminal tribes was closed.

64. The following table gives the distribution of children in different standards of Primary schools:—

Stages of Instruction.		Boys.	Percentage to total.	Girls.	Percentage to total.
Infants	.. ..	278,111	31·3	123,111	44·1
Standard I	.. ..	152,583	17·1	51,854	18·6
Standard II	.. ..	141,921	16·0	41,843	15·0
Standard III	.. ..	116,966	13·1	29,346	10·5
Standard IV	.. ..	101,066	11·4	19,612	7·0
Total—(Lower Primary Stage)		700,647	88·9	265,766	95·2
Standard V	.. ..	44,867	5·0	7,487	2·7
Standard VI	.. ..	28,275	3·2	5,856	2·1
Standard VII	.. ..	25,475	2·9	191	..
Total—(Upper Primary Stage)		98,617	11·1	13,534	4·8
Grand Total—(Lower and Upper Primary Stages)		889,264	100·0	279,300	100·0

The percentage of boys and girls in the Upper Primary standards shows a slight decrease as compared with the figures of last year.

The above tables show clearly that the great bulk of wastage and stagnation occurs between the Infant Standard and Standard I. This wastage is due to many factors, probably chiefly social and economic, but educational factors are present also. Infants at all stages of progress are huddled together into rooms and frequently put in charge of the most junior and inexperienced teacher in the school. There is thus little method or attractiveness in the teaching they receive, and the children finding little happiness in school life drop off or stagnate all the more easily.

So far as these aspects of the question are concerned it seems to me that the Department can attack the problem in two allied ways with some hope of success. Whenever money becomes available I should like to see Government institute kindergarten courses in its training colleges and aid any other college which is willing to take up the work, so that we may be able to turn out specially and suitably trained Infant Class mistresses. It cannot be too strongly emphasised that Infant class work has almost a special technique of its own and this has never been adequately noticed and allowed for in our system. I would go further and add that it will be well to prepare public opinion so that such trained women teachers might teach in all Primary schools up to, say, standard II.

With intelligent trained teaching I feel that the Department would have done what lay in its power to minimise the drop in numbers which takes place in the transition from the Infant class to Standard I in our Primary schools.

65. On the average one Boys' Primary school served an area of 9.6 square miles and there was one school for every 2 villages. Of the total male population, 7.8 per cent. was under instruction in Primary schools.

There are in all 26,859 towns and villages. Of these, 16,200 are without a school, and the population in almost half the number of villages without a school is below 250. It may not be possible to open a school in all villages, but in those villages where the population is over 500, and there are nearly 2,000 such villages, the Local Authorities would do well to consider the question of encouraging the opening of aided schools.

66. The total expenditure on Primary schools increased by Rs. 8,24,422 to Rs. 1,99,38,008 and the Provincial expenditure by Rs. 6,08,838 to Rs. 1,09,67,950. The increase in the Provincial expenditure was mainly due to the reduction of the emergency cut to 12 per cent. in 1933-34 from 19½ per cent. in 1932-33.

The total expenditure was met from the following sources :—

Source.	Amount.	Percentage.
	Rs.	
Government Funds ..	1,09,67,950	55.0
Board Funds ..	63,94,361	32.1
Fees ..	6,45,805	3.2
Other sources ..	19,29,892	9.7
<b>Total ..</b>	<b>1,99,38,008</b>	<b>100.0</b>

67. The following table shows the comparative average cost of educating a pupil in a Primary school for Boys by Average cost per pupil. Management :—

	Average cost of educating a pupil.			
	1932-33.		1933-34.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government ..	27 7	26 13	26 0	25 5
District Local Board ..	14 7	11 4	14 14	11 12
Municipal ..	22 8	7 11	22 7	7 15
Aided ..	15 9	3 12	16 12	3 14
Unaided ..	9 5	....	11 7	....
<b>Average cost ..</b>	<b>16 8</b>	<b>9 8</b>	<b>16 14</b>	<b>9 14</b>

The reduction in the emergency cut from 19½ per cent. applied in 1932-33 to 12 per cent. was mainly responsible for the increase in the average cost per pupil.

The slight decrease in the total cost in respect of Municipal schools was due to the increase in the number of pupils without a corresponding increase in expenditure.

68. Under Primary Education Rule 78 all girls and children of the Depressed Classes, and the children of all those who are poor and unable to pay fees, are admitted free into Government and Local Authority Primary schools.

The total fee collection in Primary schools for Boys amounted to Rs. 5,57,947 or 3·5 per cent. of the total expenditure. The average annual fee per pupil in a Primary school for boys increased to 9 annas from 8½ annas of the previous year.

The following table shows by management the average annual fee per pupil :—

				Rs.	a.	p.
Government	..	..	..	0	10	9
District Local Board	..	..	..	0	5	8
Municipal	..	..	..	0	3	11
Aided	..	..	..	2	5	5
Unaided	..	..	..	0	15	0

The increase in the average annual fee per pupil was due mainly to the charging of fees at higher rates by aided and unaided schools.

During the year under report, the following uniform rates of fees for the Practising schools attached to the four Training Colleges for Men at Poona, Ahmedabad, Dharwar, and Hyderabad were sanctioned subject to certain conditions :—

Infants and Standard I	..	Annas 2 per pupil.
Standard II	..	Annas 3 per pupil.
Standard III	..	Annas 4 per pupil.
Standards IV and V	..	Annas 6 per pupil.
Standards VI and VII	..	Annas 8 per pupil.

69. The general condition of accommodation provided remains unsatisfactory. Of the 10,183 District Local Board School Buildings. schools for boys and girls, 2,838 or 27·9 per cent. have their own buildings, 495 or 4·9 per cent. are held in buildings partly District Local Board and partly rented, 2,022 or 19·8 per cent. are in exclusively rented buildings, and 4,828 or 47·4 per cent. in rent-free buildings such as temples, chavdis, dharmashalas, or private houses. The majority of rented and rent-free buildings are reported to be unsuitable for school purposes. Thirty-nine new buildings were erected by District Local Boards in 1933-34, twenty-three were under construction, while eight buildings were extended.

Eight buildings in the Ahmedabad and Panch Mahals District Local Board areas were constructed with the aid of a popular contribution and one in the Ahmedabad Municipal area. In the Broach District

the people of Kavitha constructed a building and handed it over to the District Local Board to be used as a school house. Under the Sheth Mangaldas Girdhardas Building Fund Scheme the construction of two school buildings at Palachar and Karol was taken in hand. From the Sir Purushottamdas Thakordas Building Fund scheme for the Surat district, a building for the District Local Board School at Siker was built and one hall was constructed at Nizar.

During the year under report Government sanctioned the construction of a school building at Rayam in Bardoli Taluka of the Surat District through the agency of the Public Works Department. The buildings will be handed over to the District Local Board, Surat, on condition that it executes the usual trust-deed and the expenditure on the building will be considered as grant-in-aid to the District Local Board.

The Cantonment Local Authority, Hyderabad, will shortly take in hand the construction of a school building costing Rs. 18,000. Towards the cost of the building Rs. 8,000 have been donated by the Government of India and Rs. 4,000 have been donated by the public. A further donation of Rs. 4,000 has been promised and the remaining amount will be provided by the Local Authority itself.

70. During the year under report the total number of teachers (both men and women) in Primary schools under all Teachers. managements was 37,669 as against 37,291 during the year 1932-33. The percentage of trained teachers has gone up to 48·5.

The following table gives the number of trained and untrained teachers in Government, District Local Board, and Municipal Boys' schools in from 47·8 each Division :—

Division.	Trained.				Untrained.			Grand total.
	III Year.	II Year.	I Year.	Total.	Qualifed.	Unqualifed.	Total.	
<i>Bombay Division</i> ..	426	876	1,621	2,923	2,318	313	2,631	5,554
Percentage to total ..	7·6	15·8	29·2	52·6	41·8	5·6	47·4	100
<i>Central Division</i> ..	489	1,441	2,745	4,675	4,391	192	4,583	9,258
Percentage to total ..	5·3	15·6	29·6	50·5	47·4	2·1	49·5	100
<i>Northern Division</i> ..	634	662	1,417	2,713	2,433	82	2,515	5,228
Percentage to total ..	12·1	12·7	27·1	51·9	46·5	1·6	48·1	100
<i>Southern Division</i> ..	766	1,002	1,138	2,906	1,690	68	1,758	4,664
Percentage to total ..	16·4	21·5	24·4	62·3	36·2	1·5	37·7	100
<i>Sind</i> ..	541	440	939	1,920	1,165	11	1,176	3,096
Percentage to total ..	17·5	14·2	30·3	62·0	37·6	0·4	38·0	100
Total ..	2,856	4,421	7,660	15,137	11,997	666	12,663	27,800
Percentage to total ..	10·2	15·9	28·3	54·4	43·2	2·4	45·6	100

The following statement gives a comparative view of the percentage of the trained element during the year under report and the previous year from which it will be seen that there has been no appreciable increase in the percentage of trained teachers :—

Division.	Percentage of trained teachers.	
	1932-33.	1933-34.
Bombay Division .. ..	52·1	52·6
Central Division .. ..	49·7	50·5
Northern Division .. ..	49·8	51·9
Southern Division .. ..	62·7	62·3
Sind .. ..	62·1	62·0
Total ..	53·8	54·4

The standard of training hitherto aimed at was 50 per cent. This percentage is secured in all Divisions, while Sind and the Southern Division are considerably in excess. The only difficulty in the way of having a higher percentage is cost. The question of increasing the output of trained teachers without increasing the cost of Primary education is under the consideration of Government, and it is hoped that it will be possible in the near future to increase the output of trained teachers without seriously increasing the cost of Primary Education.

71. Primary school teachers handed over to Local Authorities are paid at the rates sanctioned by Government for such teachers in 1924. The revision of the scales of pay of Primary school teachers appointed after 1923 was sanctioned by Government in 1929 and most of the Local Authorities in the Presidency have adopted these scales. The Bombay Municipality have their own scales of pay for their Primary teachers. These scales compared to the scales sanctioned for teachers in other Municipalities are very high with the result that the cost of educating a pupil in Bombay City is three times the cost in other parts of the Presidency.

The permission given by Government for the withdrawal of the Head Masters' and First Assistants' allowances after 1st December, 1930, has been taken advantage of by some of the Local Authorities, but most Local Authorities have applied graded cuts to the pay and Head Masters' and First Assistants' allowances as a measure of retrenchment. Head Masters' and First Assistants' allowances, although educationally sound, have led to a great deal of dissatisfaction mainly due to injudicious promotion and award of these allowances. The remarks of the Chairman, School Board, Satara Municipality, in regard to the payment of Head Masters' and First Assistants' allowances may be quoted with advantage—



“The next point to which I want to refer is a system of Head ‘Masters’ and First Assistants’ allowances. The system has lost its utility with the change of times and to maintain it means diversion of teachers’ attention from their educational duties to intrigues and sycophancy.”

Primary teachers are also able to supplement their pay in some cases by work for other Departments. Primary school teachers who work as Branch Post Masters or take up the work of Co-operative Societies and other Departments receive allowances ranging from Rs. 2 to Rs. 12 a month.

The present scales of pay were sanctioned at a time when prices were abnormally high during what is commonly known as the boom period and they are far in advance of the rates of pay prevailing in other Provinces and neighbouring Indian States. A scale of pay which was probably necessary in exceptional conditions cannot possibly be continued if any definite programme of expansion of Primary Education is to be undertaken by Local Authorities. The general question of the revision of the scales of pay for new entrants is under the consideration of Government.

72. The shift system is an educational make-shift in the interest of economy in accommodation, and in teaching staff, and although the system is unpopular both with the parents and the teachers, it is being tried by some of the Local Authorities in view of the present financial stringency.

The Educational Inspector, Bombay Division, reports that the system has met with considerable success in the Municipal schools at Chiplun where the Head Master of the 1st grade school is a capable worker. On the other hand the District Local Board, West Khandesh, the Poona City Municipality, and the Sholapur Municipality, where the shift system was introduced under the Compulsory scheme, have discontinued it as it did not prove popular with the teachers or the parents. The shift system introduced by the Bombay Municipality has not proved an unqualified success. The Secretary, Schools Committee, reports that “the curriculum at present laid down for the Infant standard must be somewhat curtailed in order to enable the infants to finish it completely in one year in the curtailed hours of instruction.”

The effect here is thus obviously retrograde and not only that there seems to be a lack of understanding of the great and almost vital importance of infant work, in a situation such as this.

For small children haste is undesirable and to base a scheme of education on a period of time and not upon a thorough study of the child and his needs for a happy natural development is far from ideal.

The shift system has little to commend it except necessity. Even in thickly populated areas where children have not far to go to school and where teachers co-operate reasonably, the results are almost always disappointing. Double shifts of teachers leave the recurring expenditure where it is. If only one set of teachers is employed, the system is

undoubtedly very hard on the teacher. Even where two sets of teachers are employed it is found that the children who attend the second shift are already in many cases tired out with play, work, etc., and have used up much of the energy necessary to reap the benefit of the teaching in the school. Three hours' efficient instruction is sufficient for very small children if they attend regularly but both teacher and child must come fresh to their task.

73. The curriculum followed in Primary schools has come in recently for a good deal of criticism. It is believed in certain quarters that apart from financial stringency the present curriculum is, to a certain extent, responsible for arresting the progress of literacy or the expansion of Primary education and various suggestions have been put forward for altering or watering down the courses. Whilst it is true that there is a need for dovetailing and rearranging the existing curricula in such a way as to leave the structure unimpaired but make the course simpler and more logical, most of the suggestions for simplifying the course or for omitting certain subjects which are considered to be ornamental betray ignorance of the psychological development of the child.

It cannot be too strongly emphasised that Primary education does not consist of a certain tale of years into each of which so much knowledge is to be pushed into children. On the contrary, the system must be based on the child's need for happy and natural development. If this is understood then Nursery schools, Infant Departments, and the Primary course fit in naturally and logically, and the time required for the passage of the average child through each of them is now fairly well-known and defined.

In the same way subjects such as Drawing, Singing, handwork, drill, assume their real value and place. It cannot be too strongly emphasised that these subjects and others like them are not ornamental subjects. They have a sound and vital educational value and help greatly in the all-round development of the child. For this reason they come in, each in its own place in the curriculum. They incidentally act as a relief from the boredom of the ordinary formal subjects and the skilful teacher knows this and arranges the time-table accordingly. The Primary course does set out to teach the three R's. These other subjects in the hands of understanding and skilful teachers come in as aids to teaching almost from the beginning. Fundamentally they are as useful as reading, writing, and reckoning.

I add a quotation from the *London Times Educational Supplement* which shows the views held in England.

“ The annual reports of Sir George Newman, Chief Medical Officer  
 “ of the Board of Education, have always a special interest for teachers  
 “ in primary schools, who are brought into daily and close contact  
 “ with the conditions and effects of which these reports treat. Sir  
 “ George lays it down that perhaps the most important things which  
 “ a child can receive at school are a healthy habit and understanding.

“ a healthy conscience, a clean body, sound nutrition, and physical exercise. In our primary schools these essentials are not easily attained. Too often children come from homes in which none of the five are to be found. For this the parents are not always to blame.”

74. School gardens are maintained by many schools and efforts made to use these gardens for Nature Study. In spite of the difficulties which exist in most places, some schools have excellent gardens and make good use of them. In this connection the Educational Inspectors' remarks are as under :—

(1) *The Educational Inspector, Bombay Division—*

“ Very few schools have decent gardens. Some teachers have a liking for gardening but they are not able to maintain the gardens in good condition for want of water in the vicinity and other facilities.”

(2) *The Educational Inspector, Central Division—*

“ For want of funds the gardens maintained are not generally found to be in good condition. In this connection the Chairman, District School Board, East Khandesh, reports that the chief reasons for the neglect of this subject are inadequacy of funds allotted for the purpose and lack of enthusiasm in teachers.”

(3) *The Educational Inspector, Southern Division—*

“ The principal cause for the neglect of this subject appears to be due to want of suitable plots and good water supply which are essential for school gardening.”

75. The Agricultural-bias schools teaching from Vernacular Standard V to VII give instruction of a nature specially adapted to the needs of the agricultural classes. During the year under report, the number of Agricultural-bias schools increased by 3 to 80, the number of pupils attending these schools being 2,688 as against 2,621 of the previous year. Two new classes were opened in the Bombay Division and one in the Central Division. The following table gives details of the classes and the number of pupils attending them :—

Division.	Number of schools.	Number of pupils.			Total.
		Standard V.	Standard VI.	Standard VII.	
Bombay Division ..	10	159	99	80	338
Central Division ..	29	432	363	326	1,121
Northern Division ..	12	185	117	141	443
Southern Division ..	25	294	186	204	684
Sind ..	4	44	19	39	102
Total ..	80	1,114	784	790	2,688

Although the number of classes shows an increase, there has been no material improvement in the number of pupils attending these classes. It is worth noting that in the Central Division there were 21 girls attending these classes of whom as many as 16 were from the East Khandesh District. On the whole the classes are reported to be doing useful work, but the progress in Sind has been disappointing. Wherever the School Board have taken a personal interest and have taken care to secure the services of an enthusiastic teacher the classes have done well.

The Educational Inspector, Central Division, reports—

“ At the time of the Patils Darbar held at Ahmednagar in October, 1933, an Agricultural Exhibition was arranged and one stall was reserved therein for the exhibits of the Agricultural Bias classes in that District. Demonstration in weaving under this method was specially arranged. Another Agricultural Exhibition was also held at Mulegaon, District Sholapur, in February, 1934, by the Village Improvement Committee, Sholapur, under the auspices of the Commissioner, Central Division. A special stall was reserved to exhibit the products of the Agricultural Bias Classes and to give practical demonstration of the articles of daily use which the students turned out as a result of the instruction which they got in Carpentry, Smithy, etc. The Agricultural Bias Class at Laul got a prize for its Jowari crop.”

The Educational Inspector, Bombay Division, remarks—

“ Rural Clubs have been established in Agricultural schools in the Nasik District. Old boys and Agricultural teachers are the members of the clubs. Attempt is made through the Rural Clubs for the spread of education to the gentry about agricultural subjects, i.e. manure, seeds, preparing grafts, cultivation of lands, etc.”

76. The number of candidates for the Vernacular Final Examination Examinations. for boys is gradually increasing. The number that appeared at the last examination was 19,106 of whom 8,366 or 43·8 per cent. passed, the corresponding figures for the previous year being 17,379 and 7,863.

The following table gives the percentages of passes separately for each Division :—

	Percentage.		
Bombay Division .. ..	..	..	54·9
Central Division .. ..	..	..	48·3
Northern Division .. ..	..	..	28·7
Southern Division .. ..	..	..	39·7
Sind .. ..	..	..	44·4

In addition, 1,062 candidates appeared for the special Urdu Vernacular Final Examination, of whom 410 or 38·6 per cent. passed.

77. The number of School Co-operative Societies, most of which are unregistered, increased by 97 to 630. In this connection the Educational Inspectors report as under :—

Co-operative Credit Societies.

(i) *The Educational Inspector, Central Division—*

“ These are managed by pupils in higher standards under the guidance of teachers, and are found very useful as these encourage self-help and thrift and also develop the co-operative spirit among the pupils.”

(ii) *The Educational Inspector, Northern Division—*

“ These societies are helpful in giving a training to pupils in account keeping and developing a sense of social and economic co-operation.”

(iii) *The Educational Inspector in Sind—*

“ These societies give useful training to children in thrift and self-help.”

78. There are five Vernacular School Book Committees which deal with the question of sanctioning School Books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu. The Divisional Inspectors, Central Division, Northern Division, Southern Division, and in Sind are respectively the Presidents of the School Book Committees for the books in the first four languages and the Educational Inspector, Bombay Division, is the President of the Urdu School Book Committee. These Committees, which are mainly consultative, advise the Director regarding the books to be sanctioned. The following table gives the work done by these Committees during the year :—

	Number of books received including opening balance.	Number of books disposed of		
		Sanctioned	Rejected.	Balance.
Urdu School Book Committee ..	120	105	15	..
Marathi do. ..	250	221	29	..
Gujarati do. ..	231	116	38	77
Kanarese do. ..	87	73	14	..
Sindhi do. ..	59	41	2	16
Total for 1933-34 ..	747	556	98	93
Total for 1932-33 ..	655	513	99	43

79. The number of Primary schools in Bombay City increased Bombay Municipality. by one to 471 and the number of pupils by 5,059 to 84,165.

Of the 2,167 teachers, 1,122 or 51·8 per cent. were trained. Of the remainder, 844 or 38·9 per cent. were qualified and 201 or 9·3 per cent. unqualified.

The total expenditure on Primary Education was Rs. 32,01,191 (both for Municipal and approved schools) as against Rs. 30,95,345 in the previous year. The Municipality received a maintenance grant of Rs. 7,29,774 (after a cut of 12 per cent.) on its approved expenditure of Rs. 30,29,574.

The Government grant to the Municipality is limited to Rs. 6,25,000 for voluntary education and Rs. 2,70,000 for the compulsory scheme. For the present they are receiving their full quota of Rs. 6,25,000 and Rs. 2,04,289 for their compulsory scheme. The per capita cost in Bombay City is Rs. 48·4 over three times the per capita cost in the rest of the Presidency which is Rs. 15·2. This heavy cost is due to the scales of pay sanctioned for their teachers and the expenditure incurred on their clerical and supervising establishments. The scales of pay were revised in 1930 for new entrants but even these revised scales are high compared to the scales sanctioned by Government for the rest of the Presidency. Recently, with a view to economy, the shift system has been introduced and a certain number of ordinary teachers' posts retrenched. Although it is doubtful whether the Municipality have retrenched in the right direction, in view of the substantial saving expected, the experiment will be watched with interest.

The Educational Inspector, Bombay Division, reports—

“The Bombay Schools Committee have of late made provision to teach some minor arts and crafts in some big schools which are styled as Central Schools. In these schools instruction in subjects like carpentry, book-binding, sign-board painting, clock repairing, weaving, embroidery, lace making, etc., is compulsory in the week's time table. The Vernacular Final course in such schools is extended to 4 years instead of 3 years after the lower Primary stage. As the results of these schools are expected to be encouraging, the experiment will be watched with interest. The idea of the Schools Committee is to teach such pupils as are not able to prosecute their studies further some industry to enable them to earn their living.”

80. During the year under report the District Local Boards, Ahmedabad and Kaira, took over the control of Primary Education. The new District Local Board of Dadu created in 1931, also took over the control from 1st October, 1933. The number of District Local Boards which have taken over the control thus increased by 3 to 28 during the year. All the District Local Boards in this Presidency are now in charge of Primary Education. The number of Local Authority Municipalities remained unchanged during the year.

The grants due to District Local Boards under the Datum Line were finally sanctioned by Government during the year. No grant was paid to the Local Authority Municipality of Ahmedabad during the year. The grant to the Municipality has been withheld from the year 1930-31 on account of the activities of the Municipality in connection with the Civil Disobedience Movement.

Although the relations of the School Boards with the Local Authorities and of both with the Department were on the whole cordial, communal

and other disagreements, especially in regard to the appointment and transfer of teachers, continue to impede the administration in some districts. The Educational Inspector, Bombay Division, in this connection reports—

“The School Boards can be said to be working more or less smoothly in this Division with a few exceptions. In the case of some Local Authorities there is a difference of opinion regarding the control to be exercised by the District Local Board over the School Board and attempts have been made by a Local Authority to review the decisions of the District School Board.”

“Communal and party spirit, as well as personal interest, play a considerable part in the affairs of certain School Boards, especially in the matter of the appointment and transfer of teachers, thus resulting in lack of discipline among the teachers and lowering the standard of general efficiency of the schools.”

The Educational Inspector, Central Division, reports very much to the same effect—

“Where however the Primary Education Rules fail to function properly is with regard to the appointment, transfer, and deputation of teachers to the Training College. Few School Board members appear to treat such questions in a public-spirited manner. Communal feeling, caste, family and private interests continue to govern their decisions and have the effect of making the position of the Administrative Officer almost impossible, unless he is prepared to pander to the various interests represented in the School Board. Instead of referring to him as the expert on the spot, the average School Board does its best to hamper his activities.”

81. No new schemes for the expansion of Primary education on a voluntary basis were entertained during the year. Expansion of Primary education on a voluntary basis. Continued financial stringency rendered it impossible for Government to sanction any new schemes involving additional financial liability. The Local Authorities are fully aware that in the present financial situation it will not be possible for Government to extend any financial relief by way of grant for additional expenditure until the general financial position improves. In the meanwhile, they have been permitted to incur, with due regard to their economic condition, additional expenditure on the opening of new schools and on additional assistants, provided that it is met entirely from the funds at their disposal.

In view of the present financial stringency, the School Boards would do well to consider the question of consolidation and concentration, cutting away the dead wood and ineffective expenditure, instead of attempting to open more ill-attended schools. By suitably rearranging classes, by the concentration of standards above Standard IV in Central Schools, by weeding out all ill-attended schools, and by persuading parents to send their children to school in places where the classes are not full, it should be possible to provide for a much larger number of pupils without additional expenditure.

82. The sub-joined table gives the names and other particulars of the twelve Local Authorities that have, with the sanction of Government, introduced compulsory elementary education within their areas :—

Name of Local Authority.	Year of introduction of compulsory elementary education.	Number of pupils in all Primary schools in the area of compulsion.								
		Previous to the introduction of compulsion.			On 31st March, 1933.			On 31st March, 1934.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>LOCAL AUTHORITY MUNICIPALITIES.</b>										
<i>Bombay Primary Education Act, 1918.</i>										
1. Surat .. ..	1920 ..	6,041	2,343	8,384	10,020	5,679	15,699	10,409	5,925	16,331
2. Bandra .. ..	1920 ..	1,208	465	1,673	2,429	1,522	3,951	2,500	1,480	3,980
3. Satara City ..	1921 ..	1,561	669	2,230	2,170	980	3,150	2,017	1,000	3,017
4. Dhulia .. ..	1923 ..	1,935	542	2,477	3,006	2,097	6,003	3,774	2,163	5,937
<i>City of Bombay Primary Education Act, 1920.</i>										
5. Bombay City (F & G wards) .. ..	1925 ..	4,065	1,598	5,663	10,717	6,442	17,159	10,886	6,718	17,004
<i>Bombay Primary Education Act, 1923.</i>										
6. Ahmednagar City ..	1927 ..	3,143	1,586	4,729	3,018	1,621	5,539	4,055	1,782	5,837
7. Sholapur (in three wards) .. ..	1927 ..	2,040	45	2,085	3,119	103	3,222	3,350	210	3,560
8. Broach .. ..	1927 ..	2,063	1,405	4,158	3,541	1,751	5,292	3,528	1,747	5,275
9. Poona City (in 5 Pethas)	1929 ..	1,526	823	2,349	2,044	1,493	3,537	2,103	1,422	3,525
10. Karachi City (in Lyari and Trans-lyari quarters) .. ..	1930 ..	2,529	..	2,529	4,140	..	4,140	3,093	..	3,093
<b>DISTRICT LOCAL BOARDS.</b>										
<i>Bombay Primary Education Act, 1923.</i>										
11. District Local Board, Larkana (in Larkana Taluka) .. ..	1928 ..	1,633	109	1,742	4,119	420	4,539	3,913	513	4,426
12. District Local Board, West Khandesh (in Villages with a population of 1,000 and over and in non-local Authority Municipalities) .. ..	1929 ..	16,852	641	17,493	20,676	1,014	21,690	21,409	1,220	22,629

The above statistics show that the number on the whole has not materially increased. Compulsion in most areas exists only on paper and the School Boards have definitely shown their reluctance to enforce compulsion by putting the full machinery of the Act into operation. Even in an advanced City like Bombay the Corporation has decided not to prosecute parents who persist in refusing to send their children to school. Ordinary persuasion and propaganda have proved ineffective.



It is difficult to understand how letters of persuasion can influence parents, who are presumably illiterate themselves.

Moreover, in most of the schemes introduced prior to 1929 the estimates were wide of the mark and it is doubtful whether without additional expenditure all the children in the compulsory area can be brought into school.

83. There are in all 10 Cantonments. The following table shows the expenditure and the number of Primary schools and pupils within Cantonment areas :—

Name of the Cantonment.	Schools.			Pupils.			Expenditure (recurring)				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Provinc (a.) revenues.	Cantonment Funds.	O t h e r Sources.	Total.	
							Rs.	Rs.	Rs.	Rs.	
<i>Bombay Division.</i>											
Deolali ..	Cantonment ..	1	1	2	169	55	214	1,339	1,923	..	3,262.
	Aided ..	2	..	2	207	72	279	..	1,500	3,041	4,541
<i>Central Division.</i>											
Poona ..	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	13	4	17	1,304	766	2,070	3,039	12,650	28,957	45,246
Kirkee ..	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	5	..	5	566	187	753	660	1,543	4,263	6,466.
Ahmednagar	Cantonment ..	3	2	5	616	213	829	3,619	7,473	700	11,798.
	Aided ..	1	..	1	32	6	38	..	55	778	883.
<i>Northern Division.</i>											
Ahmedabad	Cantonment ..	1	..	1	82	16	98	347	991	..	1,338.
	Aided ..	..	..	..	..	..	..	..	..	..	..
<i>Southern Division.</i>											
Belgaum ..	Cantonment ..	1	..	1	201	108	399	1,251	3,161	..	4,412.
	Aided ..	1	2	3	81	236	317	..	150	2,792	2,942.
<i>Sind.</i>											
Karachi ..	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	1	1	2	75	114	189	87	188	3,187	3,412.
Karachi ..	Port Trust ..	1	1	2	138	32	170	1,208	3,606	60	4,964
	Aided ..	..	..	..	..	..	..	..	..	..	..
Drigh Road	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	1	..	1	84	7	91	88	212	1,873	2,173
Hyderabad	Cantonment ..	1	..	1	228	67	295	1,007	4,775	..	5,782.
	Aided ..	..	..	..	..	..	..	..	..	..	..

Only three Cantonments, viz. Deolali, Ahmednagar, and Belgaum maintain their own schools and also give grants-in-aid to private schools. The other Cantonments either maintain their own schools or give a grant to aided schools. On the whole adequate provision has been made by the Cantonments for the educational needs of their areas.

## CHAPTER VIII.

## TRAINING OF TEACHERS.

*I. Training of Secondary School Teachers.*

84. There is only one institution, viz. the Government Secondary Training College, Bombay, which trains teachers for Secondary schools. An account of this institution has been given in paragraph 33 under Professional Colleges, Chapter V.

*II. Training of Primary School Teachers.*

85. The total number of Training Institutions for Men and Women increased during the year by 2 to 31—12 for men and 19 for women as against 12 for men and 17 for women at the end of the last year. The number of students in these training institutions also increased by 67 to 1,555. Of the 31 institutions, 12, with 775 students, are for men, and 19, with 780 students, are for women. By management, 14 are Government, 2 Municipal, 12 Aided, and 3 unaided. Of the 1,555 students under instruction, 912 (including 59 Depressed class students) are Hindus, 283 Muhamadans, 292 Indian Christians, and 68 others.

86. There has been no change in the general policy in the matter of the training of teachers for Primary schools. An outline of this policy has been given in previous Reports.

The need for increasing the present facilities for the training of teachers whereby it is intended to secure an all-round increase in the quantity and quality of trained teachers has been keenly felt. The question of increasing the output of trained teachers is under consideration.

The output of Government Training Institutions for Men was 594 (502 First Year and 92 Second year), that of Government Training Institutions for Women 106 (82 First year and 24 Second year). Non-Government Institutions sent out 52 men (36 First year and 16 Second year) and 163 women (90 First year and 73 Second year).

87. The expenditure on Vernacular Training institutions increased by Rs. 12,836 to Rs. 4,35,312. Of this, 81·5 per cent. was defrayed from Provincial funds, 4·6 per cent. from Municipal funds, 1·6 per cent. from fees, and 12·3 per cent. from other sources.

88. The number of Government Training institutions remained stationary, viz. 14. Of these, 9, with 665 students, are for men, and 5, with 220 students, are for women. The cost of educating a student in institutions for men was Rs. 319, of which Rs. 309 were paid by Government, and in institutions for women Rs. 553, of which Government contributed Rs. 531.

The Rural Training School at Loni (District Poona) continues to train primary teachers in rural surroundings and under rural conditions. The admission to this school is restricted to Intermediate and Backward classes. The course followed is similar to the one prescribed for ordinary training institutions with slight changes in Vernacular, Arithmetic, and Geography. Algebra is deleted and subjects such as Indian Accounts, Agriculture, smithy work, and carpentry are added. The school is still in an experimental stage, and the question of its further development by the opening of a second year class will depend on the result of this experiment as also on the improvement in the financial position.

89. Of the 12 aided institutions, 2, with 75 students, are for men, and 10, with 494 students are for women. The Aided institutions. two institutions for men are (1) the Union Training College at Ahmednagar, and (2) the Vocational Training School at Ankleshwar (District Broach). The institution at Ahmednagar teaches the full course of two years prescribed by the Department and sends up candidates for the Departmental certificate examinations. In addition to the prescribed course, special attention is paid to rural reconstruction work. The Ankleshwar Vocational Training School teaches Agriculture and carpentry in addition to the course taught in Government Training institutions. The certificate examination of this Training School is conducted by the Department.

All the aided training institutions for women, with the exception of the Mary B. Harding Kindergarten Training School, Sholapur, and the Training College for Women at Hingne near Poona, follow the prescribed course and send up candidates for the Departmental certificate examinations.

The course followed in the Mary B. Harding Kindergarten Training School at Sholapur is one of two years, Junior year and Senior year, and is specially designed for the training of teachers for Kindergarten work. This course is different from that laid down for other Training Institutions for women, and the school holds its own examinations. Modern and progressive methods are used—the story method for beginners, use of games in Reading and Arithmetic, the use of Froebelian and Montessori material in the Kindergarten, etc. This is the only school of its kind in the Presidency, and is aided. The question of the recognition of its certificates was raised during the year under report, and with a view to giving encouragement in the direction of producing a supply of trained Infant teachers and raising the level of technique in the handling of Infant classes, and in order to help to minimise the stagnation and waste which occur in elementary primary schools, Government were pleased to recognise, on certain conditions, the senior certificate granted by the Training school. Holders of this certificate are to be recognised as trained teachers on a par with the First Year trained teachers. The examinations are to be held by an Examination Board with representatives of the Department, not exceeding half the number of members appointed by the Director of Public Instruction.

The Training College at Hingne follows mainly the Departmental course, but students from this Training College are not sent up for the Departmental certificate examinations. The certificate examinations of this College are held by a Board of examiners appointed by the Indian Women's University with one Government nominee. Since 1929, the certificates issued by the institution have been recognised and treated as equivalent to the Departmental certificates on certain conditions.

The cost per student in the aided institutions for men was Rs. 156, of which Government contributed Rs. 67. The cost per student in the aided institutions for women was Rs. 163, of which Rs. 66 was paid by Government.

90. The two Municipal institutions are (1) the First Year Training Class for Marathi men teachers and (2) the Rahimtullah Currimbhoy Urdu Training Institute for Muslim women, both maintained by the Bombay Municipality. Both institutions are recognised by the Department and send up candidates for the Departmental certificate examinations.

91. The selection of candidates for admission to Government Training Institutions for Men is made in accordance with the following percentage prescribed by Government :—

	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
Presidency proper—		
(1) Advanced Classes .. .. .	25	} 90
(2) Intermediate castes including Muhammadans and Indian Christians, etc.	60	
(3) Backward castes proper (formerly called Depressed classes).	15	10
Total ..	100	100

Sind—

Hindus ..	.. 25 per cent.
Muhammadans ..	.. 75 per cent.

In the case of admissions to Government Training Institutions for Women preference is given, as far as possible, to women from the Intermediate and Backward classes, although no definite proportions for different classes have been prescribed.

The selection of candidates for admission to Training Institutions is made by the Educational Inspector on the recommendations of the School Boards.

Stipends are paid by Government to the students deputed by the District School Boards. Local Authority Municipalities provide their own stipends to the teachers deputed by them, and the expenditure

incurred on this account is admitted for purposes of grant. The value of stipends in the case of Training Institutions for Men in the Presidency proper is Rs. 10 per mensem and in Sind Rs. 12-8-0 per mensem. The value of stipends in the case of women is Rs. 15 per mensem all over the Presidency.

92. The main work which is specially attended to in the Training institutions is the Practical work in class teaching. Each student gives as many lessons under supervision as possible and receives training in managing efficiently two or more classes simultaneously, since in rural areas conditions in many schools are such that this combination of classes is unavoidable. Special instruction is also given in the management of one-teacher schools. The majority of teachers have to work in one-teacher schools, but in spite of the training given they are not found up to the mark for the conduct of such schools. The only remedy is to give more training and practice in conducting three or more classes.

The teaching of Persian re-introduced in the Training College for Men, Hyderabad, in 1930, and in the Urdu Training Institutions for Men and Women in the Presidency proper in 1931, as an experimental measure, has been continued for a further period of five years. In the Training College for Men, Hyderabad, the teaching of the subject has helped the teachers to improve their handwriting and Sindhi composition, and in the case of Urdu institutions the teachers get a clear idea of the words of Persian origin frequently used in modern Urdu, and it has had a marked effect even on their vernacular composition.

Other subjects such as Nature Study, Hygiene, Drawing, Handwork, School-gardening, etc., are well attended to.

In addition to the regular studies prescribed by the course, other educational activities which are likely to prove of value to the students in their life as teachers are included. Monthly lectures, educational conferences, visual instruction, excursions, co-operative societies, magazines, refresher courses, debating clubs, boy scouts or girl guides, children's guild of service, etc., are the chief side activities.

In all training institutions, students are also trained to make their own teaching apparatus and appliances from materials easily available in rural areas.

In the case of women teachers the need of raising the Vernacular Final standard or of adding a Preparatory class to the Training College has been felt. The Lady Superintendent, Training College for Women, Poona, remarks—

“It has been found necessary to maintain a sufficiently high standard for the Vernacular Final examination in order to ensure a better class of teachers to be sent for training. As it is, the need has been felt, either to raise the standard of the girls' Vernacular Final examination to that of the boys' or to add a Preparatory class to the Training colleges to give the students a sufficient grounding of knowledge before they take up teaching.”

The Principal, St. Monica's Training College for Women, Ahmednagar, also says that the girls who come for training after passing the Vernacular Final examination are generally immature, insufficiently grounded, and not ready for the training college course. She, therefore, proposes either to raise the standard of the girls' Vernacular Final examination to that of boys or to add a Preparatory year's course to the training college.

The question of adding an additional year to the girls' Vernacular Final course is under consideration.

93. The League of teachers and guardians continued to do useful work at the Training College for Men, Poona, and the Training College, Dhulia. Lectures by experts in education, medicine, etc., were delivered on different subjects at the monthly meetings of the League, and have been found to be useful in securing the co-operation of parents in tackling the problems of child education in all its aspects.

The Infants in the Practising school attached to the Training College for Men, Poona, have been for some time placed in charge of trained women teachers and the experiment has proved a success. The teaching of history by the Dalton method in the higher standards has been introduced as an experiment with satisfactory results.

The Advisory Committee for the conduct of the women's Training College certificate examinations in Marathi and Gujarati continued to do satisfactory work. These Committees help greatly to make the working of the Training Colleges (both Government and aided) smoother and more efficient.

The Dhulia Training College has been doing for some years past the work of preparing teachers for village uplift. This work has been appreciated by His Excellency, Sir Frederick Sykes, Governor of Bombay, who remarks in this connection in the Manual of Village Improvement as under :—

“ It is interesting to note the work which is being done at the Dhulia Training College under the guidance of its Principal, Mr. Karkhanis, for giving special training to primary teachers working in villages. Besides the usual course of studies, teachers are trained in giving First Aid to the injured. They are also trained as Junior Secretaries for Co-operative Societies with the help of the West Khandesh District Co-operative Institute. The local doctors give special lectures on the principal diseases in villages, their prevention and treatment. The teachers are also taught to use simple Indian and English medicines, such as quinine, etc. The Health Officer of the Dhulia Municipality gives some lectures on sanitation as well as practical training in finding out breeding places of mosquitoes and destroying them. All this instruction is given during leisure hours in the first term on Sundays and holidays. The Training College gives special attention to the right methods of teaching in a village school where there is only one teacher. Special cheap and simple apparatus, which gives children individual work and helps them to make progress in every subject under the guidance of the teacher, has been devised and prepared in this College.”

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## CHAPTER IX.

## PROFESSIONAL SCHOOLS AND CLASSES.

94. This Chapter covers institutions of a specialised nature which impart instruction in technical and allied subjects other than (1) the various Professional Colleges affiliated to the University and (2) the Normal and Training Schools, an account of which is given in Chapters V and VIII respectively of this Report. The standards of instruction and admission to these institutions vary according to the nature and duration of the courses. Some of these institutions are under the control of other departments. The following table gives a statistical summary of these institutions :—

	Number of Institutions on 31st March, 1934.	Number of pupils.
Art Schools .. .. .	3	633
Medical Schools .. .. .	4	847
Engineering Schools .. .. .	2	339
Technical and Industrial Schools .. .. .	50	3,191
Commercial Schools .. .. .	33	1,703
Agricultural Schools .. .. .	2	48
Other Schools .. .. .	48	1,767

“Other schools” mostly comprise *Maktabs* and *Sanskrit Pathashalas*, an account of which is given in Chapter X, and music schools.

*A—Commercial Institutions.*

95. The Sydenham College of Commerce and Economics, Bombay, which is the only institution in this Presidency which prepares students for the University degree in commerce is dealt with in Chapter V. In addition to this, there were 33 commercial schools and classes. Statistical information about them is given in the supplement to this Report. Although the number of institutions remained the same, the number of pupils in them decreased from 1752 to 1703. These institutions impart instruction in shorthand and typewriting, book-keeping, and accountancy, commercial correspondence and other commercial subjects and cater (i) for students appearing for the examination of the London Chamber of Commerce or the Government Commercial Diploma and Certificate examinations, and (ii) for those who desire to improve their prospects by additional training in commercial subjects. Since January, 1933, a change in the nomenclature of the London Chamber of Commerce Examinations has been made. The words “Junior” and “Senior” are no longer used, and the Examinations are now known as the London Chamber of Commerce Certificate Examination and the London Chamber of Commerce Higher Certificate Examination (in single subjects).

The following table gives the results of the London Chamber of Commerce Higher Certificate Examination:—

	1932-33		1933-34	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Book-keeping and Accountancy ..	302	70	215	80
Commerce and Finance .. ..	77	53	49	24
Banking and Currency .. ..	44	29	27	7
Foreign Exchange .. ..	10	1	3	....
Commercial Law .. ..	136	90	94	30
Economics .. ..	2	....	....	....
Company Law .. ..	46	24	43	23
Commercial Geography .. ..	9	1	8	3
Advertising .. ..	11	7	13	4
Commercial Arithmetic .. ..	4	2	3	1
Shorthand .. ..	4	....	10	2
Typewriting .. ..	6	4	6	2
Salesmanship .. ..	15	10	21	6
Marine Insurance .. ..	2	....	1	1
Fire Insurance .. ..	5	1	7	2
Life Insurance .. ..	8	7	11	6
Secretarial Practice .. ..	45	16	39	11
Textiles .. ..	....	....	2	2
Stock Exchange .. ..	3	....	2	....
Mathematics .. ..	1	....	....	....
<b>Total ..</b>	<b>730</b>	<b>315</b>	<b>554</b>	<b>204</b>

In connection with the London Chamber of Commerce Examinations the Inspector of Commercial Schools reports—

“Some interesting information can be gleaned from an analysis of the entries. Book-keeping and Accountancy continue to be the principal centres of attraction. Out of 186 and 554 entries at the Certificate and Higher Certificate Examinations 82 and 215 were in ‘Book-keeping’ and ‘Book-keeping and Accountancy’ respectively. The other subjects next in popularity are Commercial Law, Commerce and Finance, Company Law, Secretarial Practice and Banking and Currency, in which the number of entries at the Higher Certificate Examination were 94, 49, 43, 39 and 27 respectively. There were no entries in English and Economics, but one candidate appeared in Textiles (cotton and silk) and passed in both. As usual there were many entries in Shorthand and Typewriting at the Certificate Examinations but there were comparatively few entries in these subjects at the higher Certificate Examinations which is accounted for by the higher speed required at the latter examinations.”

At the Government Commercial Diploma Examination held in April, 1933, 33 candidates appeared, of whom 11 passed, one in the first, 7 in the second, and 3 in the pass class. At the Government Commercial



Certificate Examination, 26 candidates appeared, of whom 20 passed in single subjects. The total number of entries was 51 of which 16 were in Typewriting, 11 in Book-keeping, and 7 in Methods and Machinery of Business. It is gratifying to note that these Examinations are gradually attracting more candidates.

In the J. D. Vakil Commercial Class attached to the Government High School at Broach, there were 32 pupils as compared with 27 in the previous year. The expenditure of this Class was Rs. 2,750 of which Rs. 1,617 was met from Endowments and Rs. 253 from Provincial Funds.

The Government Commercial Classes attached to the Elphinstone High School, Bombay, had 35 pupils on the roll, as compared with 36 in the previous year. Nineteen pupils were sent up for the Government Commercial Diploma and Certificate Examination of whom 7 passed. The total expenditure of these classes was Rs. 4,370 as compared with Rs. 3,967 in the preceding year. The expenditure includes the amount spent by the Inspector of Commercial Schools in giving publicity to these classes.

In connection with the Commercial institutions under private management the Inspector of Commercial Schools remarks—

“During the last two years, I have inspected most of the recognised Commercial institutions in the Presidency and from the experience thus gained I can say that Commercial classes which are attached to High Schools are generally better managed than Proprietary Classes with independent management. The Managers of High Schools are accustomed to inspection and know how to maintain accounts and records in a proper manner and appreciate suggestions made in the course of the inspection. The Commercial Classes attached to the Nava Vidyalaya High School, Hyderabad, may be mentioned as an instance in point. Not only was all information readily supplied, but the management appeared to be willing and anxious to carry out suggestions and remedy minor defects pointed out on the spot. The same remarks apply to the classes attached to the Sir J. J. Parsi Benevolent Institution, Bombay. The Typewriting equipment of these Classes is perhaps the best in the Presidency.”

96. During the year under report there were four meetings of the Accountancy Diploma Board. The Board registered the apprenticeships of 29 candidates and recommended the award of the Government Diploma in Accountancy to 62 candidates who had passed the G.D.A. Examination and completed the period of apprenticeship required by the Regulations. It also recommended the award of the Government Diploma in Co-operative Accountancy to 4 candidates who had passed the Government Diploma in Co-operative Accountancy Examination and completed the period of service in the Co-operative Department, prescribed under the Regulations.

With the coming into operation of the Auditor's Certificates Rules, 1932, under which the Government of India now maintain a list of

approved Accountants, i.e. Accountants permitted to give practical training to persons desirous of qualifying themselves as public accountants, it was considered unnecessary and undesirable that accountants not so authorised by the Government of India should continue to be permitted to train apprentices for the Government Diploma in Accountancy. Accordingly the registration of apprentices by the Accountancy Diploma Board was stopped from 1st April, 1933.

The G.D.A. examination was held at Bombay, Calcutta, Madras, Allahabad, Karachi, Bangalore, and Rangoon. The number of candidates registered for the examination of 1933 was 965 against 648 in 1932 and 457 in 1931. For the Examination of 1934 which was held for the last time the number increased further to 1231. In connection with this enormous increase the Secretary reports—

“ The growing popularity of the Examination was due to the fact  
 “ that the Certificate awarded to those who passed the G.D.A. Examination was regarded as a qualification for employment in public  
 “ offices and commercial houses in much the same way as a University  
 “ degree. Under the G.D.A. Regulations graduates of recognised  
 “ Indian Universities were exempted from the two years’ attendance  
 “ at a recognised institution which was compulsory in the case of  
 “ undergraduates. Scores of unemployed graduates in Arts, Science,  
 “ and Law, availed themselves of the facility thus afforded by the  
 “ Regulations and appeared as private candidates at the Examinations.  
 “ Moreover no period of practical training was prescribed as a condition  
 “ precedent to admission to the Examination, and hundreds  
 “ of candidates who had no intention of becoming qualified auditors  
 “ appeared at the Examination with a view to obtain an additional  
 “ qualification for clerical employment.

“ The G.D.A. Examination was held for the last time in April,  
 “ 1934. Its place will be taken by the new Examinations instituted  
 “ by the Government of India under the Auditor’s Certificates Rules.  
 “ There is however a very important difference between these Examinations  
 “ and the G.D.A. Examination. The former are to be taken  
 “ in two parts, called the ‘First’ and the ‘Final’ Examinations,  
 “ and no candidate is to be admitted to the ‘Final’ Examination  
 “ unless he undergoes practical training for periods prescribed under  
 “ the Rules. Unlike the G.D.A. Examination the ‘Final’ Examination  
 “ will be open to a comparatively small number of candidates  
 “ who, in addition to passing the ‘First’ Examination, or an equivalent  
 “ examination, will complete prescribed periods of service  
 “ under articles with approved accountants. This is in conformity  
 “ with the practice obtaining in England, and should result in raising  
 “ both the standard and status of the Examinations. The new rules  
 “ will thus debar those who sought to obtain an examination certificate  
 “ merely as an additional qualification for clerical employment,  
 “ and who had neither the means nor the inclination to serve a long  
 “ period of apprenticeship. The anxiety of such persons to take  
 “ advantage of the G.D.A. Regulations before the discontinuance

“of the Examination furnishes an obvious explanation of the  
“unprecedented rush of candidates at the Examinations of 1933 and  
“1934.”

The number of successful candidates in the Examination of 1933 was 189 and the percentage of passes was 19 as compared with 32 in 1932 and 22 in 1931. In connection with this low percentage the Secretary reports—

“It appears that as the Examination was to be held for the last  
“time in 1934, many candidates who were inadequately prepared  
“sought admission to the Examination merely ‘to try their luck’.  
“For the same reason the managers of several institutions did not  
“keep back weak students who ordinarily would not have been sent  
“up.”

The examination for the Government Diploma in Co-operative Accountancy was held at Bombay, Karachi, and Rangoon. Of the 39 candidates registered for the examination of 1933, 36 appeared and 9 passed.

As the G.D.A. Examination was to be held for the last time in April, 1934, and as under the Regulations of that Examination an attendance of two years at a recognised institution is required in the case of undergraduate students, no fresh admissions were made in June, 1933, in the Accountancy Diploma Classes maintained at the Sydenham College of Commerce and Economics. The number of students in the Senior Accountancy Diploma Class in 1933-34 was 15. In March, 1933, Government sanctioned the starting of a new class at the College for preparing students for the First Examination under the Auditors' Certificates Rule as an experimental measure for one year only. Only 6 students joined the class. The class has since been continued for two years from the end of 1933-34.

### *B—Engineering Classes.*

97. The Diploma Classes maintained at the College of Engineering, Poona, provide instruction in (1) Civil, and  
 Diploma Classes (2) Mechanical and Electrical Engineering for  
 attached to Colleges of training overseers, foremen, chargemen, and elec-  
 Engineering. trical apprentices. The total number of students  
 in these classes was 244 as compared with 238 in 1932-33. The Principal of the College reports that the combined course in Mechanical and Electrical Engineering is becoming increasingly popular, and as a result of the tendency, observed among new applicants to the Diploma classes to prefer this combined course to the one for Diploma in Civil Engineering, Government decided during the year at the recommendations of the Advisory Committee of the College that new admissions to the courses should be so regulated as to allow of numbers being decreased or increased on either side as may be found expedient by the Principal while limiting the total numbers to both classes to the sanctioned total number of 80.

The results of the examinations held in April, 1933, were as under :—

Examination.	Number appeared.	Number passed.
Diploma in Civil Engineering .. .. .	40	39
Diploma in Mechanical and Electrical Engineering .. .. .	29	28

The total expenditure on the Diploma Classes was Rs. 54,939 as compared with Rs. 53,402 in 1932-33. As a result of the recommendations of the Reorganization Committee, fees in these classes were raised from 1st June, 1933, from Rs. 30 to Rs. 50 per term for new entrants and from Rs. 50 to Rs. 75 per term for new entrants from outside the Presidency.

The usual tours of Engineering educational interest were conducted during the year to the benefit of students. The Civil Engineering class visited the Katraj Ghat and the portion of the M. & S. M. Railway between Alandi and Guroli. They also saw Engineering works of different kinds at Bombay, Kalyan, Broach, Indore, and Ahmedabad.

The 3rd year students of the Mechanical and Electrical Class visited the Spring Cotton Mills, the R. I. M. Dockyards and certain other workshops in Bombay and the B. B. & C. I. Railway Workshops at Dohad. The 4th year students of the same class visited works of Electrical Engineering interest in Madras, Erode, Coimbatore, Ootacamund and the Pykars Works, besides visiting works of similar interest in and near Poona.

The students of the Diploma classes secured 2 gold, 2 silver, and 2 bronze medals for handcrafts exhibited at the Poona Art Exhibition held during the year.

In the Diploma classes attached to the N. E. D. Civil Engineering College, Karachi, there were 95 students as compared with 100 in the preceding year. The classes impart instruction in Civil, Mechanical and Electrical Engineering. The total expenditure of these classes was Rs. 9,107 of which Rs. 2,230 was paid by Government.

The results of the Examination were as under :—

Examination.	Number appeared.	Number passed.
Diploma in Civil Engineering .. .. .	17	17
Diploma in Mechanical Engineering and Diploma in Electrical Engineering .. .. .	8	8

A wireless operators' Class was attached to this College during the year. It was attended by 18 students.

*C—Technical and Industrial Schools.*

98. The Technical and Industrial schools are under the control of the Director of Industries, and a detailed account of their work and progress is given in the report of the Department of Industries.

99. The V. J. Technical Institute, Bombay, is the premier Technical Institute in the Presidency. Regular courses of instruction covering a period of four years are given in Mechanical Engineering, Electrical Engineering, Cotton Textile Manufacture, Technical and Applied Chemistry and Sanitary Engineering and Plumbing. The number of students on the rolls on 31st March, 1934, was 594 as compared with 571 in the previous year.

Candidates from different parts of India apply for admission and there is a consistently increasing demand for admission to the Electrical Engineering course. At the entrance examination held in June, 1933, 402 candidates applied for admission, of whom 349 appeared for the entrance examination. Of these, 152 candidates were admitted of whom 99 were from this Presidency and the remaining from other Provinces.

The results of the annual examination were as under :—

—	Number appeared.	Number passed.
Mechanical Engineering .. .. .	41	40
Electrical Engineering .. .. .	47	41
Textile Manufacture .. .. .	28	22
Technical and Applied Chemistry .. .. .	13	13
Sanitary Engineering and Plumbing .. .. .	10	10

Ninety-nine students appeared for the examination of the City and Guilds of London Institute of whom 53 were successful.

In addition to the regular full-time courses, Apprentice classes for instruction in Elementary-Mechanical and Electrical Engineering, Cotton Spinning and Electrical Wiremen classes for class I and class II continued to be held once a week during the year.

The new machinery presented to the Institute by Messrs. Platt Bros. and Co. Ltd. of Oldham was erected during the year. The Framji Dinshaw Petit Memorial Building which was mainly erected to house the new machinery was formally opened by His Excellency the Governor of Bombay on March 29th, 1934.

The expenditure of the Institute increased by Rs. 9,653 to Rs. 2,48,380 and was met from different sources as under :—

				Amount.	Percentage.
				Rs.	
Government funds	..	..	..	1,19,000	47·9
Municipal funds	..	..	..	9,000	3·6
Fees	..	..	..	1,20,380	48·5
Total				2,48,380	100

100. The Department of Industries maintains its touch with the various Technical and Industrial Schools through the Committee of Direction for Technical Education. The number of schools under the Committee's control in 1933-34 was 38 with an average attendance of 1,650 pupils. Out of 1,536 pupils who appeared for the annual examinations held by the Committee, 1,330 were successful.

The subjects taught in the various schools are—(1) Mechanical Engineering, including Machine Drawing, Mechanical Technology, Applied Mechanics, Engineering Mathematics, Heat Engines and Boilers, Practical Mathematics, Practices in Pattern-making, Foundry, Smithy, Fitting, Turning, and Machine Tools ; (2) Mechanics Apprentice Course comprising Machine Drawing and six mechanic practices as above ; (3) Cotton Spinning and Cotton Weaving ; (4) Carpentry Practice, Carpentry Drawing and Geometry, and Woodwork Technology ; (5) Trained Maistry Class work ; (6) Typography and Printing ; (7) Tailor's Cutting and Practical Tailoring ; (8) Hand-loom Weaving ; (9) Wood-turning and Lacquering ; (10) Carpet Weaving ; (11) Zic work ; (12) Cane work ; (13) Fancy Bead work ; and (14) Electrical Wiremen's work. During the year the committee revised the courses laid down in schools with the object of making them applicable to boys of varying standards of general education.

The total expenditure of the Committee of Direction for Technical Education was Rs. 14,102 of which Rs. 3,747 was incurred on establishment, Rs. 3,480 on inspection, and Rs. 6,875 on examinations. An amount of Rs. 43,675 was paid as grants-in-aid to schools under the Committee's control.

101. Although the standard of instruction given in the R. C. Technical Institute, Ahmedabad, is lower than that of the V. J. Technical Institute, Bombay, it is higher than that given at the other Technical Schools in the Presidency. This institute imparts instruction in (1) Cotton spinning, (2) Cotton weaving, and (3) Mechanical Engineering.

During the year 213 applications were received for admission to the Institute. Eighty-eight candidates appeared at the entrance examination and 29 candidates who had higher qualifications were exempted from this examination. The total number admitted was 74. At the annual

examination held by the Committee of Direction for Technical Education in April, 1933, 129 candidates appeared of whom 112 passed.

102. As the control of the Dangs area was taken over by the Government of India from June, 1933, the control of the Technical School, Industries Department on the Technical School at Ahwa ceased since then.

103. Apart from the Technical and Industrial schools which are under the control of the Director of Industries, there are 20 schools or classes under the control of this Department. Most of these institutions are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, First Aid, Fancy works, etc. Grants amounting to Rs. 7,463 were paid to them in 1933-34.

#### *D—Agricultural Schools.*

104. There are only two Vernacular Agricultural schools, one at Dhulia in the West Khandesh District and the other at Devihosur in the Dharwar District, the other schools having been closed as a measure of retrenchment. They are maintained by the Agricultural Department. The total number of students receiving instruction in these two schools was 48 against 50 of the previous year.

#### *E—Medical Schools.*

105. The Medical Department maintains three medical schools at Poona, Ahmedabad, and Hyderabad for preparing candidates for the L.C.P.S. Course, the total number of students in each of these schools being 307, 188, and 119 respectively as compared with 305, 174 and 114 respectively in the year 1932-33. In addition to these three schools, the National Medical College, Bombay, is recognised for sending up candidates for the L.C.P.S. Course. It had 233 students on the rolls.

#### *F—Art Schools.*

106. During the year Government decided that a separate report on the Sir J. J. School of Art should be published by the Director of the School. A summary of the progress made is, however, given below :—

The number of students on the rolls of the School on 31st March, 1934, was 425 against 446 in the previous year. The number of students in the various classes was as under :—

Name of Class.	1932-33.	1933-34.
Drawing and Painting Classes .. ..	193	217
Elementary and Intermediate Drawing Grade Classes .. ..	50	30
Special Drawing and Shading Classes .. ..	22	12
Modelling Classes .. ..	24	19
Normal Class for Drawing teachers .. ..	34	39
Architectural Classes .. ..	123	108
Total .. ..	446	425

The results of the various higher Art Examinations were as under :—

Name of Examination.	1932-33.		1933-34.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Elementary Drawing and Painting ..	41	31	43	34
Intermediate do. ..	33	28	38	29
Advanced Drawing and Painting ..	28	23	31	28
Diploma do. ..	21	16	23	16
Elementary Modelling ..	6	6	5	5
Intermediate Modelling ..	4	4	6	6
Advanced Modelling ..	2	2	4	4
Diploma Modelling ..	6	5	3	2
Drawing Teachers' ..	34	32	39	35
Elementary Examination in Architecture	25	17	21	16
Intermediate do. ..	7	4	2	1
Advanced do. ..	35	15	32	20
Diploma do. ..	26	12	20	11

The total direct expenditure on the School during the year was Rs. 1,21,917 of which Rs. 89,784 was met from Provincial funds.

Several of the students and members of the staff of the school won prizes and medals this year also, at various Art Exhibitions in India. Miss M. Henderson, a past student of this School and at present a member of the staff, was awarded His Excellency the Viceroy's Prize for the best picture in the Simla Fine Art Society's Exhibition at Simla and she also won the coveted Gold Medal for the best work at the Annual Exhibition of the Bombay Art Society. During the year Their Excellencies the Viceroy and the Countess of Willingdon visited the School, and, it is reported, were much interested in work of the Mural Painting Class and of the Sculpture classes and bought some students' exhibits. Later on they commissioned the School to carry out a design of the Royal Coat of Arms for the Viceroy's House at New Delhi which was very successfully carried out in Bronze. His Excellency the Governor and Lady Sykes also visited the school and opened an Exhibition of the students' work. During the course of his speech His Excellency the Governor made a very important announcement that the Government of Bombay had definitely decided that the School of Art should continue on its present lines and



that no reduction in the general scope of activities should be made. This announcement, the Director reports, relieved the anxiety of the Schools authorities and of all those who had apprehensions that the recommendations of the Reorganization Committee for the abolition of this Institution would come for review by Government. During the year a radical change for the better was made in the teaching staff of the Sculpture classes.

The Director remarks—

“ It is most gratifying to note that Mr. R. P. Kamat, a past student of this School who was awarded prizes and scholarships in the previous year, has now won the Royal Academy Schools Gold Medal and the Edward Stotts Travelling Scholarship. The School is proud of Mr. Kamat’s achievements. He is the first Indian to win the highest award of the Royal Academy Schools, London. This speaks a great deal for the sound training given in this School.”

In connection with the R. I. B. A. Class at the School, the Director writes—

“ Mr. N. D. Narielwalla, the Studio Assistant, Mr. S. H. Parelkar, the former studio Assistant and Lecturer at the School for many years and Mr. N. B. Shroff, a past student of the School, passed the Final R.I.B.A. Examination held in India in April last. The latter after a brilliant career at the School was appointed as an Assistant Architect for the Osmania University Project at Hyderabad in the Nizam’s Dominions. The institution of the R.I.B.A. Class at the School alone made it possible for such men to obtain the highest qualifications in the profession, without incurring the expense of going to England for further study. Mr. G. S. Dadarkar, another past student, has also recently passed the Final Associateship examination in England.”

107. The number of students on the roll was 102 against 159 of the previous year. The decrease in number is largely due to the introduction of fees in this section and the abolition of all scholarships owing to financial stringency. A large Royal Coat of Arms for the Viceroy’s House, New Delhi, modelled in the sculpture school was very successfully cast in Bronze in the Workshops. In addition, a large Memorial Tablet was executed in brass for the Colonel Gilroy Memorial Committee, to be placed in St. George’s Hospital, Bombay.

108. The number on the roll in the Drawing and Design Class attached to the R. C. High School, Ahmedabad, increased by 20 to 46.

The drawing and Design Class, Surat, had 76 pupils on its roll as compared with 68 in the preceding year. The class works for the preservation and revival of ancient art in designing for the different crafts and is reported to be doing good work under Mr. Surkatha, the teacher in charge of the class. The class received a grant of Rs. 750 from Government during the year.

*G—Music Schools.*

109. Music forms part of the curriculum of Primary schools (both for boys and girls), and it is taught as an optional subject in some Secondary schools. It is also included in the course prescribed for the Vernacular Final Examination for Girls and for the Vernacular Training College Certificate Examinations. Provision for the teaching of the subject has been made in all Government Training Institutions.

Apart from the instruction in Music imparted in ordinary schools, there were 9 private classes for teaching music, both vocal and instrumental with 1,619 pupils. As a measure of retrenchment Government have discontinued paying grants to these classes with effect from the year under report.

## CHAPTER X.

## ORIENTAL STUDIES.

110. A Classical language forms an additional subject for the Secondary school course from Standard IV upwards and is an optional subject throughout the course leading up to the degree examination in Arts.

Candidates for the Matriculation Examination have the option of taking either an Indian Vernacular or a Modern European language in place of a Classical language, and, although a large majority of the pupils taking a Classical language prefer Sanskrit or Persian, for which provision is made in most schools, arrangements for the study of other Oriental languages exist in a few schools. Thus, of the 3,237 candidates who passed the Matriculation Examination of 1934, with an Oriental language, 2,476 passed with Sanskrit, and 680 with Persian, 81 passing with other Oriental languages.

Persian is taught in all Government High Schools, and arrangements for the study of Arabic are made in six Government High Schools.

The following table shows the results of the degree examinations in Arts of 1934 of candidates who passed with an Oriental language :—

—	Num' er appe- ared.	Number passed.			
		I Class.	II Class.	Pass.	Total.
<i>B.A.</i>					
Sanskrit .. .. .	202	9	59	87	155
Persi n .. .. .	35	2	7	21	30
Hebrew .. .. .	2	..	1	1	2
Arabic .. .. .	3	..	..	3	3
Pali .. .. .	1	..	..	1	1
Avesta Pahlavi .. .. .	2	..	1	1	2
Ardha-Magadhi .. .. .	17	1	6	7	14
Total ..	262	12	74	121	207
<i>M.A.</i>					
Sanskrit .. .. .	42	2	23	11	36
Persian .. .. .	12	1	4	2	7
Pali .. .. .	5	1	1	1	3
Total ..	59	4	28	14	46

In addition to ordinary institutions which impart instruction in Oriental languages, there are special institutions known as Pathshalas

for the study of Sanskrit and Madressahs for the study of Persian and/or Arabic. The former institutions are primarily intended for the study of the Sanskrit language and of the Vedic literature, while the latter teach Persian or Arabic along with the Koran. With the exception of a few schools which prepare candidates for the examinations of the Benares Sanskrit College and of the Calcutta Sanskrit Association, Pathshalas and Maktabas are indigenous institutions imparting instruction of an elementary character. The Educational Inspector, Central Division, observes—

“ Public opinion, financial stringency, and the importance set upon literacy and a knowledge of English are co-operating not only to weaken the respect in which the classical languages used to be held, but also to alter the tone and spirit of the Pathshalas and Maktabas. This is to be deplored, but cannot be avoided unless those responsible for the management of both Pathshalas and Maktabas can humanize the teaching of these languages, and prove at least to the educated public the cultural, educational, and literary value of these languages.”

The following table gives a summary of these institutions :—

	Number of institutions.	Number of pupils.	Expenditure.	
			Total.	Provincial.
			Rs.	Rs.
Pathshalas .. ..	58	2,050	44,784	3,566
Madressahs .. ..	75	4,256	29,307	4,382

The Poona Sanskrit College, which aims at traditional Shastric instruction of a higher order, is dealt with at the end of this Chapter, while an account of the Oriental Institutes which undertake and encourage higher research in Oriental learning is given in the subsequent paragraphs.

111. Among the Institutes which aim exclusively at the advancement of Oriental learning and scholarship, the Bhandarkar Oriental Institutes. Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society may be specially mentioned. Apart from these premier institutions, an account of which is given later, there are others which also cater for various branches of Oriental research. While the Indian Historical Research Institute, Bombay, aims at original research in Historical subjects, the Mimamsa Vidyalaya, Poona, is interested in a critical study of the *Mimamsa Shastra*. The Bharat Itihasa Samshodhak Mandal has a rare collection of Manuscripts, Daftars, etc., on Historical subjects which are lent to scholars on certain conditions. At the Historical Museum, Satara, an account of which has been given in

previous Reports, a Research Association has been formed. The object of this Association is to undertake research in subjects of Archæological and Historical interest.

112. The work in connection with the Critical edition of the *Mahabharata* undertaken by the Institute is progressing satisfactorily. In addition to the *Viratparvan*, which was entrusted to Dr. Raghu Vir last year, two more *Parvans*, viz. the *Udyogaparvan* and the *Aranyaparvan*, have been taken in hand. The simultaneous editing of the three different *Parvans* by as many editors is calculated to lessen the period estimated to be required for the completion of the critical edition of the great Epic.

Bhandarkar Oriental  
Research Institute.

The number of students in the post-graduate classes of the Institute decreased during the year, only 14 students being in attendance during the first term and 9 in the second, as against 27 during both terms of the preceding year. The falling-off is reported to be mainly due to the Institute not being made a centre of post-graduate instruction by the University.

The activities of the Manuscripts Department were directed towards the publication of the Catalogue of Jain Manuscripts.

Three works comprising 920 pages were published during the year and five more works are in various stages of progress. The question of the publication of certain Persian and Arabic works in the Government Oriental Series was considered and a Committee was appointed for the selection of the work to be taken up in hand in the near future.

The Library Department of the Institute acquired by gift and purchase 261 volumes, raising the total number of volumes in the library to 9,013. The work of preparing a card-index for all these volumes has been taken in hand.

The grants made by Government for the various Departments of the Institute were renewed for a further period of ten years on certain conditions.

113. Five lectures on subjects of Oriental interest were delivered at the K. R. Cama Institute by eminent Orientalists and a discourse on "K. R. Cama and his disciples" was given by Mr. B. T. Anklesaria, M.A., on the occasion of the 24th anniversary of the death of Mr. K. R. Cama.

K. R. Cama Oriental  
Institute.

The work of translating about half a dozen works of eminent authors was entrusted to scholars, while Mr. S. J. Bulsara, M.A., was appointed Government Research Fellowship scholar of the Institute for 1934. Several volumes and Manuscripts were added to the library during the year.

The Institute suffered a great loss during the year by the passing away of nine of its members including Shams-ul-Ulama Dr. Sir Jivanji Jamsedji Modi, Kt., C.I.E., Ph.D., LL.D., one of the Founders of the Institute. A resolution recording the very special services of this eminent

scholar was passed at a special meeting of the Executive Committee of the Institute.

114. Although the membership of the Society slightly decreased during the year, the average issues of books per working day increased. Full advantage is reported to have been taken by University students of the facilities offered by the Society in respect of use of the Library, and by sister institutions in respect of loans of Manuscripts.

As many as 2,330 books were added to the library of which 1,029 were purchased and 1,301 were presented. Over a hundred coins were added to the Society's Coin Cabinet.

The Society was represented at the International Historical Conference at Warsaw in August, 1933, by the Rev. Fr. H. Heras, and contributed to the Indian Section of the Conference.

115. The Poona Sanskrit College had 4 students in the *Vyakarana* and 5 in the *Vedanta* section, exclusive of 3 students in the preparatory class. The Secretary makes the following remarks on the state and progress of the College during the year :—

“ Although the Poona Sanskrit College, as an exclusively collegiate institution, has been in existence for full five years, from the point of view of progress in studies only four years have been regarded as effective. There is accordingly going to be held in May, 1934, a degree Examination in ‘Shāstri’ for Vyākaraṇa students and in ‘Upādhyāya’ for Vedānta students. The final or the ‘Āchārya’ examination will be held after another two years.

“ Owing to the high admission qualifications insisted upon, the College does not show large increase in numbers, but it is a satisfaction to find that the number has remained steady.”

## CHAPTER XI.

## VISUAL INSTRUCTION.

116. The Sub-Department of Visual Instruction is in charge of a special Deputy Educational Inspector in the Bombay Educational Service who inspects magic lanterns, slides, lecture-notes, etc., supervises the lectures delivered by various officers, and himself delivers model lectures.

117. Of the 104 magic lanterns possessed by the Department, 35 were used by Government Secondary schools, 14 by Training Institutions, 37 by Inspecting Officers, and 18 were lent to District School Boards. In addition, 4 District and 17 Municipal School Boards and 80 non-Government Secondary Schools possessed lanterns of their own.

There are now with the Department 715 sets of slides comprising 36,415 slides, fifteen sets of 804 slides being added during the year. Twelve picturols and a set of 36 Microscopic slides were also purchased.

Lantern slides are supplied by the Deputy Educational Inspector for Visual Instruction to Government schools and Training Institutions at the rate of 12 sets each year under a system of annual rotation, the Government Inspecting Officers receiving six sets. A few sets of slides of local interest are also permanently attached to the offices of the Government Inspecting Officers in the Presidency.

118. The following table gives the distribution of the slides used and the lectures delivered during the year:—

Name.	Number of lanterns in use.	Number of slides used.	Number of lantern lectures delivered.	Average number of lectures per lantern.
Government Secondary Schools ..	35	24,883	1,385	39.5
Government Training Institutions ..	14	8,188	451	32.2
Government Inspecting Officers ..	37	13,470	1,284	34.7
District School Board Supervising Officers .. .. .	18	3,383	557	30.9
Total ..	104	49,924	3,677	35.3
Total for 1932-33 ..	104	41,847	2,904	27.9

The figures in the above table speak for themselves. The Deputy Educational Inspector for Visual Instruction makes the following remarks on the work done by Government Secondary schools during the year :—

“ Every Government institution and Inspecting Officer is expected to deliver at least twenty-five lantern lectures in a year and it is gratifying to note that a very large majority of them have done very good work on the whole this year, and consequently there has been a considerable rise in the number of slides used and lectures delivered during the year.”

While some of the District School Boards are reported to have made excellent use of the magic lantern, the Municipal School Boards appear to have evinced no interest in Visual Instruction. About 800 lectures were delivered by teachers in non-Government Secondary schools which had magic lanterns of their own, the average number of lectures per lantern being 10, which the Deputy Educational Inspector considers far below the average standard. He observes—

“ Apart from the value of lantern slides in illustrating some of the school lessons in a vivid manner, the advantages of lantern lectures to widen the narrow outlook of students by furnishing them useful information of general knowledge and culture are perhaps too great to be neglected.”

119. A reference was made in the last Report to the special course of lectures on Visual Instruction introduced at the Secondary Training College, Bombay. The Deputy Educational Inspector conducted the course during the first term and during the course of his tour visited 29 places in the Central Division and Sind and held 6 Conferences of teachers. He also inspected 34 magic lanterns, attended 13 lantern lectures, and himself delivered 153 lectures on various subjects. Forty-five of these lectures were delivered at public places mainly for the benefit of the adult population. The majority of the public lectures were intended to facilitate the introduction of the “ Village Uplift Scheme ”, an account of which is given in paragraph 207.

The Deputy Educational Inspector received numerous invitations from various officers and institutions to deliver lectures on Visual Instruction.



## CHAPTER XII.

## EDUCATION OF GIRLS.

120. During the year under review the education of girls has made remarkable advance as compared with the education of boys. The number of girls under instruction increased from 298,566 to 314,590 or by over 5 per cent. as against the increase of 2·5 per cent.

**General Progress.** in the number of boys. The rate of progress is a matter for satisfaction since the increase in the number of girls under instruction during the year was 16,024, whereas it was 6,531 during the previous year. The number of institutions for girls also rose from 1,960 to 2,031. Of these, 1,924 were recognised and 107 unrecognised as compared with 1,897 and 63 respectively in the year 1932-33.

It will be seen from the tables given below that the increase in the number of girls under instruction is shared by all the Divisions and by all the communities except Europeans and Anglo-Indians. This shows that the importance of the education of girls is being gradually recognised by the people, and that conservatism and prejudice are slowly yielding. The education of a girl is the education of a future family in a much wider sense than the education of a boy, and in order to tackle the question of mass education serious efforts must be made to push forward the progress of education of girls. The percentage of girls under instruction to the total female population of the Presidency is 3·05 as compared with 9·24 per cent. in the case of boys—a fact which reveals the disparity between the position of education of girls and of boys.

The following table shows the distribution of the institutions for girls and of the girls under instruction by Divisions :—

Division.	Number of institutions for Girls	Number of pupils in institutions for Girls.	Number of Boys in institutions for Girls	Number of Girls in institutions for Girls (Column 3 minus Column 4)	Number of Girls in institutions for Boys.	Total number of Girls under instruction (Column 5 plus Column 6)
1	2	3	4	5	6	7
Bombay Division ..	359	50,412	2,305	48,107	30,680	78,787
Central Division ..	467	43,823	1,193	42,630	32,036	74,666
Northern Division ..	455	50,013	1,190	48,823	22,778	71,601
Southern Division ..	299	24,471	231	24,240	16,203	40,443
Sind ..	406	28,686	1,424	27,262	12,059	39,321
European Schools ..	22	3,431	600	2,831	395	3,226
English-teaching Schools ..	23	6,547	1,317	5,230	1,316	6,546
<b>Total ..</b>	<b>2,031</b>	<b>207,383</b>	<b>8,260</b>	<b>199,123</b>	<b>115,467</b>	<b>314,590</b>

The number of girls under instruction in various kinds of institutions is given below :—

Institution.	Number of Girls under instruction.		Increase or decrease.
	1933-34.	1932-33.	
Arts Colleges .. .. .	975	835	+ 140
Professional Colleges .. .. .	141	131	+ 10
High Schools .. .. .	18,106	16,438	+ 1,668
Middle Schools .. .. .	5,209	4,610	+ 599
Primary Schools .. .. .	279,300	266,652	+12,648
Art Schools .. .. .	68	67	+ 1
Medical Schools .. .. .	105	63	+ 42
Normal and Training Schools .. .. .	879	853	+ 26
Technical and Industrial Schools .. .. .	1,004	841	+ 163
Commercial Schools .. .. .	63	122	— 59
Schools for Defectives .. .. .	38	39	— 1
Schools for Adults .. .. .	584	664	— 80
Other Schools .. .. .	124	193	— 69
<b>Total Recognised ..</b>	<b>306,596</b>	<b>291,508</b>	<b>+15,088</b>
<b>Total Unrecognised ..</b>	<b>7,994</b>	<b>7,058</b>	<b>+ 936</b>
<b>Grand Total ..</b>	<b>314,590</b>	<b>298,566</b>	<b>+16,024</b>

The distribution of girls under instruction by communities is shown in the following table :—

Community.	Total number under Instruction.	Percentage to total.	Percentage to Female population of the community.
Europeans and Anglo-Indians .. .. .	3,057	1.0	19.8
Indian Christians .. .. .	14,853	4.7	11.9
Hindus { Advanced .. .. .	104,229	33.1	12.4
{ Intermediate .. .. .	92,723	29.5	1.8
{ Backward .. .. .	20,408	6.5	1.0
Muhammadans .. .. .	60,001	19.1	3.1
Parsis .. .. .	8,054	2.5	18.7
Others .. .. .	11,265	3.6	6.6
<b>Total ..</b>	<b>314,590</b>	<b>100</b>	<b>3.0</b>

121. It is not possible to make an accurate estimate of the full amount spent on the education of girls, as 36 per cent. of the girls under instruction read in boys' schools. The expenditure on institutions specially maintained for girls (including those for Europeans), increased from Rs. 63,01,021 to Rs. 66,18,300. The sources from which the expenditure was met are shown below :—

Source.	Amount.	Percentage.
	Rs.	
Government Funds .. .. .	24,15,054	36·5
District Local Board and Municipal Funds .. .. .	18,20,094	27·5
Fees .. .. .	10,84,527	16·4
Other Sources .. .. .	12,98,625	19·0
Total ..	66,18,300	100·0

122. It will be seen that 36·5 per cent. of the total expenditure on girls' schools is from Provincial funds. During the year under review the Government share on these schools increased by about 5 per cent. There is no separate College for women affiliated to the Bombay University. The number of women students attending the various Arts and Professional colleges affiliated to that University increased from 966 to 1,116. Of these, 975 were in Arts colleges and 141 in Professional colleges as compared with 835 and 131 respectively in the previous year. The number of women students who passed the various University Examinations in 1933-34 was as under :—

Examination.	Number passed.
M.A. .. .. .	6
B.A. (Honours) .. .. .	44
B.A. (Pass) .. .. .	36
B.Sc. .. .. .	4
LL.B. .. .. .	2
Intermediate in Arts .. .. .	118
Intermediate in Science .. .. .	47
M.B.B.S. .. .. .	15
B.T. .. .. .	15
Matriculation .. .. .	565

123. The Indian Women's University had 155 women students attending the four colleges at Poona, Bombay, Baroda, and Ahmedabad affiliated to it. The main characteristics of this University are that (i) the courses of study are specially designed to suit the requirements of girls. (Domestic science, Human Physiology, Child Psychology, Hygiene, and Fine Arts are included in the curriculum); (ii) The Vernacular is used as the medium of instruction, English being a compulsory subject; and (iii) external candidates are allowed to appear at the University examinations. The degrees of this University are not recognised. There are 20 Secondary schools affiliated to the University. Of these, 13 are in the British Districts of this Presidency and the remaining 7 either in Indian States or in other provinces.

124. The following table gives the number of Secondary schools for girls and the number of girls attending Secondary schools (including those for boys) :—

	Schools		Pupils (Girls)	
	1932-33.	1933-34.	1932-33.	1933-34.
Indians ..	84	86	17,054 3,716 (in Boys' Schools)	20,192 4,645 (in Boys' Schools)
Europeans ..	18	19	3,094 414 (in Boys' Schools)	3,123 395 (in Boys' Schools)
Total ..	102	105	21,048 4,130 (in Boys' Schools)	23,315 5,040 (in Boys' Schools)

The number of Secondary schools for girls increased by 3 to 105. Of these, 7 are maintained by Government, one by a Municipality and the remainder by private bodies or individuals. The number of girls attending Secondary schools rose during the year under review from 21,048 to 23,315 *i.e.* by over 10 per cent. It must be noted, however, that there is only one girl for every 5 boys in Secondary schools. The following table shows the distribution of girls in Secondary schools by communities :—

Community.	Number of girls under instruction.	
	1933-34.	1932-33.
Europeans and Anglo-Indians .. .. .	2,907	2,982
Indian Christians .. .. .	4,903	4,501
Hindus { Advanced .. .. .	9,548	7,042
{ Intermediate .. .. .	748	668
{ Backward .. .. .	46	55
Muhammadans .. .. .	697	588
Parsis .. .. .	3,615	3,531
Others .. .. .	851	781
Total ..	23,315	21,048

The most notable advance as shown by the above figures has been made by the advanced classes. The figures for Muhammadans and Intermediate classes show a steady rate of increase. The figures for Backward classes, however, show a decrease. This is somewhat disappointing. The Department maintains a High School for girls at Ahmedabad, Anglo-Vernacular Girls' Schools at Thana, Nasik, Ahmednagar, Dharwar, Bijapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. In Ahmedabad the Government High School had the monopoly of girls' Secondary education for many years; but a Municipal Girls' High School has now been started which is not recognised by the Department. During the year under review, the number of girls in attendance in the Government High School for Girls was 125 as against 99 of the previous year. The Anglo-Urdu Girls' Middle School, Poona, is the only Government institution which provides English Education for Muhammadan girls through the medium of Urdu. Despite the small number of pupils in attendance (the number on rolls was only 40), Government is maintaining this School, teaching standards I to V, with the idea of encouraging girls' education among Muhammadans. With this end in view, no fees are charged to the girls of this School. The Headmistress reports that the progress of the school during the year was greatly hampered by the stoppage of the bus which used to take the pupils from their homes to the School and back, and by the incidence of plague. Difficulty is also experienced in securing qualified Urdu-knowing women teachers for the school. The Headmistress is, however, hopeful about the future and reports that the Muslim girls are eager to go on with their English education and that the number will go on increasing year after year. The remaining five Government schools teach standards I to IV and continue to enjoy great popularity. There is a definite and articulate demand from the public for developing these schools into full-fledged High Schools. All the Government schools maintain a fairly high standard of efficiency and a healthy tone.

The remaining 78 Secondary schools for Indian girls are recognised schools started by voluntary efforts and in most cases aided by a Government grant. The problem of a sound and adequate Secondary school system whether for girls or boys can only be tackled by a combination of voluntary effort and Government aid. The Department is most anxious to help girls' schools in all possible ways, and to this end, the claims of girls' schools receive preference over those of boys' schools in respect of grant-in-aid. Richly endowed schools are few and far between, and are mostly confined to big towns like Bombay and Poona. The greatest need at the moment is to have at least one good, well-managed and well-equipped High School for girls aided or otherwise in every district of the Presidency.

During the year under review the number of Secondary schools increased by 2 in Sind. The Inspectress of Girls' Schools in Sind reports that secondary education is becoming popular there. The reports from other Divisional Inspectors and Inspectresses show that girls are beginning to study in increasingly large numbers in boys' schools. The schools

in Bombay are reported to be doing very good work. The Inspectress of Girls' Schools, C. D. and B. D., reports that the work in the aided schools in her charge is fair. She observes—

“Financial stringency and cutting of grants prevent the Management from carrying out all the suggestions given by the Inspecting Officers for the improvement of the school. Untrained teachers, scarcity of women teachers, insufficient and inadequate accommodation, inadequate provision for drill, games, guiding, etc., are some of the chief defects in the aided schools.”

It is to be regretted that funds have not been available to deal more liberally with these institutions.

125. The number of women teachers is gradually increasing on the whole, and it is reported that 69 per cent. of the teachers in girls' schools of Bombay are women as against 65 of the previous year. The men teachers are for the most part teachers of Science and Mathematics—subjects which women only take up rarely in the University. It is very important, however, to staff girls' schools entirely by women teachers, not merely because men teachers cannot be expected to look after girls so well or fully as women but also because the employment of more women teachers in girls' schools will inspire greater confidence in the parents and make them more ready to send their girls to such schools.

The number of professionally trained teachers also shows an increase. The managements of the aided schools have found it necessary to reduce the scales of pay of their teachers—a matter in which Government has unfortunately had to take the lead, and as a consequence, the new entrants to the profession have to be content with low salaries under force of sheer necessity. The Inspectress of Girls' Schools, Bombay and N. D., correctly describes the position when she says—

“The schools are working with an absolute minimum of staff and though as a rule the women are better paid than the men, none of the teachers may be really considered to be paid sufficiently well to attract the best brains to the profession save in exceptional cases of women who love the work.”

126. The Secondary schools for girls follow the course of studies prescribed by the Department, and generally prepare candidates for the Matriculation examination of the Bombay University. Some schools, however, follow the Karve University course which exempts girls from doing Mathematics and Science at the stage of standard V. The two schools run by the Parsi Girls Schools' Association, Bombay, have devised a special course with a decided bias towards home-economics, particular attention being paid to cookery and laundry work. A few good schools are earnest in their efforts to give their pupils a real education; they go beyond the prescribed course in their treatment of subjects, pay particular attention to the development of powers of observation and thought, give their girls a taste for what is artistic and dainty and beautiful, and help them also to appreciate tidiness and cleanliness of person

and surroundings. The majority of schools, however, continue to attach undue importance to examination results, and devote their whole attention to the preparation of girls for the Matriculation examination. It is particularly important that every means should be adopted for reducing the strain of examination in our schools. The efforts of the Head Mistress of the A. V. Girls' School, Nasik, in the direction of eliminating the pernicious influence of examinations deserve to be specially mentioned. During the year under report she began an experiment of giving assignments in standard II which is reported to have proved a success. The Head Mistress says—

“ It has shown to pupils the value of systematic and regular work and has led them to think intelligently and do their work accurately.

“ It has also shown that all brains cannot work at the same pace and need, therefore, a longer or shorter time to attain the required proficiency.”

127. The number of Primary schools for girls increased by 25 to 1,767, while the number of pupils increased by 7,883 to 180,595. The following table gives the number of Primary schools for girls under different managements and of pupils attending them:—

Management.	Schools.		Pupils.	
	1932-33.	1933-34.	1932-33.	1933-34.
Government .. .. .	6	10	1,118	1,258
District Local Board .. .. .	761	772	47,480	50,225
Municipal .. .. .	553	557	88,188	93,287
Aided .. .. .	407	414	34,960	34,620
Unaided .. .. .	15	14	966	1,205
<b>Total ..</b>	<b>1,742</b>	<b>1,767</b>	<b>172,712</b>	<b>180,595</b>

The subjoined table shows the progress of Primary education of girls in the various Divisions during the last two years:—

Division.	Number of pupils.		Percent- age in- crease or decrease.	Percent- age to female population.
	1932-33.	1933-34.		
Bombay Division .. .. .	41,716	44,151	+5·8	1·8
Central Division .. .. .	38,671	40,539	+4·8	1·3
Northern Division .. .. .	44,002	46,254	+5·1	3·1
Southern Division .. .. .	23,632	23,977	+1·5	1·4
Sind .. .. .	24,691	25,674	+4·0	1·5
<b>Total ..</b>	<b>172,712</b>	<b>180,595</b>	<b>+ 4·6</b>	<b>1·7</b>

The total number of girls under instruction in Primary schools was 279,300 as against 266,652 of the previous year which indicates an increase of nearly 5 per cent. The distribution of girls in Primary schools by standards for the last two years was as under :—

Standard.	Number of girls.		Percentage.	
	1933-34.	1932-33.	1933-34.	1932-33.
Infants .. ..	123,111	119,721	44·1	44·9
Standard I .. ..	51,854	49,980	18·6	18·7
Standard II .. ..	41,843	39,238	15·0	14·8
Standard III .. ..	29,346	27,206	10·5	10·2
Standard IV .. ..	19,612	17,975	7·0	6·7
Total, Lower Primary Stage ..	265,766	254,180	95·2	95·3
Standard V .. ..	7,487	7,328	2·7	2·8
Standard VI .. ..	6,047	5,144	2·1	1·9
Standard VII .. ..				
Total, Upper Primary Stage ..	13,534	12,472	4·8	4·7
Grand Total (Lower and Upper Primary Stages).	279,300	266,652	100·0	100·0

The girls in standard VII are those attending Boys' schools. Of the total number of girls under instruction in Primary schools, 95·2 per cent. are in the Lower Primary stage and only 4·8 per cent. in the Upper Primary stage. It must be remembered, however, that a great number of girls in towns go on to Secondary schools on completing the Lower Primary course. It will be observed that this year's figures show an increase in every standard over those of the previous year. This rise in numbers in the Upper Primary stage doubtless indicates that the wastage is decreasing, although it is a very small decrease. Comparing the last year's number in the infants' class with that of standard I of the year under report, it would appear that over 56 per cent. of the children in the Infants' class stagnate. But we must take into consideration the fact that several children join the Infants' class at any time of the year. The falling-off in numbers, however, from standard to standard is to some extent a reflection upon the teachers and parents of all communities. The disparity between the figures for boys and those for girls becomes more and more striking as we go up the educational ladder.



In the Lower Primary stage the proportion of girls to boys is 1 to 3. The Inspectress of Girls' Schools in Sind observes—

“ There is a demand for girls' education everywhere, but the Local Authorities being handicapped, cannot do very much in this direction on account of lack of funds on one hand and dearth of qualified and trained mistresses on the other. The institution of special primary scholarships has to some extent minimised the latter complaint in some areas.”

128. Most Primary schools for girls in the districts are housed in rented buildings and the accommodation is reported to be inadequate and unsatisfactory. The class-rooms and compounds are not often kept as clean as they should be, and the sanitary arrangements are very faulty. In Bombay only 11 schools are housed in Municipal buildings, the remaining 110 schools being housed in rented buildings where the lighting and sanitary conditions are not reported to be quite satisfactory. In the Northern Division, 198 of the 351 school buildings are reported to be rent-free. The Local Authorities of Satara, Ahmednagar, and Ratnagiri, are reported to have made earnest efforts towards improving class-room and providing some equipment as far as possible.

129. The Vernacular Final examination is the only public examination in Primary schools. The total number of Vernacular Final girls who appeared for this examination held during Examination for Girls. the year was 3,933, of whom 1,504 or 43·3 per cent. passed. The figures for the previous year were 3,446 and 1,569 (or 45·5 per cent.) The details of the results of the Vernacular Final examination for girls are given in the following table :—

Division.	Vernacular Final.		Urdu Final.		Total.		
	Number appeared	Number passed.	Number appeared	Number passed.	Number appeared	Number passed.	Percentage.
Bombay Division ..	993	304	116	39	1,109	343	30·9
Central Division ..	1,122	271	55	21	1,177	292	25·7
Northern Division ..	1,006	559	25	5	1,031	564	54·7
Southern Division ..	270	100	23	6	293	106	36·5
Sind ..	282	182	41	17	323	199	61·6
Total ..	3,673	1,416	260	88	3,933	1,504	43·3

The steady increase in the number of candidates appearing at this examination is a noteworthy feature. The increase in the number of girls who appear for the Urdu Final examination and pass is also encouraging.

The present course for the Vernacular Final examination for girls stops at standard VI with the result that its standard is lower than that of the Vernacular Final examination for boys. The Training Colleges, therefore, get raw material for their pupils, and in order to raise the standard of education generally and of the work in the Training Colleges particularly, it appears desirable to extend the course of the Vernacular Final examination for girls to standard VII as in the case of boys.

130. The following table gives the details of the qualifications of women teachers serving in Government, District Local Board, and Municipal Primary schools :—

Division.	Trained.				Untrained.			
	III year.	II year.	I year.	Total.	Quali- fied.	Un-quali- fied.	Total.	Grand total.
Bombay Division ..	199	148	231	578	376	198	574	1,152
Percentage to total ..	17.3	12.8	20.1	50.2	32.6	17.2	49.8	100
Central Division ..	114	130	204	448	346	86	432	880
Percentage to total ..	12.9	14.8	23.2	50.9	39.3	9.8	49.1	100
Northern Division ..	264	139	189	592	275	27	302	894
Percentage to total ..	29.5	15.6	21.1	66.2	30.8	3.0	33.8	100
Southern Division ..	94	85	151	330	148	52	200	530
Percentage to total ..	77.7	16.0	28.5	62.2	27.9	9.8	37.7	100
Sind ..	53	74	86	213	140	78	218	431
Percentage to total ..	12.3	17.2	19.9	49.4	32.5	18.1	50.6	100
Total ..	724	576	861	2,161	1,285	441	1,726	3,887
Percentage to total ..	18.6	14.8	22.2	55.6	33.1	11.3	44.4	100

It will be seen that the percentage of trained teachers exceeds the minimum of 50 prescribed under the Primary Education Act in all Divisions except Sind. The total number of Teachers increased by 146 and trained teachers by 92. The number of Primary Training institutions for Women increased by 2 to 19, of which 5 are maintained by Government, one by a Municipality, and 13 by Missionary and other Societies. The total number of girls receiving training increased by 30 to 780.

Municipal schools are usually well staffed but some difficulty is experienced in obtaining trained teachers to work in rural areas. Qualified women teachers who are willing to serve in village schools are rare with the result that sometimes elderly male teachers have to be employed.

It has been suggested that if a number of hostels could be placed at central points managed by some reputable body and suitably staffed,

women might be more easily induced to take up Primary teachers work in the district going to and from the schools in the vicinity. This would be a great aid to further progress and I commend the idea to the various existing philanthropic trusts and societies.

131. The quality of teaching in girls' schools continues to be satisfactory on the whole though it leaves much to be desired particularly in the District Local Board schools. Needlework and handwork are generally neglected in Primary schools. The Inspectresses are not in favour of retaining the special needlework teachers. These subjects are best taught along with the other class subjects and trained mistresses could with advantage take them under the guidance of the Head Mistress. Music is also taught in some of the schools, especially because it is a subject for the Vernacular Final examination for girls.

Such defects of teaching as are noticed in Primary schools for girls appear to be due to lack of proper supervision, irregular attendance of the children, and indifference on the part of women teachers who for the most part are married women. On account of insufficient accommodation and the large amount of leave enjoyed by women teachers, it happens that a teacher has very often to look after more pupils than she possibly can. The Inspectress of Girls' Schools, Bombay and N. D., reports that she has seen teachers trying to teach as many as 70 infants at a time. This tendency is based on the erroneous belief that education is merely a pouring in process and must be checked in the best interests of the education of the Presidency.

A special woman supervisor has been appointed by the Satara Board to inspect the girls schools. The Inspectress of Girls' Schools, B. D., and C. D., observes in this connection—

“I strongly urge the appointment of such women Supervisors as soon as possible in the other districts also. Lady Supervisors will be of very great use in making the position of newly trained young women safer and pleasanter in the villages. Every year I hear of these young teachers agitating to refund their scholarships to be able to get away from the village to the city, because of the difficulties and dangers of living there alone, as they very often have to. The public as well as the authorities are at times very unsympathetic towards these women; a Lady Supervisor would be able to help such women, and the District School Boards would not lose their efficient teachers, as so often happens.”

The existence of central hostels alluded to before would facilitate the carrying out of the foregoing ideas which must meet with the approval of every thinking member of the public.

132. The Physical education of girls is on the whole sadly neglected. Some of the Indian games such as skipping, Hide and Seek, Garba, Jimma, etc., are generally played under the supervision of class mistresses in such schools as have compounds. There are trained drill mistresses in Bombay City, and all the schools have regular drill periods.

133. The number of Girl Guides of all ranks rose by 438 to 8,398. A grant of Rs. 6,709 was made to the Girl Guide Association during the year. The following extract from the report of the Girl Guide Association gives an account of the progress made by the various branches of the Association throughout the Presidency :—

“ We now have two trainers in our staff and Training Camps and Weeks have been held throughout the year, while special attention has been paid to vernacular training for which the need is very great. Several companies have camped very successfully and the first Rangers Camp conference was held during the Easter week-end. More than 20 of our Guiders attended the All India Camp at Lahore. Thinking Day was celebrated by the holding of large and small rallies wherever possible and Bombay was fortunate in having Her Excellency the Countess of Willingdon present at one of its big rallies.

“ Good progress is being made especially among the Bluebirds in the Criminal Tribes areas, Local Boards and Municipalities in Gujarat and Belgaum are evincing keen interest in the work and giving every facility to their teachers to get trained so that new flocks and companies will soon be started in these districts, while the first Blind Company will soon be started in Bombay. Satara Division with well over a thousand members has suffered a great loss with the departure of Miss Pickin for America, but owing to the very excellent foundation she has laid the work there is progressing and new flocks in outlying villages still continue to be registered.”

134. Apart from the Training institutions for women teachers, there are a number of special institutions which provide special training in needle-work, embroidery, tailoring, etc., for grown up girls and women. The number of such institutions at the end of the year was 25.

135. The Inspectress of Girls' Schools, Bombay and N. D., observes:—

**General.** “ Some schools do very good library work. Debating Societies also flourish in a few schools. Some produce manuscript magazines of a really high and artistic order. Dramatic displays are regularly given by many schools to augment their school funds. Regular cinema displays are held in a few schools though none of them has yet been able to afford a machine.”

## CHAPTER XIII.

## ANGLO-INDIAN AND EUROPEAN EDUCATION.

136. The following Chapter deals exclusively with European schools which are governed by a special Code of Regulations and which follow a special curriculum. An account of English-teaching schools, which cater mainly for the Indian Christian Community, and which are more closely allied to Anglo-Vernacular schools than to European schools, is given at the end of Chapter VI. Government of India Table VII published with this Report gives a statistical summary of the institutions for Europeans in this Presidency.

Although principally intended for children of Europeans and Anglo-Indians, European schools are allowed to admit non-Europeans up to a limit of 30 per cent. Of the 5,524 pupils in European schools on 31st March, 1934, 4,297, or 77·8 per cent., were Europeans, and 1,227, or 22·2 per cent., belonged to various non-European communities.

137. In addition to the 4,297 European pupils mentioned above, there were 1,243 Europeans in non-European schools, raising the total number of Europeans under instruction to 5,540 or 13·6 per cent. of the total European population. The following table gives the total number of European pupils under instruction in various kinds of institutions :—

	Boys.	Girls.	Total.
Arts and Professional Colleges .. ..	38	8	46
Secondary schools .. ..	2,381	2,907	5,288
Primary schools .. ..	40	34	74
Training institutions .. ..	....	69	69
Other Special schools .. ..	33	30	63
Total ..	2,492	3,048	5,540
Total for 1932-33 ..	2,366	3,123	5,489

There are no separate collegiate institutions for Europeans. Of the 46 European students receiving higher education, 42 (including 8 women) were attending Arts Colleges, two were reading for Law, one was attending the College of Engineering, Poona, and one was reading for the B.T. degree.

138. The total expenditure on European education increased by Rs. 21,510 to Rs. 14,11,476 which was met from the following sources :—

			Amount.	Percentage.
			Rs.	
Government funds	..	..	4,80,219	34·0
Fees	..	..	6,20,838	44·0
Other sources	..	..	3,10,419	22·0
Total			14,11,476	100·0

139. There were 34 Secondary schools for Europeans (15 for Boys and 19 for Girls) with 5,421 pupils, an increase of 93. The following table gives comparative details for the last two years :—

			1932-33.	1933-34.
High Schools for	{	Boys	1,504	1,516
		Girls	2,893	3,106
Middle Schools for	{	Boys	627	577
		Girls	304	222
Total			5,328	5,421

Of the 5,421 pupils in European Secondary schools, 4,218, or 77·8 per cent., were Europeans and Anglo-Indians, and 1,203, or 22·2 per cent., were non-Europeans. Of the latter, 297 were Indian Christians, 109 Hindus, 150 Muhammadans, 552 Parsis, and 95 others.

140. The expenditure on European Secondary schools decreased by Rs. 7,136 to Rs. 9,10,845, of which Rs. 3,41,723, or 37·5 per cent., was met from Provincial funds, Rs. 3,93,173, or 43·2 per cent., from fees, and Rs. 1,75,949, or 19·3 per cent., from other sources. The average annual cost of educating a pupil in a European Secondary school was Rs. 174.

141. The number of teachers in European schools increased by 9 to 370 of whom 255 or 68·9 per cent. were trained against 259 or 71·7 per cent. in the preceding year. The decrease in the number of trained teachers is small and calls for no comment. Efforts are being made by some of the bigger schools to secure the services of trained teachers from England by direct recruitment. A passage grant of Rs. 203 was paid to the Cathedral Girls' High School, Bombay, for a teacher thus recruited during the year.

In addition to all the Railway schools, which have Provident Fund schemes for their employees, four Secondary schools have introduced similar schemes for the benefit of their teachers.

142. There are no European Training Institutions for men in the Presidency, candidates being required to join the **Training of Teachers.** Chelmsford Training College at Ghoragalli (Punjab) for training. A teacher from the Barnes High School, Deolali, availed himself of such training during the year and was given a stipend of Rs. 60 per mensem.

The St. Mary's Training College, Poona, and the Convent Normal Class, Byculla, are the only Training institutions for European women. European teachers in these institutions also receive stipends of Rs. 40 per mensem while under training. Twenty stipends were awarded during the year. The Inspector of European Schools makes the following remarks on the examinations for which candidates are prepared by these institutions :—

“The St. Mary's Training College, Poona, prepares candidates for the B.E.S.T.D. Examination recently sanctioned by Government and students take the Cambridge Higher School Certificate Examination, which is compulsory as laid down in the curriculum. The whole course is of three years' duration. Candidates are also prepared for the Departmental Kindergarten Examination at this Training College. The course extends over two years.

The Convent Normal Class, Clare Road, Byculla, prepares candidates for the Cambridge Higher School Certificate Examination as well as for the S.T.C. Examination. It may also present candidates for the B.E.S.T.D. Examination.”

In addition to the Convent Normal Class, Bombay, which caters for the S.T.C. Examination, some of the European Secondary schools also prepare candidates for it. Twenty-three candidates passed the examination during the year.

143. The following table compares the results of the Cambridge Local Examinations which are held in December at various centres :—

	1932-33.			1933-34.		
	Number appeared.	Number passed.	Percentage.	Number appeared.	Number passed.	Percentage.
Cambridge School Certificate ..	182	104	57.1	176	98	56.0
Junior ..	190	117	61.6	190	111	58.4
Preliminary ..	101	78	77.2	63	41	65.0

The Inspector of European Schools reports that a number of applications from private candidates for admission to the School Certificate Examination were received, but, as *bona fide* candidates from recognised European schools only are allowed to appear for the examination, the applications had to be rejected. Although the number of

candidates appearing for the examination as well as that of passes recorded a slight decrease, the results can be regarded as satisfactory on the whole. Candidates possessing the Cambridge School Certificate are allowed to join Collegiate institutions affiliated to Home Universities under certain conditions, while the examination is regarded as equivalent to the Matriculation Examination of the Bombay University for which some of the European schools also send up candidates.

Fifteen candidates from European schools passed the Matriculation Examination of 1934.

One of the three candidates who appeared for the Cambridge Higher Certificate Examination in July, 1933, passed, while 8 and 7 candidates appeared for Parts I and II of the Departmental Kindergarten Examination and 4 and 7 respectively passed.

The Inspector of European Schools makes the following remarks on the B.E.S.T.D. Examination held in December, 1933 :—

“ The B.E.S.T.D. Examination, which was started only in 1931, was held during the year under report at the St. Mary's Training College, Poona, the only institution up till now which prepares candidates for this examination though candidates are expected to be presented in the year 1934-35 from the Convent Normal Class, Clare Road, Bombay. The course prescribed for this examination is of much higher standard than that of the S.T.C. Examination. The candidates, who study for this examination, are required to sit for the Cambridge Higher School Certificate Examination during their period of training. Only one candidate appeared for this examination held in December, 1933, and she was successful.”

144. Two sets of 5 Junior and 10 Senior Scholarships are awarded by Government annually on the results of the Cambridge Local examinations. The Senior Scholarships, which are of the value of Rs. 30 per month, are tenable for three years in collegiate institutions affiliated to the Bombay University or in approved Technical, Commercial, or Professional institutions, while the Junior Scholarships of Rs. 12 per month are awarded to pupils attending European High Schools or approved Technical or Professional institutions. Of the 20 Senior scholars, 11 are attending Arts Colleges, 2 Professional Colleges, 6 are studying in Professional institutions, while one left before completing the course.

Both the sets of scholarships are reported to have been fully taken advantage of during the year, the total expenditure on this account amounting to Rs. 8,160 as against Rs. 7,743 in the preceding year.

145. Seven institutions for boys and 14 for girls have hostels attached to them. The increase in the number of boarders from 1,673 to 1,783 is a pleasing feature justifying the popularity of these hostels which are under the direct supervision of responsible teachers or Matrons.

Hostels and Medical Supervision.



The Code of Regulations for European Schools provides for the award of grants to poor or destitute children attending European schools. The total amount paid to boarders and day scholars during the year amounted to Rs. 1,13,106.

In addition to the hostels mentioned above, two independent hostels are maintained in Bombay by the Young Men's Christian Association and the Young Women's Christian Association, while two others are maintained by the League of Mercy at Lonavla for the benefit of poor or destitute children.

The University Settlement and the Catholic Women's Hostel cater for women attending collegiate institutions in Bombay. Further statistics of these hostels will be found in the table published in the supplement to this Report.

Arrangements for the medical inspection of pupils are made in all European schools and in the hostels attached to them, and, with the exception of a few isolated cases of sickness, which are attended to at once, the health of the pupils is reported to be good.

146. The only special institution for Europeans in this Presidency is the Commercial School for Girls conducted by the Young Women's Christian Association, Bombay. This school is doing good and useful work. Girls from European schools whose circumstances do not permit them to pay for higher education attend this Commercial School where they receive commercial education and are trained in Shorthand, Typewriting, Book-keeping, etc.

147. Greater stress is laid on the importance of physical education and although some of the European schools, especially those in Bombay, are handicapped for want of suitable playgrounds, pupils are encouraged to take an active part in outdoor games. There has been improvement in the quality of the drill done as more and more teachers come to realise what a high standard in this work really means. The Board of Education's Physical Training Syllabus is almost universally the basis of the drill syllabus. In some cases a fully qualified teacher is shared by a group of schools. This is a very pleasing sign.

Nearly all schools of any size have Scouts, Guides, Wolf-Cubs, and Bluebirds, and these activities seem to flourish. They are certainly popular and vigorous.

The bigger boys' schools have Cadet Corps which are uniformly smart in turn-out. There were 216 Cadets in three regiments and a total grant of Rs. 1,608 was paid to three schools viz., Cathedral Boys' High School, St. Mary's High School, Mazagaon, and Barnes Boys' High School, Deolali, under article 43 of the Code of Regulations for European Schools.

148. Mr. Eric Hudson Davies, the Inspector of European Schools, makes the following general remarks on the state and progress of European schools in this

General remarks.  
 Presidency :—

“Steady though unostentatious progress has continued in the development of European schools during the year under review. This is most easily observable in the greater uniformity of schools of various types which yearly, under the pressure of Departmental suggestions and policy, tend to approximate more and more closely to the standard of the better schools. Much still remains to be done however. Specialist subject teaching is now attempted in every European High School: where it is less completely attempted as in Convent Schools generally, the schools express their willingness to co-operate in introducing such a scheme and are doing so as rapidly as a rather slow improvement in the quality of their teaching staff will permit.

“Religious orders and communities tend to concentrate in the first place on buildings and amenities and I look with great favour on the increased, though still slight, number of visits interchanged between Heads and Managers of various types of schools. I hope that schools will see more and more clearly how valuable this closer contact is.

“I am happy to be able to express once more my satisfaction at the way in which the European schools of this Presidency are uniformly ready to co-operate with the suggestions made to them for their own development and for the good of European Education generally.”

## CHAPTER XIV.

## EDUCATION OF MUHAMMADANS.

149. In this chapter, as in previous Reports, the education of Muhammadans in Sind is dealt with separately, as the conditions and problems connected with Muhammadan Education in Sind differ widely from those in the rest of the Presidency. Whilst the Muhammadans constitute 8·8 per cent. of the total population in the Presidency proper, the corresponding percentage in Sind is 72·8.

**Introduction.**

Education in Sind differ widely from those in the rest of the Presidency. Whilst the Muhammadans constitute 8·8 per cent. of the total population in the Presidency proper, the corresponding percentage in Sind is 72·8.

*A—Presidency excluding Sind.*

150. The number of Muhammadan pupils under instruction in all classes of institutions increased from 163,645 to 167,564, or by 2·4 per cent. Of these, 156,448 were in recognised institutions and 11,116 in unrecognised institutions as compared with 152,901 and 10,744 respectively in the preceding year. The following table gives the number of Muhammadan pupils in recognised institutions in the different Divisions :—

	Number of Muhammadan pupils in recognised institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1932-33.	1933-34.	1932-33.	1933-34.	
Bombay Division ..	42,676	44,301	14·6	14·4	8·6
Central Division ..	38,195	39,364	10·3	10·3	6·2
Northern Division ..	39,451	40,186	15·8	15·8	11·6
Southern Division ..	31,288	31,143	15·7	15·6	11·2
European and English teaching Schools.	1,291	1,454	6·0	6·5	..
Total ..	152,901	156,448	13·5	13·4	8·8

It will be seen from these figures that the percentage of Muhammadan pupils to the total number of pupils is considerably higher than the percentage of Muhammadan population to the total population in each Division.

The following table gives the percentage of pupils of different communities in all classes of institutions to their total population :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities.
	Advanc- ed.	Inter- mediate.	Back- ward.	Average for Hindus.			
Bombay Division ..	18.0	4.2	2.9	5.4	10.6	11.0	6.2
Central Division ..	19.0	5.4	3.2	5.7	10.2	11.9	6.2
Northern Division..	31.1	6.2	5.2	8.0	13.3	10.4	8.8
Southern Division..	13.2	4.9	3.9	5.4	8.1	8.1	5.8
<b>Total ..</b>	<b>19.5</b>	<b>5.1</b>	<b>3.6</b>	<b>6.0</b>	<b>10.5</b>	<b>10.8</b>	<b>6.5</b>

These figures show that Muhammadans have not only a higher percentage of pupils under instruction than any other community, except the advanced Hindus, but also a higher percentage than the average for all communities taken together.

The following table gives the number of Muhammadan pupils in different classes of institutions :—

	Pupils in		Percentage.
	1932-33.	1933-34	Increase or decrease.
Arts Colleges .. .. .	454	472	+ 3.9
Professional Colleges.. .. .	179	183	+ 2.2
Secondary Schools .. .. .	8,973	9,601	+ 7.0
Primary Schools .. .. .	140,214	143,556	+ 2.4
Special Schools .. .. .	3,081	2,636	- 14.4
<b>Total ..</b>	<b>152,901</b>	<b>156,448</b>	<b>+ 2.3</b>
Unrecognised Institutions .. .. .	10,744	11,116	+ 3.5
<b>Grand Total ..</b>	<b>163,645</b>	<b>167,564</b>	<b>+ 2.4</b>

It will be seen that there has been an increase in all classes of institutions except the special schools in which there is a decrease.

151. The total expenditure on the education of Muhammadans may be estimated roughly at Rs. 45,94,000, of which Rs. 20,12,000 was met from Provincial funds. The expenditure on institutions specially maintained for Muhammadans was Rs. 23,17,751, of which Rs. 10,18,960 was borne by Government.

152. During the year under report, the number of Muhammadan students in Arts and Professional Colleges increased from 454 to 472 and from 179 to 183 respectively. Higher Education. The number of Muhammadan students in the Ismail College at Andheri, was 137 as compared with 123 in 1932-33.

The following table gives the percentages to population of students belonging to different communities attending Arts and Professional Colleges :—

	Hindus.				Muham- madans.	Others.	Average for all communi- ties.
	Advanc- ed.	Inter- mediate.	Back- ward.	Average for Hindus.			
1932-33 ..	0.56	0.01	0.002	0.05	0.04	0.32	0.06
1933-34 ..	0.59	0.01	0.004	0.06	0.04	0.36	0.07

The number of Muhammadan students who pass the Matriculation and higher University Examinations is steadily increasing. The number of Muhammadan students who passed the various University Examinations in 1933-34 is given below :—

Examination.	Number passed.
M.A. ..	11
M.Sc. ..	2
B.A. (Honours) ..	23
B.A. (Pass) ..	39
B.Sc. ..	7
LL.B. ..	16
M.B.B.S. ..	5
B.E. ..	5
B.T. ..	1
B.Com. ..	2
B.Ag. ..	2
Intermediate Arts ..	74
Intermediate Science ..	25
Intermediate Commerce ..	5
Inter Agricultural ..	1
Matriculation ..	477

With a view to encouraging Muhammadans to take higher education, Government have provided special facilities for them. In Government Professional Colleges 10 per cent. of the places are reserved for

Muhammadans. Details of the scholarships provided are given below :—

Arts Colleges.	Professional Colleges.		
	College of Engineering.	College of Commerce.	Law College.
42 scholarships of Rs. 15 (40 tenable for four years and 2 tenable for one year).	Three scholarships of Rs. 30 tenable for three years.	One scholarship of Rs. 25 tenable for three years.	Three scholarships of Rs. 20 to Rs. 25 tenable for two years.

In addition to these scholarships, certain Muhammadan benefactors have provided endowment funds, the interest of which is utilised in giving a number of scholarships in Arts and Professional colleges. Details of these funds are given below :—

Name of the Endowment Fund.	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs. Per month	
Sir Mahomed Yusuf Scholarship Fund.	2,43,600	20	30	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,45,800	19	15	Arts Colleges and Savantwadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,42,300	5	70	Royal Institute of Science.
		12	30	
Saiyid Saiyidmiyan Ahmedmiyan Kadri Scholarship Fund.	25,000	1	15	Gujarat College (Junior B.A. Class).
		1	12	Agricultural College.
		1	15	Grant Medical College or College of Engineering.

153. The number of Muhammadan pupils in Secondary schools increased by 628 to 9,601 or by 7·0 per cent. The increase in the preceding year was 488 only. The following

table gives the percentage to population of pupils belonging to different communities in Secondary schools :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities.
	Advarc- ed.	Inter- mediate.	Back- ward.	Average for Hindus.			
1932-33 ..	3.59	0.18	0.06	0.44	0.56	4.36	0.61
1933-34 ..	3.82	0.19	0.06	0.47	0.61	4.60	0.64

There are 30 Secondary schools, including English classes, which are maintained specially for Muhammadans. Government maintain Anglo-Urdu High Schools at Poona and Hubli, Anglo-Urdu Middle Schools at Nasik and Sholapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. There is provision for the teaching of Persian in all Government High Schools and of Urdu in ten Government schools, whilst Arabic is taught in the Government High Schools at Jalgaon, Nasik, and Surat and in the Anglo-Urdu High School, Poona.

The Anglo-Urdu High Schools at Poona and Hubli have hostels attached to them. A plot of land from the play-ground of the Nasik High School has been given to the Nasik Muslim Education Society to erect a hostel for Muhammadan boys and it is hoped that the hostel when built will remove a long-felt need at Nasik. In other Government High Schools separate boarding arrangements have been made where the number of Muhammadan boarders is sufficient to justify such arrangements.

The efforts of Government are also supplemented by private enterprise. The Konkan Muslim Education Society maintains a separate hostel for Muhammadan boys attached to the S. P. Hakimji High School, Bordi. The Anjuman-i-Islam High School, Bombay, and the Anglo-Urdu High School, Bhiwandi, provide hostel accommodation for 46 and 25 boys respectively. In the Central Division, in addition to the Darul-Ulum Muslim High School at Panchgani and the Badria Anglo-Vernacular School in Poona for Shia Bohoris (teaching through Gujarati), there are four Anglo-Urdu classes. In the Northern Division there are four Secondary schools, viz. (1) the Anjuman-e-Islam High School at Ahmedabad, (2) the late Haji Casam Mahomed Anglo-Vernacular Commercial School at Rander, and (3) the two English classes attached to District Local Board Urdu schools at Hansot and Kavi in the Broach District. There is one aided school at Bhatkal in the Southern Division maintained mainly for the benefit of the large Muslim population of the place, while two District Local Board Urdu Primary schools at Belgaum and Kudchi teach English in Standards V to VII.

Government have provided special facilities for the encouragement of Secondary education among Muhammadans. In all Government High Schools 15 per cent. of the places are reserved for them and in the Northern

Division this percentage has been raised to 20. Free-studentships are awarded in Government Secondary schools to the extent of 22½ per cent. of the number of Muhammadan pupils in the school. Six hundred and thirty-seven special scholarships ranging in value from Rs. 4 to Rs. 8 have been provided for Muhammadan pupils in Secondary schools.

The majority of Muhammadans attend the ordinary Secondary schools but there is a growing demand for more Anglo-Urdu schools or classes. In this connection the Deputy Educational Inspector, Urdu Schools, Central Division, remarks—

“The absence of Anglo-Urdu schools in most places causes much hardship to a student intending to join a Secondary institution. He is under the circumstances required to read in an Anglo-Marathi school in which he finds it difficult to follow instruction imparted through the medium of Marathi.”

The Educational Inspector, Central Division, comments on these remarks as under :—

“This may be partly true, but the plaint would carry more weight if the wastage and stagnation figures in the Anglo-Urdu Schools above Standard III were more satisfactory. The best way of showing the need for more schools is to use the existing ones fully ; this is not being done at present.”

154. The number of Muhammadan pupils in Primary schools increased during the year from 140,214 to 143,556 or by 2·4 per cent. Of these, 104,915 were in schools specially intended for Muhammadans and the remaining 38,641 in ordinary schools.

155. Although this increase is encouraging, there is a considerable falling-off in numbers as one goes up the educational ladder from the Infant class upwards. This is shown in the following table :—

Year.	Infants.	Standard I	Standard II	Standard III	Standard IV
1929-30 .. ..	55,833	..	..	..	..
1930-31 .. ..	..	24,865	..	..	..
1931-32 .. ..	..	..	19,503	..	..
1932-33 .. ..	..	..	..	14,883	..
1933-34 .. ..	..	..	..	..	11,619

The drop from 24,865 in Standard I to 11,619 in Standard IV, or of 53·3 per cent., is considerable and requires the earnest attention of the Muhammadan community. The corresponding percentage for all communities taken together is 40·6.



156. Two alternative courses—Urdu-Vernacular and Vernacular-Urdu—continue to be followed in Urdu Primary schools. Curricula. In the former, the medium of instruction is Urdu with Vernacular as an optional subject, while in the latter, Vernacular is the medium of instruction in all subjects and Urdu is taught as a compulsory extra language. The course to be followed is left to the choice of the local Muhammadans. The following table compares the position of the two classes of schools and of pupils in them in 1932-33 and 1933-34 :—

	District Local Board.							
	Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1932-33.		1933-34.		1932-33.		1933-34.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division.	48	2,599	47	2,584	164	6,463	165	7,572
Central Division.	129	6,696	130	7,847	96	3,122	97	2,940
Northern Division	30	2,193	26	1,852	109	6,534	113	7,296
Southern Division	212	11,201	213	11,234	..	..	..	..
Total ..	419	22,779	416	23,017	369	16,119	375	17,808

	Municipal.							
	Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1932-33.		1933-34.		1932-33.		1933-34.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division.	143	16,555	148	18,208	12	758	15	925
Central Division.	97	11,067	97	12,248	21	1,360	25	1,476
Northern Division	75	9,142	69	8,208	16	2,161	24	3,530
Southern Division	78	8,581	81	8,992	..	..	..	..
Total ..	391	45,945	395	47,716	49	4,279	64	5,931

It is evident from these figures that the Urdu-Vernacular course is more popular in the urban or Municipal areas. The Muhammadans in rural areas generally prefer the Vernacular-Urdu course. It is reported that the District Local Board, Ratnagiri, tried the experiment of turning all of their Vernacular-Urdu schools into Urdu-Vernacular ones, but they had to give up the idea as it was found to be impracticable. There is no

gainsaying the fact that the necessity of learning two languages acts as a definite brake upon the progress of studies in both kinds of schools and presents a problem of far reaching implication which can be solved by the Muhammadan community alone.

The number of Muhammadan pupils who passed the Urdu and Vernacular Final Examinations decreased during the year as will be seen from the following table :—

	Vernacular Final.		Urdu Final.	
	1932-33.	1933-34.	1932-33.	1933-34.
Bombay Division .. .. .	13	22	128	111
Central Division .. .. .	135	117	202	156
Northern Division .. .. .	45	43	112	81
Southern Division .. .. .	62	59	42	55
<b>Total .. .. .</b>	<b>255</b>	<b>241</b>	<b>484</b>	<b>403</b>

This decrease is to be deplored because it will have its effect on the recruitment of Muhammadan teachers for Primary schools.

157. The following table shows the number of Muhammadan teachers in Primary schools in each Division and their qualifications :—

	Trained.		Untrained.						Total Trained and Untrained.	
	1932-33	1933-34	Qualified.		Unqualified.		Total.		1932-33	1933-34
			1932-33	1933-34	1932-33	1933-34	1932-33	1933-34		
Bombay Division ..	438	465	312	315	168	178	480	403	918	958
Percentage to total Muhammadan teachers.	47·7	48·5	34·0	32·9	18·3	18·6	52·3	51·5	100	100
Central Division ..	484	516	484	480	77	77	561	566	1,045	1,082
Percentage to total Muhammadan teachers.	46·3	47·7	46·3	45·2	7·4	7·1	53·7	52·3	100	100
Northern Division ..	431	445	394	304	48	49	442	443	873	888
Percentage to total Muhammadan teachers.	49·4	50·1	45·1	44·4	5·5	5·5	50·0	49·9	100	100
Southern Division ..	448	442	306	313	43	46	349	359	797	801
Percentage to total Muhammadan teachers.	56·2	55·2	38·4	39·1	5·4	5·7	43·8	44·8	100	100
<b>Total (Presidency proper).</b>	<b>1,801</b>	<b>1,868</b>	<b>1,496</b>	<b>1,511</b>	<b>336</b>	<b>350</b>	<b>1,832</b>	<b>1,861</b>	<b>3,033</b>	<b>3,229</b>
Percentage to total Muhammadan teachers.	49·6	50·1	41·2	40·5	9·2	9·4	50·4	49·9	100	100

The total number of Muhammadan teachers in Primary schools increased from 3,633 to 3,729. This increase was shared by all Divisions. It is gratifying to note that the percentage of trained Muhammadan teachers has increased from 49·6 to 50·1. It will be seen from the above table, however, that the percentage of trained Muhammadan teachers in the Bombay and Central Divisions has not yet reached 50 which is the minimum percentage of trained teachers prescribed under the Primary Education Act.

For the training of Muhammadan men teachers Government maintain Urdu training schools at Poona and Ahmedabad. The school in Poona provides a two years' course, while that in Ahmedabad the First Year course only. Further details of these schools are given in Chapter VIII. Government also maintain three Central Urdu schools in the Thana, Kolaba, and Ratnagiri Districts with a view to providing facilities for Muhammadan pupils to qualify for the teaching profession. In addition to these, there are two other Central Urdu schools maintained at Nasirabad and Tankaria by the District Local Boards of East Khandesh and Broach respectively and aided by Government.

158. The number of Muhammadan girls under instruction in different Education of classes of institutions is given below :—  
Muhammadan girls.

	1932-33.	1933-34.
Colleges .. .. .	11	14
Secondary schools .. .. .	527	620
Primary schools.. .. .	38,348	40,273
Special schools .. .. .	124	115
	Total ..	39,010
		41,022

It is very gratifying that the total number of Muhammadan girls under instruction has been increasing and particularly in Secondary schools and Colleges. In spite of this increase, however, the position as regards the education of Muhammadan girls cannot be said to be satisfactory. The prevalence of the purdah system, the apathy of Muhammadan parents towards the education of girls and the dearth of qualified women teachers are the main obstacles to progress. Apart from this, the Muhammadan population is scattered thinly and unevenly in the mofussil so that separate girls' schools are found only in villages in which the sufficiency of numbers justifies their maintenance. It is a good sign therefore that Muhammadans in the Northern Division send their girls to boys' schools where there are no separate schools for girls.

The Urdu schools for girls follow a separate curriculum in which instruction in all subjects is given through the medium of Urdu. The number of girls who appeared and passed the Urdu Final Examination in 1933-34 was 219 and 71, as against 189 and 57 respectively in the preceding year.

Reports from the Divisional Inspectors show that Urdu girls' schools are generally inferior to the other girls' schools in respect of staff, equipment, and accommodation and that the most pressing need is for more trained mistresses in Urdu girls' schools. In this connection the Inspectress of Urdu Girls' Schools, C. D. and B. D., observes—

“The majority of trained mistresses belong to the schools maintained by major Municipalities and to the Government Central Urdu School, Poona. The real scarcity of trained mistresses prevails where they are badly wanted, viz., Local Board schools and schools maintained by minor Municipalities”.

It is necessary for Local Authorities to depute promising girls for training who will be willing to take up teaching in the District as their profession. The difficulties in the way are obvious. Most Muslim women of necessity work under many disadvantages both internal and external, but with support and sympathy from the community many of these disadvantages can be removed or minimised. There are signs that Muslims are beginning to take a greater interest in the education of their girls, but interest by itself is of little value unless a firm stand is taken by local Anjumans and a united effort is made to bring the pressure of public opinion to bear upon parents to send their girls to school and keep them there.

For the training of Urdu women teachers Government maintain a separate Urdu Training School in Poona which is strictly a Purdah institution and which provides a two years' course leading to the First Year's Certificate Examination. The Bombay Municipality also maintains a training institution called the R. C. Urdu Training Institution for the training of Muhammadan women for their Urdu Girls' schools.

159. The number of special institutions for Muhammadan boys and girls was 1,143 and 301 respectively as compared with 1,180 and 301 in 1932-33. The total number of Muhammadan pupils in these institutions was 109,082 against 106,286 in 1932-33. Further details regarding these institutions are given in Appendix II to this Report.

160. The total number of these institutions was 228 and they were attended by 12,369 pupils. These institutions follow their own curriculum and teach merely the recitation of the Koran and in some cases a little of Urdu and Arithmetic in addition. They are practically Primary schools giving religious instruction.

161. The following table gives the number of Primary schools specially meant for Muhammadans maintained by District Local Boards and Municipalities and the number of Muhammadan pupils in them and in other Primary schools :—

Condition of Muhammadan Education under the Local Authorities.		Number of schools and classes.	Number of Muhammadan pupils in		
			Special schools.	Other schools.	Total.
<i>1933.</i>					
District Local Board	Boys ..	704	34,684	22,255	56,939
	Girls ..	88	3,910	1,217	5,127
Municipal ..	Boys ..	288	36,045	7,984	44,029
	Girls ..	153	13,461	1,363	14,824
	Total ..	1,233	88,100	32,819	120,919
<i>1931.</i>					
District Local Board	Boys ..	681	35,028	23,060	58,088
	Girls ..	83	4,110	1,027	5,137
Municipal ..	Boys ..	291	37,399	7,920	45,319
	Girls ..	157	15,468	794	16,262
	Total ..	1,212	92,005	32,801	124,806

It will be seen that although the number of schools has decreased, the number of pupils in them has increased. The above figures also show that within the limited finances they possess the Local Authorities are doing their best. The position of Muhammadans under the Local Authorities is that of a minority and with a view to safeguarding their interests special provision has been made under the Primary Education Act for Muhammadan representation on School Boards.

As regards the efforts made by the District School Board, East Khandesh, for the education of Tadvis, a Muhammadan hill tribe, the Deputy Educational Inspector for Urdu Schools, Central Division, reports—

“ In March, 1934, an educational conference of the Tadvis was held at Kerhale, near Raver, under the Presidentship of Mr. M. G. Patil, Chairman, District School Board, East Khandesh. The conference was attended by about one thousand Tadvis and several

“ other gentlemen and members and officials of the District School Board, East Khandeshb.”

162. There is a Deputy Educational Inspector for Urdu Schools in the B. E. S. Class II in each Division of the Presidency proper. There is also an Inspectress of Urdu Girls' Schools for the Bombay Division and Central Division in the B. E. S. Class II.

**M u h a m m a d a n  
Officers in the Superior  
Educational Services.**

The total number of posts in the I. E. S. and the B. E. S. Classes I and II, and the number of posts held by Muhammadans in the Presidency, excluding Sind, were as under :—

	Total number of posts in the Presidency proper excluding Sind.	Number of posts held by Muhammadans.
I. E. S. .. ..	32	1
B. E. S. Class I ..	22	4
B. E. S. Class II ..	96	19

163. Owing to financial stringency, the progress of Muhammadan Education is not as rapid as it would be under favourable circumstances. There is much scope for expansion and it is hoped that with the improvement of the finances the Local Authorities in charge of Primary education will be able to devote more and better attention to the educational requirements of all classes, including the Muhammadans.

**Conclusion.**

Even so, it must be remarked that more advantage could be taken of existing facilities and it would help greatly if Muhammadan leaders gave a lead to public opinion. The standard of work and teaching in Muhammadan schools in many cases falls below that in ordinary schools and this is too often due to parents who do not insist on regular attendance and to teachers who are easy-going and uninspiring. Muhammadan children are as mentally alert as any others and will respond similarly to stimulus and effort.

### *Sind.*

164. As stated already the percentage of Muhammadan population in Sind to the total population is 72·8. It is mainly scattered in rural areas. The problem of the education of these classes is, therefore, closely associated with village schools.

165. The number of Muhammadan pupils under instruction decreased by 4,674 to 85,527 or by 5·2 per cent. of whom 75,923 were in recognised institutions. The decrease is due to the closure of such Mulla schools as had a small number of

pupils. The following table shows the number of Muhammadan pupils under instruction in all kinds of institutions :—

	1932-33.		1933-34.	
	Boys.	Girls.	Boys.	Girls.
Arts Colleges .. ..	122	1	149	2
Professional Colleges .. ..	25	....	36	....
Secondary Schools .. ..	3,828	61	3,912	77
Primary Schools .. ..	62,383	14,353	60,067	14,411
Special Schools .. ..	462	10	435	11
<b>Total Recognised ..</b>	<b>66,820</b>	<b>14,425</b>	<b>64,599</b>	<b>14,501</b>
<b>Unrecognised ..</b>	<b>7,138</b>	<b>1,818</b>	<b>5,179</b>	<b>1,248</b>
<b>Grand Total ..</b>	<b>73,958</b>	<b>16,243</b>	<b>69,778</b>	<b>15,749</b>

The number of Muhammadan pupils in recognised institutions was 45·4 per cent. of the total number of pupils under instruction.

The following figures represent the percentage of pupils of various communities to their population in recognised institutions :—

				Percentage in 1933-34.
Hindus	{	Advanced .. ..	..	14·8
		Intermediate .. ..	..	1·9
		Backward .. ..	..	1·5
Average for Hindus		..	..	8·2
Muhammadans .. ..		..	..	2·8
Others .. ..		..	..	8·6
Average for the whole Division		..	..	4·3

It will be seen that, while the average for Advanced Hindus is 14·8 and for all Hindus 8·2, that for Muhammadans is 2·8. This shows that the Muhammadans still have much leeway to make up. It is for the District Local Board Local Authorities to devise means to bring education to the Muhammadan masses in rural areas. For the present, however, the Boards cannot do much in this direction owing to want of funds.

166. The total expenditure on Muhammadan Education in Sind is estimated at Rs. 25,32,252 of which Rs. 11,91,648, i.e. Expenditure. 47·1 per cent. was met from the Provincial Funds.

167. The number of Muhammadans attending Colleges increased by 39 or 26·4 per cent. to 187. Of these, 151 were in Higher Education. the Arts Colleges and 36 in the Professional Colleges. The increase in the year is satisfactory.

168. For the encouragement of higher education among the Muhammadans in Sind, Government have provided 48 scholarships of Rs. 20 per mensem each of the aggregate value of Rs. 11,520 for Muhammadan students from Sind, studying in Arts Colleges. (The value of these scholarships was Rs. 30 but it was reduced to Rs. 20 from June, 1933.) In addition, there are the following scholarships:—

King Edward Memorial Scholarships.	1 at Rs. 35 per mensem.
	3 at Rs. 25 ..
	1 at Rs. 20 ..
Amir Sir Ali Murad Scholarships ..	1 at Rs. 60 ..
	1 at Rs. 25 ..
	6 at Rs. 20 ..
Local Board Scholarships ..	8 at Rs. 30 ..
	4 at Rs. 20 ..
	1 at Rs. 15 ..

The last three kinds of scholarships are also tenable for courses other than the Arts.

Two of the 16 King Edward Memorial and Sir Ali Murad scholarships are reserved for candidates domiciled in the Khairpur State territory.

So far as Professional Colleges are concerned, Muhammadan students in Sind are eligible for the special scholarships provided by Government for Muhammadans in the Presidency as a whole.

169. The number of Muhammadan pupils attending Secondary schools increased by 100 or 2·6 per cent. to 3,989.

One hundred and thirty-seven Muhammadan pupils (including 10 ex-students) passed the Matriculation examination this year out of 328 (including 54 ex-students) who appeared, as against 131 and 323 in 1932-33.

The following table gives the number of Muhammadan pupils in Secondary schools by standards:—

Standard.				Boys.	Girls.	Total.
I	..	..	..	927	27	951
II	..	..	..	777	16	793
III	..	..	..	629	17	646
IV	..	..	..	512	4	516
V	..	..	..	414	6	420
VI	..	..	..	359	3	362
VII	..	..	..	297	4	301
Total ..				3,912	77	3,989

Special facilities are provided by Government, Local Bodies and others for the advancement of Secondary education of Muhammadans. These



are described by the Educational Inspector in Sind in the following paragraphs :—

“*Institutions.*—There are two special Secondary schools for Muhammadans, the Sind Madressah, Karachi, and the Lawrence Madressah, Tando Bago, which receive special treatment in regard to the annual maintenance grant.

“The Sind Madressah is the largest institution in Sind. The number on the rolls was 747 as against 779 in the previous year. The school gets a special grant of Rs. 50,000, the largest grant given to an Educational Institution in this Division. The total annual expenditure on the school amounts to Rs. 72,775 and is met from Government grant and fees. The school maintains a boarding house at an annual expenditure of Rs. 30,697. This expenditure is met from grants from Local Bodies and from the small income derived from Endowment Funds. There were 150 boarders.

“The Lawrence Madressah, Tando Bago, caters for the poor Muhammadans of the Lar in the Hyderabad District and the desert adjoining it. The number on the rolls was 137. Of these, 108 were Muhammadans and 29 Hindus. Interest on the Endowment Fund, donated by the late Khan Bahadur Mir Ghulam Muhammad Khan, O.B.E., of Tando Bago, a Government grant at the rate of one-half of the expenditure, and the annual grant by the District Local Board, Hyderabad, are the sources of income for maintaining the institution.

“*Hostels.*—Hostels specially for Muhammadans are attached to both the abovementioned Madressahs, though Boarders also are admitted. Hostels specially for Muhammadans are attached to the following Secondary schools also :—

- (1) Larkana Madressah.
- (2) Naushahro Madressah and High School.
- (3) Mirpurkhas Madressah and High School.
- (4) District Local Board, Anglo-Vernacular School, Nawabshah.

“The expenditure on the first three hostels is met from the District Local Board funds and that on the fourth is borne by well-to-do Muhammadans of the District.

“The following hostels are specially reserved for Muhammadans, though not attached to any particular school :—

“*Hyderabad Muhammadan Hostel.*—It occupies the additional Training College buildings which have been permanently transferred by Government to the Muslim Education Society.

“*Sukkur Muhammadan Hostel.*—It is maintained from the District Local Board Funds.

“*MacLachlan Hostel.*—It is at Jacobabad. It is a great convenience to pupils from the Upper Sind Frontier District.

“In all the abovementioned hostels, free-boarderships are granted to poor and deserving pupils.

“*Scholarships.*—Seven hundred Government special scholarships ranging from Rs. 7 to Rs. 12-8-0 per mensem each, are reserved for

“ Muhammadans in Secondary schools. The number of eligible candidates is fast increasing. The number of Muhammadan girls in Secondary schools rose from 61 to 77, i.e. 26·2 per cent. Almost all the “deserving Muhammadan girls who apply for scholarships, get them. “In addition to the Government scholarships, there are 8 scholarships, “called the King Edward Memorial Scholarships, tenable in Standards “IV to VII.

“ *Other facilities to Muhammadans.*

“ I. There is a Zamindari Fund for the support of poor Muhammadan pupils studying at the Municipal High School, Jacobabad.

“ II. Special consideration is given to the claims of Muhammadans “in the matter of deputation to the Training institutions. They “are also given preference for appointments as assistant masters “and clerks.

“ III. In all the Government High Schools, free-studentships “are allowed to Muhammadans to the extent of 30 per cent. of the “number of Muhammadan pupils in the school.

“ IV. In each Government High School, places are reserved for “Muhammadans in proportion to the Muhammadan population “of the district.”

170. The number of Muhammadan pupils attending recognised Primary schools decreased by 2,258 to 74,478, i.e. by 3·0 Primary Education. per cent. This decrease is reported by the Inspector to be due to the decrease in the number of Mulla schools and to economic causes. The proportion of Muhammadan pupils in Primary schools is 87·1 per cent. of the total number of Muhammadans under instruction. Of the 74,478 pupils, 30,202 or 40·6 per cent. were in recognised Primary schools specially maintained for Muhammadans as against 32,617 or 42·5 per cent. in the preceding year.

The following table shows the distribution of Muhammadan pupils in primary schools, by standards:--

Standard.	Total.	Percentage to total number of pupils.
Infants .. .. .	28,512	38·3
Standard I .. .. .	13,339	17·9
Standard II .. .. .	10,902	14·6
Standard III .. .. .	8,728	11·7
Standard IV .. .. .	6,604	8·9
<b>Total, Lower Primary Stage ..</b>	<b>68,085</b>	<b>91·4</b>
Standard V .. .. .	3,152	4·2
Standard VI .. .. .	1,838	2·5
Standard VII .. .. .	1,403	1·9
<b>Total, Upper Primary Stage ..</b>	<b>6,393</b>	<b>8·6</b>
	<b>74,478</b>	<b>100·0</b>

The disproportion between the figures of lower Primary and upper Primary stages are striking and is due to natural causes.

At the Vernacular Final Examination, 337 (including 32 girls) passed out of 867 (including 63 girls) who appeared.

Seven hundred and twenty-nine scholarships for Muhammadans are given by the District Local Boards ranging in value from Re. 1 to Rs. 3 each in the Primary schools within their area. The Hyderabad Municipality gives 11 scholarships of Rs. 3 each. Thirty-seven scholarships of Rs. 2 each and 1 of Re. 1 are awarded by the District School Board, Nawabshah.

Prizes, books, slates, etc., are distributed free amongst poor Muhammadan pupils in Local Board schools. The District Local Boards give special consideration to the claims of Muhammadans in the matter of deputation to the Training College, Hyderabad, and appointments as teachers in Local Board Primary schools.

171. In Mulla schools, there are special prizes for good attendance.

Of the 3,527 teachers in Government, District Local Board and Municipal Primary schools, 1,682 or 47·7 per cent. are Muhammadans of whom 929 or 55·2 per cent. are trained. Of the 753 untrained teachers, 719 are qualified and 34 unqualified. Of the 1,682 Muhammadan teachers, 149 are women, 67 or 45 per cent. being trained.

The percentage of Muhammadan teachers during the preceding year was 47·5 against 47·7 of this year.

172. The following statement gives the figures by Local Authorities,

**Progress of Muhammadan Education under Local Authorities.** of the increase in the number of pupils of all communities and of Muhammadans :—

	Number of pupils before the transfer of control.		Number of pupils at the end of the year 1933-34.		Percentage of increase.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>Local Authority Municipalities.</i>						
Total ..						
{ All Communities ..	19,192	9,600	26,708	16,367	39·2	56·8
{ Muhammadans ..	5,761	2,025	8,762	3,684	52·1	81·9
<i>District Local Boards.</i>						
Total ..						
{ All Communities ..	50,500	4,295	57,996	8,047	14·8	87·4
{ Muhammadans ..	23,659	458	31,604	2,090	33·6	356·3

On these figures the Educational Inspector comments as under :—

“ In the case of the Municipal Local Authorities, there has been an increase of 39·2 per cent. in the number of boys and 56·8 per cent. in the number of girls, since the transfer of control. The corresponding figures for Muhammadans are 52·1 per cent. and 81·9 per cent.

“ Increase in the Karachi Municipal schools was the highest. Of the total increase, this Municipality alone contributed as under :—

Percentage of the total increase.				Percentage of the increase contributed by the Karachi Municipality out of those of the total increase.			
All Communities.		Muhammadans.		All Communities.		Muhammadans.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
39·2	56·8	52·1	81·9	25·4	40·1	42·0	69·7

“ Karachi is the only Municipal Local Authority which has introduced compulsion in a quarter where the bulk of the population is Muhammadan.

“ The District Local Board figures also show a marked increase in the case of Muhammadan children. In the case of the District Local Board Local Authorities, there was an increase of 14·8 per cent. in the case of boys and 87·4 per cent. in the case of girls, since the transfer of control. The corresponding figures for Muhammadans are 33·6 per cent. and 356·3 per cent. The highest increase was in the Local Board schools, Thar Parkar District. This Local Authority alone contributed as under :—

Percentage of the total increase.				Percentage of the increase contributed by the District Local Board, Thar Parkar, out of those of the total increase.			
All Communities.		Muhammadans.		All Communities.		Muhammadans.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
14·8	87·4	33·6	356·3	5·6	13·3	8·5	74·7 ”

173. Of the total number of Muhammadan pupils in Primary schools, 29,779 or 40 per cent. were in Mulla schools as compared with 32,067 or 41·8 per cent. in 1932-33.

Mulla Schools.

The following table shows the progress made by the Mulla schools during the year 1933-34 :—

	1932-33.	1933-34.	Percentage of increase or decrease as compared with 1932-33.
1. Number of Mulla Boys' Schools ..	782	722	- 60
Number of Mulla Girls' Schools ..	138	154	+ 12
Number of Mulla Night Schools ..	2	2	....
Total number of schools ..	922	878	- 44
2. Number of pupils in Boys' Schools ..	28,133	25,595	- 2,538
Number of pupils in Girls' Schools ..	4,516	4,771	+ 255
Number of pupils in Night Schools ..	48	45	- 3
Total number of pupils ..	32,697	30,411	- 2,286
3. Number of pupils sent to Local Board and Municipal Schools.	230	299	+ 69
4. Number of pupils sent to Secondary Schools.	122	144	+ 22
Number of boys sent for the Vernacular Final Examination.	46	50	+ 4
5. Number of girls sent for the Vernacular Final Examination.	1	1	....
6. Number of pupils sent up for the Special Muhammadan Middle School Scholarship Examination.	78	98	+ 20
Number of pupils awarded scholarships..	12	19	+ 7
7. Mulla schools teaching lower Primary Standards up to Standard IV (Schedule H).	38	23	- 15
8. Mulla schools teaching Standards V, VI and Vernacular Final Examination course (Schedule H).	162	202	+ 40
Total number of schools teaching Primary course (Schedule H).	200	225	+ 25

The total number of Mulla schools decreased from 922 to 878 and the number of pupils in them from 32,697 to 30,411. This decrease is reported to be due to the following reasons :—

(1) Weeding out of schools which were insufficient or in which there was thin attendance.

(2) On account of failure of crops, floods, disagreement between the local people and the Mulla or death of the Mulla.

(3) Discouraging of boys' schools in places where there are Local Board schools.

The Educational Inspector reports that there exists a strong desire amongst Mullas to raise their schools to full primary schools but that this cannot be fulfilled as they cannot get qualified assistant teachers for want of funds.

**Mulla school teachers.** 174. The number of teachers in Mulla schools was as under :—

	1932-33.	1933-34.
(a) Trained in the Training College for Men, Hyderabad .. ..	36	38
(b) Vernacular Final passed (including those who have been trained at the Mulla Training Class) ..	142	160
(c) Unqualified (including those who have been trained at Mulla Training Class). .. ..	949	907
<b>Total ..</b>	<b>1,127</b>	<b>1,105</b>

The Educational Inspector in Sind reports—

“The future progress of Mulla Schools depends very largely on employment of suitable Government paid Naibs which is not possible under the existing financial conditions.

“The pay of a qualified assistant teacher employed in a Mulla school is only Rs. 16 as compared to Rs. 25 paid in Local Board or Municipal schools. For the former, there is neither Pension nor Provident Fund, hence he is always on the look out for other jobs. As soon as he gets one, he is off.”

**Expenditure on Mulla schools.** 175. The total expenditure on Mulla schools in 1933-34 was Rs. 4,56,527. It was made up as under :—

	Provincial Revenues.	Other sources.	Total.
	Rs.	Rs.	Rs.
Indirect expenditure .. ..	44,862	1	44,863
Direct expenditure .. ..	1,60,890	2,50,774	4,11,664
<b>Total ..</b>	<b>2,05,752</b>	<b>2,50,775</b>	<b>4,56,527</b>

The direct expenditure from Provincial funds was distributed as under :—

				Expenditure.
				Rs.
Capitation grant	..	..	..	1,12,100
Assistants	..	..	..	28,900
Accommodation grant	..	..	..	6,000
Equipment grant	..	..	..	3,965
Lungis and other rewards	..	..	..	1,000
Prizes for good attendance	..	..	..	3,000
Books and writing materials	..	..	..	4,998
Prize books and slates	..	..	..	927
Total				1,60,890

The following table gives expenditure on Mulla schools per pupil and per school etc. calculated on the total direct expenditure :—

				1932-33.	1933-34.
1.	Cost per pupil	..	..	11·6	13·5
2.	Capitation grant per pupil	..	..	3·4	3·7
3.	Capitation grant per school	..	..	121·6	127·7
4.	Cost per school	..	..	379·5	468·9
5.	Cost per school paid by Government	..	..	174·3	183·2

The general increase in the cost per pupil and per school is due to the decrease in the number of pupils and of schools.

The expenditure on Mulla schools compares favourably with the cost of Local Board and Municipal schools. Similar figures for Local Board and Municipal schools are given below :—

				Rs.
Average cost per pupil	..	..	..	23·6
Average cost per school	..	..	..	1,689·7
Average cost per school paid by Government	..	..	..	1,103·7

176. Government maintain 3 Deputy Educational Inspectors for Muhammadan Education who are in the B.E.S. Class II with 9 assistants, who are in the S. E. S. Inspecting Staff. The total number of posts in the superior

Educational Service and the number of posts held by Muhammadans in Sind were as under :—

			Total number of posts.	Number held by Muham- madans.
B.E.S. Class I	..	..	2	1
B.E.S. Class II	..	..	12	7

177. There were 205 Koran classes attached to District Local Board and Municipal Primary schools against 179 in the preceding year. Muhammadans in the rural area are reported to be very particularly keen on religious instruction being given to their children. The allowance of the Koran teacher ranges from Rs. 2 to Rs. 10 per mensem.

178. Urdu is one of the languages taught in the following schools :—

Name of the school.	Total number on rolls.	Number of boys learning Urdu.
Sind Madressah, Karachi .. .. .	747	252
Karachi Academy .. .. .	329	165
Kutch Memon Middle School, Karachi .. .. .	60	60
Municipal Anglo-Urdu School, Karachi .. .. .	43	43

There are Urdu Primary schools in the Karachi city and the Thar Parkar district only. The total number of such institutions is 57 with 5,508 pupils. Of these, 55 with 5,446 pupils, are under the Karachi Municipal Local Authority, and 2 with 62 pupils under the Thar Parkar District Local Board Local Authority.



## CHAPTER XV.

## EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES.

179. This chapter deals with those Hindu Communities which are classed as Intermediate and Backward in the Census Report.

**Introduction.**

The Intermediate communities comprise chiefly cultivators and artisans. The Backward classes consist of (i) the Depressed classes, now termed the Scheduled classes, (ii) Aboriginal and Hill Tribes, and (iii) other Backward classes. The figures for the Criminal Tribes have been included either in the figures shown under "Other Backward Classes" or under "Aboriginal and Hill Tribes." The classification "Intermediate" and "Backward" given here corresponds to the terms "Backward" and "Depressed" formerly used in the Primary Education Act.

*Presidency proper.*

180. The following table gives the distribution of population and pupils by communities :—

Race or Creed.	Population (Census of 1931).	Percent- age of popula- tion to total popula- tion.	Number of pupils under Instruction.	Percent- age of pupils to total No. of pupils.	Percent- age of pupils to popula- tion.	
Hindus	{ Advanced ..	1,313,744	7·3	258,692	21·6	19·7
	{ Intermediate ..	10,536,967	58·8	538,641	44·9	5·2
	{ Backward ..	3,752,221	20·9	136,993	11·4	3·7
	Total ..	15,602,932	87·0	934,326	77·9	6·0
Muhammadans	1,583,259	8·9	167,564	13·9	10·6	
Zoroastrians	85,662	0·5	17,663	1·5	20·6	
Indian Christians	267,460	1·5	40,787	3·4	15·2	
Others	377,005	2·1	39,558	3·3	10·5	
Total	17,916,318	100·0	1,199,808	100·0	6·7	

In the Presidency proper, of the total population, 87 per cent. are Hindus. About 59 per cent. is classified as Intermediate, and about 21 per cent. as Backward. While about 20 per cent. of the Advanced classes are in school, the percentage for the Intermediate is only 5·2, and for the Backward classes only 3·7. Though the backward communities have been making steady progress, the percentage of pupils under instruction shews they are still very backward in education.

181. The following table gives the comparative figures of pupils of the Intermediate and Backward Classes attending various kinds of educational institutions for the last two years :—

1	Colleges.		Secondary Schools.		Primary Schools.		Training Institutions.	
	1932-33 2	1933-34 3	1932-33 4	1933-34 5	1932-33 6	1933-34 7	1932-33 8	1933-34 9
Intermediate Classes..	1,018	1,125	19,339	20,372	493,428	506,582	356	360
Backward Classes—								
(i) Depressed Classes.	29	36	1,418	1,621	64,705	68,167	58	58
(ii) Aboriginal and Hill Tribes.	1	2	87	88	23,287	24,809	3	5
(iii) Other Backward Classes.	56	99	724	646	39,056	38,097	12	19
Total (Backward Classes).	86	137	2,229	2,355	127,048	131,073	73	82
Grand Total (Intermediate and Backward Classes).	1,104	1,262	21,568	22,727	620,476	637,655	429	432

1	Other Special Schools.		Total.		Increase or decrease (vide columns 12 and 13). 14	Percentage of increase or decrease. 15
	1932-33 10	1933-34 11	1932-33 12	1933-34 13		
Intermediate Classes..	2,383	2,833	516,529	531,262	+ 14,733	+ 2·9
Backward Classes—						
(i) Depressed Classes.	815	594	67,025	70,476	+ 3,451	+ 5·1
(ii) Aboriginal and Hill Tribes.	351	232	23,729	25,136	+ 1,407	+ 6·0
(iii) Other Backward Classes.	503	384	40,351	39,105	— 1,156	— 2·9
Total (Backward Classes).	1,669	1,160	131,105	134,807	+ 3,702	+ 2·8
Grand Total (Intermediate and Backward Classes).	4,057	3,993	647,634	666,069	+ 18,435	+ 2·9

There has been an increase throughout in the number of pupils attending various kinds of educational institutions, except in the case of special schools. The total increase in the number of pupils attending these institutions is 18,435 or 2·9 per cent. This increase is encouraging as last year there was a set-back owing to the general economic depression,

and it is undoubtedly an indication that the efforts made for the uplift of the community, both socially and materially, and the special facilities given by Government for the education of the Intermediate and Backward communities are beginning to bear fruit.

*Intermediate Classes (Hindus).*

182. There has been an increase in the total number of pupils of the Intermediate classes under instruction in educational institutions of various types by 14,733, or 2·9 per cent., which speaks for the advance in education made by the Intermediate Hindus.

The following table gives the distribution of pupils by Divisions and main sub-classes :—

	Intermediate Hindus.					Percentage Increase.
	Marathas.	Kunbis, Kollis and other cultivating Classes.	Artisans etc.	Lingayats.	Total.	
Bombay Division. {	1932-33 .. 50,070	47,490	16,021	1,261	114,842	5·8
1933-34 ..	53,495	40,310	17,467	1,200	121,532	
Central Division. {	1932-33 .. 89,097	70,397	30,091	11,266	201,751	2·0
1933-34 ..	93,820	68,861	31,544	11,611	205,836	
Northern Division {	1932-33 .. 1,340	64,007	30,854	138	96,339	3·5
1933-34 ..	1,360	65,662	32,636	21	99,670	
Southern Division. {	1932-33 .. 13,843	11,939	12,474	65,183	103,439	0·6
1933-34 ..	14,178	12,640	12,272	64,935	104,025	
European and English teaching schools. {	1932-33 .. 100	30	13	15	158	20·2
1933-34 ..	126	36	17	11	190	
Total .. {	1932-33 .. 154,450	193,663	90,353	77,863	516,529	..
1933-34 ..	162,979	196,509	93,936	77,838	531,262	..
Percentage increase or decrease.	+ 5·5	+ 1·4	+ 4·0	- 0·03	+ 2·9	..

The increase of pupils under all main sub-classes shows that all the communities included under the Intermediate classes have begun to realise the necessity of giving education to their children and taking full advantage of the facilities afforded to them. Government have made liberal provision for the award of special scholarships to the Intermediate classes in various types of educational institutions. In addition, free-studentships are awarded to the pupils in Government Secondary schools to the extent of 22½ per cent., and the children of the Konkani Marathas in Kanara, Kolaba, and Ratnagiri Districts, if certified to be poor and deserving, are admitted free into all Government and aided Primary and Secondary schools. The loss entailed in granting such exemption from payment of fees in aided schools is made good by a special fee grant.

In the matter of special hostels maintained for the Intermediate Classes the Educational Inspector, C. D., reports—

“There are eight boarding houses attached to Primary schools in the Ahmednagar District. The Chairman, District School Board, Ahmednagar, reports that these institutions are run on economic lines, each boarder being required to pay about four ‘Payalis’ of corn and a rupee. The Head Masters of the schools concerned are responsible for the supervision of these boarding houses.”

Other special institutions maintained for these communities are the Baria Kshatriya boarding school with a boarding house maintained at Kankanpur in the Godhra Taluka of the Panch Mahals district for boys of the Dharala community and the four High schools maintained by the Lingayat Association in the Southern Division. The Lingayat Association also awards scholarships to pupils of their own community in Secondary schools and colleges from a fund specially instituted for the purpose. The Association also conducts a second grade Arts College, the Lingaraj Arts College at Belgaum.

#### *Backward (Hindus).*

183. The Backward classes dealt with in this chapter are grouped in three sub-classes, viz. (1) the Depressed classes, (2) Aboriginal and Hill Tribes, and (3) Other Backward classes. These sub-classes are dealt with separately below. The children belonging to these classes are not charged any fees in Primary and Government Secondary schools, provided they are certified to be poor, and special Government Scholarships are also awarded to them in Primary and Secondary schools and in Arts and Professional Colleges. Government have since decided that all Backward class boys should hereafter be exempted from the payment of room rent in the hostels attached to Government Secondary schools if they are certified to be poor by the Head Master.

In regard to scholarships all Educational Inspectors report that full advantage is not taken of the scholarships available in Secondary schools. The Educational Inspector, Bombay Division, remarks—

“Scholarships in Secondary schools are primarily awarded on the results of the competitive examination held every year, and, in case, sufficient number of pupils do not offer themselves for the examination and some scholarships remain vacant, they are awarded by inviting applications from deserving candidates. As mentioned in the last report, all these scholarships are not awarded every year in spite of the efforts made and facilities given to the applicants.”

184. The total number of pupils of the Depressed classes attending various types of institutions increased by 3,451 or 5·1 per cent. to 70,476. The increase is mainly confined to Primary schools in which the number of pupils rose from 64,705 to 68,167. There is also an increase in the number of pupils in Secondary

Depressed classes.

schools from 1,418 to 1,621. The number of students receiving collegiate education which had gone down last year has increased from 29 to 36. There were 466 special Primary schools and classes for children of the Depressed Classes with 18,026 pupils in them. The remaining children attended ordinary Primary schools.

Although a steady advance in the matter of attendance at school can be observed, it is problematical how far literacy, and still more education, is being achieved by more than a percentage. The circumstances of many render it very difficult to avoid a drift back towards illiteracy.

The social disabilities attending the education of children of the Depressed classes are to a certain extent responsible for their slow progress in this direction. Efforts made to remove the disabilities imposed on the Depressed class pupils in the matter of seating accommodation in schools etc. have met with a fair amount of success. The reports of the Educational Inspectors reveal that the situation is improving and most Local Authorities are anxious to do all they can. The main difficulty is the orthodoxy of the village folk and the only way to overcome the prejudices is by patient and tactful pressure. Any violent action is likely to acerbate feelings and make the position of the Depressed class pupils in isolated villages more difficult. Cases have been reported where, owing to a School Board throwing open a school to Depressed class pupils, the number of children attending the school went down from over a hundred to merely a dozen, resulting in bitter factions in the village.

The Educational Inspector, Bombay Division, remarks—

“No disabilities on these children are imposed in the schools in urban areas. It is only with the schools in the interior of the Districts, which are held in temples or in privately owned rented houses, where the District School Board authorities have to skilfully meet the situation and convert the orthodox people there to the idea of admitting Depressed class children in their schools without any disabilities on pain of closing their schools. It may be hoped that the matter will be a thing of the past in a few years.”

The orders of Government regarding the removal of the disabilities on the children of the Depressed classes have had the desired effect, and the Local Authorities are trying their best to carry out those orders faithfully.

All Local Authorities are now gradually abolishing special schools for Depressed class children and making them attend the ordinary Primary schools. This has on the whole proved beneficial, but in one or two districts the number of Depressed class pupils has gone down. Though it cannot be definitely attributed to the abolition of special schools the situation will have to be carefully watched.

Details of the hostels specially maintained for Depressed class pupils with a grant-in-aid from Government will be found in the Supplement to this Report.

The hostels at Bombay, Thana, and Nāsik are managed by the local Depressed class people and the boarders attend the local Secondary

schools, while those in the hostel at Mahad attend the local Primary school there. The Educational Inspector, Bombay Division, reports that the hostel at Mahad is not doing well and only a small number of boarders are taking advantage of it. Pupils in the hostel at Khardi are provided with free boarding, lodging, and clothing, and they take advantage of the weaving class attached to the Marathi school at Khardi.

The four hostels in the Central Division for Depressed classes are maintained by private bodies at Poona, Sholapur, Jalgaon, and Chalisgaon, and are aided by the Department. The hostel maintained by the Seva Sadan Society at Poona is meant for Depressed class women.

The Government hostel at Poona has accommodation for 50 boarders and is meant for pupils attending Secondary schools in the City. The boarders are paid stipends of Rs. 10 per mensem each and are admitted to local Secondary schools as free students. The average cost per boarder during the year was Rs. 16 per mensem. The control of the hostel has been transferred to the Backward Class Officer with effect from 1st April, 1934.

The Depressed class hostel at Ahmedabad is aided by Government and had 30 boys as boarders of whom 26 were studying in Secondary schools and 4 in other institutions.

The hostels for Depressed class pupils at Dharwar and Belgaum in the Southern Division continue doing well.

185. The total number of pupils of the Aboriginal and Hill Tribes attending various kinds of educational institutions increased during the year by 1,407 or 6·0 per cent. to 25,136. While the increase is mainly confined to Primary schools, in which the number of pupils rose from 23,287 to 24,809, there was a decrease in the number of pupils attending special schools from 351 to 232. At the last Vernacular Final Examination 187 pupils appeared, of whom 49 passed.

During the year under report, there were 169 special Primary schools and classes for the children of these tribes with 5,417 pupils in them. The District Local Boards, Thana, Kolaba, and Ratnagiri continued to maintain, for the benefit of these tribes, boarding schools at Mokhada, Neral, and Peint respectively. The Bhil Ashram at Amratpura in the Broach District maintained by the Arya Kumar Mandal of Baroda also deserves special mention. The Ashram gives free board and lodging to Bhil children who attend the Local Board Primary school. The Ashram has 81 children and is reported to be doing useful work.

There are six central schools with hostels attached to them in the Central Division specially maintained for the benefit of these tribes by the District Local Boards, Poona, Ahmednagar, and West Khandesh. The Boards concerned receive special grants from Provincial funds for the maintenance of these hostels. The Boarders are paid stipends ranging from Rs. 6 to 7 per month. Books and slates are also given free to pupils in Primary schools by the District Local Boards concerned.

A special Bhil Committee of those interested in the welfare of the community has been appointed by the District Local Board, West Khandesh, to advise the Board, and all matters relating to the education of the Bhils are referred to them for opinion. Other School Boards might well adopt this practice in the matter of the education of special communities.

Five special schools (including the schools at Dirva and Vanzna which are not exclusively for these tribes) are maintained for these tribes in the Northern Division. In order to enable the children to take to agriculture on leaving schools, the agricultural bias course is followed in these schools.

186. During the year under report there has again been a decrease by **Other Backward Classes.** 1,156 or 2.9 per cent. in the number of pupils of these classes attending various kinds of educational institutions, the decrease being mostly confined to Primary schools. There is also a decrease in the number of pupils receiving Secondary education. It is however noteworthy that the number of students attending colleges has increased.

187. Government maintain special settlements for criminal tribes at various places, the main centres being Dharwar and **Settlement Schools.** Bijapur. It is reported that compulsory education has been introduced in these settlements and the total number of pupils in Day and Night schools during the year under report was 3,136 and 406 respectively, as against 2,827 and 450 in the year 1932-33. The Backward Class Officer writes—

“Attendance is compulsory in the day school in the case of both the boys and girls up to the age of 13, and also for the children working in the Mills as long as they are half-timers. Attendance up to the age of 18 years in the night schools is enforced for the boys who have left the day schools. This not only serves the purpose of maintaining literacy but also controls the boys’ life at a very important period. In some settlements girls who have left day schools also attend special classes once or twice a week for sewing, child welfare etc. Prominence is given to the manual training in many of the settlement schools. Training in agriculture is also given to some boys in agricultural settlements. Much persuasion is sometimes needed to keep suitable boys and girls of the higher standards in school on account of the desire of parents to send them to work after the age of compulsory attendance at school (13 years) to add to the income of the family. Nevertheless more boys and girls are passing into higher standards than heretofore.”

It is reported that both the Boy Scout and Girl Guide movements have proved to be invaluable in the education of the children of these tribes. The number of Scouts, Cubs, and Rovers in the Settlement Troops was 890, while that of girl guides, including the junior section “Blue Birds,” was 442.

188. The following table gives the number and the percentage of trained and untrained teachers of each class in Government, District Local Board, and Municipal Primary schools in Bombay Division, Central Division, and Southern Division :—

	Advanced.			Intermediate.			Backward.		
	Trained.	Un-trained.	Total.	Trained.	Un-trained.	Total.	Trained.	Un-trained.	Total.
Bombay Division.	1,743	1,753	3,496	970	644	1,614	149	202	351
Central Division.	2,172	2,346	4,518	2,077	1,731	3,808	229	285	514
Southern Division	1,371	503	1,874	1,108	833	1,941	171	146	317
Total ..	5,286	4,602	9,888	4,155	3,208	7,363	549	633	1,182
Percentage ..	53.5	46.5	100	56.4	43.6	100	46.4	53.6	100

A beginning has been made by most Local Authorities in the appointment of Depressed class teachers in ordinary Primary schools. Depressed class teachers have also been appointed in some of the Practising schools attached to Government Training Institutions.

The recommendations of the Committee, appointed by Government to enquire into the educational, economic, and social conditions of the Depressed classes and of the Aboriginal Tribes in the Presidency excluding Sind, have been given effect to as far as practicable. The practice of labelling schools as Depressed class or low caste schools has been abandoned and the children are also encouraged to join the ordinary schools. Teachers are also interchanged and attempts are being made to recruit more teachers from the Backward classes.

The Backward Class Officer keeps in touch with the officers of the Department and the Local Authorities in the matter of the difficulties experienced by the Backward Classes in Primary schools.

From the reports received there is no doubt that the Local Authorities are anxious to do all they can for the uplift of the Backward classes in general and for the education of their children in particular.

189. Forty-five per cent. of the places in Government Secondary Reservation of places schools are reserved for the Intermediate and for Backward Classes. Backward classes. In Government Professional Colleges 10 per cent. of the places have been reserved for these communities, while the percentage of places reserved in the College of Engineering, Poona, is 25.

Candidates from the Intermediate and Backward classes are allotted a certain percentage of places in Government Training Institutions, as stated in paragraph 91.



*Sind.*

190. Conditions in Sind differ materially from those in the rest of the Presidency. There is practically no feeling of untouchability amongst the Hindus of Sind.

The following table gives the distribution of population and pupils by communities in Sind :—

Race or Creed.	Population (Census of 1931).	Percentage of population to total population.	Number of pupils under Instruction	Percentage of pupils to total number of pupils.	Percentage of pupils to population.	
Hindus ..	Advanced ..	501,723	12·9	76,282	43·8	13·2
	Intermediate ..	279,415	7·2	5,424	3·1	1·9
	Backward ..	234,087	6·0	3,532	2·0	1·5
	Total ..	1,015,225	26·1	85,238	48·9	8·4
Muhammadans ..	2,830,300	72·8	85,527	49·0	3·0	
Zoroastrians ..	3,537	0·1	885	0·5	25·0	
Indian Christians ..	6,627	0·2	598	0·4	9·0	
Others ..	30,881	0·8	2,150	1·2	6·9	
Total ..	3,887,070	100·0	174,398	100·0	4·5	

The Hindus constitute 26·1 per cent. and the Intermediate and Backward classes together form only 13·2 per cent. of the population. The percentage of pupils under instruction compared to the percentage in the Presidency continues to be lower in Sind in the case of all communities.

The following table gives the distribution of pupils belonging to the Intermediate and Backward classes attending various kinds of educational institutions in Sind for the last two years :—

Institution.	Intermediate.		Backward.	
	1932-33. 2	1933-34. 3	1932-33. 4	1933-34. 5
Colleges ..	14	16	4	7
Secondary Schools ..	491	519	181	188
Primary Schools ..	4,870	4,735	3,016	3,279
Training Institutions ..	..	2	..	1
Other Special Schools ..	130	105	24	32
Total ..	5,505	5,377	3,225	3,507

The figures show that there was a decrease of 128 in the number of pupils of the Intermediate classes. This decrease is reported to be due to the general economic depression. The number of pupils of the Backward classes, however, increased by 282 during the year under report.

## CHAPTER XVI.

## REFORMATORY SCHOOLS.

191. The Apprentices Act of 1850, the Reformatory Schools Act of 1897, the Bombay Children Act of 1924, and the Bombay Borstal Schools Act of 1929 provide for the custody, protection, and education of children and youthful offenders in this Presidency.

The Bombay Children Act enables children from the tenderest age up to the age of 16 to be admitted into the Children's Home at Umarkhadi or in schools or places of safety certified under the Act. Under the Reformatory Schools Act, 1897, children from 7 years of age up to 16 years are admitted into the Reformatory Schools, but no offender can be detained in such schools after he has attained the age of 18 years. The Bombay Borstal Schools Act of 1929 provides for the establishment of Borstal Schools in this Presidency to deal with youthful offenders from 16 to 21 years of age. The maximum age up to which a youthful offender can be detained in a Borstal School is 23 years.

192. There are three Reformatory Schools in this Presidency, one at Yeravda which is maintained by Government and two in Bombay which are aided by Government —the David Sassoon Industrial and Reformatory Institution which is managed by a Committee of Management, and the Willingdon Boys' Home under the management of the Salvation Army.

The Borstal School at Dharwar, maintained by Government, is controlled by the Inspector-General of Prisons.

The number of boys on March 31st, 1934, in the three Reformatories was 694 as compared with 689 at the end of the year 1932-33. Their distribution by caste is given below :—

Name of the Institution.	Hindus including Jains and others.	Muham- madans.	Indian Christians.	Total.
Reformatory School, Yeravda..	137	63	7	207
David Sassoon Industrial and Reformatory Institution, Bombay .. .. .	203	160	23	386
Salvation Army Willingdon Boys' Home, Bombay ..	54	41	6	101
Total ..	394	264	36	694

The total expenditure on the three Reformatory institutions decreased from Rs. 1,31,736 to Rs. 1,29,952. Of the latter, Rs. 1,04,587 or 80·5 per cent. was met from Provincial revenue.

The following table gives the average number of inmates, expenditure, and the average cost per pupil in each of the three Reformatories for the last two years :—

Name.		Year.	Average monthly number.	Expenditure.	Average monthly cost per pupil.
				Rs.	Rs. a. p.
Reformatory School, Yeravda.	}	1932-33 ..	227	42,433	15 9 0
		1933-34 ..	219	41,607	15 13 0
David Sassoon Industrial and Reformatory Institu- tion, Bombay.	}	1932-33 ..	368	74,386	16 14 0
		1933-34 ..	371	74,146	16 10 0
Willington Boys' Home, Bombay.	}	1932-33 ..	70	14,917	17 12 0
		1933-34 ..	99	14,199	11 15 0
Total ..		1932-33 ..	665	1,31,736	16 12 0
		1933-34 ..	689	1,29,952	15 12 0

193. Provision for imparting instruction up to Vernacular standard IV or V is made in all the Reformatory Schools, and in the David Sassoon Industrial and Reformatory Institution English is also taught. Instruction in vocational subjects forms a special feature of Reformatory Schools the underlying principle being that during the term of his detention a boy should acquire knowledge of a trade or craft to enable him to earn an honest living after he is discharged. In this connection I quote the following extract from His Excellency's speech at the Prize Distribution of the David Sassoon Industrial and Reformatory Institution :—

" I note with particular interest that you have started a market gardening section, and that it is now well established and developing on satisfactory lines. As you have a certain number of inmates, whose home is not in Bombay, but the agricultural districts of the Presidency, this is obviously a desirable development.

" In addition to this aspect of the question, I hope that you may thus be able to make some contribution to the solution of another of the most pressing problems of our civilisation—the drift to the towns."

The following table gives details of the various trades or crafts taught in the Reformatory Schools :—

Trade or Craft.	Reformatory School, Yeravda.	David Sassoon Industrial and Reformatory Institution, Bombay.	Salvation Army Willingdon Boys' Home, Bombay.
Carpentry and Fitting .. .. .	27	87	....
Smithy work .. .. .	16	29	....
Painting .. .. .	....	53	....
Book-binding .. .. .	15	....	....
Tailoring .. .. .	88	67	5
Textile-manufacture.. .. .	....	....	70
Gardening .. .. .	28	82	....
Agriculture .. .. .	30	10	....
Cooking .. .. .	....	20	6
Cane-work .. .. .	....	40	....
Other trades .. .. .	5*	32	....
Total .. .. .	207	420†	81‡

\* Inclusive of 3 boys who were licenced out.

† Exclusive of 20 boys who were attending a day school.

‡ Inclusive of 34 boys who were learning two trades.

It has been the aim of the school authorities to fill the place of guardians to the boys and to keep them happy and cheerful. The boys are provided with facilities for playing games such as cricket, football, *atyapatya*, etc. The Superintendent of the Reformatory School, Yeravda, reports—

“Every effort is being made to impart moral and religious instruction to the boys in the school, and even on the play-ground and elsewhere every opportunity is seized, as far as possible, to inculcate good moral lessons and the advantages of good moral behaviour.”

The Chairman of the David Sassoon Industrial and Reformatory Institution reports—

“All-round progress is noticeable in the direction of promoting the spirit of self-discipline among boys, of expanding spheres of school education, visual and moral instruction, of providing greater scope for training in technical arts and agricultural pursuits and of affording increased opportunities of character-building by means of games and sports, cubbing and scouting.”

194. The after-care of a boy following his discharge from a Reformatory school is a problem which confronts the educationist and the social worker alike. Its importance is fully recognised in the three Reformatories and steps are taken to maintain records of discharged boys with a view to finding suitable employment for them as they leave. The following table shows the extent to

After-care.

which employment was found for boys discharged during the year under report :—

Name.	Number of Boys discharged.	Number traced.					Number un-traced.	
		Employed.	Unemployed.	Reconvicted.	Placed under Police surveillance.	Died.		Total.
Reformatory School, Yeravda ..	80	10	6	..	1	2	19	61
David Sassoon Industrial and Reformatory Institution, Bombay ..	97	26	45	..	..	..	71	26
Salvation Army Willingdon Boys' Home, Bombay ..	25	12	12	..	..	..	24	1

195. The committee appointed by Government in March, 1933, to inquire into the care of destitute children and young offenders issued the first part of its report in July, 1933, dealing with the first five of the matters referred to it : these were—

- (i) to consider and make recommendations for the better co-ordination of the work of the various institutions operating under the Bombay Children Act, the Apprentices Act, the Reformatory Schools Act, and the Bombay Borstal Schools Act ;
- (ii) to consider and make recommendations for the best use of available grants ;
- (iii) to consider whether juveniles from outside the Presidency should be admitted to these institutions ;
- (iv) to examine the methods of ensuring future employment for those trained at the Schools, including especially agriculture ;
- (v) to examine the arrangements connected with "After-care," including particularly the present facilities for training workers among juvenile delinquents, and to make suggestions for improving these facilities.

The principal recommendation of the committee is the creation of a juvenile branch in charge of the Backward Class Officer as Chief Inspector to administer all work in connection with juvenile destitutes and delinquents up to the age of 16 throughout the Presidency.

Another far-reaching recommendation is that the Bombay Children Act, which is at present in full operation in Bombay city, in partial operation in the Suburban district and in theoretical operation in Lonavla, should be applied throughout the presidency and that the Reformatory Schools Act and the Apprentices Act should cease to apply to this Presidency. There would then be two Acts in operation, the Bombay Children Act applying to children up to 16 and the Bombay Borstal Schools Act applying to young men and women of between 16 and 21. From this proposal flows the recommendation that every district should have its organisation to deal with juvenile destitutes and delinquents, and this, it is suggested, should be in the hands of the headquarters juvenile court magistrate, who is considered a necessity in any case.

The Committee observe that one of the most serious gaps in the present arrangements is the absence of any reformatory school for girls. While girl delinquents are comparatively few, they are often extremely unmanageable. Where home treatment under supervision is possible, it should be adopted, but an institution on the cottage home type for the whole presidency should be provided, and should cater for girls under 16 and girl offenders between 16 and 21 and for boys under seven.

The committee admits that the main training in the Reformatory school must remain industrial, but facilities for agricultural training should be extended. The Yeravda Reformatory School should remain predominantly industrial and a new agricultural training school should be started. When boys are due for release suitable assistance to settle them in agriculture should be given. The committee suggests that the provision of a training ship should be examined.

The Committee emphasises the inferiority of institutional life to home life under supervision, but points out that unfortunately at present in India the possibility of treatment by probation is limited by many difficulties. A central weakness is the lack of trained workers and effective specialised training facilities. The reformation of a young offender requires selection of the right form of treatment by the court; right treatment in any institution to which he may be committed; and the right method of supervision if treated in the open. Facilities for training are essential to ensure that men and women of the right type are adequately equipped for this specialised work. The lack of any system of compulsory education is a serious handicap. The unoccupied child is potentially the delinquent child. The illiterate child is likely to develop into the irresponsible parent. Each session of the Juvenile Court in Bombay city reveals, to an appalling degree, the complete lack of parental control. Few steps have been taken to educate public opinion on the value of the work which aims at reclaiming young life. Its cost should be reckoned in human rather than merely money value and against such cost should be off-set the consequent reduction in adult crime which has already been experienced as a result of modern methods of dealing with juvenile delinquents and destitutes in the West.

One of the most urgent needs is the development of a well organised system of after-care. The committee proposes to secure this by making the juvenile court magistrate of each district chairman of the Managing Committee of the district Borstal After-care Association and in Bombay by the formation of a city After-Care Association composed mainly of influential employers.

The recommendations of the committee were considered by Government and, whilst lack of money and lack of enthusiasm in some of the larger centres prevented Government from applying the Bombay Children Act to the whole Presidency, Government decided to extend the whole of that Act to the Dharwar District only. Government also decided to accept the recommendations of the committee that the direction and control of all organizations dealing with the problem of the care and treatment of juvenile delinquents and destitutes should be in the hands of a central authority and accordingly sanctioned the establishment of a Juvenile Branch and the placing of it under the Backward Class Officer with effect from 1st April, 1934. They also decided to appoint that officer as the Chief Inspector of certified schools instead of the Director of Public Instruction and that the control of the Reformatory Schools, including that of grants to these schools, should be transferred to him from the Director of Public Instruction. As regards the other recommendations of the Committee, it is intended that the Chief Inspector should take steps to give effect to them after working out the necessary details.

## CHAPTER XVII.

## EDUCATION OF DEFECTIVES.

196. Provision is made in this Presidency for the education of the blind and of deaf-mutes, and the remarks in this Chapter are therefore confined to such defectives only, the cripple, the mentally defective, and others being excluded.

197. According to the census of 1931, of the 3,061 blind and 4,094 deaf-mute children between the ages of 5 and 15, only 129 and 154, or 4·2 and 3·8 per cent., respectively are receiving education. The following table gives a statistical summary of the seven schools for Defectives in this Presidency :—

	Number of pupils on 31st March, 1934.	Expenditure.		Average annual cost per pupil.	
		Provincial.	Total.	To Government.	Total.
		Rs.	Rs.	Rs.	Rs.
<i>For Blind.</i>					
Victoria Memorial School for the Blind, Bombay.	38	3,050	10,701	48	170
American Mission School for the Blind, Bombay.	48	2,285	7,146	57	170
Ida Rieu Poor Welfare Association School for the Blind, Karachi.	33	2,500	12,760	70	387
<i>For Deaf-Mutes.</i>					
Institution for Deaf-Mutes, Bombay ..	36	3,000	10,146	86	290
Professor Date's Institution for Deaf-Mutes, Bombay.	42	1,000	6,065	24	144
N. G. Gondhalekar's School for the Dumb and Deaf, Poona.	43	400	1,015	13	54
School for Deaf-Mutes, Ahmedabad ..	33	3,000	7,252	100	220
Total ..	283	15,835	55,685	67	202
Total for 1932-33 ..	280	14,833	51,485	60	196

All the schools are managed by Missionary and private bodies and the cost is met partly from grants made by Government and partly from donations, subscriptions, etc. Further details will be found in the Supplement to this Report.

198. The blind receive instruction in the three R's in the Vernacular by means of a Braille Code specially adapted to Indian languages, while in some schools English is also taught. Attempts to add to the number of Braille books and magazines are being made with success. At the Victoria Memorial



School, the "*Andha-Bandhu*" and the "*Andh-Mitra*", two magazines intended for the blind, which provide ample material for the Gujarati and Marathi knowing pupils, are read with great interest. Similar efforts are made at the American Mission School for the collection and utilization of all possible Braille literature.

The Principal remarks—

"Due to the generous gift of a friend we have the Braille Readers Digest, an American monthly magazine, with condensed articles from the whole range of periodicals that exists in the United States. This has been circulated among adult blind who know English, as well as used in the school. A blind American friend forwards to us her copy of the Zeigler Magazine. And the publishers of Our Special, a magazine for blind women, have favoured us with a free subscription. From the American Foundation for the Blind comes a free subscription to the Teachers Forum, a splendid magazine for teachers of the blind. Mrs. Agnes Buchanan has continued her kind custom of adding two books a year to our library. These she transcribes into braille with her own hand."

In the case of deaf-mutes, lip-reading and articulation form the main features of instruction. There is considerable difficulty in handling defective children and a good deal of spade-work, calling for remarkable patience, has to be done before the children are able to speak. The Principal, Ahmedabad School for Deaf-Mutes, remarks—

"They do not hear the spoken words of their parents and other relations connected with them and hence cannot imitate their speech as ordinary hearing children do and for this simple reason when they come to school at the age of eight or ten are exactly in the same category as children of two years in point of speech or even worse as their voices have never been used for purposes of speech up till their actual admittance into a school meant for them.

"To such handicapped children according to the up to date method of the education of deaf-mutes, the teachers have to impart speech, for some time training their senses and voices. After that they are taught sounds one by one and their combinations or words, embodying common objects, parts of the body, numerals, the names of days and months and their relations. The teachers have to follow what is technically called 'Mother's method' of teaching language. This work is carried on slowly and gradually for a number of years, because haste and undue haste is harmful more in the education of deaf-mutes than in other lines of the same. Children that have mastered sounds, vowels, consonants, and conjunct consonants are taught how to read and write in simple language. The teaching of language begins after such a laborious preparation is made."

In addition to instruction in ordinary subjects, various crafts are taught to enable the pupil eventually to earn a living. Of these, cane and bamboo work, carpentry, drawing, painting, spinning, etc., are popular. Music, both vocal and instrumental, which affords special

attraction for the blind, is learnt with great interest. At the Victoria Memorial School for the Blind a special class in music for senior boys was started during the year.

199. No special provision for the training of teachers for such schools exists, but efforts are made by managers to get into touch with similar institutions in and outside the Presidency and to obtain by observation and practical experience the required knowledge. The experiment of training senior pupils as teachers at the Victoria Memorial School, to which a reference was made in last Report, proved to be successful, and was continued during the year.

200. The children in all schools for defectives are medically examined before admission and care is taken to inculcate the principles of cleanliness, health and hygiene. Arrangements for drill, games, etc., suited to the conditions of each school are made and occasional excursions to places of interest form a pleasing feature of such schools. The Principal, American Mission School, remarks—

“The children have enjoyed a picnic to the Mazgaon Hill. And social consciousness has been developed by letting the children entertain. They were hosts and hostesses to the boys and girls of the American Mission High School. There was a great deal of hard work and fun in assisting in a play put on by some friends.”

201. As stated in previous Reports, a record is maintained of all past students and efforts are made to secure employment for them. The Principal of the Ahmedabad School remarks—

“After having imparted knowledge, both theoretical and practical, of the industries at the school, the pupils are kept as apprentices at good shops for further and more varied practical work. They begin to get there a small remuneration after their work has been approved by the owners of the shops by way of encouragement to the small workers. The Principal tries to find out some work for them and keeps in touch with the ex-pupils of the school. Four boys out of the present lot are working at tailoring shops and two at a painting studio in the City of Ahmedabad.”

## CHAPTER XVIII.

## ADULT EDUCATION.

202. The question of the education of adults presents special difficulties in this Presidency as elsewhere in India where 9 out of 10 persons above the age of 5 are illiterate. The position was recently reviewed by the Government of India in their Tenth Quinquennial Review (1927-32) and the following remarks made by them on the subject are significant :—

“ There is no sphere of education in India which needs more attention than the education of adults. The conditions of village life being what they are, relapse into illiteracy is widespread. It is by no means uncommon to find only an insignificant number of literates in a village, although it has had a school for many years. A means of counteracting this serious defect is the provision of schools and libraries for adults. It is disappointing that the efforts which have been made in these directions have met with only qualified success.”

203. In spite of the efforts of certain public-spirited bodies or individuals, such as the Social Service League, the Seva Sadan Society, the Alegaonkar Brothers of Kirkee, etc., the number of schools for adults has gradually dwindled down in recent years. There are at present 128 schools only, attended by 5,462 pupils, as against 159 schools with 6,147 pupils in the preceding year. The gradual drop in numbers is reported to be due partly to the apathy of the people and partly to economic reasons.

The following table gives the distribution of these schools :—

			Schools.	Pupils.
Secondary	..	..	7	420
Primary	..	..	103	3,756
Special	..	..	18	1,286
		Total ..	128	5,462
		Total for 1932-33 ..	159	6,147

204. With the exception of a few Secondary and special schools, a large majority of these schools teach the elementary school course. The drop in the numbers was almost

Primary Schools.

exclusively in Primary schools which declined by 28 to 103. The following table compares the figures by each Division :—

	Schools.		Pupils.	
	1933-34	1932-33	1933-34	1932-33
Bombay Division .. ..	34	53	1,537	1,872
Central Division .. ..	23	31	864	945
Northern Division .. ..	18	22	558	653
Southern Division .. ..	16	13	499	521
Sind .. ..	12	12	298	287
<b>Total ..</b>	<b>103</b>	<b>131</b>	<b>3,756</b>	<b>4,278</b>

The advanced night school conducted by the Alegaonkar Bros. at Kirkee mainly for the education of factory employees is in a flourishing condition, while the night schools conducted by the Social Service League for the benefit of Mill-hands in Bombay serve a distinctly useful purpose. The night school for Depressed classes at Aghar in the Ahmedabad District maintained by a Brahmin teacher is reported to be progressing satisfactorily. In the Southern Division, four night schools are maintained by Government for the benefit of the settlement employees.

205. The Bradley Night High School in Bombay and the Poona Night High School maintained by the Saraswati Mandir teach the full High School course and send up candidates for the Matriculation examination. Both these High schools receive grants from Government. The English classes attached to the Settlement Industrial Night School, Sholapur, and the Seva Sadan First Aid and English Classes, with an enrolment of 10 and 61 respectively, are also serving a useful purpose. The remaining three Anglo-Vernacular Night schools are in Sind and cater mainly for the adult members of the labouring classes who are anxious to better their future prospects.

The special classes for adult women conducted by the Seva Sadan Society at Poona and Baramati, with an enrolment of 113 and 49 women respectively, are reported to be popular. Two sewing classes are also conducted by the Society which are also well attended. The work-room classes of the Society at Poona are taken advantage of by 109 women.

The majority of the remaining night schools classed as Special schools are in fact Primary schools imparting secular instruction with a smattering of certain Oriental languages.

206. The total expenditure on all schools for adults further decreased by Rs. 9,252 to Rs. 77,696, of which Rs. 9,832 was met from Government funds, Rs. 13,919 from Board funds, Rs. 9,285 from fees, and Rs. 44,660 from other sources.

207. The Dnyan Prasarak Mandali and the Sassoon Mechanics Institute continued to stimulate the cause of adult education in Bombay by means of public lectures on subjects of public interest. These lectures were illustrated, as usual, by the Magic Lantern and were well attended. In addition to the Magic Lantern Lectures delivered in educational institutions, the Government Inspecting Officers and the District Local Board Supervisors delivered several public lectures in rural areas for the benefit of the general public. These lectures were intended to diffuse useful knowledge on a variety of topics in an interesting manner. A reference has been made in Chapter XI to the public lectures delivered by the Deputy Educational Inspector for Visual Instruction on the "Village Uplift Scheme". The Deputy Educational Inspector makes the following remarks on the work done by him in this direction during the year :—

"The special feature of the lantern lecturing work done by the Deputy Educational Inspector for Visual Instruction during the year under report was his lantern lectures specially prepared and delivered on the scheme of village uplift work as suggested in the special leaflet published on the subject by the Government of Bombay. These lectures on village improvement were personally attended by the Collectors of West Khandesh and Satara and by the Commissioner of the Central Division. The Secretaries of the District Village Improvement Committees at Nasik, Ahmednagar and Sholapur also arranged for and attended these lectures on Villages Improvement."

The Bombay Adult Education Society, which had suspended its activities for some years, was recently reorganised.

## CHAPTER XIX.

## UNRECOGNISED INSTITUTIONS.

208. As stated in previous Reports, the statistics of Unrecognised institutions collected for the purposes of the annual returns can hardly be considered as reliable as these institutions are independent of Departmental control and cannot therefore be compelled to submit the requisite returns.

The following table gives comparative figures of these institutions for the last two years :—

	1932-33.		1933-34.		Increase or decrease.	
	Institu- tions.	Pupils.	Institu- tions.	Pupils.	Institu- tions.	Pupils.
Bombay Division ..	56	3,552	156	7,872	+100	+4,320
Central Division ..	61	2,366	91	3,191	+ 30	+ 825
Northern Division ..	204	16,227	314	20,881	+ 20	+4,654
Southern Division ..	33	809	40	1,310	+ 7	+ 501
Sind ..	670	10,941	455	8,518	-215	-2,423
Total ..	1,114	33,895	1,056	41,772	- 58	+7,877

The above figures show that while the numbers in the Presidency proper increased during the year, there was a drop in Sind which the Educational Inspector attributes mainly to economic reasons. The striking increases in the Bombay Division are reported to be due partly to the opening of a number of Anglo-Vernacular schools and English classes in Bombay city and the suburbs, and partly to the persistent effort made by Inspecting Officers towards the collection of the statistics of several schools which had not hitherto submitted returns.

Of the 41,772 pupils in Unrecognised institutions, who formed 3·4 per cent. of the total number of pupils under instruction in all kinds of institutions, 21,678, or 51·9 per cent. were Hindus, 17,543, or 42·0 per cent. Muhammadans, and 2,551, or 6·1 per cent. others.

The Unrecognised institutions may be classified as under :—

	Institutions.	Pupils.
Colleges .. .. .	2	97
Secondary schools .. .. .	107	10,293
Primary and special schools .. .. .	947	31,382
Total .. .. .	1,056	41,772

Both the collegiate institutions, viz. the Shrimati Nathibai Damodar Thackersay College for Women, Poona, and the L. U. Gujarat Mahila Pathshala, Ahmedabad, are affiliated to the Indian Women's University. Details of the special courses followed by these institutions are given in Chapter XII.

Some of the Unrecognised Secondary schools are reported to be well managed, the courses followed being specially adapted to the needs of the pupils attending them. The Educational Inspector, Central Division, remarks—

“The ideal of the Navin Samartha Vidyalaya, Talegaon Dabhade, is to develop the indigenous education on the lines of the old *Gurukuls*. Another aim of this school is to make the students able to earn their own livelihood. Provision has now been made for instruction in electrical engineering.

“The main aim of the Maharashtra Vidyalaya High School of the Anath Vidyarthi Graha, Poona, is to train boys in such a way that they in their after life should not be required to depend upon service. At present 70 students are taking advantage of the school.

“A printing press is attached to the school and the pupils are taught block-making, composing, printing, etc. The pupils are generally orphans and the finances are covered by subscriptions.”

The Primary and special schools, which form the bulk of the Unrecognised institutions, are for the most part indigenous institutions imparting instruction in the rudiments of the three R's, the *Maktabs* and the *Mulla* schools in Sind teaching the Koran as well. In the Northern Division the 11 schools with 327 pupils and the 4 *Ashrams* or boarding houses with 87 pupils managed by the Bhil Seva Mandal are reported to be doing useful work towards the educational uplift of the aboriginal and Hill tribes.

POONA :  
10th January, 1935.

W. GRIEVE,  
Offg. Director of Public Instruction.





## BOMBAY PRESIDENCY.

## BRITISH DISTRICTS—1933-34.

*General Summary of Educational Institutions and Scholars.*

		Percentage of scholars to population					
		Recognised Institutions		All Institutions			
		1934	1933	1934	1933		
Area in square miles ...	123,590						
Population—[Census of 1931]—							
Males ...	11,472,884	Males ...	8.94	8.77	9.24	9.01	
Females ...	10,330,504	Females...	9.97	2.82	3.05	2.89	
Total ...	21,803,388	Total ...	6.11	5.95	6.90	6.11	

	Institutions.			Scholars			Stages of Instruction of scholars entered in column 4.
	1934	1933	Increase or decrease	1934	1933	Increase or decrease	
	1	2	3	4	5	6	
<b>RECOGNISED INSTITUTIONS</b>							
Universities ...	1	1	...	110	102	+ 8	(a) 110
<i>For Males</i>							
Arts Colleges ...	18	16	+ 2	10,409	9,598	+ 811	{ (a) 3,756 (b) 6,653
Professional Colleges ...	11	11	...	3,228	3,119	+ 115	(a) 3,228
High Schools ...	236	222	+ 14	88,769	83,644	+ 4,925	(c) 88,769
Middle Schools ...	373	362	+ 11	24,557	25,067	- 610	(c) 24,557
Primary Schools ...	19,849	19,952	-103	987,969	967,647	+ 20,322	(d) 987,969
Special Schools ...	262	296	- 34	14,203	14,857	- 654	.....
Total ...	13,750	13,660	-110	1,129,245	1,104,228	+ 25,017	.....
<i>For Females</i>							
Arts Colleges ...	...	...	...	...	...	...	
Professional Colleges ...	...	...	...	...	...	...	
High Schools ...	60	61	- 1	15,858	15,068	+ 790	(c) 15,858
Middle Schools ...	45	41	+ 4	4,408	3,719	+ 689	(e) 4,408
Primary Schools ...	1,767	1,742	+ 25	180,595	172,712	+ 7,883	(d) 180,595
Special Schools ...	52	53	- 1	2,418	2,465	- 47	.....
Total ...	1,924	1,897	+ 27	203,279	193,964	+ 9,315	.....
<b>UNRECOGNISED INSTITUTIONS</b>							
<i>For Males</i> ...	949	1,051	-102	87,668	30,563	+ 7,105	.....
<i>For Females</i> ...	107	69	+ 44	4,104	3,332	+ 772	.....
Total ...	1,056	1,114	- 58	41,772	33,895	+ 7,877	.....
Grand Total ...	16,730	16,871	-141	1,374,226	1,332,087	+ 42,209	.....

(a) Graduate and post-graduate classes.  
(c) Secondary stage.(b) Intermediate classes.  
(d) Primary stage.

**BOMBAY.**  
**BRITISH DISTRICTS—**  
*General Summary of*

				Total expenditure		
				1934	1933	Increase or decrease
				1	2	3
				Rs.	Rs.	Rs.
Direction and Inspection	...	...	...	17,10,105	15,89,483	+ 1,20,622
Universities	..	...	...	10,52,580	8,72,070	+ 1,80,510
Miscellaneous *	..	...	...	28,73,512	28,35,673	+ 37,839
			<b>Total</b>	66,36,197	52,97,226	+ 13,38,971
<i>Institutions for Males</i>						
Universities	...	...	...	46,583	51,690	- 3,108
Arts Colleges	...	...	...	23,01,134	21,91,530	+ 1,09,604
Professional Colleges	...	...	...	11,79,679	11,93,141	- 13,462
High Schools	...	...	...	59,92,945	56,40,975	+ 3,51,970
Middle Schools	...	...	...	10,15,791	11,04,072	- 88,281
Primary Schools	...	...	...	1,61,34,070	1,54,82,327	+ 6,51,743
Special Schools	...	...	...	15,58,023	15,09,085	+ 48,937
			<b>Total</b>	2,82,30,224	2,71,72,822	+ 10,57,402
<i>Institutions for Females</i>						
Arts Colleges	...	...	...	.....	.....	.....
Professional Colleges	...	...	...	.....	.....	.....
High Schools	...	...	...	15,18,833	14,72,233	+ 46,601
Middle Schools	...	...	...	2,95,954	2,58,215	+ 37,739
Primary Schools	...	...	...	38,03,938	36,31,250	+ 1,72,679
Special Schools	...	...	...	3,24,464	3,40,112	- 15,648
			<b>Total</b>	59,43,159	57,01,816	+ 2,41,371
			<b>Grand Total</b>	3,98,09,610	3,81,71,846	+ 16,37,764

\* Includes expenditure

† Include both District

## PRESIDENCY.

1933-34.

*Expenditure on Education.*

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local fundst	Fees	Other sources	Govt. funds	Local fundst	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
77.3	22.7	...	.....	.....	.....	...	.....	.....
7.1	.....	76.3	16.6	.....	.....	...	.....	.....
39.6	15.0	16.9	28.6	.....	.....	...	.....	.....
45.0	14.5	22.9	17.6	.....	.....	...	.....	.....
56.7	.....	13.3	.....	333	.....	59	.....	442
20.8	0.2	63.5	15.5	46	1	140	34	221
37.8	11.1	45.6	5.5	138	40	167	20	365
24.4	2.1	59.5	14.0	17	1	40	10	68
16.8	12.1	52.2	18.9	7	5	21	8	41
58.4	29.1	3.4	9.1	9	5	1	1	16
54.4	5.3	24.6	15.7	60	6	27	17	110
45.6	18.3	24.9	11.2	11	5	6	3	25
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
27.7	0.3	44.8	27.2	27	.....	43	26	96
27.3	1.6	30.3	40.8	13	1	20	28	67
40.6	4.8	2.3	12.3	9	9	...	3	21
51.4	5.7	11.4	31.5	69	8	15	42	134
37.2	29.2	15.1	18.5	11	9	4	5	29
44.2	19.4	23.2	13.2	13	6	7	4	30

on buildings.

Board and Municipal Funds.

**BOMBAY**  
**BRITISH DISTRICTS—**  
*I.—Classification of*

	For		
	Government	District Board	Municipal Board
	1	2	3
<b>RECOGNISED INSTITUTIONS</b>			
<b>Universities</b> ... ..	.....	.....	.....
<b>Colleges—</b>			
<b>Arts and Science*</b> ... ..	6	.....	.....
<b>Law</b> ... ..	1	.....	.....
<b>Medicine</b> ... ..	1	.....	1
<b>Education</b> ... ..	1	.....	.....
<b>Engineering</b> ... ..	1	.....	.....
<b>Agriculture</b> ... ..	1	.....	.....
<b>Commerce</b> ... ..	1	.....	.....
<b>Forestry</b> ... ..	.....	.....	.....
<b>Veterinary Science</b> ... ..	.....	.....	.....
<b>Intermediate and 2nd Grade Colleges</b> ... ..	.....	.....	.....
<b>Total</b> ...	<b>12</b>	.....	<b>1</b>
<b>High Schools</b> ... ..	25	9	21
<b>Middle Schools (English)</b> ... ..	4	153	45
<b>Primary Schools</b> ... ..	24	9,411	1,170
<b>Total</b> ...	<b>53</b>	<b>9,666</b>	<b>1,236</b>
<b>Special Schools—</b>			
<b>Art</b> ... ..	2	.....	.....
<b>Law</b> ... ..	.....	.....	.....
<b>Medical</b> ... ..	3	.....	.....
<b>Normal and Training</b> ... ..	9	.....	1
<b>Engineering</b> ... ..	1	.....	.....
<b>Technical and Industrial</b> ... ..	3	9	6
<b>Commercial</b> ... ..	4	.....	.....
<b>Agricultural</b> ... ..	2	.....	.....
<b>Reformatory</b> ... ..	1	.....	.....
<b>Schools for Defectives</b> ... ..	.....	.....	.....
<b>Schools for Adults</b> ... ..	4	19	27
<b>Other Schools</b> ... ..	1	.....	4
<b>Total</b> ...	<b>30</b>	<b>15</b>	<b>38</b>
<b>Total for Recognised Institutions</b> ...	<b>95</b>	<b>9,681</b>	<b>1,275</b>
<b>Unrecognised Institutions</b> ...	.....	3	2
<b>Grand Total, all Institutions</b> ...	<b>95</b>	<b>9,684</b>	<b>1,276</b>

\* Includes no

PRESIDENCY.

1933-34.

*Educational Institutions.*

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
9	3	19	.....	.....	.....	...	...	.....
.....	3	4	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
1	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
10	6	29	.....	.....	.....	...	...	.....
170	18	236	1	.....	.....	58	1	60
127	44	373	6	.....	1	35	3	45
2,064	180	12,849	10	772	557	414	14	1,767
2,361	242	13,458	17	772	658	607	18	1,872
1	.....	3	.....	.....	.....	...	...	.....
.....	1	4	.....	.....	.....	...	...	.....
3	.....	12	5	.....	1	12	4	22
1	.....	2	.....	.....	.....	.....	.....	.....
19	2	33	.....	.....	.....	15	2	17
.....	28	32	.....	.....	.....	1	.....	1
.....	.....	2	.....	.....	.....	.....	.....	.....
3	.....	3	.....	.....	.....	.....	.....	.....
7	.....	7	.....	.....	.....	.....	.....	.....
72	4	119	.....	.....	.....	9	.....	9
35	5	45	.....	.....	.....	2	1	3
139	40	262	5	.....	1	39	7	52
2,511	288	13,750	22	772	559	546	25	1,924
1	944	949	.....	.....	1	...	106	107
2,512	1,222	14,699	22	772	560	540	131	2,031

*Oriental Colleges.*

## BOMBAY

## BRITISH DISTRICTS—

## II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS</b>									
<i>University and Intermediate Education (a).</i>	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	2,400	2,201	626	...	...	...	...	...	...
Law ...	599	440	...	...	...	...	...	...	...
Medicine ...	607	562	223	...	...	...	374	299	182
Education ...	100	92	25	...	...	...	...	...	...
Engineering ...	195	170	88	...	...	...	...	...	...
Agriculture ...	142	131	190	...	...	...	...	...	...
Commerce ...	390	335	65	...	...	...	...	...	...
<b>Total ...</b>	<b>4,523</b>	<b>3,931</b>	<b>1,147</b>	...	...	...	<b>374</b>	<b>299</b>	<b>132</b>
<i>School and Special Education.</i>									
In High Schools ...	8,548	7,948	870	367	337	96	6,177	5,581	92
„ Middle (English) Schools.	528	492	...	4,337	3,797	104	4,345	3,932	57
„ Primary Schools ...	3,327	2,691	155	627,508	464,841	488	234,824	178,252	50
<b>Total ...</b>	<b>12,403</b>	<b>11,131</b>	<b>1,025</b>	<b>632,219</b>	<b>468,975</b>	<b>688</b>	<b>245,346</b>	<b>187,765</b>	<b>193</b>
In Art Schools ...	557	480	...	...	...	...	...	...	...
„ Medical Schools ...	614	602	205	...	...	...	...	...	...
„ Normal and Training Schools.	665	628	665	...	...	...	85	90	...
„ Engineering Schools...	244	214	48	...	...	...	...	...	...
„ Technical and Industrial Schools.	192	149	30	376	289	23	373	293	28
„ Commercial Schools...	100	78	1	...	...	...	...	...	...
„ Agricultural Schools...	48	44	22	...	...	...	...	...	...
„ Reformatory Schools .	207	215	207	...	...	...	...	...	...
„ Schools for Defectives.	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	39	29	...	245	165	...	762	415	...
„ Other Schools ...	73	62	40	...	...	...	114	76	...
<b>Total ...</b>	<b>2,739</b>	<b>2,491</b>	<b>1,213</b>	<b>621</b>	<b>454</b>	<b>23</b>	<b>1,283</b>	<b>744</b>	<b>28</b>
<b>Total for recognised institutions ...</b>	<b>19,665</b>	<b>17,563</b>	<b>3,385</b>	<b>632,833</b>	<b>469,429</b>	<b>711</b>	<b>247,009</b>	<b>188,908</b>	<b>369</b>
<b>IN UNRECOGNISED INSTITUTIONS ...</b>	...	...	...	53	73	...	80	90	...
<b>Grand Total, all Institutions for Males ...</b>	<b>19,665</b>	<b>17,563</b>	<b>3,385</b>	<b>632,886</b>	<b>469,502</b>	<b>711</b>	<b>247,039</b>	<b>188,998</b>	<b>369</b>

(a) Scholars reading more than one of the following  
 (b) Includes 254 scholars  
 (c) Includes no scholars

## PRESIDENCY.

1983-84.

*Educational Institutions for Males.*

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
110	90	...	...	...	...	110	90	...	10
7,073	6,361	1,312	846	731	82	10,409	9,298	2,020	965
...	...	...	656	656	27	1,255	995	27	19
...	...	...	...	...	...	981	861	355	105
...	...	...	...	...	...	100	92	25	16
165	181	...	...	...	...	360	301	88	...
...	...	...	...	...	...	142	131	120	...
...	...	...	...	...	...	890	335	65	1
7,348	6,582	1,312	1,502	1,287	109	13,747	12,099	2,700	1,116
54,433	57,797	2,828	9,244	8,574	454	88,769	80,167	4,940	3,607
12,574	11,146	433	2,773	2,425	128	24,537	21,792	722	1,433
114,625	92,754	997	7,685	5,987	...	987,969	744,475	1,690	104,629
191,632	161,627	4,258	19,702	16,936	682	1,101,295	846,434	6,752	109,669
76	64	...	...	...	...	623	544	...	68
...	...	...	233	209	46	847	811	251	105
75	74	67	...	...	...	775	732	722	...
95	85	...	...	...	...	339	299	43	...
1,926	1,073	307	61	53	...	2,227	1,857	388	40
...	...	...	1,569	1,006	...	1,669	1,084	1	29
...	...	...	...	...	...	48	44	22	...
487	469	487	...	...	...	694	634	694	...
283	227	163	...	...	...	239	227	162	38
3,593	2,590	...	303	168	...	4,942	3,397	...	64
1,462	1,125	87	97	68	...	1,746	1,321	127	103
7,297	5,707	1,100	2,263	1,504	46	14,203	11,000	3,410	447
206,377	173,916	6,670	23,467	19,727	737	1,129,245	869,533	11,862	111,232
111	96	...	37,474	28,774	...	37,668	28,973	...	4,235
206,388	174,012	6,670	60,941	48,501	737	1,166,913	898,506	11,862	115,467

subjects should be entered under only one head.  
also reading *Law*.  
in *Oriental Colleges*.

**BOMBAY**  
**BRITISH DISTRICTS—**  
**II-B.—Distribution of Scholars attending**

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
<b>Total ...</b>	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	135	108	...	...	...	...	...	...	...
.. Middle Schools (English) ...	462	368	...	...	...	...	50	47	...
.. Primary Schools ...	1,258	1,075	34	50,225	34,981	...	93,387	67,050	...
<b>Total ...</b>	<b>1,845</b>	<b>1,581</b>	<b>34</b>	<b>50,225</b>	<b>34,981</b>	...	<b>93,346</b>	<b>67,037</b>	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
.. Normal and Training Schools ...	220	195	170	...	...	...	41	30	...
.. Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
.. Commercial Schools ...	...	...	...	...	...	...	...	...	...
.. Agricultural Schools ...	...	...	...	...	...	...	...	...	...
.. Schools for Adults ...	...	...	...	...	...	...	...	...	...
.. Other Schools ...	...	...	...	...	...	...	...	...	...
<b>Total ...</b>	<b>220</b>	<b>195</b>	<b>170</b>	...	...	...	<b>41</b>	<b>30</b>	...
<b>Total for recognised institutions ...</b>	<b>2,065</b>	<b>1,776</b>	<b>213</b>	<b>50,225</b>	<b>34,981</b>	...	<b>93,387</b>	<b>67,137</b>	...
<b>IN UNRECOGNISED INSTITUTIONS ...</b>	...	...	...	...	...	...	284	236	...
<b>Grand Total, all Institutions for Females ...</b>	<b>2,065</b>	<b>1,776</b>	<b>213</b>	<b>50,225</b>	<b>34,981</b>	...	<b>93,671</b>	<b>67,363</b>	...
<b>Grand Total, all Institutions, Males and Females ...</b>	<b>21,730</b>	<b>19,329</b>	<b>3,593</b>	<b>683,111</b>	<b>504,463</b>	<b>711</b>	<b>340,704</b>	<b>256,301</b>	<b>359</b>

(a) Scholars reading more than one of the following  
(b) Includes no scholars



## PRESIDENCY.

1933-34.

*Educational Institutions for Females.*

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of males included in column 15
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
15,577	13,776	1,988	156	131	...	15,858	14,018	1,988	1,359
3,780	3,305	233	07	83	...	4,108	3,833	233	633
34,620	27,539	1,160	1,205	841	...	180,595	131,486	1,184	5,924
53,087	44,620	3,371	1,456	1,058	...	200,861	149,337	3,405	7,916
...	...	...	...	...	...	...	...	...	...
663	626	314	55	58	4	879	809	497	...
865	590	95	99	46	7	964	836	32	...
34	25	...	...	...	...	34	25	...	...
...	...	...	...	...	...	...	...	...	...
520	341	70	...	...	...	520	341	70	...
10	9	...	11	9	...	21	18	...	...
1,992	1,491	409	165	113	11	2,418	1,820	599	...
55,979	46,111	3,780	1,633	1,171	11	203,279	151,166	4,004	7,915
...	...	...	3,820	2,607	...	4,104	3,043	...	345
55,979	46,111	3,780	5,448	3,978	11	207,383	154,209	4,004	8,360
262,367	220,123	10,450	66,384	62,479	743	1,374,396	1,052,715	15,866	...

subjects should be entered under only one head.  
in *Oriental Colleges*.

## BOMBAY

## BRITISH DISTRICTS—

## III-A.—Expenditure on

Expenditure on Buildings includes Rs. 1,00,674 spent by the Public Works Department on educational buildings.

Rs.

"Miscellaneous" includes the following main items:—

(1) Scholarships	...	...	...	...	7,25,104
(2) Hostel Charges	...	...	...	...	7,63,205
(3) Dakshina Grants and Fellowships	...	...	...	...	14,169
(4) Travelling allowances to Members of School Book Committees	...	...	...	...	1,064

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION</b>						
Universities	.....	.....	.....	.....	.....	.....
Arts Colleges	9,10,308	.....	.....	8,82,913	1,31,000	8,24,311
Professional Colleges—						
Law	.....	.....	.....	65,338	.....	55,338
Medicine	95,376	.....	.....	1,51,975	20,196	2,67,497
Education	56,458	.....	.....	4,200	63	60,721
Engineering	1,54,971	.....	.....	60,776	869	2,06,615
Agriculture	1,08,433	.....	.....	27,501	.....	1,35,934
Commerce	.....	.....	.....	61,628	18,900	70,627
Forestry	.....	.....	.....	.....	.....	.....
Veterinary Sciences	.....	.....	.....	.....	.....	.....
Intermediate Colleges	.....	.....	.....	.....	.....	.....
<b>Total</b>	<b>7,25,546</b>	.....	.....	<b>7,34,330</b>	<b>1,71,157</b>	<b>16,21,033</b>
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools	5,40,066	.....	.....	3,86,845	5,728	9,41,684
Middle Schools—						
English	32,701	.....	.....	13,664	25	46,390
Primary Schools	82,806	.....	.....	2,233	6	85,046
<b>Total</b>	<b>6,64,673</b>	.....	.....	<b>4,02,742</b>	<b>5,754</b>	<b>10,78,069</b>

## PRESIDENCY.

1933-34.

*Education for Males.*

Rs.

(5) Departmental Publications	...	...	...	...	95,433
(6) Grants for the Encouragement of Literature	...	...	...	...	15,214
(7) Examination Charges	...	...	...	...	65,926
(8) Mulla Magazine	...	...	...	...	1,078
(9) Grant to the Boy Scouts' Association	...	...	...	...	21,000

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	1,17,000	.....
.....	.....	.....	.....	.....	.....	1,68,800	375
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,20,822	93,327	.....	2,14,149	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	30,970	1,500
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,20,822	93,327	.....	2,14,149	3,16,770	1,875
71,938	10,519	85,888	1,91,157	5,669	3,65,171	8,39,324	8,845
35,919	18,116	88,431	1,57,448	6,630	3,06,594	1,02,087	3,134
89,18,619	15,43,143	31,85,309	2,80,287	4,07,849	1,41,35,007	4,23,045	6,862
90,26,376	13,71,778	33,59,522	6,28,892	4,20,198	1,48,06,772	19,63,456	18,841

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

Direction ...  
Inspection ...  
Buildings, etc. ...  
Miscellaneous ...

Total ...

	Aided Institutions— <i>contd.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>contd.</i></b>							
Universities ...	...	8,09,410	1,74,753	11,01,163	...	...	...
Arts Colleges ...	5,315	9,59,365	1,71,589	13,05,334	1,17,787	53,703	1,71,489
<b>Professional Colleges—</b>							
Law ...	...	...	...	...	65,454	6,434	70,888
Medicine ...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...
Engineering ...	8,150	37,850	19,450	77,920	...	...	...
Agriculture ...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	...	...	...
Total ...	13,365	18,06,615	3,65,791	25,04,416	1,83,241	59,136	2,42,377
<b>SCHOOL EDUCATION</b>							
<b>General</b>							
High Schools ...	24,048	24,75,866	6,56,859	40,03,432	5,10,528	1,72,180	6,82,708
Middle Schools—							
English ...	12,891	3,09,344	1,40,039	5,67,495	49,587	45,735	95,312
Primary Schools ...	1,53,055	3,68,169	9,79,946	18,91,077	7,258	75,683	82,941
Total ...	1,89,994	30,53,369	17,76,844	64,02,004	5,67,373	2,93,588	8,60,961

## PRESIDENCY.

1933-34.

*Education for Males—contd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
23	23	24	25	26	27
Rs. 1,65,717 10,83,708 1,99,849 8,58,751	Rs. ..... 1,57,592 1,57,563 1,94,973	Rs. ..... 1,73,935 93,155 26,504	Rs. ..... 41 34,633 2,61,040	Rs. 143 301 1,24,785 4,95,706	Rs. 1,55,860 14,15,577 5,68,996 17,87,073
22,58,025	4,40,198	2,03,705	2,95,714	6,20,984	39,06,506
1,17,000	.....	.....	8,09,410	1,74,752	11,01,152
4,79,108	375	5,215	14,50,055	3,56,381	23,01,134
.....	.....	.....	1,20,792	5,494	1,26,286
95,376	.....	1,20,822	2,45,302	20,136	4,81,636
56,453	.....	.....	4,200	69	60,721
1,85,941	1,500	8,150	86,525	20,319	3,04,535
1,08,433	.....	.....	27,501	.....	1,35,934
.....	.....	.....	51,628	18,099	70,627
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
10,42,316	1,875	1,34,187	23,07,513	5,95,084	45,81,975
14,59,328	19,364	1,09,936	35,64,286	8,39,931	59,99,945
1,70,707	91,250	1,01,323	5,30,943	1,92,469	10,15,791
94,94,370	19,50,005	33,98,264	5,87,947	14,63,484	1,61,94,070
1,10,54,405	19,90,619	35,49,523	46,52,376	24,95,884	2,31,42,806

BOMBAY  
BRITISH DISTRICTS—  
*III-A.—Expenditure on*

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
<i>Special</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	69,734	.....	.....	31,335	893	1,92,019
Law Schools ...	.....	.....	.....	.....	.....	.....
Medical Schools ...	1,18,743	900	.....	40,818	997	1,60,158
Normal and Training Schools.	2,03,621	... ..	3,509	.....	2,178	2,10,308
Engineering Schools ..	29,692	.....	.....	18,880	187	48,709
Technical and Industrial Schools.	37,224	.....	.....	2,769	171	40,164
Commercial Schools ...	5,856	.....	.....	5,745	1,617	13,218
Agricultural Schools ...	13,796	.....	.....	.....	.....	13,796
Reformatory Schools ...	39,136	.....	.....	.....	2,422	41,607
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	383	.....	.....	.....	.....	383
Other Schools ...	46,332	.....	.....	9,320	.....	55,652
<b>Total ...</b>	<b>5,84,616</b>	<b>900</b>	<b>3,509</b>	<b>1,08,867</b>	<b>6,810</b>	<b>7,06,992</b>
<b>Grand Total ...</b>	<b>19,74,735</b>	<b>900</b>	<b>3,509</b>	<b>19,35,999</b>	<b>1,25,721</b>	<b>24,00,094</b>

## PRESIDENCY.

1933-34.

*Education for Males—contd.*

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	750	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	382	768	.....	1,150	5,909	.....
.....	.....	.....	.....	.....	.....	2,280	.....
22,798	15,069	25,939	2,847	7,428	74,066	1,38,381	1,429
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	65,402	.....
.....	.....	.....	.....	.....	.....	15,835	.....
1,373	621	8,169	.....	1	10,064	6,503	61
205	.....	2,616	.....	.....	3,021	4,171	100
24,371	15,690	37,306	3,615	7,429	88,301	2,38,481	1,610
90,50,647	13,87,468	35,17,656	7,26,834	4,37,627	1,51,09,222	19,18,707	22,326

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

—	Aided Institutions— <i>conold.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<i>Special—conold.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	...	950	190	1,190	...	...	...
Law Schools ...	...	.....	.....	.....	...	...	...
Medical Schools ...	...	.....	.....	.....	30,358	1,686	32,044
Normal and Training Schools.	...	.....	6,973	12,182	...	...	...
Engineering Schools .	875	3,927	2,575	9,107	...	...	...
Technical and Industrial Schools.	10,801	1,22,953	70,029	3,43,033	3,628	1,007	5,535
Commercial Schools .	...	.....	.....	.....	98,139	14,090	1,12,338
Agricultural Schools .	...	.....	.....	.....	...	...	...
Reformatory Schools .	1,760	1,535	19,548	68,345	...	...	...
Schools for Defectives.	4,450	449	34,951	65,635	...	...	...
Schools for Adults ...	4,147	6,761	31,382	48,974	...	2,882	2,882
Other Schools ...	2,960	1,162	32,861	47,254	1,702	3,671	5,373
Total ...	23,893	1,97,067	2,04,609	6,05,660	1,33,825	24,245	1,58,070
Grand Total ...	2,27,252	49,97,051	23,48,744	95,12,080	8,84,439	3,76,959	12,51,408



## PRESIDENCY.

1933-34.

*Education for Males—concl'd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
23	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
90,534	.....	.....	31,585	1,083	1,23,202
.....	.....	.....	.....	.....	.....
1,18,743	900	.....	71,174	2,033	1,92,850
2,03,830	.....	3,801	768	10,146	2,23,635
31,922	.....	375	22,807	2,713	57,816
1,93,393	16,488	36,140	1,33,917	79,635	4,63,773
5,856	.....	.....	1,03,884	15,716	1,25,456
13,796	.....	.....	.....	.....	13,796
1,04,537	.....	1,760	1,535	22,070	1,39,902
15,835	.....	4,450	449	34,361	55,685
2,159	702	12,316	6,761	34,265	62,903
50,708	100	5,776	12,184	42,532	1,11,300
8,47,363	17,490	64,708	3,83,364	2,45,093	15,58,023
1,52,02,114	18,50,112	40,42,122	81,38,967	39,57,695	3,31,91,310

## BOMBAY

BRITISH DISTRICTS—  
III-B—Expenditure on

Expenditure on Buildings includes Rs. 401 spent by the Public Works Department

"Miscellaneous" includes the following main items:—

	Ra.
(1) Scholarships ... ..	48,177
(2) Hostel charges ... ..	4,18,330
(3) Examination charges ... ..	6,076
(4) Grant to Girl Guide Association ... ..	6,700
(5) Departmental Publications ... ..	1,545

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Ra.	Rs.	Rs.	Ra.	Rs.	Ra.
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools ...	16,358	.....	.....	1,417	.....	17,775
Middle Schools—						
English ...	46,500	.....	.....	4,448	2	66,950
Primary Schools	87,613	.....	.....	.....	.....	37,613
<b>Total ...</b>	<b>1,00,471</b>	<b>.....</b>	<b>.....</b>	<b>5,865</b>	<b>2</b>	<b>1,06,338</b>
<i>Special</i>						
Normal and Training Schools.	1,12,595	.....	2,589	.....	2,053	1,17,237
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Agricultural Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
<b>Total ...</b>	<b>1,12,595</b>	<b>.....</b>	<b>2,589</b>	<b>.....</b>	<b>2,053</b>	<b>1,17,237</b>
<b>Grand Total for Females.</b>	<b>2,18,066</b>	<b>.....</b>	<b>2,589</b>	<b>5,865</b>	<b>2,055</b>	<b>2,23,575</b>
<b>Grand Total for Males.</b>	<b>19,74,735</b>	<b>200</b>	<b>3,509</b>	<b>12,36,929</b>	<b>1,86,721</b>	<b>34,00,094</b>
<b>Grand Total for all.</b>	<b>21,87,801</b>	<b>200</b>	<b>6,098</b>	<b>12,41,794</b>	<b>1,87,776</b>	<b>36,23,669</b>

## PRESIDENCY.

1933-34.

*Education for Females.*

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	4,05,488	300
140	.....	615	381	.....	1,186	34,236	400
13,32,262	1,43,938	14,81,144	1,506	22,222	22,222	1,73,706	2,248
13,32,403	1,43,938	14,81,759	1,887	22,222	22,222	6,13,379	2,948
.....	.....	8,083	.....	.....	8,083	43,313	.....
.....	.....	.....	.....	.....	.....	7,158	.....
.....	.....	.....	.....	.....	.....	2,200	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	1,673	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	8,083	.....	.....	8,083	54,344	.....
13,32,403	1,43,938	14,89,843	1,887	22,222	22,222	6,67,723	2,948
90,60,647	13,87,458	35,17,666	7,25,834	4,27,627	1,51,09,222	19,18,707	22,326
1,03,83,049	15,31,396	50,07,498	7,27,721	4,49,909	1,80,99,573	25,26,430	25,274

BOMBAY  
BRITISH DISTRICTS—  
III-B—Expenditure on

Inspection ...  
Buildings, etc....  
Miscellaneous ...

Total ...

	Aided Institutions— <i>concid.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<b>SCHOOL EDUCATION</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>General</i>							
High Schools ...	4,176	6,70,583	4,12,321	14,92,818	8,240	...	8,240
<i>Middle Schools—</i>							
English ...	3,825	83,401	1,15,914	2,37,776	1,239	4,653	6,092
Primary Schools	78,762	85,788	4,23,819	7,64,329	564	90,307	90,871
<b>Total ...</b>	<b>86,763</b>	<b>8,39,772</b>	<b>9,52,054</b>	<b>24,94,916</b>	<b>10,043</b>	<b>25,160</b>	<b>35,203</b>
<i>Special</i>							
Normal and Training Schools.	5,619	13,995	44,769	1,07,696	1,217	5,964	7,081
Technical and Industrial Schools.	1,287	14,237	27,857	50,439	...	8,025	8,026
Commercial Schools.	.....	3,985	769	6,964	...	...	.....
Agricultural Schools.	.....	.....	.....	.....	...	...	.....
Schools for Adults	901	2,624	10,895	15,493	...	...	.....
Other Schools ...	150	528	195	873	349	2,133	2,493
<b>Total ...</b>	<b>7,957</b>	<b>35,269</b>	<b>83,985</b>	<b>1,81,555</b>	<b>1,565</b>	<b>16,023</b>	<b>17,589</b>
<b>Grand Total for Females.</b>	<b>94,720</b>	<b>8,75,041</b>	<b>10,36,039</b>	<b>26,76,471</b>	<b>11,609</b>	<b>41,183</b>	<b>62,792</b>
<b>Grand Total for Males.</b>	<b>2,27,262</b>	<b>49,97,051</b>	<b>23,46,744</b>	<b>95,12,080</b>	<b>8,84,439</b>	<b>3,76,969</b>	<b>12,61,408</b>
<b>Grand Total for all</b>	<b>3,21,972</b>	<b>68,72,092</b>	<b>33,82,783</b>	<b>1,21,88,551</b>	<b>8,96,048</b>	<b>4,18,152</b>	<b>13,14,200</b>

## PRESIDENCY.

1933-34.

*Education for Females—concl'd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
82,551	1,975	54,842	.....	.....	1,38,668
4,498	1,912	21,317	.....	26,201	53,928
1,14,814	2,376	4,335	1,90,125	1,70,865	4,82,515
2,01,863	5,563	80,494	1,90,125	1,97,066	6,75,111
4,21,796	300	4,176	6,80,240	4,12,321	15,18,833
80,876	400	4,440	89,469	1,20,769	2,95,954
15,43,580	1,46,136	15,59,906	87,858	4,65,408	32,03,938
30,46,252	1,46,836	15,68,522	8,57,567	2,92,428	56,18,725
1,55,908	.....	16,291	15,212	52,686	2,40,097
7,158	.....	1,287	14,237	35,883	58,565
2,200	.....	.....	3,986	769	6,954
.....	.....	.....	.....	.....	.....
1,673	.....	901	2,524	10,395	16,493
.....	.....	160	877	2,328	3,355
1,66,939	.....	18,629	36,635	1,02,061	3,24,464
24,15,054	1,52,449	16,57,645	10,84,527	12,98,625	66,18,300
1,52,02,114	18,50,112	40,42,123	81,38,967	39,57,995	8,31,91,310
1,76,17,168	20,02,561	57,09,767	92,22,494	52,56,620	3,98,09,610

**BOMBAY**  
**BRITISH DISTRICTS—**  
**IV-A.—Race or Creed of Male Scholars**

		Europeans and Anglo- Indians	Indian Christians	Hin		
				Advanced	Inter- mediate	Backward†
				1	2	3a
<b>Total, Male Population ...</b>		25,239	149,315	973,388	5,603,848	9,090,436
<b>School Education</b>						
<b>Classes</b>						
Primary	‡ I ... ..	669	7,289	37,566	126,068	46,311
	II ... ..	226	3,440	24,176	71,691	21,200
	III ... ..	998	3,130	24,847	62,657	17,741
	IV ... ..	249	2,531	23,023	55,943	18,053
	V ... ..	228	2,246	22,686	48,065	9,561
Middle	VI ... ..	191	1,537	19,234	27,344	4,319
	VII ... ..	169	1,231	14,966	17,847	2,586
	VIII ... ..	140	1,003	14,231	16,086	2,387
High	IX ... ..	117	615	7,395	2,560	291
	X ... ..	85	206	6,502	2,093	311
	XI ... ..	.....	157	5,579	1,636	194
	XII ... ..	1	247	6,810	1,925	190
<b>Total ...</b>		2,421	23,532	206,919	440,566	116,943
<b>University and Intermediate Education.</b>						
<b>Intermediate classes—</b>						
	1st year ... ..	13	135	2,138	387	38
	2nd year ... ..	7	107	1,767	218	25
<b>Degree classes—</b>						
	1st year ... ..	4	56	979	121	7
	2nd year ... ..	9	47	919	114	6
	3rd year ... ..	.....	.....	.....	...	.....
<b>Post-graduate classes—</b>						
	1st year ... ..	.....	12	267	27	9
	2nd year ... ..	1	15	223	20	.....
	Research students ... ..	.....	16	49	9	.....
<b>Total ...</b>		34	387	6,342	840	80
<b>No. of scholars in recognised institu- tions.</b>		2,455	23,919	213,254	441,425	117,023
<b>No. of scholars in unrecognised institu- tions.</b>		7	513	10,363	6,693	1,858
<b>Grand Total ...</b>		2,462	24,432	223,617	448,119	118,881

\* Statistics of scholars belonging to Lingayat and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Arts Colleges.
(1) Lingayats ...	59,797	2,361	221
(2) Marathas ...	132,340	6,476	247

## PRESIDENCY.

1933-34.

*receiving General Education.*

us,*							
Total	Muham- madans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas
3	4	5	6	7	8	9	10
8,607,872	2,447,447	1,627	46,166	13,076	162,348	11,472,884	.....
209,744	57,859	10	839	396	4,462	281,218	172,650
116,957	29,593	4	721	170	2,692	154,068	97,505
111,145	25,165	4	735	143	2,331	148,451	89,924
92,017	20,005	5	797	129	2,065	118,398	72,633
80,302	16,312	5	810	113	2,572	1,09,498	60,749
50,897	10,292	3	771	106	2,309	68,106	34,607
35,398	6,717	.....	757	53	1,669	45,994	22,787
32,704	5,542	.....	634	43	1,489	41,555	20,191
10,136	1,612	.....	733	25	635	19,774	2,806
8,806	1,245	.....	568	22	631	11,483	2,295
7,409	1,016	.....	639	8	412	9,641	1,833
8,926	974	1	751	9	447	11,356	1,857
754,441	176,243	32	8,835	1,117	22,920	992,541	579,837
2,513	231	2	305	2	205	2,406	728
2,010	163	1	215	7	102	2,512	494
1,107	90	.....	115	1	68	1,440	269
1,041	74	.....	80	5	61	1,317	260
.....	.....	.....	.....	.....	.....	.....	.....
296	33	.....	19	.....	7	357	73
243	18	.....	25	.....	6	308	55
52	10	.....	21	.....	5	104	22
7,252	609	3	780	16	454	9,544	1,891
771,703	176,852	35	9,615	1,132	22,374	1,009,085	5,81,728
18,914	13,065	2	236	40	1,001	33,778	14,967
790,617	189,917	37	9,851	1,172	24,375	1,042,863	596,695

† The following are included under heading " Backward Hindus ":-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (Untouchables) and
- (3) The rest.

‡ Class I represents infant class.

§ Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin.

## BOMBAY

## BRITISH DISTRICTS—

## IV-B.—Race or Creed of Female Scholars

	Europeans and Anglo- Indians	Indian Christians	Hin	
			Advanced	Inter- mediate
	1	2	3a	3b
<b>Total, Female Population</b> ...	15,477	124,772	842,079	5,212,534
<b>School Education</b>				
<b>Classes</b>				
<b>Primary</b>				
I †	738	4,841	30,625	43,815
II	341	1,961	17,294	16,593
III	381	1,778	15,862	13,919
IV	304	1,408	12,114	8,634
V	308	1,234	9,104	5,110
<b>‡Middle</b>				
VI	274	974	6,051	2,360
VII	236	945	4,926	1,577
VIII	211	343	1,511	145
<b>‡High</b>				
IX	97	265	1,109	72
X	100	91	836	45
XI	.....	46	651	31
XII	1	64	652	31
<b>Total</b> ...	2,941	13,970	100,734	91,622
<b>University and Intermediate Education.</b>				
<b>Intermediate classes—</b>				
1st year	1	48	190	11
2nd year	1	45	146	
<b>Degree classes—</b>				
1st year	2	29	93	2
2nd year	3	11	50	1
3rd year	.....	.....	.....	.....
<b>Post-graduate classes—</b>				
1st year	.....	5	19	.....
2nd year	.....	5	11	.....
<b>Research students</b>	1	.....	9	.....
<b>Total</b> ...	8	143	512	23
<b>No. of scholars in recognised institutions.</b>	2,949	14,113	101,246	91,645
<b>No. of scholars in unrecognised institutions.</b>	9	303	1,678	733
<b>Grand Total</b> ...	2,958	14,415	102,924	92,378

\* Statistics of scholars belonging to Lingayat and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Arts Colleges
(1) Lingayats	16,026	30	1
(2) Marathas	23,446	386	13



## PRESIDENCY.

1933-34.

*receiving General Education.*

dus*		Muham- madans	Bud- dhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas.
Back- ward†	Total							
3a	3	4	5	6	7	8	9	10
1,955,872	8,010,485	1,955,613	474	43,033	7,807	161,844	10,330,504	.....
10,864	85,304	30,091	12	1,011	135	3,623	125,760	58,328
3,615	37,502	10,542	6	717	48	1,835	52,972	23,395
2,649	31,630	6,820	3	809	47	1,610	43,028	18,181
1,498	22,335	4,372	2	670	39	1,297	30,428	11,990
962	15,176	2,151	1	764	30	947	20,521	7,110
255	8,655	899	...	768	10	590	12,051	2,957
177	6,680	501	...	616	6	342	9,825	2,131
19	1,675	73	...	462	3	77	2,844	225
4	1,124	34	...	419	2	55	2,055	114
7	888	23	...	309	2	32	1,445	60
1	683	12	...	243	1	27	1,012	40
1	684	12	...	281	1	28	1,072	27
19,962	212,308	55,381	24	7,269	824	10,398	302,515	125,055
.....	201	8	...	53	1	16	338	9
1	156	4	...	85	.....	6	297	5
.....	95	1	...	45	.....	5	177	6
.....	51	...	...	37	.....	2	94	1
.....	...	...	...	.....	.....	...	.....	.....
.....	19	1	...	12	.....	1	38	2
.....	11	...	...	6	.....	1	23	.....
.....	3	...	...	3	.....	1	8	.....
1	536	14	...	241	1	32	975	22
19,953	212,344	55,395	24	7,510	825	10,430	303,590	125,080
353	2,764	4,478	...	46	.....	395	7,994	4,329
20,306	215,608	59,873	24	7,556	825	10,825	311,584	129,309

† The following are included under heading " Backward Hindus ":-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (Untouchables) and
- (3) The rest.

‡ Class I represents infant class.

§ Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin.

## BOMBAY

## BRITISH DISTRICTS—

## V-A.—Race or Creed of Male Scholars

	Europeans and Anglo- Indians	Indian Christians	Htn	
			Advanced	Inter- mediate
	1	2	3a	3b
<i>School Education.</i>				
Art Schools ... ..	1	32	323	125
Law Schools ... ..	.....	.....	.....	.....
Medical Schools ... ..	1	19	625	38
Normal and Training Schools...	.....	73	190	248
Engineering and Surveying Schools ...	4	10	243	26
Technical and Industrial Schools ...	4	360	879	570
Commercial Schools... ..	19	114	266	108
Agricultural Schools... ..	.....	.....	13	35
Reformatory Schools ... ..	.....	36	71	224
Schools for Defectives ... ..	4	43	98	44
Schools for Adults ... ..	.....	40	424	1,356
Other Schools ... ..	.....	3	1,367	181
<b>Total</b> ... ..	<b>33</b>	<b>730</b>	<b>5,189</b>	<b>2,952</b>
<i>University and Intermediate Education.</i>				
Law ... ..	2	28	855	143
Medicine ... ..	.....	77	504	20
Education ... ..	1	2	60	6
Engineering ... ..	1	17	186	44
Agriculture ... ..	.....	4	76	34
Commerce ... ..	.....	13	239	16
<b>Total</b> ... ..	<b>4</b>	<b>141</b>	<b>1,939</b>	<b>271</b>
<b>Grand Total</b> ... ..	<b>37</b>	<b>871</b>	<b>7,128</b>	<b>3,223</b>

\* The following are included under Hindus:—

(1) Lingayats ... ..	891
(2) Marathas ... ..	1,046

## PRESIDENCY.

1933-34.

*receiving Vocational and Special Education.*

Hindus *		Muham- madans	Buddhists	Parsees	Sikhs	Others	Total	No. of pupils from rural areas
†Back- ward So	Total							
30	3	4	5	6	7	8	9	10
6	464	30	3	32	1	12	666	57
.....	.....	.....	.....	.....	.....	.....	.....	.....
2	665	26	.....	5	5	21	743	130
69	507	183	.....	.....	.....	12	775	569
8	279	10	.....	17	14	5	339	92
54	1,503	157	.....	119	9	35	2,187	528
18	1,072	110	1	240	11	73	1,640	19
.....	48	.....	.....	.....	.....	.....	48	49
84	379	264	.....	4	6	5	694	240
8	150	26	.....	10	.....	12	246	39
913	2,693	2,001	.....	13	11	30	4,878	1,119
24	1,572	59	.....	.....	1	8	1,643	66
1,181	9,322	2,956	4	440	58	213	12,756	3,237
16	1,014	74	.....	50	1	67	1,236	244
32	571	64	.....	48	5	111	876	348
.....	75	5	.....	1	.....	.....	84	.....
.....	240	44	.....	46	3	9	360	26
.....	110	11	.....	2	4	11	142	73
1	255	19	.....	56	.....	46	389	71
55	2,265	217	.....	203	18	244	3,067	762
1,236	11,587	3,173	4	643	71	457	16,843	3,999

† The following are included under the heading " Backward Hindus " :-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (Untouchables) and
- (3) The rest.

## BOMBAY

## BRITISH DISTRICTS—

## V-B.—Race or Creed of Female Scholars

	Europeans and Anglo- Indians	Indian Chris- tians	Hindus*			Total
			Advanced	Inter- mediate	† Back- ward	
	1	2	3 (a)	3 (b)	3 (c)	3
<i>School Education.</i>						
Art Schools ... ..	6	13	96	2	...	28
Medical Schools ... ..	1	19	67	10	...	77
Normal and Training Schools	59	250	937	104	14	405
Technical and Industrial Schools	.....	102	491	141	20	662
Commercial Schools ... ..	31	11	1	...	...	1
Agricultural Schools ... ..	.....	...	.....	...	...	...
Schools for Defectives ... ..	1	16	13	7	...	20
Schools for Adults... ..	.....	8	247	65	60	372
Other Schools ... ..	.....	...	115	9	...	124
<b>Total ... ..</b>	<b>99</b>	<b>412</b>	<b>1,247</b>	<b>338</b>	<b>94</b>	<b>1,679</b>
<i>University and Intermediate Education.</i>						
Law ... ..	.....	2	7	...	...	7
Medicine ... ..	.....	18	45	7	8	60
Education ... ..	.....	5	5	...	...	6
Commerce ... ..	.....	1	.....	...	...	...
<b>Total ... ..</b>	<b>.....</b>	<b>26</b>	<b>58</b>	<b>7</b>	<b>8</b>	<b>73</b>
<b>Grand Total ... ..</b>	<b>99</b>	<b>438</b>	<b>1,305</b>	<b>345</b>	<b>102</b>	<b>1,752</b>

\*The following are included under "Hindus" :—

(1) Lingayats ... ..	19
(2) Marathas ... ..	164

## PRESIDENCY.

1933-34.

*receiving Vocational and Special Education.*

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.
4	5	6	7	8	9	10
.....	.....	18	.....	2	68	.....
1	.....	2	.....	6	105	10
100	.....	97	.....	29	879	271
7	.....	311	3	29	1,004	19
.....	.....	12	.....	8	63	.....
.....	.....	.....	.....	.....	.....	.....
1	.....	1	.....	.....	38	15
17	.....	186	.....	6	584	86
.....	.....	.....	.....	.....	124	9
126	.....	467	3	79	2,855	404
.....	.....	9	.....	1	19	.....
2	.....	18	.....	7	105	28
.....	.....	4	.....	1	16	.....
.....	.....	.....	.....	.....	1	.....
2	.....	31	.....	9	141	28
128	.....	438	3	88	3,006	432

† The following are included under the heading "Backward Hindus":—

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (Untouchables) and
- (3) The rest.

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	94	.....
Local Board and Municipal ...	.....	.....	.....	14,771	.....
Aided ... ..	5	.....	.....	606	.....
Unaided ... ..	.....	.....	.....	96	.....
Total ...	5	.....	.....	15,497	.....
<i>Middle Schools</i>					
Government ... ..	16	3	.....	.....	1
Local Board and Municipal ...	7	2	1	3	1
Aided ... ..	17	17	1	241	3
Unaided ... ..	2	3	.....	2	.....
Total ...	42	25	2	25	5
<i>High Schools</i>					
Government ... ..	227	27	.....	4	15
Local Board and Municipal ...	40	10	2	7	7
Aided ... ..	266	166	15	66	87
Unaided ... ..	30	4	.....	2	.....
Total ...	623	196	17	79	89
Grand Total ...	670	221	19	15,800	94

## PRESIDENCY.

1933-34.

*Teachers.*

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
<i>Possessing a degree</i>		<i>Possessing no degree</i>				
Certifi- cated 6	Uncerti- ficated 7	Certifi- cated 8	Uncerti- ficated 9			
10	11	12	13	14	15	16
.....	1	.....	21	24	22	116
.....	4	651	12,258	14,771	12,913	27,684
5	30	6	3,415	611	3,456	4,067
.....	.....	.....	287	28	267	293
5	35	667	16,961	15,602	16,658	32,160
1	2	4	3	20	10	30
18	47	64	260	14	389	403
37	133	75	424	58	669	727
6	24	11	184	7	175	182
62	206	154	821	99	1,245	1,342
10	46	16	36	333	108	441
42	76	30	133	66	281	347
369	824	278	1,162	568	2,623	3,191
49	167	18	160	36	384	420
470	1,103	342	1,481	1,003	3,396	4,399
637	1,344	1,153	18,263	16,604	21,297	37,901

## BOMBAY

## BRITISH DISTRICTS—

## VI-B—Women

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Metric or School Final	Passed Middle School	Passed Primary School	Lower qualifica- tions
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	48	.....
Local Board and Municipal	.....	.....	.....	2,109	.....
Aided ... ..	.....	1	.....	576	.....
Unaided ... ..	.....	.....	.....	26	.....
Total ... ..	.....	1	.....	2,769	.....
<i>Middle Schools</i>					
Government ... ..	9	.....	.....	2	.....
Local Board and Municipal	.....	.....	.....	.....	.....
Aided ... ..	13	69	6	0	31
Unaided ... ..	1	2	.....	.....	.....
Total ... ..	23	61	6	2	31
<i>High Schools</i>					
Government ... ..	2	.....	.....	.....	.....
Local Board and Municipal	3	.....	.....	3	.....
Aided ... ..	56	236	7	16	61
Unaided ... ..	2	7	.....	.....	3
Total ... ..	63	243	7	19	64
Grand Total ... ..	86	406	12	2,786	85



## PRESIDENCY.

1933-34.

*Teachers.*

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
<i>Possessing a degree</i>		<i>Possessing no degree</i>				
Certifi- cated 6	Uncertifi- cated 7	Certifi- cated 8	Uncertificated 9			
10	11	12				
.....	.....	.....	5	48	5	53
.....	.....	7	1,718	2,109	1,735	3,834
.....	13	4	975	577	992	1,569
.....	.....	.....	27	26	27	53
.....	13	11	2,725	2,760	2,749	5,509
1	3	3	2	11	9	20
.....	.....	.....	3	.....	3	3
5	9	5	104	114	123	237
.....	5	.....	33	3	38	41
6	17	8	142	128	173	301
.....	9	3	1	2	6	8
8	13	5	42	6	53	59
37	81	19	343	465	480	945
1	9	2	15	13	27	40
41	105	29	401	486	576	1,062
47	135	48	3,268	3,374	3,498	6,872

**BOMBAY**  
**BRITISH DISTRICTS—**  
**VII.—Anglo-Indian and**

Total, European and Anglo-Indian population, ... { Males ... 25,233  
Census of 1931. ... { Females ... 16,477  
Total ... 40,710

	Institu- tions	Scholars on roll on March 31st	Number of females in institu- tions for males and vice versa	* Number of Non-Euro- peans on rolls
	1	2	3	4
<i>Institutions for Males</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	7	1,516	141	973
Middle Schools ... ..	8	577	254	94
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	.....	.....	.....	.....
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	.....	.....	.....	.....
Other Schools ... ..	.....	.....	.....	.....
Total ...	15	2,093	395	367
<i>Institutions for Females</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	14	3,106	501	805
Middle Schools ... ..	5	222	99	31
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	2	69	.....	19
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	1	34	.....	5
Other Schools ... ..	.....	.....	.....	.....
Total ...	22	3,431	600	860
Grand Total for Institutions ...	37	5,524	995	1,227

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges ... ..	4,06,481
(2) Scholarships and stipends ... ..	91,342
(3) Examination charges ... ..	718
Total ...	4,98,541

\* The term "non-Europeans" does not include domiciled Europeans and Anglo-Indians.

## PRESIDENCY.

1933-34.

*European Education.*

Percentage to European and Anglo-Indian population of those at school. (Males ... 8.3  
Females... 23.2  
Total ... 18.6

Teachers		Expenditure from				
Trained	Untrained	Government funds	†Local funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
51	38	1,37,980	1,300	1,53,818	41,432	3,34,430
25	10	91,500	.....	15,461	30,064	67,025
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
76	48	1,49,480	1,300	1,69,279	71,406	3,91,455
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
165	64	1,85,315	.....	2,18,056	92,023	4,95,394
14	3	6,928	.....	5,838	11,930	23,996
.....	.....	.....	.....	.....	.....	.....
10	.....	10,200	.....	7,776	7,506	25,482
.....	.....	.....	.....	.....	.....	.....
9	2	2,300	.....	2,985	769	6,954
.....	.....	.....	.....	.....	.....	.....
191	69	2,04,643	.....	2,35,656	1,11,628	5,51,926
.....	.....	.....	.....	.....	.....	.....
267	117	2,54,123	1,300	4,04,934	1,83,024	9,43,381
.....	.....	.....	.....	.....	.....	.....
Inspection ...	.....	9,433	.....	.....	.....	9,433
Buildings and furniture, etc.	.....	9,153	.....	.....	21,069	30,331
Miscellaneous ...	.....	1,07,511	.....	2,16,904	1,05,126	4,28,541
Total ...	.....	1,28,096	.....	2,15,904	1,26,195	4,68,195
Grand Total ...	.....	4,80,219	1,300	6,20,838	3,09,219	14,11,476

† Local Funds include both District Board and Municipal funds.

**BOMBAY**  
**BRITISH DISTRICTS—**  
**VIII—Examination**

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
<b>DEGREE EXAMINATIONS</b>						
<i>Arts and Science</i>						
D.Litt. ... ..	...	...	...	...	...	...
Ph.D. ... ..	...	...	...	...	...	...
D.Sc. ... ..	...	3	3	...	2	2
M.A. ... ..	146	1	147	101	1	102
M.Sc. ... ..	32	...	32	22	...	22
B.A. (Honours) ... ..	479	23	502	338	15	353
B.Sc. (Honours) ... ..	...	...	...	...	...	...
B.A. (Pass) ... ..	471	363	834	837	193	530
B.Sc. (Pass) ... ..	415	70	485	268	33	331
<i>Law</i>						
Master of Law ... ..	91	...	91	5	...	5
Bachelor of Law ... ..	902	...	902	403	...	403
<i>Medicine</i>						
M.D. ... ..	11	...	11	9	...	9
M.B., B.S. ... ..	351	...	351	80	...	80
L.M.S. (Bombay) ... ..	...	...	...	...	...	...
M.C.P. & S. (Bombay) ... ..	...	...	...	...	...	...
M.S.P.M. (Calcutta) ... ..	...	...	...	...	...	...
M.S. ... ..	10	...	10	1	...	1
D.O. ... ..	9	...	9	4	...	4
B.Hy. ... ..	5	...	5	3	...	3
D.P.H. ... ..	...	...	...	...	...	...
H.Sc. (sanitary) ... ..	...	...	...	...	...	...
D.T.M. (Calcutta) ... ..	...	...	...	...	...	...
<i>Engineering</i>						
Master of C.E. ... ..	...	...	...	...	...	...
Bachelor of C.E. ... ..	137	...	137	62	...	62
Bachelor of M.E. ... ..	13	...	13	11	...	11
<i>Education</i>						
B.T. ... ..	129	...	129	79	...	79
<i>Commerces</i>						
Master of Commerce ... ..	4	...	4	3	...	3
Bachelor of Commerce ... ..	201	...	201	75	...	75
<i>Agriculture</i>						
Master of Agriculture ... ..	3	...	3	3	...	3
Bachelor of Agriculture ... ..	61	...	61	51	...	51

\* i.e., Appearing from



Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
1	2	3	4	5	6	
<b>INTERMEDIATE EXAMINATIONS</b>						
Intermediate in Arts ... ..	1,334	380	1,704	851	193	1,050
Intermediate in Science ... ..	1,176	183	1,359	659	74	683
Certificate in Teaching (S.T.C.) ... ..	516	...	516	230	...	230
Intermediate in Commerce ... ..	219	...	219	116	...	116
Intermediate in Agriculture ... ..	54	...	54	40	...	40
Veterinary Examinations (G.B.V.C.).	44	...	44	38	...	38
<b>SCHOOL EXAMINATIONS</b>						
<i>(a) On completion of High School Course</i>						
Matriculation Examination ... ..	11,319	2,051	13,370	5,495	801	6,296
Cambridge School Certificate ... ..	84	...	84	41	...	41
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior ... ..	90	...	90	57	...	57
Anglo-Vernacular Middle ... ..	13,903	...	13,903	11,726	...	11,726
Vernacular Middle (Final)... ..	16,496	3,000	19,496	7,956	644	8,600
<i>(c) On completion of Primary Course</i>						
Upper Primary ... ..	16,844	1,721	18,565	9,756	294	10,050
Lower Primary ... ..	88,748	...	88,748	64,995	...	64,995
<i>(d) On completion of Vocational Course</i>						
<b>For Teacher's Certificates—</b>						
Vernacular, Higher ... ..	797	79	876	739	57	796
Vernacular, Lower ... ..	...	...	...	...	...	...
At Art Schools ... ..	90	...	90	11	...	11
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools (L.C.P.S.) ... ..	387	...	387	107	...	107
At Engineering Schools ... ..	94	...	94	92	...	92
At Technical and Industrial Schools.	187	...	187	128	...	128
At Commercial Schools ... ..	615	56	671	251	14	265
At Agricultural Schools ... ..	...	...	...	...	...	...
At other Schools ... ..	...	...	...	...	...	...

\* i.e., Appearing from

FEMALES

Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
208	9	217	117	1	118
88	10	98	39	8	47
77	.....	77	52	.....	52
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
992	99	1,091	532	33	565
92	.....	92	57	.....	57
100	.....	100	54	.....	54
1,817	.....	1,817	1,468	.....	1,468
3,516	453	3,969	1,445	83	1,528
3,629	187	3,816	1,905	23	1,927
16,395	.....	16,395	11,966	.....	11,966
411	86	497	285	67	352
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
35	.....	35	15	.....	15
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
15	1	16	6	.....	6
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

\*recognized institution.

## BOMBAY

## BRITISH DISTRICTS—

## IX—Statistics of Educational

Types of Institutions.  1	Government.		District Board.		Private.*		Total.	
	Institu- tions. 2	Scho- lars. 3	Institu- tions. 4	Scho- lars. 5	Institu- tions. 6	Scho- lars. 7	Institu- tions. 8	Scholar- s. 9
<b>RECOGNIZED INSTITUTIONS.</b>								
<i>For Males.</i>								
Arts Colleges ...	1	973	...	...	1	359	2	692
Professional Colleges ...	1	142	...	...	...	...	1	142
High Schools ...	...	...	...	...	12	2,005	19	2,005
Middle Schools ...	...	...	139	3,423	67	4,632	180	8,064
Primary Schools ...	5	283	9,231	596,059	1,732	62,398	10,958	668,733
Training Schools ...	8	630	...	...	2	75	10	705
Agricultural Schools ...	...	...	...	...	1	24	1	24
Schools for adults ...	...	...	12	245	17	530	29	775
Other Schools ...	1	28	...	...	6	112	7	140
<b>Total ...</b>	<b>16</b>	<b>1,356</b>	<b>9,355</b>	<b>599,719</b>	<b>1,838</b>	<b>70,135</b>	<b>11,209</b>	<b>671,209</b>
<i>For Females.</i>								
High Schools ...	...	...	...	...	2	247	3	247
Middle Schools ...	...	...	...	...	1	29	1	29
Primary Schools ...	...	...	684	50,736	100	6,740	874	57,486
Training Schools ...	4	194	...	...	5	265	9	463
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	...	...	1	20	1	20
Other Schools ...	...	...	...	...	...	...	...	...
<b>Total ...</b>	<b>4</b>	<b>198</b>	<b>684</b>	<b>50,736</b>	<b>199</b>	<b>7,310</b>	<b>887</b>	<b>58,244</b>
<b>Grand Total for all Recognized Institutions.</b>	<b>20</b>	<b>1,553</b>	<b>10,039</b>	<b>650,455</b>	<b>2,037</b>	<b>77,445</b>	<b>12,096</b>	<b>739,453</b>
<b>II. UNRECOGNIZED INSTITUTIONS.</b>								
For Males ...	...	...	...	...	...	...	700	16,563
For Females ...	...	...	...	...	...	...	60	1,561
<b>Total ...</b>	...	...	...	...	...	...	<b>760</b>	<b>18,124</b>
<b>Grand Total for all Institutions ...</b>	...	...	...	...	...	...	<b>12,856</b>	<b>747,577</b>

\*Aided and unaided.



## PRESIDENCY.

1933-34.

*Institutions in Rural Areas.*

Expenditure on Institutions.				Number of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
57,375	.....	1,16,500	1,73,875	17	.....	14	31
1,17,007	.....	27,745	1,44,752	26	.....	.....	26
32,651	1,345	1,32,601	1,56,697	.....	.....	124	124
35,291	16,140	2,30,888	2,71,319	.....	129	303	432
73,10,368	14,76,493	9,37,994	97,23,165	8	19,169	2,350	21,517
1,97,632	.....	23,767	2,20,399	53	.....	16	69
58	.....	106	169	.....	.....	1	1
1,261	660	3,084	5,005	.....	12	21	33
4,420	100	14,621	19,141	2	.....	16	18
77,56,058	14,92,738	14,65,006	1,07,14,402	106	19,300	2,845	22,251
12,369	.....	24,834	37,203	.....	.....	24	24
700	.....	1,657	2,267	.....	.....	7	7
5,93,610	1,00,399	82,647	7,76,646	.....	1,236	351	1,687
1,00,743	.....	27,917	1,28,660	24	7	38	69
.....	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	28	.....	.....	1	1
.....	.....	.....	.....	.....	.....	.....	.....
7,08,050	1,00,369	1,36,955	9,45,394	24	1,243	421	1,688
84,64,108	15,93,127	16,02,561	1,16,59,796	130	20,543	3,266	23,939

*Explanatory Notes :-*

- (1) Figures for *urban* areas (i.e. municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

## APPENDIX

Table showing the classification of scholars according to race  
Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
<b>UNIVERSITY EDUCATION.</b>							
University ... ..	...	...	8	1	35	1	
<i>Colleges for Men.</i>							
Arts and Science ... ..	92	8	368	127	3,665	239	
<i>Professional Colleges for Men.</i>							
Law ... ..	9	...	27	2	462	4	
Medicine ... ..	...	...	77	16	328	39	
Education ... ..	1	...	2	5	46	6	
Engineering ... ..	1	...	7	...	52	...	
Agriculture ... ..	...	...	4	...	35	...	
Commerce ... ..	...	...	13	1	94	...	
Total, Professional Colleges ...	4	...	120	25	1,067	42	
Total, University, Arts and Professional Colleges ... ..	96	8	496	154	4,767	279	
<i>Secondary Schools.</i>							
High Schools for ... {	Boys ...	1,436	147	6,134	657	22,569	1,215
... {	Girls ...	474	2,247	337	2,541	32	2,306
Middle Schools for ... {	Boys ...	302	220	823	395	4,266	341
... {	Girls ...	169	293	318	1,268	17	611
Total ...		2,381	2,907	7,607	4,881	26,884	4,475
<i>Primary Schools.</i>							
For Boys ... {	Upper Primary.	...	...	1,463	75	13,230	418
... {	Lower Primary.	17	14	13,694	4,119	61,060	13,671
For Girls ... {	Upper Primary.	...	...	5	918	...	3,551
... {	Lower Primary.	...	...	617	3,729	677	28,143
Total ... {	Upper Primary.	...	...	1,468	993	13,920	4,069
... {	Lower Primary.	17	14	14,211	7,840	61,737	41,814
Total ...		17	14	15,669	8,833	64,977	45,883
<i>Special Education.</i>							
Art Schools for Men ... ..	1	8	32	12	182	9	
Medical Schools for Men ... ..	1	1	19	17	378	45	
Normal and Training Schools for {	Men ...	...	73	...	149	...	
... {	Women ...	...	58	...	248	...	
Engineering Schools for Boys ...	4	...	9	...	147	...	

## I.

## Presidency proper.

*or creed in Recognised and Unrecognised institutions in the British (excluding Sind) on 31st March, 1934.*

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
35	4	70	5	2	...	2	...
1,796	139	5,461	362	242	10	243	...
913	2	795	6	44	...	38	...
176	13	504	45	15	7	5	...
23	...	69	6	2	...	1	...
18	...	100	...	11	...	10	...
41	...	76	...	12	...	12	...
145	...	939	...	5	...	2	...
716	15	1,783	57	89	7	68	...
2,547	152	7,314	424	333	17	313	...
12,909	678	35,478	1,793	4,992	63	4,536	48
199	1,813	230	4,191	1	244	...	40
2,757	127	7,023	468	1,235	23	2,393	31
23	366	40	977	8	45	...	20
15,887	2,884	44,771	7,359	6,235	375	6,929	139
5,286	123	18,506	541	13,049	88	19,411	343
41,503	6,657	92,583	20,328	118,512	12,052	137,130	15,035
...	1,896	...	5,547	...	561	...	1,305
469	18,470	1,166	46,613	308	10,422	200	14,362
5,285	2,019	18,506	6,083	13,049	644	19,411	1,648
41,992	26,127	93,749	66,241	118,820	22,474	137,330	28,467
47,278	27,146	112,255	73,022	131,869	23,118	156,741	31,115
141	17	333	26	24	1	23	1
166	15	534	60	16	9	11	1
18	...	167	...	111	...	87	...
...	44	...	255	...	45	...	23
15	...	162	...	13	...	2	...

		III—Hindus					
		B.—Intermediate—contd.					
		Artisans, etc.		Lingayats		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
<b>UNIVERSITY EDUCATION.</b>							
University	... ..	...	...	...	...	4	...
<i>Colleges for Men.</i>							
Arts and Sciences	... ..	119	9	221	1	825	90
<i>Professional Colleges for Men.</i>							
Law	... ..	37	...	23	...	142	...
Medicine	... ..	5	...	4	...	29	7
Education	... ..	...	...	3	...	6	...
Engineering	... ..	16	...	6	...	43	...
Agriculture	... ..	5	...	5	...	34	...
Commerce	... ..	6	...	9	...	15	...
Total, Professional Colleges		69	...	43	..	269	7
Total, University, Arts and Professional Colleges		188	9	264	1	1,098	97
<i>Secondary Schools.</i>							
High Schools for	... { Boys	3,270	69	1,949	9	14,747	189
	... { Girls	...	65	...	11	1	360
Middle Schools for	... { Boys	841	17	411	1	4,830	72
	... { Girls	1	49	1	9	10	123
Total		4,112	190	2,361	30	19,638	734
<i>Primary Schools.</i>							
For Boys	... { Upper Primary.	8,425	70	8,308	62	49,193	508
	... { Lower Primary.	59,720	5,586	51,478	5,899	306,840	33,629
For Girls	... { Upper Primary.	...	794	...	274	...	2,334
	... { Lower Primary.	102	14,227	11	8,783	621	47,814
Total	... { Upper Primary.	8,425	864	8,308	836	49,193	3,492
	... { Lower Primary.	59,822	19,813	51,489	14,682	307,461	65,456
Total		68,247	20,677	59,797	15,518	416,654	89,928
<i>Special Education.</i>							
Art Schools for Men	... ..	76	...	2	...	125	2
Medical Schools for Men	... ..	...	...	10	...	37	10
Normal and Training Schools for	... { Men	27	...	23	...	248	...
	... { Women	...	27	...	7	...	102
Engineering Schools for Boys	... ..	11	...	2	...	28	...

I--continued.

Presidency proper.

--contd.

O.—Backward							
Dopressed classes		Aboriginal and Hill Tribes		Other Backward classes		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
...	...	...	...	...	...	...	...
80	...	1	...	49	1	74	1
5	...	...	...	10	...	15	...
1	...	...	...	37	8	38	8
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	1	...	...	...	1	...
6	...	1	...	47	8	54	8
36	...	2	...	90	9	128	9
1,257	11	51	6	462	5	1,770	22
...	6	...	...	...	1	...	7
338	2	29	2	172	2	539	6
...	7	...	...	...	4	...	11
1,595	26	90	8	634	12	2,309	46
3,726	46	1,186	18	2,675	54	7,587	116
53,665	7,619	21,444	1,579	28,357	2,599	103,466	11,790
5	109	...	26	13	161	18	296
188	2,809	111	454	328	3,840	697	7,103
3,731	155	1,186	42	2,688	215	7,606	412
53,853	10,428	21,555	2,025	28,755	6,439	104,163	12,823
57,584	10,583	22,741	2,068	31,443	6,654	111,768	13,305
2	...	...	...	4	...	6	...
...	...	...	...	...	...	...	...
49	...	5	...	14	...	68	...
...	9	...	...	...	5	...	14
...	...	...	...	8	...	8	...

## APPENDIX

	III.—Hindus —consid.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs	
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<b>UNIVERSITY EDUCATION.</b>								
University ... ..	74	5	4	...	7	4	...	...
<i>Colleges for Men.</i>								
Arts and Science ... ..	6,340	383	456	12	731	220	5	1
<i>Professional Colleges     for Men.</i>								
Law ... ..	962	0	63	...	48	9	...	...
Medicine ... ..	571	00	64	2	48	18	5	...
Education ... ..	75	6	5	...	1	4	...	...
Engineering ... ..	143	...	19	...	22	...	...	...
Agriculture ... ..	110	...	11	...	3	...	4	...
Commerce ... ..	265	...	19	...	56	...	...	...
Total, Professional Colleges ... ..	2,106	73	181	2	177	31	9	...
Total, University, Art and Professional Colleges ... ..	8,540	460	641	14	915	256	14	1
<i>Secondary Schools.</i>								
High Schools for ... {	51,995	2,004	6,392	68	4,940	181	57	8
Boys ... ..								
Girls ... ..	231	4,478	83	443	173	2,750	18	44
Middle Schools for... {	12,442	546	2,453	13	300	114	2	1
Boys ... ..								
Girls ... ..	60	1,111	23	101	27	366	6	7
Total ... ..	64,718	8,139	8,861	690	5,440	3,411	65	60
<i>Primary Schools.</i>								
For Boys... {	75,226	1,215	9,218	112	25	4	1	...
Upper Primary.								
Lower Primary.	562,889	70,740	93,222	14,341	2,368	634	68	14
For Girls... {	19	8,777	1	660	2	156	...	...
Upper Primary.								
Lower Primary.	2,484	101,530	842	25,160	548	2,738	2	28
Total ... {	75,304	9,992	9,219	772	27	159	1	...
Upper Primary.								
Lower Primary.	565,378	172,270	94,064	29,501	2,916	3,370	60	42
Total ... ..	640,677	182,262	108,283	40,273	2,943	3,529	61	42
<i>Special Education.</i>								
Art Schools for Men ...	454	28	30	...	32	18	1	...
Medical Schools for Men ...	571	70	18	1	5	2	2	...
Normal and Training Schools for { Men ... ..	483	...	126	...	...	...	...	...
Women ... ..	...	372	...	89	...	37	...	...
Engineering Schools for Boys.	198	...	5	...	10	...	9	...

I—continued.

Presidency proper.

VI.—Others.								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
...	...	6	...	1	...	7	...	100	10	110
3	...	386	19	49	15	443	28	8,380	778	9,158
...	...	59	...	7	1	66	1	1,158	18	1,176
...	...	107	1	4	6	116	7	875	105	981
...	...	...	...	...	1	...	1	84	16	100
...	...	3	...	...	...	3	...	195	...	195
...	...	6	...	6	...	16	...	142	...	142
...	...	45	...	1	...	46	...	389	1	390
...	...	220	1	17	8	246	9	3,844	140	2,984
3	...	619	19	87	23	696	37	11,324	938	12,262
5	...	3,200	57	769	298	4,031	363	74,928	3,415	78,343
...	...	1	68	40	198	69	310	1,867	12,789	14,146
3	1	1,238	21	42	13	1,285	36	17,635	1,324	18,959
1	1	...	45	43	54	60	107	632	3,245	3,878
9	2	4,439	191	894	563	5,425	316	94,552	20,774	115,326
3	...	2,472	59	18	3	2,492	62	88,474	1,468	89,942
20	1	13,983	2,344	608	321	14,666	2,680	686,756	92,527	779,283
...	...	...	507	...	56	...	563	26	11,073	11,099
...	21	26	5,787	21	318	49	6,134	4,540	139,282	143,822
3	...	2,472	556	16	59	2,492	625	88,500	12,541	101,041
20	22	14,008	8,111	627	639	14,715	8,814	691,296	231,809	923,105
28	23	16,480	8,677	643	698	17,207	9,439	779,796	244,350	1,024,146
3	...	6	1	6	1	16	2	565	68	633
...	...	19	...	2	5	23	5	632	96	728
...	...	12	...	...	...	12	...	693	...	693
...	...	...	9	...	17	...	26	...	830	830
...	...	3	...	...	...	12	...	244	...	244

## APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
	<i>Special Education—concl'd.</i>						
Technical and Industrial Schools for	{ Boys ... 4	... ..	360	3	695	13	
	{ Girls ... ..	... ..	...	99	...	180	
Commercial Schools for	{ Boys ... 18	9	91	9	345	1	
	{ Girls ... ..	39	...	...	...	...	
Agricultural Schools for Boys	...	...	...	...	18	...	
Reformatory Schools for Boys	...	...	56	...	40	...	
Schools for Defectives for Boys	...	4	1	42	16	42	11
Schools for Adults for	{ Men ... ..	...	40	9	120	...	
	{ Women ... ..	...	...	1	...	216	
Other Schools for	{ Boys ... ..	...	9	...	1,128	53	
	{ Girls ... ..	...	...	...	...	19	
<b>Total Special</b>	<b>...</b>	<b>32</b>	<b>99</b>	<b>765</b>	<b>406</b>	<b>3,069</b>	<b>769</b>
<b>Total, Recognised</b>	<b>...</b>	<b>2,466</b>	<b>3,928</b>	<b>24,477</b>	<b>14,274</b>	<b>99,697</b>	<b>51,869</b>
Unrecognised Institutions for	{ Boys ... 7	8	509	216	4,748	181	
	{ Girls ... ..	...	...	82	...	647	
<b>Total, Unrecognised</b>	<b>...</b>	<b>7</b>	<b>8</b>	<b>509</b>	<b>298</b>	<b>4,748</b>	<b>798</b>
<b>Grand Total</b>	<b>...</b>	<b>2,473</b>	<b>3,936</b>	<b>24,986</b>	<b>14,572</b>	<b>104,445</b>	<b>52,117</b>



I—continued.

Presidency proper.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
309	4	834	17	148	1	306	5
...	223	...	408	...	48	...	58
506	...	741	1	51	...	11	...
...	...	...	...	...	...	...	...
...	...	18	...	15	...	6	...
31	...	71	...	56	...	113	...
33	2	75	13	18	1	20	4
93	...	213	...	417	1	564	7
...	31	...	247	...	37	...	10
30	13	1,167	66	18	2	18	2
...	2	...	21	...	...	...	...
1,231	351	4,800	1,110	886	146	1,161	111
66,943	30,533	166,640	81,922	139,324	23,656	165,144	31,365
3,924	216	8,672	307	1,300	26	3,471	234
...	514	...	1,061	8	72	...	218
3,024	730	8,673	1,458	1,208	98	3,471	459
70,867	31,263	175,312	83,380	140,532	23,753	168,615	31,817

## APPENDIX

		III.—Hindus					
		B.—Intermediate—concl'd.					
		Artisans, etc.		Lingayats		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—concl'd.</i>							
Technical and Industrial Schools for	{ Boys ...	97	10	19	...	570	16
	{ Girls ...	...	14	...	6	...	125
Commercial Schools for	{ Boys ...	19	...	4	...	78	...
	{ Girls ...	...	...	...	...	...	...
Agricultural Schools for Boys	...	2	...	12	...	35	...
Reformatory Schools for Boys	...	41	...	15	...	324	...
Schools for Defectives for Boys	...	3	...	3	2	44	7
Schools for Adults for	{ Men ...	179	...	153	...	1,313	8
	{ Women ...	...	5	...	6	...	57
Other Schools for	{ Boys ...	7	2	105	...	148	6
	{ Girls ...	...	...	...	...	...	...
Total Special	...	455	68	348	10	2,850	333
Total, Recognised	...	73,002	20,934	62,770	15,068	440,240	91,022
Unrecognised Institutions for	{ Boys ...	1,366	69	604	50	6,641	362
	{ Girls ...	...	69	1	8	9	367
Total, Unrecognised	...	1,366	138	605	58	6,650	729
Grand Total	...	74,368	21,055	63,375	15,126	446,890	91,751

†—continued.

Presidency proper

—contd.

C.—Backward							
Depressed classes		Aboriginal and Hill Tribes		Other Backward classes.		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
31	...	11	4	13	...	54	4
...	15	...	...	...	1	...	16
6	...	...	...	6	...	13	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
40	...	13	...	33	...	84	...
7	...	...	...	1	...	8	...
473	9	171	34	254	...	898	43
...	10	...	...	...	7	...	17
1	...	...	...	9	...	10	...
...	...	...	...	...	...	...	...
609	43	199	98	340	13	1,148	94
59,824	10,652	23,023	2,114	32,507	6,688	116,353	19,454
707	59	219	33	910	73	1,836	165
...	92	...	...	...	163	...	185
707	81	219	33	910	236	1,836	350
60,531	10,733	23,241	2,147	33,417	6,924	117,169	19,604

## APPENDIX

	III.—Hindus—conold.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs	
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<i>Special Education—conold.</i>								
Technical and In- dustrial Schools for	Boys ... 1,453	37	90	...	119	...	6	...
	Girls ... ..	644	...	7	...	211	...	3
Commercial Schools for	Boys ... 831	1	56	...	226	11	4	...
	Girls ... ..	.....	...	...	...	1	...	...
Agricultural Schools for Boys	48	.....	...	...	...	...	...	...
Reformatory Schools for Boys	379	.....	264	...	4	...	8	...
Schools for Defectives for Boys.	127	20	17	1	10	1	...	...
Schools for Adults for	Men ... 2,424	51	1,918	11	13	...	9	...
	Women .....	331	...	6	...	186	...	...
Other Schools for	Boys ... 1,325	72	3	...	...	...	...	...
	Girls ... ..	21	...	...	...	...	...	...
Total Special ...	8,208	1,537	2,521	115	425	467	37	3
Total, Recognised ...	722,233	192,398	115,425	41,022	2,723	7,662	165	106
Unrecognised Ins- titutions for	Boys ... 17,149	924	7,614	2,168	232	16	13	...
	Girls ... 9	1,618	272	1,062	...	30	...	...
Total, Unrecognised ...	17,158	2,537	7,886	3,230	232	46	13	...
Grand Total ...	739,391	194,935	123,311	44,252	2,955	7,708	208	106

I—concl'd.

Presidency proper.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
...	...	32	...	3	...	41	...	2,072	40	2,112
...	...	...	...	...	20	...	32	...	833	833
1	...	46	...	17	4	63	4	1,290	27	1,317
...	...	...	...	...	4	...	4	...	34	34
...	...	...	...	...	...	...	...	48	...	48
...	...	1	...	4	...	11	...	694	...	694
...	...	11	...	1	...	12	...	212	38	250
...	...	22	...	8	...	30	...	4,434	64	4,498
...	...	...	3	...	3	...	6	...	520	520
...	...	2	...	...	...	2	...	1,333	73	1,405
...	...	...	...	...	...	...	...	...	21	21
4	...	154	13	41	63	236	70	12,317	2,703	14,920
39	24	21,685	8,894	1,645	1,347	23,564	10,371	897,889	268,755	1,166,644
2	...	911	84	23	4	948	88	26,459	3,420	29,879
...	...	...	300	...	7	...	307	281	8,094	3,375
2	...	911	384	22	11	948	305	26,740	6,514	33,254
41	24	22,596	9,278	1,667	1,358	24,512	10,766	924,620	275,269	1,199,889

## APPENDIX

Table showing the classification of scholars according in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
<b>UNIVERSITY EDUCATION.</b>							
<i>Colleges for Men.</i>							
Arts and Science ... ..	2	...	21	15	30	6	
Law ... ..	...	...	1	...	2	...	
Engineering ... ..	...	...	10	...	14	...	
<b>Total ...</b>	<b>2</b>	<b>...</b>	<b>32</b>	<b>15</b>	<b>55</b>	<b>6</b>	
<i>Secondary Schools.</i>							
High Schools for Boys ... ..	...	...	30	4	436	21	
Middle Schools for Boys ... ..	...	...	6	1	128	1	
High Schools for Girls ... ..	...	...	...	17	...	16	
Middle Schools for Girls ... ..	...	...	...	...	...	10	
<b>Total ...</b>	<b>...</b>	<b>...</b>	<b>45</b>	<b>22</b>	<b>564</b>	<b>47</b>	
<i>Primary Schools.</i>							
For Boys ...	Upper Primary.	...	2	...	89	...	
	Lower Primary.	3	2	188	47	1,372	221
For Girls ...	Upper Primary.	4	2	1	9	...	54
	Lower Primary.	16	16	30	178	4	606
Total ...	Upper Primary.	4	2	3	9	89	54
	Lower Primary.	19	18	208	225	1,376	617
<b>Total ...</b>	<b>23</b>	<b>20</b>	<b>211</b>	<b>234</b>	<b>1,465</b>	<b>671</b>	
<i>Special Education.</i>							
Medical Schools for Men ... ..	...	...	...	2	...	...	
Normal and Training Schools for	Men ... ..	...	...	...	...	...	
	Women ... ..	...	...	...	2	...	2
Engineering Schools for Boys ... ..	...	...	1	...	6	...	

I

Sind.

*to race or creed in Recognised and Unrecognised institutions  
Sind on 31st March, 1934.*

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
772	140	811	146	3	3	3	...
68	1	60	1	1	...	...	...
82	...	96	...	1	...	...	...
912	141	967	146	5	3	3	...
5,366	140	6,802	161	138	11	60	1
3,618	105	3,746	106	102	...	49	...
9	1,406	9	1,421	...	...	...	...
...	491	...	601	...	...	...	...
9,986	2,142	10,650	2,189	240	11	118	1
3,500	42	3,589	49	8	...	144	1
36,362	3,359	37,634	3,580	459	50	1,521	100
...	483	...	537	...	13	...	13
109	13,302	113	13,938	4	265	6	195
3,900	525	3,580	679	8	13	144	14
36,371	16,661	37,747	17,678	463	315	1,527	295
39,871	17,186	41,336	16,157	471	328	1,671	309
91	7	91	7	1	...	...	...
23	...	33	...	...	...	...	...
...	29	...	31	...	2	...	...
75	...	81	...	...	...	...	...







	III.—Hindus— <i>conold.</i>		IV.—Muham- madsus		V.—Parsis		Punjabi Sikhs	
	Total, Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<b>UNIVERSITY EDUCATION.</b>								
<i>Colleges for Men.</i>								
Arts and Science ... ..	828	148	149	9	48	17	10	...
Law ... ..	62	1	11	...	9	...	1	...
Engineering ... ..	97	.....	26	...	24	...	3	...
<b>Total ...</b>	<b>987</b>	<b>149</b>	<b>186</b>	<b>2</b>	<b>68</b>	<b>17</b>	<b>14</b>	<b>...</b>
<i>Secondary Schools.</i>								
High Schools for Boys ...	7,189	174	2,613	6	246	...	42	...
Middle Schools for Boys ...	4,062	107	1,299	1	...	...	117	...
High Schools for Girls ...	2	1,421	...	43	...	204	...	2
Middle Schools for Girls ...	.....	501	...	27	...	...	...	2
<b>Total ...</b>	<b>11,243</b>	<b>2,203</b>	<b>3,912</b>	<b>77</b>	<b>246</b>	<b>204</b>	<b>169</b>	<b>4</b>
<i>Primary Schools.</i>								
For Boys... { Upper Primary.	3,973	45	6,046	80	1	...	77	3
{ Lower Primary.	43,693	3,997	62,852	6,407	204	9	727	28
For Girls... { Upper Primary.	.....	583	8	259	...	...	1	5
{ Lower Primary.	197	15,079	1,161	7,665	1	116	9	182
Total ... { Upper Primary.	3,973	628	6,054	339	1	...	78	8
{ Lower Primary.	43,830	19,076	54,013	14,072	205	125	736	210
<b>Total, Primary ...</b>	<b>47,803</b>	<b>19,704</b>	<b>60,067</b>	<b>14,411</b>	<b>206</b>	<b>125</b>	<b>814</b>	<b>218</b>
<i>Special Education.</i>								
Medical Schools for Men ...	94	7	13	...	...	...	3	...
Normal and Train- { Men ...	24	.....	58	...	...	...	...	...
ing Schools for { Women ...	.....	33	...	11	...	...	...	...
Engineering Schools for Boys	81	.....	5	...	1	...	5	...

I—continued.

Sind.

VI.—Others								Total of pupils of all Castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
...	...	11	...	1	5	22	5	1,064	187	1,251
...	...	3	...	...	...	2	...	78	1	79
...	...	5	...	1	...	9	...	165	...	165
...	...	17	...	2	5	23	6	1,307	188	1,495
...	...	85	4	20	4	147	8	10,234	192	10,426
...	...	10	...	5	...	133	...	5,489	109	5,598
...	...	...	...	...	23	...	25	2	1,710	1,712
...	...	...	...	...	...	...	9	...	530	530
...	...	95	4	25	27	279	35	15,725	2,641	18,366
...	...	4	...	...	...	81	3	10,103	128	10,231
...	...	292	11	48	5	1,067	44	98,007	10,506	108,513
...	...	...	6	...	1	1	12	14	865	879
...	...	...	166	...	59	9	397	1,344	23,451	24,795
...	...	4	6	...	1	82	15	10,117	993	11,110
...	...	292	167	48	64	1,076	441	99,351	33,957	133,308
...	...	296	173	48	65	1,158	455	109,468	34,950	144,418
...	...	...	...	...	...	3	...	110	9	119
...	...	...	...	...	...	...	...	82	...	82
...	...	...	...	...	8	...	3	...	49	49
...	...	1	...	1	...	7	...	95	...	95

## APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians, including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—concl.</i>					
Technical and Industrial Schools for	{ Boys ...	...	...	...	...	...
	{ Girls ...	...	...	...	...	...
Commercial Schools for	{ Boys ...	1	...	23	2	40
	{ Girls ...	...	...	...	...	...
Schools for Defectives for...	{ Boys ...	...	...	1	...	...
	{ Girls ...	...	...	...	...	...
Schools for Adults for	{ Men ...	...	...	...	21	...
	{ Women ...	...	...	...	...	...
Other Schools for	{ Boys ...	...	...	...	107	10
	{ Girls ...	...	...	...	...	...
Total	...	1	...	25	6	174
Total, Recognised	...	96	20	313	277	2,258
Unrecognised Institutions for	{ Boys ...	...	...	4	...	104
	{ Girls ...	...	1	...	4	14
Total, Unrecognised	...	...	1	4	4	104
Grand Total	...	96	21	317	281	2,362

I—continued.

Sind.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
45	.....	45	.....	.....	.....	.....	.....
.....	71	.....	71	.....	.....	.....	.....
175	.....	215	.....	25	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
23	.....	23	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
190	.....	211	.....	43	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
93	18	200	28	.....	.....	10	1
.....	.....	.....	.....	.....	.....	.....	.....
715	135	889	187	69	2	19	1
51,484	19,694	53,742	20,629	785	344	1,811	311
1,587	11	1,691	12	3	.....	14	.....
.....	194	.....	206	.....	.....	.....	.....
1,587	205	1,691	220	3	.....	14	.....
53,071	19,799	55,493	20,840	788	344	1,825	311

		III.—Hindus					
		B.—Intermediate—conold.					
		Artisans and other classes.		Lingayats		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—conold.</i>							
Technical and Industrial Schools for	Boys	...	...	...	...	...	...
	Girls	...	...	...	...	...	...
Commercial Schools for	Boys	...	...	...	...	35	...
	Girls	...	...	...	...	...	...
Schools for Defectives for...	Boys	...	...	...	...	...	...
	Girls	...	...	...	...	...	...
Schools for Adults for	Men	...	...	...	...	48	...
	Women	...	...	...	...	...	...
Other Schools for	Boys	14	3	...	...	33	3
	Girls	...	...	...	...	...	...
Total		14	3	...	...	102	5
Total, Recognised		1,813	305	...	8	4,409	968
Unrecognised Institutions for	Boys	26	...	...	...	43	...
	Girls	...	4	...	...	...	4
Total, Unrecognised		26	4	...	...	43	4
Grand Total		1,839	309	...	8	4,452	972

I—continued.

Sind.

—contd.

C.—Backward

Depressed Classes		Aboriginal and Hill Tribes		Other Backward classes		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
1	.....	.....	.....	.....	.....	1	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	15	.....
.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	5	.....	14	.....
.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	.....	7	.....	33	.....
2,444	600	71	4	391	97	2,906	601
23	.....	.....	.....	.....	.....	23	.....
.....	.....	.....	.....	.....	8	.....	8
39	.....	.....	.....	.....	3	39	3
2,466	600	71	4	391	100	2,928	604

## APPENDIX

	III.—Hindus—conold.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
<i>Special Education—conold.</i>									
Technical and In- dustrial Schools for	Boys ...	45	...	87	...	...	...	3	...
	Girls ...	...	71	...	...	...	...	...	...
C o m m e r c i a l Schools for	Boys ...	241	...	54	...	14	...	7	...
	Girls ...	...	...	...	...	...	...	...	...
Schools for Defec- tives for	Boys ...	23	...	9	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
Schools for Adults for	Men ...	269	...	173	...	...	...	2	...
	Women ...	...	...	...	...	...	...	...	...
Other Schools for	Boys ...	247	31	56	...	...	...	1	...
	Girls ...	...	...	...	...	...	...	...	...
Total ...	1,024	142	435	11	15	...	91	...	
Total, Recognised ...	61,057	22,198	64,599	14,501	535	346	1,008	222	
Unrecognised Ins- titutions for	Boys ...	1,756	12	5,115	882	4	...	27	...
	Girls ...	...	215	64	366	...	...	...	...
Total, Unrecognised ...	1,756	227	5,179	1,248	4	...	27	...	
Grand Total ...	62,813	22,425	69,778	16,749	539	346	1,035	222	



I—concluded.

Sind.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	...	...	...	...	3	...	115	...	115
...	...	...	...	...	...	...	...	...	71	71
...	...	6	...	4	...	17	...	350	2	852
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	33	...	33
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	...	444	...	444
...	...	...	...	...	...	...	...	...	...	...
...	...	6	...	...	...	7	...	310	31	341
...	...	...	...	...	...	...	...	...	...	...
...	...	13	...	5	3	39	3	1,539	162	1,701
...	...	431	177	60	100	1,509	499	128,039	37,941	165,980
...	...	66	...	2	...	95	...	6,974	394	7,369
...	...	...	...	...	...	...	...	64	586	650
...	...	65	...	2	...	95	...	7,038	1,480	8,518
...	...	437	177	82	100	1,604	499	135,077	39,321	174,398

## APPENDIX

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR

(a) Presidency

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
Colleges ...	{ Boys ... Girls ...	1	137	...	504	14
<i>Secondary Schools.</i>						
Government ...	{ Boys ... Girls ...	4	461	2	930	3
District Local Board ...	{ Boys ... Girls ...	1	...	40	...	8
Municipal ...	{ Boys ... Girls ...	9	292	1	193	...
Aided ...	{ Boys ... Girls ...	4	393	...	561	1
Unaided ...	{ Boys ... Girls ...	8	1,048	...	4,113	59
Total ...	{ Boys ... Girls ...	4	268	...	736	10
Total ...	{ Boys ... Girls ...	29	2,402	3	6,473	73
<i>Primary Schools.</i>						
Government ...	{ Boys ... Girls ...	1	...	40	106	58
District Local Board ...	{ Boys ... Girls ...	681	28,750	6,278	20,759	2,301
Municipal ...	{ Boys ... Girls ...	83	68	4,042	...	1,027
Aided ...	{ Boys ... Girls ...	291	33,687	3,712	7,516	404
Unaided ...	{ Boys ... Girls ...	157	263	15,210	62	712
Total ...	{ Boys ... Girls ...	93	6,101	1,357	3,903	260
Total ...	{ Boys ... Girls ...	54	356	3,271	66	1,115
Total ...	{ Boys ... Girls ...	13	876	94	123	31
Total ...	{ Boys ... Girls ...	2	5	274	8	5
Total ...	{ Boys ... Girls ...	1,083	69,884	11,441	32,556	3,012
Total ...	{ Boys ... Girls ...	297	687	23,903	166	2,917

## II.

## MUHAMMADANS DURING THE YEAR 1933-34.

*Proper.*

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
641	14	Rs. 47,920	Rs. ....	Rs. 40,788	Rs. ....	Rs. 88,708
...	...	.....	.....	.....	.....	.....
1,891	5	49,607	.....	19,417	466	69,480
...	48	6,944	.....	54	.....	6,998
365	1	696	496	3,648	328	4,968
...	...	.....	.....	.....	.....	.....
954	1	550	16,502	3,880	.....	19,932
...	1	.....	.....	.....	.....	.....
5,161	59	14,611	660	27,284	38,650	81,095
106	495	.....	.....	.....	.....	.....
1,004	10	.....	.....	348	10,642	10,990
...	...	.....	.....	.....	.....	.....
8,675	76	65,364	17,648	53,477	49,976	1,86,465
106	544	6,944	.....	54	.....	6,998
725	16	31,914	.....	.....	113	32,027
...	164	6,688	.....	.....	.....	6,688
49,609	8,679	3,65,179	1,29,365	12,580	4,975	5,12,099
68	5,069	36,014	10,829	.....	51	46,894
41,208	4,116	2,74,828	5,12,661	3,860	8,591	8,00,080
840	16,982	1,15,064	2,40,719	10	2,280	3,58,073
10,004	1,617	18,698	24,244	858	87,939	1,31,784
422	4,386	7,265	7,197	12	34,637	49,111
999	125	.....	.....	50	20,416	20,466
13	279	.....	.....	.....	5,097	5,097
102,440	14,453	6,90,619	6,66,470	17,343	1,21,974	14,96,466
848	25,820	1,64,976	2,58,245	23	42,065	4,65,808

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
<i>Training and other Special Institutions.</i>						
Training Institutions ...	{ Boys ...	2	95	...	30	...
	{ Girls ...	2	...	87	...	2
Other Institutions ...	{ Boys ...	28	1,396	...	1,000	13
	{ Girls ...	1	...	7 (28)	...	6
Total ...	{ Boys ...	30	1,491	...	1,030	13
	{ Girls ...	3	...	94 (28)	...	8
Grand Total ...	{ Boys ...	1,143	73,914	11,444	40,563	3,119
	{ Girls ...	301	587	23,037 (28)	962	3,420
Total ...		1,444	74,601	34,481 (28)	40,825	6,541
(b)						
Colleges ...	{ Boys ...	...	...	...	185	2
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	...	...	...	687	4
	{ Girls ...	...	...	...	...	...
District Local Board ...	{ Boys ...	1	133	...	634	1
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	...	...	...	620	2
	{ Girls ...	...	...	...	...	...
Aided ...	{ Boys ...	3	911	...	1,002	...
	{ Girls ...	...	...	...	...	54
Unaided ...	{ Boys ...	...	...	...	35	...
	{ Girls ...	...	...	...	...	16
Total ...	{ Boys ...	4	1,034	...	2,878	7
	{ Girls ...	...	...	...	...	70

Duplis.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.	9	10	11	12	13
7.	8					
		Rs.	Rs.	Rs.	Rs.	Rs.
125	...	29,641	943	.....	577	31,161
...	89	12,336	8,083	.....	29	20,448
2,396	13	1,160	2,261	420	11,624	15,765
...	13 (28)	.....	.....	.....	6,492	6,492
2,521	13	30,801	3,204	420	12,501	46,926
...	102 (28)	12,336	8,083	.....	6,521	26,940
114,477	14,556	8,34,704	6,87,322	1,12,028	1,84,451	18,18,505
949	26,466 (28)	1,84,256	2,66,322	76	48,586	4,99,246
115,426	41,022 (28)	10,18,960	9,53,650	1,12,104	2,33,037	23,17,751

Sind.

185	3	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
687	4	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
667	1	3,645	9,625	3,542	473	17,285
...	...	.....	.....	.....	.....	.....
690	2	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
1,913	...	51,995	3,000	26,492	9,089	93,576
...	54	.....	.....	.....	.....	.....
85	...	.....	.....	.....	.....	.....
...	16	.....	.....	.....	.....	.....
8,913	7	55,640	12,625	30,034	9,562	1,07,861
...	70	.....	.....	.....	.....	.....

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
<i>Primary Schools.</i>						
Government ...	{ Boys ... Girls ...	...	...	44	11	
District Local Board ...	{ Boys ... Girls ...	...	...	98,386	1,109	
Municipal ...	{ Boys ... Girls ...	...	...	8,905	125	
Aided ...	{ Boys ... Girls ...	738 157	20,188 1,151	5,056 8,620	2,040 14	154 915
Unaided ...	{ Boys ... Girls ...	...	...	35	2	
Total ...	{ Boys ... Girls ...	738 162	20,188 1,151	5,056 3,807	38,710 18	1,431 4,117
<i>Training and other Special Institutions.</i>						
Training Institutions ...	{ Boys ... Girls ...	...	...	68	11	
Other Institutions ...	{ Boys ... Girls ...	3	96	281	...	
Total ...	{ Boys ... Girls ...	3	96	339	11	
Grand Total ...	{ Boys ... Girls ...	735 162	21,318 1,151	5,056 3,807	42,112 18	1,440 4,198
Total ...		897	22,469	8,863	42,130	5,638

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
44	11	.....	.....	.....	.....	.....
...	49	.....	.....	.....	.....	.....
23,386	1,109	.....	.....	.....	.....	.....
4	615	319	285	.....	.....	604
8,305	125	.....	.....	.....	.....	.....
...	2,795	2,991	1,659	.....	.....	3,944
29,928	5,240	1,37,583	383	.....	2,18,760	3,56,736
1,165	4,535	24,316	131	.....	35,416	59,763
35	2	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
58,898	6,487	1,37,583	383	.....	2,18,760	3,56,736
1,169	7,924	26,826	2,069	.....	35,416	64,311
58	...	.....	.....	.....	.....	.....
...	11	.....	.....	.....	.....	.....
377	...	933	588	389	2,774	4,684
...	...	.....	.....	.....	.....	.....
485	...	933	588	389	2,774	4,684
...	11	.....	.....	.....	.....	.....
63,430	6,496	1,94,156	13,596	30,423	2,31,096	4,69,271
1,169	8,005	26,826	2,069	.....	35,416	64,311
64,599	14,501	2,20,982	15,665	30,423	2,66,512	5,33,583

## APPENDIX III.

## MAKTABS AND MULLA SCHOOLS.

(a) *Presidency Proper—1933-34.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for				
{ Boys ...	24	.....	126	150
{ Girls ...	36	.....	42	78
2. Pupils in institutions for				
{ Boys ...	2,012	.....	6,197	8,209
{ Girls ...	2,170	.....	1,990	4,160
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	4,340	.....	.....	4,340
4. Expenditure from District Local Board Funds.	1,842	.....	.....	1,842
5. Expenditure from Municipal Funds.	568	.....	.....	568
6. Fees ...	49	.....	.....	49
7. Other sources ...	19,098	.....	.....	19,098
* Total expenditure ...	25,837	.....	.....	25,837

(b) *Sind.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for				
{ Boys ...	722	3	400	1,125
{ Girls ...	154	.....	34	188
2. Pupils in institutions for				
{ Boys ...	25,595	96	5,795	31,486
{ Girls ...	4,771	.....	426	5,197
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	1,60,767	988	.....	1,61,700
4. Expenditure from District Local Board Funds.	.....	.....	.....	.....
5. Expenditure from Municipal Funds.	.....	588	.....	588
6. Fees ...	2,50,528	2,774	.....	2,53,302
7. Other sources ...	.....	389	.....	389
* Total expenditure ...	4,11,295	4,684	.....	4,15,979

\* For Recognised institutions only.



## PATHASHALAS.

(c) *Whole Presidency—1933-34.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for				
{ Boys ...	.....	37	21	58
{ Girls ...	.....	.....	.....	.....
2. Pupils in institutions for				
{ Boys ...	.....	1,519 (224)	530	2,049 (224)
{ Girls ...	.....	1 (1)	.....	1 (1)
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	.....	3,566	.....	3,566
4. Expenditure from District Local Board Funds.	.....	100	.....	100
5. Expenditure from Municipal Funds.	.....	4,888	.....	4,888
6. Fees	.....	177	.....	177
7. Other sources	.....	36,053	.....	36,053
* Total expenditure	.....	44,784	.....	44,784

\* For Recognised institutions only.

*Annual Report.*

Public Instruction in Bombay  
Presidency for 1933-34.

Review on —.

## GOVERNMENT OF BOMBAY.

## EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 8th May 1935.

## RESOLUTION OF GOVERNMENT.

Government note with satisfaction that during the year under report the progress of education in the Presidency has been steady, and that in spite of a slight reduction in the number of educational institutions there has been appreciable increase in the number of pupils under instruction. The decrease in the number of institutions is chiefly due to closure of primary schools which were thinly attended. Of the total number of pupils under instruction in recognised institutions 1,026,000 were boys and 307,000 girls, showing an increase of 19,000 and 15,000 respectively over the previous year's figures.

The total expenditure on public instruction was Rs. 3,98,10,000, which shows an increase of nearly Rs. 17 lakhs over the last year's figure. Of the total expenditure 44·2 per cent. was met from provincial revenues, 19·4 per cent. from funds of local bodies, 23·2 per cent. from fees and 13·2 per cent. from other miscellaneous sources.

*University Education.*

The total receipts of the Bombay University during the year amounted to Rs. 12,86,363, as compared with Rs. 12,50,840 in the preceding year; while the total expenditure was Rs. 11,01,162, as compared with Rs. 9,23,740 in the preceding year. The number of Arts and Professional colleges affiliated to the University increased by 3, while the number of students in all the affiliated colleges including the University School of Economics and Sociology increased by 1,124.

During the year under report, the Department of post-graduate teaching and research, which was inaugurated by the University when it opened the School of Economics and Sociology, was further extended by opening a Department of Chemical Technology. Government welcomed the efforts of the University in this behalf and readily assisted that body by handing over the East Wing of the Royal Institute of Science building for the use of the new Department. They are glad to note that the University is now extending the scope of this Department to centres in the mofussil and express the hope that the University will be able to provide in due course such facilities for higher branches of knowledge and research as are available at several foreign universities.

A notable event of the year was the holding of a representative conference at Poona to consider the question of establishing the Maharashtra

University. The problem of establishing regional universities was fully discussed. The balance of opinion was against the formation of regional universities with powers of affiliation over external colleges, and favoured the establishment of unitary and residential universities.

Government note with satisfaction that the University has approved with certain modifications the resolutions of the special conference relating to the question of introducing physical training of students at all the affiliated colleges.

Government are also glad to note that good discipline was maintained throughout and that students in general were free from extraneous influences, and devoted themselves to their normal academic work.

### *Secondary Education.*

The total number of Anglo-Vernacular (High and Middle) schools for boys increased by 26 to 571 and the number of pupils from 97,000 to 101,000, i.e. by 4 per cent. The total expenditure on these schools increased by Rs. 2,26,000 to Rs. 59,49,000, of which 23 per cent. was met from provincial revenues, 59 per cent. from fees, and 18 per cent. from other sources.

Owing to financial stringency Government were compelled to reduce the allotment for grant-in-aid to secondary schools. The cut in grants has, however, been so applied as to affect as little as possible the schools in receipt of small grants.

In paragraph 8 of their Resolution No. P. 36, dated the 7th August 1933, reviewing the quinquennial report of the Director of Public Instruction for 1927-32 Government stated that they had accepted the recommendation of the Reorganisation Committee for the gradual transfer where possible of the Government Anglo-Vernacular schools to private bodies. In accordance with this decision Government have since transferred the High School at Hyderabad to the Muslim Education Society, Hyderabad, and have closed the Government Middle School, Surat, and transferred the school buildings, equipment, furniture, etc., to the Sarvajanic Education Society, Surat, for use as a High School for girls.

Government note with satisfaction that there was a marked improvement in tone and discipline in schools during the year under report.

The question of the revision of courses of study in secondary schools with a view to render them "more practical and useful" has received a good deal of public attention in recent years. The third Conference of Indian Universities held in Delhi in March 1934 passed the following resolution :—

"A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable universities to improve their standard of admission."

The curriculum in secondary schools in this Presidency is influenced largely by the subjects prescribed by the University for the Matriculation Examination. The question of readjusting the present system of secondary education is thus dependent on the attitude of the Bombay University towards any scheme of reconstruction that may be formulated. The detailed suggestions of the third Conference of Indian Universities held in Delhi in March 1934 have been brought to the notice of the University. Government hope that these suggestions will receive the fullest consideration of that body especially as they have been endorsed by some of the most eminent and experienced educationists in India. In this connection Government desire to draw attention to the remarks of the Director of Public Instruction in Chapter VI of the Report under the heading "courses and examinations". As pointed out by the Director in every country secondary education is in practice influenced by the University. This is natural enough and in so far as it sets a standard of scholarship is in many ways a good thing provided the influence does not tend to become unduly large. The interests of Government and the University are ultimately identical and it is to be greatly hoped that the future will be marked by ever increasing cordiality and co-operation between them.

#### *Primary Education.*

The total number of primary schools for boys and girls decreased by 78 to 14,616, but the number of pupils increased by 28,000 to 1,169,000, i.e. by 2·4 per cent. The total expenditure on primary education increased by Rs. 8,24,000 to Rs. 1,99,38,000, and the provincial expenditure by Rs. 6,09,000 to Rs. 1,09,68,000. The increase in the provincial expenditure was mainly due to the reduction of the emergency cut from 19½ per cent. in 1932-33 to 12 per cent. in 1933-34. Of the total expenditure 55 per cent. was met from provincial funds, 32 per cent. from School Boards' funds, 3 per cent. from fees, and 10 per cent. from other sources.

The following table shows at a glance the wastage in primary standards :—

	Percentage to total number of pupils.	
	Boys.	Girls.
<i>Lower Primary Stage—</i>		
Infants .. ..	31·3	44·1
Standard I .. ..	17·1	18·6
Standard II .. ..	16·0	15·0
Standard III .. ..	13·1	10·5
Standard IV .. ..	11·4	7·1
Total .. ..	88·9	95·2
<i>Upper Primary Stage—</i>		
Standards V to VII in the case of boys. } .. ..	11·1	4·8
Standards V to VI in the case of girls. }		

It will be seen that in the case of boys as many as 89 per cent. are in the lower primary stage and only 11 per cent. reach the higher primary stage. The difference in the case of girls is still more marked where the respective percentages are 95 and 5. The table further shows that quite a large number of pupils, both boys and girls, do not go beyond the Infant class. This is most unsatisfactory, but the remedies, viz. compulsion, elimination of single-teacher schools, institution of kindergarten courses in the training colleges for turning out suitable trained Infant class mistresses, etc., etc., involve expenditure of large sums of money, which Government in their present financial position are unable to undertake.

It is, however, gratifying to note that the number of candidates for the Vernacular Final Examination for boys is gradually increasing. The number that appeared at the last examination was 19,000 against 17,000 in the previous year.

Government wish to draw the attention of the Local Authorities to the Director of Public Instruction's statement in the report that there are as many as 2,000 villages in the Presidency where although the population is over 500 no school exists. The desirability of opening schools in such villages cannot be too strongly emphasised and Government express the hope that Local Authorities will make every effort to find funds for these schools at an early date without waiting for Government to pay their share of the expenditure; or as an alternative, encourage the opening of private schools with aid from local funds.

Government have decided that the present annual output of trained teachers for primary schools should be increased. Accordingly, they have sanctioned the opening of additional classes at the several vernacular training institutions and the adjustment of admissions to these institutions to provide for training 240 additional men teachers and 120 additional women teachers.

The Hartog Committee drew attention to the high average monthly pay of teachers in boys' and girls' primary schools in the Bombay Presidency as compared with other Provinces. The Reorganisation Committee recommended that economy in the expenditure on primary education should be obtained by two methods, viz. :—

(1) by reducing the pay prescribed by Government for primary teachers; and

(2) by fixing the number of posts on higher pay, for which posts only teachers having second and third year training qualifications would be eligible, instead of offering higher pay to all teachers who obtained those qualifications.

The Committee recommended revised scales of pay for primary teachers. Government propose to apply those scales for new entrants. As the question intimately concerns the Local Authorities Government have thought it desirable to give an opportunity to them to express their views in the matter before the revised scales are introduced.

In Chapter VII of the Report the Director of Public Instruction remarks as follows:—

“In view of the present financial stringency the School Boards would do well to consider the question of consolidation and concentration, cutting away the dead wood and ineffective expenditure, instead of attempting to open more ill-attended schools. By suitably rearranging classes, by the concentration of standards above Standard IV in Central schools, by weeding out all ill-attended schools, and by persuading parents to send their children to school in places where the classes are not full, it should be possible to provide for a much larger number of pupils without additional expenditure.”

In view of the criticism made in the press and elsewhere regarding the reform of primary education and the possibilities of its widespread expansion without incurring any extra expenditure, the Director's remarks with which Government entirely agree, are very pertinent and Government wish to commend those remarks to the serious consideration of all the Local Authorities.

#### *Female Education.*

It is gratifying to notice that the progress of female education continues to be highly satisfactory. The number of girls under instruction increased by 16,000 to 315,000 or by over 5 per cent. This increase is shared by almost all communities. The percentage of girls under instruction to the total female population is, however, 3·05, as compared with 9·24 per cent. in the case of boys.

Government hope that the Local Authorities will pay attention to the defects pointed out by the Director in paragraphs, headed “Curriculum”, “Teachers”, and “Teaching” of Chapter XII—Education of Girls, of the Report, and take steps to remove them as far as possible.

#### *Education of Muhammadans.*

The number of Muhammadan pupils in all classes of institutions increased by 4,000 to 167,600 or by 2·4 per cent. in the Presidency proper; but in Sind it decreased by 4,700 to 85,500 or by 5·2 per cent. The figures in Chapter XIV of the Report show the marked difference between the educational progress of Muhammadans in the Presidency proper as compared with Sind. The following table shows that Muhammadans have a higher percentage of pupils under instruction than the average for all communities taken together in the Presidency proper, whereas the reverse is the case in Sind:—

			Hindus.	Maham- madans.	Others.	Average for all commu- nities.
Presidency proper	..	..	6·0	10·5	10·8	6·5
Sind	..	..	8·2	2·8	8·6	4·3

It is to be hoped that Local Authorities in Sind will make every possible effort to bring education to the Muhammadan masses in rural areas.

*Education of Intermediate and Backward Classes.*

The total number of pupils of the Intermediate and Backward Classes attending all classes of institutions increased by 18,000 to 666,000, thus recording an increase of 2·9 per cent. over the previous year's figure.

Full advantage is, however, not taken of the scholarships available in secondary schools reserved for pupils of the Backward Classes in spite of efforts made and facilities given to the applicants by the Educational Inspectors.

It is gratifying to read in the Report that the orders of Government that no disabilities should be imposed on the children of the Scheduled classes and that they should be permitted to sit in classes along with the children of other communities are being carried out by almost all Local Authorities.

In spite of manifest defects and difficulties which have been noticed in the Report by the Director of Public Instruction, Government are pleased to note that the progress made was satisfactory, and the co-operation of the Local Authorities was genuine. Government hope that with the advent of better and prosperous times, they will be able to remove the feeling of disappointment felt at present in some quarters at the rigidity with which the financial assistance is given to Local Authorities and to other aided institutions. They desire to convey to all concerned their appreciation of the satisfactory work done during the year.

By order of the Government of Bombay  
(Transferred Departments),

H. K. KIRPALANI,  
Officiating Secretary to Government.

To

The Commissioner in Sind,  
The Commissioners of Divisions,  
The Director of Public Instruction,  
The Director, Sir J. J. School of Art,  
The Surgeon General with the Government of Bombay,  
All Collectors including the Collectors in Sind and the Deputy  
Commissioner, Upper Sind Frontier,  
The Director of Agriculture,  
The Director of Industries,  
The Backward Class Officer, Bombay Presidency,

The Compiler, General Administration Report,  
The Superintendent, Government Printing and Stationery,  
The Manager, Government Central Press, Bombay,  
The Director of Information (with spare copies for the Editors of  
Newspapers),  
The Oriental Translator to Government,  
The Secretary, Legislative Council (for the Reading Room for the  
members of the Legislative Council),  
The Revenue Department,  
The General Department,  
The Home Department,  
The Finance Department (with a copy of the Report).  
The Public Works Department,  
The Under Secretary of State for India (by letter).



**Supplement to the Report on Public Instruction  
in Bombay for 1933-34.**

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STATEMENT OF RECOGNISED AND UNRECOGNISED  
INSTITUTIONS FOR BOYS AND GIRLS.

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Table showing all kinds of Recognised and Unrecognised  
Presidency and the number

Division.	Number of recognised educational institutions and pupils on 31st March, 1934.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
<i>Bombay Division.</i>				
Bombay City ... ..	651	128,848	- 17	+ 6,791
Bombay Suburban District ...	124	18,160	+ 8	+ 1,196
Thana ... ..	586	49,000	- 4	+ 1,855
Kolaba ... ..	492	25,869	+ 8	+ 804
Ratnagiri ... ..	791	55,098	+ 3	+ 1,648
Nasik ... ..	589	51,559	- 3	+ 3,694
Total (Mofussil) ...	2,522	193,675	+ 7	+ 9,132
Total, Bombay Division ...	3,178	323,523	- 10	+ 15,923
<i>Central Division.</i>				
Poona ... ..	959	85,052	- 16	+ 1,105
Satara ... ..	1,056	76,327	.....	+ 3,190
Sholapur ... ..	616	51,489	- 9	+ 2,397
Ahmednagar ... ..	809	50,698	+ 29	+ 2,361
East Khandesh ... ..	815	76,946	- 20	+ 1,858
West Khandesh ... ..	464	44,642	- 4	+ 1,362
Total ...	4,719	385,104	- 20	+ 12,268
<i>Northern Division.</i>				
Ahmedabad ... ..	628	72,412	- 3	+ 1,745
Kaira ... ..	718	60,899	+ 51	+ 1,347
Panch Mahals ... ..	251	20,408	+ 2	+ 517
Broach ... ..	358	29,499	- 1	+ 897
Surat ... ..	640	72,745	- 5	+ 2,148
Total ...	2,595	255,408	+ 44	+ 6,109

*Institutions in each of the several Districts of the Bombay of pupils attending them.*

Number of unrecognised institutions and pupils on 31st March, 1934.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 8 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
53	4,166	24	1,161,383	11.5	1	1	24.0
7	573	154	179,524	10.4	95	33	4.7
5	259	3,422	836,625	5.2	1,552	415	8.2
10	293	2,166	628,721	4.2	1,476	340	6.4
70	1,684	3,989	1,302,527	4.4	1,311	518	7.7
11	897	5,882	1,000,048	5.2	1,646	435	13.5
103	3,706	15,613	3,947,445	5.0	6,080	1,741	9.0
156	7,872	15,637	5,108,828	6.5	6,031	1,742	9.0
6	213	5,332	1,169,798	7.3	1,144	622	8.6
5	159	5,053	1,179,712	6.5	1,341	860	5.7
28	1,241	4,569	877,520	6.0	717	424	10.1
37	1,033	6,611	988,206	5.2	1,357	576	11.5
1	226	4,551	1,206,035	6.4	1,491	572	7.9
14	320	6,401	771,794	5.9	1,492	352	18.1
91	3,191	32,517	6,193,065	6.2	7,542	3,406	9.5
119	11,194	3,846	924,033	9.0	381	332	11.6
16	928	1,620	741,650	8.2	580	368	4.4
92	888	1,608	454,526	4.7	653	161	9.9
77	3,515	1,468	334,170	9.9	408	257	5.7
70	4,356	1,651	693,613	11.1	785	473	3.5
314	20,881	10,193	3,147,992	8.8	3,307	1,591	6.4

Division.	Number of recognised educational institutions and pupils on 31st March, 1934.		Increase or decrease over the preceding year.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
<i>Southern Division.</i>				
Dharwar ... ..	944	79,614	- 37	+ 479
Belgaum ... ..	775	60,676	+ 3	+ 1,207
Bijapur ... ..	594	38,370	- 58	- 1,908
Karwar ... ..	370	23,032	+ 3	+ 1,354
Total ... ..	2,689	201,692	- 89	+ 1,132
<i>Sind.</i>				
Karachi ... ..	447	49,951	- 52	- 2,210
Hyderabad ... ..	405	28,148	.....	- 572
Nawabshah ... ..	296	16,273	+ 12	- 309
Thar and Parkar ... ..	195	8,495	- 13	- 223
Sukkur ... ..	406	29,960	- 9	- 383
Upper Sind Frontier ... ..	146	7,055	- 21	- 1,134
Larkana ... ..	338	19,837	- 193	- 10,357
Dadu .... ..	271	14,088	+ 271	+ 14,088
Total ... ..	2,504	167,802	- 8	- 1,100
Grand Total (Bombay Presidency).	15,674	1,392,524	- 83	+ 94,392

Number of unrecognised institutions and pupils on 31st March, 1934.		Area in square miles.	Population (Census of 1931).	Percentage of pupils in columns 3 and 7 to population (col. 9).	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.
Institutions.	Pupils.						
6	7	8	9	10	11	12	13
12	534	4,606	1,102,677	7.2	1,296	646	7.1
7	32	4,612	1,076,701	5.6	1,089	573	8.0
14	393	5,710	869,220	4.4	1,120	427	13.3
7	291	3,946	417,835	5.5	1,283	272	14.5
40	1,310	18,874	3,466,433	5.8	4,798	1,918	9.8
38	1,898	8,094	588,976	7.8	682	176	46.0
42	796	4,417	662,924	4.4	870	270	16.4
48	897	3,888	496,612	3.5	734	283	16.7
60	780	13,636	468,040	2.0	948	217	62.8
56	1,078	5,600	623,758	5.0	684	486	18.1
32	450	2,116	259,709	2.9	351	128	16.5
81	1,197	2,477	448,657	4.7	453	320	7.7
98	1,482	6,150	338,394	4.6	469	222	27.7
455	8,518	46,378	3,887,070	4.5	5,191	2,002	23.2
1,056	41,772	123,599	21,803,388	6.3	26,859	10,659	4.6

Table showing the number of Primary Schools under  
in different

1	Number of schools in 1932-33.	Number of pupils in 1932-33.	Number of schools in 1933-34.	Number	
				Lower	
				Infants.	
				Boys.	Girls.
2	3	4	5	6	
<i>Bombay City.</i>					
Municipal ...	344	62,170	342	16,917	12,628
Approved ...	126	16,936	129	3,560	2,317
<i>Bombay Division.</i>					
Government ...	5	349	5	62	41
District Local Board ...	1,922	116,064	1,925	92,555	9,400
Municipal—					
Non-Local Authority ...	108	17,307	110	2,724	1,836
Local Authority ...	89	16,678	89	3,202	1,845
Approved ...	253	15,476	252	4,396	2,014
Total ...	2,847	244,980	2,852	69,416	30,081
<i>Central Division.</i>					
Government ...	9	1,476	9	163	162
District Local Board ...	3,688	231,975	3,679	66,085	19,689
Municipal—					
Non-Local Authority ...	162	30,368	165	5,974	3,038
Local Authority ...	288	48,608	240	9,465	6,236
Approved ...	395	27,800	386	6,937	3,691
Total ...	4,492	339,622	4,479	88,624	32,811

*each management and the number of Boys and Girls standards.*

of pupils in 1933-34.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
6,725	4,577	5,774	3,558	4,852	2,398	4,183	1,818
1,815	1,144	1,767	1,115	1,773	1,050	1,876	929
32	9	38	15	19	9	27	4
18,749	4,243	18,006	3,563	13,390	2,059	10,497	1,225
2,045	1,075	2,087	1,044	1,813	747	1,909	593
1,933	1,100	1,951	898	1,749	669	1,613	588
2,375	668	2,144	571	1,659	414	1,040	343
33,674	12,816	31,762	10,754	25,255	7,346	21,145	5,485
139	94	149	74	149	86	91	58
33,693	6,592	31,698	4,956	25,700	3,097	22,826	1,633
3,750	1,354	3,745	1,202	3,169	802	3,264	551
5,450	3,209	5,014	2,778	4,410	1,929	4,222	1,534
3,298	1,833	2,965	1,110	2,625	937	2,230	808
46,330	12,632	43,571	10,120	36,053	6,851	32,683	4,584



1	Number				
	Lower Primary stage—concl'd.		Upper Primary		
	Total.		Standard V.		Standard
	Boys.	Girls.	Boys.	Girls.	Boys.
15	16	17	18	19	
<i>Bombay City.</i>					
Municipal ... ..	99,451	24,979	1,100	647	476
Approved ... ..	10,791	6,555	50	119	...
<i>Bombay Division.</i>					
Government ... ..	173	73	43	...	46
District Local Board	99,197	20,490	3,912	350	2,225
Municipal—					
Non-Local Authority ...	10,578	5,235	950	234	468
Local Authority ... ..	10,448	5,085	607	205	396
Approved ... ..	11,614	4,010	85	40	57
Total ... ..	175,252	66,492	6,747	1,595	3,668
<i>Central Division.</i>					
Government ... ..	691	474	83	33	64
District Local Board	180,002	35,967	10,518	509	6,913
Municipal—					
Non-Local Authority ...	19,902	6,942	1,845	234	1,504
Local Authority ... ..	28,561	15,686	2,395	690	1,551
Approved ... ..	18,105	7,929	392	259	145
Total ... ..	247,261	66,998	15,173	1,725	10,177

of pupils in 1933-34.

stage.					Grand Total [Lower and Upper Primary stages].		
VI.	Standard VII.		Total.		Boys.	Girls.	Total.
Girls. 20	Boys. 21	Girls. 22	Boys. 23	Girls. 24			
					25	26	27
455	371	4	1,947	1,106	40,398	26,085	66,483
141	7	19	57	279	10,848	6,894	17,682
...	36	...	125	...	298	78	376
178	1,906	20	8,043	548	101,240	21,038	122,278
228	498	1	1,916	463	12,494	5,698	18,192
127	290	...	1,293	332	11,741	5,417	17,158
41	34	...	176	81	11,790	4,091	15,881
1,170	3,142	44	13,557	2,809	188,809	69,241	258,050
27	85	...	232	60	923	534	1,457
321	5,852	29	23,283	859	203,285	96,826	240,111
182	1,168	4	4,517	420	24,419	7,362	31,781
539	1,235	2	5,121	1,231	33,682	16,917	50,599
259	159	...	696	518	18,801	8,447	27,248
1,328	8,499	35	33,849	3,088	281,110	70,086	351,196

1	Number of schools in 1932-33.	Number of pupils in 1932-33.	Number of schools in 1933-34.	Number	
				Lower	
				Infants.	
				Boys.	Girls.
2	3	4	5	6	
<i>Northern Division.</i>					
Government ...	7	906	9	182	122
District Local Board ...	1,555	127,998	1,600	24,652	10,514
Municipal— Non-Local Authority ...	73	13,984	72	2,566	1,560
Local Authority ...	250	52,499	246	10,572	6,960
Approved ...	472	27,110	468	6,320	5,011
Total ...	2,357	222,497	2,395	44,292	24,167
<i>Southern Division.</i>					
Government ...	10	1,370	9	811	178
District Local Board ...	1,929	124,877	1,926	31,817	12,148
Municipal— Non-Local Authority ...	110	18,565	108	3,125	1,817
Local Authority ...	122	22,592	122	5,211	3,298
Approved ...	501	19,890	411	5,798	1,989
Total ...	2,672	187,294	2,576	46,262	19,425
<i>Sind.</i>					
Government ...	2	468	2	48	83
District Local Board ...	1,027	59,752	1,053	18,539	2,734
Municipal— Non-Local Authority ...	24	3,735	24	787	413
Local Authority ...	206	28,509	209	7,600	3,934
Approved ...	1,067	53,502	1,026	13,548	9,463
Total ...	2,326	145,966	2,314	35,517	16,627
Grand Total [Bombay Presidency].	14,694	1,140,359	14,616	278,111	123,111

of pupils in 1938-39.

Primary stage.

Standard I.		Standard II.		Standard III.		Standard IV.	
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
7	8	9	10	11	12	13	14
102	49	95	57	92	48	85	42
16,850	6,044	15,847	5,223	13,767	4,012	11,543	2,622
1,493	796	1,575	733	1,340	541	1,239	451
6,486	3,395	5,884	2,664	5,083	2,023	4,749	1,538
2,920	1,927	2,493	1,585	1,928	1,247	1,356	961
27,851	12,211	25,894	10,212	22,210	7,871	18,972	5,614
140	83	100	57	80	53	104	54
17,621	4,327	16,732	3,272	12,755	1,808	10,366	958
2,405	1,103	2,300	952	1,914	683	1,828	403
2,594	1,340	2,208	1,055	1,914	678	1,802	459
2,623	558	2,432	509	1,980	346	1,404	181
25,383	7,411	23,772	5,845	18,643	3,568	15,504	2,055
35	36	34	37	42	28	51	26
9,035	1,345	8,090	892	7,624	601	6,889	401
495	143	480	130	412	107	407	51
3,704	2,076	3,241	1,336	2,776	1,019	2,403	541
6,076	3,184	5,077	2,517	3,951	1,955	3,012	905
19,345	6,784	16,922	4,912	14,805	3,710	12,762	1,924
152,588	51,854	141,921	41,843	116,966	29,346	101,066	19,612

1	Number				
	Lower Primary stage—concl'd.		Upper Primary		
	Total.		Standard V.		Standard
	Boys. 15	Girls. 16	Boys. 17	Girls. 18	Boys. 19
<i>Northern Division.</i>					
Government ...	556	318	33	13	22
District Local Board ...	82,659	28,415	6,981	1,431	4,637
Municipal— Non-Local Authority ...	8,213	4,081	766	261	448
Local Authority ...	32,774	16,580	1,814	776	1,001
Approved ...	15,017	10,681	490	407	186
Total ...	139,219	60,075	10,084	2,888	6,294
<i>Southern Division.</i>					
Government ...	735	425	25	26	9
District Local Board ...	89,291	22,513	5,546	281	3,792
Municipal— Non-Local Authority ...	11,572	4,958	869	161	684
Local Authority ...	13,729	6,825	1,023	164	645
Approved ...	14,237	3,583	437	26	115
Total ...	129,564	38,304	7,900	658	5,245
<i>Sind.</i>					
Government ...	205	210	2	15	4
District Local Board ...	45,177	5,973	3,989	143	2,431
Municipal— Non-Local Authority ...	2,581	844	134	15	68
Local Authority ...	19,724	8,906	162	122	94
Approved ...	31,664	18,024	676	326	294
Total ...	99,351	33,957	4,963	621	2,891
Grand Total [Bombay Presidency].	790,647	265,766	44,867	7,487	28,275

of pupils in 1933-34.

stage.					Grand Total [Lower and Upper Primary stages].		
VI.	Standard VII.		Total.				
Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
20	21	22	23	24	25	26	27
45	24	...	79	58	635	376	1,011
1,162	4,467	20	16,085	2,613	98,744	31,028	129,772
193	410	...	1,624	454	9,837	4,535	14,372
699	749	...	3,564	1,475	36,338	18,055	54,393
445	152	57	828	909	15,845	11,590	27,435
2,544	5,802	77	22,180	5,509	161,399	65,584	226,983
29	34	...	68	55	803	480	1,283
150	4,266	10	13,604	441	102,395	22,954	125,349
147	782	2	2,335	310	13,907	5,268	19,175
116	589	...	2,257	280	15,986	7,105	23,091
23	98	...	650	49	14,887	3,632	18,519
465	5,769	12	18,914	1,135	148,478	39,439	187,917
19	3	...	9	84	214	244	458
44	1,961	5	8,381	192	53,558	6,165	59,723
10	45	...	247	25	2,828	869	3,697
75	87	...	343	197	20,067	9,103	29,170
201	167	18	1,137	545	32,801	18,569	51,370
349	2,263	23	10,117	993	109,468	34,950	144,418
5,856	25,475	191	98,617	13,534	889,264	279,300	1,168,564

*Table showing the examination results of Government, District Local Board, Municipal, and approved Primary Schools in the British Districts of the Bombay Presidency for the year 1933-34.*

Standard.	Boys.			Girls.		
	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.
Infants ...	238,405	136,968	57.5	90,451	49,127	54.3
I ...	194,358	111,832	83.2	41,905	33,620	81.4
II ...	124,274	98,175	79.0	35,990	26,015	73.5
III ...	102,736	82,598	80.4	23,757	19,092	80.1
IV ...	86,744	63,576	73.3	15,864	11,506	74.9
V ...	37,712	28,196	74.8	6,162	4,743	77.0
VI ...	23,386	17,335	74.1	3,942	1,971	50.0
VII ...	18,322	9,744	53.2	142	78	54.9
<b>Total ...</b>	<b>765,937</b>	<b>548,419</b>	<b>71.6</b>	<b>216,513</b>	<b>146,092</b>	<b>67.5</b>

*Table showing the Receipts and Expenditure of Local Bodies on  
Primary Education in the British Districts of the Bombay  
Presidency for the year 1933-34.*



Table showing the Receipts and Expenditure of Local  
Bombay Presidency

District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
<b>BOMBAY DIVISION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Bombay Suburban District.</i>						
District Local Board ...	7,187	29,611	...	20,725	...	1,788
Non-Local Authority Municipalities.	...	18,380	...	...	6,846	1,875
Total ...	7,187	47,941	...	20,725	6,846	3,663
Local Authority Municipalities.	5,068	31,999	...	3,796	41,240	419
Grand Total ...	12,255	79,940	...	24,521	48,086	4,082
<i>Thana.</i>						
District Local Board ...	4,33,549	2,81,086	...	1,59,443	...	...
Non-Local Authority Municipalities.	...	26,352	...	...	10,476	...
Total ...	4,33,549	3,07,438	...	1,59,443	10,476	...
Local Authority Municipalities.	6,293	32,000	...	1,398	35,186	179
Grand Total ...	4,39,842	3,39,438	...	1,60,841	45,612	179
<i>Kolaba.</i>						
District Local Board ...	45,683	2,11,120	...	96,956	...	12,031
Non-Local Authority Municipalities.	...	52,780	...	...	22,790	2,596
Total ...	45,683	2,63,900	...	96,956	22,790	14,617
Local Authority Municipalities.	...	...	...	...	...	...
Grand Total ...	45,683	2,63,900	...	96,956	22,790	14,617

*Bodies on Primary Education in the British Districts of the for the year 1933-34.*

Non-recurring).		Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess of Provincial grant for previous years refunded.	Total.		
		On Primary schools maintained.	On Approved schools.	On Management.					
8	9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,881	66,192	38,399	10,769	4,094	698	...	59,948	5,685	...
...	27,051	23,777	7,297	2,596	...	...	33,610	...	...
6,881	93,243	62,170	18,000	6,690	698	...	87,558	5,685	...
427	82,949	56,371	12,599	6,367	5,162	1,313	81,812	1,197	...
7,308	1,76,192	1,18,541	30,599	13,057	5,860	1,313	1,69,370	6,322	...
62,113	9,36,191	3,98,750	2,024	26,603	7,434	1,809	4,36,620	4,96,058	5,372
...	36,828	37,383	465	2,493	...	...	40,341	...	...
62,113	9,73,019	4,36,133	2,489	29,096	7,434	1,809	4,76,961	4,96,058	5,372
1,253	76,259	68,742	997	5,238	126	329	75,482	777	190
63,366	10,49,278	5,04,875	3,486	34,384	7,560	2,198	5,52,443	4,96,835	5,562
14,603	3,19,783	2,51,199	1,784	16,062	...	2,412	2,71,457	58,381	...
...	78,166	82,800	1,295	4,016	...	...	68,111	...	...
14,603	3,97,949	3,13,999	3,079	20,078	...	2,412	3,39,568	58,381	...
...	...	...	...	...	...	...	...	...	...
14,603	3,97,949	3,13,999	3,079	20,078	...	2,412	3,39,568	58,381	...

District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
<b>BOMBAY DIVISION</b> <i>—concid.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Ratnagiri.</i>						
District Local Board ...	2,499	3,98,182	...	54,792	...	31,522
Non-Local Authority Municipalities.	...	39,818	...	...	11,990	9,754
Total ...	2,499	4,38,000	...	54,792	11,990	35,276
Local Authority Municipalities.	264	14,898	...	...	17,563	2,758
Grand Total ...	2,763	4,52,898	...	54,792	29,553	38,034
<i>Nasik.</i>						
District Local Board ...	26,028	3,17,300	...	55,005	...	6,324
Non-Local Authority Municipalities.	...	56,400	...	...	24,325	1,499
Total ...	26,028	3,73,700	...	55,005	24,325	7,823
Local Authority Municipalities.	14,746	48,551	...	965	79,681	2,245
Grand Total ...	40,774	4,22,251	...	55,970	1,04,006	10,068
<i>Abstract.</i>						
District Local Boards ...	5,14,946	12,37,299	...	3,26,321	...	51,655
Non-Local Authority Municipalities.	...	1,99,680	...	...	76,427	9,724
Total ...	5,14,946	14,30,979	...	3,26,321	76,427	61,379
Local Authority Municipalities (excluding Bombay Municipality).	26,371	1,27,388	....	6,159	1,78,620	5,601
Bombay Municipality ...	79,348	7,41,745	...	...	24,24,096	2,809
Total ...	99,719	8,69,133	...	6,159	25,97,716	8,410
Grand Total ...	6,14,665	23,00,112	...	8,32,480	26,74,148	69,789

Non-recurring).		Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.		
		On Primary schools maintained.	On Approved schools.	On Management.					
8	9	10	11	12	13	18-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
897	4,87,892	4,44,845	7,841	27,831	2,220	7,099	4,89,836	2,043	480
92	55,654	46,710	1,659	2,753	515	...	51,667	...	212
989	5,43,546	4,91,555	9,500	30,614	2,735	7,099	5,41,508	2,043	692
77	95,500	91,045	308	2,566	230	1,311	95,466	34	96
1,066	5,79,046	5,22,600	9,808	33,180	2,971	8,410	5,76,969	2,077	788
2,004	4,06,661	3,47,847	2,129	19,253	2,839	33,900	4,05,968	16,339	1,372
...	82,224	61,592	1,562	3,424	...	...	66,578	...	...
2,004	4,88,885	4,09,439	3,691	22,677	2,839	33,900	4,72,546	16,339	1,372
980	1,46,568	1,18,402	3,604	5,591	9,783	4,819	1,42,199	4,369	258
2,384	6,35,453	5,27,841	7,295	28,268	12,622	38,719	6,14,745	20,708	1,630
86,493	22,16,719	14,81,034	24,541	93,843	13,191	45,220	16,57,829	5,78,506	7,224
92	2,79,923	2,32,262	12,318	15,312	515	...	2,60,307	...	212
86,590	24,96,642	17,13,296	36,759	1,09,155	13,706	45,220	19,18,136	5,78,506	7,436
2,137	3,41,276	2,74,560	17,508	19,812	15,307	7,772	3,34,959	6,317	544
11,127	32,58,125	28,99,667	1,59,091	1,30,000	...	30,423	32,19,186	33,939	2,645
13,264	35,94,401	31,74,227	1,76,599	1,49,812	15,307	38,200	35,54,145	40,256	3,189
99,854	60,91,043	48,87,523	2,13,358	2,58,967	29,013	68,420	54,72,231	6,18,762	10,625

District and Management.	Opening balance on 1st April, 1988.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
<b>CENTRAL DIVISION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Poona.</i>						
District Local Board ...	61,678	4,74,828	...	72,750	...	14,114
Non-Local Authority Municipalities.	...	35,572	...	...	17,216	2,038
Total ...	61,678	5,10,400	...	72,750	17,216	16,147
Local Authority Municipalities.	...	1,53,832	...	193	2,26,171	4,817
Grand Total ...	61,678	6,64,232	...	72,943	2,43,387	20,964
<i>Satara.</i>						
District Local Board ...	3,25,116	5,88,234	...	1,46,561	...	11,100
Non-Local Authority Municipalities.	...	87,990	...	15,410	26,702	3,036
Total ...	3,25,116	6,76,224	...	1,61,971	26,702	14,136
Local Authority Municipalities.	...	19,205	...	160	20,018	1,685
Grand Total ...	3,25,116	6,95,430	...	1,62,131	46,720	15,821
<i>Sholapur.</i>						
District Local Board ...	2,12,384	2,83,335	2,400	87,377	...	10,339
Non-Local Authority Municipalities.	...	7,865	...	...	5,356	708
Total ...	2,12,384	2,91,200	2,400	87,377	5,356	11,047
Local Authority Municipalities.	...	1,08,648	455	644	1,24,957	459
Grand Total ...	2,12,384	3,99,848	2,855	88,021	1,30,313	11,506

Non-recurring).		Expenditure.							Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.			
		On Primary schools maintained.	On Approved schools.	On Management.						
8	9	10	11	12	13	13A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,139	6,31,504	4,94,082	9,827	31,717	4,787	34,778	5,75,191	56,313	3,421	
...	54,821	52,839	1,982	...	...	...	54,821	...	...	
8,139	6,86,325	5,46,921	11,809	31,717	4,787	34,778	6,30,012	56,313	3,421	
417	3,85,430	2,83,539	67,329	23,949	1,300	9,313	3,85,430	...	150	
8,556	10,71,755	8,30,460	79,138	55,666	6,087	44,091	10,15,442	56,313	3,571	
73,460	11,44,471	8,63,591	1,831	51,952	32,790	...	9,50,161	1,94,307	2,736	
...	1,33,133	1,28,467	4,671	...	...	...	1,33,133	...	310	
73,460	12,77,609	9,92,058	6,502	51,952	32,790	...	10,83,302	1,94,307	3,046	
132	41,201	37,355	1,672	2,174	...	...	41,201	...	43	
78,592	13,18,810	10,29,413	8,174	54,126	32,790	...	11,24,503	1,94,307	3,089	
11,522	6,07,957	8,41,340	1,635	28,562	26,732	11,475	4,09,744	1,97,613	1,892	
...	13,929	13,929	...	...	...	...	13,929	...	...	
11,522	6,21,286	3,55,269	1,635	28,562	26,732	11,475	4,23,673	1,97,613	1,892	
4,294	2,39,452	2,12,297	18,992	10,899	904	1,420	2,39,452	...	1,809	
15,816	8,60,738	5,67,566	15,627	39,401	27,636	12,895	6,63,125	1,97,613	3,701	

District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
<b>CENTRAL DIVISION</b> <i>—contd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Ahmednagar.</i>						
District Local Board ...	13,280	4,43,746	...	91,994	...	2,185
Non-Local Authority Municipalities.	...	8,942	...	10,389	3,500	...
Total ...	13,280	4,52,688	...	1,02,323	3,500	2,185
Local Authority Municipalities.	...	47,770	...	...	49,145	3,636
Grand Total ...	13,280	5,00,458	...	1,02,323	52,645	5,821
<i>East Khandesh.</i>						
District Local Board ...	25,571	6,02,165	...	1,17,783	...	22,414
Non-Local Authority Municipalities.	...	77,735	...	...	75,012	6,018
Total ...	25,571	6,79,900	...	1,17,783	75,012	28,432
Local Authority Municipalities.	...	40,585	35	2,357	56,689	941
Grand Total ...	25,571	7,20,485	35	1,20,140	1,31,701	29,373
<i>West Khandesh.</i>						
District Local Board ...	18,364	2,85,330	...	1,07,363	...	2,964
Non-Local Authority Municipalities.	...	33,690	...	12,938	10,094	704
Total ...	18,364	3,19,020	...	1,20,301	10,094	3,668
Local Authority Municipalities.	...	48,296	40	1,645	61,657	658
Grand Total ...	18,364	3,67,316	40	1,21,946	71,751	4,326

Non-recurring).		Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.		
		On Primary schools maintained.	On Approved schools.	On Management.					
8	9	10	11	12	13	13A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
43,607	5,94,702	5,16,944	19,458	31,395	12,089	...	5,79,686	14,816	3,748
...	22,831	22,831	...	...	...	...	22,831	...	...
43,607	6,17,533	5,39,775	19,458	31,395	12,089	...	6,02,717	14,816	3,748
1,727	1,02,278	89,978	5,662	4,769	1,556	819	1,02,278	...	55
45,334	7,19,811	6,29,753	25,120	36,164	13,645	813	7,04,995	14,816	3,803
1,188	7,69,121	6,84,368	169	39,960	...	18,400	7,42,897	26,224	4,230
64	1,58,829	1,57,480	1,349	...	...	...	1,58,829	...	...
1,262	9,27,950	8,41,848	1,518	39,960	...	18,400	9,01,726	26,224	4,230
2,763	1,08,370	96,691	400	6,279	...	...	1,08,370	...	755
4,015	10,31,320	9,38,539	1,918	46,239	...	18,400	10,05,096	26,224	4,985
3,984	4,18,005	3,51,653	2,172	28,099	8,782	...	3,90,705	27,300	7,330
...	57,426	57,100	926	...	...	...	57,426	...	...
3,984	4,75,431	4,08,752	2,498	28,099	8,782	...	4,48,181	27,300	7,330
951	1,18,247	1,01,967	560	7,364	2,942	414	1,18,247	...	...
4,935	5,88,678	5,10,719	3,058	35,463	11,724	414	5,61,378	27,300	7,330



District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
<b>CENTRAL DIVISION—concl'd.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Abstract.</i>							
District Local Boards.	6,56,338	26,77,638	2,400	6,23,768	...	63,116	1,41,900
Non-Local Authority Municipalities.	...	2,51,794	...	38,737	1,37,880	12,499	64
Total	6,56,338	29,29,432	2,400	6,62,505	1,37,880	75,615	1,41,964
Local Authority Municipalities.	...	4,18,332	530	4,999	5,38,637	12,196	10,264
Grand Total	6,56,338	33,47,764	2,930	6,67,504	6,76,517	87,811	1,52,248
<b>NORTHERN DIVISION.</b>							
<i>Ahmedabad.</i>							
District Local Board.	93,455	3,31,900	...	40,581	...	14,799	3,652
Non-Local Authority Municipalities.	...	29,896	...	122	32,918	2,872	261
Total	93,455	3,61,796	...	40,703	32,918	17,671	3,913
Local Authority Municipalities.	1,413	33,658	...	3,146	6,26,006	1,188	1,991
Grand Total	94,868	3,95,454	...	43,849	6,58,924	18,859	5,904
<i>Kaira.</i>							
District Local Board.	17,704	5,08,497	...	34,964	...	19,293	20,791
Non-Local Authority Municipalities.	355	11,934	...	...	38,777	3,951	40,377
Total	18,059	5,20,431	...	34,964	38,777	23,250	61,168
Local Authority Municipalities.	1,294	25,937	...	...	35,553	1,751	239
Grand Total	19,353	5,46,368	...	34,964	74,330	25,001	61,401

recurring).	Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.		
9	10	11	12	13	13A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
41,65,160	32,51,977	35,092	2,11,685	85,180	64,653	36,48,587	5,16,578	23,357
4,40,974	4,32,646	8,328	...	...	...	4,40,974	...	310
46,06,134	36,84,623	43,420	2,11,685	85,180	64,653	40,89,561	5,16,578	23,667
9,84,978	8,21,827	89,615	55,374	6,702	11,460	9,84,978	...	2,812
55,91,112	45,06,450	1,33,095	2,67,059	91,882	76,113	50,74,539	5,16,578	26,479
4,84,387	3,89,377	...	...	6,754	3,277	3,99,108	84,979	736
66,069	64,983	...	...	...	1,086	66,069	...	169
5,50,456	4,54,360	...	...	6,754	4,968	4,65,477	84,979	905
6,66,802	5,94,796	19,862	22,246	28,216	46	6,65,106	1,696	249
12,17,258	10,49,096	19,862	22,246	34,970	4,409	11,30,583	86,675	1,154
6,01,255	5,27,510	24,331	9,310	20,469	18,698	6,00,258	997	...
95,394	93,048	...	...	...	2,346	95,394	...	...
6,96,649	6,20,558	24,331	9,310	20,469	20,984	6,95,652	997	...
64,768	56,590	2,079	3,206	...	2,647	64,522	246	91
7,61,417	6,77,148	26,410	12,516	20,469	23,631	7,60,174	1,243	91

District and Management.	Opening balance on April, 1938.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>NORTHERN DIVISION—contd.</b>							
<i>Panch Mahals.</i>							
District Local Board.	27,165	1,72,600	...	14,182	...	3,228	1,630
Local Authority Municipalities.	361	90,167	...	...	36,990	...	350
Grand Total ...	27,526	2,02,767	...	14,182	36,990	3,228	1,980
<i>Broach.</i>							
District Local Board.	365	2,45,700	...	55,154	...	4,964	54,584
Non-Local Authority Municipalities.	...	21,845	...	874	10,789	...	116
Total ...	365	2,67,545	...	56,028	10,789	4,964	54,700
Local Authority Municipalities.	20,474	46,913	...	...	71,638	666	8,748
Grand Total ..	20,839	3,14,458	...	56,028	82,427	5,630	63,448
<i>Surat.</i>							
District Local Board.	3,887	4,97,594	523	59,584	...	29,205	7,612
Local Authority Municipalities.	2,013	1,28,727	...	580	1,64,617	...	1,043
Grand Total ...	5,900	5,61,321	523	60,164	1,64,617	29,205	8,655

recurring).	Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.	
	Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.			Total.
		On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,18,805	1,66,637	2,275	17,569	5,364	4,773	1,96,618	22,187	3,226	
67,868	54,418	7,355	2,956	...	3,003	67,727	141	588	
2,86,673	2,21,050	9,630	20,525	5,364	7,776	2,64,345	22,328	3,814	
3,60,767	2,79,077	1,343	14,635	62,522	...	3,57,577	3,190	...	
33,624	32,772	184	...	668	...	33,624	...	...	
3,94,391	3,11,849	1,527	14,635	63,190	...	3,91,201	3,190	...	
1,48,439	90,272	4,036	2,768	5,263	24,243	1,26,582	21,857	...	
5,42,830	4,02,121	5,563	17,403	68,453	24,243	5,17,733	25,047	...	
5,38,405	4,93,641	7,199	21,673	3,133	...	5,25,646	12,759	...	
2,91,980	2,48,992	12,180	13,623	...	12,680	2,87,485	4,495	46	
8,30,385	7,42,633	19,389	35,296	3,133	12,680	8,13,131	17,254	46	

District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
<b>NORTHERN DIVISION—concl'd.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Abstract.</i>							
District Local Boards.	1,42,576	16,96,291	523	2,04,465	...	71,495	88,269
Non-Local Authority Municipalities.	355	63,675	...	996	82,484	6,823	40,754
Total ...	1,42,931	17,59,966	523	2,05,461	82,484	78,318	1,29,023
Local Authority Municipalities.	25,555	2,60,402	...	3,726	9,34,804	3,605	11,765
Grand Total ...	1,68,486	20,20,368	523	3,09,187	10,17,288	81,923	1,40,788
<b>SOUTHERN DIVISION.</b>							
<i>Dharwar.</i>							
District Local Board.	55,259	5,67,731	11,520	79,430	...	18,673	11,200
Non-Local Authority Municipalities.	...	41,669	...	...	12,167	1,332	1,001
Total ...	55,259	6,09,400	11,520	79,430	12,167	20,005	12,201
Local Authority Municipalities.	...	1,06,519	267	254	1,37,706	9	531
Grand Total ...	55,259	7,15,919	11,787	79,684	1,49,873	20,014	12,732
<i>Belgaum.</i>							
District Local Board.	2,62,645	3,95,308	20	1,05,280	...	419	14,606
Non-Local Authority Municipalities.	...	84,192	...	...	34,880	696	...
Total ...	2,62,645	4,79,500	20	1,05,280	34,880	1,115	14,606
Local Authority Municipalities.	...	11,429	...	...	17,466	7	82
Grand Total ...	2,62,645	4,90,929	20	1,05,280	52,346	1,122	14,688

recurring).	Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.	
	Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.			Total.
		On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
22,03,619	18,56,242	35,148	63,187	98,242	26,688	20,79,507	1,24,112	3,962	
1,95,087	1,90,809	184	...	668	3,492	1,95,087	...	169	
23,98,706	20,47,045	35,332	63,187	98,910	30,120	22,74,594	1,24,112	4,131	
12,39,857	10,45,003	45,522	44,799	33,479	42,619	12,11,422	28,435	974	
36,38,563	30,92,048	80,854	1,07,986	1,32,389	72,739	34,86,016	1,52,547	5,105	
7,43,813	6,38,485	13,527	29,696	11,520	46,895	7,40,123	3,690	...	
56,169	55,020	1,149	...	...	...	56,169	...	...	
7,99,932	6,93,505	14,676	29,696	11,520	46,895	7,96,292	3,690	...	
2,45,286	2,18,843	8,366	11,305	656	6,116	2,45,286	...	184	
10,45,268	9,12,348	23,042	41,001	12,176	53,011	10,41,578	3,690	184	
7,78,278	5,37,300	4,925	35,845	499	20,781	5,99,410	1,78,868	324	
1,19,768	1,16,974	2,794	...	...	...	1,19,768	...	...	
8,98,046	6,54,334	7,719	35,845	499	20,781	7,19,178	1,78,868	324	
29,004	26,590	324	1,487	...	608	29,004	...	...	
9,27,050	6,80,924	8,043	37,332	499	21,334	7,48,132	1,78,868	324	

District and Management.	Opening balance on April, 1988.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
<b>SOUTHERN DIVISION—concl'd.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Bijapur.</i>							
District Local Board.	2,58,440	3,88,924	2,534	56,388	...	10,050	20,239
Non-Local Authority Municipalities.	...	21,251	...	...	14,019	187	...
Total ...	2,58,440	4,09,575	2,534	56,388	14,019	10,237	20,239
Local Authority Municipalities.	...	47,771	...	493	59,248	158	4,267
Grand Total ...	2,58,440	4,57,946	2,534	56,881	73,267	10,395	24,506
<i>Kanara.</i>							
District Local Board.	31,289	2,25,005	...	22,465	...	6,937	10,664
Non-Local Authority Municipalities.	...	48,895	...	...	26,430	2,371	675
Total ...	31,289	2,78,900	...	22,465	26,430	9,308	11,339
Local Authority Municipalities.	...	...	...	...	...	...	...
Grand Total ...	31,289	2,78,900	...	22,465	26,430	9,308	11,339
<i>Abstract.</i>							
District Local Boards.	6,07,633	15,76,968	14,074	2,63,563	...	36,079	56,709
Non-Local Authority Municipalities.	...	1,96,007	...	...	87,496	4,586	1,676
Total ...	6,07,633	17,72,975	14,074	2,63,563	87,496	40,665	58,385
Local Authority Municipalities.	...	1,65,719	267	747	2,14,440	174	4,880
Grand Total ...	6,07,633	19,38,094	14,341	2,64,310	3,01,986	40,839	63,265

recurring).	Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.	
	Total including Opening balance.	Recurring.			Non-recurring.	Excess provincial grant for previous years refunded.			Total.
		On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	19-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,95,975	3,87,552	5,785	21,289	14,636	...	4,29,212	3,06,769	...	
35,457	32,065	3,392	...	...	...	35,457	...	...	
7,71,432	4,19,617	9,177	21,289	14,636	...	4,64,669	3,06,769	...	
1,11,997	99,028	4,031	7,361	307	1,210	1,11,997	...	...	
8,83,369	5,18,645	13,208	28,600	14,943	1,210	5,76,606	3,06,769	...	
2,96,360	2,35,728	3,649	18,385	6,832	4,530	2,69,234	27,126	...	
73,371	74,673	1,714	...	1,984	...	73,371	...	...	
3,74,731	3,10,461	5,363	18,385	8,866	4,530	3,47,605	27,126	...	
...	...	...	...	...	...	...	...	...	
3,74,731	3,10,461	5,363	18,385	8,866	4,530	3,47,605	27,126	...	
25,54,426	17,99,185	27,886	1,05,165	33,537	72,206	20,37,979	5,16,447	324	
2,89,765	2,73,732	9,049	...	1,984	...	2,89,765	...	...	
28,44,191	20,77,917	36,935	1,05,165	35,521	72,206	23,27,744	5,16,447	324	
3,86,227	3,44,461	12,721	20,153	963	7,929	3,86,227	...	184	
32,30,418	24,22,378	49,656	1,25,318	36,484	80,135	27,13,971	5,16,447	508	



District and Management.	Opening balance on 1st April, 1988.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SIND.</b>						
<i>Karachi.</i>						
District Local Board ...	85,104	81,538	...	42,249	...	...
Non-Local Authority Municipalities.	...	17,400	...	...	6,680	...
Total ...	85,104	98,938	...	42,249	6,680	...
Local Authority Municipalities.	50,484	3,51,735	...	...	3,97,430	60
Grand Total ...	1,35,588	4,50,673	...	42,249	4,04,110	60
<i>Hyderabad.</i>						
District Local Board ...	1,01,763	1,23,750	820	55,877	...	...
Non-Local Authority Municipalities.	...	14,210	...	...	4,034	...
Total ...	1,01,763	1,37,960	820	55,877	4,034	...
Local Authority Municipalities.	17,503	49,265	...	618	68,938	...
Grand Total ...	1,19,266	1,87,225	820	56,495	72,967	...
<i>Thar and Parkar.</i>						
District Local Board ...	52,714	1,15,953	...	1,01,081	...	...
Non-Local Authority Municipalities.	...	2,941	...	...	2,930	...
Total ...	52,714	1,18,894	...	1,01,081	2,930	...
Local Authority Municipality.	488	2,590	36	...	5,540	...
Grand Total ...	53,202	1,21,484	36	1,01,081	8,470	...

Non-recurring).		Expenditure.							Closing balance on 31st March, 1984.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.			
		On Primary schools maintained.	On Approved schools.	On Management.						
8	9	10	11	12	13	13-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,999	2,12,890	90,552	1,000	16,577	1,412	318	1,09,859	97,452	1,092 394	
...	24,080	26,564	...	3,095	...	...	29,659			
3,999	2,36,970	1,17,116	1,000	19,672	1,412	818	1,39,518	97,452	1,486	
2,590	8,02,299	5,60,368	85,638	39,621	293	24,193	7,10,053	92,246	...	
6,589	10,39,269	6,77,484	86,638	59,293	1,645	24,511	8,49,571	1,39,698	1,486	
2,545	2,84,755	1,76,229	1,863	17,880	..	...	1,95,472	83,302	2,053 ...	
...	18,244	19,078	2,037	3,110	...	...	24,225			
2,545	3,02,999	1,95,307	3,400	20,990	...	...	2,19,697	83,302	2,053	
1,419	1,37,738	77,977	28,882	15,749	2,987	7,402	1,32,997	4,741	953	
3,964	4,40,737	2,73,284	32,282	36,739	2,987	7,402	3,52,694	88,043	3,006	
2,193	2,71,941	1,34,486	100	16,359	1,070	145	1,52,660	1,20,078	4,825 60	
...	5,871	4,511	...	563	...	...	5,074			
2,193	2,77,812	1,38,997	100	17,422	1,070	145	1,57,734	1,20,078	4,885	
12	8,666	6,460	...	1,435	...	166	8,081	585	...	
2,205	2,86,478	1,45,477	100	18,857	1,070	311	1,65,815	1,20,663	4,885	

District and Management.	Opening balance on 1st April, 1938.	Receipts (Recurring and				
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.
		Recurring.	Non-recurring.			
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>SIND—contd.</i>						
<i>Nawabshah.</i>						
District Local Board ...	54,854	1,72,400	727	49,262	...	...
Non-Local Authority Municipalities.	...	...	...	...	...	...
Total ...	54,854	1,72,400	727	49,262	...	...
Local Authority Municipality.	700	8,067	...	...	14,277	...
Grand Total ...	55,554	1,80,467	727	49,262	14,277	...
<i>Sukkur.</i>						
District Local Board ...	86,775	2,06,658	405	90,870	...	...
Non-Local Authority Municipalities.	...	2,942	...	...	1,705	...
Total ...	86,775	2,09,600	405	90,870	1,705	...
Local Authority Municipality.	10,542	66,545	48	...	89,546	1,802
Grand Total ...	97,317	2,76,145	453	90,870	91,251	1,802
<i>Upper Sind Frontier.</i>						
District Local Board ...	1,66,142	1,06,506	...	53,232	...	...
Non-Local Authority Municipalities.	...	...	...	...	...	...
Total ...	1,66,142	1,06,506	...	53,232	...	...
Local Authority Municipality.	679	6,252	...	...	11,227	...
Grand Total ...	1,66,821	1,12,758	...	53,232	11,227	...

Non-recurring).		Expenditure.							Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
Miscellaneous.	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.			
8	9	10	11	12	13	13-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
15,184	2,92,377	1,94,062	2,865	20,727	...	6,550	2,24,204	68,173	3,814	
...	...	...	...	...	...	...	...	...	...	
15,184	2,92,377	1,94,062	2,865	20,727	...	6,550	2,24,204	68,173	3,814	
87	23,181	14,574	2,215	3,477	850	880	21,996	1,135	52	
15,221	3,15,508	2,08,636	5,080	24,204	850	7,490	2,46,200	69,908	3,866	
4,496	3,89,204	2,35,329	144	23,196	16,001	834	2,75,504	1,13,700	2,034	
...	4,647	4,293	354	...	...	...	4,647			
4,496	3,98,851	2,39,622	498	23,196	16,001	834	2,80,151	1,13,700	2,034	
507	1,68,990	1,18,004	20,804	10,913	3,501	3,870	1,57,092	11,898	707	
5,008	5,62,841	3,57,626	21,302	34,109	19,502	4,704	4,37,243	1,25,598	2,741	
11,195	3,37,075	1,09,500	...	16,087	28,926	1,402	1,55,915	1,81,160	3,117	
...	...	...	...	...	...	...	...	...	...	
11,195	3,37,075	1,09,500	...	16,087	28,926	1,402	1,55,915	1,81,160	3,117	
110	18,268	17,057	525	480	...	155	18,217	51	24	
11,305	3,55,349	1,26,557	525	16,567	28,926	1,557	1,74,192	1,81,211	3,141	

District and Management.	Opening balance on April, 1933.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
1	2	3	4	5	6	7	8
<i>SIND—concl'd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Larkana.</i>							
District Local Board.	40,209	2,44,798	1,391	61,600	...	...	10,677
Non-Local Authority Municipalities.	...	4,900	...	...	3,152	...	...
Total ...	40,209	2,49,698	1,394	61,600	3,152	...	10,677
Local Authority Municipality.	2,694	17,764	...	406	19,583	...	56
Grand Total ...	42,903	2,67,462	1,394	62,006	22,735	...	10,733
<i>Dadu.</i>							
District Local Board.	...	61,157	445	33,530	...	...	677
Non-Local Authority Municipalities.	...	7,346	...	...	2,918	...	...
Total ...	...	68,503	445	33,530	2,918	...	677
Local Authority Municipality.	...	...	...	...	...	...	...
Grand Total ...	...	68,503	445	33,530	2,918	...	677
<i>Abstract.</i>							
District Local Boards	5,87,561	11,12,760	3,791	4,87,701	...	...	50,916
Non-Local Authority Municipalities.	...	49,739	...	...	21,419	...	...
Total ...	5,87,561	11,62,499	3,791	4,87,701	21,419	...	50,916
Local Authority Municipality.	83,090	5,02,218	84	1,024	6,06,536	1,862	4,781
Grand Total ...	6,70,651	16,64,717	3,875	4,88,725	6,27,955	1,862	55,697

recurring),	Expenditure.						Closing balance on 31st March, 1984.	Expenditure on scholarships included in the total recurring expenditure.	
	Total including Opening balance.	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.			Total.
		On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,58,678	2,78,166	484	25,853	5,067	...	3,09,570	49,810	3,264	
8,052	6,642	...	708	...	...	7,950			...
3,66,730	2,84,808	484	26,561	5,067	...	3,16,920	49,810	3,264	
40,508	31,905	2,565	5,800	...	30	40,300	209	...	
4,07,238	3,16,713	3,049	32,361	5,067	30	3,57,220	50,019	3,264	
95,809	80,169	...	8,637	...	...	88,806	4,428	9,571	
10,264	11,614	...	1,225	...	...	12,839			347
1,06,073	91,783	...	9,862	...	...	1,01,645	4,428	9,918	
...	...	...	...	...	...	...	...	...	
1,06,073	91,783	...	9,862	...	...	1,01,645	4,428	9,918	
22,42,729	12,98,499	5,956	1,45,816	52,476	9,249	15,11,990	7,18,109	20,770	
71,158	72,702	2,037	9,055	...	...	83,794			801
23,18,887	13,71,196	7,993	1,54,871	52,476	9,249	15,95,784	7,18,109	21,571	
11,99,595	8,26,366	1,40,629	77,475	7,571	36,696	10,88,736	1,10,859	1,736	
35,18,482	21,97,560	1,48,622	2,32,346	60,047	45,945	26,84,520	8,28,962	23,907	

District and Management.	Opening balance on 1st April, 1933.	Receipts (Recurring and Non-)					
		Government grant.		Local Cess and other Local Board taxation.	Municipal funds.	Fees.	Miscellaneous.
		Recurring.	Non-recurring.				
	2	3	4	5	6	7	8
<b>BOMBAY PRESIDENCY.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Abstract.</i>							
District Local Boards	25,09,054	83,00,356	20,788	19,05,818	...	2,22,345	4,24,292
Non-Local Authority Municipalities.	355	7,54,895	...	39,733	4,05,706	93,692	42,586
<b>Total ...</b>	<b>25,09,409</b>	<b>90,55,251</b>	<b>20,788</b>	<b>19,45,551</b>	<b>4,05,706</b>	<b>2,55,977</b>	<b>4,66,878</b>
Local Authority Municipalities (excluding Bombay Municipality).	1,35,016	14,74,059	881	16,655	24,68,037	23,438	33,847
Bombay Municipality.	73,348	7,41,745	...	...	24,24,096	2,809	11,127
<b>Total ...</b>	<b>2,08,364</b>	<b>22,15,804</b>	<b>881</b>	<b>16,655</b>	<b>48,92,133</b>	<b>26,247</b>	<b>44,974</b>
<b>Grand Total ...</b>	<b>27,17,773</b>	<b>1,12,71,055</b>	<b>21,669</b>	<b>19,62,206</b>	<b>52,97,839</b>	<b>2,82,224</b>	<b>5,11,852</b>

\* Includes Rs. 1,948 paid as

recurring).	Expenditure.						Closing balance on 31st March, 1934.	Expenditure on scholarships included in the total recurring expenditure.
	Recurring.			Non-recurring.	Excess Provincial grant for previous years refunded.	Total.		
	On Primary schools maintained.	On Approved schools.	On Management.					
9	10	11	12	13	13-A	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,33,82,653	96,86,931	1,28,623	6,19,696	2,82,626	2,18,016	1,09,35,892	24,66,377	55,637
12,76,907	12,07,145	31,816	24,367	3,167	3,492	12,69,927	- 12,636	1,492
1,46,59,560	1,08,94,076	1,60,439	6,44,063	2,85,793	2,21,448	1,22,05,819	24,53,741	57,129
41,51,983	33,12,216	3,05,995	2,17,613	64,022	1,06,476	40,06,322	1,45,611	6,250
32,53,125	28,99,667	1,59,091	1,30,000	...	30,428	32,19,186	33,939	2,645
74,05,058	62,11,883	4,65,086	3,47,613	64,022	1,36,904	72,25,508	1,79,550	8,895
2,20,64,618	1,71,05,959	6,25,525	9,91,676	3,49,815	3,58,352	1,94,31,327	26,33,291	66,024

fee grants.



Table showing the number and average pay of Primary Schools in the British Districts of each

Names of Divisions and Boards.	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
<i>Men Teachers.</i>					
Bombay Division—					
District Local Board ...	899	868	849	628	81
Municipal—					
Bombay City ...	186	8	543	628	68
Mofussil ...	117	29	319	275	41
Central Division—					
District Local Board ...	1,536	1,958	2,043	1,654	89
Municipal ...	255	33	808	810	36
Northern Division—					
District Local Board ...	1,175	243	664	1,467	31
Municipal ...	217	19	689	708	44
Southern Division—					
District Local Board ...	1,302	495	995	845	20
Municipal ...	162	19	428	337	31
Sind—					
District Local Board ...	873	143	592	643	5
Municipal ...	148	9	299	373	3
Total (Bombay Presidency)—					
District Local Board ...	5,785	3,707	5,143	5,237	226
Municipal—					
Excluding Bombay City.	899	109	2,487	2,508	155
Including Bombay City.	1,085	117	3,080	3,131	223
<i>Women Teachers.</i>					
Bombay Division—					
District Local Board ...	54	24	25	55	23
Municipal—					
Bombay City ...	116	...	277	208	133
Mofussil ...	37	6	68	92	33
Central Division—					
District Local Board ...	91	56	36	84	29
Municipal ...	95	10	209	201	49
Northern Division—					
District Local Board ...	177	5	65	119	4
Municipal ...	81	2	260	150	22

*all full-time teachers in District Local Board and Municipal Division of the Bombay Presidency during the year 1933-34.*

Total number of teachers.	Average pay of					Total average pay.
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,325	38.6	24.9	32.2	20.1	18.2	24.7
1,433	110.4	55.0	86.2	50.0	40.2	71.1
781	46.7	26.8	33.2	24.6	21.2	31.3
7,280	40.5	24.2	30.8	21.9	18.4	28.9
1,942	51.4	28.4	32.9	21.4	18.1	30.2
3,580	43.5	29.9	34.6	22.9	19.5	32.3
1,621	49.8	27.5	36.4	26.0	22.2	33.2
3,657	43.3	21.9	37.6	19.8	19.3	33.3
977	48.9	18.9	38.8	23.5	19.7	34.2
2,256	49.0	29.3	41.7	28.8	27.0	40.0
832	60.1	27.8	43.8	32.9	26.7	41.6
20,098	42.7	20.4	34.1	22.5	18.7	30.9
6,153	51.4	26.0	36.2	25.0	20.6	33.3
7,586	61.5	28.0	45.1	30.1	26.6	40.4
181	37.3	25.3	27.7	15.9	15.3	25.1
734	110.8	...	90.6	50.3	39.3	73.1
236	46.8	30.0	31.1	22.5	18.9	28.5
296	37.4	24.3	25.0	17.1	16.8	25.6
564	49.2	25.0	28.4	21.4	18.1	28.5
370	45.6	30.8	34.2	21.3	16.2	35.3
515	54.0	29.5	38.7	25.4	20.2	28.8

Names of Divisions and Boards.	Number of				
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
<i>Women Teachers—conold.</i>					
Southern Division—					
District Local Board ...	107	22	67	39	15
Municipal ...	49	...	93	89	34
Sind—					
District Local Board ...	22	15	17	14	13
Municipal ...	70	6	97	120	49
Total (Bombay Presidency)—					
District Local Board ...	451	122	210	311	84
Municipal—					
Excluding Bombay City...	392	24	737	652	187
Including Bombay City...	448	24	1,004	860	320

Total number of teachers.	Average pay of					Total average pay.
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
250	37.1	20.1	27.0	21.8	17.3	17.8
265	45.7	...	33.9	22.1	18.0	30.1
81	48.0	25.4	36.4	24.1	20.8	36.8
342	55.6	22.0	42.8	35.2	24.5	39.8
1,178	34.7	24.1	29.7	19.4	17.1	27.4
2,656	39.1	25.9	35.0	25.1	20.1	30.8
1,922	57.6	25.9	50.3	31.2	28.1	42.5

## SUBSIDIARY FORM

Table showing the statistics of Arts

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a degree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc.	Reading for a Higher degree, e.g., M.A., M.Com., LL.M., M.D., etc.
1	2	3	4	5
Bombay— University School of Economics and Sociology ...	1	...	...	110
<b>ARTS COLLEGES.</b> <i>Government.</i>				
Bombay— Elphinstone College, Bombay ...	1	281	180	43
Ismail College, Andheri ...	1	212	47	14
Poona— Deccan College, Poona ...	1	43	20	9
Ahmedabad— Gujarat College, Ahmedabad ...	1	579	263	27
Dharwar— Karnatak College, Dharwar ...	1	290	171	20
Total ...	5	1,405	681	113
Bombay— Royal Institute of Science, Bombay ...	1	84	116	91
<i>Aided.</i>				
Bombay— Wilson College, Bombay ...	1	520	310	100
St. Xavier's College, Bombay ...	1	1,108	444	176
Poona— Fergusson College, Poona ...	1	711	464	90
Sir Parashurambhau College, Poona ...	1	489	275	44
Surat— M. T. B. College, Surat ...	1	587	84	11
Satara— Willingdon College, Kupwad (Sangli) ...	1	241	93	25
Nasik— H. P. T. College, Nasik ...	1	158	71	...
Belgaum— Lingraj College, Belgaum ...	1	169	...	...
Karachi— D. J. Sind College, Karachi ...	1	546	299	58
Total ...	9	4,529	2,040	504
<i>Unaided.</i>				
Poona— Nowrosjee Wadia College, Poona ...	1	352	129	17
Hyderabad— D. G. National College, Hyderabad ...	1	195	62	3
Shikarpur— Chellasing and Sitaldas Upper Sind Arts College, Shikarpur.	1	88	...	...
Total ...	3	635	191	20
Total, Arts Colleges (Excluding the University School of Economics and Sociology) ...	18	6,653	3,028	728

No. 1.  
and Professional Colleges, for 1933-34.

31st March, 1934.		Expenditure.						
Reading for an additional degree, e.g., LL.B., B.T., etc.	Total.	Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
...	110	115	90	Rs. 42,102	Rs. ...	Rs. ....	Rs. 6,480	Rs. ...
...	504	503	473	46,568	...	...	85,773	13,075
...	273	269	248	47,920	...	...	40,788	...
...	72	74	54	87,710	...	...	10,356	...
...	869	863	770	26,067	...	...	1,92,369	27,000
...	481	462	383	46,582	...	...	70,489	8,079
...	2,199	2,171	1,928	2,54,847	...	...	3,39,725	48,154
...	291	296	273	55,461	...	...	43,188	79,774
...	930	929	867	31,000	...	...	1,67,769	...
...	1,728	1,670	1,449	40,000	...	...	2,65,116	1,800
...	1,265	1,275	1,141	25,600	...	...	1,38,682	...
...	808	852	780	15,000	...	...	99,055	1,037
...	682	654	592	12,000	...	...	92,861	...
...	359	348	317	5,600	...	...	85,097	1,030
...	229	224	206	5,500	...	250	22,606	7,258
...	169	171	158	5,100	...	...	22,842	..
...	903	875	851	29,000	375	4,965	1,15,327	8,867
...	7,073	6,993	6,361	1,68,300	375	5,215	9,59,355	19,992
...	498	502	499	...	...	...	64,390	...
...	260	258	214	...	...	...	45,973	6,099
...	88	81	78	...	...	...	7,424	2,763
...	846	841	791	...	...	...	1,17,787	8,862
...	10,409	10,301	9,293	4,79,103	375	5,215	14,60,055	1,56,782

## SUBSIDIARY FORM No. 1—contd.

District and Name or Class of Institutions.	Expenditure—concl'd.		Annual cost of educating each student.	
	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
Bombay— University School of Economics and Sociology ... ..	Rs. ...	Rs. 48,582	Rs. 422	Rs. 366
<b>ARTS COLLEGES.</b>				
<i>Government.</i>				
Bombay— Elphinstone College, Bombay ... ..	2,016	1,47,482	293	93
Ismail College, Andheri ... ..	...	88,708	390	178
Poona— Deccan College, Poona ... ..	...	98,066	1,325	1,185
Ahmedabad— Gujarat College, Ahmedabad ... ..	...	1,85,486	215	30
Dharwar— Karnatak College, Dharwar ... ..	340	1,25,440	272	101
Total ...	2,356	6,45,082	297	117
Bombay— Royal Institute of Science, Bombay ... ..	806	1,79,229	606	187
<i>Aided.</i>				
Bombay— Wilson College, Bombay ... ..	2,717	2,01,486	217	93
St. Xavier's College, Bombay ... ..	15,098	3,22,014	193	24
Poona— Fergusson College, Poona ... ..	23,903	1,88,185	148	20
Sir Parashurambhau College, Poona ... ..	2,287	1,17,379	138	18
Surat— M. T. B. College, Surat ... ..	15,878	1,20,739	182	18
Satara— Willingdon College, Kupwad (Sangli) ... ..	36,363	78,090	228	16
Nasik— H. P. T. College, Nasik ... ..	2,506	98,120	170	25
Belgaum— Lingraj College, Belgaum .. ..	2,517	80,459	178	30
Karachi— D. J. Sind College, Karachi ... ..	50,328	2,08,862	239	33
Total ...	1,51,597	18,05,894	187	24
<i>Unaided.</i>				
Poona— Nowrojee Wadia College, Poona ... ..	12,260	76,650	153	...
Hyderabad— D. G. National College, Hyderabad ... ..	19,681	65,703	255	...
Shikarpur— Chellasing and Sitaldas Upper Sind Arts College, Shikarpur.	18,949	29,136	360	...
Total ...	44,840	1,71,489	204	...
Total, Arts Colleges (Excluding the University School of Economics and Sociology) ...	1,99,599	28,01,134	223	47

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**PROFESSIONAL COLLEGES.**

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## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a De- gree, e.g., B.A., B.Sc., B.E., B.Ag., B.Com., etc.	Reading for a Higher Degree, e.g., M.A., M.Com., LL.M., M.D., etc.
1	2	3	4	5
<b>PROFESSIONAL COLLEGES.</b>				
<i>Government.</i>				
Bombay—				
Government Law College, Bombay ...	1	...	...	...
Grant Medical College, Bombay ...	1	...	607	...
Sydenham College of Commerce and Economics, Bombay ...	1	...	381	9
Secondary Training College, Bombay ...	1	...	...	...
Poona—				
College of Engineering, Poona ...	1	...	195	...
Agricultural College, Poona ...	1	...	142	...
Total ...	6	...	1,325	9
<i>Municipal.</i>				
Bombay—				
Seth G. S. Medical College, Bombay ...	1	..	374	...
<i>Aided.</i>				
Karachi—				
N. E. D. Civil Engineering College, Karachi.	1	..	165	...
<i>Unaided.</i>				
Poona—				
Law College, Poona ...	1	...	...	14
Ahmedabad—				
Sir Lallubhai Law College, Ahmedabnd ...	1	...	...	...
Karachi—				
S. C. Shahani Law College, Karachi ...	1	...	...	...
Total ...	3	...	...	14
Total, Professional Collages ...	11	...	1,864	28

No. 1—contd.

31st March, 1984.				Expenditure.				
Reading for an additional degree, e.g., LL.B., B.T., etc.	Total.	Average Monthly Number.	Average daily attendance.	Provincial Revenues.	Local Ocas.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
599	599	560	440	...	...	...	55,388	...
...	607	607	562	95,876	...	...	1,51,975	2,642
...	390	395	385	...	...	...	51,628	18,499
100	100	101	92	56,458	...	...	4,200	...
...	195	196	170	1,54,971	...	...	50,775	...
...	142	148	181	1,08,438	...	...	27,501	...
699	2,088	2,022	1,730	4,15,238	...	...	3,41,417	21,141
...	374	314	299	...	...	1,20,822	98,327	...
...	165	148	181	80,970	1,500	8,150	87,850	8,455
347	361	355	272	...	...	...	40,569	...
216	216	210	208	...	...	...	15,495	...
79	79	78	76	...	...	...	9,890	618
642	656	648	558	...	...	...	65,454	618
1,841	8,228	8,112	2,716	4,46,208	1,500	1,28,972	5,38,048	25,214

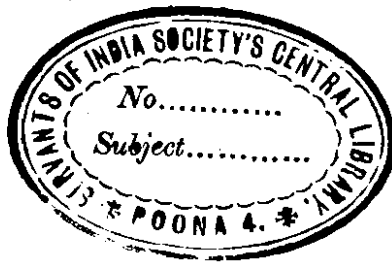
## SUBSIDIARY FORM No. 1—concl'd.

District and Name or Class of Institutions.	Expenditure—concl'd.		Annual cost of educating each student.	
	Sub- scriptions and other sources.	Total.	Total cost.	Cost to Govern- ment.
1	15	16	17	18
<b>PROFESSIONAL COLLEGES.</b>				
<i>Government.</i>				
Bombay—				
Government Law College, Bombay ...	...	55,998	95	...
Grant Medical College, Bombay ...	17,494	2,67,487	441	157
Sydenham College of Commerce and Economics, Bombay ...	500	70,827	179	...
Secondary Training College, Bombay ...	63	60,721	601	559
Poona—				
College of Engineering, Poona ...	869	2,06,615	1,054	791
Agricultural College, Poona ...	...	1,35,994	951	751
Total ...	18,926	7,96,732	894	205
<i>Municipal.</i>				
Bombay—				
Seth G. S. Medical College, Bombay ...	...	2,14,149	682	...
<i>Aided.</i>				
Karachi—				
N. E. D. Civil Engineering College, Karachi.	15,995	97,920	685	217
<i>Unaided.</i>				
Poona—				
Law College, Poona		40,569	114	...
Ahmedabad—				
Sir Lallubhai Law College, Ahmedabad ...		15,495	78	...
Karachi—				
S. C. Shahani Law College, Karachi ...	4,816	14,824	190	...
Total ...	4,816	70,888	110	...
Total, Professional Colleges ...	89,737	11,79,679	897	148

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SUBSIDIARY FORM No. 2.

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## SUBSIDIARY

## Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS.</b>						
<b>ANGLO-VERNAICULAR.</b>						
<i>Government.</i>						
Bombay—						
Elphinstone High School ...	1	274	167	441	434	413
Thana—						
B. J. High School, Thana ...	1	245	98	343	337	313
Ratnagiri—						
Ratnagiri High School ...	1	218	...	218	212	194
Nasik—						
Nasik High School ...	1	366	124	490	470	444
Poona—						
Anglo-Urdu High School, Poona.	1	84	76	160	170	145
Satara—						
High School, Satara ...	1	272	153	425	426	379
Sholapur—						
Northcote High School, Sholapur.	1	246	160	406	397	362
East Khandesh—						
G. S. High School, Jalgaon ...	1	254	85	339	337	334
West Khandesh—						
Garud High School, Dhulia ...	1	264	170	434	422	395
Ahmedabad—						
R. G. High School, Ahmedabad.	1	294	...	294	281	249
Kaira—						
Government High School, Nadiad.	1	183	86	269	266	256
Panch Mahals—						
Telang High School, Godhra ...	1	131	87	218	215	207
Broach—						
R. S. Dalal High School, Broach.	1	247	181	428	423	391
Surat—						
Sorabji J. J. High School, Surat.	1	281	...	281	285	260
Dharwar—						
High School, Dharwar ...	1	254	98	347	341	320
Anglo-Urdu High School, Hubli.	1	85	88	173	176	158
Belgaum—						
Sardars' High School, Belgaum.	1	286	160	446	440	417
Bijapur—						
High School, Bijapur ...	1	252	150	402	389	356
Karwar—						
High School, Karwar ...	1	227	84	311	305	291

FORM No. 2.

*for Boys for the Official Year 1933-34.*

Provincial Revenues.	Expenditure.						Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
40,755	...	...	21,475	4,000	...	66,280	153	94	...	...
28,976	...	...	13,326	...	...	37,302	111	71	...	...
17,245	...	...	9,928	...	...	27,173	128	81	...	...
30,152	...	...	18,787	...	...	48,939	104	64	...	...
25,527	...	...	7,825	...	...	33,352	196	150	...	...
22,419	...	...	19,143	...	...	41,562	98	58	...	...
36,206	...	...	17,669	...	...	53,875	110	66	...	...
20,444	...	...	16,248	...	...	36,692	109	61	...	...
25,446	...	...	18,560	...	...	44,006	104	60	...	9
16,017	...	...	13,200	...	809	30,086	107	57	...	286
25,057	...	...	10,192	...	39	35,288	133	94	...	84
17,658	...	...	7,589	...	23	25,270	118	82	...	104
32,679	...	...	15,366	...	...	48,045	90	54	...	250
18,714	...	...	14,461	...	...	33,175	117	66	...	...
26,654	...	...	16,965	...	1	43,620	128	78	...	...
17,454	...	...	7,041	...	456	24,951	142	99	...	...
28,165	...	...	19,448	...	27	47,640	97	53	...	...
25,958	...	...	17,594	...	45	43,597	112	67	...	...
19,049	...	...	14,797	...	336	34,082	112	62	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>Government—concl.</i>						
Karachi— N. J. High School, Karachi ...	1	376	241	617	641	611
Hyderabad— High School, Hyderabad ...	1	264	162	426	438	405
Nawabshah— Naushahro Madressah and High School,	1	118	84	202	215	196
Thar and Parkar— Mirpurkhas Madressah and High School.	1	117	66	183	189	167
Sukkur— High School, Shikarpur ...	1	162	89	251	272	289
Larkana— High School, Larkana ...	1	298	151	449	469	446
Total ...	25	5,798	2,750	6,548	8,550	7,948
<i>District Local Board.</i>						
Nawabshah— High School, Tharushah ...	1	150	90	240	242	232
Larkana— Larkana Madressah ...	1	74	53	127	126	105
Total ...	2	224	143	367	368	337
<i>Municipal.</i>						
Nasik— Municipal High School, Malegaon.	1	118	118	236	224	200
Sholapur— V. J. High School, Pandharpur.	1	268	169	437	438	386
Municipal High School, Barsi .	1	147	61	208	206	180
Ahmednagar— Sir D. M. Petit High School, Sangamner.	1	178	135	313	303	280
East Khandesh— D. S. High School, Bhusawal...	1	299	337	636	633	550
West Khandesh— Municipal High School, Nandurbar.	1	170	117	287	282	253

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
37,791	...	...	34,409	...	91	72,231	113	59	...	...
15,639	...	...	19,732	...	34	35,405	81	36	...	...
9,663	...	...	9,511	...	...	19,174	89	45	...	...
12,547	...	...	8,661	...	4	21,212	112	66	...	...
14,598	...	...	12,730	...	18	27,346	101	54	...	...
14,253	...	...	22,128	...	...	36,381	78	30	...	...
5,49,066	...	...	3,86,845	4,000	1,723	9,41,634	110	64	...	733
3,461	394	...	10,636	1,329	286	16,106	67	14	161	...
3,645	9,625	...	3,542	473	...	17,285	137	29	...	...
7,106	10,019	...	14,178	1,302	286	33,391	91	19	161	...
1,715	...	3,063	5,896	...	29	10,703	48	6	75	...
3,239	...	...	10,613	...	...	13,852	32	7	139	...
2,343	...	5,030	6,966	...	55	14,894	70	11	93	...
3,014	...	466	9,045	...	...	12,525	41	10	124	140
4,740	...	6,829	17,097	...	2,009	30,675	48	7	140	...
1,335	...	2,058	9,676	...	...	13,069	46	5	...	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Municipal—concld.</i>						
<b>Ahmedabad—</b>						
King Edward Memorial Municipal High School, Prantij.	1	97	129	220	224	194
Birla and Harjivandas High School, Dhandhuka.	1	82	127	209	207	199
<b>Kaira—</b>						
Municipal High School, Kapadvanj.	1	210	203	418	401	361
<b>Broach—</b>						
Municipal High School, Ankleshwar.	1	128	164	287	285	265
Municipal High School, Jambusar.	1	99	102	201	202	188
<b>Dharwar—</b>						
Lamington High School, Hubli.	1	193	285	429	468	397
Municipal High School, Gadag.	1	324	182	506	523	466
Municipal High School, Ranebennur.	1	107	58	165	172	143
Municipal High School, Haveri.	1	101	102	208	200	174
<b>Belgaum—</b>						
Municipal High School, Gokak.	1	89	89	178	189	166
Municipal High School, Nipani.	1	121	127	248	248	228
<b>Kanara—</b>						
Municipal High School, Sirsi...	1	61	99	160	161	138
<b>Sukkur—</b>						
Tilak High School, Sukkur ...	1	275	146	421	459	423
High School, Rohri ...	1	151	...	151	153	140
<b>Upper Sind Frontier—</b>						
High School, Jacobabad ...	1	110	109	269	284	246
Total ...	21	3,378	2,804	6,177	6,261	5,581
<i>Aided.</i>						
<b>Bombay—</b>						
Sir Elly Kadoorie School, Mazagaon.	1	115	208	323	318	271
Wilson High School, Girgaum.	1	310	205	515	510	478
Robert Money High School, Girgaum.	1	297	192	489	478	431
Chikitsak Samcoha High School, Girgaum.	1	268	262	590	522	478
Maratha High School, Girgaum.	1	208	185	388	316	272
Anjuman-i-Islam High School, Hornby Road.	1	204	157	361	365	321

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,491	...	586	6,042	166	2	8,287	37	7	...	81
2,317	...	878	6,692	...	788	10,675	52	11	37	...
3,171	...	5,665	4,566	...	232	13,634	34	8	107	184
3,521	...	2,475	8,111	68	9	14,173	50	12	113	48
2,097	...	3,481	6,309	...	129	12,016	59	10	55	32
5,561	...	7,360	10,804	...	...	23,725	51	12	161	...
5,612	...	3,751	16,906	...	...	26,269	50	11	112	...
2,150	...	1,446	6,821	...	...	10,417	61	13	...	...
1,720	...	2,284	4,739	...	20	8,763	44	9	20	...
2,010	...	456	6,972	...	...	9,438	52	11	10	...
2,400	...	5,575	4,650	...	...	12,625	51	10	...	...
1,550	...	6,521	3,794	...	...	11,865	74	10	...	...
7,824	...	15,669	18,124	...	...	41,617	91	17	192	32
2,896	...	1,660	6,669	...	80	11,305	74	19	96	...
4,126	500	10,635	6,487	...	5	21,753	77	15	146	...
64,832	500	85,888	1,76,979	229	3,352	3,31,780	53	10	1,620	517
4,239	...	...	6,996	...	8,382	19,617	62	13	169	...
11,189	...	...	26,926	...	19,265	57,330	112	22	239	...
8,166	...	...	20,217	629	5,891	34,903	73	17	216	...
3,396	...	...	23,609	...	...	27,505	59	7	186	...
4,626	...	...	13,339	...	1,994	19,959	63	15	126	...
6,651	...	...	12,089	4,119	816	23,675	65	18	101	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<b>Aided—contd.</b>						
<b>Bombay—contd.</b>						
B. J. Parsi Charitable Institution, Queen's Road.	1	155	130	285	299	262
Sir J. J. Parsi Benevolent Institution, Fort.	1	96	133	229	234	229
Esplanade High School, Frere Road.	1	324	158	482	521	470
Fort and Proprietary High School, Hornby Road.	1	155	113	268	267	231
New Bombay High School, Ohira Bazar.	1	68	74	142	136	114
Gokuldas Tejpal High School, Kalbadevi.	1	440	408	848	851	789
Proprietary High School, Gawalia Tank.	1	182	107	289	281	288
G. E. Institute's C. L. Boy's High School, Dadar.	1	588	524	1,062	1,031	935
Indian Education Society's King George English School, Dadar.	1	463	617	1,080	1,072	956
American Mission High School, Byculla.	1	137	165	302	304	261
G. E. Society's Seth D. G. T. High School, Girgaum.	1	239	270	509	515	458
G. E. Society's R. M. Bhatt High School, Parel.	1	211	288	499	500	427
Ram Mohan English School, Girgaum.	1	173	251	424	425	389
Imperial High School, Charni Road Junction.	1	157	72	229	232	194
Maharashtra High School, Lower Parel.	1	116	155	271	266	228
Grant Road High School, Tardeo.	1	78	48	126	124	114
<b>Thana—</b>						
N. M. Wadia High School, Nargol.	1	96	...	96	94	84
K. D. High School, Chinchani.	1	81	97	178	178	153
Bassein High School, Bassein.	1	113	74	193	200	172
G. E. Institute's K. R. High School, Kalyan.	1	250	191	441	407	370
G. E. Institute's M. H. High School, Thana.	1	167	130	297	292	259

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,826	...	...	668	20,494	2,417	30,405	102	23	126	...
18,490	...	...	40	24,550	4,863	42,943	184	58	120	...
12,500	...	...	37,044	...	6,943	56,487	108	24	...	...
4,445	...	...	17,302	...	1,544	23,291	87	17	...	...
1,538	...	...	6,844	...	2,600	10,982	81	11	38	...
7,839	...	...	34,447	7,409	190	49,879	59	9	189	...
4,339	...	...	13,318	...	165	22,822	81	15	39	...
7,990	...	...	40,516	18	86	48,610	47	8	390	...
12,201	...	...	38,167	...	20,924	71,292	67	11	201	...
3,408	...	...	12,945	...	640	16,988	56	11	108	...
5,850	...	...	22,481	...	7,158	35,439	69	11	150	..
3,738	...	...	18,883	...	3,697	26,318	53	7	198	...
3,518	...	...	21,060	...	1,367	25,945	61	8	226	...
1,790	...	...	14,821	...	927	17,538	76	8	...	...
1,800	...	...	7,585	...	4,075	13,460	51	7	...	...
800	...	...	7,377	37	1,862	10,076	81	6	...	...
1,977	...	...	5,438	4,604	1,613	13,632	145	21	102	...
2,971	...	...	6,062	800	5,408	15,241	86	17	...	21
3,175	...	700	9,659	...	8,393	21,927	110	16	145	...
2,915	...	250	14,949	25	1,036	18,575	46	6	270	...
3,931	...	...	12,957	70	684	17,642	60	13	191	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Total.	Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.				
1	2	3	4	5	6	7	
<b>HIGH SCHOOLS—contd.</b>							
<b>ANGLO-VERNACULAR—contd.</b>							
<i>Aided—contd.</i>							
<i>Thana—concl'd.</i>							
M. M. High School, UMBERGAON.	1	48	66	109	106	98	
G. E. Society's S. P. Hakimji High School, BORDI.	1	148	102	245	239	204	
<i>Kolaba—</i>							
John Elphinstone High School, ALIBAG.	1	142	98	296	335	316	
K. E. Society's High School, MAHAD.	1	194	122	256	250	227	
Private High School, PEN	1	106	111	217	218	201	
K. E. Society's Mehendale High School, ROHA.	1	95	48	143	148	127	
K. E. Society's V. K. High School, PANVAL.	1	128	77	200	192	168	
K. E. Institute's Native Institution, URAN.	1	81	90	171	171	152	
K. E. Society's Industrial High School, ALIBAG.	1	103	74	177	175	161	
<i>Ratnagiri—</i>							
Private High School, RAJAPUR.	1	195	113	248	249	232	
United English School, CHIPLUN.	1	121	53	174	180	155	
Alfred Gadney High School, DAPOLI.	1	107	57	164	162	150	
A. P. Mission High School, VENGURLA.	1	110	67	177	180	150	
George English School, VENGURLA.	1	113	89	202	216	193	
A. S. Desai Topiwala High School, MALWAN.	1	289	179	468	476	441	
<i>Nasik—</i>							
S. P. Mandal's New English School, NASIK.	1	499	294	793	670	645	
N. E. Society's St. George's High School, NASIK.	1	127	112	239	243	206	
Zoroastrian Boarding High School, DEOLALI.	1	90	34	124	124	110	
G. I. P. Rly. Indian High School, MANMAD.	1	95	78	176	177	153	

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,225	...	...	3,785	...	3,985	8,995	85	12	75	...
2,867	...	...	7,791	...	6,067	16,225	68	10	167	...
4,476	...	...	6,898	...	3,952	15,326	65	19	189	337
2,113	...	...	9,355	...	717	12,185	49	8	94	319
1,996	...	...	6,630	...	1,783	10,414	48	9	194	172
1,905	...	150	5,585	...	2,008	9,648	65	13	...	285
2,664	...	1,000	7,423	...	2,051	13,133	68	14	103	402
1,249	...	208	5,947	40	949	8,393	49	7	10	34
425	...	...	5,123	...	3,100	7,648	44	2	...	25
4,493	...	100	8,042	...	3,360	15,995	64	18	161	632
3,006	...	500	5,856	...	3,298	12,660	70	17	201	515
2,555	...	...	5,875	...	1,183	9,613	59	16	103	92
3,522	...	...	3,140	...	4,977	11,039	61	20	166	856
3,440	...	...	6,209	56	1,647	11,352	53	16	120	960
7,536	...	...	12,784	2,530	1,607	24,457	51	16	224	2,642
5,028	...	...	23,206	...	4,917	33,151	49	3	328	...
2,274	...	...	7,215	...	2,130	11,619	48	9	24	...
2,865	...	...	5,477	...	5,095	13,437	108	23	...	...
940	...	...	4,004	...	1,270	6,214	35	5	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Poona—</b>						
New English School, Poona ...	1	1,039	685	1,724	1,740	1,486
Nutan Marathi Vidyalaya High School, Poona.	1	994	815	1,809	1,853	1,608
M. E. Society's High School, Poona.	1	528	428	956	984	819
Shree Shivaji Maratha High School, Poona.	1	148	195	343	354	294
Sardar Dastur Hoshang Boys' High School, Poona.	1	92	51	143	150	137
Camp Education Society's High School, Poona.	1	273	290	563	556	459
P. E. High School, Junnar.	1	132	139	271	275	246
M. E. Society's High School, Baramati.	1	131	126	257	249	214
Bharat High School, Poona ...	1	85	89	174	179	197
Vidya Prasarni Sabha's High School, Lonavla.	1	57	74	131	134	106
Saraswati Mandir Society's Poona English School, Poona.	1	105	112	217	235	186
<b>Satara—</b>						
New English School, Satara ...	1	507	298	805	873	790
Dravid High School, Wai ...	1	194	142	336	340	310
Parsi High School, Panohgani...	1	57	27	84	87	78
Darool Uloom Muslim High School, Panohgani.	1	30	23	53	53	51
Hindu High School, Panohgani.	1	46	36	82	76	66
Tilak High School, Karad ...	1	183	116	299	298	261
Sangli Education Society's High School, Tasgaon.	1	82	62	144	147	133
<b>Sholapur—</b>						
H. D. High School, Sholapur...	1	632	581	1,213	1,187	874

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawings grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
18,596	...	...	62,354	...	1,504	82,454	47	11	491	60
20,858	...	...	64,960	...	2,260	87,578	47	11	368	...
9,747	...	...	84,158	...	9,468	53,378	54	10	187	...
3,973	...	...	9,485	...	982	14,290	40	11	29	...
2,721	...	...	9,697	3,622	3,920	10,960	188	18	46	...
2,968	...	...	19,206	...	1,491	23,665	43	5	58	...
2,421	...	200	8,681	...	630	11,932	43	9	171	...
2,673	...	2,100	8,357	...	170	19,300	53	11	143	...
855	...	...	5,055	...	1,627	7,537	42	5	...	...
950	...	2,880	3,720	...	155	7,655	57	7	...	...
625	...	...	6,075	...	2,346	9,046	38	8	...	...
3,652	...	...	29,185	...	2,591	40,428	46	10	232	...
3,459	...	360	9,833	1,501	2,330	17,983	53	10	158	41
1,550	...	...	10,008	...	8,395	19,953	229	18	...	...
945	...	...	2,735	...	13,598	17,278	326	18	...	...
700	...	...	5,909	...	2,512	9,121	120	9	...	...
1,670	...	...	10,166	161	788	12,685	43	5	...	...
1,240	...	1,200	5,189	...	337	7,966	54	8	10	...
9,123	...	...	46,238	...	153	55,514	47	8	123	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Ahmednagar—</b>						
American Mission Boys' High School, Ahmednagar.	1	160	136	296	318	285
A. E. Society's High School, Ahmednagar.	1	540	461	1,001	996	907
St. Xavier's High School, Ahmednagar.	1	60	45	105	105	98
<b>East Khandesh—</b>						
A. B. High School, Chalisgaon.	1	106	106	212	211	190
New English School, Jalgaon ...	1	291	258	549	533	483
Erandol Education Society's High School, Erandol.	1	89	71	160	159	145
K. E. Society's High School, Amalner.	1	396	281	567	538	484
P. R. High School, Dharangaon.	1	76	82	158	155	138
New English School, Bhalod ...	1	121	91	212	215	197
<b>West Khandesh—</b>						
J. R. City High School, Dhulia.	1	329	296	625	614	568
<b>Ahmedabad—</b>						
Tutorial High School, Ahmedabad.	1	624	646	1,270	1,264	1,183
City High School, Ahmedabad.	1	379	465	844	848	773
J. L. New English School, Ahmedabad.	1	150	229	379	395	361
I. P. Mission High School, Ahmedabad.	1	103	128	231	238	224
Model High School, Ahmedabad.	1	206	217	423	436	370
M. J. High School, Viramgam.	1	148	211	359	366	343
Modasa Education Society's High School, Modasa.	1	88	139	227	218	196
Sheth Hassanally High School, Dholka.	1	94	130	224	226	196
Anjuman-i-Islam High School, Ahmedabad.	1	54	107	161	170	150
<b>Kaira—</b>						
E. M. High School, Kaira ...	1	110	108	218	216	193
Jubilee Institution, Umreth ...	1	244	229	473	468	449
New English School, Nadiad ...	1	306	381	687	676	660
Sansthan High School, Dakore.	1	214	245	459	461	420

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,659	...	...	7,796	...	9,446	22,901	72	18	159	...
8,197	...	...	31,798	...	335	40,330	40	8	469	28
1,962	...	...	885	...	5,934	8,781	84	19	112	...
2,391	...	1,200	6,392	...	3,406	13,379	63	11	66	...
3,528	...	...	18,233	...	54	21,815	41	7	168	...
1,696	...	...	5,796	...	...	7,392	46	10	41	...
3,603	...	1,200	19,935	215	9,739	34,692	64	7	103	...
981	...	1,300	3,523	156	155	6,115	39	6	91	...
500	...	...	6,552	...	99	7,151	33	2	...	...
4,417	500	1,500	19,638	...	3,111	29,166	48	7	197	...
4,530	...	...	50,783	...	3,712	59,025	47	4	124	406
2,984	...	...	31,652	...	...	34,636	41	4	...	164
5,481	...	...	11,803	...	6,842	24,126	61	14	88	193
2,913	...	...	5,032	...	8,120	16,065	67	12	...	588
2,984	...	...	15,351	...	...	18,335	42	7	...	99
4,771	...	2,000	9,865	1,910	3,263	21,209	58	13	47	74
1,710	...	400	6,326	...	2,240	10,696	49	8	...	...
911	...	...	3,519	...	4,387	8,817	39	4	...	21
1,347	...	...	3,561	...	3,637	8,545	50	8	47	...
2,966	...	200	7,288	746	2,675	19,975	64	14	136	...
4,132	...	...	15,962	...	...	20,094	43	9	61	71
5,404	...	...	20,470	...	680	26,564	39	8	123	76
3,304	...	450	7,513	1,800	3,268	16,335	35	7	222	12

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Kaira—contd.</b>						
Karamsad High School, Karamsad.	1	198	128	266	255	237
Saraswati High School, Nadiad.	1	909	278	587	586	548
Sharda High School, Anand ...	1	186	186	272	259	258
E. M. High School, Borsad ...	1	120	186	256	251	239
<b>Panch Mahals—</b>						
New High School, Godhra ...	1	199	186	385	397	355
New High School, Dohad ...	1	104	216	320	315	285
<b>Broach—</b>						
Union High School, Broach ...	1	144	154	298	300	272
Pioneer High School, Broach...	1	243	247	490	479	418
Shri Narmada English School, Shukaltirth.	1	45	50	95	88	75
<b>Surat—</b>						
L. P. Mission High School, Surat.	1	158	166	319	321	274
T. and T. V. Sarvajanic High School, Surat.	1	579	697	1,276	1,291	1,191
Union High School, Surat ...	1	268	282	550	566	509
Sir J. J. English School, Surat.	1	111	193	244	249	239
D. C. Omrigar Sarvajanic High School, Pardi.	1	146	23	169	167	152
M. E. M. Pipardiwala High School, Rander.	1	137	94	231	237	217
Bai Avabai High School, Bular.	1	311	28	334	329	315
Mandvi Education Society's High School, Mandvi.	1	81	64	145	144	132
D. E. Italia Sarvajanic High School, Ohikhli.	1	81	112	193	191	173
N. G. Jhaveri Jain High School, Surat.	1	276	...	276	262	252
Proprietary English School, Surat.	1	132	168	300	309	273
New A. V. School, Amalsad ...	1	66	101	167	170	151
<b>Dharwar—</b>						
Victoria High School, Dharwar.	1	213	142	355	348	310
Karnatak High School, Dharwar.	1	222	168	390	388	346

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,229	...	...	8,156	695	994	10,414	41	5	...	29
1,312	...	...	18,567	...	749	20,628	95	2	112	...
832	...	...	8,364	...	725	9,921	38	3	...	57
1,140	...	...	9,001	...	1,191	11,332	45	4	...	...
2,008	...	...	13,930	...	466	16,404	41	5	98	...
2,153	...	1,200	9,031	...	192	12,566	40	7	97	121
3,017	...	...	8,867	...	2,689	14,573	49	10	67	...
1,894	...	...	12,563	...	644	15,041	31	4	45	134
1,000	350	...	2,946	...	1,944	6,240	71	11	...	...
4,425	...	...	6,914	...	7,176	13,515	58	14	54	521
13,130	...	...	47,004	...	12,823	72,957	57	10	277	103
5,925	...	...	19,850	...	...	25,775	46	10	25	...
3,099	...	...	1,627	2,931	8,540	16,197	65	12	149	...
2,196	...	...	6,048	...	3,360	11,604	69	13	166	30
3,036	...	...	4,745	5,858	...	13,684	67	13	15	21
4,503	...	...	14,675	575	388	20,141	61	14	212	141
1,475	500	...	5,207	...	3,299	10,481	73	10	...	...
1,390	280	...	6,144	1,695	50	9,559	50	7	...	...
1,342	...	...	12,776	...	...	14,118	54	5	62	60
900	...	...	9,224	...	556	10,680	35	3	...	...
630	215	...	3,631	...	457	4,933	29	4	...	...
3,478	...	...	10,499	...	850	14,827	43	10	78	...
2,087	...	50	11,842	...	...	13,979	36	5	7	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Dharwar—concl'd.</b>						
Raja Lakhamangouda Sardesai High School, Dharwar.	1	184	121	255	254	232
Basel Mission High School, Dharwar.	1	104	100	204	212	185
New English School, Hubli ...	1	228	239	467	489	434
<b>Belgaum—</b>						
Beynon Smith High School, Belgaum.	1	448	233	681	688	599
Gilganchi Artal High School, Belgaum.	1	165	131	296	308	248
New English School, Ainapur .	1	49	41	90	99	74
R. D. High School, Chikodi ...	1	86	67	153	154	130
Model English School, Belgaum.	1	106	103	209	207	177
Jadhavaji Anandji High School, Athani.	1	96	77	173	183	136
<b>Bijapur—</b>						
Basweshwar High School, Bagalkot.	1	172	84	256	262	217
P. D. J. High School, Bijapur .	1	233	133	366	370	340
Shri Shiddheshwar High School, Bijapur.	1	154	92	246	244	187
<b>Kanara—</b>						
Hindu School, Karwar ..	1	170	172	342	327	306
Edward High School, Ankola...	1	104	70	174	172	159
Gibb High School, Kumta ...	1	128	97	225	234	209
St. Thomas High School, Honavar.	1	104	58	162	174	153
<b>Karachi—</b>						
Sind Madressah, Karachi ...	1	397	350	747	730	707
C. M. S. High School, Karachi .	1	93	209	302	318	285
B. V. S. Parsi High School, Karachi.	1	115	109	224	225	210
Model High School, Karachi ...	1	981	286	667	647	583
Karachi Academy, Karachi ...	1	161	168	329	335	298
L. R. D. A. V. High School, Karachi.	1	93	147	240	234	215

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,195	...	...	9,303	...	1,986	14,461	57	13	45	...
2,815	...	...	6,514	...	3,403	12,732	50	13	115	...
4,764	...	160	12,497	...	2,285	19,696	40	10	114	...
8,018	...	...	24,322	...	3,388	35,728	52	12	158	...
4,027	250	...	9,332	...	2,309	16,418	53	13	27	...
1,509	...	...	3,109	...	2,565	7,183	73	15	34	...
920	...	...	5,698	...	2,834	9,452	61	6	...	...
639	150	200	6,631	...	1,138	8,758	42	3	54	...
1,265	200	...	5,343	...	936	7,744	42	7	15	...
2,274	...	2,000	7,988	...	83	12,350	47	9	74	...
4,173	...	...	12,866	...	523	17,568	47	11	103	...
2,832	...	...	8,250	...	3,222	14,304	59	12	62	...
3,250	...	...	10,158	...	1,195	14,603	40	10	190	560
1,008	...	...	7,668	...	...	8,671	50	6	17	46
3,442	...	...	7,831	...	2,396	13,669	58	15	113	...
2,578	...	...	6,444	...	2,212	11,234	65	15	101	7
46,274	...	...	22,223	...	4,329	72,826	92	59	123	51
6,838	...	...	9,416	...	11,934	23,238	89	22	60	128
5,948	...	...	7,600	11,285	420	25,253	112	26	98	...
5,752	...	...	31,785	...	339	37,876	59	9	61	21
2,885	...	...	12,370	770	3,495	20,020	60	9	...	30
1,552	...	...	9,019	...	330	10,901	47	7	...	42

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Aided—conold.</i>						
<i>Karachi—conold.</i>						
Gujrat Vidyalaya High School, Karachi.	1	244	198	442	442	414
New High School, Karachi ...	1	80	69	149	138	120
Shri Shivaji High School, Karachi.	1	91	103	194	200	183
Shri Marwari Vidyalaya, Karachi.	1	36	79	115	121	99
<i>Hyderabad—</i>						
N. H. Academy, Hyderabad ...	1	472	262	734	720	651
N. V. High School, Hyderabad.	1	494	341	835	881	815
Gurdasmal Hindu High School, Hyderabad.	1	208	193	401	427	391
Lawrence Madressah and High School, Tando Bago.	1	64	73	137	144	138
<i>Nawabshah—</i>						
K. C. Academy, Bhiria ...	1	120	51	171	188	172
K. M. High School, Mithiani ...	1	126	83	209	211	190
Panchayati High School, Kandiaro.	1	60	76	136	133	118
<i>Sukkur—</i>						
Shikarpur Academy ...	1	301	300	601	599	544
P. D. S. High School, Shikarpur.	1	99	182	281	297	264
<i>Dadu—</i>						
R. B. Jagatsing Ailmal High School, Mehar.	1	101	75	176	169	150
Total ..	147	28,780	25,190	53,970	54,243	48,361
<i>Recognised.</i>						
<i>Bombay—</i>						
Bharda New High School, Waudby Road.	1	1,343	645	1,988	2,046	1,902
M. K. Natha Bhatia High School, Fort.	1	203	175	378	478	438
J. N. Petit Parsi Orphanage, Lal Baug.	1	123	116	244	246	227
Aryan Education Society's High School, Girgaum.	1	406	308	714	731	666
Master's Tutorial High School for Boys, Gamdevi.	1	345	165	510	494	452

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.	Other Provincial grants included in column 8.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,892	...	...	18,001	...	...	20,893	42	7	...	292
1,700	...	...	5,348	...	4,972	11,415	83	12	...	...
1,150	...	...	6,795	...	2,116	10,061	50	6	...	...
990	...	...	3,206	...	3,380	7,526	62	8	...	...
9,585	...	...	31,579	...	2,746	43,910	61	12	156	29
9,501	...	...	37,242	...	2,683	49,426	56	11	201	...
2,138	...	...	19,246	...	2,379	23,763	56	5	78	...
5,481	3,000	...	3,122	4,666	...	16,269	113	38	81	...
4,022	375	...	9,144	66	3,022	16,629	88	21	72	...
1,600	225	...	8,618	...	...	10,443	49	8	...	...
580	...	...	5,295	...	1,062	6,937	52	4	...	...
4,388	...	750	19,869	...	1,495	26,502	44	7	75	183
1,246	...	500	9,325	600	2,735	14,456	49	4	21	...
2,380	2,800	...	6,370	...	...	11,550	68	14	...	...
5,94,326	8,845	22,698	19,23,826	1,03,963	4,16,087	30,69,744	57	11	13,490	11,781
...	...	...	1,83,870	...	9,140	1,93,010	94	...	...	...
...	...	...	4,208	16,342	2,036	22,586	47	...	...	...
...	...	...	938	26,213	...	27,151	110	...	...	...
...	...	...	36,919	...	1,851	38,770	53	...	...	...
...	...	...	35,163	...	5,930	41,093	83	...	...	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—concl'd.</b>						
<b>ANGLO-VERNACULAR—concl'd.</b>						
<i>Recognised—concl'd.</i>						
<b>Bombay—concl'd.</b>						
Babu Pannalal Puranchand Jain High School, Pydhoni.	1	182	199	381	401	362
Marwadi Vidyalaya High School, Sandhurst Road.	1	140	127	267	277	241
The Fellowship School, Girgaum.	1	120	45	165	160	111
The New Era High School, Gowalia Tank Road.	1	191	98	229	216	196
Union High School, Khetwadi.	1	408	300	708	730	640
<b>Bombay Suburban District—</b>						
Sheth Anandilal Potdar High School, Santa Cruz.	1	393	422	755	730	647
Parle Tilak Vidyalaya, Vile Parle.	1	179	147	326	319	290
Andheri High School, Andheri.	1	168	245	413	396	368
<b>Nasik—</b>						
New Parsi Boarding School, Nasik.	1	60	66	126	121	120
<b>Poona—</b>						
Shri Shivaji Preparatory Military School, Poona.	1	34	16	50	50	47
<b>Ahmednagar—</b>						
S. C. S. Miller High School, Ahmednagar.	1	62	46	108	130	111
<b>Ahmedabad—</b>						
New High School, Ahmedabad.	1	728	774	1,502	1,494	1,382
Total ...	17	4,970	3,894	8,864	9,019	8,190
Total, Anglo-Vernacular High Schools.	212	43,145	34,781	77,926	78,441	70,417

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs.	Rs.	Rs.
...	...	...	107	28,517	...	28,624	71	...	...	...
...	...	...	6,909	10,992	...	17,901	65	...	...	...
...	...	...	15,507	...	...	15,507	97	...	...	...
...	...	...	22,877	...	6,694	29,571	187	...	...	...
...	...	...	36,107	...	...	36,107	49	...	...	...
...	...	...	34,273	985	975	36,233	50	...	...	...
...	...	...	13,289	...	...	13,289	42	...	...	...
...	...	...	11,760	...	8,908	20,668	52	...	...	...
...	...	...	7,212	...	8,049	15,261	126	...	...	...
...	...	...	43,790	17,317	...	61,107	1,222	...	...	...
...	...	...	3,549	...	3,716	7,265	56	...	...	...
169	...	...	53,881	...	...	54,050	36	...	...	169
...	...	...	5,10,528	1,00,366	47,299	6,58,193	62	...	...	169
12,15,930	19,364	1,08,534	30,12,356	2,10,359	4,68,747	50,34,742	64	15	15,273	19,200

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>EUROPEAN SCHOOLS.</b>						
<i>Aided.</i>						
Bombay—						
Cathedral and John Connon Boys' High School, Fort.	1	54	227	281	268	251
St. Mary's High School, Mazgaon.	1	44	377	421	355	326
Christ Church High School, Byculla.	1	44	261	305	297	258
Nasik—						
Barnes Boys' High School, Deolali.	1	61	79	140	141	132
Poona—						
Bishop's High School, Poona...	1	19	105	124	133	122
Satara—						
Boys' High School, Panchgani.	1	18	63	81	74	70
Karachi—						
Grammar School, Karachi ...	1	9	155	164	154	133
Total ...	7	249	1,267	1,516	1,422	1,292
<b>ENGLISH-TEACHING SCHOOLS.</b>						
<i>Aided.</i>						
Bombay—						
St. Xavier's High School, Bombay.	1	257	1,143	1,400	1,401	1,333
St. Sebastian Goan High School, Bombay.	1	62	390	452	445	409
Don Bosco High School, Tardeo.	1	24	178	202	195	192
St. Joseph's High School, Umarkhadi, Bombay.	1	27	343	370	386	334
St. Mary's High School, Mazgaon.	1	63	303	371	300	277
Antonio DeSouza's High School, Byculla.	1	121	781	902	906	824
Antonio DaSilva High School, Dadar.	1	55	775	830	832	752
St. Michael's High School, Mahim.	1	36	344	380	373	334
Bombay Suburban District—						
St. Stanislaus Institution, Bandra.	1	64	647	711	655	680
St. Andrew's High School, Bandra.	1	102	600	702	705	636
Poona—						
St. Vincent's High School, Poona.	1	49	455	504	511	458

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
89,182	...	...	45,857	...	3,296	88,275	329	146	...	...
21,378	...	...	14,153	...	22,602	58,133	164	60	200	2,208
16,703	...	...	36,249	...	...	42,952	145	56	167	1,186
14,975	...	...	21,342	2,454	1,629	40,400	286	106	327	...
12,523	...	1,200	17,182	1,022	1,552	38,479	252	94	110	...
10,563	...	...	14,306	...	5,571	30,940	418	143	153	...
12,656	...	...	14,229	...	3,366	30,251	196	82	...	366
1,27,980	...	1,200	1,53,818	3,476	37,956	3,24,480	228	90	957	3,760
24,308	...	...	78,704	...	913	1,03,825	74	17	328	...
2,600	...	...	21,344	...	2,619	26,563	60	6	...	...
2,650	...	...	7,245	...	17,608	27,503	141	14	...	...
2,237	...	...	17,029	37	9,453	28,756	74	6	67	...
4,055	...	...	15,101	...	11,692	30,848	109	14	125	...
11,072	...	...	38,597	...	673	50,342	56	12	142	...
10,124	...	...	33,046	...	12,022	55,192	66	12	124	...
5,761	...	...	11,250	...	7,576	24,587	66	15	121	...
10,106	...	...	31,575	650	8,362	50,693	77	15	106	...
8,826	...	...	34,590	...	1,359	44,775	64	13	126	...
9,002	...	...	21,258	...	7,200	37,455	73	18	106	96

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—concl'd.</b>						
<b>ENGLISH-TEACHING SCHOOLS—concl'd.</b>						
<i>Aided—concl'd.</i>						
<i>Poona—concl'd.</i>						
Ornella's High School, Poona.	1	19	249	268	272	171
St. Helena's High School, Poona.	1	24	193	217	204	173
<i>Belgaum—</i>						
St. Paul's High School, Belgaum.	1	50	354	404	413	383
<i>Dharwar—</i>						
St. Mary's High School, Hubli.	1	24	190	214	212	215
<i>Karachi—</i>						
St. Patrick's High School, Karachi.	1	98	922	1,020	942	903
Total ...	16	1,075	7,872	8,947	8,752	8,074
<i>Recognised.</i>						
<i>Bombay—</i>						
Sir Jacob Sassoon Free High School, Byculla.	1	35	345	380	364	384
Total, English-teaching High Schools.	17	1,110	8,217	9,327	9,116	8,458
Grand Total of all High Schools.	236	44,504	44,265	88,769	88,979	80,167
<b>MIDDLE SCHOOLS.</b>						
<b>ANGLO-VERNACLAR.</b>						
<i>Government.</i>						
<i>Nasik—</i>						
Anglo-Urdu Middle School, Nasik.	1	...	60	60	60	55
<i>Sholapur—</i>						
Anglo-Urdu Middle School, Sholapur.	1	23	64	87	87	81
<i>Ahmedabad—</i>						
Government Middle School, Ahmedabad.	1	...	183	183	181	170
<i>Surat—</i>						
Government Middle School, Surat.	1	...	198	198	198	136
Total ...	4	23	505	528	526	492

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,877	...	...	11,357	...	2,640	16,874	62	11	57	...
2,000	...	...	14,758	...	4,248	21,001	108	10	...	...
5,160	...	...	15,889	...	801	21,850	58	12	...	...
2,932	...	150	6,307	...	5,076	14,465	68	14	150	102
12,408	...	...	40,167	...	1,954	54,529	58	13	...	1,918
1,16,018	...	150	8,98,212	687	94,191	6,09,258	70	13	1,452	2,116
...	...	...	...	24,515	...	24,515	67	...	...	...
1,16,018	...	150	3,98,212	25,202	94,191	6,33,773	69	13	1,452	2,116
14,59,323	19,364	1,09,936	35,64,386	2,39,037	6,00,894	59,92,945	67	16	17,682	19,076
3,388	...	...	1,404	...	...	4,792	80	56	...	...
3,631	...	...	2,754	...	...	6,385	73	42	...	...
13,140	...	...	4,507	...	17	17,664	98	73	...	19
12,542	...	...	4,999	...	8	17,549	89	63	...	...
32,701	...	...	13,664	...	25	46,390	88	62	...	19

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>District Local Board.</i>						
Nawabshah—						
A.-V. School, Nawabshah ...	1	11	48	54	100	81
Sukkur—						
Brown A.-V. School, Pano-Akil.	1	...	91	91	96	80
Thar and Parkar—						
A.-V. School, Mithi ...	1	47	35	82	89	80
Dadu—						
A.-V. School, Rubak ...	1	10	33	43	41	36
Hyderabad—						
B. N. A.-V. School, Matiari ...	1	16	...	16	17	14
Total ...	5	84	143	226	277	241
<i>Municipal.</i>						
Bombay Suburban—						
Anglo-Vernacular School, Bandra.	1	27	197	164	170	152
Anglo-Vernacular School, Kurla.	1	39	143	182	178	166
Nasik—						
Anglo-Vernacular School, Yeola.	1	63	64	127	127	112
Anglo-Urdu School, Malegaon.	1	26	59	85	86	76
Municipal A.-V. School, Igatpuri.	1	...	50	50	42	41
Poona—						
A.-V. School, Yeravda ...	1	13	55	68	76	63
East Khandesh—						
Simcox A.-V. School, Yaval ...	1	37	109	104	138	127
Municipal A.-V. School, Faizpur.	1	35	59	94	99	91
Municipal A.-V. School, Savada.	1	16	65	81	80	73
West Khandesh—						
Municipal A.-V. School, Shirpur.	1	37	71	108	106	98
Municipal New English School, Shahada.	1	17	46	63	64	59

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Free and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,075	1,615	...	2,690	...	393	5,773	58	11	...	45
100	...	640	694	...	...	1,484	40	8	...	...
1,311	1,361	...	2,649	...	22	5,943	64	16	...	11
300	590	...	1,215	...	...	2,105	51	7	...	...
...	800	367	454	...	106	1,727	102	...	...	...
2,786	4,366	1,007	7,702	...	521	16,382	59	10	...	56
1,249	...	3,375	3,603	...	1	8,228	48	7	59	...
...	...	8,021	3,395	...	...	11,416	64	...	...	...
897	...	6,287	3,087	...	...	10,221	80	7	37	...
550	...	3,747	1,567	...	...	5,864	68	6	...	...
300	...	158	1,109	...	425	1,992	47	7	...	...
300	...	2,086	1,125	...	31	3,542	47	4	...	...
900	...	2,284	2,639	...	30	5,803	42	7	...	...
900	...	924	2,365	...	9	4,218	42	9	...	...
300	...	601	1,709	...	307	2,917	36	4	...	...
967	...	1,391	2,020	...	35	4,313	41	9	32	...
200	200	1,237	1,548	...	...	3,185	50	3	...	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<b>Municipal—concl.</b>						
Kaira—						
Municipal A.-V. School, Mehmedabad.	1	27	85	112	107	95
Dharwar—						
A.-V. School, Nargund	1	...	16	16	19	14
A.-V. School, Byadgi	1	5	41	46	39	38
Belgaum—						
Jackson English School, Bailhongal.	1	11	52	63	67	60
Bijapur—						
A.-V. School, Bagalkot	1	52	102	154	166	137
A.-V. School, Guledgud	1	24	68	92	96	85
Karachi—						
Anglo-Urdu School, Keamari	1	...	48	48	42	39
Gujarati A.-V. School, Karachi.	1	...	47	47	46	42
N. G. A.-V. School, Tatta	1	50	132	182	190	169
Hyderabad—						
A.-V. School, Tando Allahyar	1	9	52	61	65	57
Do. Hala	1	...	63	63	61	54
Do. Tando Mahomedkhan.	1	12	30	92	93	79
Nawabshah—						
A.-V. School, Shahdadpur	1	16	87	103	108	95
Thar and Parkar—						
A.-V. School, Mirpurkhas	1	37	98	135	140	125
Sukkur—						
G. L. A.-V. School, Sukkur	1	17	105	122	116	107
Mule's A.-V. School, Old Sukkur.	1	44	88	132	130	119
Middle School, Rohri	1	...	200	200	196	180
Larkana—						
A.-V. School, Larkana	1	65	165	230	236	217
Do. Kambar	1	38	66	104	111	97
Do. Ratodero	1	50	50	100	126	117
Dadu—						
A.-V. School, Kotri	1	37	98	135	149	128
Do. Sehwan	1	26	68	94	94	87
Total	98	830	2,658	3,498	3,563	3,199

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
809	...	155	2,841	...	9	3,814	86	8	...	9
300	...	789	278	...	...	1,367	72	16	...	...
600	...	1,258	905	...	...	2,763	71	15	...	...
540	...	540	1,409	...	...	2,489	37	8	...	...
2,063	...	4,313	3,570	...	...	9,946	60	12	113	...
795	...	1,661	1,384	...	...	4,340	45	8	...	...
...	...	2,250	841	...	...	3,091	74	...	...	...
...	...	3,078	984	...	...	4,062	88	...	...	...
2,079	...	2,948	4,357	...	...	9,384	49	11	...	79
350	...	794	1,923	...	...	3,067	47	5	...	...
350	...	...	1,127	...	...	1,477	24	6	...	...
350	...	2,030	1,151	...	...	3,531	38	4	...	...
550	...	1,329	1,794	...	...	3,673	34	5	...	...
803	...	1,085	3,376	...	...	5,764	41	6	...	53
1,425	...	3,324	2,925	...	1	7,675	66	12	25	...
1,667	...	2,188	3,687	...	...	7,542	68	13	67	...
1,600	...	...	3,791	...	8	5,399	28	8	...	...
...	...	3,734	6,524	...	...	10,258	43	...	...	...
1,800	...	4,502	2,221	...	...	8,523	77	16	...	...
1,850	...	2,255	3,792	...	14	7,911	63	15	...	...
2,035	...	4,162	2,661	...	491	9,409	63	14	45	...
1,800	...	993	2,657	...	...	4,950	53	14	...	...
27,889	200	73,349	79,335	...	1,361	1,82,134	51	8	373	141

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st Marob, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>Aided.</i>						
<b>Bombay—</b>						
Proprietary and Fort High School, Chandanwadi.	1	48	91	134	126	115
Prabhu Seminary, Thakurdwar.	1	31	109	140	140	124
F. N. Patel, A. V. School, Khetwadi.	1	...	50	50	120	108
Parel Road A. V. School, Null Bazar.	1	...	71	71	76	62
Gokuldas Tejpal Seminary, A. V. School, Mandvi.	1	...	81	81	79	70
Anjuman-i-Islam Branch Middle School, Sandhurst Road.	1	...	92	92	89	81
Bazargate A. V. School, Fort ...	1	92	196	288	275	245
Khoja Khan Maharnad Habibhai A. V. School, Mandvi.	1	48	146	194	203	181
<b>Bombay Suburban District—</b>						
Ramji Asar A. V. School, Ghatkopar.	1	60	174	234	233	210
Anglo-Vernacular School, Malad	1	...	86	86	90	76
<b>Thana—</b>						
G. E. Institute's Bhadrasen Chhabildas A. V. School, Bhyandar.	1	...	37	37	35	32
Bai Hira Bai J. N. Tata Middle School, Nargol.	1	...	90	90	86	79
Thomas Baptista A. V. School, Papdi.	1	70	77	147	151	126
New English School, Thana ...	1	111	229	340	335	303
G. E. Institute's English School, Agashi.	1	29	63	92	92	82
Anglo-Urdu School, Bhiwandi .	1	58	50	108	111	85
<b>Kolaba—</b>						
Church of Scotland Mission A. V. School, Revdanda.	1	26	77	103	103	85
K. E. Society's A. V. School, Poynad.	1	7	31	38	42	34
<b>Ratnagiri—</b>						
Bhandari Education Board's A. V. School, Malwan.	1	58	66	119	118	100
Shriram English School, Deogad.	1	38	57	90	89	82
Tutorial English School, Shiroda.	1	46	133	179	175	159
English School, Guhagar ...	1	11	56	67	68	62
Patwardhan's Middle School, Ratnagiri.	1	79	202	281	293	266
New English School, Achra ...	1	18	62	80	89	69

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and Waiver grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,970	...	...	5,424	...	1,305	8,699	69	10	...	...
1,262	...	...	5,110	489	1,096	7,957	57	9	22	...
1,200	...	...	4,006	...	1,421	6,627	55	10	...	...
930	...	...	2,256	...	1,949	5,165	68	13	...	...
1,000	...	...	2,010	998	1,264	5,212	66	13	...	...
1,100	...	...	2,906	...	776	4,782	54	12	...	...
1,000	...	...	10,528	...	...	11,528	42	4	...	...
3,310	...	...	161	10,285	...	13,756	68	16	...	...
945	...	2,000	7,617	...	1,184	11,696	50	4	...	...
250	...	...	2,040	...	...	2,290	25	3	...	...
100	...	...	1,064	...	237	1,401	40	3	...	...
1,715	...	...	2,328	8	312	4,363	51	20	...	...
580	...	400	4,472	...	1,342	6,794	45	4	20	...
900	...	...	10,692	...	...	11,592	35	3	...	...
407	...	...	3,094	122	372	3,995	48	4	7	...
470	...	400	1,948	...	2,266	5,084	46	4	...	...
1,237	...	...	2,475	...	2,043	5,760	56	12	17	...
222	...	...	906	...	1,126	2,254	54	5	...	72
1,342	...	100	2,337	...	...	3,779	33	12	77	380
1,468	...	...	2,082	...	2,467	6,017	68	16	66	202
1,269	...	...	3,516	...	585	5,310	30	7	27	32
766	...	...	1,764	...	490	3,020	44	11	...	66
2,311	...	...	7,133	...	145	9,589	33	8	59	652
1,375	...	...	1,786	...	1,779	4,940	56	15	69	176

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<b>Aided—contd.</b>						
<b>Ratnagiri—concl'd.</b>						
Anglo-Vernacular School, Makhsjan	1	27	58	85	85	74
New English School, Ratnagiri.	1	86	147	188	186	167
New English School, Jaitapur.	1	...	42	42	43	39
New English School, Katta ...	1	15	77	92	92	81
New English School, Deorukh.	1	31	58	89	82	78
Anglo-Vernacular School, Kan-kavali.	1	8	51	59	54	47
Laxmanshet Patne English School, Khed.	1	...	47	47	47	41
Ranade Middle School, Chiplun.	1	...	62	62	64	58
<b>Nasik—</b>						
S. P. Mandal's New English School, Sinnar.	1	32	68	95	104	90
Anglo-Vernacular School, Nandgaon.	1	28	57	85	84	74
<b>Poona—</b>						
Shri Gopal A. V. School, Poona.	1	36	84	120	125	101
Rasta Peth Education Society's A. V. School, Poona.	1	23	104	127	125	99
Badria A. V. School, Poona ...	1	20	75	95	98	82
Alegaonkar's A. V. School, Kirkee.	1	...	111	111	128	110
M. E. Society's A. V. School, Saswad.	1	28	56	84	93	61
A. M. A. V. School, Sirur ...	1	...	33	33	37	32
B. E. Society's Central English School, Dhond.	1	30	96	126	121	110
Union English School, Manohar.	1	...	36	36	36	29
Bunter-Bernard Memorial A. V. School, Hadapsar.	1	...	30	30	30	22
<b>Satara—</b>						
Sangli Education Society's A. V. School, Ashta.	1	...	38	38	29	26
New Union English School, Islampur.	1	...	41	41	36	32
Samak's English School, Satara.	1	47	93	140	148	100
<b>Sholapur—</b>						
Private A. V. School, Pandharpur.	1	49	117	166	162	144
New English School, Barsi ...	1	21	79	100	113	77
New A. V. School, Sholapur ...	1	14	70	84	84	72

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
540	...	...	1,871	...	670	3,031	36	6	...	...
1,075	...	...	4,445	...	384	5,904	32	6	28	317
280	...	...	502	...	838	1,615	38	7	...	...
841	...	...	1,165	...	422	2,428	26	9	...	561
402	...	...	2,342	...	579	3,328	41	5	...	62
274	...	...	955	...	582	1,811	34	5	...	74
100	...	...	860	108	577	1,645	35	2	...	...
188	...	200	1,390	...	227	2,005	31	3	...	38
622	...	1,500	3,068	...	813	6,003	58	6	42	...
...	...	1,500	2,281	...	1,031	4,762	57	...	...	...
550	...	...	2,395	...	1,044	3,989	32	4	...	...
970	...	...	2,003	...	3,079	6,052	48	8	...	...
245	...	...	2,864	...	1,418	4,527	46	2	...	...
440	...	...	2,516	...	410	3,866	26	3	...	...
840	...	600	1,456	...	2,084	4,930	53	9	...	...
190	...	...	...	...	1,887	2,077	56	5	...	...
1,137	...	...	3,095	...	877	5,049	42	9	67	...
470	...	...	568	...	1,260	2,298	64	13	...	...
200	...	...	183	...	1,361	1,594	53	7	...	...
...	...	500	476	...	22	998	34	...	...	...
...	...	700	795	...	890	2,385	66	...	...	...
318	...	...	2,668	...	2,206	5,192	35	2	28	...
1,146	...	...	3,946	...	...	5,092	31	7	66	...
300	...	...	2,351	158	...	2,809	25	3	...	...
190	...	250	2,224	...	1,449	4,113	49	2	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNACLAR—contd.</b>						
<i>Aided—contd.</i>						
<b>East Khandesh—</b>						
A. V. School, Thorgavan ...	1	48	68	111	106	103
Bhagirath English School, Jalgaon.	1	78	130	208	203	185
New English School, Jamner...	1	19	29	48	46	41
New English School, Chopda...	1	36	79	115	110	95
Nagarik Education Society's A. V. School, Parola.	1	17	45	62	68	59
<b>West Khandesh—</b>						
Swodharak Vidyarthi Sanstha's A. V. School, Dondaicha.	1	...	44	44	43	38
<b>Ahmedabad—</b>						
Mrs. Whittle, A. V. School, Ranpur.	1	15	57	72	73	71
Surajmalji English School, Patdi.	1	11	60	80	82	77
Thakar's A. V. School, Pritamnagar, Ahmedabad.	1	...	52	52	46	42
<b>Kaira—</b>						
Coronation English School, Uttarsanda.	1	43	84	127	127	120
J. M. Desai English School, Thasra.	1	30	51	81	80	74
A. V. School, Mahudha ...	1	11	63	74	70	65
A. V. School, Bhalej ...	1	...	61	61	61	58
Vakil, K. M. A. V. School, Kathlal.	1	8	84	92	90	82
B. M. Patel English School, Narsanda.	1	...	47	47	45	43
A. V. School, Ode ...	1	24	80	104	96	98
<b>Panch Mahals—</b>						
Ewbank A. V. School, Kalol ...	1	26	75	101	102	95
New English School, Halol ...	1	15	108	123	115	100
Do. Shehera .	1	...	34	34	34	31
Saraswati English School, Godhra.	1	49	90	133	141	120
<b>Broach—</b>						
Vidya Vardhak A. V. School, Hansot.	1	26	41	67	65	60
Edward English School, Amod.	1	31	98	129	123	109
<b>Surat—</b>						
A. V. School, Kadod ...	1	34	26	120	112	107
J. F. Sarvajani A. V. School, Pardi.	1	...	130	130	123	112
Vyas Harnarayan A. V. School, Bardoli.	1	32	75	107	103	91

## FORM No. 2—contd.

Provincial Revenues.	Expenditure.						Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,300	...	...	3,303	...	555	5,158	49	12	...	...
1,270	...	...	4,946	27	1,512	7,755	38	6	50	...
460	...	...	741	261	686	2,148	47	10	...	...
400	...	820	2,312	...	1,444	4,856	44	4	...	...
...	...	879	1,169	...	241	2,289	34	...	...	...
...	50	...	981	...	...	981	28	...	...	...
640	...	...	1,388	...	500	2,528	35	9	...	...
612	...	...	1,479	...	609	2,700	33	7	...	32
100	...	...	1,593	...	224	1,917	42	2	...	...
1,121	...	...	2,736	...	1,068	4,925	39	9	...	21
777	...	...	2,287	...	809	3,873	48	10	27	...
400	...	...	1,962	...	...	2,362	34	6	...	...
350	...	...	1,046	...	184	1,590	26	6	...	...
168	...	...	2,118	...	...	2,281	25	2	...	28
100	...	...	747	718	...	1,565	35	2	...	...
200	...	...	2,622	...	257	3,079	32	2	...	...
650	200	...	2,146	22	...	3,018	30	6	...	...
230	200	...	2,090	32	92	2,644	23	2	...	10
135	...	...	892	260	18	1,305	38	4	...	...
279	...	...	4,360	...	13	4,652	38	2	...	9
450	100	...	1,886	...	77	2,513	39	7	...	...
918	160	...	2,984	1,362	67	5,491	45	7	...	118
560	160	...	2,507	24	15	3,266	29	5	...	...
932	...	...	2,305	...	1,520	4,757	37	7	46	21
508	150	...	2,988	...	165	3,211	31	5	...	8



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Surat—concl'd.</b>						
Kassimbhai A. V. School, Jalalpore.	1	...	58	58	62	55
Sheth R. J. J. A. V. School, Bulsar.	1	...	216	216	210	197
Sarvajanik A. V. School, Katar-gam.	1	13	86	99	96	84
Central Boarding School, Khadsupa.	1	53	106	159	168	140
A. V. School, Bodhan	...	1	40	40	40	35
Vasant English School, Abrama.	1	35	69	104	98	79
Sarvajanik Middle School, Haripura, Surat.	1	85	305	390	381	368
Jamnabai Sarvajanik A. V. School, Dihen.	1	12	79	91	87	77
<b>Dharwar—</b>						
St. John's A. V. School, Gadag.	1	...	37	37	38	29
Vidyadana Samiti English School, Gadag.	1	51	105	156	145	120
Durgad A. V. School, Havas-bhavi.	1	21	28	49	51	45
<b>Belgaum—</b>						
S. D. L. A. V. School, Sankesh-war.	1	9	39	48	44	32
New English School, Thalak-wadi.	1	12	86	98	96	89
<b>Bijapur—</b>						
A. V. School, Hungund	...	1	18	47	65	47
<b>Kanara—</b>						
P. E. School, Sadashivgad	...	1	36	61	97	87
A. V. School, Bankikodla	...	1	...	38	38	35
Islamia Anglo Urdu School, Bhatkal.	1	10	55	65	63	62
New English School, Baad	...	1	15	47	62	59
<b>Karachi—</b>						
Khalea A. V. School, Karachi...	1	29	61	90	91	79
Maratha A. V. School, Karachi.	1	31	81	112	127	117
E. J. A. V. School, Keamari	...	1	36	36	35	34
Outchi Memon Middle School, Karachi.	1	...	66	60	64	55
<b>Hyderabad—</b>						
Fort Middle School, Hyderabad.	1	...	155	155	157	147
New English School, Hyderabad.	1	...	74	74	75	69

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
411	115	...	1,009	11	150	1,696	27	6	...	21
2,290	...	...	4,011	1,198	1,316	8,815	42	11	54	86
711	...	...	3,909	177	79	3,876	40	7	...	21
800	150	...	3,565	...	897	5,412	33	5	...	...
340	115	...	729	...	298	1,482	37	8	...	...
400	110	...	2,910	...	595	3,915	40	4	...	...
972	...	...	12,063	...	...	13,035	34	3	42	...
150	...	...	2,345	705	282	3,382	39	2	...	...
380	...	...	441	...	2,177	2,998	79	16	...	...
717	...	400	3,550	...	147	4,814	33	5	17	...
660	...	...	1,257	...	1,520	3,437	67	13	...	...
...	100	...	975	...	310	1,385	31	...	...	...
...	...	150	2,310	...	133	2,593	27	...	...	...
485	...	175	1,147	...	1,391	3,198	49	7	...	...
1,445	...	...	2,881	...	18	4,344	44	15	10	505
280	...	...	913	...	205	1,898	37	7	...	...
543	...	250	1,020	...	1,635	3,448	55	9	...	13
466	...	...	1,653	...	...	2,119	34	7	...	316
685	...	...	2,519	...	2,222	5,426	60	8	...	...
1,406	...	...	2,866	...	2,990	7,262	57	11	46	...
390	...	217	858	...	364	1,829	52	11	...	...
571	...	100	1,744	...	670	3,085	48	9	...	21
1,200	...	...	4,860	...	1,066	7,126	45	8	...	...
926	...	...	2,315	526	865	4,681	62	12	...	35

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAACULAR—contd.</b>						
<i>Aided—conold.</i>						
<i>Hyderabad—conold.</i>						
N. V. Middle School No. 1, Hyderabad.	1	...	84	84	80	77
N. V. Middle School No. 2, Hyderabad.	1	...	97	97	34	88
A. V. School, Nasarpur ...	1	20	86	106	108	95
Muslim A. V. School, Hyderabad.	1	...	57	57	66	58
<i>Nawabshah—</i>						
N. K. Academy, Tando Adam...	1	30	124	154	160	145
Ramsing Academy, Pad Idan ...	1	7	49	50	47	44
D. H. Academy, Bhilani ...	1	24	26	52	41	38
A. V. School, Halani ...	1	...	39	39	38	32
P. A. V. School, Thatt Hot-ohand.	1	...	24	24	25	24
A. V. School, Deparja ...	1	10	39	49	52	45
<i>Sukkur—</i>						
C. N. Academy, Garhi Yasin...	1	14	69	83	91	76
D. A. Vidyalaya, Ghotki ...	1	10	64	74	59	48
N. W. Railway Punjabi School, Sukkur.	1	57	138	195	210	185
New Era School, Shikarpur ...	1	...	117	117	107	102.
<i>Larkana—</i>						
Vidyalaya, Banguldero ...	1	20	45	65	84	77
<i>Dadu—</i>						
P. A. V. School, Talti ...	1	12	41	53	66	56
A. V. School, Dadu ...	1	42	95	137	129	117
Total ...	115	2,478	8,990	11,468	11,521	10,241
<i>Recognised.</i>						
<i>Bombay—</i>						
Royal English School, Pydhoni.	1	...	210	210	198	171
J. D. Charity A. V. School, Grant Road.	1	...	52	52	55	53
H. H. The Agakhan's Central Fres A. V. School, Sandhurst Road.	1	...	99	99	105	86

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 9.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
955	...	...	2,310	...	1,355	4,620	58	12	...	...
975	...	...	2,891	...	1,359	5,225	56	10	...	...
1,200	...	300	3,313	...	607	5,420	50	11	...	...
240	...	...	1,147	...	94	1,481	22	4	...	...
940	...	...	3,936	...	...	4,876	30	6	...	...
330	300	...	1,452	...	311	2,393	51	7	...	...
140	112	...	1,258	...	205	1,715	42	3	...	...
235	112	...	952	...	284	1,533	48	7	...	...
110	...	...	657	...	412	1,179	47	2	...	...
150	...	...	1,594	...	270	2,014	39	3	...	...
940	...	720	1,764	...	407	3,831	42	10	...	...
280	...	600	1,148	...	67	2,095	40	5	...	...
640	...	...	3,863	...	3,477	7,486	36	3	...	...
165	...	...	3,207	...	418	3,790	35	2	...	15
798	500	...	3,054	...	...	4,352	52	10	21	33
1,180	500	...	2,072	...	1,074	4,826	73	18	...	...
460	...	...	4,298	...	...	4,758	37	4	...	...
76,992	3,184	12,741	2,85,819	17,431	85,745	4,81,862	42	7	908	3,944
...	...	...	7,368	...	...	7,868	39	...	...	...
...	...	...	...	2,180	...	2,180	40	...	...	...
...	...	...	...	5,469	...	5,469	52	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAACULAR—contd.</b>						
<i>Recognised—contd.</i>						
<b>Bombay—contd.</b>						
Shri Cutchi Vishva Osval Jain Pathshala A. V. School, Mandvi.	1	...	36	96	95	83
Camoo Yacob A. V. Arabic Free School, Memonwada.	1	...	107	107	121	101
Central English School, Mahomedali Road.	1	...	88	88	84	73
<b>Bombay Suburban—</b>						
Borivali A. V. (Gujrathi) School, Borivali.	1	...	15	15	15	14
<b>Thana—</b>						
A. E. Society's A. V. School, Palghar.	1	31	49	80	79	69
<b>Ratnagiri—</b>						
T. O. M. A. P. Mission A. V. School, Ratnagiri.	1	...	15	15	16	15
Shree Rameshwar English School, Mithbao.	1	...	41	41	48	40
<b>Nasik—</b>						
A. V. Jain Boarding School, Chandor.	1	...	35	35	37	30
<b>Satara—</b>						
Maharashtra A. V. School, Karad.	1	...	42	42	40	34
<b>Sholapur—</b>						
A. V. School, Mohol	1	...	23	23	20	17
<b>East Khandesh—</b>						
A. V. School, Pachora	1	...	42	42	42	32
Chaligaon Education Society's A. V. School, Vaghali.	1	...	22	22	24	20
<b>Ahmedabad—</b>						
Virchand D. A. V. School, Godhavi.	1	21	69	90	72	59
B. P. Jain A. V. School, Ahmedabad.	1	35	205	240	248	226

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.	Other Provincial grants included in column 9.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Ra.	Rs.
...	...	...	43	1,942	...	1,985	21	...	...	...
...	...	...	11	3,809	...	3,814	32	...	...	...
...	...	...	4,528	...	81	4,609	55	...	...	...
...	...	...	254	...	288	542	36	...	...	...
...	...	...	3,403	...	143	3,546	45	...	...	...
...	...	...	64	...	1,046	1,110	69	...	...	...
...	...	...	859	...	453	1,312	31	...	...	...
...	...	...	1,117	250	...	1,367	37	...	...	...
...	...	...	749	...	705	1,454	36	...	...	...
...	...	...	451	...	889	1,290	64	...	...	...
...	...	...	705	31	210	946	23	...	...	...
...	...	...	403	...	217	620	26	...	...	...
...	...	...	310	...	1,640	1,950	27	...	...	...
...	...	...	...	...	5,147	5,147	21	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VARNAICULAR—contd.</b>						
<i>Recognised—contd.</i>						
<b>Kaira—</b>						
A. V. School, Anklav ...	1	...	41	41	41	38
A. V. School, Adas ...	1	...	51	51	48	50
<b>Surat—</b>						
A. V. School, Degam ...	1	...	28	28	33	32
Shri Ratnasagarji Jain A. V. School, Surat.	1	...	98	98	100	98
Shri Gnanaprasarak Institution A. V. School, Mandir.	1	10	29	39	41	28
The Late Haji Kasam Mahomed A. V. School, Rander.	1	...	46	46	47	41
M. F. D. A. V. School, Tadkeshwar.	1	...	37	37	36	31
Jain A. V. School, Bagwada ...	1	6	50	56	54	45
<b>Dharwar—</b>						
A. V. School, Hulkoti ...	1	...	12	12	11	10
<b>Belgaum—</b>						
Shri Ram A. V. School, Hukeri.	1	...	27	27	26	11
<b>Kanara—</b>						
A. V. School, Murdeshwar ...	1	...	28	28	28	22
Bhadrakali A. V. School, Gokarn.	1	...	33	33	30	26
<b>Karachi—</b>						
S. S. League A. V. School, Karachi.	1	17	88	105	102	96

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants including in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	736	...	78	814	20	...	...	...
...	...	...	650	...	539	1,189	24	...	...	...
...	115	...	564	...	...	679	21	...	...	...
...	...	...	...	34	2,237	2,271	28	...	...	...
...	...	...	890	105	500	1,495	35	...	...	...
...	...	...	...	1,081	...	1,081	28	...	...	...
...	...	...	246	...	1,326	1,572	44	...	...	...
...	...	...	1,058	...	1,486	2,544	47	...	...	...
...	...	...	85	...	962	447	41	...	...	...
...	...	...	608	...	267	875	94	...	...	...
...	...	...	597	...	428	1,020	36	...	...	...
...	...	...	458	...	87	545	18	...	...	...
...	...	...	5,319	...	481	5,750	56	...	...	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNACLULAR—contd.</b>						
<i>Recognised—conold.</i>						
<i>Karachi—contd.</i>						
Madressah-A. Husamyah, Karachi.	1	...	22	22	24	28
<i>Hyderabad—</i>						
N. V. Middle School, No. 3, Hyderabad.	1	...	101	101	98	91
Desh Sudhar A. V. School, Hyderabad.	1	...	22	22	19	20
<i>Larkana—</i>						
A. V. School, Nasirabad ...	1	19	...	19	11	9
Total ...	34	139	1,918	2,051	2,028	1,788
Total, A. V. Middle Schools.	191	9,548	14,218	17,761	17,915	15,961
<b>ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS.</b>						
<i>District Local Board.</i>						
<i>Thana—</i>						
English Classes attached to the Primary (Marathi) School, Murbad.	1	...	26	26	25	22
Do. Tarkhad ...	1	...	99	99	97	95
<i>Kolaba—</i>						
English Classes attached to the Primary (Marathi) School, Tale.	1	...	27	27	25	21
Do. Palaspe ...	1	...	17	17	18	16
Do. Nagaon ...	1	...	40	40	35	30
... Do. Karjat ...	1	...	21	21	20	17
Do. Neral ...	1	...	21	21	20	17
Do. (Urdu) Morbe ...	1	...	21	21	22	17
<i>Ratnagiri—</i>						
English Classes attached to the Primary (Marathi) School, Bhirwada.	1	...	27	27	24	20
Do. Trimbak ...	1	...	26	26	24	22
Do. Kelshi ...	1	...	26	26	26	21
Do. Murud ...	1	...	16	16	16	18
Do. Primary Urdu School, Phurus.	1	...	21	21	20	19
Do. Marathi School, Kondkadamrao.	1	...	25	25	24	21

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and W a r grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	550	...	1,509	2,059	86	...	...	...
...	...	...	3,075	...	1,359	4,434	45	...	...	...
...	...	...	413	...	161	574	30	...	...	...
...	...	...	420	...	307	727	66	...	...	...
...	...	...	35,869	14,895	21,956	72,720	36	...	...	...
1,40,368	7,700	87,097	4,22,389	32,326	1,09,608	7,99,488	45	8	1,286	4,160
209	124	...	276	...	...	609	24	8	...	...
...	...	...	598	...	53	651	18	...	...	...
...	...	...	414	...	...	414	17	...	...	...
...	...	...	275	...	90	365	20	...	...	...
...	...	...	492	...	...	492	14	...	...	...
...	...	...	353	...	...	353	18	...	...	...
...	...	...	337	...	...	337	17	...	...	...
...	...	...	318	...	...	318	14	...	...	...
349	...	...	272	...	...	621	26	15	215	134
...	...	...	409	...	95	504	21	...	...	...
...	...	...	354	...	108	462	18	...	...	...
...	...	...	249	...	294	543	34	...	...	...
...	...	...	365	...	...	365	18	...	...	...
...	...	...	408	...	40	448	19	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS— <i>contd.</i>						
ANGLO-VEBNAOCULAR— <i>contd.</i>						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS— <i>contd.</i>						
<i>District Local Board—contd.</i>						
Satara—						
English Class attached to the Primary School (Marathi) Koregaon.	1	...	60	60	60	52
Do. Rahimatpur...	1	...	31	31	26	24
Do. Vita ...	1	...	23	23	22	19
Do. Islampur ...	1	...	28	28	26	24
Do. Mahableshwar.	1	...	27	27	26	22
Sholapur—						
English Class attached to the Primary School (Marathi) Vairag.	1	...	25	25	23	21
Do. Karmala ...	1	...	33	33	31	27
Do. Akluj ...	1	...	40	40	35	32
Do. Kurduwadi ...	1	...	46	46	42	36
Do. Madha ...	1	...	19	19	21	19
Do. Sangola ...	1	...	25	25	26	23
Ahmednagar—						
English Class attached to the Primary School (Marathi) Parner.	1	...	35	35	36	33
East Khandesh—						
English Class attached to the Primary School (Marathi) Bamnod.	1	...	27	27	27	26
Do. Atraval ...	1	...	21	21	23	21
Do. Adavad ...	1	...	22	22	24	22
Do. Shendurni ...	1	...	40	40	40	37
Do. Bhadgaon ...	1	...	34	34	33	29
Do. Chahardi ...	1	...	25	25	22	19
Do. Edalabad ...	1	...	27	27	24	21
Do. Bodwad ...	1	...	23	23	25	23
Do. Nasirabad ...	1	...	36	36	36	31
English Class attached to the Primary School (Urdu) Nasirabad.	1	...	32	32	37	32
Do. Yaval ...	1	...	26	26	26	23
Do. Chalisgaon ...	1	...	26	26	15	12

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawings grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
165	...	...	887	...	...	1,052	18	8	...	...
...	...	32	973	...	69	474	18	...	...	...
...	...	...	312	...	183	495	22	...	...	...
...	...	...	315	...	80	395	14	...	...	...
...	...	...	456	...	152	608	23	...	...	...
545	205	...	374	...	...	1,124	49	24	...	...
...	99	...	594	...	...	573	18	...	...	...
...	9	...	459	...	...	468	18	...	...	...
57	...	...	520	...	...	586	14	1	...	57
...	248	...	291	...	...	599	26	...	...	...
...	144	...	326	...	...	470	18	...	...	...
928	169	...	418	...	...	915	25	9	...	...
...	74	...	426	...	2	502	19	...	...	...
...	117	...	365	...	...	482	21	...	...	...
...	42	...	260	...	209	511	21	...	...	...
...	157	...	616	...	19	792	20	...	...	...
...	...	...	464	...	52	516	16	...	...	...
...	258	...	253	...	...	511	23	...	...	...
...	260	...	232	...	...	492	20	...	...	...
...	144	...	348	...	...	492	20	...	...	...
...	...	...	509	...	...	509	14	...	...	...
935	...	...	560	...	119	1,014	27	9	...	...
...	...	...	391	...	...	991	15	...	...	...
...	326	...	165	...	...	491	33	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS— <i>contd.</i>						
ANGLO-VERNACULAR— <i>contd.</i>						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS— <i>contd.</i>						
<i>District Local Board—contd.</i>						
West Khandesh—						
English Class attached to the Primary School (Marathi) Nawapur.	1	...	62	62	45	38
Do. Sindkheda ...	1	...	38	28	27	23
Do. Pimpalner ...	1	...	20	20	20	18
Do. Taloda ...	1	...	37	37	34	29
Do. Kasara ...	1	...	35	25	26	22
Ahmedabad—						
English Class attached to the Primary School (Gujarathi) Bavla.	1	...	42	42	47	44
English Class attached to D. L. B. Primary School (Gujarati) Dholera.	1	...	33	33	35	39
Kaira—						
English Class attached to Primary School (Gujarati) Matar.	1	...	26	26	28	27
Do. Ohaklashi ...	1	...	75	75	73	70
Do. Kunjarao ...	1	...	20	20	18	16
Do. Khambholaj.	1	...	19	19	24	20
Do. Chunei ...	1	...	18	18	18	16
Do. Piplan ...	1	...	27	27	30	25
Do. Napa ...	1	...	26	26	26	24
Do. Ashi ...	1	...	38	38	38	33
Do. Kanjri ...	1	...	41	41	41	40
Do. Thamna ...	1	...	22	22	20	20
Do. Sarsa ...	1	...	42	42	45	37
Do. Alindra ...	1	...	31	31	33	30
Do. Daol ...	1	...	31	31	29	27
Do. Bodal ...	1	...	24	24	26	25
Do. Pamol ...	1	...	16	16	20	16
Do. Nisaraya ...	1	...	25	25	26	24
Broach—						
English Class attached to D. L. B. Urdu Primary School, Hansot.	1	...	43	43	41	36

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	589	...	...	589	13	...	...	...
...	91	...	460	...	...	551	20	...	...	...
...	34	...	409	...	...	483	22	...	...	...
...	10	...	569	...	...	579	17	...	...	...
...	83	...	353	...	...	436	17	...	...	...
593	...	...	...	...	...	593	13	13	...	...
...	...	...	537	70	170	777	22	...	...	...
...	...	...	484	...	78	562	20	...	...	...
5	...	...	569	...	...	574	8	...	...	5
...	...	...	310	...	247	557	31	...	...	...
...	...	...	394	...	60	454	19	...	...	...
...	...	...	300	...	7	307	17	...	...	...
...	...	...	354	...	...	354	12	...	...	...
...	...	...	446	...	...	446	17	...	...	...
...	...	...	517	...	...	517	14	...	...	...
2	...	...	180	...	167	349	8	...	...	2
...	...	...	383	...	...	383	19	...	...	...
...	...	...	639	...	34	673	15	...	...	...
...	...	...	405	...	...	405	12	...	...	...
...	...	...	...	...	365	365	13	...	...	...
...	...	...	259	...	...	259	10	...	...	...
...	...	...	247	...	...	247	12	...	...	...
...	...	...	286	...	3	289	9	...	...	...
...	...	...	610	...	...	610	15	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Total.	Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.				
1	2	3	4	5	6	7	
MIDDLE SCHOOLS—contd.							
ANGLO-VERNACULAR—contd.							
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—contd.							
District Local Board—contd.							
Brosach—contd.							
English Class attached to Primary School, (Gujarati) Wagra.	1	...	42	42	37	31	
Do. Gadeshwar	1	...	23	23	24	21	
Do. Ilav	1	...	26	26	27	23	
Jain English Class attached to D. L. B. Urdu Primary School, Kavi.	1	...	19	19	23	19	
English Class attached to D. L. B. Primary School, (Gujarati) Gajera.	1	...	25	25	25	22	
Do. Matar	1	...	24	24	22	18	
Do. Kelod	1	...	18	18	16	14	
Surat—							
English Class attached to the D. L. B. Primary School, (Gujarati) Olpad.	1	...	38	38	36	27	
Do. Kaeholi	1	...	46	46	45	39	
Do. Sarbhon	1	...	22	23	22	19	
Do. Paria	1	...	21	21	21	17	
Do. Eru	1	...	22	22	23	21	
Do. Vaghchhipa.	1	...	28	28	28	22	
Do. Vatar	1	...	21	21	21	16	
Do. Puni	1	...	32	32	31	28	
Do. Buhari	1	...	25	25	25	23	
Do. Bhatta	1	...	23	23	23	19	
Do. Vankaner	1	...	23	23	30	25	
Do. Nizar	1	...	34	34	33	19	
Do. Tarbhon	1	...	19	19	19	17	
Do. Vadoli	1	...	25	25	25	19	
Do. Bhatporo	1	...	30	30	30	28	
Do. At	1	...	29	29	29	24	
Do. Sisodra	1	...	21	21	24	18	
Do. Sania Ahmed.	1	...	25	25	27	19	
Do. Kaliawadi	1	...	26	26	27	24	
Dharwar—							
English Class, (Kanarese) Hirekerur	1	...	36	36	32	30	
Do. (Gujarati) Hubli	1	...	26	26	23	23	

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	557	...	622	...	...	1,179	32	...	...	...
17	60	...	375	...	50	502	21	1	...	17
...	30	...	467	...	17	514	19	...	...	...
...	30	...	400	...	208	638	28	...	...	...
...	...	...	433	...	...	433	17	...	...	...
...	30	...	380	...	45	405	18	...	...	...
...	30	...	312	...	45	387	24	...	...	...
424	100	...	593	...	...	1,117	31	11	...	18
...	...	...	471	...	...	471	10	...	...	...
...	...	...	350	...	53	403	18	...	...	...
...	...	...	378	...	64	442	21	...	...	...
...	...	...	400	...	14	414	18	...	...	...
...	...	...	341	5	39	385	14	...	...	...
...	...	...	324	...	28	352	17	...	...	...
...	...	...	478	...	...	478	15	...	...	...
...	...	...	420	...	...	420	17	...	...	...
17	...	...	864	...	95	476	21	1	...	17
...	...	...	401	...	...	401	13	...	...	...
...	...	...	987	...	...	987	12	...	...	...
...	...	...	331	...	84	365	19	...	...	...
...	...	...	417	...	1	418	17	...	...	...
...	...	...	417	...	...	417	14	...	...	...
...	...	...	440	...	...	440	15	...	...	...
...	...	...	410	...	2	412	17	...	...	...
...	...	...	292	...	...	292	11	...	...	...
...	...	...	309	...	57	366	14	...	...	...
265	78	...	348	...	...	681	21	8	...	...
...	...	...	409	...	278	687	30	...	...	...



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<b>ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—contd.</b>						
<i>District Local Board—contd.</i>						
<b>Belgaum—</b>						
English Class (Urdu),						
Kudohi ...	1	...	20	20	19	15
Do. Belgaum ...	1	...	36	36	35	31
Do. (Kanarese)						
Examba ...	1	...	12	12	9	4
Do. Mamadapur .	1	...	21	21	20	19
Do. Shedbal ...	1	...	16	16	14	12
<b>Bijapur—</b>						
English Class, (Kanarese)						
Muddebihal .	1	...	34	34	28	25
Do. Kerur ...	1	...	23	23	23	17
Do. Sindgi ...	1	...	16	16	21	21
<b>Kanara—</b>						
English Class, (Kanarese)						
Siddapur ...	1	...	42	42	43	36
Do. Halyal ...	1	...	50	50	51	40
<b>Karachi—</b>						
English Class, Sujawal ...	1	...	32	32	37	32
<b>Hyderabad—</b>						
English Class, Tando Jam ...	1	...	35	35	38	33
Do. Udero Lal ...	1	...	20	20	27	24
Do. Husri ...	1	...	25	25	24	23
<b>Nawabshah—</b>						
English Class, Darbello ...	1	...	42	42	44	40
Do. Khahi Rahu ...	1	...	11	11	12	10
Do. Doulatpur ...	1	...	28	28	22	19
Do. Naushahro Feroz.	1	...	25	25	28	26
Do. Moro ...	1	...	37	37	34	32
Do. Ohanhi ...	1	...	10	10	9	8
Do. Shahpur Char.	1	...	12	12	15	13
<b>Thar and Parkar—</b>						
English Class, Mirpurkhas ...	1	...	15	15	15	11
Do. Digri ...	1	...	17	17	18	15
Do. Chachro ...	1	...	28	28	26	25
Do. Diplo ...	1	...	16	16	15	14
Do. Nagar Parkar ...	1	...	12	12	13	12
Do. Jamesabad ...	1	...	13	13	15	13
Do. Sanghar ...	1	...	18	18	18	15

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
261	80	...	245	...	...	586	31	14	...	...
...	...	60	495	...	...	555	16	...	...	...
...	382	...	77	...	...	959	40	...	...	...
...	258	...	264	...	...	522	26	...	...	...
...	201	...	218	...	...	419	30	...	...	...
467	...	...	298	...	...	765	27	17	...	...
...	110	...	364	...	...	474	21	...	...	...
...	190	...	297	...	95	582	28	...	...	...
169	292	...	322	...	20	803	19	4	...	...
...	107	...	490	...	20	617	12	...	...	...
...	200	...	521	...	...	721	19	...	...	...
28	...	...	731	...	128	887	23	1	...	28
...	223	...	582	...	...	805	30	...	...	...
...	424	...	475	...	100	999	42	...	...	...
...	...	...	678	...	...	678	15	...	...	...
...	227	...	349	...	...	576	48	...	...	...
...	...	...	580	...	...	580	26	...	...	...
...	...	...	654	...	...	654	23	...	...	...
...	...	...	735	...	...	735	22	...	...	...
...	167	...	230	...	...	397	44	...	...	...
...	72	...	478	...	2	552	37	...	...	...
...	512	...	340	...	...	852	57	...	...	...
...	219	...	422	...	...	641	36	...	...	...
28	46	...	621	...	...	690	27	...	...	28
...	306	...	336	...	...	642	43	...	...	...
...	955	...	335	...	...	1,290	99	...	...	...
...	352	...	423	...	...	775	52	...	...	...
...	319	...	404	...	...	723	40	...	...	...

## SUBSIDIARY

District and Name of Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAOCULAR—contd.</b>						
<b>ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—contd.</b>						
<i>District Local Board—concl'd.</i>						
<b>Thar and Parkar—concl'd.</b>						
English Class, Phulahdyun ...	1	...	22	22	20	16
Do. Samaro ...	1	...	14	14	14	10
Do. Tando Jam Md. ...	1	...	17	17	24	20
Do. Chhor New ...	1	...	13	13	12	11
<b>Sukkur—</b>						
English Class, Ubauro ...	1	...	22	22	22	19
Do. Madeji ...	1	...	22	22	31	25
Do. Pir-jo-Goth ...	1	...	60	60	63	53
Do. Mianjo Goth ...	1	...	22	22	21	17
Do. Kandhra ...	1	...	22	22	27	23
Do. Chak ...	1	...	64	64	74	59
Do. Kassim ...	1	...	54	54	57	49
Do. Dakhan ...	1	...	27	27	25	21
Do. Rhairpur ...	1	...	28	28	30	24
<b>Larkana—</b>						
English Class, Nasirabad ...	1	...	47	47	50	44
Do. Naodero ...	1	...	44	44	47	40
Do. Mirokhan ...	1	...	20	20	19	18
Do. Khairodero ...	1	...	20	20	17	14
Do. Dokri ...	1	...	28	28	30	26
Do. Shahdadkote ...	1	...	36	36	36	33
<b>Upper Sind Frontier—</b>						
English Class, Thul ...	1	...	25	25	24	21
Do. Buxapur ...	1	...	20	20	22	17
Do. Kandhkote ...	1	...	30	30	31	28
Do. Ghouspur ...	1	...	18	18	19	17
<b>Dadu—</b>						
English Class, Bhian ...	1	...	24	24	23	20
Do. Sann ...	1	...	32	32	29	27
Do. Pat ...	1	...	19	19	19	15
Do. Johi ...	1	...	22	22	22	18
Do. Arazi ...	1	...	26	26	28	23
Do. Khairpur Nathanshah. ...	1	...	27	27	25	19
Do. Tharri Mohbat .	1	...	11	11	12	10
Total ...	148	...	4,111	4,111	4,107	3,566

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	92	...	592	...	...	624	31	...	...	...
...	766	...	392	...	...	1,158	93	...	...	...
...	121	...	631	...	...	752	31	...	...	...
...	281	...	348	...	...	629	52	...	...	...
272	19	...	342	...	16	649	30	12	...	...
...	271	...	542	...	...	813	26	...	...	...
...	...	...	972	...	94	1,066	17	...	...	...
...	281	...	380	...	...	661	31	...	...	...
...	204	...	441	...	...	645	24	...	...	...
...	...	...	666	...	...	666	9	...	...	...
...	...	...	657	...	...	657	12	...	...	...
...	198	...	492	...	...	690	25	...	...	...
...	205	...	479	...	...	684	23	...	...	...
...	...	...	1,150	...	...	1,150	23	...	...	...
...	...	...	746	...	...	746	16	...	...	...
...	...	...	519	...	61	580	31	...	...	...
...	...	...	433	...	288	721	42	...	...	...
...	...	...	787	...	2	789	26	...	...	...
...	...	...	722	...	...	722	20	...	...	...
283	141	...	261	...	...	685	29	12	...	...
...	404	...	347	...	...	751	34	...	...	...
...	273	...	511	...	...	784	25	...	...	...
...	398	...	281	...	...	679	36	...	...	...
270	252	...	303	...	...	825	36	12	...	...
...	515	...	461	...	...	976	34	...	...	...
...	...	...	439	...	...	439	24	...	...	...
...	72	...	606	...	...	678	31	...	...	...
...	...	...	679	...	...	679	24	...	...	...
...	...	...	456	...	...	456	18	...	...	...
15	76	...	342	...	...	438	36	1	...	...
5,089	13,560	92	63,273	75	4,552	86,631	21	1	...	301

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAACULAR—contd.</b>						
<b>ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS—contd.</b>						
<i>Municipal.</i>						
<b>Bombay—</b>						
English Class attached to the Primary (Urdu) School, Nagpada.	1	...	164	164	165	138
Do. Madanpura ...	1	...	113	113	117	87
<b>Thana—</b>						
English Class attached to the Primary (Marathi) School, Thana.	1	...	54	54	54	49
Do. Kalyan ...	1	...	176	176	180	157
Do. Bhiwandi ...	1	...	25	25	26	20
<b>Nasik—</b>						
English Class attached to the Primary (Urdu) School, Yeola	1	...	34	34	32	30
<b>Poona—</b>						
English Class attached to the Municipal (Gujarati) School, Poona City.	1	...	66	66	65	51
<b>West Khandesh—</b>						
Do. Nandurbar ...	1	...	31	31	33	27
<b>Ahmedabad—</b>						
English Class attached to Municipal Primary School, (Gujarati) Sanand.	1	...	62	62	63	53
<b>Surat—</b>						
Do. Rander ...	1	...	61	61	61	52
<b>Hyderabad—</b>						
Do. Matiari ...	1	...	38	38	41	36
Do. Manjhand...	1	...	33	33	37	33
Total ...	12	...	857	857	874	733

FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
6	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	8,997	746	...	...	9,798	59	...	...	...
...	...	3,445	460	...	...	3,905	93	...	...	...
...	...	...	504	...	...	504	9	...	...	...
...	...	...	1,923	...	...	1,923	11	...	...	...
155	...	281	227	...	...	669	26	6	...	...
...	...	323	107	...	...	430	13	...	...	...
...	...	603	...	...	...	603	9	...	...	...
...	...	130	570	...	61	761	28	...	...	...
...	...	214	624	...	...	838	13	...	...	...
...	...	...	576	...	...	576	9	...	...	...
...	...	...	741	...	110	851	21	...	...	...
...	...	...	660	...	...	660	18	...	...	...
155	...	13,983	7,138	...	171	21,447	25	...	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS— <i>contd.</i>						
ANGLO-VERNACULAR— <i>contd.</i>						
ENGLISH CLASSES ATTACHED TO PRIMARY SCHOOLS— <i>contd.</i>						
<i>Aided.</i>						
Ahmedabad—						
English Class attached to I. P. Mission Preparatory (Gujarati) School, Prantij.	1	...	90	90	89	85
<i>Recognised.</i>						
Poona—						
English Class attached to Abdul Wahed School, Poona.	1	...	17	17	15	12
Saraswati Mandir Society's English Class, Khed.	1	...	26	26	26	17
Do. Ghorpadi ...	1	...	23	23	23	21
Do. Ghodnadi ...	1	...	33	33	32	26
Ahmedabad—						
English Class attached to Railway Primary School, (Gujarati) Sabarmati.	1	...	22	22	22	19
Kaira—						
English Class attached to R. C. Mission Primary School, (Gujarati) Gamdi.	1	...	43	43	43	38
Surat—						
English Class attached to Turawa Madressa (Urdu), Surat.	1	...	50	50	50	34
Total ...	7	...	214	214	211	167
Total, English Classes ...	168	...	5,272	5,272	5,281	4,541
Total, Anglo-Vernacular Middle Schools and Classes.	359	3,548	19,485	28,033	23,196	20,602

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fees and other grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
95	...	...	298	...	759	1,147	18	1	...	...
...	...	...	337	...	289	626	42	...	...	...
...	...	...	281	...	235	516	20	...	...	...
...	...	...	270	...	253	523	23	...	...	...
...	...	...	251	...	263	514	16	...	...	...
...	...	...	462	...	...	462	21	...	...	...
...	...	...	295	...	1,570	1,865	49	...	...	...
...	...	...	...	...	756	756	15	...	...	...
...	...	...	1,896	...	3,366	5,262	25	...	...	...
5,339	13,550	14,075	72,600	75	8,848	1,14,487	22	1	...	316
1,45,707	21,250	1,01,173	4,94,989	32,401	1,18,456	9,13,975	37	6	908	4,461



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			monthly average number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>EUROPEAN SCHOOLS.</b>						
<i>Aided.</i>						
<b>Bombay—</b>						
St. Peter's School, Mazgaon ...	1	...	69	69	64	52
Scottish Orphanage, Mahim ...	1	...	76	76	77	70
G. I. P. Railway School, Parel.	1	...	114	114	94	86
<b>Thane—</b>						
G. I. P. Railway School, Kalyan.	1	...	86	86	88	76
<b>Nasik—</b>						
G. I. P. Railway School, Igat-puri.	1	...	32	32	35	26
<b>Sholapur—</b>						
G. I. P. Railway School, Sholapur.	1	...	32	32	37	29
<b>East Khandesh—</b>						
G. I. P. Railway School, Bhusawal.	1	...	158	158	151	122
<b>Belgaum—</b>						
St. Mary's School, Belgaum ...	1	...	15	15	14	13
<b>Total ...</b>	<b>8</b>	<b>...</b>	<b>577</b>	<b>577</b>	<b>560</b>	<b>474</b>

## FORM No. 2—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawings grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,280	...	...	2,260	...	2,088	8,618	135	67	...	...
6,780	...	...	2,540	5,660	4,909	19,889	258	87	...	...
2,020	...	...	2,834	...	2,172	7,026	75	21	...	...
1,800	...	...	2,099	...	2,658	6,552	74	20	...	...
1,950	...	...	886	...	3,608	6,394	183	56	...	...
1,140	...	...	1,210	...	3,792	6,142	166	31	...	...
3,010	...	...	3,154	...	4,050	10,214	68	20	...	...
570	...	...	598	...	1,182	2,240	160	41	...	...
21,500	...	...	15,461	5,660	24,404	67,025	120	98	...	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—concl'd.</b>						
<b>ENGLISH-TEACHING SCHOOLS.</b>						
<i>Aided.</i>						
Bombay—						
St. Ignatius School, Bombay...	1	...	168	168	197	111
Thana—						
St. John the Baptist School, Thana.	1	...	193	193	199	172
Sholapur—						
St. Joseph's School, Sholapur.	1	...	78	78	77	63
Total ...	3	...	439	439	407	346
<i>Recognised.</i>						
Bombay—						
Little Flower of Jesus School, Bombay.	1	...	407	407	400	385
Nasik—						
St. Joseph's School, Igatpuri ...	1	...	42	42	43	36
Belgaum—						
Gokak Mill English Teaching School, Gokak Falls.	1	...	59	59	59	49
Total ...	3	...	508	508	502	470
Total, English-teaching Schools.	6	...	947	947	909	816
Grand Total, Middle Schools (including English Classes).	373	3,548	21,009	24,557	23,635	21,892

## FORM No. 2—concl'd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawings grant.	Fees and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
900	...	...	1,865	...	1,758	3,423	25	2	...	...
1,460	...	...	4,257	...	1,048	6,755	35	8	...	...
1,750	...	150	2,149	...	3,234	7,238	95	23	...	...
3,500	...	150	7,771	...	6,040	17,461	43	9	...	...
...	...	...	10,645	...	60	10,705	27	...	...	...
...	...	...	1,177	...	3,341	4,518	105	...	...	...
...	...	...	...	...	2,107	2,107	35	...	...	...
...	...	...	11,822	...	5,503	17,330	85	...	...	...
3,500	...	150	19,593	...	11,548	34,791	38	4	...	...
1,70,707	21,250	1,01,322	5,30,043	38,061	1,54,408	10,15,791	43	7	1,286	4,461

## SUBSIDIARY

## Statistical Return of High and Middle School

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS.</b>						
<b>ANGLO-VERNACULAR.</b>						
<i>Government.</i>						
<b>Ahmedabad—</b>						
Girls' High School, Ahmedabad.	1	47	78	125	125	108
<i>Aided.</i>						
<b>Bombay—</b>						
Alexandra Native Girls' English Institution, Fort.	1	91	...	91	95	84
Young Ladies' High School, Fort.	1	65	78	143	142	122
Princess High School for Girls, Lamington Road.	1	124	106	230	231	199
St. Columba High School for Girls, Gowalia Tank.	1	196	178	374	369	349
Students' Literary and Scientific Society's Girls' High School, Thakurdwar.	1	117	226	343	351	308
Bai R. F. D. Panday's Girls' High School, Tardeo.	1	90	97	187	181	160
Chanda Ramji Hindu Girls' High School, C. P. Tank.	1	120	300	420	445	380
Indian Education Society's High School for Girls, Dadar.	1	196	384	580	520	438
Parsi Girls' Schools Association's A.-V. Girls' School, Ohandanwadi.	1	142	170	312	300	256
New High School for Girls, Fort.	1	58	162	215	214	191
Master's Tutorial High School for Girls, Gamdevi.	1	125	89	214	197	178
S. N. D. T. Kanyashala, Girgaon Back Road.	1	90	175	265	267	232
Bai Ratanbai F. Pavri Girls' High School, Khetwadi.	1	47	89	136	142	120
<b>Ratnagiri—</b>						
Kanyashala, Malwan	...	1	29	83	110	99
<b>Poona—</b>						
High School for Indian Girls, Poona.	1	272	365	637	652	544
Seva Sadan High School, Poona.	1	117	119	236	248	207

## FORM No. 3.

for Girls for the Official Year 1933-34.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
16,358	...	...	1,417	...	...	17,775	142	131	...	53
4,611	...	...	3,998	5,184	6,320	24,363	256	49	111	...
5,178	...	...	9,663	...	3,211	18,052	127	86	78	...
3,100	...	...	11,659	...	2,539	17,298	75	13	...	...
7,735	...	...	13,233	...	12,195	33,168	90	21	85	...
3,885	...	...	5,827	998	8,941	19,641	56	11	...	...
2,852	...	...	5,052	1,972	6,916	16,792	93	16	52	...
6,739	...	...	11,676	9,108	3,853	31,376	71	15	209	...
3,511	...	...	15,946	...	785	20,242	39	7	71	...
3,993	...	...	8,284	10,358	617	23,192	77	13	113	...
5,100	...	...	21,331	...	25,676	53,107	248	29	...	...
2,660	...	...	15,032	...	6,927	24,619	125	14	...	...
1,550	...	...	5,819	18	9,792	17,179	64	6	...	...
880	...	...	...	...	15,735	16,615	117	6	...	...
913	...	100	...	81	6,814	7,903	72	8	93	...
30,057	...	...	17,196	...	6,158	53,411	82	46	...	57
1,300	...	...	4,856	...	2,322	8,678	36	6	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—contd.</b>						
<i>Aided—contd.</i>						
<b>Poona—contd.</b>						
S. N. D. T. Kanya Shala, Poona.	1	126	298	364	390	302
St. Andrew's Girls' High School, Poona.	1	75	89	164	172	145
Sardar Dastur Noshirwan Girls' High School, Poona.	1	66	50	116	115	101
Mahilashrama High School, Hingne Bdk.	1	33	44	77	77	70
<b>Satara—</b>						
Kanya Shala, Satara	1	20	37	57	54	42
<b>Ahmednagar—</b>						
A. M. Girls' High School, Ahmednagar.	1	84	105	189	197	177
<b>Broach—</b>						
Motilabai Wadia Young Ladies' English School, Broach.	1	44	54	98	102	88
<b>Surat—</b>						
I. P. Mission Girls' High School, Surat.	1	55	84	139	135	117
Mahila Vidyalaya, Surat	1	55	153	208	217	188
Bai Pirozbai M. Patel's High School for Parsi Girls, Surat.	1	45	123	168	173	133
<b>Belgaum—</b>						
Mahila Vidyalaya, Belgaum	1	42	82	124	123	104
Vanita Vidyalaya, Belgaum	1	47	77	124	121	109
<b>Karachi—</b>						
Mama Parsi Girls' High School, Karachi.	1	99	103	202	179	161
Carneira Indian Girls' High School, Karachi.	1	131	143	274	278	255
V. N. Kanya Maha Vidyalaya High School, Karachi.	1	188	293	481	487	437
<b>Hyderabad—</b>						
Kundanmal Girls' High School, Hyderabad.	1	331	153	484	495	445
Nava Kanya Vidyalaya High School, Hyderabad.	1	55	88	143	143	118
Piggot Girls' High School, Hyderabad.	1	41	87	128	134	114
<b>Total ...</b>	<b>94</b>	<b>3,411</b>	<b>4,574</b>	<b>7,985</b>	<b>8,041</b>	<b>6,968</b>

No. 3—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,765	...	...	7,802	...	6,897	15,964	42	5	...	...
2,600	...	...	3,433	...	10,040	16,073	93	15	...	...
3,195	...	...	6,790	4,164	10,171	26,320	329	28	65	...
1,180	...	...	1,379	...	4,904	7,463	97	15	...	...
1,307	...	...	1,015	...	2,777	5,099	94	24	7	...
3,886	...	...	1,931	...	11,827	17,684	90	20	96	...
3,207	...	...	2,334	670	7,616	13,827	186	31	105	12
2,763	...	...	2,925	...	3,813	9,581	71	20	122	301
3,145	...	...	3,557	6,475	...	13,177	61	14	85	...
2,000	...	...	...	7,190	260	9,450	55	12	...	...
1,290	300	200	2,140	...	2,137	6,067	49	10	...	...
1,300	...	...	3,036	...	5,979	10,315	85	11	...	...
9,185	...	711	7,764	6,961	2,400	27,021	151	51	105	...
7,883	...	1,143	12,050	...	2,467	23,543	85	28	...	43
6,398	...	1,372	19,534	...	3,495	31,293	64	13	...	58
9,590	...	...	18,280	95	3,597	31,502	64	19	20	...
4,407	...	...	4,522	...	7,192	16,121	113	31	93	34
2,825	...	...	3,721	...	4,524	11,070	83	21	...	65
1,53,180	300	4,026	2,58,180	53,154	2,08,327	6,77,117	84	19	1,510	623



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—contd.</b>						
<b>ANGLO-VERNACULAR—concl'd.</b>						
<i>Recognised.</i>						
<b>Bombay—</b>						
Girton High School for Girls, Grant Road.	1	65	91	156	157	134
Total of A.-V. High Schools ...	36	3,523	4,748	8,266	8,933	7,310
<b>EUROPEAN SCHOOLS.</b>						
<i>Aided.</i>						
<b>Bombay—</b>						
Cathedral and John Connon Girls' High School, Fort.	1	92	225	257	251	224
Convent High School, Fort.	1	7	287	294	291	268
Convent High School, Clare Road, Byculla.	1	12	332	344	306	340
Convent High School, Parel ...	1	12	186	198	209	190
<b>Bombay Suburban District—</b>						
St. Joseph's Convent High School, Bandra.	1	32	312	344	335	317
<b>Nasik—</b>						
Convent High School, Igatpuri.	1	14	154	168	166	144
Barnes Girls' High School, Deolali.	1	10	160	170	172	156
<b>Poona—</b>						
St. Mary's High School, Poona.	1	29	200	229	227	194
Convent High School, Poona ...	1	36	240	276	277	242
Anglo-Indian Home, Poona ...	1	12	135	147	151	137
St. Peter's Girls' High School, Khandala.	1	18	118	131	125	115
<b>Satara—</b>						
Kimmins High School, Panchgani.	1	13	67	80	88	75
St. Joseph's Convent High School, Panchgani.	1	28	132	160	150	140
<b>Karachi—</b>						
St. Joseph's Convent High School, Karachi.	1	12	296	308	282	286
Total ...	14	262	2,844	3,106	3,025	2,778

No. 3—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	8,240	...	...	8,240	52	...	...	...
1,69,488	300	4,026	2,67,897	53,154	2,08,927	7,09,192	84	20	1,510	629
25,075	...	...	35,472	5,730	562	66,899	266	100	...	...
14,298	...	...	19,809	...	976	35,083	121	49	166	1,248
18,845	...	...	17,747	...	5,161	36,753	120	45	179	612
10,892	...	...	10,540	...	8,507	29,939	143	52	164	564
19,434	...	...	16,264	...	1,415	31,119	98	40	...	864
7,647	...	...	6,500	...	9,896	24,048	145	46	120	782
11,789	...	...	15,070	2,454	1,027	30,340	176	69	169	...
21,101	...	...	21,411	698	12,290	55,500	244	98	168	...
11,875	...	...	18,263	...	6,339	31,477	114	43	42	780
6,699	...	...	4,286	...	4,696	15,681	104	44	169	...
11,563	...	...	13,455	...	5,927	30,945	248	93	193	...
10,152	...	...	14,620	...	5,645	30,417	366	122	192	...
12,880	...	...	11,000	...	13,178	37,058	247	86	90	...
14,065	...	...	18,619	...	7,522	40,206	149	50	103	2,376
1,35,315	...	...	2,18,056	8,832	83,141	4,95,394	164	61	1,755	7,176

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>HIGH SCHOOLS—concl'd.</b>						
<b>ENGLISH-TEACHING SCHOOLS.</b>						
<i>Aided.</i>						
<b>Bombay—</b>						
Queen Mary's High School, Girgaum.	1	35	332	267	282	320
St. Teresa's High School, Girgaum.	1	105	871	979	984	882
St. Agnes' High School, Clare Road, Byculla.	1	52	393	445	402	490
Convent High School, Lower Mahim, Dadar.	1	39	339	378	396	350
<b>Bombay Suburban—</b>						
St. Joseph's Convent High School, Bandra.	1	68	675	743	704	654
Mt. Mary's Convent High School, Bandra.	1	27	210	237	237	214
St. Teresa's Convent High School, Santa Cruz.	1	22	501	523	515	485
<b>Belgaum—</b>						
St. Joseph's Convent High School, Belgaum.	1	21	271	292	279	* 256
<b>Dharwar—</b>						
Convent High School, Hubli ...	1	23	192	215	216	179
<b>Karachi—</b>						
St. Joseph's Convent High School, Karachi.	1	54	353	407	405	364
Total ...	10	446	4,040	4,486	4,420	4,035
Grand Total of all High Schools for Girls.	60	4,231	11,627	15,858	15,768	14,018
<b>MIDDLE SCHOOLS.</b>						
<b>ANGLO-VERNAOULAR.</b>						
<i>Government.</i>						
<b>Thana—</b>						
A.-V. Girls' School, Thana ...	1	18	79	97	100	89
<b>Nasik—</b>						
A.-V. Girls' School, Nasik ...	1	12	78	90	90	82
<b>Poona—</b>						
Anglo-Urdu Girls' Middle School, Poona.	1	7	33	40	43	22
<b>Ahmednagar—</b>						
A.-V. Girls' Middle School, Ahmednagar.	1	15	75	90	88	83

No. 3—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,280	...	...	36,308	...	...	49,088	174	43	...	...
11,708	...	...	49,131	...	5,633	66,472	68	12	328	...
6,480	...	...	18,905	...	2,337	28,223	70	16	...	...
6,140	...	...	14,164	480	3,842	24,626	62	16	...	...
6,300	...	...	16,510	...	2,352	25,162	36	9	...	...
5,290	...	...	8,204	...	14,898	28,392	120	22	...	...
4,200	...	...	19,245	...	8,081	31,526	61	8	...	...
4,668	...	...	8,819	...	8,716	22,203	80	17	...	168
5,957	...	150	6,628	...	7,241	19,976	92	28	119	953
3,970	...	...	15,938	...	4,737	24,640	61	10	...	...
66,993	...	150	1,94,347	480	58,337	3,20,307	72	15	347	1,121
4,21,796	300	4,176	6,80,240	62,516	3,49,805	15,18,833	96	27	3,612	8,920
11,067	...	...	991	...	...	12,058	121	111	...	...
7,323	...	...	907	...	...	8,729	97	87	...	...
6,944	...	...	54	...	...	6,998	163	161	...	...
9,839	...	...	932	...	...	10,771	122	112	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—contd.</b>						
<i>Government—conold.</i>						
Dharwar—						
A.-V. Girls' School, Dharwar...	1	21	76	97	92	86
Bijapur—						
A.-V. Girls' School, Bijapur ...	1	...	48	48	48	36
Total ...	6	73	389	462	461	398
<i>Aided.</i>						
Bombay—						
Parsi Girls' Schools Association's A.-V. Girls' School, Fort.	1	37	89	126	123	105
Vanita Vishram English School, Sandhurst Road.	1	65	125	190	195	164
N. J. Wadia School, Dadar ...	1	27	71	98	95	88
Ratnagiri—						
Mahila Vidyalaya, Ratnagiri ...	1	9	43	52	54	47
Nasik—						
Z. B. & M. M. A.-V. Girls' School, Manmad.	1	31	72	103	101	95
Seva Sadan Girls' English School, Nasik.	1	...	56	56	54	50
Poona—						
Sharada Sadan A.-V. School, Kedgaon.	1	...	29	29	29	28
Satara—						
Kanya Shala, Wai ...	1	7	59	66	66	56
Sholapur—						
A. M. Woronoco Girls' A.-V. School, Sholapur.	1	...	57	57	59	52
East Khandesh—						
A.-V. Kanya Shala, Jalgaon ...	1	...	21	21	21	19
West Khandesh—						
Women's Education Society's Kamalabai Girls' A.-V. School, Dhulia.	1	10	65	75	71	64
Ahmedabad—						
R. B. Maganbhai A.-V. Girls' School, Ahmedabad.	1	...	68	68	66	58
Surat—						
Mahila Vidyalaya Branch A.-V. School, Surat.	1	...	74	74	73	59

No. 3—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawings grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,873	...	...	1,118	...	...	5,991	65	58	...	...
5,955	...	...	446	...	2	6,403	138	124	...	...
46,500	...	...	4,448	...	2	50,950	111	101	...	...
1,713	...	...	2,686	6,618	449	11,466	98	14	68	...
1,200	...	...	8,026	...	8,303	12,528	64	6	...	...
700	...	...	3,210	500	7,033	11,442	120	7	...	...
520	...	135	611	...	2,344	3,500	65	10	...	...
1,390	...	...	...	...	3,401	4,691	46	18	...	...
...	...	900	821	...	1,149	2,270	42	...	...	...
700	...	...	62	...	1,444	2,206	76	24	...	...
150	...	100	402	...	1,187	1,789	27	2	...	...
575	...	...	311	...	1,654	2,540	43	10	...	...
100	200	150	289	...	1,329	2,068	98	5	...	...
480	200	800	1,909	...	2,082	5,421	76	6	...	...
470	...	...	490	100	1,920	2,980	45	7	...	...
240	...	...	431	...	1,460	2,181	29	3	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—contd.</b>						
<b>ANGLO-VERNAICULAR—concl'd.</b>						
<i>Aided—conold.</i>						
Karachi—						
Dhanpatmal Arya Putri Pathahala, Karachi.	1	5	39	44	49	43
Hyderabad—						
Tolaram Girls' A.-V. School, Hyderabad.	1	66	287	353	387	324
Sukkur—						
Ishwaribai Girls' A.-V. School, Shikarpur.	1	13	60	73	78	65
Reform Association's Girls' A.-V. School, Sukkur.	1	...	21	21	23	19
Tirathbai Girls' A.-V. School, Old Sukkur.	1	...	23	23	25	21
Total ...	18	270	1,254	1,524	1,568	1,357
<i>Recognised.</i>						
Karachi—						
Girls' Academy, Karachi ...	1	...	16	16	14	13
Total, A.-V. Middle Schools ...	25	343	1,659	2,002	2,043	1,767
<i>English Classes attached to Primary Schools—Municipal.</i>						
Bombay Suburban—						
English Class attached to the Municipal Girls' Primary School, Bandra.	1	...	59	59	63	47
<i>Aided.</i>						
Sholapur—						
English Class attached to the Primary Girls' School of the Poona Seva Sadan, Sholapur.	1	...	46	46	47	43
<i>Recognised.</i>						
Poona—						
English Class attached to St. Hilda's High School, Poona.	1	...	48	48	49	43
Total, English classes ...	3	...	153	153	159	133
Total, Anglo-Vernacular Middle Schools and Classes ...	28	343	1,812	2,155	2,202	1,900

No. 3—contd.

Expenditure.							Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grants.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
357	...	...	1,306	...	1,829	3,486	71	7	...	13
1,300	...	...	9,709	...	13,712	24,621	70	3	...	...
1,319	...	500	523	1,000	1,504	4,846	62	17	...	19
...	...	600	392	...	1,150	2,142	97	...	...	...
164	...	600	507	...	265	1,536	61	7	...	14
11,128	400	3,175	26,685	8,218	52,057	1,01,663	65	7	63	45
...	...	...	544	...	1,333	1,927	138	...	...	...
57,628	400	3,175	31,677	8,218	53,442	1,54,540	76	28	63	45
140	...	615	381	...	...	1,136	18	2	...	...
...	...	250	383	...	160	793	17	...	...	...
...	...	...	226	...	960	1,186	24	...	...	...
140	...	865	990	...	1,120	3,115	20	1	...	...
57,768	400	4,040	32,667	8,218	54,562	1,57,655	72	26	63	45



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
<b>MIDDLE SCHOOLS—conold.</b>						
<b>EUROPEAN SCHOOLS.</b>						
<i>Aided.</i>						
Nasik—						
G. I. P. Railway School, Manmad.	1	...	43	43	47	40
Poona—						
G. I. P. Railway School, Lonavla.	1	...	59	59	59	50
Surat—						
B. B. & O. I Railway School, Bulsar.	1	...	23	23	24	20
Dharwar—						
M. and S. N. Railway School, Hubli.	1	...	74	74	62	55
Karachi—						
European School, Kotri	...	1	...	23	17	14
Total ...	5	...	222	222	209	179
<b>ENGLISH-TEACHING SCHOOLS.</b>						
<i>Aided.</i>						
Bombay—						
St. Isabella's School, Mazgaon.	1	...	403	403	408	360
St. Joseph's School, Agripada.	1	...	253	253	235	213
St. Anthony's School, Byculla.	1	...	206	206	185	169
Victoria School, Mahim	...	1	...	250	250	218
Poona—						
Convent School, Poona	...	1	...	232	248	203
East Khandesh—						
Roman Catholic School, Bhusawal.	1	...	124	124	109	108
Ahmedabad—						
Mt. Carmel School, Ahmedabad.	1	...	218	218	207	163
Belgaum—						
Divine Providence School, Belgaum.	1	...	54	54	57	54
Dharwar—						
St. Joseph School, Dharwar	...	1	...	68	65	61
Kanara—						
M. & S. M. Railway School, Castle Rock.	1	...	43	43	45	36
St. Michael's Convent School, Karwar.	1	...	147	147	148	141
Total ...	11	...	1,998	1,998	1,957	1,726
<i>Recognised.</i>						
Dharwar—						
M. & S. M. Railway School, Gadag.	1	...	83	83	82	28
Total, English-teaching Schools.	12	...	2,031	2,031	1,989	1,754
Grand Total of all Middle Schools.	45	343	4,065	4,408	4,400	3,838

No. 3—concl'd.

Provincial Revenues.	Expenditure.						Annual cost of educating each pupil.		Other Provincial grants included in column 8.	
	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.	Fee and War grant.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,280	...	...	1,249	...	1,670	4,149	88	26	...	...
2,598	...	...	1,548	...	2,920	7,066	120	44	188	...
1,000	...	...	1,292	...	2,520	4,812	201	42	...	...
1,800	...	...	1,390	...	1,759	4,949	80	29	...	...
900	...	...	859	...	2,361	3,020	178	18	...	...
6,928	...	...	5,896	...	11,290	23,996	115	89	138	...
1,950	...	...	10,989	...	...	12,989	32	5	...	...
2,900	...	...	3,895	...	9,707	16,502	70	12	...	...
550	...	...	2,125	...	3,485	6,160	39	3	...	...
2,050	...	...	6,900	...	3,823	12,778	51	8	...	...
2,330	...	...	11,055	...	1,736	15,171	61	10	...	...
1,500	...	400	4,242	...	1,829	7,971	73	14	...	...
1,290	...	...	5,800	...	4,175	11,265	54	6	...	...
1,040	...	...	169	...	4,046	5,249	92	18	...	...
1,050	...	...	1,306	...	2,094	4,450	68	16	...	...
290	...	...	696	...	1,993	2,979	66	6	...	...
1,180	...	...	3,324	...	11,861	15,865	107	3	...	...
16,180	...	400	50,495	...	44,249	1,11,324	57	8	...	...
...	...	...	469	...	2,510	2,979	93	...	...	...
16,180	...	400	50,964	...	46,759	1,14,308	57	8	...	...
80,876	400	4,440	89,469	8,218	1,12,551	2,95,954	67	18	201	45

**SUBSIDIARY FORM**  
*Statistical Return of Primary Schools (Vernacular)*

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>BOMBAY DIVISION.</b>						
<b>Bombay City—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Local Authority—</b>						
Boys ... ..	229	1,966	41,947	49,918	42,209	94,118
Girls ... ..	119	1,087	21,488	22,570	21,890	16,511
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Municipal Local Authority—</b>						
Boys ... ..	96	57	12,495	12,552	12,090	10,049
Girls ... ..	89	279	4,851	5,180	4,894	4,089
<b>Unaided—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	319	2,028	54,442	56,465	54,299	44,161
Girls ... ..	152	1,966	26,394	27,700	26,714	20,600
<b>Total ... ..</b>	<b>471</b>	<b>3,994</b>	<b>80,776</b>	<b>84,165</b>	<b>80,953</b>	<b>64,761</b>
<b>Bombay Suburban District—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	26	87	2,194	2,281	2,909	1,898
Girls ... ..	4	46	404	450	442	928
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	13	44	1,454	1,498	1,520	1,273
Girls ... ..	2	10	208	218	224	175
<b>Local Authority—</b>						
Boys ... ..	17	...	2,924	2,924	2,123	1,527
Girls ... ..	6	...	440	440	422	307

Nos. 4 AND 5.

*for Boys and Girls for the Official Year 1933-1934.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11.	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
4,39,432	1,349	14,58,979	18,99,760	45 0	10 7
2,30,175	1,460	7,68,587	9,95,222	45 9	10 9
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
24,917	1,37,414	8,27,698	4,90,024	40 12	2 1
14,856	48,692	1,79,263	2,42,811	49 11	3 1
...	...	...	...	...	...
...	...	...	...	...	...
4,64,349	1,88,763	17,86,672	28,89,784	44 1	8 9
2,45,031	50,152	9,42,850	12,98,033	46 6	9 3
7,09,380	1,88,915	27,29,522	86,27,817	44 13	8 12
...	...	...	...	...	...
...	...	...	...	...	...
15,076	1,788	15,673	32,537	14 1	6 8
2,872	...	2,984	5,856	13 4	6 8
10,031	1,675	9,133	21,039	13 13	6 10
1,433	...	1,305	2,738	12 4	6 6
21,113	408	25,513	47,034	22 2	9 15
4,223	11	5,103	9,337	22 2	10 0

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>BOMBAY DIVISION—contd.</b>						
<b>Bombay Suburban District—contd.</b>						
Aided by—						
Government—						
Boys ... ..	1	...	107	107	101	82
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	23	...	8,306	8,306	3,161	2,748
Girls ... ..	...	...	...	...	...	...
Municipal Local Authority—						
Boys ... ..	8	...	1,166	1,166	1,126	996
Girls ... ..	...	...	...	...	...	...
Unaided—						
Boys ... ..	6	...	519	519	498	415
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	94	131	11,070	11,201	10,898	8,874
Girls ... ..	12	56	1,052	1,108	1,088	810
Total ... ..	106	187	12,122	12,309	11,926	9,684
<b>Thans—</b>						
Government—						
Boys ... ..	2	41	116	157	146	125
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	457	1,624	26,858	28,482	25,481	19,545
Girls ... ..	27	110	2,015	2,125	1,913	1,446
Municipal—						
Non-Local Authority—						
Boys ... ..	15	257	1,918	2,175	2,070	1,592
Girls ... ..	4	81	433	519	506	369
Local Authority—						
Boys ... ..	19	209	2,985	3,194	2,984	2,358
Girls ... ..	5	88	1,197	1,285	1,241	1,044
Aided by—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	26	35	1,145	1,180	1,060	842
Girls ... ..	1	4	21	25	23	20
Municipal Local Authority—						
Boys ... ..	2	6	135	141	138	118
Girls ... ..	1	...	160	160	153	120
Unaided—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	521	2,172	33,157	35,329	31,879	24,580
Girls ... ..	38	283	3,831	4,114	3,836	2,999
Total ... ..	559	2,455	36,988	39,443	35,715	27,579

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
2,119	...	...	2,119	21 0	21 0
...	...	...	...	...	...
13,186	24,764	50,067	88,017	27 14	4 3
...	...	...	...	...	...
8,480	...	16,545	20,025	17 13	3 1
...	...	...	...	...	...
...	2,849	13,853	16,702	93 9	...
...	...	...	...	...	...
65,005	31,684	1,30,784	2,27,473	21 0	6 0
8,528	11	9,392	17,931	16 8	7 13
78,538	31,695	1,40,176	2,45,404	20 9	6 3
7,576	...	...	7,576	51 14	51 14
...	...	...	...	...	...
2,39,981	...	1,25,715	3,64,596	14 5	9 6
18,858	...	9,924	28,782	15 1	9 14
19,478	...	10,575	30,053	14 8	9 7
4,750	...	2,590	7,330	14 8	9 6
20,111	147	27,930	48,188	16 2	6 12
8,502	32	11,830	20,364	16 7	6 14
...	...	...	...	...	...
...	...	...	...	...	...
2,443	1,406	12,903	16,752	15 13	2 5
46	...	538	594	25 6	2 0
180	522	1,781	2,483	18 0	1 5
510	...	2,781	3,291	21 8	3 5
...	...	...	...	...	...
...	...	...	...	...	...
2,88,669	2,075	1,78,904	4,69,648	14 12	9 1
32,666	32	27,653	60,351	15 12	8 8
3,21,335	2,107	2,06,557	5,29,999	14 13	9 0

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>BOMBAY DIVISION—contd.</b>						
<b>Kolaba—</b>						
<b>Government—</b>						
Boys	1	42	...	42	40	36
Girls	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys	858	1,565	16,181	17,746	16,629	19,155
Girls	13	74	809	888	837	646
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys	16	562	2,626	3,188	3,120	2,997
Girls	6	196	1,094	1,290	1,220	826
<b>Local Authority—</b>						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
<b>Aided by—</b>						
<b>Government—</b>						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys	15	4	651	655	647	554
Girls	8	91	289	270	268	194
<b>Municipal Local Authority—</b>						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
<b>Unaided—</b>						
Boys	1	...	35	35	40	22
Girls	...	...	...	...	...	...
<b>Total—</b>						
Boys	991	2,173	19,493	21,666	20,470	16,164
Girls	22	801	2,142	2,448	2,525	1,666
<b>Total</b>	<b>413</b>	<b>2,474</b>	<b>21,595</b>	<b>24,109</b>	<b>22,795</b>	<b>17,890</b>
<b>Natnagiri—</b>						
<b>Government—</b>						
Boys	2	42	135	177	165	144
Girls	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys	557	2,466	84,976	87,442	95,897	28,981
Girls	81	42	1,782	1,824	1,735	1,384
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys	17	567	2,392	2,959	2,886	2,280
Girls	5	58	882	940	947	716
<b>Local Authority—</b>						
Boys	10	261	1,354	1,615	1,608	1,278
Girls	8	78	488	511	503	340

## NOS. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
5,007	...	...	5,007	125 3	125 3
...	...	...	...	...	...
1,85,904	12,021	41,747	2,39,672	14 7	11 3
9,295	...	2,087	11,382	13 10	11 2
94,585	2,596	8,417	45,598	14 10	11 1
13,634	...	3,368	17,202	14 2	11 5
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
1,829	247	3,717	5,293	6 3	2 1
1,949	...	4,055	5,404	20 3	5 1
...	...	...	...	...	...
...	...	...	...	...	...
...	...	662	662	16 9	...
...	...	...	...	...	...
2,26,825	14,864	54,543	2,96,232	14 8	11 1
24,478	...	9,510	33,988	14 10	10 8
2,51,303	14,864	64,053	3,30,220	14 8	11 0
7,121	...	...	7,121	43 3	4 3
...	...	...	...	...	...
3,49,149	31,522	45,927	4,25,598	11 14	9 11
16,578	...	2,189	18,767	10 13	9 9
27,105	3,754	4,953	35,812	12 7	9 6
9,035	...	1,651	10,686	11 5	9 9
10,180	2,758	11,273	24,211	15 1	6 5
3,214	...	3,524	6,738	13 6	6 6



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>BOMBAY DIVISION—contd.</b>						
<b>Ratnagiri—concl'd.</b>						
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	102	21	4,723	4,744	4,637	3,962
Girls	...	...	...	...	...	...
Municipal Local Authority—						
Boys	1	...	44	44	41	34
Girls	...	...	...	...	...	...
Unaided—						
Boys	28	...	1,040	1,040	972	790
Girls	2	...	53	53	44	31
Total—						
Boys	717	3,357	44,664	48,021	46,206	36,869
Girls	41	173	3,155	3,328	3,229	2,421
Total	758	3,530	47,819	51,349	49,435	39,290
<b>Nasik—</b>						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	433	2,534	27,196	29,730	27,866	21,373
Girls	19	43	1,272	1,315	1,221	974
Municipal—						
Non-Local Authority—						
Boys	21	528	3,521	4,049	3,901	3,164
Girls	11	76	1,280	1,356	1,189	1,028
Local Authority—						
Boys	21	823	4,983	5,806	5,751	4,565
Girls	8	171	1,812	1,983	1,882	1,512
Aided by—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
District Local Board—						
Boys	22	86	1,181	1,267	1,169	1,066
Girls	4	27	409	436	420	352
Municipal Local Authority—						
Boys	3	31	334	365	404	308
Girls	3	12	356	368	331	278
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	500	4,002	37,215	41,217	38,591	30,496
Girls	45	329	5,129	5,458	5,038	4,144
Total	545	4,331	42,344	46,675	43,629	34,640

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
10,582	5,415	18,598	94,595	7 7	2 5
...	...	...	...	...	...
150	...	516	666	16 4	3 11
...	...	...	...	...	...
...	1,148	8,159	9,307	9 9	...
...	...	660	660	15 0	...
4,08,287	44,597	89,426	5,37,310	11 10	8 12
28,827	...	8,024	86,851	11 7	8 15
4,82,114	44,597	97,450	5,74,161	11 10	8 12
...	...	...	...	...	...
...	...	...	...	...	...
2,84,984	6,324	40,427	3,31,685	12 2	10 7
12,952	...	1,838	14,790	12 2	10 10
40,314	1,499	5,913	47,726	12 4	10 5
12,093	...	1,773	13,866	11 11	10 3
88,973	2,243	53,264	89,480	15 9	5 15
11,171	2	17,491	28,664	15 4	5 15
...	...	...	...	...	...
...	...	...	...	...	...
904	364	7,624	8,892	7 10	0 12
1,556	...	2,395	3,951	9 7	3 11
70	...	5,433	5,503	13 10	0 3
440	...	5,760	6,190	16 4	1 2
...	...	...	...	...	...
...	...	...	...	...	...
3,60,195	10,480	1,12,661	4,83,286	12 8	9 5
98,212	2	29,247	67,461	13 4	7 8
3,98,407	10,482	1,41,908	5,60,747	12 10	9 2

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>BOMBAY DIVISION—concl'd.</b>						
<i>Abstract, Bombay Division—</i>						
<b>Government—</b>						
Boys ... ..	5	125	251	376	351	305
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	1,831	8,276	107,405	115,681	107,676	84,287
Girls ... ..	94	315	6,282	6,597	6,148	4,728
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	82	1,959	11,911	13,869	13,497	10,726
Girls ... ..	28	421	3,902	4,323	4,086	3,114
<b>Local Authority—</b>						
Boys ... ..	290	3,259	53,593	56,852	54,675	43,846
Girls ... ..	141	1,419	25,370	26,789	25,878	19,714
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	1	...	107	107	101	82
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	188	146	11,006	11,152	10,674	9,172
Girls ... ..	8	62	669	731	711	566
<b>Municipal Local Authority—</b>						
Boys ... ..	110	94	14,174	14,268	13,789	11,499
Girls ... ..	37	291	5,367	5,658	5,418	4,487
<b>Unaided—</b>						
Boys ... ..	35	...	1,594	1,594	1,510	1,227
Girls ... ..	2	...	58	58	44	31
<b>Total—</b>						
Boys ... ..	2,542	13,858	200,041	213,890	202,223	161,144
Girls ... ..	310	2,508	41,643	44,151	42,285	32,640
<b>Total ...</b>	<b>2,852</b>	<b>16,366</b>	<b>241,684</b>	<b>258,040</b>	<b>244,508</b>	<b>193,784</b>
<b>CENTRAL DIVISION.</b>						
<b>Poona—</b>						
<b>Government—</b>						
Boys ... ..	5	165	659	824	797	597
Girls ... ..	3	60	307	367	410	303
<b>District Local Board—</b>						
Boys ... ..	584	2,771	29,992	32,763	31,403	28,544
Girls ... ..	36	113	1,968	2,081	2,030	1,480

Nos. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
19,704	...	...	19,704	56 2	56 2
...	...	...	...	...	...
10,72,944	51,655	2,69,489	13,94,088	12 15	9 15
60,555	...	19,022	79,577	12 15	9 14
1,31,513	9,724	38,991	1,80,228	13 6	9 12
41,145	...	10,677	51,822	12 11	10 1
5,24,809	6,905	15,76,959	21,08,673	39 9	9 10
2,57,285	1,505	8,01,535	10,60,325	41 0	9 15
2,119	...	...	2,119	21 0	21 0
...	...	...	...	...	...
28,444	32,196	92,909	1,58,549	14 6	2 11
2,951	...	6,988	9,939	14 0	4 2
28,797	1,37,936	3,51,968	5,18,701	37 12	2 2
15,806	48,692	1,87,794	2,52,292	46 9	2 15
...	3,997	22,674	26,671	17 11	...
...	...	660	660	15 0	...
18,08,330	2,42,413	23,52,990	44,03,733	21 12	8 15
8,77,742	50,197	10,26,676	14,54,615	34 6	8 15
21,86,072	2,92,610	39,79,666	58,58,348	23 15	8 15
20,732	576	...	21,308	26 12	26 0
16,199	...	...	16,199	39 8	39 8
4,15,632	14,114	29,328	4,59,074	14 10	18 4
29,238	...	2,031	31,269	15 6	14 6



Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
24,058	2,093	11,460	37,551	15 6	9 14
10,192	...	5,096	15,288	15 6	10 4
56,929	4,817	1,09,408	1,70,554	19 13	6 9
37,268	...	75,264	1,12,532	19 10	6 8
...	...	...	...	...	...
5,778	3,320	6,998	16,096	27 3	9 12
9,422	1,084	18,881	29,387	12 12	4 1
1,693	...	5,540	7,233	23 11	5 9
98,174	26,586	77,705	1,42,465	20 4	5 7
10,642	6,876	28,313	45,831	22 3	5 2
...	141	2,253	2,394	7 5	...
..	34	1,591	1,925	23 12	...
5,04,947	49,351	2,49,095	8,62,793	16 5	10 11
1,11,010	10,230	1,25,193	2,46,373	20 3	9 2
6,75,357	59,581	3,74,168	11,09,106	17 1	10 6
...	...	...	...	...	...
...	...	...	...	...	...
5,08,885	11,100	2,97,846	8,12,831	15 6	9 8
36,750	...	11,310	48,060	14 14	11 6
66,289	3,036	82,766	1,02,091	15 10	10 2
18,960	...	7,115	26,075	14 6	10 7
12,900	1,685	14,065	28,650	14 3	6 6
4,129	...	4,543	8,672	14 1	6 11
...	...	...	...	...	...
...	...	...	...	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>CENTRAL DIVISION—contd.</b>						
<b>Satara—concl'd.</b>						
<b>District Local Board—</b>						
Boys ... ..	32	54	1,182	1,236	1,213	1,032
Girls ... ..	6	12	238	250	241	206
<b>Municipal Local Authority—</b>						
Boys ... ..	3	...	445	445	393	307
Girls ... ..	...	...	...	...	...	...
<b>Unaided—</b>						
Boys ... ..	5	...	181	181	115	93
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	934	7,636	55,666	66,302	63,173	49,838
Girls ... ..	93	349	6,103	6,452	5,902	4,518
<b>Total ...</b>	<b>1,027</b>	<b>7,985</b>	<b>64,769</b>	<b>72,754</b>	<b>69,075</b>	<b>54,356</b>
<b>Sholapur—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	434	2,436	24,119	26,555	25,449	18,902
Girls ... ..	21	32	1,300	1,232	1,150	870
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	8	145	704	849	870	676
Girls ... ..	3	11	265	276	257	205
<b>Local Authority—</b>						
Boys ... ..	46	1,262	9,227	10,489	10,292	7,748
Girls ... ..	19	206	2,803	3,009	2,974	2,229
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	2	4	316	320	312	290
Girls ... ..	2	37	844	881	875	746
<b>District Local Board—</b>						
Boys ... ..	15	...	669	669	596	518
Girls ... ..	...	...	...	...	...	...
<b>Municipal Local Authority—</b>						
Boys ... ..	21	31	2,706	2,737	2,612	2,314
Girls ... ..	7	46	726	772	737	622

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
3,815	919	14,097	18,771	15 8	3 2
674	...	2,686	3,360	13 15	2 13
1,100	...	2,526	3,626	9 4	2 13
...	...	...	...	...	...
...	...	924	924	8 1	...
...	...	...	...	...	...
5,87,989	16,740	3,62,164	9,66,893	15 5	9 5
60,513	...	25,654	86,167	14 10	10 4
6,48,502	16,740	3,87,818	10,53,060	15 4	9 5
...	...	...	...	...	...
...	...	...	...	...	...
2,49,854	10,339	64,865	3,25,058	12 12	9 13
10,770	...	3,620	14,390	12 8	9 6
6,066	703	4,273	11,047	12 11	7 0
1,799	...	1,083	2,882	11 3	7 0
71,471	459	91,354	1,63,284	15 14	6 15
21,589	...	25,665	47,204	15 14	7 4
4,830	...	...	4,830	15 8	15 8
10,218	1,080	98	11,391	13 0	11 11
944	434	4,597	5,975	10 0	1 9
...	...	...	...	...	...
7,984	7,598	4,890	20,362	7 13	3 1
2,280	20	13,044	15,344	20 13	3 1



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>CENTRAL DIVISION—contd.</b>						
<b>Sholapur—concl'd.</b>						
<b>Unaided—</b>						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
<b>Total—</b>						
Boys	...	528	3,878	37,741	41,619	40,181
Girls	...	52	392	5,838	6,170	5,998
<b>Total</b>	...	578	4,210	43,579	47,789	46,124
<b>Ahmednagar—</b>						
<b>Government—</b>						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys	...	588	4,028	29,094	33,117	31,902
Girls	...	46	151	2,639	2,790	2,685
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys	...	3	155	767	922	952
Girls	...	1	29	216	245	260
<b>Local Authority—</b>						
Boys	...	16	647	3,938	4,635	4,448
Girls	...	8	104	1,227	1,331	1,313
<b>Aided by—</b>						
<b>Government—</b>						
Boys	...	1	34	141	175	178
Girls	...	1	46	92	140	140
<b>District Local Board—</b>						
Boys	...	84	280	3,097	3,377	3,192
Girls	...	7	59	257	316	385
<b>Municipal Local Authority—</b>						
Boys	...	4	4	280	284	302
Girls	...	3	...	279	279	282
<b>Unaided—</b>						
Boys	...	23	5	524	529	479
Girls	...	3	...	71	71	65
<b>Total—</b>						
Boys	...	719	5,148	37,891	43,039	41,453
Girls	...	59	891	4,781	5,172	5,080
<b>Total</b>	...	788	5,539	42,672	48,211	46,533

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,41,099	19,478	1,69,979	5,30,556	13 8	8 8
46,606	1,100	43,505	91,211	15 4	7 12
3,87,705	20,578	2,18,484	6,21,767	13 8	8 6
...	...	...	...	...	...
...	...	...	...	...	...
3,70,168	2,185	1,02,965	4,75,313	14 14	11 9
30,640	...	7,272	37,912	14 2	11 7
7,065	...	12,018	19,083	20 1	7 7
1,898	...	1,871	3,769	14 8	7 5
30,099	3,636	35,236	68,971	15 8	6 12
9,696	...	11,272	20,968	16 0	7 6
2,003	...	1,456	3,459	19 7	11 4
1,584	...	5,179	6,763	48 5	11 5
16,414	50	39,474	55,938	17 8	5 2
3,044	...	8,687	11,731	35 1	9 1
3,222	...	3,710	6,932	22 15	10 11
2,385	...	1,873	3,758	13 5	8 7
...	...	6,969	6,969	14 9	...
...	...	882	882	13 9	...
4,28,966	5,871	2,01,828	6,36,665	15 6	10 6
49,247	...	96,536	85,783	16 14	9 11
4,78,213	5,871	2,38,364	7,22,448	15 9	10 4

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION— <i>contd.</i>						
East Khandesh—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	651	5,595	44,919	50,508	49,468	40,056
Girls ... ..	89	87	2,384	2,471	2,385	1,807
Municipal—						
Non-Local Authority—						
Boys ... ..	40	1,807	8,850	10,657	10,726	8,393
Girls ... ..	18	85	2,059	2,144	1,962	1,407
Local Authority—						
Boys ... ..	17	868	3,842	4,710	4,656	3,827
Girls ... ..	6	120	1,138	1,258	1,227	932
Aided by—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	6	3	405	408	365	277
Girls ... ..	...	...	...	...	...	...
Municipal Local Authority—						
Boys ... ..	1	...	220	220	200	145
Girls ... ..	2	11	103	114	111	72
Unaided—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	715	8,273	58,230	66,503	65,415	52,696
Girls ... ..	65	303	5,634	5,987	5,685	4,218
Total ... ..	780	8,576	63,914	72,490	71,100	56,916

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
5,51,091	22,414	77,825	6,51,330	18 8	11 2
26,976	...	2,496	28,812	12 1	11 1
62,032	6,018	64,022	1,32,072	12 5	5 13
14,766	...	10,642	25,408	12 15	7 8
28,413	941	45,223	74,577	16 0	6 2
8,834	...	12,525	21,359	17 7	7 8
...	...	...	...	...	...
...	...	...	...	...	...
1,106	...	3,338	4,444	12 3	3 0
...	...	...	...	...	...
100	...	598	698	8 8	0 8
99	...	1,237	1,336	12 1	0 14
...	...	...	...	...	...
...	...	...	...	...	...
6,42,742	29,373	1,91,006	8,63,121	18 3	9 18
50,075	...	26,840	76,915	18 8	8 18
6,92,817	29,373	2,17,846	9,40,036	18 4	9 12

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>CENTRAL DIVISION—contd.</b>						
<b>West Khandesh—</b>						
<b>Government—</b>						
Boys ... ..	1	67	199	266	267	240
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	349	2,897	25,514	28,411	27,744	20,834
Girls ... ..	16	31	953	984	912	662
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	11	556	2,752	3,308	3,249	2,522
Girls ... ..	9	41	910	951	928	656
<b>Local Authority—</b>						
Boys ... ..	21	1,174	4,183	5,357	5,181	4,015
Girls ... ..	18	243	2,089	2,332	2,214	1,646
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	19	29	627	656	653	503
Girls ... ..	3	3	86	89	89	76
<b>Municipal Local Authority—</b>						
Boys ... ..	1	36	50	86	92	83
Girls ... ..	1	12	37	49	46	42
<b>Unaided—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	402	4,769	33,325	38,084	37,136	28,196
Girls ... ..	42	380	4,075	4,405	4,219	3,082
<b>Total ...</b>	<b>444</b>	<b>5,089</b>	<b>37,400</b>	<b>42,489</b>	<b>41,355</b>	<b>31,278</b>

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
6,265	...	...	6,265	23 7	23 7
...	...	...	...	...	...
2,54,696	2,964	75,076	3,32,736	12 0	9 3
9,420	...	2,166	11,586	12 5	10 0
25,992	704	17,718	44,414	13 11	8 0
7,506	...	5,180	12,686	13 11	8 1
30,250	658	96,765	67,673	13 3	5 14
14,615	...	19,679	34,294	15 8	6 10
...	...	...	...	...	...
...	...	...	...	...	...
2,172	...	6,509	8,681	13 5	3 5
192	...	1,168	1,360	15 4	2 3
200	...	200	400	4 6	2 3
80	...	80	160	3 8	1 12
...	...	...	...	...	...
...	...	...	...	...	...
3,19,575	4,326	1,36,268	4,60,169	12 6	8 10
31,813	...	29,273	60,086	14 4	7 9
3,51,388	4,326	1,64,541	5,20,255	12 9	8 8

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>CENTRAL DIVISION—concl'd.</b>						
<i>Abstract, Central Division—</i>						
<b>Government—</b>						
Boys ...	6	232	858	1,090	1,064	837
Girls ...	3	60	307	367	410	308
<b>District Local Board—</b>						
Boys ...	3,452	23,684	208,353	226,987	218,852	170,295
Girls ...	227	508	12,616	13,124	12,422	9,349
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ...	111	4,542	20,584	25,126	24,781	19,520
Girls ...	54	395	6,260	6,655	6,213	4,691
<b>Local Authority—</b>						
Boys ...	161	5,157	30,985	36,092	35,147	26,672
Girls ...	79	1,195	13,312	14,507	14,076	10,335
<b>Aided by—</b>						
<b>Government</b>						
Boys ...	3	38	457	495	490	450
Girls ...	6	269	1,337	1,606	1,607	1,338
<b>District Local Board</b>						
Boys ...	203	468	8,138	8,656	8,328	6,848
Girls ...	22	74	881	955	970	811
<b>Municipal Local Authority</b>						
Boys ...	75	195	10,971	11,166	10,840	8,621
Girls ...	30	162	3,006	3,168	3,241	2,454
<b>Unaided—</b>						
Boys ...	43	8	1,037	1,045	922	707
Girls ...	4	...	157	157	146	106
<b>Total—</b>						
Boys ...	4,054	34,274	276,883	310,657	300,219	233,950
Girls ...	425	2,663	37,876	40,539	39,085	29,332
Total ...	4,479	36,937	314,259	351,196	339,304	263,342
<b>NORTHERN DIVISION.</b>						
<b>Ahmedabad—</b>						
<b>Government—</b>						
Boys ...	5	77	529	606	585	479
Girls ...	1	56	210	266	264	223
<b>District Local Board—</b>						
Boys ...	303	2,762	18,416	21,178	20,554	16,321
Girls ...	48	388	2,707	3,095	3,126	2,337

## Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
26,997	576	...	27,573	25 15	25 6
16,199	...	...	16,199	39 8	39 8
23,45,321	63,116	6,47,905	30,56,342	18 15	10 11
1,48,194	...	28,835	1,72,029	13 14	11 8
1,91,502	12,499	1,42,257	3,46,258	14 0	7 12
55,121	...	30,987	86,108	13 14	8 14
2,29,462	12,196	3,32,051	5,73,709	16 5	6 8
96,081	...	1,48,948	2,45,029	17 7	6 13
6,833	...	1,456	8,289	16 15	13 15
17,580	4,400	12,270	34,250	21 5	10 15
33,873	2,487	86,836	1,23,196	14 13	4 1
5,603	...	18,081	23,684	24 7	5 12
50,730	34,124	89,629	1,74,483	16 6	4 12
15,486	6,896	44,047	66,429	20 8	4 12
...	141	10,146	10,287	11 3	...
...	34	2,773	2,807	19 4	...
28,84,718	1,25,139	13,10,280	43,20,137	14 6	9 10
3,49,264	11,330	2,85,941	6,46,535	16 9	8 15
32,33,982	1,36,469	15,96,221	49,66,672	14 10	9 8
13,265	630	6	13,901	23 12	22 10
6,583	...	...	6,583	24 10	24 10
2,84,795	14,799	41,942	3,41,536	16 10	13 14
47,105	...	...	47,105	15 1	15 1



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>NORTHERN DIVISION—contd.</b>						
<b>Ahmedabad—contd.</b>						
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	14	571	9,051	3,622	3,596	2,895
Girls ... ..	7	189	1,179	1,318	1,271	969
<b>Local Authority—</b>						
Boys ... ..	83	1,576	16,297	17,872	17,291	13,228
Girls ... ..	39	787	7,405	8,192	7,802	5,454
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	46	217	1,928	2,145	2,034	1,711
Girls ... ..	10	4	600	604	539	388
<b>District Local Board—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Municipal Local Authority—</b>						
Boys ... ..	7	15	924	939	625	549
Girls ... ..	11	283	1,786	2,069	2,074	1,556
<b>Unaided—</b>						
Boys ... ..	2	...	259	259	240	198
Girls ... ..	1	77	251	328	304	227
<b>Total—</b>						
Boys ... ..	460	5,217	41,404	46,621	44,975	35,381
Girls ... ..	117	1,734	14,188	15,872	15,980	11,154
<b>Total ...</b>	<b>577</b>	<b>6,951</b>	<b>55,542</b>	<b>62,493</b>	<b>60,355</b>	<b>46,535</b>
<b>Kaira—</b>						
<b>Government—</b>						
Boys ... ..	1	...	39	39	37	29
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	320	5,032	23,677	28,710	27,695	21,960
Girls ... ..	53	704	4,414	5,118	4,712	3,586
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	26	822	3,945	4,767	4,602	3,797
Girls ... ..	10	265	2,059	2,324	2,239	1,761
<b>Local Authority—</b>						
Boys ... ..	9	320	1,980	2,300	2,204	1,945
Girls ... ..	6	99	1,267	1,366	1,333	1,080

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
22,982	2,327	23,509	48,818	13 9	6 6
6,914	1	9,081	15,996	12 9	5 7
8,880	1,188	3,92,180	4,02,248	23 4	0 8
4,200	...	1,88,039	1,92,239	24 10	0 8
8,008	264	21,591	29,858	14 5	3 13
1,318	1,396	5,092	7,808	14 7	2 7
...	...	...	...	...	...
6,200	...	10,350	16,550	26 7	9 14
13,662	...	22,811	36,473	17 9	6 9
...	...	3,179	3,179	13 3	...
...	...	9,031	9,031	29 11	...
3,44,125	19,208	4,92,757	8,56,090	19 0	7 10
79,782	1,399	2,34,054	3,15,235	20 7	5 2
4,23,907	20,607	7,26,811	11,71,325	19 6	6 1
972	...	...	972	26 4	26 4
...	...	...	...	...	...
4,15,488	19,299	27,053	4,61,840	16 10	15 0
59,479	...	6,191	65,670	13 14	12 9
8,719	3,951	53,101	65,771	14 4	1 14
3,215	...	24,062	27,277	11 14	1 6
13,359	1,751	17,812	32,922	14 15	6 0
8,896	...	14,681	23,577	17 10	6 10

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>NORTHERN DIVISION—contd.</b>						
<b>Kaira—concl'd.</b>						
Aided by—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	1	94	67	161	165	142
District Local Board—						
Boys ... ..	209	831	7504	7,835	7,048	5,947
Girls ... ..	18	164	1188	1,352	1,254	1,068
Municipal Local Authority—						
Boys ... ..	7	41	443	484	489	388
Girls ... ..	...	...	...	...	...	...
Unaided—						
Boys ... ..	11	2	330	332	292	219
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	583	6,549	37,918	44,467	42,367	34,285
Girls ... ..	88	1,326	8,995	10,321	9,753	7,632
Total ... ..	671	7,875	46,913	54,788	52,120	41,917
<b>Panch Mahals—</b>						
Government—						
Boys ... ..	1	4	77	81	78	64
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	155	1,402	8,370	9,672	9,258	6,797
Girls ... ..	19	159	1,225	1,384	1,340	938
Municipal—						
Non-Local Authority—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Local Authority—						
Boys ... ..	11	377	2,198	2,575	2,542	2,070
Girls ... ..	6	121	1,216	1,337	1,342	987
Aided by—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	1	81	146	227	223	209
District Local Board—						
Boys ... ..	15	30	657	687	638	465
Girls ... ..	1	...	29	29	31	17
Municipal Local Authority—						
Boys ... ..	20	...	1,978	1,978	1,929	1,471
Girls ... ..	11	...	889	889	841	774

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
1,475	...	2,961	4,436	26 14	8 15
18,426	1,067	57,354	76,847	10 1	2 9
5,861	108	9,654	15,623	12 7	4 10
2,079	140	6,139	8,358	17 1	4 4
...	...	...	...	...	...
...	...	2,073	2,073	7 1	...
...	...	...	...	...	...
4,59,043	26,208	1,63,532	6,48,783	15 5	10 18
78,926	108	57,549	1,36,583	14 0	8 1
5,37,969	26,316	2,21,081	7,85,366	16 1	10 4
1,381	...	...	1,381	17 11	17 11
...	...	...	...	...	...
1,28,170	3,228	10,082	1,41,480	15 5	13 13
21,931	...	...	21,931	16 6	16 6
...	...	...	...	...	...
...	...	...	...	...	...
16,630	112	19,508	35,250	13 14	6 2
7,698	...	10,877	18,575	13 13	5 12
...	...	...	...	...	...
2,241	...	5,122	7,363	93 0	10 1
2,275	...	7,631	9,906	15 8	3 9
...	...	161	161	5 3	...
3,834	226	8,753	12,813	6 11	2 0
1,527	...	3,401	4,928	5 14	1 13

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>NORTHERN DIVISION—contd.</b>						
<b>Panch Mahals—concl.</b>						
<b>Unaided—</b>						
Boys ... ..	3	...	189	189	189	196
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	205	1,813	19,969	15,182	14,694	11,008
Girls ... ..	88	361	3,505	3,866	3,777	2,925
<b>Total ...</b>	<b>243</b>	<b>2,174</b>	<b>16,974</b>	<b>19,048</b>	<b>18,411</b>	<b>18,928</b>
<b>Broach—</b>						
<b>Government—</b>						
Boys ... ..	1	...	19	19	18	15
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	241	2,586	14,044	16,630	16,406	12,054
Girls ... ..	31	293	1,725	1,958	1,905	1,454
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	11	238	1,456	1,694	1,677	1,371
Girls ... ..	4	48	604	647	649	508
<b>Local Authority—</b>						
Boys ... ..	13	294	2,977	3,271	3,260	2,443
Girls ... ..	9	169	1,247	1,416	1,398	1,024
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	1	78	55	133	123	107
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	11	...	268	268	268	218
Girls ... ..	5	24	273	297	288	235
<b>Municipal Local Authority—</b>						
Boys ... ..	6	8	956	964	973	989
Girls ... ..	2	...	158	158	156	136
<b>Unaided—</b>						
Boys ... ..	2	...	84	84	83	67
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	286	3,204	19,259	22,463	22,228	16,563
Girls ... ..	51	469	4,007	4,476	4,390	3,352
<b>Total ...</b>	<b>337</b>	<b>3,673</b>	<b>23,266</b>	<b>26,939</b>	<b>26,618</b>	<b>19,915</b>

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government-
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	325	1,089	1,414	7 8	...
...	...	...	...	...	...
1,51,290	9,891	47,069	2,02,244	19 3	10 5
33,397	...	19,561	52,958	14 0	8 13
1,84,687	3,891	66,624	2,55,202	19 14	10 1
498	...	...	498	27 10	27 10
...	...	...	...	...	...
2,06,154	4,964	37,464	2,48,582	15 2	12 9
24,300	...	6,195	30,495	16 0	18 0
16,391	...	8,196	24,587	14 10	9 12
5,454	...	2,731	8,185	12 11	8 7
32,219	666	20,383	53,268	16 7	9 14
9,274	...	27,730	37,004	26 8	6 10
800	...	2,578	3,178	25 13	6 7
...	...	...	...	...	...
567	361	3,776	4,704	16 5	1 15
705	...	2,558	3,263	11 5	2 7
3,165	...	6,984	10,149	27 8	8 7
871	207	2,275	3,353	21 7	5 9
...	...	3,793	3,793	45 11	...
...	...	...	...	...	...
2,59,794	5,991	82,974	3,48,759	15 11	11 11
40,604	207	41,489	82,300	18 11	9 3
3,00,398	6,198	1,24,463	4,31,059	16 8	11 4

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>NORTHERN DIVISION—contd.</b>						
<b>Surat—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	380	4,785	32,660	37,445	35,900	27,250
Girls ... ..	50	646	3,936	4,582	4,556	3,126
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Local Authority—</b>						
Boys ... ..	47	998	10,970	11,968	10,721	8,687
Girls ... ..	28	299	4,397	4,696	4,853	3,078
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	27	82	1,214	1,296	1,226	944
Girls ... ..	8	84	354	438	454	354
<b>Municipal Local Authority—</b>						
Boys ... ..	9	3	1,094	1,097	1,060	904
Girls ... ..	13	69	1,655	1,724	1,663	1,336
<b>Unaided—</b>						
Boys ... ..	8	50	740	790	691	624
Girls ... ..	2	...	279	279	212	157
<b>Total—</b>						
Boys ... ..	471	5,918	46,078	51,996	49,598	38,400
Girls ... ..	96	1,098	10,621	11,719	11,288	8,046
<b>Total ...</b>	<b>567</b>	<b>7,016</b>	<b>56,699</b>	<b>63,715</b>	<b>60,886</b>	<b>46,446</b>
<b>Abstract—Northern Division</b>						
<b>Government—</b>						
Boys ... ..	8	81	664	745	718	587
Girls ... ..	1	56	210	266	264	228
<b>District Local Board—</b>						
Boys ... ..	1,399	16,568	97,067	113,635	109,813	84,382
Girls ... ..	201	2,180	14,007	16,187	15,689	11,444
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	51	1,681	8,452	10,083	9,875	8,066
Girls ... ..	21	447	3,842	4,289	4,203	3,288
<b>Local Authority—</b>						
Boys ... ..	168	3,564	33,822	37,386	36,018	28,372
Girls ... ..	88	1,475	15,532	17,007	16,228	11,616

Nos. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
3,59,518	29,205	44,949	4,33,672	12 1	10 0
49,876	...	10,093	59,969	13 3	10 15
...	...	...	...	...	...
...	...	...	...	...	...
73,616	...	1,11,568	1,85,184	17 4	6 14
28,882	...	34,880	63,762	14 10	6 2
...	...	...	...	...	...
...	...	...	...	...	...
4,524	217	8,615	13,386	10 14	3 11
2,356	...	11,360	13,716	30 3	5 3
3,816	...	12,072	15,888	15 0	3 10
10,601	...	21,976	32,577	19 9	6 6
...	...	9,174	9,174	11 13	...
...	...	5,097	5,097	24 1	...
4,41,474	29,452	1,86,378	6,57,304	12 14	8 15
91,715	...	83,406	1,75,121	15 9	8 3
5,33,189	29,452	2,69,784	8,32,425	13 11	8 12
16,116	630	6	16,752	23 5	22 7
6,583	...	...	6,583	24 15	24 15
13,94,125	71,495	1,61,490	16,27,110	14 13	12 11
2,02,691	...	22,479	2,25,170	14 6	12 15
48,092	6,278	84,806	1,39,176	14 2	4 14
15,563	1	35,874	51,453	12 4	3 15
1,43,704	3,717	5,61,451	7,08,872	19 11	4 0
58,950	...	2,76,207	3,35,157	20 10	3 10



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1931.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>NORTHERN DIVISION—concl'd.</b>						
<i>Abstract—Northern Division— concl'd.</i>						
Aided by—						
Government—						
Boys ... ..	47	295	1,983	2,278	2,207	1,818
Girls ... ..	12	179	813	992	927	739
District Local Board—						
Boys ... ..	262	443	9,643	10,086	9,200	7,574
Girls ... ..	32	272	1,844	2,116	2,027	1,669
Municipal Local Authority—						
Boys ... ..	49	67	4,795	4,862	4,476	3,601
Girls ... ..	37	352	4,468	4,840	4,734	3,802
Unaided—						
Boys ... ..	26	52	1,602	1,654	1,495	1,244
Girls ... ..	3	77	530	607	516	384
Total—						
Boys ... ..	2,005	22,701	158,023	180,729	173,802	135,641
Girls ... ..	390	4,988	41,265	46,254	44,538	33,112
Total ... ..	2,395	27,689	199,284	226,983	218,340	168,753
<b>SOUTHERN DIVISION.</b>						
Dharwar—						
Government—						
Boys ... ..	3	67	659	726	746	623
Girls ... ..	1	48	182	230	221	207
District Local Board—						
Boys ... ..	524	4,397	35,443	39,840	39,411	27,343
Girls ... ..	78	51	4,767	4,818	4,965	2,900
Municipal—						
Non-Local Authority—						
Boys ... ..	15	526	2,254	2,790	2,792	1,757
Girls ... ..	8	36	983	1,019	1,022	590
Local Authority—						
Boys ... ..	49	1,465	9,384	10,849	10,950	7,673
Girls ... ..	25	199	4,338	4,537	4,569	3,256
Aided by—						
District Local Board—						
Boys ... ..	152	41	5,554	5,595	5,986	4,652
Girls ... ..	1	...	36	36	36	35
Municipal Local Authority—						
Boys ... ..	18	136	1,566	1,702	1,651	1,388
Girls ... ..	3	28	240	268	246	186

Nos. 4 AND 5--contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
8,803	264	23,969	33,036	14 15	4 0
5,034	1,398	13,175	19,607	21 2	5 7
25,792	1,675	77,376	1,04,843	11 6	2 13
8,922	108	23,733	32,763	16 3	4 6
19,094	366	44,298	63,758	14 3	4 4
26,661	207	50,463	77,331	16 5	5 10
...	925	19,308	19,633	13 2	...
...	...	14,128	14,128	27 6	...
16,55,726	84,750	9,72,704	27,13,180	15 10	9 8
3,24,424	1,714	4,36,059	7,62,197	17 2	7 5
19,80,150	86,464	14,08,763	34,75,377	15 15	9 1
12,254	429	...	12,683	17 2	16 7
5,895	...	...	5,895	26-11	26 11
4,78,091	18,674	1,19,065	6,15,830	15 10	12 3
56,802	...	12,748	69,550	14 1	11 2
28,892	1,332	10,435	40,659	14 9	10 6
12,011	...	2,350	14,361	14 1	11 2
70,181	9	88,176	1,58,366	14 8	6 7
27,170	...	39,041	66,211	14 8	5 15
13,896	2,973	11,720	28,589	5 5	2 9
105	...	...	105	2 15	2 15
3,188	1,144	14,716	19,048	11 9	1 15
402	...	2,200	2,602	10 9	1 11

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>SOUTHERN DIVISION—contd.</b>						
<b>Dharwar—concl'd.</b>						
Unaided—						
Boys ... ..	27	60	1,587	1,647	1,563	1,328
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	798	6,702	56,447	68,149	62,519	44,964
Girls ... ..	116	362	10,546	10,908	11,059	7,174
Total ... ..	904	7,064	66,993	74,057	73,578	52,138
<b>Belgaum—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	1	...	79	79	69	59
<b>District Local Board—</b>						
Boys ... ..	584	5,367	34,257	39,644	39,440	27,170
Girls ... ..	59	105	3,532	3,637	3,651	2,216
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	27	1,177	5,483	6,660	6,560	4,711
Girls ... ..	14	113	2,059	2,172	2,095	1,483
<b>Local Authority—</b>						
Boys ... ..	8	174	1,398	1,573	1,493	1,138
Girls ... ..	3	16	203	219	233	165
<b>Aided by—</b>						
<b>District Local Board—</b>						
Boys ... ..	92	175	1,789	1,914	1,869	1,599
Girls ... ..	2	...	86	86	81	74
<b>Municipal Local Authority—</b>						
Boys ... ..	3	17	165	182	182	151
Girls ... ..	2	...	236	236	220	177
<b>Unaided—</b>						
Boys ... ..	13	...	373	373	367	282
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	667	6,930	48,415	50,345	49,931	25,051
Girls ... ..	81	234	6,195	6,429	6,349	4,174
Total ... ..	748	7,164	49,610	56,774	56,280	29,225

Nos. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	168	13,122	13,290	8 6	...
...	...	...	...	...	...
6,06,502	24,729	2,57,234	8,88,465	14 3	9 11
1,02,385	...	56,339	1,58,724	14 6	9 4
7,08,887	24,729	3,13,573	10,47,189	14 4	9 10
...	...	...	...	...	.....
1,498	...	...	1,498	21 11	21 11
3,91,627	419	1,77,946	5,09,992	12 15	8 7
32,014	...	16,135	48,149	13 2	8 12
63,210	696	24,301	88,207	13 7	9 10
19,119	...	9,648	28,767	13 12	9 2
9,399	7	14,669	24,075	16 2	6 5
1,227	...	1,891	3,118	13 6	5 4
6,363	3,038	10,582	19,983	10 9	9 6
330	...	1,608	1,988	23 15	4 1
60	...	1,919	1,979	10 14	0 5
...	42	2,216	2,268	10 4	...
...	...	2,721	2,721	7 7	...
...	...	...	...	...	...
4,10,659	4,160	2,32,138	6,46,957	12 15	8 4
54,168	42	31,498	65,728	13 6	8 9
4,64,847	4,202	2,63,636	7,32,685	13 0	8 4



Nos. 4 AND 5—*contd.*

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
2,365	...	...	2,365	17 15	17 15
2,696	...	...	2,696	20 9	20 9
3,40,611	10,050	11,384	3,62,045	16 1	15 2
25,507	...	...	25,507	13 11	13 11
16,354	187	8,179	24,720	19 0	12 9
4,897	...	2,448	7,345	22 10	15 1
29,421	158	38,444	68,023	15 2	6 9
12,744	...	19,256	32,000	20 14	8 5
6,788	1,517	5,879	14,184	4 15	2 6
1,259	...	4,149	5,408	27 1	6 5
1,618	...	1,975	3,593	6 9	2 15
308	...	130	438	4 13	3 6
...	50	450	500	0 11	...
...	...	125	125	2 1	...
3,97,157	11,962	66,311	4,75,430	14 9	12 3
47,411	...	26,108	73,519	17 8	11 4
4,44,568	11,962	92,419	5,48,949	14 14	12 1
...	...	...	...	...	...
...	...	...	...	...	...
1,98,267	6,937	21,206	2,21,410	18 11	16 2
19,045	...	...	19,045	15 7	15 7
98,268	2,371	19,819	60,478	17 2	10 13
9,463	...	4,731	14,194	12 13	8 8
...	...	...	...	...	...
...	...	...	...	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>SOUTHERN DIVISION—concl'd.</b>						
<b>Kanara—concl'd.</b>						
Aided by—						
District Local Board—						
Boys ... ..	40	34	1,560	1,594	1,545	1,290
Girls ... ..	2	...	68	68	66	59
Municipal Local Authority—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Unaided—						
Boys ... ..	8	2	299	301	321	240
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	319	1,719	16,991	18,110	17,267	19,967
Girls ... ..	31	190	2,267	2,457	2,418	1,843
<b>Total ...</b>	<b>350</b>	<b>1,909</b>	<b>18,658</b>	<b>20,567</b>	<b>19,685</b>	<b>15,210</b>
<b>Abstract—Southern Division.</b>						
<b>Government—</b>						
Boys ... ..	4	75	784	859	878	739
Girls ... ..	5	48	876	424	421	390
<b>District Local Board—</b>						
Boys ... ..	1,730	13,755	1,00,523	114,278	113,233	80,272
Girls ... ..	196	290	11,281	11,571	11,720	7,261
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	75	2,954	12,164	14,518	14,201	10,207
Girls ... ..	33	291	4,366	4,657	4,552	3,152
<b>Local Authority—</b>						
Boys ... ..	82	2,258	14,543	16,801	16,995	11,543
Girls ... ..	40	279	6,011	6,290	6,336	4,229
<b>Aided by—</b>						
<b>District Local Board—</b>						
Boys ... ..	298	426	11,533	11,959	11,701	10,019
Girls ... ..	9	4	386	390	383	334
<b>Municipal Local Authority—</b>						
Boys ... ..	26	153	2,323	2,476	2,382	1,951
Girls ... ..	6	28	568	596	557	425
<b>Unaided—</b>						
Boys ... ..	70	88	2,961	3,049	3,017	2,499
Girls ... ..	2	...	49	49	60	46
<b>Total—</b>						
Boys ... ..	2,285	19,109	1,44,891	163,940	162,347	117,230
Girls ... ..	291	940	23,037	23,977	24,029	15,836
<b>Total ...</b>	<b>2,576</b>	<b>20,049</b>	<b>167,868</b>	<b>187,917</b>	<b>186,376</b>	<b>133,066</b>

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
3,183	1,137	4,731	9,051	5 14	2 1
90	...	173	263	4 0	1 6
...	...	...	...	...	...
...	...	...	...	...	...
...	40	220	260	0 18	...
...	...	...	...	...	...
2,34,738	10,485	45,976	2,91,199	16 14	18 10
28,598	...	4,904	33,502	13 14	11 13
2,63,386	10,485	50,880	3,24,701	31 4	18 6
14,619	429	...	15,048	17 2	16 8
10,089	...	...	10,089	23 15	23 15
18,43,596	36,080	3,29,601	17,09,277	15 0	11 4
1,33,368	...	28,883	1,62,251	13 14	11 6
1,46,744	4,586	62,734	2,14,064	15 1	10 5
45,490	...	19,177	64,667	14 1	10 0
1,09,001	174	1,41,389	2,50,464	14 13	6 5
41,141	...	60,188	1,01,329	16 0	6 8
30,230	8,665	92,912	71,807	6 2	2 9
1,784	...	5,930	7,714	20 2	4 2
4,866	1,144	18,610	24,620	10 5	2 1
710	42	4,546	5,298	8 14	1 3
...	258	16,513	16,771	5 9	...
...	...	125	125	2 1	...
16,49,056	51,336	6,01,659	23,02,051	14 3	10 3
2,32,582	42	1,18,849	3,51,473	14 10	9 11
18,81,638	51,378	7,20,508	26,53,524	14 4	10 2



## SUBSIDIARY FORM

District and Name of Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<b>SIND.</b>						
<b>Karachi—</b>						
<b>Government—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>District Local Board—</b>						
Boys ... ..	80	544	3,607	4,151	3,898	3,205
Girls ... ..	...	...	...	...	...	...
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	3	51	466	517	498	410
Girls ... ..	2	5	238	243	228	187
<b>Local Authority—</b>						
Boys ... ..	92	69	10,844	10,913	10,791	8,752
Girls ... ..	44	165	4,601	4,766	4,992	3,859
<b>Aided by—</b>						
<b>Government—</b>						
Boys ... ..	102	118	4,316	4,429	4,322	3,923
Girls ... ..	22	30	1,179	1,209	1,110	989
<b>District Local Board—</b>						
Boys ... ..	5	13	153	171	171	132
Girls ... ..	...	...	...	...	...	...
<b>Municipal Local Authority—</b>						
Boys ... ..	24	...	4,174	4,174	4,025	3,509
Girls ... ..	23	231	3,490	3,721	3,746	2,998
<b>Unaided—</b>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<b>Total—</b>						
Boys ... ..	306	790	23,565	24,355	23,705	19,931
Girls ... ..	91	431	9,508	9,939	10,076	8,013
<b>Total ...</b>	<b>397</b>	<b>1,221</b>	<b>33,073</b>	<b>34,294</b>	<b>33,781</b>	<b>27,944</b>
<b>Hyderabad—</b>						
<b>Government—</b>						
Boys ... ..	1	9	246	257	257	223
Girls ... ..	1	34	167	201	212	154
<b>District Local Board—</b>						
Boys ... ..	166	1,116	6,237	7,353	7,471	6,065
Girls ... ..	7	7	315	322	329	262
<b>Municipal—</b>						
<b>Non-Local Authority—</b>						
Boys ... ..	4	91	915	1,006	988	791
Girls ... ..	1	2	26	28	29	26
<b>Local Authority—</b>						
Boys ... ..	18	85	2,517	2,602	2,594	2,172
Girls ... ..	9	8	910	918	965	808

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
.....	.....	.....	.....	...	...
.....	.....	.....	.....	...	...
54,653	.....	18,644	73,297	18 13	14 0
.....	.....	.....	.....	...	...
6,077	.....	4,280	10,357	20 13	12 3
3,380	.....	2,381	5,761	24 14	14 18
1,81,963	60	1,79,154	3,61,177	33 8	14 1
99,312	.....	99,879	1,99,191	39 14	19 14
.....	.....	.....	.....	...	...
25,250	.....	50,500	75,750	17 8	5 13
8,294	.....	12,365	20,659	18 10	7 8
677	.....	3,931	4,648	27 3	3 14
.....	.....	.....	.....	...	...
25,167	6,324	48,197	79,688	19 13	6 4
27,996	7,712	52,089	87,797	23 7	7 8
.....	.....	.....	.....	...	...
.....	.....	.....	.....	...	...
2,93,777	6,384	3,04,756	6,04,917	25 8	12 6
1,38,932	7,712	1,66,714	3,18,403	31 2	13 13
4,32,759	14,096	4,71,470	9,18,325	27 3	12 13
.....	.....	.....	.....	...	...
5,370	598	.....	5,968	23 3	20 14
4,742	.....	.....	4,742	22 6	22 6
1,03,307	.....	63,079	1,66,386	22 4	13 13
5,193	.....	2,597	7,790	23 11	15 13
.....	.....	.....	.....	...	...
8,936	.....	6,297	15,233	15 7	9 1
2,255	.....	1,590	3,845	132 9	77 12
16,093	.....	38,766	54,859	21 2	6 4
5,910	.....	16,093	22,003	22 13	6 2



Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
21,852	...	43,704	65,556	19 8	6 8
3,871	...	7,742	11,613	26 6	8 13
848	...	3,368	4,206	29 0	5 13
1,185	...	4,857	5,542	20 0	4 4
13,992	98,488	19,790	71,670	21 9	4 0
6,700	13,065	14,189	33,954	21 3	4 3
...	2,165	5,144	7,309	64 2	...
...	530	1,534	2,064	7 5	...
1,69,793	41,251	1,80,143	3,91,187	21 7	9 5
29,856	13,595	48,102	91,553	22 2	7 4
1,99,649	54,846	2,28,245	4,82,740	21 9	8 10
...	...	...	...	...	...
...	...	...	...	...	...
88,951	...	22,238	1,11,184	25 0	20 0
14,664	...	3,813	18,477	24 8	19 3
1,788	...	1,261	3,049	26 12	15 11
822	...	580	1,402	25 15	15 4
2,262	...	3,949	6,211	20 0	7 4
...	...	269	269	2 4	...
8,414	...	16,828	25,242	16 6	5 7
359	...	718	1,077	8 5	2 12
100	...	83	183	6 5	3 7
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<i>SIND—contd.</i>						
<i>Thar and Parkar—concl'd.</i>						
Unaided—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	1	...	51	51	52	31
Total—						
Boys ... ..	162	758	5,928	6,686	6,489	5,448
Girls ... ..	18	49	1,070	1,119	1,118	926
Total ...	180	807	6,998	7,805	7,557	6,374
<i>Nawabshah—</i>						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	129	794	7,405	8,199	8,058	6,723
Girls ... ..	7	29	442	471	473	354
Municipal—						
Non-Local Authority—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Local Authority—						
Boys ... ..	3	...	741	741	709	562
Girls ... ..	1	...	92	92	91	71
Aided by—						
Government—						
Boys ... ..	105	178	3,486	3,664	3,639	3,270
Girls ... ..	22	8	592	600	577	457
District Local Board—						
Boys ... ..	2	8	59	67	71	61
Girls ... ..	5	31	500	531	510	412
Municipal Local Authority—						
Boys ... ..	1	...	205	205	190	159
Girls ... ..	...	...	...	...	...	...
Unaided—						
Boys ... ..	1	...	60	60	76	52
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	241	980	11,956	12,986	12,748	10,327
Girls ... ..	35	68	1,626	1,694	1,651	1,294
Total ...	276	1,048	13,582	14,680	14,394	12,121

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	1,087	1,087	20 14	...
1,01,515	...	44,354	1,45,869	22 10	15 12
15,845	...	6,467	22,312	19 15	14 8
1,17,360	...	50,821	1,68,181	22 4	15 8
...	...	...	...	...	...
...	...	...	...	...	...
1,47,729	...	31,956	1,79,685	22 5	18 5
7,042	...	3,521	10,563	22 5	14 14
...	...	...	...	...	...
...	...	...	...	...	...
4,737	...	8,756	13,493	19 0	6 11
458	...	576	1,029	11 5	5 0
22,316	...	40,165	62,481	17 3	6 2
3,397	...	5,960	9,357	16 3	5 14
153	811	521	985	13 14	2 2
2,057	296	3,598	5,951	11 11	4 1
975	18	1,240	2,228	11 12	5 2
...	...	...	...	...	...
...	198	284	427	5 10	...
...	...	...	...	...	...
1,75,910	517	82,872	2,59,299	20 6	13 13
12,949	296	18,655	26,900	16 5	7 13
1,88,859	813	96,527	2,86,199	19 14	13 2

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<i>SIND—contd.</i>						
Sukkur—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	162	1,708	8,481	10,184	10,079	8,054
Girls ... ..	6	7	318	325	318	239
Municipal—						
Non-Local Authority—						
Boys ... ..	1	28	196	214	215	190
Girls ... ..	1	...	49	43	41	35
Local Authority—						
Boys ... ..	18	108	4,495	4,603	4,421	3,544
Girls ... ..	10	17	1,774	1,791	1,886	1,328
Aided by—						
Government—						
Boys ... ..	107	175	3,598	3,768	3,717	3,119
Girls ... ..	29	1	755	756	705	622
District Local Board—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	1	2	48	50	52	20
Municipal Local Authority—						
Boys ... ..	24	31	2,840	2,871	2,712	2,266
Girls ... ..	12	26	1,876	1,902	1,887	1,478
Unaided—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	312	2,045	19,595	21,640	21,144	17,178
Girls ... ..	59	53	4,814	4,867	4,889	3,716
Total ... ..	371	2,098	24,409	26,507	26,033	20,894
Upper Sind Frontier—						
Government—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
District Local Board—						
Boys ... ..	77	527	3,078	3,600	3,636	2,911
Girls ... ..	1	...	61	61	52	44
Municipal—						
Non-Local Authority—						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
Local Authority—						
Boys ... ..	2	24	659	683	664	531
Girls ... ..	2	3	101	104	110	82

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
...	...	...	...	...	...
1,80,492	...	45,595	2,25,967	22 7	17 14
5,652	...	1,676	7,328	23 1	17 12
...	...	...	...	...	...
2,588	...	1,600	4,188	19 8	12 1
...	...	105	105	2 9	...
...	...	...	...	...	...
95,764	1,802	47,422	84,988	19 4	8 1
14,000	...	18,055	32,055	17 0	7 7
...	...	...	...	...	...
22,248	...	99,815	62,068	16 11	6 0
2,639	...	4,898	7,037	10 0	3 12
...	...	...	...	...	...
96	...	322	418	8 1	1 10
...	...	...	...	...	...
4,976	2,800	26,268	34,143	12 9	1 13
6,729	1,801	22,967	31,500	16 11	3 9
...	...	...	...	...	...
...	...	...	...	...	...
2,46,008	4,701	1,60,640	4,11,349	19 7	11 10
29,116	1,804	47,523	78,449	16 1	5 15
2,75,124	6,505	2,08,163	4,89,792	18 13	10 9
...	...	...	...	...	...
...	...	...	...	...	...
91,694	...	13,977	1,05,671	29 1	25 3
475	...	297	712	13 11	9 2
...	...	...	...	...	...
...	...	...	...	...	...
4,621	...	8,929	13,550	20 7	6 15
1,310	...	1,998	3,903	30 0	11 15



## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<i>SIND—contd.</i>						
<i>Upper Sind Frontier—concl'd.</i>						
<i>Aided by—</i>						
<i>Government—</i>						
Boys ... ..	52	33	1,810	1,843	1,783	1,500
Girls ... ..	3	...	73	73	66	51
<i>District Local Board—</i>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<i>Municipal Local Authority—</i>						
Boys ... ..	2	...	253	253	233	174
Girls ... ..	...	...	...	...	...	...
<i>Unaided—</i>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<i>Total—</i>						
Boys ... ..	138	584	5,795	6,379	6,316	5,116
Girls ... ..	6	3	235	238	228	177
<i>Total ...</i>	139	587	6,030	6,617	6,544	5,293
<i>Larkana—</i>						
<i>Government—</i>						
Boys ... ..	...	...	...	...	...	...
Girls ... ..	...	...	...	...	...	...
<i>District Local Board—</i>						
Boys ... ..	170	1,776	9,516	11,292	11,250	8,900
Girls ... ..	10	7	366	378	377	283
<i>Municipal—</i>						
<i>Non-Local Authority—</i>						
Boys ... ..	1	32	213	245	245	193
Girls ... ..	1	...	73	73	73	60
<i>Local Authority—</i>						
Boys ... ..	6	53	1,244	1,302	1,330	1,093
Girls ... ..	2	1	227	228	241	172
<i>Aided by—</i>						
<i>Government—</i>						
Boys ... ..	95	142	3,244	3,386	3,107	2,317
Girls ... ..	31	9	339	348	310	233

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. 1.
7,285	...	5,200	12,485	7 0	4 1
154	...	300	454	6 14	2 5
...	...	...	...	...	...
...	...	...	...	...	...
289	674	865	1,778	7 10	1 0
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
1,08,789	674	28,971	1,38,434	21 2	16 7
1,989	...	2,530	4,469	19 10	8 8
1,05,728	674	31,501	1,37,903	21 1	16 3
...	...	...	...	...	...
...	...	...	...	...	...
1,79,351	...	25,919	2,05,270	18 3	15 15
4,118	...	2,057	6,170	16 6	10 15
2,236	...	1,576	3,812	15 9	9 2
360	...	257	617	8 7	4 15
18,408	...	15,778	29,181	21 15	10 1
691	..	1,857	2,548	10 9	2 14
14,612	...	9,500	24,112	7 12	4 11
3,630	...	3,100	6,730	8 5	4 8



Nos. 4 AND 5--contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...
376	...	635	1,011	13 5	4 15
138	608	480	1,221	5 10	0 10
981	1,168	2,262	4,411	11 7	2 8
...	179	459	638	9 10	...
...	...	...	...	...	...
2,09,740	782	53,712	2,64,234	16 5	12 15
10,151	1,168	10,168	21,487	10 15	5 3
2,19,891	1,950	63,880	2,85,721	15 12	12 2
...	...	...	...	...	...
...	...	...	...	...	...
1,01,944	...	41,600	1,43,544	19 1	13 8
11,707	...	3,972	15,679	31 12	23 11
9,177	...	6,467	15,644	17 13	10 7
4,319	...	3,044	7,363	24 11	14 8
...	...	...	...	...	...
...	...	...	...	...	...
14,887	...	9,400	24,287	8 1	4 15
4,704	...	2,800	7,504	9 12	6 3
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attend- ance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
<i>SIND—concl'd.</i>						
<i>Dadu—concl'd.</i>						
Unaided—						
Boys ... ..	2	...	64	64	65	48
Girls ... ..	...	...	...	...	...	...
Total—						
Boys ... ..	214	1,532	10,070	11,602	11,479	9,269
Girls ... ..	42	46	1,585	1,631	1,564	1,279
Total ... ..	256	1,578	11,655	13,233	13,043	10,548
<i>Abstract, Sind—</i>						
<i>Government—</i>						
Boys ... ..	1	9	248	257	257	223
Girls ... ..	1	34	167	201	212	154
<i>District Local Board—</i>						
Boys ... ..	999	8,464	48,463	56,927	56,375	45,605
Girls ... ..	54	109	2,687	2,796	2,807	2,199
<i>Municipal—</i>						
<i>Non-Local Authority—</i>						
Boys ... ..	15	248	2,697	2,945	2,939	2,396
Girls ... ..	9	24	738	752	723	553
<i>Local Authority—</i>						
Boys ... ..	140	344	20,809	21,152	20,820	16,907
Girls ... ..	69	196	7,822	8,018	8,408	6,411
<i>Aided by—</i>						
<i>Government—</i>						
Boys ... ..	722	1,083	24,512	25,595	24,466	21,539
Girls ... ..	155	66	4,954	5,020	4,610	4,016
<i>District Local Board—</i>						
Boys ... ..	12	47	363	410	416	343
Girls ... ..	12	47	897	944	915	706
<i>Municipal Local Authority—</i>						
Boys ... ..	68	36	11,079	11,115	10,700	9,248
Girls ... ..	48	391	7,213	7,604	7,618	6,192
<i>Unaided—</i>						
Boys ... ..	6	...	343	343	320	260
Girls ... ..	3	12	327	339	334	275
Total—						
Boys ... ..	1,963	10,231	108,613	118,744	116,293	96,510
Girls ... ..	351	879	24,795	25,674	25,622	20,506
Total ... ..	2,314	11,110	133,408	144,418	141,915	117,016

Nos. 4 AND 5—contd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenue	Fees.	Other sources.	Total.	Total cost.	Cost of Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,205	1,205	18 9	...
...	...	...	...	...	...
1,26,008	..	58,672	1,84,680	16 1	11 0
20,730	...	9,816	80,546	19 8	13 4
1,46,738	...	68,488	2,15,226	16 8	11 4
5,370	598	...	5,968	28 4	20 14
4,742	...	...	4,742	22 6	22 6
9,48,061	...	2,62,943	12,11,004	21 8	16 13
48,846	..	17,873	66,719	23 12	17 6
30,802	...	21,431	52,233	17 13	10 8
11,136	...	7,957	19,093	26 7	15 6
2,58,843	1,862	3,02,754	5,68,459	27 1	12 7
1,21,676	...	1,38,722	2,60,398	31 0	14 8
1,36,814	...	2,15,112	3,51,926	14 6	5 9
27,048	...	37,383	64,431	14 0	5 14
1,763	911	7,948	10,022	24 1	4 4
3,714	296	8,912	12,922	14 2	4 1
44,887	49,001	96,840	1,90,728	17 13	4 3
42,406	23,749	91,507	1,57,662	20 11	5 9
...	2,537	7,042	9,579	29 15	...
...	530	2,621	3,151	9 7	...
14,26,540	54,309	9,14,120	23,94,969	20 10	12 4
2,59,568	24,575	3,04,975	5,89,113	23 0	10 2
16,86,108	78,884	12,19,095	29,84,087	21 0	11 15

## SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March, 1934.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total		
1	2	3	4	5	6	7
<i>Abstract, Bombay Presidency—</i>						
<i>Government—</i>						
Boys ... ..	24	522	2,805	3,327	3,268	2,691
Girls ... ..	10	198	1,060	1,258	1,307	1,075
<i>District Local Board—</i>						
Boys ... ..	9,411	70,697	556,811	627,508	605,949	464,841
Girls ... ..	772	3,352	46,873	50,225	48,736	34,981
<i>Municipal—</i>						
<i>Non-Local Authority—</i>						
Boys ... ..	334	10,733	55,808	66,541	65,293	50,912
Girls ... ..	145	1,578	19,098	20,676	19,777	14,743
<i>Local Authority—</i>						
Boys ... ..	836	14,582	153,701	168,283	163,595	127,340
Girls ... ..	412	4,564	68,047	72,611	70,921	52,307
<i>Aided by—</i>						
<i>Government—</i>						
Boys ... ..	773	1,416	27,059	28,475	27,264	23,879
Girls ... ..	173	514	7,104	7,618	7,144	6,093
<i>District Local Board—</i>						
Boys ... ..	963	1,530	40,733	42,263	40,314	33,955
Girls ... ..	83	459	4,677	5,136	5,006	4,036
<i>Municipal Local Authority—</i>						
Boys ... ..	328	545	43,342	43,887	41,937	34,920
Girls ... ..	158	1,224	20,642	21,866	21,568	17,360
<i>Unaided—</i>						
Boys ... ..	180	148	7,537	7,685	7,264	5,937
Girls ... ..	14	89	1,116	1,205	1,100	841
<i>Grand Total—</i>						
Boys ... ..	12,840	100,173	887,796	987,969	954,884	744,475
Girls ... ..	1,767	11,978	168,617	180,595	175,559	131,486
Total ... ..	14,616	112,151	1,056,413	1,168,564	1,130,443	875,961

Nos. 4 AND 5—concl'd.

Expenditure.				Average annual cost per pupil.	
Provincial Revenues.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
82,806	2,233	6	85,045	26 0	25 5
37,613	...	...	37,613	28 12	28 12
71,04,047	2,22,346	16,71,428	89,97,821	14 14	11 12
5,88,654	...	1,17,092	7,05,746	14 8	12 1
5,48,653	33,087	3,50,269	9,32,009	14 4	8 7
1,68,476	1	1,04,672	2,73,148	13 3	8 8
12,65,819	24,354	29,14,504	42,05,177	25 11	7 12
5,75,138	1,505	14,25,600	20,02,238	28 4	8 2
1,54,569	264	2,40,537	3,95,370	14 8	5 11
49,662	5,795	62,328	1,18,238	16 9	6 15
1,20,102	45,334	2,97,981	4,63,417	11 8	3 0
22,974	404	63,644	87,022	17 6	4 9
1,48,374	2,22,571	6,01,345	9,72,290	23 2	3 9
1,01,069	79,586	3,78,357	5,59,012	25 15	4 11
...	7,258	75,683	62,941	11 7	...
...	564	20,307	20,871	19 0	...
94,24,370	5,57,947	61,51,753	1,61,34,070	16 14	9 14
15,43,580	87,858	21,72,500	38,03,938	21 11	8 13
*1,09,67,950	6,45,805	83,24,253	1,99,38,008	17 10	9 15

\* Includes Rs. 74 as Drawing grant and Rs. 1,943 as fee grants.



## SUBSIDIARY

## Statistical Return of Schools for Special or Technical

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenue.
1	2	3	4	5	6
<b>ART SCHOOLS.</b>					Rs.
<i>Government.</i>					
Bombay—					
Sir J. J. School of Art (Including the Reay Art Workshop) Bombay.	1	527	509	449	89,784
Ahmedabad—					
School for Drawing and Design, Ahmedabad.	1	30	39	31	.....
Total ...	2	557	548	480	89,784
<i>Aided.</i>					
Surat—					
Drawing and Design Class, Surat.	1	76	73	64	750
Total, Art Schools ...	3	633	621	544	90,534
<b>MEDICAL SCHOOLS FOR MEN.</b>					
<i>Government.</i>					
Poona—					
B. J. Medical School, Poona ...	1	307	296	296	36,919
Ahmedabad—					
B. J. Medical School, Ahmedabad.	1	188	190	180	49,749
Hyderabad—					
Medical School, Hyderabad ...	1	119	126	126	32,075
Total ...	3	614	602	602	1,18,743
<i>Recognised.</i>					
Bombay—					
National Medical College, Bombay	1	233	230	209	.....
Total, Medical Schools for Men...	4	847	832	811	1,18,743
<b>TRAINING INSTITUTIONS FOR MEN.</b>					
<i>Government.</i>					
Thana—					
Training School, Bhiwandi ...	1	94	93	91	10,494
Poona—					
Training College for Men, Poona.	1	193	192	180	49,680
Urdu Training School, Poona ...	1	64	62	60	21,198
Rural Training School, Loni ...	1	29	29	28	10,064
Training College, Dhulia ...	1	101	102	98	29,307

FORM No. 6.

*Training for the Official Year 1933-34.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	31,240	...	898	1,21,917	289 8	176 6
...	...	95	...	...	95	2 7	...
...	...	31,385	...	898	1,22,012	...	...
...	...	250	...	190	1,190	16 5	10 4
...	...	31,585	...	1,088	1,23,202	...	...
...	...	27,172	397	...	64,488	217 14	124 12
...	...	...	...	...	49,749	276 6	276 6
200	...	13,646	...	...	45,921	364 7	254 2
200	...	40,813	397	...	1,60,158	266 1	197 4
...	...	30,356	140	1,546	32,042	139 5	...
200	...	71,174	537	1,546	1,92,200	231 0	142 12
...	...	...	...	...	10,494	818 0	818 0
...	1,813	...	...	1,355	52,848	275 4	258 12
...	948	...	...	577	22,718	366 7	341 14
...	...	...	...	152	10,316	352 4	347 1
...	758	...	...	1,008	31,068	304 9	287 5

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TRAINING INSTITUTIONS FOR MEN—concl'd.</b>					<b>Rs.</b>
<i>Government—concl'd.</i>					
<b>Ahmedabad—</b>					
P. R. Training College for Men, Ahmedabad.	1	96	94	93	31,604
Urdu Training School, Ahmedabad.	1	31	31	28	8,448
<b>Dharwar—</b>					
Training School, Dharwar ...	1	35	34	33	11,198
<b>Hyderabad—</b>					
Training College for Men, Hyderabad.	1	82	82	77	31,638
Total ...	9	665	659	628	2,03,621
<i>Municipal.</i>					
<b>Bombay—</b>					
Training Class, Bombay Municipality.	1	35	36	30	.....
<i>Aided.</i>					
<b>Ahmednagar—</b>					
Union Training College, Ahmednagar.	1	57	61	58	4,547*
<b>Broach—</b>					
Vocational Training School, Ankleshwar.	1	18	17	16	662
Total ...	2	75	78	74	5,209
<b>Total, Training Institutions for Men.</b>	<b>12</b>	<b>775</b>	<b>778</b>	<b>732</b>	<b>2,08,830</b>

\* Including a drawing grant of Rs. 137.

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	31,604	336 3	336 3
...	...	...	...	...	8,443	272 6	272 6
...	...	...	...	47	11,245	331 0	329 0
...	...	...	...	34	31,667	336 9	335 12
...	3,509	...	...	8,173	2,10,303	319 2	309 0
...	382	768	...	...	1,150	31 15	...
...	...	...	...	5,377	10,424	170 14	74 9
...	...	...	...	1,096	1,758	103 7	38 15
...	...	...	...	6,973	12,182	156 3	66 13
...	3,891	768	...	10,146	2,23,635	289 5	270 2

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TRAINING INSTITUTIONS FOR WOMEN—FOR EUROPEANS.</b>					Rs.
<i>Aided.</i>					
Bombay— Convent Normal Class, Clare Road, Byculla.	1	40	36	36	3,000
Poona— St. Mary's Training College, Poona.	1	29	24	24	7,200
Total ...	2	69	60	60	10,200
<b>ENGLISH-TEACHING.</b>					
<i>Recognised.</i>					
Bombay Suburban District— St. Teresa's Convent Normal Class, Santa-Cruz.	1	30	38	36	.....
<b>TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS.</b>					
<i>Government.</i>					
Poona— Training College for Women, Poona.	1	81	80	75	34,181
Urdu Training School for Women, Poona.	1	48	48	36	12,986
Ahmedabad— Mahalaxmi Training College for Women, Ahmedabad.	1	43	41	39	21,035
Dharwar— Training College for Women, Dharwar.	1	22	22	21	26,571
Hyderabad— Training College for Women, Hyderabad.	1	26	26	24	18,472
Total ...	5	220	212	195	1,12,595

## FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	4,210	...	4,517	11,727	326 0	83 0
...	...	3,566	...	2,989	13,755	578 0	300 0
...	...	7,776	...	7,506	25,482	425 0	170 0
...	...	1,048	...	1,890	2,938	77 0	...
...	2,589	...	...	1,952	38,722	484 0	427 4
...	...	...	...	29	12,365	287 9	286 14
...	...	...	...	12	21,047	513 5	513 5
...	...	...	...	60	26,631	1,211 0	1,208 0
...	...	...	...	...	18,472	710 7	710 7
...	2,589	...	...	2,053	1,17,237	553 0	531 2

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TRAINING INSTITUTIONS FOR WOMEN—FOR INDIANS—concl'd.</b>					Rs.
<i>Municipal.</i>					
Bombay— R. C. Training Institute for Urdu Women, Bombay.	1	41	43	30	... ..
<i>Aided.</i>					
Bombay— Vanita Vishram Training College, Girgaon.	1	79	76	66	4,640
Seva Sadan Normal Classes Grant Road.	1	69	73	68	3,220
Kaira— Mary Brown Memorial Training College for Women, Borsad.	1	47	46	46	4,068
Panch Mahals— Methodist Teachers' Training College for Women, Godhra.	1	46	46	44	4,835*
Poona— B. M. Wadia Seva Sadan Training College for Women, Poona.	1	96	99	82	3,726†
C. S. M. Training College, Poona.	1	54	54	53	4,660
Training College for Women, Hingne Bk.	1	46	44	43	2,090
Sholapur— Mary B. Harding Kindergarten Training School, Sholapur.	1	22	27	26	1,474
Ahmednagar— St. Monica's Training College, Ahmednagar.	1	26	30	29	3,440‡
Karachi— C. E. Z. Mission Training College, Karachi.	1	9	9	9	960
Total ...	10	494	504	466	39,118
<i>Recognized.</i>					
Bombay— Training College for women, Prarthna Samaj, Girgaum.	1	7	7	6	.....
Sholapur— Z. M. Urdu Normal Class, Sholapur.	1	4	4	3	.....
Shikarpur— Ishwaribai Training Classes, Shikarpur.	1	14	14	13	.....
Total ...	3	25	25	22	.....
Total, Training Institutions for Women—For Indians.	19	780	784	713	1,45,708
Total, Training Institutions for Women.	22	870	862	809	1,55,908

\* Including a Drawing grant of

† Do. do.

‡ Do. do.

## FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	8,089	...	...	...	8,089	188 0	...
...	3,000	354	3,257	600	11,851	155 15	61 1
...	2,200	1,961	...	1,070	8,451	115 12	44 2
...	...	...	...	5,110	9,178	199 8	88 7
...	...	286	...	5,449	10,570	229 13	105 2
...	...	1,115	...	4,353	9,194	92 14	87 10
...	...	1,338	...	7,928	13,926	257 14	86 5
...	...	295	...	2,611	4,996	118 9	47 8
...	200	287	...	1,517	3,428	126 15	54 9
...	...	286	...	4,282	8,008	266 15	114 11
...	219	947	...	1,086	2,612	290 4	106 11
...	5,619	6,219	3,257	34,006	82,214	163 2	65 8
...	...	169	...	...	169	24 2	...
...	...	...	...	2,546	2,546	636 8	...
...	...	...	380	1,043	1,423	102 0	...
...	...	169	380	3,594	4,143	165 12	...
...	16,291	6,388	3,637	99,653	2,11,677	270 0	185 13
...	16,291	15,212	3,637	49,049	2,40,097	272 4	176 12

Rs. 135.

Rs. 158.

Re. 80.



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>ENGINEERING SCHOOLS FOR BOYS.</b>					
<i>Government.</i>					
Poona— College of Engineering Workshop, Poona.	1	244	243	214	29,692
<i>Aided.</i>					
Karachi— Subordinate Engineering Classes attached to the N. E. D. Civil Engineering College, Karachi.	1	95	91	85	2,280
Total, Engineering Schools ...	2	339	334	299	31,972
<b>TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.</b>					
<i>Government.</i>					
Bombay— Reay Art Workshop (Sir J. J. School of Art).	(1)	(102)	(109)	(77)	Included in
Poona— Government Hand Weaving Institute, Poona.	1	31	36	22	9,861
Ahmedabad— R. O. Technical Institute, Ahmed- abad.	1	133	140	115	26,853
Surat— Technical School, Ahwa ...	1	26	14	12	1,010
Total ...	3 (1)	192 (102)	190 (109)	149 (77)	37,224
<i>District Local Board.</i>					
Ratnagiri— School of Industry, Ratnagiri ...	1	298	283	185	6,915
Satara— School of Industry, Satara ...	1	47	45	37	1,021
West Khandesh— Technical School, Dhulia ...	1	96	92	67	3,197
Total ...	3	376	370	289	11,073

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	18,880	...	187	48,709	200 7	122 3
...	375	3,927	...	2,575	9,107	100 1	24 8
...	375	22,807	...	2,712	57,816	173 2	95 9
the expenditure of the Sir J. J. School of Art.							
...	...	...	...	...	9,861	273 15	273 15
...	...	2,759	...	171	29,283	209 2	188 4
...	...	...	...	...	1,010	72 2	72 2
...	...	2,759	...	171	40,154	211 5	195 15
5,500	...	...	140	1,725	14,280	61 5	29 11
2,759	...	...	...	...	3,780	84 0	22 11
5,500	300	...	...	2,939	11,876	129 1	34 2
18,759	300	...	140	4,664	29,936	80 15	29 15

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—contd.</b>					Rs.
<i>Municipal.</i>					
Poona—					
V. J. Municipal Technical School, Poona.	1	77	57	50	2,198
Sholapur—					
Robertson School of Industry, Pandharpur.	1	26	27	22	864
Municipal Technical School, Sholapur.	1	81	87	70	873
Surat—					
F. S. Parekh Technical Institute, Surat.	1	136	138	103	6,000
Upper Sind Frontier—					
Technical School, Jacobabad ...	1	52	55	48	1,790
Total ...	5	372	364	293	11,720*
<i>Aided.</i>					
Bombay—					
Victoria Jubilee Technical Institute, Matunga, Bombay.	1	594	589	516	1,19,000
Depressed Class Mission Industrial School, Parel.	1	4 (13)	4 (17)	4 (12)	426
D. N. Poor Boys' Seminary, Industrial School, Chikhawadi.	1	29 (2)	33 (2)	30 (2)	880
Textile Technical School, Parel ...	1	92 (8)	120 (10)	100 (8)	1,360
Thana—					
A. R. Soonawalla Industrial School, Bordi.	(1)	(167)	(165)	(141)	1,050
C. B. Mission Boys' Industrial School, Palghar.	1	3 (17)	3 (21)	3 (15)	434
A. W. Mission Industrial School, Sanjan.	1	1 (5)	1 (5)	1 (5)	324
Kolaba—					
K. E. S. Topiwalla Industrial School, Alibag.	(1)	4 (51)	4 (63)	4 (53)	1,473
Nasik—					
St. Barnabas' Industrial School, Manmad.	1	50 (29)	54 (28)	50 (26)	1,050
Poona—					
Empson Workshop and Technical School, Poona.	1	13 (26)	12 (27)	11 (24)	1,063
Sir D. M. Petit Industrial School, Sirur.	1	5 (12)	5 (14)	4 (12)	759
D. C. Mission Tailoring Class, Poona.	1	2 (48)	2 (45)	2 (31)	60

\* Includes a

## FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	6,867	6	...	48	9,109	159 13	38 8
...	1,751	...	...	...	2,615	96 14	32 0
...	8,901	...	...	...	9,774	112 6	10 1
800	5,138	2,841	1,857	724	17,355	125 12	43 8
500	2,987	...	...	...	5,277	95 15	32 8
1,300	25,639	2,847	1,857	767	44,130	121 4	32 3
...	9,000	1,20,380	...	...	2,48,380	421 11	202 1
...	...	...	...	1,185	1,611	76 11	20 5
...	...	...	...	2,071	2,951	84 7	25 2
...	450	674	...	1,332	3,716	28 9	9 11
...	...	...	...	2,273	3,323	20 2	6 6
...	...	...	...	1,743	2,177	90 11	18 1
...	...	...	...	1,385	1,709	284 13	54 0
...	100	...	...	6,481	8,054	120 3	22 0
...	...	...	...	6,131	7,181	87 9	12 13
...	...	...	...	4,311	5,374	137 13	27 4
...	...	...	...	2,806	3,565	187 2	39 15
...	...	...	...	775	835	17 12	1 4

Drawing grant of Rs. 189.

Bk Na 27—13a

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—concd.</b>					Rs.
<i>Aided—concd.</i>					
<b>Ahmednagar—</b>					
Sir D. M. Petit Industrial School, Ahmednagar.	1	38	33	27	1,480
S. P. G. Mission Industrial School, Ahmednagar.	1	5 (66)	5 (64)	4 (62)	1,868
Salvation Army Industrial School, Ahmednagar.	1	61	63	52	642
A. M. Vocational School, Vadala.	1	43	40	36	1,205
<b>Kaira—</b>					
M. E. Mission Industrial School, Nadiad.	1	31	33	28	1,083
I. P. Mission Industrial School, Borsad.	1	46	48	42	1,023
Salvation Army Industrial School, Anand.	1	23	25	21	495
Sarvajanik Deshinama Class, Nadiad.	1	45	38	28	.....
<b>Surat—</b>					
Mahajan Home Industrial School, Surat.	1	74	67	65	610
<b>Sukkur—</b>					
V. J. Technical Institute, Sukkur.	1	63	57	45	2,196
<b>Total ...</b>	20 (2)	1,226 (444)	1,236 (460)	1,073 (891)	1,38,381
<i>Recognized.</i>					
<b>Poona—</b>					
Prof. Jadhav's College of Tailoring and Cutting, Poona.	1	43	40	35	.....
<b>Sholapur—</b>					
Pandharpur Electric Supply Co. Wiremen's Class, Pandharpur.	1	18	18	18	.....
<b>Total ...</b>	2	61	58	53	.....
<b>Total, Technical and Industrial Schools for Boys.</b>	33 (2)	2,227 (444)	2,218 (460)	1,857 (891)	1,98,398
<b>TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS.</b>					
<i>Aided.</i>					
<b>Bombay—</b>					
A. S. Patel Academy for Domestic Arts, Fort.	1	51 (37)	49 (36)	28 (21)	1,105
Do. Chandanwadi.	1	134 (146)	136 (146)	48 (19)	1,020

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,203	...	6,440	9,123	276 7	44 14
...	...	...	...	7,950	9,818	142 5	27 1
529	...	...	...	2,230	3,401	54 0	10 3
...	...	...	...	7,846	9,051	226 4	80 2
...	...	...	...	5,027	6,110	185 2	32 18
...	...	10	...	2,731	3,764	78 7	21 5
...	...	...	...	3,979	4,474	179 0	20 0
...	51	...	...	175	226	5 15	...
...	...	...	...	1,021	1,631	24 5	9 1
900	600	716	1,621	516	6,549	114 14	38 8
1,429	10,201	1,22,983	1,621	68,408	8,43,023	202 4	81 9
...	...	3,628	...	...	3,628	90 11	...
...	...	...	...	1,907	1,907	106 0	...
...	...	3,628	...	1,907	5,535	95 7	...
16,488	36,140	1,32,217	3,618	75,917	4,62,778	172 14	74 1
...	...	1,443	1,025	1,111	4,684	55 2	13 0
...	...	4,967	...	521	5,908	21 0	3 10

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS—concd.</b>					<b>Rs.</b>
<i>Aided—concd.</i>					
Social Service League's Mahila Mandal's Sewing Classes, Parel.	1	190	182	142	610
Mahila Seva Mandal's Sewing and Cutting School, Girgaum.	1	129	122	81	275
Bulsara Training Institution, Dhobi Talao.	1	16	11	10	100
<b>Bombay Suburban District—</b>					
Mahila Mandal Ladies' Industrial Class, Vile Parle.	1	54	51	42	90
<b>Nasik—</b>					
Seva Sadan Sewing Class, Nasik.	1	20	22	19	95
Z. B. & M. M. Industrial School, Manmad.	1	27	29	22	440
<b>Poona—</b>					
Seva Sadan Work Room Classes, Poona.	1	109	120	72	1,695
<b>Satara—</b>					
Salvation Army's Industrial School, Satara.	1	5 (27)	5 (27)	5 (27)	298
<b>Ahmednagar—</b>					
St. Monica's Industrial School, Ahmednagar.	1	19	18	18	400
<b>Ahmedabad—</b>					
Salvation Army Mission Girls' Industrial School, Ahmedabad.	1	40	38	33	100
<b>Karachi—</b>					
C. E. Z. M. Widows' Industrial School, Karachi.	1	32	31	29	650
Lohana Technical Institute, Karachi.	1	35	34	26	280
Motilbai Chellaram Narishala, Karachi.	1	4	4	4	.....
<b>Total ...</b>	<b>15</b>	<b>865 (210)</b>	<b>851 (209)</b>	<b>590 (97)</b>	<b>7,158</b>
<i>Recognized.</i>					
<b>Poona—</b>					
Wali Mahomed and Dosta Mahomed Peer Mahomed Muslim Girls' Orphanage Industrial School, Poona.	1	7 (28)	7 (28)	6 (27)	.....
<b>Broach—</b>					
The Broach Stree Mandal Adult Women Classes, Broach.	1	92	80	40	.....
<b>Total ...</b>	<b>2</b>	<b>99 (28)</b>	<b>87 (28)</b>	<b>46 (27)</b>	<b>.....</b>
<b>Total, Technical and Industrial Schools for Girls.</b>	<b>17</b>	<b>964 (238)</b>	<b>938 (237)</b>	<b>636 (143)</b>	<b>7,158</b>

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	90	3,037	...	2,105	5,842	32 2	3 6
...	...	2,820	...	416	3,511	28 12	2 4
...	...	366	...	494	960	87 4	9 1
...	...	637	...	...	727	14 4	1 12
...	...	54	...	435	584	26 9	4 5
...	...	963	...	1,595	2,998	103 6	15 3
...	...	550	...	7,961	10,206	85 1	14 2
...	...	...	...	1,487	1,785	55 12	9 5
...	...	...	...	1,915	2,315	128 10	22 4
...	...	...	...	1,754	1,854	48 18	2 10
...	747	...	...	5,442	6,899	220 10	20 15
...	350	...	896	280	1,696	49 14	8 4
...	100	...	...	530	630	157 8	...
...	1,287	14,237	1,861	25,996	50,539	47 11	6 12
...	...	...	...	6,495	6,495	185 9	...
...	...	...	...	1,531	1,531	19 2	...
...	...	...	...	8,026	8,026	69 12	...
...	1,287	14,237	1,861	94,022	58,565	49 13	6 1



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>COMMERCIAL SCHOOLS FOR BOYS.</b>					Rs.
<i>Government.</i>					
Bombay—					
Shorthand Classes attached to the Sydenham College of Commerce and Economics, Bombay.	1	12	9	6	1,264
Accountancy Diploma Classes, attached to the Sydenham College of Commerce and Economics, Bombay.	1	21	21	18	2,550
Commercial Classes attached to the Elphinstone High School, Bombay.	1	35	32	27	1,789
Broach—					
J. D. Vakil Commercial School, Broach.	1	32	30	27	253
Total ...	4	100	92	78	5,856
<i>Recognized.</i>					
Bombay—					
The Alexandra College of Commerce, Fort.	1	57	51	45	.....
Banaji's Tutorial Commercial Class, Gowalia Tank Road.	1	45	36	31	.....
Bathiboi's Accountancy Training Institution, Fort.	1	38	30	25	.....
Daver's College of Commerce, Fort.	1	447	286	148	.....
J. N. Petit Parsi Orphanage Commercial Classes, Parel.	1	11 (60)	14 (65)	12 (57)	... ..
Sir J. J. B. P. Institution Commercial Classes, Fort.	1	24 (33)	24 (32)	20 (30)	.....
The Kalkadevi Shorthand and Typewriting Institution, Kalbadevi.	1	55	40	35	.....
Padhye's Shorthand and Typewriting Institute, Thakurdwar.	1	113	105	90	.....
Popular Shorthand and Typewriting Institution, Kalbadevi.	1	66	90	50	.....
Reliance Commercial School, Fort.	1	26	81	20	.....
Zoroastrian Association Continuation Classes, Princess Street.	1	62	53	39	.....
Laxmi Tutorial and Commercial Institute, Dadar.	1	58	42	39	.....

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	184	...	...	1,448	160 14	140 7
...	...	2,100	...	...	4,650	221 7	121 7
...	...	2,581	...	...	4,370	136 9	55 15
...	...	880	1,617	...	2,750	91 11	8 7
...	...	5,745	1,617	...	13,218	148 11	68 11
...	...	1,400	...	...	1,400	27 7	...
...	...	2,683	...	...	2,683	74 8	...
...	...	21,572	...	...	21,572	719 1	...
...	...	34,451	...	...	34,451	120 7	...
...	...	111	...	8,063	8,175	40 8	...
...	...	...	...	1,841	1,841	32 14	...
...	...	3,785	...	...	3,785	94 10	...
...	...	5,421	...	...	5,421	51 10	...
...	...	2,311	...	...	2,311	25 11	...
...	...	1,791	...	...	1,791	57 12	...
...	...	115	...	576	691	13 1	...
...	...	1,646	...	76	1,722	41 0	...

## SUBSIDIARY

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>COMMERCIAL SCHOOLS FOR BOYS—<i>conold.</i></b>					<b>Rs.</b>
<i>Recognized—conold.</i>					
Thana—					
Thana Shorthand and Typewriting Institution, Thana.	1	32	32	28	.....
Nasik—					
Special Shorthand and Typewriting Institution, Nasik.	1	8	10	6	.....
Poona—					
The Poona School of Commerce, Poona.	1	16	14	12	.....
The Poona Phonetic Institute, Poona.	1	22	18	15	.....
The Shikshana Prasarak Mandal's School of Commerce, Poona.	1	17	14	14	.....
Sholapur—					
The Phonetic Institute, Pandharpur.	1	11	8	5	.....
Ahmedabad—					
Yajnik's College of Commerce, Ahmedabad.	1	65	45	41	.....
The Ahmedabad College of Commerce, Ahmedabad.	1	15	20	15	.....
Surat—					
Smart School of Commerce, Surat.	1	23	18	18	.....
Commerce Class attached to Sarvajanik Middle School, Haripura, Surat.	1	3	3	2	.....
Bijapur—					
Kotwal's School of Accountancy and Banking, Bijapur.	1	9	8	6	.....
Karachi—					
Coronation Commercial College, Karachi.	1	167	138	131	.....
Social Service League Free Commercial College, Karachi.	1	102	95	89	.....
Bulsara Commercial Institute, Karachi.	1	53	43	42	.....
Karachi Academy Commercial Classes, Karachi.	1	10	10	10	.....
Hyderabad—					
N. V. Commercial College, Hyderabad.	1	20	24	18	.....
Total ...	28	1,569 (93)	1,302 (97)	1,006 (87)	.....
Total, Commercial Schools for Boys.	32	1,669 (98)	1,394 (97)	1,084 (87)	5,856

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	1,070	...	...	1,070	33 7	...
...	...	464	...	...	464	46 6	...
...	...	1,150	...	610	1,760	125 11	...
...	...	...	...	356	356	19 12	...
...	...	1,230	...	482	1,712	122 5	...
...	...	377	...	512	889	111 2	...
...	...	2,079	...	...	2,079	46 3	...
...	...	554	...	473	1,027	51 6	...
...	...	1,792	...	284	2,076	115 5	...
...	...	170	...	408	578	192 11	...
...	...	218	...	180	398	49 0	...
...	...	9,429	...	3,850	13,279	96 4	...
...	...	1,930	...	...	1,930	14 0	...
...	...	1,680	...	248	1,928	44 13	...
...	...	360	...	...	360	36 0	...
...	...	955	...	1,140	2,095	87 0	...
...	...	98,139	...	14,099	1,12,238	80 4	...
...	...	1,03,884	1,617	14,099	1,25,456	84 2	3 15

## SUBSIDIARY

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>COMMERCIAL SCHOOLS FOR GIRLS FOR EUROPEANS.</b>					Rs.
<i>Aided.</i>					
Bombay— Young Women's Christian Association Commercial School, Bombay.	1	34	25	25	2,200
<b>AGRICULTURAL SCHOOLS FOR BOYS</b>					
<i>Government</i>					
West Khandesh— Agricultural School, Dhulia ...	1	22	22	20	6,450
Dharwar— Agricultural School, Devihosur ...	1	26	28	24	7,346
<b>Total, Agricultural Schools for Boys.</b>	<b>2</b>	<b>48</b>	<b>50</b>	<b>44</b>	<b>18,796</b>
<b>REFORMATORY SCHOOLS FOR BOYS.</b>					
<i>Government.</i>					
Poona— Reformatory School, Yeravda ...	1	207	219	215	39,185
<i>Aided.</i>					
Bombay— Willingdon Boys' Home, Byculla.	1	101	99	98	6,100
David Sassoon Industrial and Reformatory Institution, Matunga.	1	386	371	371	*59,302
<b>Total ...</b>	<b>2</b>	<b>487</b>	<b>470</b>	<b>469</b>	<b>65,402</b>
<b>Total, Reformatory Schools for Boys.</b>	<b>3</b>	<b>694</b>	<b>689</b>	<b>684</b>	<b>1,04,587</b>

\* Includes a Drawing

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	9,985	...	769	6,954	278 0	88 0
...	...	...	...	...	6,450	298 3	298 3
...	...	...	...	...	7,346	262 6	262 6
...	...	...	...	...	13,796	275 15	275 15
...	...	...	...	2,422	41,607	190 0	178 15
...	260	95	...	7,744	14,199	143 7	61 10
...	1,500	1,440	...	11,904	74,146	199 14	159 13
...	1,760	1,535	...	19,648	88,945	187 15	139 2
...	1,760	1,535	...	22,070	1,29,952	188 10	151 13

grant of Rs. 190.

## SUBSIDIARY

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>SCHOOLS FOR DEFECTIVES— FOR BOYS.</b>					Rs.
<i>Aided.</i>					
Bombay—					
Bombay Institution for Deaf and Mutes, Mazagaon.	1	36	35	27	8,000
Prof. Date's Charitable Dumb and Deaf Institution, Thakurdwar, Bombay.	1	42	42	26	1,000
Victoria Memorial School for the Blind, Tardeo.	1	58	63	57	9,050
American Mission School for the Blind, Dadar.	1	38	40	34	2,285
Poona—					
N. G. Gondhalekar's School for Dumb and Deaf, Poona.	1	43	30	22	400
Ahmedabad—					
School for Deaf and Mutes, Ahmedabad.	1	33	33	29	3,600
Karachi—					
Ida Rieu School for the Blind and Deaf Mutes, Karachi.	1	33	33	32	2,500
Total, Schools for Defectives ...	7	283	276	227	15,885
<b>SCHOOLS FOR ADULTS— FOR MEN.</b>					
<b>SECONDARY.</b>					
<i>Aided.</i>					
Bombay—					
Bradley Night High School, Thakurdwar.	1	129	121	74	970
Poona—					
Poona Night High School, Poona.	1	79	83	62	1,500
Sholapur—					
English Class attached to the Settlement Industrial Night School, Sholapur.	1	10	12	8	70
Karachi—					
Prem Mandali Advanced Night School, Karachi.	1	47	52	38	260
Maratha Advanced Night School, Karachi.	1	43	42	33	140
G. N. S. Advanced Night School, Karachi.	1	56	62	46	.....
Total ...	6	364	372	261	2,940

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	449	6,263	414	10,146	289 14	85 11
...	...	...	...	5,065	6,065	144 6	23 13
..	1,350	...	2,923	3,978	10,701	169 14	48 7
...	900	...	600	3,361	7,146	178 10	57 2
...	500	...	...	715	1,615	53 13	13 5
...	1,700	...	...	1,952	7,252	219 12	109 1
...	...	...	...	10,260	12,760	386 11	75 12
...	4,450	449	9,806	25,145	55,685	201 12	57 6
...	...	3,398	...	2,547	6,915	57 2	8 0
...	500	2,703	...	2,799	7,502	90 6	18 1
...	...	...	...	...	70	5 13	5 13
...	183	...	...	941	1,384	26 10	5 0
...	144	...	...	174	458	10 14	3 5
...	300	...	...	767	1,067	17 3	...
...	1,127	6,101	...	7,228	17,396	46 12	7 14



## SUBSIDIARY

District and name or class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1984.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>SCHOOLS FOR ADULTS—FOR MEN—contd.</b>					Ra.
<b>PRIMARY.</b>					
<i>Government.</i>					
Belgaum— Night School, Khanapur ...	1	7	8	5	72
Bijapur— Night School, Bijapur ...	1	9	8	7	132
Do. Bagalkot ...	1	8	8	6	107
Do. Indi ...	1	15	19	11	72
Total ...	4	39	37	29	388
<i>District Local Board.</i>					
Kolaba— Night Schools ...	4	63	64	48	145
Poona— Night Schools ...	2	42	49	32	.....
Ahmednagar— Night Schools ...	3	75	73	38	171
West Khandesh— Night Schools ...	3	65	65	47	84
Total ...	12	245	251	165	400
<i>Municipal.</i>					
Bombay— Night Schools ...	5	160	166	114	.....
Poona— Night Schools ...	2	76	69	45	78
West Khandesh— Night School ..	1	80	80	19	.....

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	72	9 0	9 0
...	...	...	...	...	182	17 0	17 0
...	...	...	...	...	107	13 0	13 0
...	...	...	...	...	72	5 0	5 0
...	...	...	...	...	383	10 0	10 0
...	...	...	...	...	145	2 4	2 4
328	...	...	...	...	328	6 11	...
...	...	...	...	...	171	2 5	2 5
156	...	...	...	...	240	3 11	1 5
484	...	...	...	...	684	3 8	1 9
...	2,040	...	...	...	2,040	12 5	...
...	360	...	...	...	488	6 6	1 2
72	...	...	...	...	72	2 6	...

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Insti- tu- tions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attend- ance.	Provincial Revenues.
1	2	3	4	5	6
<b>SCHOOLS FOR ADULTS—FOR MEN—contd.</b>					Rs.
<b>PRIMARY—contd.</b>					
<i>Municipal—contd.</i>					
Ahmedabad— Night Schools ... ..	8	135	185	108	.....
Dharwar— Night Schools, Hubli ... ..	2	128	128	55	157
Bijapur— Night Schools, Bijapur ... ..	3	63	67	37	.....
Karachi— Night School ... ..	1	25	25	16	308
Hyderabad— Night School ... ..	1	20	15	10	71
Sukkur— Night Schools ... ..	2	30	25	14	96
Upper Sind Frontier— Night School ... ..	1	24	21	16	82
Larkana— Night School ... ..	1	21	22	16	81
<b>Total ... ..</b>	19	496	428	267	795
<i>Aided.</i>					
Bombay— Night Schools ... ..	25	1,314	1,304	907	.....
Nasik— Night Schools ... ..	11	841	805	677	1,160
Poona— Night Schools ... ..	4	80	90	60	.....
Satara— Night School ... ..	1	47	41	35	92
Sholapur— Night Schools ... ..	4	181	176	121	723

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
23	4,712	...	...	1	4,736	25 9	...
...	225	...	...	...	382	3 0	1 0
...	215	...	...	...	215	3 0	...
42	175	...	...	...	525	21 0	12 5
...	91	...	...	...	162	10 18	4 12
...	158	...	...	...	254	10 3	3 13
...	98	...	...	...	180	8 9	3 14
...	95	...	...	...	176	8 0	3 11
65	5,769	...	...	1	6,630	15 7	1 14
...	2,620	426	...	10,641	13,687	10 8	...
...	200	...	...	7,762	9,122	11 5	1 7
34	69	160	...	1,539	1,802	20 0	...
...	...	74	...	59	225	5 8	2 4
47	...	...	...	...	770	4 6	4 2

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>SCHOOLS FOR ADULTS—FOR MEN—<i>contd.</i></b>					Rs.
<i>PRIMARY—concd.</i>					
<i>Aided—concd.</i>					
Ahmedabad—					
Night School ... ..	1	26	22	19	37
Kaira—					
Night School ... ..	1	9	12	5	44
Broach—					
Night School ... ..	1	45	48	81	71
Surat—					
Night Schools ... ..	4	109	96	73	268
Dharwar—					
Night Schools ... ..	6	221	164	136	292
Belgaum—					
Night School ... ..	1	48	45	29	95
Karsahi—					
Night School ... ..	1	24	27	24	58
Hyderabad—					
Night School ... ..	1	21	17	14	70
Sukkur—					
Night Schools ... ..	3	88	102	65	96
Larkana—					
Night School ... ..	1	50	48	38	67
Total ...	65	3,099	2,987	2,234	3,063
<i>Recognized.</i>					
Nasik—					
Night School ... ..	1	30	34	30	.....
Poona—					
Night School ... ..	1	109	91	59	.....
Ahmedabad—					
Night School ... ..	1	145	128	64	.....
Surat—					
Night School ... ..	1	19	20	15	.....
Total ...	4	303	273	168	.....
Total, Primary Schools for Adults for Men.	112	4,448	4,301	3,041	4,719

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	191	168	7 10	1 11
...	...	...	...	221	265	22 1	3 11
...	...	...	...	211	282	6 9	1 10
...	...	...	...	169	432	4 8	2 12
...	...	...	...	...	292	2 0	2 0
...	...	...	...	...	95	2 0	2 0
...	...	...	...	106	159	5 14	3 8
...	...	...	...	140	210	12 6	4 2
...	63	...	...	583	742	7 4	0 15
...	68	...	...	118	253	5 14	1 9
91	3,020	660	...	21,680	28,504	9 9	1 0
...	...	...	...	358	358	10 8	...
...	...	...	...	1,433	1,433	15 12	...
...	...	...	...	966	966	7 9	...
...	...	...	...	125	125	6 4	...
...	...	...	...	2,882	2,882	10 9	...
702	11,189	660	...	24,563	41,893	9 12	1 2

## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>SCHOOLS FOR ADULTS—FOR MEN—<i>concid.</i></b>  <b>SPECIAL.</b>  <i>Aided.</i>  Poona— Alegaonkar's Advanced Night School, Kirkee.	1	130	126	95	500
Total of all Schools for Adults for Men.	119	4,942	4,799	3,397	8,159
<b>SCHOOLS FOR ADULTS—FOR WOMEN.</b>  <i>Aided.</i>  Bombay— Seva Sadan Home Classes, Gamdevi. Women's Indian Association's Training Class, Chaupati. Women's Indian Association's Training Class, Fort.  Poona— Seva Sadan English and First Aid Classes, Poona. Seva Sadan Primary School for grown up Women, Poona. Seva Sadan Sewing Class, Baramati. Seva Sadan Primary School for grown up Women, Baramati. Seva Sadan Sewing Class, Sholapur.  Surat— Night School ... ..	1	112	129	97	265
	1	74	85	22	.....
	1	68	73	24	.....
	1	56 (5)	51 (5)	50 (5)	200
	1	118	105	75	975
	1	10 (3)	9 (5)	7 (3)	75
	1	46 (3)	43 (5)	40 (1)	80
	1	26	21	19	50
	1	20	22	7	28
Total, Schools for Adults for Women.	9	520 (11)	538 (15)	341 (9)	1,673

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	2,474	2,974	28 9	3 15
702	12,316	6,761	...	34,265	62,203	12 15	1 11
...	...	775	...	1,501	2,541	19 11	2 1
...	288	696	...	534	1,518	17 14	...
...	450	342	...	2,424	3,216	44 1	...
...	...	661	...	600	1,461	26 1	3 9
...	...	...	...	3,974	4,949	47 2	9 5
...	...	...	...	357	492	30 14	5 6
...	63	...	...	616	759	16 13	1 11
...	100	50	...	339	589	28 1	2 6
...	...	...	...	...	28	1 4	1 4
...	901	2,524	...	10,395	15,493	28 0	3 0



## SUBSIDIARY

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1934.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
<b>OTHER SCHOOLS.</b>					Rs.
<i>Government.</i>					
Bombay— Veterinary College, Parel, Bombay.	1	78	80	52	46,932
<i>Language Schools for Boys.</i>					
Municipal ... ..	4	114 (52)	112 (39)	76 (58)	205
Aided ... ..	39	1,451 (149)	1,456 (136)	1,116 (91)	4,171
Recognised ... ..	1	6 (24)	4 (24)	4 (29)	.....
Total, Language Schools ...	38	1,571 (225)	1,572 (199)	1,196 (172)	4,976
<i>Music Schools for Boys.</i>					
Aided ... ..	2	11 (40)	11 (35)	9 (30)	.....
Recognised ... ..	4	91 (1,480)	71 (1,576)	64 (1,214)	.....
Total ...	6	102 (1,520)	82 (1,611)	78 (1,234)	.....
<i>Music Schools for Girls.</i>					
Aided ... ..	2	10 (58)	10 (58)	9 (47)	.....
Recognised ... ..	1	11 (18)	11 (16)	9 (15)	.....
Total ...	3	21 (76)	21 (74)	18 (62)	.....
Total, Music Schools (Boys and Girls).	9	123 (1,596)	103 (1,685)	91 (1,296)	.....

FORM No. 6—contd.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	9,320	...	...	55,652	695 10	579 2
...	2,816	...	...	...	3,021	20 0	1 6
100	2,660	566	18,625	24,701	45,823	28 13	2 10
...	...	...	...	255	255	9 2	...
100	5,476	566	18,625	24,956	49,099	27 11	2 8
...	300	596	...	535	1,431	31 2	...
...	...	1,702	...	3,416	5,118	3 4	...
...	300	2,298	...	3,951	6,549	3 14	...
...	150	528	...	195	873	12 13	...
...	...	349	...	2,139	2,482	91 15	...
...	150	977	...	2,328	3,355	35 5	...
...	450	3,175	...	6,279	9,904	5 9	...

Table showing the statistics of Government,

1933-

1	Number of inmates on 31st March,		
	Colleges. 2	Secondary Schools. 3	Primary Schools. 4
<i>Government.</i>			
Government Hostel for Depressed Classes, Poona.	.....	48	.....
<i>District Local Board.</i>			
Muslim Boarding House, Mirpurkhas ...	.....	102	.....
Hindu Boarding House, Mirpurkhas ...	.....	28	.....
Muslim Boarding House, Naushahro ...	.....	107	.....
MacLachlan Muslim Boarding House, Jacobabad.	.....	29	.....
Total ...	.....	266	.....
<i>Aided.</i>			
Depressed Class Mission Society's Hostel, Farel, Bombay.	.....	15	1
Depressed Class Education Society's Hostel, Thana.	.....	27	.....
Depressed Class (Parwari) Hostel, Mahad ...	.....	.....	7
Shri Shahu Chhatrapati Boarding, Nasik ...	.....	25	.....
Seva Sadan Hostel for Depressed Class Women, Poona.	.....	1	10
Shiv Chhatrapati Shahu Boarding House, Satara.	.....	102	18
Bahishkrit Anath Vidyarthi Ashram, Sholapur.	.....	24	6
Asprishyoddharak Boarding House, Chalis- gaon.	.....	6	9
Shri Chokhamela Boarding House, Jalgaon .	.....	7	9

*District Local Board, and Aided Hostels.*

84.

1984, attending.		Average monthly number.	Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
...	48	44	Ra. 8,447	Ra. .....	Rs. .....	Rs. 8,447
...	102	91	2,508	.....	7,246	9,754
...	28	27	...	.....	8,184	8,184
...	107	100	...	2,272	7,117	9,389
...	29	29	...	.....	1,282	1,282
...	266	247	2,508	2,272	18,779	23,559
...	16	16	600	.....	1,582	2,182
...	27	29	2,650	251	1,405	4,306
...	7	10	200	... ..	702	902
...	25	23	945	112	2,655	3,112
2	13	10	240	327	1,672	2,239
9	124	104	580	805	20,476	21,863
7	37	38	260	.....	1,985	2,245
...	15	10	115	.....	773	888
...	16	15	200	.....	999	1,199

1	Number of inmates on 31st March,		
	Colleges.	Secondary Schools.	Primary Schools.
	2	3	4
<i>Aided—conold.</i>			
Depressed Class Hostel, Ahmedabad ...	.....	26	4
Depressed Class Education Society's Hostel, Dharwar.	.....	16	.....
Depressed Class Education Society's Hostel, Belgaum.	.....	16	.....
District Madressah, Sukkur ...	.....	36	.....
Missionary Settlement for University Women, Bombay.	28	.....	.....
Catholic Women's Hostel, Bombay ...	2	.....	.....
Y. M. C. A. Hostel, Bombay ...	.....	.....	.....
Y. W. C. A. Hostel, Bombay ...	.....	.....	.....
League of Mercy's Children's Home, Lonavla.	.....	30	.....
League of Mercy's Infants' Home, Lonavla .	.....	17	.....
Total ...	30	348	59
Grand Total ...	30	662	59

*N.B.*—The hostels shown in this table are not

1934, attending.		Average monthly number.	Expenditure from			
Special Schools.	Total.		Provincial Funds.	Fees.	Other sources.	Total.
5	6	7	8	9	10	11
			Rs.	Rs.	Rs.	Rs.
...	30	27	8,180	.....	2,571	5,751
...	16	15	1,560	.....	1,436	2,996
...	16	15	135	262	820	1,217
...	36	34	...	400	3,200	3,600
13	41	33	2,000	14,963	6,027	22,990
...	2	3	310	525	17,820	18,655
15	15	15	3,712	1,397	.....	5,109
9	9	5	1,000	2,360	13,814	17,174
...	30	32	3,456	3,296	965	7,717
...	17	17	1,008	.....	3,992	5,000
55	492	451	21,551	24,693	82,896	1,29,145
55	806	742	32,506	26,970	1,01,675	1,61,151

attached to particular institutions.

Government  of Madras

LAW (EDUCATION) DEPARTMENT

G.O. No. 291, 5th February 1934.

Report on Public Instruction—1932-33—Reviewed.

READ—the following paper :—

Letter from the Director of Public Instruction, Madras, to the Secretary to Government, Law (Education) Department, dated 22nd November 1933, R.O.C. No. 680-F/33.

**Order—No. 291, Law (Education), dated 5th February 1934.**

The year 1932-33 was, as a result of the prevailing financial stringency, marked by retrenchment in various directions. With a view to effect economies, the three commercial institutions and the School of Engineering, Vizagapatam, under the management of Government were abolished; and some courses of study in certain Arts Colleges were discontinued, followed by a corresponding reduction in the number of gazetted posts. Stipends granted to teachers undergoing training in the L.T., B.Ed. and Secondary training classes were abolished, and the rates for elementary-grade teachers were reduced, whilst, on the other hand, in order to augment receipts, tuition fees in Government Colleges were raised and a system of levying registration fees from pupils payable on admission was introduced.

2. In the field of University and Collegiate Education, there is little of note to record except the rapid progress made in the building of the University College of Arts and the Jeypore Vikramadeo College of Science and Technology of the Andhra University, Waltair.

3. As compared with the year 1931-32, there was a fall in the number of recognized elementary schools for boys and in their strength. In the review for the quinquennium ending 1931-32, the Government observed that local bodies were slow in formulating schemes in accordance with Mr. Champion's proposals for the consolidation and concentration of elementary schools and the question how to give more rapid effect to the recommendations in this Report was under the consideration of the Government during the year. Since the close of the year under review, the Government have accepted the suggestion of the Director of Public Instruction that schemes for the concentration and amalgamation of elementary schools should, in the first place, be drawn up in the districts by the officers of the Department.

As a result of a departmental investigation into the working of night schools and other part-time schools very many of these schools were closed down during the year.

4. The Government note with satisfaction that in spite of a decrease in the number of institutions intended for girls the number of girls in all stages of instruction including those studying in boys' schools showed an appreciable increase.

5. Notwithstanding the decrease in the number of institutions chiefly intended for Muhammadans, their strength showed a slight increase. Since the close of the year, orders have been passed on certain of the recommendations contained in the Muhammadan Education Committee's Report.

6. There was an appreciable fall both in the number of public institutions mainly intended for the Depressed Classes and in their strength, as also in the total number of pupils of these classes studying in schools not specially intended for them. This is probably attributable to the fact that, while separate schools for Depressed Classes are being gradually abolished, the pupils formerly reading in these schools have not yet found their way in any large numbers into the general village schools. The Director of Public Instruction has been asked to examine the causes for the poor attendance of pupils of these classes in the general schools and suggest measures for removing them.

7. Notwithstanding the retrenchment referred to above, the working of the Department during the year under review was satisfactory and the Government congratulate the Director and the officers subordinate to him on their work.

(By order of the Government, Ministry of Education)

V. N. VISWANATHA RAO,  
*Secretary to Government.*

To the Director of Public Instruction.  
 " Accountant-General.  
 " Surgeon-General.  
 " Registrar, Madras University.  
 " Registrar, Andhra University.  
 " Registrar, Annamalai University.  
 " Director of Industries.  
 " Director of Agriculture.  
 " Commissioner of Labour.  
 " Inspector-General of Prisons.  
 " Local Self-Government Department.  
 " Revenue Department.  
 " Law Department.  
 " Public Works and Labour Department.  
 " Inspector of Municipal Councils and Local Boards.  
 " Government of India, Department of Education,  
 " Health and Lands (with C.L.) (with 10 copies).  
 " Superintendent, Government Press.  
 " Secretary, Legislative Council (2 copies).

Press.



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OFFICE OF THE  
DIRECTOR OF PUBLIC INSTRUCTION,  
NUNGAMBAKAM, MADRAS,  
*Dated 3rd November 1933.*

C. No. 680-F/33.

From

W. ERLAM SMITH, Esq., M.A.,  
ACTING DIRECTOR OF PUBLIC INSTRUCTION,  
MADRAS,

To

THE SECRETARY TO GOVERNMENT,  
LAW (EDUCATION) DEPARTMENT,  
FORT ST. GEORGE, MADRAS.

SIR,

I have the honour to submit my report on the state and progress of education in this Presidency during the year 1932-33.

2. *Events of the Year.*—(i) The year under review was a period of financial stringency. The ten per cent cut in salaries was in force during the whole of the year, while the Professors on contract in the Engineering College, Guindy, made a voluntary surrender of ten per cent of their salaries. Special pays were retrenched and treated as personal pay to incumbents or were replaced by house allowances consequent on the introduction of the Madras House Allowance Scheme. Economies were effected by the abolition of certain posts in Government Colleges and also of some of the courses of studies. The number of the Gazetted posts was reduced by the abolition of some posts and by the relegation of a few others to the Subordinate Educational Service.

(ii) The Government Schools of Commerce at Calicut and Vizagapatam were abolished with effect from 1st July 1932, and the Institute of Commerce, Madras, was ordered to be closed with effect from 1st May 1933, after the G.D.A. students completed their course.

The Government School of Engineering, Vizagapatam, was abolished and the subordinate engineering classes were amalgamated with the College of Engineering, Guindy, with effect from July 1932.

The staffs of the Government Secondary and Higher Elementary Training Schools for Masters were reduced by the abolition of an L.T. Assistant's post in each school, while those of lower elementary training schools were reduced by the abolition of a Secondary Grade Assistant's post in each school.

(iii) With a view to the rapid elimination of untrained teachers employed in secondary schools in the southern districts the number of seats in the L.T. class of the Teachers' College, Saidapet, was increased from 112 to 168.

Orders were issued for the reconstitution of District Secondary Education Boards as the term of office of the elected members of the old boards expired by May 1932.

(iv) During the year under report the question of reconstituting the District Educational Councils was fully examined by the Director and in March 1933, Government passed orders in so far as the proposals related to the representation of taluk boards on these councils.

(v) *Madras Educational Rules.*—Tuition fees in Government Colleges were raised with a view to increasing the fee income and the option of paying fees in instalments was withdrawn. A registration fee of Rs. 5 in the Presidency College and in the Law College and Rs. 3 in the case of the other Government Arts and Professional Colleges was introduced.

Stipends and payments of deputation allowances to teachers under training in the L.T., B.Ed., and Secondary Training Classes were discontinued with effect from the academic year 1932-33, while the rate of stipends to elementary grade teachers was also reduced.

(vi) *Government Scholarships.*—The award of fresh scholarships which was stopped in 1931-32, has been revived during the year under report though the tenure of such scholarships has been restricted to nine months in the year.

(vii) *Physical Education.*—Orders were passed on the report of the Committee appointed by Government to investigate the question of physical education for girls in elementary and secondary schools. Government also passed orders on the report of the Committee appointed to advise Government regarding the selection of lands for playing fields in the City of Madras and as a result a few institutions have been provided with playgrounds.

(viii) *Old College Buildings.*—The new buildings designed for the Educational offices in the Old College compound were completed and occupied during the year.

3. *Legislative Council and Education.*—The members of the Legislative Council as usual evinced a keen interest in educational matters. Before passing the demand for "Education" members discussed the educational policy of Government in all its aspects. Further questions relating to retrenchment in the Education Department were also asked. The following are some of the important items of general interest on which questions were asked by the members:—

- (1) Personnel of the Text-book Committee;
- (2) Withdrawal of the cut in the subsidy to local boards for elementary education;
- (3) Amalgamation of Muslim and non-Muslim schools in the Saidapet municipality;
- (4) The nature of conveyances used in the Government Hobart Training School for Muhammadan Women for carrying the pupils to the school;
- (5) Alienation of land for the provision of playgrounds for secondary schools for boys;

(6) Teaching of Hindustani music in Government colleges; and

(7) Revision of the Madras Inspection Code in relation to Fixed Travelling Allowance Rules, etc.

4. *General Statistics*—(a) *Numerical*.—There was a fall in the number of public institutions from 53,545 to 51,073 and in their strength from 2,877,504 to 2,864,597; there was likewise a decrease in the number of private institutions from 1,580 to 1,408, but the strength in the schools rose slightly from 47,378 to 47,928.

The total number of public and private institutions taken together also decreased by 2,644 and their strength by 12,357. The percentage of those under instruction to the total population was 6·2 (9·3 in the case of boys and 3·2 in the case of girls) as compared with 6·3 (9·5 in the case of boys and 3·1 in the case of girls) in the preceding year.

The number of institutions in municipal areas also decreased from 4,273 to 4,130, while there was a slight increase in their strength from 521,153 to 523,780. The percentages of the number of institutions and scholars in municipal areas to those in the Presidency were 7·9 and 17·3, respectively, as against 7·8 and 17·8, in the year 1931-32.

(b) *Financial*.—The total expenditure on Education decreased from Rs. 567·62 lakhs to Rs. 531·59 lakhs. The proportion which public funds and private funds bore to the total expenditure was 60 per cent and 40 per cent, respectively, the corresponding percentages in the previous year being 61 and 39.

The total direct expenditure fell from Rs. 428·46 lakhs to Rs. 410·13 lakhs; the decrease was shared by all classes of institutions, the fall being noticeable in the case of elementary and special schools. The expenditure on institutions managed by local and municipal boards also fell by over Rs. 7 lakhs.

The total indirect expenditure also fell from Rs. 139·16 lakhs to Rs. 121·46 lakhs, the decrease being mainly under "Buildings" and "Boarding charges in hostels."

The budget estimate for the year under "Education" was Rs. 241·91 lakhs and the revised estimate was Rs. 244·27 lakhs. The actuals including the amount spent in England was Rs. 243·34 lakhs.

The provincial receipts and charges including the expenditure on buildings and on schools and colleges under the control of other departments amounted to Rs. 11·49 lakhs and Rs. 270·17 lakhs, respectively, as compared with Rs. 11·28 lakhs and Rs. 280·06 lakhs, in 1931-32. The decrease is mainly due to the very low expenditure on buildings on account of financial stringency.

The provincial subsidy to local bodies inclusive of the amounts placed at the disposal of the District Educational Councils and the Inspector of Municipal Councils and Local Boards for elementary education amounted to Rs. 148·90 lakhs.

5. *Controlling Agencies and Personnel*.—Mr. R. Littlehales continued as Director of Public Instruction till 20th November 1932,

when he went on leave preparatory to retirement. I took charge of the office on 21st November 1932.

Mr. R. Littlehailes toured in the North Arcot and Anantapur districts in May and June and in the Malabar, South Kanara, Coimbatore and Kistna districts in July 1932. I visited schools in Madura in January 1933 and toured in Ganjām, Vizagapatam, Gōdāvari, Kistna and the Ceded Districts in March 1933.

Mr. D. Sadasiva Reddi, Deputy Director of Elementary Education, visited schools in the Coimbatore district in April, in Guntūr and Nellore districts in July, in Madura and Ramnad districts in September and in Cuddapah and Anantapur districts in December 1932. He has also toured in the Chingleput and North Arcot districts in March 1933.

The post of the Deputy Directress of Public Instruction was kept in abeyance from July 1932 and Miss I. H. Lowe, who was holding the post permanently, was transferred to the Inspectorate.

The educational districts of North and South Malabar were amalgamated into a single charge under one District Educational Officer as an experimental measure for a period of two years from 1st December 1932 and he was given the assistance of a Personal Assistant in the combined cadre of School Assistants and Deputy Inspectors of Schools.

Government have also sanctioned the abolition of two posts of District Educational Officers in the Madras Educational Service by amalgamating the four Ceded Districts into two charges—one comprising Bellary and Kurnool districts and the other Anantapur and Cuddapah districts—and effect has already been given to the second of these amalgamation.

The proposal of the Director for the constitution of the ranges of Deputy Inspectors of Schools in the plains on a talukwar basis was approved and the scheme came into effect from 1st March 1933. At the same time the Senior Deputy Inspectors of Schools and Supervisors employed in the Agency areas were replaced by a single class of officers, viz., Junior Deputy Inspector of Schools.

*Men's Branch.*—The following officers of the Indian Educational Service retired from service during the period under review :—

- (1) Mr. P. F. Fyson,
- (2) „ R. Littlehailes,
- (3) „ E. W. Green,
- (4) „ O. Ransford,
- (5) M.R.Ry. A. Rama Rao Avargal and
- (6) „ Rao Bahadur S. E. Ranganadhan Avargal.

The following officers of the Madras Educational Service retired from service during the period under review :—

- (1) M.R.Ry. A. R. Gopala Ayyar Avargal,
- (2) Mr. S. A. Steele, and
- (3) M.R.Ry. K. V. Subbayya Ayyar Avargal.

The services of Mr. R. M. Statham were lent to the Government of Travancore with effect from 9th December 1932.

*Women's Branch.*—One of the posts of the Inspectresses of Girls' Schools in the Madras Educational Service together with its sanctioned establishment was abolished from 1st January 1933, thus reducing the number of Inspectresses of Girls' Schools from 7 to 6.

The posts of Headmistresses in the Madras Educational Service, in the Presidency Training School, Egmore, and in the Government Hobart Secondary and Training School, Royapetta, were held in abeyance from 1st February 1933 and two posts in the Subordinate Educational Service created instead.

6. *University and Collegiate Education*—A. *University of Madras—Personnel.*—Diwan Bahadur Sir K. Ramunni Menon and Mr. William McLean continued to be the Vice-Chancellor and the Registrar, respectively.

*Authorities of the University.*—The reconstitution of the Senate, Academic Council and Syndicate was completed in March 1933.

*Meetings.*—The Senate and the Academic Council each met twice during the year. Under the revised statutes the Academic Council will meet only twice in a year and not three times as formerly.

*Affiliation and Recognition of Colleges.*—The Syndicate granted either the further affiliation or the approval required to the following institutions in the subjects and courses mentioned :—

Holy Cross College for Women, Trichinopoly—

B.A., Part I, English ;

Do. II, Tamil, Malayalam and French ;

Do. III, Group iv, b.—Economics and History ;

Intermediate course, Part II, Malayalam ;

Do. Part III, Mathematics.

American College, Madura—

B.A., Part III, group iii, Philosophy.

Government Victoria College, Palghat—

Intermediate, Part III, Ancient History.

Mahajana Sanskrit College, Perdala—

In Oriental titles—Siromani, Br. V. Sahitya and in Vidwan—Kanarese Main and Sanskrit subsidiary.

The Wesley College, Madras, ceased to be a college from April 1933.

*Convocations.*—A special convocation presided over by His Excellency the Chancellor was held on 3rd August 1932 for the conferment of Honorary Doctorate Degrees. The main convocation was held on the 4th August 1932 and two other convocations in December 1932 and February 1933.

*General.*—The Diploma course in Geography and the Diploma course in Indian Music were opened in August 1932. Mr. G. Kuriyan was appointed Lecturer in Geography and Vidwan K. Varadachariar, Lecturer in Music. Thirty-three students joined the Geography course and 19 students, the Music course.

In accordance with the scheme adopted for extension lectures, lectures were arranged by the Boards constituted at Madras, Trichinopoly, Madura, Trivandrum, Mangalore and Ernakulam.

The Syndicate entrusted the work of preparation of a catalogue of the Mackenzie Manuscripts to the Professor of Indian History and Archaeology. The work was commenced as an experimental measure for a year.

*Teachers and Research Departments.*—Rules were framed for the management of the Teaching and Research departments of the University.

Heads of Departments of the University in Economics, Indian History, Indian Philosophy, Mathematics, Sanskrit (and wherever possible in other departments) were required to deliver lectures in their subjects in consultation with the Principals of constituent colleges.

*University Library.*—The number of visitors and books issued very much exceeded the numbers of the previous year.

The total number of books in the Library on 31st December 1932 was 79,636, viz., 67,154 in the main library and 12,482 in the sectional libraries.

*Tamil Lexicon.*—The second and third parts of Volume V were published.

*The Madras University Training Corps.*—Captain C. B. Ponnappa, 5th Royal Battalion 5th Mahratta Light Infantry, took over command of the Corps from Captain W. L. Bacon, 2/4th Bombay Grenadiers (K.E.O.).

The corps did not recruit up to full strength, some colleges, notably the Medical College experiencing some difficulty in getting recruits but the standard of recruits was higher than that of the previous two years. Only four of the recruits failed to qualify as trained men.

Several of the officers were attached to the British Regular Regiment in Fort St. George and the instruction they received proved helpful both to them and to their contingents.

In September the annual camp was again held at Pallavaram, the attendance being 14 officers and 461 men. There was a marked improvement in the general administration and training in camp. Lieut.-Col. Waller, the Officer Commanding St. Thomas' Mount, inspected the Battalion in camp. He gave the Unit a good report and was very pleased with the turn out generally and with the lay out of the camp.

The annual sports were held during the period of the camp, the Christian College winning the Willingdon Shield for the year.

The results of the annual Musketry course were not up to the standard of the previous year, owing mainly to the introduction of a new course and to the lack of time for repetitions. It is hoped that the Corps Musketry will receive real impetus from the inception of the Corps Musketry Club which is arranging to hold monthly medal competitions.

*B. Andhra University—Personnel.*—Professor Sir S. Radhakrishnan continued to be the Vice-Chancellor during the period. During his absence in Geneva at meetings of the International Committee on Intellectual Co-operation, Rao Bahadur Dr. T. S. Tirumurti performed the duties of the Vice-Chancellor honorarily for six weeks from 25th June 1932. Mr. C. D. S. Chetti was re-elected as Registrar for a further period of five years from 26th April 1933.

*University Colleges.*—In July 1932 B.A. (Honours) classes in Mathematics and Philosophy and B.Sc. Honours classes in Physics and Chemistry were opened.

*Sites and Buildings.*—The acquisition proceedings in regard to the lands behind the Hotel Cecil covering about 31 acres were completed. The University is now in possession of about 53 acres of land.

The construction of the permanent buildings at Waltair for the Arts and Science colleges and for hostels, entrusted to the Britannia Building and Iron Co., Ltd., Calcutta, made rapid progress. Considerable progress was made in regard to the building designed to accommodate the power house, gas plant and workshop. Drainage and sanitary work was commenced and the question of providing an independent water-supply was investigated.

*Affiliations.*—Affiliation was granted in the subjects and courses mentioned against each :—

Hindu College, Masulipatam.—Physics and Chemistry under Part III—Intermediate.

Noble College, Masulipatam.—Zoology under Part III, Intermediate ; Physiology under B.A. Part III—Group (ii-b).

Government Training College, Rajahmundry—Permanent affiliation in place of the hitherto temporary affiliation.

Government Arts College, Rajahmundry—B.Sc. course (temporary for three years).

*General Inspection Commission.*—A General Inspection Commission consisting of Professor Sir S. Radhakrishnan, Vice-Chancellor (Chairman), Rao Sahib Dr. V. Ramakrishna Rao, Mr. R. Littlehales, Dr. Sir C. V. Raman, Dr. B. Sahani, Professor K. Zachariah, Mr. J. Ramayya Pantulu and Mr. C. D. S. Chetti, Registrar (Secretary), inspected all the affiliated colleges except the Medical College in January 1933. The Report of the Commission has since been published.

*Publications.*—During the period under review the following books were published under the auspices of the University :—

(1) The World Economic Depression—A plea for co-operation, by Sir J. C. Coyajee, B.A., LL.B.

(2) India and the League of Nations, by Sir J. C. Coyajee, B.A., LL.B.

(3) Chitraprabha, a commentary on Haridikshita's Laghusabdaratna, by Mr. Hari Sastri (Sanskrit).

(4) History of Sanskrit Literature, Part I, Vedic period, by M. Suryanarayana Sastri (Telugu).

With a view to stimulating the general interest of the Andhra public in subjects such as Everyday Science, Public Health and Sanitation, the University instituted a scheme of prizes to be awarded to the best account of these subjects in the Telugu language. A prize was offered for the best novel to be written in simple and effective Telugu prose, with contemporary Andhra life as its background.

*Vernacularization.*—As a first step in the scheme for the vernacularization of studies the Academic Council adopted amendments providing for the answering of papers at the Matriculation Examination in non-language subjects in the vernacular.

*Extension Lectures.*—The Syndicate arranged for the delivery of a series of extension lectures under the auspices of the University at different centres in the University area.

*C. Annamalai University—Personnel.*—M.R.Ry. Rao Bahadur S. E. Ranganadhan Avargal, M.A., I.E.S., was re-appointed Vice-Chancellor for a further period of three years from the 24th April 1932. M.R.Ry. N. Viswanatha Ayyar, M.A., L.T., continued to be the Registrar.

*Legislation.*—The following important changes were made in the Laws (Statutes) of the University:—

- (i) The Syndicate was empowered to institute teaching posts, on a temporary basis for a period not exceeding six months.
- (ii) The number of statutory meetings of the Academic council was reduced from three to two.
- (iii) The value of Research studentships was reduced from Rs. 60 to Rs. 40 per mensem.

*Courses of Study.*—The Rajah Annamalai Music College and the Sri Minakshi Oriental Training College, Chidambaram, were incorporated into the University. A professional course in music extending over a period of four years and leading to an examination for the title Sangita Bhushana and training courses of a year's duration for pandits in Tamil and Sanskrit leading to an examination for the Pandit's Training Certificate were instituted.

The possibility of the University offering instruction in some branches of Technology and in subjects relating to the Fine Arts was considered by the Syndicate.

*Examinations.*—The first examinations under the revised regulations for the Intermediate course with practical tests in Physics, Chemistry and Natural Science and for the B.A., and B.Sc. degree courses were held in March-April 1933.

The list of special subjects offered for the B.A. (Honours) degree examination in branch II (History) was revised and Archæology was added to the list of special and optional subjects under branch V (Sanskrit language and literature) of the B.A. (Honours) degree examination.

Regulations were amended with a view to instituting a second examination for the B.A. and B.Sc. degrees in September of each year.



*Tutorial System.*—The system of tutorial instruction was extended to students of the B.A. and B.Sc. pass classes.

*Research and Publications.*—(i) Mr. M. S. Ramaswami Ayyar's translation of Swaramelakalanidhi, an ancient work in music, was published.

(ii) Arrangements were made to bring out Tamil textbooks in music for use by the students of the Sangita Bhushana Title course.

(iii) A money prize of Rs. 1,000 was awarded to Mr. K. R. Appalachariyar, M.A., Lecturer, Government College, Coimbatore, for a Tamil book on logic for use in the Intermediate classes.

*Grants-in-aid for Research.*—Grants-in-aid for Research were awarded to the members of the teaching staff for purposes of advanced study and research in subjects for which adequate facilities do not exist in the University.

*Library.*—The year was marked by steady progress in the several departments of Library work. The total number of volumes in the Library on the 31st December 1932 was 35,387 and the number of current periodicals was 249.

The work of foundations for the Library building was commenced and the building itself is expected to be completed in 1934.

*Physical Training and Health of Students.*—The University playing fields having been selected as the site for the Library buildings, a new playground was laid out. The University participated in the Inter-University Provincial Athletic Tournaments held in February 1932 under the auspices of the University of Madras.

*D. Colleges—Statistics.*—Including the Annamalai University there were 41 colleges for men of which 25 were first grade and 16 second grade. Two new colleges were started in the course of the year, viz., the College of Science and the College of Arts of the Andhra University. The Mannargudi Findlay College was reduced to the status of a second-grade college by the abolition of B.A. degree courses.

The number of students reading in first-grade Arts colleges for men decreased from 10,276 to 9,828 and that in second-grade colleges from 1,867 to 1,799. During the year under report there were 807 students in Honours classes as against 777 in the previous year. Of the 807 students, 285 were in the first year, 245 in the second year and 277 in the third year. The number taking the post-graduate course increased from 135 in 1931-32 to 159 in 1932-33, the distribution of pupils being, Annamalai University 12, Presidency College 70, Madras Christian College 25, Loyola College 15, St. Joseph's College 24, Bishop Heber College 5 and Pachappa's College 8. The number of women reading in Arts colleges for men was 235 as against 178 in 1931-32.

The number of Oriental Colleges for men remained the same, but the strength therein increased from 827 to 879. There were six women students studying in the Pattambi Sanskrit College.

The total number of Professional colleges for men decreased by one by the merging of the Oriental Training College for Pandits,

Chidambaram, into the Annamalai University. The strength of Professional colleges including students studying for the Pandits' training course in the Annamalai University increased from 2,055 in 1931-32 to 2,279, the increase being notable in the Madras Law College and the Madras Medical College. There were 75 women students studying in these colleges.

7. *Secondary Education—(a) General Statistics.*—The number of public secondary schools for Indian boys increased from 530 to 538. Eight new schools were opened, one under Municipal, five under local board and two under private management (unaided). The National College Branch Secondary School, Trichinopoly, and the Aryan Secondary School, Trichinopoly, which were hitherto clubbed with the main institutions for which they served as branches, were treated as separate institutions. Two schools were closed, one under local board and one under private management. The Hoobathalai Bellie Gowder School was taken over by the Nilgiris District Board. Two institutions under the management of local boards opened forms above the third and one local board high school was reduced to the status of a middle school. The number of pupils under instruction in these schools increased from 179,687 to 180,611. The number of girls reading in these schools also increased from 4,775 to 5,733.

(b) *Secondary School-leaving Certificate Scheme and Examinations.*—The examination under the old scheme which was ordered to be held for the benefit of certain classes of candidates was held for the last time in March 1933. The number of candidates who sat for the examination increased from 20,094 to 20,731, of whom 4,321 were private candidates. The certificates of 20,555 (19,924 boys and 631 girls) were completed during the year. One hundred and thirty-five pupils belonging to the depressed classes and fifty who were dependents or children of Indian soldiers were admitted to the examination without payment of fees. One hundred and sixty depressed class pupils completed their certificates during the year.

One hundred and sixteen schools against 102 in the previous year used a vernacular as the medium of instruction in non-language subject in the higher forms and presented pupils for the S.S.L.C. Examination. Some of the private candidates also adopted a vernacular in answering the papers in non-language subjects. Of the subjects taken up by the pupils as their optionals the most popular were History, Algebra and Geometry, Physics, Chemistry, Book-keeping and Typewriting.

(c) *Expenditure.*—The total expenditure on secondary schools for boys decreased from Rs. 83·02 lakhs in 1931-32 to Rs. 80·76 lakhs in 1932-33. To the total expenditure public funds contributed Rs. 28·52 lakhs or 35 per cent, fees Rs. 43·16 lakhs or 54 per cent and other sources Rs. 9·08 lakhs or 11 per cent, as compared with 34 per cent, 52 per cent and 14 per cent, respectively.

The average cost of educating a pupil was Rs. 43-11-5 as against Rs. 45-7-8 in 1931-32 and each pupil paid an average fee of Rs. 23-5-7. Fees met 45 per cent of the total cost in Municipal

and Local Board schools and 68 per cent in aided schools, the corresponding percentages for the previous year being 44 and 60.

8. *Elementary Education*—(i) *Statistics*.—The number of public elementary schools for boys decreased from 46,681 to 44,359, the fall being noticeable in the case of schools under aided management. There was also a decrease in their strength from 2,264,776 to 2,248,189. The number of part-time and night schools decreased considerably from 3,378 to 1,662, owing to the policy of Government to close down all ill-working night schools. The percentage of male pupils to male population for the Presidency was 8·2 in 1932-33 as compared with 8·3 in the previous year, the percentages varying from 13·5 in Malabar to 4·2 in the East Gōdavāri Agency and 1·9 in the Vizagapatam Agency.

There were in the Presidency 382 higher elementary schools for boys with standard VI, 218 with standard VII and 946 with standard VIII as the highest standard. More than 50 per cent of these schools were under local board management.

The total number of teachers employed in elementary schools for boys decreased from 94,290 to 92,513, but the number of trained teachers increased from 55,104 to 57,136. The number of schools managed by teacher-managers fell from 16,802 to 15,063 but the number of trained teachers therein rose from 8,277 to 8,579.

The number of buildings constructed during the year for accommodating elementary schools for boys was 665, of which 146 were for schools under public management.

(ii) *Panchayat Schools*.—Following is an extract from the report of the Inspector of Municipal Councils and Local Boards on the working of the Panchayat schools.

Of the sanctioned 1,412 schools, only 1,324 schools were working during the year. Ten schools for girls were separately maintained. About 90 ill-working schools were, on the recommendation of the educational officers, closed during the year. Sixty-four schools in school-less centres were started. A large number of applications was received for starting new schools and these could not be sanctioned within the year as the establishment of a Panchayat is a condition precedent to the starting of a panchayat school.

During the year, the tendency of Panchayats to isolate Adi-Dravida pupils from caste pupils and to start separate schools for the former was effectively checked by the refusal of grants for schools which were not attended by Adi-Dravida pupils and by withdrawing grants for separate schools for Adi-Dravidas in the same village and amalgamating both the schools into one.

The total number of pupils enrolled in the schools at the end of the year was roughly 49,255 including 3,814 boys and 7,459 girls of the Adi-Dravida community. One satisfactory feature of the year is that, as a result of the enforcing of the open-door policy, the Adi-Dravida pupils were freely admitted in Panchayat schools.

The sanctioned strength of the staff, viz., 1,698 teachers continued to remain the same throughout the year. The staff was

found insufficient to meet the demand for additional teachers received from various panchayats, consequent on the increase of pupils in schools. But the additional teachers could not be entertained during the year. The policy of enforcing a minimum standard of qualification for the teachers and of requiring Panchayats employing more than one teacher to have at least one trained teacher was continued during the year. Due to this and to the reduction in the rate of teaching grant admissible to teachers whose qualifications were lower than those of the higher elementary grade, Panchayats employed trained men of the higher elementary and secondary grades.

The policy of granting subsidies for constructing school buildings tended to increase the number of schools having buildings of their own. The expenditure by Government on subsidy towards the construction of school buildings during the year was Rs. 6,429. No grants were sanctioned by Government during the year for payment of equipment grants. The expenditure on teaching grant during the year was Rs. 2,45,075.

(iii) *Consolidation and Concentration of Elementary Schools.*—Schemes for the consolidation and concentration of elementary schools were received from certain local bodies and from the inspecting officers. In a few cases the proposals have been accepted and given effect to, the others are under correspondence.

As has been pointed out in the report for 1930-31 the preparation of the proposals is a lengthy process as local bodies and inspecting officers of the Men's and Women's branches have to be consulted. On account of this and other difficulties few comprehensive schemes have been prepared. Detailed instructions regarding the lines on which schemes of consolidation have to be framed will be issued to the subordinate officers shortly and more progress in this direction is anticipated during 1934-35.

(iv) *Compulsory Elementary Education.*—No new area was brought under compulsion during the year.

(v) *Bifurcation of the Taluk Boards.*—During the year Government issued orders regarding the bifurcation of taluk boards with a view to constituting a taluk board for each revenue taluk.

9. *Special Education.*—(a) *Training Schools for Masters.*—The number of training schools for masters decreased from 80 to 77 and their strength from 10,921 to 10,503. Though the number of institutions under Government management remained steady the following changes took place during the year under report:—

(1) The Higher Elementary section of the Government Training School for Masters, Coimbatore, together with the model school attached to it was constituted into a separate institution from April 1932 and placed under the supervision of the District Educational Officer, Coimbatore and the Nilgiris.

(2) The temporary Government Lower Elementary Training School for Masters, Erode, was amalgamated with the Government Training School for Masters, Coimbatore from April 1932. The

number of Government schools was 58 and the number of pupils undergoing training in them was 8,603, of whom 1,945 were of the Lower Elementary grade, 5,171 Higher Elementary grade and 1,487 Secondary grade.

The number of sessional schools decreased from 3 to 2, owing to the closure of the Government Hill Sessional School, Narasapatam, in the Vizagapatam Agency, from 1st April 1932. The number of students who underwent training in the two sessional schools was 49. The number of aided training schools for masters was 18 as against 21 in the previous year. The decrease was due to the closure of the subsidized training classes attached to the Noble College, Masulipatam, the S.P.G. High School, Nandyal, the P.R. College, Cocanada, and the Sri Minakshi Training School, Chidambaram. The Rural A.B.M. Community Training School, Cumbum, which was an unaided institution in 1931-32, was brought on to the aided list during the year under report. A new school called the St. Joseph's Training School was started at Nellore. The institution remained unaided during the year.

*Training School-leaving Certificate Examination*—The total number of candidates examined for the T.S.L.C. Examination was 10,852, of whom 8,174 were men and 2,678 women. The number of candidates that passed the examination was 6,948, of whom 5,392 were men and 1,556 women. The numbers examined for the Secondary, Higher Elementary and Lower Elementary grades were 1,579, 6,144 and 3,129, respectively, and the numbers that passed in these grades were 1,230, 3,886 and 1,832, respectively.

(b) *Commercial Schools*.—The Government Institute of Commerce, Madras, which was allowed to continue till April 1933 for the limited purpose of imparting instruction to the students of the G.D.A. class, worked during the year with a strength of 26 pupils. The Government Schools of Commerce, Calicut and Vizagapatam, were abolished with effect from 1st July 1932, as a measure of retrenchment. The three commercial schools recognized and aided by the Department increased in strength from 355 to 400. The one recognized but unaided institution had a strength of 44 students. Besides the above recognized institutions, there were 31 unrecognized commercial schools. The number of pupils receiving instruction in them was 754.

(c) *Agricultural Schools*.—The following extract is from the Report of the Director of Agriculture:—

“Proposals submitted with a view to providing short courses in practical agriculture to sons of landowners whose educational qualifications were not of a character entitling them for admission to the University degree course received the sanction of Government and arrangements are being made to start the courses at the Agricultural College, Coimbatore, in 1933-34.

“The Agricultural Middle School at Taliparamba was abolished in April 1932 as it did not appeal much to the local cultivators. An Agricultural Middle School at Kalahasti was sanctioned but could

not be opened during the year. The Agricultural Middle School at Usilampatti maintained by the Madura District Board had a marked increase in the number of students of whom 20 belonged to the backward class and Kallars. The Vocational School at Muthanandal maintained by the Ramnad District Board introduced agriculture in its curriculum and an agricultural diplomate was added to the staff.

"Schools for juvenile and adult farm labourers at Anakapalle, Coimbatore and Palur, were continued during the year. At Anakapalle there were 32 boys as against 39 in the previous year in the day school, and 20 adult labourers regularly attended the night school. At Coimbatore there were ten boys in the day school and ten adults in the night school. At Palur both the day and night schools worked satisfactorily."

Besides the above an agricultural school at Melrosapuram run by the United Free Church Mission had 69 pupils on the rolls. The school is recognized and aided by the Director of Industries.

(d) *Engineering Schools*.—There were two Engineering schools working during the year under report. The Government School of Engineering, Vizagapatam, was closed from 1st May 1932 and the Subordinate Engineering classes were amalgamated with the College of Engineering, Guindy, from July 1932. The Subordinate Engineering classes attached to the Engineering College, Guindy, had 400 pupils on the rolls. The unaided Engineering school at Trichinopoly had only four students.

(e) *Industrial and Technical Schools*.—In the Industrial schools under the control of the Director of Industries, there were 5,842 students under instruction as compared with 6,073 in the previous year. The following are some of the salient features connected with industrial education taken from the report of the Director of Industries:—

Owing to the financial stringency scholarships available for students for training in technical institutions in India were stopped, but two scholarships tenable at the Harcourt Butler Technological Institute, Cawnpore, for studying the Sugar Industry were awarded. Sixty scholarships tenable in industrial schools in the Presidency were also awarded.

All the Government Industrial Schools worked satisfactorily during the year. No new schools were recognized by the department during the year and the recognition accorded to the St. Mary's Convent Industrial School, Kotagiri, was withdrawn.

A sum of Rs. 86,765 was distributed as grant to aided institutions. In addition Rs. 1,693 for equipment and Rs. 12,175 for buildings were given to institutions under private management.

In accordance with the recommendation of the Retrenchment Committee, proposals for the revision of the system of payment of grants-in-aid to private institutions were made to Government.

(f) *Schools of Arts and Music*.—The strength of the Municipal Art Class at Kumbakonam fell from 279 in 1931-32 to 52 in 1932-1933, while the Sri Vijayarama Gana Patasala, Vizianagaram, maintained its strength of 40 pupils. The Rajah Annamalai Music

College, Chidambaram, was incorporated into the Annamalai University and a professional course in music extending over a period of four years leading to an examination for the title of Sangeetha Bhushana was instituted from the academic year 1932-33.

(g) *Manual Training*.—There were 440 Manual Training classes with an approximate strength of 63,037 at work during the year against 294 classes with 56,037 pupils in the previous year. Forty-four classes were attached to elementary schools under the Corporation of Madras. With the introduction of compulsory Manual Training under the revised S.S.L.C. scheme, many secondary schools are opening Manual Training classes.

In the Art Masters' class attached to the Teachers' College, Saidapet, there were ten students under training as against 11 in the previous year.

The strength of the Manual Training Instructors' class attached to the Teachers' College, Saidapet, was eight in the Junior class and ten in the senior class.

(h) *Technical Examinations*.—The total number of candidates registered for the two grades was 11,593, of whom 8,353 were for the higher and 3,240 were for the lower grade. The number examined was 10,925, of whom 4,835 were successful. One hundred and ninety-five candidates of the higher and 408 of the lower grade were women, of whom 119 and 175, respectively, were successful. Thirteen diplomas and 79 group certificates were issued during the year.

On the 31st March 1933, there were 56,767 students receiving instruction in technical subjects as compared with 54,862, in the previous year. Classified according to the nature of subjects taken, there were 3,338 students receiving Art education, 552 Technical education, 50,789 Industrial education and 2,088 Commercial education.

(i) *Sanskrit Education*.—As in 1931-32 there were during the year under report 18 Sanskrit colleges, of which one was under Local Board management and one was for women. The number of scholars reading in these colleges including those in the Annamalai University was 617 compared with 575, in 1931-32. The Andhra Yuvathy Kalasala, Rajahmundry, which is the only Sanskrit College for women in the Presidency had a strength of eight pupils. In the Pattambi Sanskrit College six women were reading during the year. Advanced and Elementary Sanskrit schools decreased from 127 to 119 but their strength increased from 5,058 to 5,141.

The number of candidates who appeared for the Public examination after completing the Advanced course in Sanskrit schools was 378 (including two women). Of these 228 (including two women) were declared eligible for admission to University courses of study, 54 for Siromani or Vidyapravina course, 88 for Vidwan or Ubhayabasha Pravina course and 86 for either of the courses. Of the two women candidates, one was declared eligible for Vidwan or Ubhayabasha Pravina course and the other for either of the courses.

10. *Women's Education*—(a) *General Statistics*.—The number of institutions intended for Indian girls decreased from 5,905 to 5,787, but their strength rose from 383,721 to 388,832. The number of girls reading in all grades of schools was 758,133 as compared with 737,078 on the 31st of March 1932.

(b) *Collegiate*.—As in the previous year, there were 5 Arts colleges for women. The number of students in them was 504, the number in the previous year being 503. Besides these, there were 235 women reading in Arts colleges for men, the corresponding number in the previous year being 178. In the two Training colleges for women at Madras, there were 70 students undergoing training. The number of women reading in Professional college for men was 75, of whom 73 were in the Medical colleges and 2 in the Madras Law College.

(c) *Secondary*.—There were 75 secondary schools for girls during 1932-33 as against 73 in 1931-32. Three new schools, viz the Church Park Middle School, Teynampet, the St. Joseph's Middle School, Madura and the Bethlehem High School, Ootacamund came into existence during the year. The All Saints S.P.G. Middle School, Puttur, was closed. As a result of these changes there were 47 high and 28 middle schools, with a total strength of 18,636, as compared with 17,698, in the previous year. The total number of girls reading in secondary schools for boys and girls was 23,617 as against 21,830 in the previous year.

(d) *Elementary*.—The number of elementary schools for girls decreased from 5,672 to 5,528, but their strength increased from 358,394 to 361,473. The number of schools closed during the year was 306 and the number opened 162. The number of girls reading in elementary schools for boys rose from 364,541 to 382,196.

The number of teachers employed in these schools rose from 14,541 to 14,601, of whom 11,894 were trained. The number of pupils per trained teacher was 30 as compared with 31 in 1931-32. Twenty-three new buildings were constructed during the year for the accommodation of elementary schools, of which 6 were for schools under public management.

(e) *Special Education*.—There were 63 training schools for women in the Presidency as against 62 in the previous year; 36 were under Government management, 1 under Municipal and 26 under private agencies. The increase in the number of institutions by one was due to the opening of a school at Guntur by the St. Joseph's Mission. The institution was not paid any grant from provincial funds during the year. The strength of the schools under Government management was 1,805 compared with 1,813 in the previous year. The total strength of all schools was 3,177 as against 3,192 in the previous year. Classified according to the grades, there were 381 in secondary grade training classes, 2,167 in higher elementary classes and 629 in lower elementary classes.

(f) *Expenditure*.—The total direct expenditure on Arts colleges for women was Rs. 2,44,271 and the average cost per student was Rs. 484-12-10. The expenditure on secondary and elementary



schools for Indian girls decreased from Rs. 53,87,452 to Rs. 52,28,312, towards which Public funds contributed 76·2 per cent, fees 5·2 per cent and other sources 18·6 per cent, as compared with 76·1, 4·3 and 19·6 per cent, respectively, in the previous year. The average cost of educating a pupil in a secondary school was Rs. 56-7-8, and that in an elementary school was Rs. 11-11-8.

11. *European Education.*—The number of institutions for Europeans decreased from 82 to 81, owing to the conversion of the Sacred Heart Girls' Middle School, Teynampet, into an Indian Middle School for girls. The number of primary schools for boys and girls remained the same though five schools for girls were converted into schools for boys. There was no change in the number of high schools. The strength in these schools increased from 10,759 to 10,885. The number of non-Europeans reading in these schools was 1,755. The strength of the two training schools for women was 40. The number of Europeans in Arts and Professional colleges for men and women was 172 as compared with 150 during 1931-32.

The total number of teachers employed in European schools for general education increased from 737 in 1931-32 to 741 in 1932-33. Of these teachers, 548 were trained, 77 untrained but certificated and 116 untrained and uncertificated, the corresponding figures for the previous year being 541, 75 and 121.

The two technical schools for Europeans continued working during the year, the one at Bellary being recognized and aided by the Director of Industries. Lace-embroidery and Needlework were taught in the Bellary School while the Madras School provided instruction in Dressmaking. The two schools had a strength of 93 pupils. The Special Subjects Centres continued to provide instruction in Manual Training and Domestic Science to boys and girls in European Schools.

The Lawrence Memorial Royal Military School, Lovedale, maintained its good record of work.

The two training schools for mistresses in the city, continued to work during the year and it may be remarked in this connexion that stipends which were formerly paid to students in the High and the Middle grades have been abolished as a measure of retrenchment.

A few changes were made in the Code of Regulations for European Schools with a view to bringing it in a line with the Grant-in-aid Code—

(a) The expenditure incurred on physical training and games by the managements of aided schools has been admitted for purposes of aid;

(b) It has been laid down that title deeds should be examined before advances of building grants are authorized for payment.

Commercial subjects (Book-keeping and Shorthand and Typewriting) were introduced as optional subjects for the European Middle School Examination.

In the European Schools' examinations, 125 candidates out of 183 who appeared for the High School examination and 219 out of the 345 who appeared for the Middle School examination, came out

successful. In the High School examination 55 of the successful candidates were girls, while in the Middle School examination 125 girls were successful.

Large building schemes, which were undertaken by the managements of St. Bede's European School, San Thome, and Montfort School, Yercaud, have been completed during the year. In consequence of the policy of retrenchment, fresh schemes were not admitted for purposes of aid.

The total expenditure on European education decreased from Rs. 26.41 lakhs to Rs. 24.37 lakhs and towards the expenditure, Public funds contributed 27.8 per cent, fees 27.5 per cent and other sources 44.7 per cent against 31.4 per cent, 25.7 per cent and 42.9 per cent, respectively, in the previous year. The decrease in the total expenditure is due mainly to reduced expenditure on Buildings and Boarding charges.

12. *Muhammadan Education*—(a) *General Statistics*.—The number of public institutions intended for Muhammadans decreased from 3,810 to 3,698, while their strength rose from 235,439 to 287,027. Private institutions showed a slight increase in their numbers (from 505 to 541) as well as in their total strength (from 20,803 to 23,534).

(b) *Collegiate*.—The number of students reading in colleges fell from 475 to 464. Of these, 101 were reading in the Government Muhammadan College, Madras, and 42 in the Islamiah College, Vaniyambadi. There were, in addition, 200 students in the two Arabic colleges at Vellore and Kurnool as compared with 194 in the previous year.

One hundred and six students were reading in Professional colleges as compared with 91 in 1931-32 and of these two were women.

(c) *Secondary*.—Though the number of secondary schools intended for Muhammadans remained the same (16 for boys and 1 for girls) the number of pupils reading in them rose from 3,616 to 3,824. The total number of Muhammadan pupils reading in secondary schools for Indians rose from 12,063 to 12,681.

(d) *Mappilla Education*.—The number of recognized elementary schools for Mappilla boys in the Malabar district decreased during the year from 1,401 to 1,396, but their strength increased from 105,104 to 106,785. The number of girls reading in these schools also increased from 31,095 to 32,795. The total number of Mappilla boys reading in elementary standards of elementary and secondary schools decreased from 74,845 to 74,111. The strength of Mappilla boys in schools specially intended for them also fell from 68,217 to 67,540. This fall is probably the result of the propaganda work of a few Musaliyars who are reported to be preaching against secular instruction by trained Mappilla teachers. The number of higher elementary schools for Mappillas increased from 33 to 36.

There were 1,001 Mappilla trained teachers in Mappilla schools as against 1,119 non-Mappillas. Of the 1,001 Mappilla teachers, 14 were of the secondary grade, 264 of the higher elementary grade

and 723 of the lower elementary grade. The number of untrained Mappilla teachers in these schools was 1,414. The number of Mappilla teachers under training in all training schools of the district was 253. The Malappuram Sessional school for Musaliyars and Mullas had a strength of 40.

In Mappilla schools religious instruction is imparted to all pupils for three hours every day as such instruction is regarded as most essential by most parents. It is however unfortunate that a large number of parents are not equally keen on their children attending the schools to receive instruction in secular subjects.

A number of scholarships were, as usual, awarded to Mappilla pupils reading in elementary schools.

The total number of Mappilla boys in secondary schools rose from 1,006 in 1931-32 to 1,025 in 1932-33. There was only one Middle school for Mappillas in the district and it had 64 boys on the rolls.

The number of elementary schools for girls in the Malabar district decreased from 139 to 130. The number of pupils reading in these schools was 7,055, of whom 6,078 were Mappillas. The number of Mappilla girls was 4,587. The total number of Mappilla girls in all elementary schools in the district was 36,544.

The total number of women-teachers in these schools increased from 210 to 218, of whom 150 were trained. Of the total number of teachers, 105 were Mappilla women.

Fifty scholarships for Mappilla girls in elementary schools were awarded during the year.

The number of elementary schools for boys in the South Kanara district during the year was 73, with a strength of 4,842 pupils, of whom 1,086 were girls. The strength of Mappilla pupils in schools not specially intended for them was 3,131, of whom 290 were girls. The number of teachers working in all Mappilla schools was 178, of whom 86 were Mappillas. Of the 86 Mappilla teachers, only 31 were trained (2 higher elementary and 29 lower elementary). There was an increase in the number of trained Mappilla teachers and a decrease in the number of untrained teachers. There was a dearth of trained Mappilla teachers and with a view to reducing their number special exemption was granted to some of the teachers to enable them to undergo training in the lower elementary grade.

As regards stagnation the District Educational Officer, South Kanara, reports as follows:—

“Stagnation is heavy in the lower standards of Mappilla schools, specially in aided schools. This is because the Mappilla parents send their children first to schools mainly intended for Quran study and then send them for a short period to secular schools. In fact they do not supply their children with books or slates before completing their course in Quran.”

There were in the district ten schools for Mappilla girls. The total strength of Mappilla girls reading in Muhammadan schools increased from 491 to 500.

(e) *Education in the Laccadives.*—The four schools in the Islands of Androth, Kalpani, Agathi and Kavarathi were inspected by the Special Officer in February 1933. The appointment of a higher elementary grade trained teacher to the school at Kavarath resulted in raising the average daily attendance.

No change was made in the text-books used in the Islands. The readers in use continue to be popular.

The night school attached to the school at Androth is likely to be closed shortly as the attendance is small and as the school is not doing satisfactory work.

(f) *Finance.*—The expenditure on Muhammadan and Mappilla education fell from Rs. 27·90 lakhs to Rs. 27·81 lakhs and towards this total, public funds contributed 78 per cent, fees 2 per cent and other sources 20 per cent, as compared with 74, 3 and 23, respectively, in the previous year.

13. *Education of the Depressed Classes (Adi-Dravidas, Adi-Andhras and other Kindred Classes).*—The number of public institutions mainly intended for the depressed classes decreased from 10,215 in 1931-32 to 9,577 in 1932-33 and their strength from 839,789 to 326,653. There was a marked decrease in the number of private schools for these classes. The number of such schools in 1932-33 being 191 as against 294 in the previous year. Their strength also fell from 7,610 to 5,373.

The total number of pupils belonging to the depressed classes in all public schools was 283,135 as against 292,211 in the previous year.

One hundred and sixty pupils belonging to these classes completed their Secondary School-leaving Certificates during the year, while 293 were successful in the Training School-leaving Certificate examination of whom 20 were women.

The number of pupils belonging to the depressed classes admitted into schools under public management not specially intended for them during 1932-33 excluding the Agency was 34,354 against 32,606 of the previous year. The number of pupils increased by 1,748.

Appreciable increases are noticed in the districts of Ganjām, Gōdāvari West, Madura, Salem and Malabar.

During the year under report 113 schools were held in agharams, chavadies, etc., and 98 in rented buildings inaccessible to depressed classes as against 139 and 187, respectively, in 1931-32. The number of buildings constructed during the year in places accessible to all classes was 20 as against 111 of the previous year. Of 17,661 schools under public management in the plains, 16,662 schools were accessible to the children of the depressed classes and in 6,773 the children of the depressed classes were admitted freely.

While reviewing the Director's report for 1931-32 on the admission of the pupils of the depressed classes into schools under public management, Government have observed that a very large number of these pupils are still in special schools maintained for them, only

one-tenth of the total number attending the common schools. They have also stated that "notwithstanding the advice of Government not to open separate schools for the depressed classes there still continue to be stray instances of the opening of such schools."

Government have further directed that, in order to ensure that such schools are opened only in most exceptional cases, their approval should be obtained for starting separate schools for these pupils and that permission will not be accorded unless a local body can show that it is impossible, despite persistent propaganda, to persuade Caste Hindus to admit depressed class pupils into Caste Hindu schools.

About 439 depressed class teachers were employed in the schools not specially intended for them during the year under report.

A special allowance to teachers who do satisfactory work in securing the admission of children of depressed classes into schools not specially intended for them is given by the Taluk Boards, Ramachandrapur, Sivaganga and Ramnad and the Taluk Board, Tindivanam, has also sanctioned the introduction of the above scheme.

The following extract from the report of the Commissioner of Labour shows the progress made during the year in the matter of the education of the depressed classes:—

*Schools.*—There was no change in the policy pursued by the Department in connexion with the starting and maintenance of separate schools for the depressed classes. Owing to paucity of funds very few schools could be started in the year. Inefficient schools were closed: 1,148 schools were working at the beginning of the year, 6 schools were started and 266 schools were closed or transferred to local bodies. There were thus 888 schools working at the close of the year. Eight hundred and seventy-one of these were day schools and the rest were night schools. 32,147 pupils (25,742 boys and 6,405 girls) were reading in these schools. These schools were staffed by 1,083 teachers, of whom 1,072 were trained.

*Scholarships.*—Forty-eight residential scholarships and 1,278 ordinary scholarships for general education were sanctioned during the year. The number of collegiate scholarships awarded to students who were boarders in the hostels maintained by the Labour Department was 6. Scholarships awarded for various industrial courses numbered 170. Ten scholarships were awarded to deserving pupils to enable them to learn motor mechanism and driving. The scholarships were tenable for six months. Besides these, ten scholarships were granted to pupils learning commercial subjects.

*Exemption from payment of Examination Fees.*—A sum of Rs. 998 was spent during the year in granting exemption to 86 pupils from payment of fees for various examinations.

*Stipends.*—Four stipends were sanctioned during the year to a fresh batch of teachers to enable them to undergo training and 24 stipends were renewed in favour of the teachers sent for training in the previous year.

An expenditure of Rs. 2,989 was also incurred on the purchase of books, clothes, etc., for pupils.

*Hostels.*—The Paddison Hostel, Madras, the Slater Hostel, Madras, the Government Depressed Class Hostel, Calicut, the Sundaraoharlu Hostel, Salem, and the Government Depressed class Hostel, Masulipatam, were under the management of Government during the year. The Hostels aided by the Labour Department were the Moir Hostel, Chidambaram, the Free Boarding House, Atmakur, the Madras Seva Sadan, the Depressed Class Mission, Mangalore, and the Gray Hostel for Girls at Chidambaram. Several boarding grants were paid to pupils residing in recognized hostels. The total expenditure on these grants was Rs. 4,800.

In addition liberal grants were given to philanthropic bodies for the maintenance of educational institutions for Depressed Classes.

The total expenditure during the year on the education of depressed classes was Rs. 4,69,859.

14. *Education of the Aboriginal, Hill and Criminal Tribes.*—

(1) *Aboriginal and Hill Tribes.*—The number of elementary schools specially intended for pupils belonging to the aboriginal and hill tribes in the Agency tracts increased from 350 to 366 and their strength from 9,798 to 9,914. The total number of pupils belonging to these classes under instruction in all types of institutions in the Presidency was 22,217 (19,948 boys and 2,269 girls), as compared with 21,546 (19,538 boys and 2,008 girls) in the previous year.

There were 20 elementary schools working exclusively for the benefit of Chenchus in the Kurnool district. The number of pupils under instruction in these schools was 486 (304 boys and 182 girls) as against 490 (322 boys and 168 girls) in the previous year. In addition to midday meals, clothing was also supplied to children. The total expenditure on these schools amounted to Rs. 13,130 during the year. Three boys, two of whom held Government scholarships during the year, were reading in the Atmakur Board High School. During the year two pupils were admitted into the Government Training School, Kurnool, and each student was given a stipend of Rs. 14-8-0 per mensem from the Chenchu budget.

There were 26 schools (4 under the management of local boards and 22 under private management) specially intended for Hill tribes in the Ganjām district (plains) with a strength of 625 boys and 44 girls. In the Coimbatore district there were 6 schools, as against 10 in the previous year, for Irulas with a total strength of 105 pupils, three schools run by the Labour Department and one board elementary school being closed. In the Salem district, 18 schools with a strength of 297 boys and 29 girls were working exclusively for the benefit of children belonging to the Malayali tribe.

For the children of the Lambadis of Bellary district, 29 schools were maintained during the year. The strength of these schools was 748. The Rajahmundry Taluk Board maintained 2 schools for the education of children of the Koyas and the Kondadoras who are the Hill tribes of East Gōdāvari. The strength of the schools fell from 60 to 51 due to economic causes.

For the benefit of the Hill tribes of the Nilgiris, viz., Badagas, Kotas and Irulas, the District Board maintained 55 schools and private agencies 22 schools. The number of pupils attending these schools increased during the year from 3,800 to 3,998. The attendance committee constituted by the District Board was helpful in bringing the children to school. The District Board opened a number of schools for Badaga children during the year and they also supplied books and slates free to these children besides granting scholarships.

(2) *Criminal Tribes*.—The number of special schools for pupils belonging to Criminal tribes fell from 299 in 1931-32 to 284 in 1932-33, but their strength rose from 14,748 to 15,477.

During the year special educational facilities for the children of Criminal tribes continued to be provided. In the districts of Madura and Ramnad there were 259 schools for Kallars with a total strength of 13,500 pupils, of whom 2,407 were girls. One hundred and five of these schools were under Mission management. One thousand and ninety-five Kallar pupils were maintained at Government cost in the various boarding institutions. The Boarding Homes at Usilampatti and Uttamapalayam worked satisfactorily with a strength of 222 and 40 boarders, respectively. In the district of Tanjore there were 38 schools for the benefit of Kallars. The total strength of the schools was 2,884. The Kallar Boarding school and the hostel at Tanjore worked satisfactorily.

Five schools under the Labour Department and one school under Mission management were maintained for the benefit of Korava children in the Salem district. Fee remissions to 58 Korava children reading in schools and Boarding grants for 80 boys and 23 girls were sanctioned during the year. Seventy-eight boys and 46 girls were reading in the six schools specially intended for them and it is gratifying to note that as many as 292 boys and 26 girls of this community were reading in other schools.

*Criminal Settlement Schools*.—In each of the Settlements at Aziznagar, Kavali, Sitanagaram, Stuartpuram, Siddhapuram and Konnur, a school was working during the year at which attendance was compulsory for all children of school-going age.

15. *Education of the Blind, the Deaf-mutes and other Defectives*.—There were 8 boys' schools and 2 girls' schools for defective children. Of the ten schools, one was under public management and the rest were under private management. The total strength of these schools during 1932-33, was 482, as against 428, in the previous year.

The Tinnevely Diocesan Trust Association maintained two institutions, one for blind boys and the other for blind girls. The girls' school had a strength of 33 and the boys' school a strength of 37, as compared with 35 and 35, respectively, in 1931-32. The schools continued to do good work during the year under report. The industrial section of the boys' school maintained its high level of efficiency.

The Victory Memorial Blind School at Poonamallee has two departments, one recognized by the Director of Industries and the other by the Director of Public Instruction. The school worked satisfactorily during the year with a total strength of 54 as against 50 in 1931-32. A handwork teacher and a music teacher were recently added to the educational section, and several improvements were made both in the Educational and Industrial departments of the school. A class for the training of teachers for the blind was opened with three students. These were given a course in Braille, Arithmetic and Algebra by the Taylor Frane method, Psychology of the Blind, History of Education of the Blind, Handwork and Practice in Teaching. One of the students passed the Government Examination for the award of certificates of competency to teach in schools for defective children.

The U.L.C.M. School for the Blind, Rentachintala, was founded in 1912 by Mrs. Geo. Albredet, and has continued to grow steadily from its humble beginnings to its present strength of 37 pupils in 1932-33. The school has also provision for the teaching of music and handwork.

Two sections were working—the Blind section and the Deaf and Dumb section—in the Blind, Deaf and Dumb Institute, Teynampet. It had a total strength of 70 as compared with 61 in the preceding year. There were six classes in the Deaf and Dumb section with 46 pupils, while the Blind section had as many classes with 24 pupils. The Deaf and Dumb School for Girls, Palamcottah, had 130 pupils on its rolls as against 125 in 1931-32. Both the Tamil and Malayalam sections worked successfully. Carpentry, tailoring, weaving, gardening and agriculture are the occupations taught in the school. The School for the Deaf, Mylapore, continued to do good work during the year. It had a strength of 85 pupils against 82 in the previous year. The girls' industrial and the boys' manual training sections maintained a high standard of work. Four out of six students who appeared for the Government examination for the award of certificates of competency to teach defectives, came out successful during the year. It is gratifying to note that the Deaf and Dumb schools at Palamcottah and Mylapore, continued to take a deep interest in scouting and guiding. The Nanguneri school for the Deaf and Dumb was newly recognized by the Department during the year. Its strength during the year was 18. The Deaf and Dumb school run by the Coimbatore Municipality made satisfactory progress during the year. Its strength increased from 11 in 1931-32 to 20 in 1932-33.

The Bapatla Leper School under the management of the Salvation Army continued its useful work during the year. It had 23 pupils on its rolls, as compared with 14 in the previous year.

16. *Private Institutions.*—The total number of unrecognized private schools decreased from 1,580 in 1931-32 to 1,408 in 1932-33 while their strength rose from 47,378 to 47,928. As usual the district of Malabar had the largest number of unrecognized private schools in the Presidency.



17. *Books.*—(a) *The Connemara Public Library.*—The use made of the library by the public has greatly increased. The number of readers was 60,468, compared with 53,970 in the previous year, and the number of volumes consulted rose from 125,573 to 153,802. 20,187 volumes were lent to residents in the City and 246 volumes to mufassal libraries which are privileged to borrow books from this library. A large number of old periodicals and other publications which were of no use in this library were transferred to institutions which wanted them. The Fine Arts Section has been enriched by the incorporation in it of the Dhanakoti Mudaliyar Library.

(b) *Tanjore Palace Library.*—The second triennium during which grant-in-aid to the library was continued ended with 31st March 1933. The work connected with the preparation of the catalogue of Sanskrit manuscripts in the library has been completed. All the 19 volumes were expected to be printed by August 1933. The grant from Government enabled volumes 1 to 12 to be supplied gratis to scholars and institutions interested in Sanskrit learning both in and out of India.

(c) *Government Oriental Manuscripts Library.*—Four Islamic manuscripts and one Sanskrit manuscript were acquired for the library. The number of visitors to the library as well as the number of works consulted by them showed an increase as compared with the figures for the previous year. The number of visitors rose from 5,296 to 5,428 and that of the works consulted from 8,594 to 11,274. As many as 139 manuscripts and 125 printed books were issued on loan to 164 persons and institutions. The text of Brahmasiddhi and its commentary will be issued as soon as the work of printing the introduction is completed.

(d) *Text-Book Committee.*—A consolidated list of books approved for class use was revised up to 31st March 1932 and published.

Two meetings of the Text-book Committee were held. 1,907 books as against 1,732 of the previous year were considered, of which 1,350 as against 1,353 of the previous year were approved. Of the approved text-books, 785 were for class use, 386 for libraries, 44 for teachers, 67 for class use and libraries, 60 for libraries and teachers, 6 for class use and teachers, and 2 for class use, libraries and teachers.

(e) *Registration of books.*—The number of books registered during the year was 3,590 as against 3,406 of the previous year, while the number of periodicals fell from 1,034 to 870. Eighty per cent of the publications were classified as original, as distinguished from republication and translation. Nearly half the literary activity of the province was in Madras. 33 per cent of the publications were in Tamil, 23 per cent in English and 20 per cent in Telugu. Religion formed the subject-matter of 30 per cent and Science of 5.6 per cent of the publications.

18. *Miscellaneous.*—(a) *Adult Education.*—The classes attached to the Teachers' College, Saidapet, and the Government Training

schools at Palghat and Badagara continued to work during the year. The other classes attached to Government institutions have been closed. The class at Saidapet had a strength of 49 and an average daily attendance of 25, while the class at Palghat had a strength of 30 with an attendance of 15. In Badagara the class was useful to the village folk also. Good work was done in both the places and this was entirely due to the interest evinced by the staff engaged in the work.

Adult Education classes run by non-official agencies and honorary workers continued to work during the year at eleven centres only. The Adult Education classes in other centres were closed. The Malabar Devadar Reconstruction Trust conducted such classes at four centres. The total number of admissions and withdrawals during the year including those at the centres that have been closed and at the one newly opened were 1,040 and 725, respectively. There were 135 pupils in all the four centres. Of these 68 were Mappillas, 31 were Tiyyas and 16 belonged to Depressed Classes. The scheme is not limited to instruction in the 3 R's. Special attention was paid to the teaching of Mental Arithmetic, Civics, Geography, History, Health and Sanitation. In some centres Music also received attention. With a view to instilling useful ideas, subjects like Co-operation, Agriculture, etc., find a prominent place in the curriculum of studies. Reading rooms have been maintained at all centres and were well patronized.

A recurring grant of Rs. 3,435 was sanctioned towards the cost of maintenance of Adult Education classes for the year 1932-33.

(b) *Public Libraries.*—There were about 770 Public libraries in 1932-33 as against 697 in 1931-32, of which one was specially intended for women. Four hundred and twenty-seven libraries were under the management of local boards (including panchayats), 25 were under municipalities, 36 attached to Co-operative Societies and the rest under private management. Eighty-eight of the libraries under private management were registered. The total number of books and journals available in these libraries in 1932-33 was 529,785 and the number of persons that made use of the libraries in 1932-33 was 1,252,275 as against 745,559, in 1931-32. During the year 1932-33 the total expenditure on Public libraries was Rs. 85,682, of which Rs. 1,597 was from Provincial funds, Rs. 16,169 from local funds and the balance of Rs. 67,916 from private funds.

The Madras Library Association continued its useful work.

(c) *Boy Scout Movement.*—The combined strength of the movement was 11,282—cubs 2,344, scouts 8,038, rovers 825 and officers 75. There was an appreciable increase in the number of First Class Scouts and King's Scouts. The number of the former was 102 and the latter 21, as compared with 71 and 10, respectively, during the previous year. There was also a large increase in the number of Proficiency Badge holders from 665 to 971. The increase in the number of cubs from 2,122 to 2,344 is particularly noteworthy.

During the year under report 19 camps were held in several parts of the Presidency and about 400 men were trained as officers and 85 officers underwent the refresher course. Besides the above, a Cub Wood-badge course was held at the Coonoor Training centre.

The Tenth Annual Meeting of the Provincial Council was held at Wenlock Park when His Excellency the Provincial Chief Scout presided. The Commissioners' conference was also held during the year at which many useful papers were read. The Provincial Executive Committee met nine times during the year. Ten new local associations were started in different parts of the Presidency. In places where the District Council area is completely covered by local associations, the constitution of the District Council was revised to suit the new conditions.

Work in the districts was fairly extensive. The reports of the districts show that a number of rallies were organized. The reports further reveal that the work in the districts maintained a high standard of efficiency. The birthday of Lord Baden Powell was celebrated in several parts of the Presidency. Many awards for meritorious service and gallantry were made.

The sub-committee appointed at the annual meeting of the Provincial Council to go into the question of Indianizing the movement submitted its report. The report made many important suggestions.

A Provident Fund scheme was started for the benefit of head-quarter staff including the organizing secretaries.

The publication of the "All-India Boy Scout Diary" has been continued. An Andhra handbook on scouting and another in Telugu on Cubbing were published. The "South Indian Boy Scout Magazine" was, as usual, popular.

During the year the Boy Scouts rendered valuable service during the Pushkaram festival at Godāvāri, the Karthigai Deepam festival at Tiruvannamalai and during the sea-bathing festivals and exhibitions in Madras. The scouts also participated in Rural Reconstruction work.

The Boy Scout Association received a provincial grant of Rs. 7,500 during the year.

(d) *Girl Guide Movement*.—During the year the number of Guides in the Madras Presidency increased by 900. Progress has, on the whole, been gratifying and the Madras Headquarters are continuously being told that those in authority wish guiding to be started in schools where hitherto there has been none.

A new company and flock were formed in a Criminal Tribe Settlement.

Five training camps were held during the year all of which were well attended; the largest were at Madras and Ootacamund.

Some handbooks of the movement are being translated into Malayalam, Telugu and Tamil and this valuable work, done voluntarily will be of the greatest help to non-English speaking Companies and Flocks.

The Girl Guides Association received a grant of Rs. 6,000 from Government during the year.

(e) *Medical Inspection.*—The payment of grants for medical inspection was suspended by Government as a measure of economy, but the question of reorganizing the system so as to make improvements in it in the light of the experience gained since 1927 is engaging the attention of Government.

(f) *Physical Education.*—There was a steady increase in the number of school boys and college students taking part in games and sports. The training facilities offered by the Y.M.C.A. College of Physical Education, Saidapet, for the training of men for employment as Physical Directors in schools and colleges were made use of as usual and the strength of the class during the year under report was 77. The Y.M.C.A. College of Physical Education in addition to its normal duties conducted a special class on Saturdays for the benefit of teachers employed in elementary schools. The chief event connected with the college was the grant to it by Government of 63 acres of land in Saidapet. The Y.M.C.A. Physical Education Class removed in July 1932 to this new location and the college came to be recognized by this department as a separate institution.

The Assistant Physical Director continued the work of inspection and in all 72 institutions, of which 66 were secondary schools, were visited by him. During the year an appointment was made to the hitherto vacant post of Physical Director attached to the Government Arts College, Rajahmundry.

Fifty candidates appeared for the examination for the Teachers' Certificate in Physical Training for men from the Y.M.C.A. College of Physical Education and all of them were successful.

In November 1932, Government passed orders on the recommendations contained in the report submitted by the committee which investigated the question of physical education for girls in elementary and secondary schools.

(g) *Teachers employed as postmasters.*—The number of teachers employed as branch postmasters in the Madras Presidency decreased from 712 to 671, of whom 643 were local board teachers and 28 Government teachers. The percentage of branch offices in charge of schoolmasters in relation to the total number of extra-departmental branch offices was 19.4 as against 20.6 in the previous year.

(h) *General.*—Service registers and certified copies of them and the inventories of valuable stock are reported to have been maintained.

I have the honour to be,

Sir,

Your most obedient servant,

W. ERLAM SMITH,

Acting Director of Public Instruction.

## APPENDIX.

## (a) NAMES OF LOCAL BODIES THAT DO NOT LEVY EDUCATION CESS.

*Taluk Boards.*

1. Cheyyar.	14. Tiruvur.	27. Kovur.
2. Hospet.	15. Gannavaram.	28. Nellore.
3. Kudligi.	16. Nandikotkur.	29. Rapur.
4. Harpanahalli.	17. Sirvel.	30. Venkatagiri.
5. Coimbatore.	18. Madura.	31. Gudur.
6. Kodala.	19. Palni.	32. Sulerpet.
7. Chintalapudi.	20. Kottayam.	33. Papanasam.
8. Sattanapalli.	21. Darsi.	34. Kumbakonam.
9. Tenali.	22. Kanigiri.	35. Shiyali.
10. Udipi.	23. Kandukur.	36. Mayavaram.
11. Divi.	24. Kavali.	37. Nannilam.
12. Chellapalli.	25. Udayagiri.	38. Tiruturaiyandi.
13. Gudivada.	26. Atmakur.	39. Perambalur.

*Municipalities.*

1. Gudiyattam.	17. Parlakimedi.	33. Coonoor.
2. Tiruppattur.	18. Oocanada.	34. Ootacamund.
3. Tiruvannamalai.	19. Chioacole.	35. Srivilliputtur.
4. Walajapet.	20. Chirala.	36. Sivakasi.
5. Chidambaram.	21. Guntur.	37. Karakkudi.
6. Cuddalore.	22. Ongole.	38. Mannargudi.
7. Villupuram.	23. Mangalore.	39. Mayavaram.
8. Adoni.	24. Bezwada.	40. Tiruvavur.
9. Bellary.	25. Palacole.	41. Palamcottah.
10. Tirupati.	26. Kurnool.	42. Tuticorin.
11. Coimbatore.	27. Nandyal.	43. Karur.
12. Dharapuram.	28. Bodinayakanur.	44. Trichinopoly.
13. Udamalpet.	29. Palni.	45. Anakapalle.
14. Pollachi.	30. Periyakulam.	46. Bimlipatam.
15. Onddappah.	31. Cunnanore.	47. Vizianagram.
16. Berhampur.	32. Palghat.	48. Vaniyambadi.

## (b) NAMES OF LOCAL AUTHORITIES THAT HAVE INTRODUCED COMPELSION.

*Municipalities.*

1. Vellore.	10. Masulipatam.	19. Hospet.
2. Kumbakonam.	11. Cochin.	20. Virudhunagar.
3. Negapatam.	12. Mayavaram.	21. Ellore.
4. Conjeeveram.	13. Madura.	22. Rajahmundry.
5. Telloherry.	14. Hindupur.	23. Madras Corporation.
6. Tiruppur.	15. Proddatur.	24. Vizagapatam.
7. Thiruvilly.	16. Dindigul.	25. Nellore.
8. Chingleput.	17. Calicut.	
9. Erode.	18. Parlakimedi.	

*Taluk Boards.*

1. Taluk Board, Walluvanad-Mannar-ghat Village Panchayat.	5. Sivakasi—Vadamalapuram and Sengamalanachiyarpuram.
2. Ponnani—Three select amsoms.	6. Saidapet Taluk (Chingleput District).
3. Ernad—Select amsoms in East and West Ernad.	7. Tiruvadi Union (Tanjore District).
4. Tiruppattur—Natrampalli and Agraharam Panchayats.	

## General Summary of Educational Institutions and Scholars.

Area in square miles.	142,277	Percentage of scholars to total population.				
		Recognized institutions.		All institutions.		
		1938.	1932.	1938.	1932.	
Population—						
Males ... ..	23,082,999					
Females ... ..	23,857,108	Males ... ..	9.2	9.5	9.8	9.5
Total ... ..	46,740,107	Females ... ..	3.2	3.1	3.2	3.1
		Total .. ..	6.1	6.2	6.2	6.3

	Institutions.			Scholars.			Stages of instruction of scholars entered in column (4).
	1938.	1932.	Increase or decrease.	1938.	1932.	Increase or decrease.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>RECOGNIZED INSTITUTIONS.</b>							
Universities ... ..	8	8	...	{ 610† 21*	566	{ + 44 + 21	{ (a) 308 (b) 302
<i>For Males.</i>							
Arts Colleges‡ ... ..	59	57	+ 2	11,902	12,404	- 502	{ (a) 4,470 (b) 7,432
Professional Colleges ..	9	10	- 1	2,258	2,055	+ 208	(a) 2,358
High Schools ... ..	379	378	+ 1	157,943	157,083	+ 860	{ (c) 120,856 (d) 37,587
Middle Schools ... ..	181	174	+ 7	29,513	26,471	+ 42	{ (c) 14,266 (d) 12,247
Primary Schools ... ..	44,375	46,692	- 2,317	2,249,618	2,265,960	- 16,342	(d) 2,249,618
Special Schools ... ..	815	831	- 16	23,989	25,239	- 1,250	...
Total ... ..	45,318	47,642	- 2,324	2,472,223	2,489,212	- 16,989	
<i>For Females.</i>							
Arts Colleges‡ ... ..	6	6	...	512	509	+ 3	{ (a) 138 (b) 374
Professional Colleges ..	2	3	...	70	66	+ 4	(a) 70
High Schools ... ..	66	65	+ 1	17,151	16,360	+ 791	{ (c) 7,892 (d) 9,759
Middle Schools ... ..	43	43	...	6,674	6,408	+ 266	{ (c) 1,611 (d) 5,068
Primary Schools ... ..	5,538	5,682	- 144	361,762	358,895	+ 2,867	(d) 361,762
Special Schools ... ..	104	104	...	5,574	5,488	+ 86	...
Total .. ..	5,754	5,902	- 148	391,743	387,726	+ 4,017	
<b>UNRECOGNIZED INSTITUTIONS.</b>							
For Males ... ..	1,332	1,528	- 196	45,276	45,685	- 409	...
For Females ... ..	76	52	+ 24	2,652	1,693	+ 959	...
Total ... ..	1,408	1,580	- 172	47,928	47,378	+ 550	
Grand total ... ..	52,488	55,127	- 2,644	2,912,525	2,924,882	- 12,357	

(a) In Graduate and Post-graduate classes.

(c) In Secondary stage.

(b) In Intermediate classes.

(d) In Primary stage.

\* Scholars undergoing Pandita's training in the Annamalai University.

† Scholars reading in the Annamalai Residential University only.

‡ Includes Oriental Colleges.

§ Includes scholars in standards VI to VIII in elementary schools.

*General Summary of Expenditure on Education.*

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1932-33.	1931-32.	Increase or decrease.	Government funds.	Local funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	
Direction and Inspection ...	18,48,089	19,40,522	- 92,433	100·00	...	...	...	0·65	...	...	...	0·65
Universities ...	16,87,253	16,10,158	+ 77,095	33·57	...	88·44	27·99	33·60	...	44·20	32·20	115·00
Miscellaneous ...	86,10,213	1,03,65,060	-17,54,847	27·14	11·12	19·74	42·00	0·82	0·33	0·59	1·27	3·01
<b>Total ...</b>	<b>1,21,45,555</b>	<b>1,39,15,740</b>	<b>-17,70,185</b>	<b>89·12</b>	<b>7·87</b>	<b>19·33</b>	<b>33·68</b>	<b>1·67</b>	<b>0·33</b>	<b>0·82</b>	<b>1·43</b>	<b>4·25</b>
<i>Institutions for Males.</i>												
Arts Colleges ...	24,89,930	24,83,532	+ 26,398	28·11	0·74	45·90	25·25	59·00	1·60	96·30	53·00	209·90
Professional Colleges ...	11,17,988	12,07,803	- 89,815	72·75	...	24·92	2·33	83·92	...	124·70	11·59	500·21
High Schools ...	75,65,499	77,51,742	- 1,86,243	20·46	12·68	54·43	13·43	9·03	5·59	24·03	5·48	44·13
Middle Schools ...	10,78,408	11,20,872	- 42,464	30·59	15·52	32·35	21·54	12·34	6·26	13·05	8·69	40·34
Primary Schools ...	1,84,90,470	1,91,22,395	- 6,31,825	57·48	21·61	3·61	17·30	4·75	1·79	0·30	1·43	8·27
Special Schools ...	31,34,129	37,57,006	- 6,22,877	66·81	1·04	4·13	28·52	86·34	1·35	5·38	37·13	130·20
<b>Total ...</b>	<b>3,88,76,424</b>	<b>3,54,23,350</b>	<b>-15,46,926</b>	<b>47·52</b>	<b>15·27</b>	<b>19·74</b>	<b>17·47</b>	<b>6·51</b>	<b>2·09</b>	<b>2·70</b>	<b>2·40</b>	<b>18·70</b>
<i>Institutions for Females.</i>												
Arts Colleges ...	2,45,757	2,54,268	- 8,511	52·84	...	13·76	33·40	257·66	...	67·11	162·84	487·61
Professional Colleges ...	86,398	40,282	- 3,869	61·23	...	6·91	31·86	318·38	...	35·94	166·63	519·90
High Schools ...	12,43,201	12,00,922	- 48,721	44·87	0·93	22·65	31·55	32·67	0·68	18·49	22·97	72·81
Middle Schools ...	3,78,075	3,30,276	- 7,201	43·82	2·67	18·65	35·36	24·49	1·51	10·54	19·99	56·58
Primary Schools ...	41,92,190	43,50,288	- 1,58,078	49·71	31·93	1·61	16·75	5·87	3·75	0·13	1·97	11·77
Special Schools ...	10,47,383	11,06,765	- 59,382	61·05	1·36	1·40	36·29	130·71	2·69	3·00	77·70	214·10
<b>Total ...</b>	<b>71,86,999</b>	<b>74,22,761</b>	<b>- 2,85,762</b>	<b>50·86</b>	<b>19·25</b>	<b>6·68</b>	<b>23·81</b>	<b>9·32</b>	<b>3·56</b>	<b>1·22</b>	<b>4·41</b>	<b>18·51</b>
<b>Grand total ...</b>	<b>5,81,58,978</b>	<b>5,87,81,851</b>	<b>-36,02,873</b>	<b>45·98</b>	<b>14·12</b>	<b>17·88</b>	<b>22·02</b>	<b>8·56</b>	<b>2·62</b>	<b>3·32</b>	<b>4·10</b>	<b>18·60</b>

## I.—Classification of Educational Institutions.

	For males.					For females.						
	Government.	Municipal Board.	Local Board.	Aided.	Unaided.	Total.	Government.	Municipal Board.	Local Board.	Aided.	Unaided.	Total.
<b>RECOGNIZED INSTITUTIONS.</b>												
Universities ... ..				3		3						
Colleges—												
Arts and Science * ...	6		1	34	2	43	1			2	1	4
Law ... ..	1					1						
Medicine ... ..	2					2						
Education ... ..	2					2	1			1		3
Engineering ... ..	1					1						
Agriculture ... ..	1					1						
Commerce ... ..												
Forestry ... ..	1					1						
Veterinary Science ...	1					1						
Intermediate and Second-grade Colleges.	3	1		12		16				2		2
Total ... ..	18	1	1	46	2	68	2			5	1	8
High Schools ... ..	12	41	129	194	3	379	15		2	49		66
Middle Schools. { English ...	3	10	81	82	5	181	7	2	1	81	2	48
{ Vernacular ...												
Primary Schools ... ..	1,386	1,091	15,807	25,395	696	44,375	38	445	3,293	1,715	42	5,538
Total ... ..	1,401	1,142	16,017	25,671	704	44,935	60	447	3,298	1,795	44	5,642
Special Schools—												
Arts ... ..	1	1			1	8						
Law ... ..												
Medical ... ..	4					4	1			1		2
Normal and Training ...	60			18	1	79	36	1		27	1	65
Engineering † ... ..	1				1	2						
Technical and Industrial ...	8	2		39		49				23		23
Commercial ... ..	1			8	82	96						
Agricultural ... ..			1	1		2						
Reformatory ... ..	3			1		4						
Schools for Defectives... ..		1		6	1	8				2		2
Schools for Adults ... ..	4			13		17						
Other Schools ... ..			4	75	82	111				10	2	12
Total ... ..	82	4	5	156	68	315	37	1		63	3	104
Total recognized institutions ...	1,501	1,147	16,023	25,876	774	45,321	99	448	3,298	1,863	48	5,754
UNRECOGNIZED INSTITUTIONS ...					1,332	1,332					76	76
Grand total, all institutions ...	1,501	1,147	16,023	25,876	2,108	46,653	99	448	3,298	1,863	124	5,830

\* Includes Oriental colleges.

† Includes Survey schools.



II-A.—DISTRIBUTION OF SCHOLARS ATTENDING  
EDUCATIONAL INSTITUTIONS FOR MALES

## II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>READING.</b>									
<b>IN RECOGNIZED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Arts and Science ... ..	2,599	2,409	632	103	101	...	110	96	5
Law ... ..	661	516	164	...	...	...	...	...	...
Medicine ... ..	772	724	311	...	...	...	...	...	...
Education ... ..	268	246	150	...	...	...	...	...	...
Engineering ... ..	253	236	223	...	...	...	...	...	...
Agriculture ... ..	139	139	...	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	...	...	...	...	...
Forestry ... ..	47	45	...	...	...	...	...	...	...
Veterinary Science... ..	118	97	...	...	...	...	...	...	...
<b>Total ... ..</b>	<b>4,857</b>	<b>4,412</b>	<b>1,480</b>	<b>103</b>	<b>101</b>	<b>...</b>	<b>100</b>	<b>96</b>	<b>5</b>
<i>School and Special Education.</i>									
In High Schools ... ..	3,510	3,349	12	41,218	38,053	897	20,335	18,972	161
In Middle Schools. { English	396	398	...	9,732	8,616	212	1,618	1,623	...
{ Vernacular.	...	...	...	...	...	...	...	...	...
In Primary Schools... ..	61,598	47,746	93	857,294	674,618	180	125,016	97,822	...
<b>Total ... ..</b>	<b>65,504</b>	<b>51,493</b>	<b>105</b>	<b>908,244</b>	<b>721,287</b>	<b>1,289</b>	<b>147,164</b>	<b>118,417</b>	<b>161</b>
In Art Schools ... ..	271	220	...	...	...	...	52	40	...
In Law Schools ... ..	...	...	...	...	...	...	...	...	...
In Medical Schools... ..	1,021	994	328	...	...	...	...	...	...
In Normal and Training Schools ... ..	8,652	7,645	750	...	...	...	...	...	...
In Engineering Schools ... ..	400	386	316	...	...	...	...	...	...
In Technical and Industrial Schools ... ..	1,706	1,638	104	...	...	...	74	48	16
In Commercial Schools ... ..	26	23	...	...	...	...	...	...	...
In Agricultural Schools ... ..	...	...	...	38	32	38	...	...	...
In Reformatory Schools ... ..	405	451	465	...	...	...	...	...	...
In Schools for Defectives ... ..	...	...	...	...	...	...	20	17	...
In Schools for Adults ... ..	116	83	...	...	...	...	...	...	...
In other Schools ... ..	...	...	...	151	133	69	...	...	...
<b>Total ... ..</b>	<b>12,657</b>	<b>11,420</b>	<b>1,963</b>	<b>189</b>	<b>165</b>	<b>107</b>	<b>146</b>	<b>105</b>	<b>16</b>
<b>Total for recognized institutions ... ..</b>	<b>83,018</b>	<b>67,325</b>	<b>3,548</b>	<b>908,536</b>	<b>721,553</b>	<b>1,396</b>	<b>147,410</b>	<b>118,618</b>	<b>182</b>
<b>IN UNRECOGNIZED INSTITUTIONS.</b>									
Grand total, all institutions for males ... ..	83,018	67,325	3,548	908,536	721,553	1,396	147,410	118,618	182

*Educational Institutions for Males.*

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of females included in column (16.)
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
9,649	8,994	1,944	61	59	25	12,512	11,659	2,006	241
...	...	...	...	...	...	661	510	164	2
...	...	...	...	...	...	772	724	311	73
21	20	16	...	...	...	289	266	165	...
...	...	...	...	...	...	253	236	223	...
...	...	...	...	...	...	139	139	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	47	45	...	...
...	...	...	...	...	...	118	97	...	...
9,670	9,014	1,959	61	59	25	14,791	13,682	3,469	316
92,380	85,807	5,497	500	494	52	157,943	146,649	6,619	4,568
13,683	12,250	844	889	696	21	26,513	23,563	1,077	1,648
...	...	...	...	...	...	...	...	...	...
1,180,132	986,765	10,010	25,578	20,412	67	2,249,618	1,807,363	10,350	382,814
1,230,193	1,004,622	16,351	26,967	21,576	140	2,434,074	1,977,595	18,046	389,030
...	...	...	40	40	14	363	300	14	8
...	...	...	...	...	...	1,021	994	325	23
...	...	...	...	...	...	...	...	...	...
1,872	1,764	611	28	23	22	10,552	9,432	1,383	6
...	...	...	4	4	...	404	390	316	...
2,401	2,154	1,254	...	...	...	4,181	3,840	1,374	27
400	333	86	798	671	...	1,224	1,027	86	68
69	64	69	...	...	...	107	96	107	...
75	81	75	...	...	...	540	532	540	24
281	248	207	18	15	18	319	281	225	69
561	384	...	...	...	...	617	447	...	8
3,609	3,050	240	901	752	...	4,681	3,942	309	470
9,208	8,078	2,492	1,789	1,513	54	23,989	21,281	4,633	691
1,805,073	1,081,914	20,802	28,817	23,148	219	2,472,854	2,012,555	26,147	390,037
...	...	...	45,276	33,495	1,439	45,276	38,485	1,9	10,331
1,305,073	1,081,914	20,802	74,033	61,633	1,658	2,518,130	2,051,043	27,586	400,368

\* Includes also statistics of unrecognized schools.

## II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Board.		
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>READING.</b>									
<b>IN RECOGNIZED INSTITUTIONS.</b>									
<i>University and Intermediate Examination.</i>									
Arts and Science ... ..	214	207	138	..	..	..	..	..	..
Medicine ... ..	..	..	..	..	..	..	..	..	..
Education ... ..	39	38	34	..	..	..	..	..	..
Total ... ..	253	236	172	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ... ..	4,718	4,193	197	551	516	..	..	..	..
In Middle Schools { English ... ..	1,081	917	5	142	114	..	470	432	..
{ Vernacular ... ..	..	..	..	..	..	..	..	..	..
In Primary Schools ... ..	4,418	3,573	56	172,092	129,709	17	51,781	38,794	..
Total ... ..	10,217	8,683	258	172,785	130,338	17	52,251	39,226	..
In Medical Schools ... ..	92	92	..	..	..	..	..	..	..
In Normal and Training Schools ... ..	1,805	1,623	908	..	..	..	26	24	..
In Technical and Industrial Schools ... ..	..	..	..	..	..	..	..	..	..
In Commercial Schools ... ..	..	..	..	..	..	..	..	..	..
In Agricultural Schools ... ..	..	..	..	..	..	..	..	..	..
In Schools for Defectives ... ..	..	..	..	..	..	..	..	..	..
In Schools for Adults ... ..	..	..	..	..	..	..	..	..	..
In other Schools ... ..	..	..	..	..	..	..	..	..	..
Total ... ..	1,897	1,717	909	..	..	..	26	24	..
Total for recognized institutions ... ..	12,307	10,636	1,338	172,785	130,338	17	52,277	39,250	..
<b>IN UNRECOGNIZED INSTITUTIONS.</b>									
Grand total, all institutions for females ... ..	12,867	10,533	1,338	172,785	130,338	17	52,277	39,250	..
Grand total, all institutions for males and females.	95,385	77,861	4,886	1,081,321	851,891	1,413	199,637	167,868	182

*Educational Institutions for Females.*

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of males included in column (10.)
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
290	276	160	8	8	3	512	484	301	...
81	30	27	...	...	...	70	66	61	...
321	306	187	8	8	3	582	550	362	...
11,882	10,684	3,276	...	...	...	17,151	15,392	3,473	1,086
4,843	4,434	1,341	88	82	37	6,674	5,979	1,383	748
130,941	105,169	8,162	2,530	1,849	...	361,762	279,094	8,235	28,754
147,716	120,287	12,779	2,618	1,931	37	385,557	300,465	13,091	30,588
93	93	...	...	...	...	185	185	...	...
1,375	1,338	980	11	11	11	3,217	2,998	1,899	...
1,321	1,143	333	...	...	...	1,321	1,143	333	87
...	...	...	...	...	...	...	...	...	...
163	153	161	...	...	...	163	153	161	51
596	492	34	92	85	24	688	577	58	56
3,548	3,219	1,508	103	96	35	5,574	5,056	2,451	144
151,585	123,812	14,474	2,729	2,035	75	391,743	306,071	15,904	30,732
...	...	...	2,852	2,117	..	2,652	2,117	...	387
151,585	123,812	14,474	5,881	4,152	75	394,395	308,168	15,904	31,119
1,450,659	1,203,726	35,276	79,474	65,785	1,733	2,912,525	2,359,231	43,490	431,487

III-A.—Expenditure on Education—Males.

Expenditure on buildings includes Rs. 2,19,718 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Boarding charges in hostels; (2) Scholarships in schools and colleges; and (3) Charges relating to the Oriental Manuscripts Library, Registration of books, Text-Book Committee, etc.

	Government institutions.						District Board and Municipal institutions.						Aided institutions.		
	Government funds.	Board funds	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings, etc. ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total ... ..</b>	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>UNIVERSITY AND COLLEGE EDUCATION.</b>															
Universities ... ..	...	...	...	...	...	...	...	...	...	...	...	...	5,86,300	...	...
<b>BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION.</b>															
Arts Colleges ... ..	4,15,723	...	...	2,21,641	28,705	6,66,089	...	...	...	...	13,000	13,000	2,00,810	...	...
<i>Professional Colleges.</i>															
Law ... ..	...	...	...	53,924	66	53,990	...	...	...	...	...	...	...	...	...
Medicine ... ..	3,25,517	...	...	1,20,052	3,175	4,48,744	...	...	...	...	...	...	...	...	...
Education ... ..	1,12,103	...	...	4,188	3,608	1,19,899	...	...	...	...	...	...	...	...	...
Engineering ... ..	1,36,836	...	...	63,801	16,341	2,15,778	...	...	...	...	...	...	...	...	...
Agriculture ... ..	1,14,965	...	...	...	...	1,14,965	...	...	...	...	...	...	...	...	...

Commerce ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ... ..	42,126	...	...	86,750	8,709	82,585	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science ... ..	82,027	...	...	...	...	82,027	...	...	...	...	...	...	...	...	...	...	...
Intermediate Colleges ... ..	35,017	...	...	44,068	6,740	85,525	3,790	...	18,460	8,424	166	30,840	44,594	...	...	...	...
Total ...	12,64,114	...	...	5,44,424	61,344	18,69,892	3,790	...	18,460	8,424	13,166	43,840	8,11,704	8	...	...	...
<b>SCHOOL EDUCATION.</b>																	
<i>General.</i>																	
High Schools ... ..	1,77,245	...	...	75,872	9,259	2,62,376	6,26,428	8,30,615	1,25,299	14,45,297	15,081	30,42,670	7,44,059	3,000	...	...	...
Middle Schools { English ... ..	10,000	...	...	4,418	44	14,462	2,05,400	1,55,800	11,352	1,51,551	3,954	5,28,057	1,14,530	250	...	...	...
{ Vernacular ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ... ..	7,62,479	...	...	857	11,161	7,74,497	55,53,689	28,27,694	11,66,627	92,416	1,60,283	95,00,708	43,12,622	...	...	2,381	...
Total ...	9,49,724	...	...	81,147	20,464	10,51,335	63,85,514	38,14,109	13,03,278	16,89,264	1,79,270	1,33,71,436	51,71,211	8,250	2,381	...	...
<i>Special.</i>																	
Art Schools ... ..	33,283	...	...	332	7,282	40,897	326	...	1,629	109	...	2,064	...	...	...	...	...
Law Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	3,53,085	...	...	70,887	8,274	4,32,048	...	...	...	...	...	...	...	...	...	...	...
Normal and Training Schools ... ..	10,95,123	14,037	610	503	4,184	11,14,457	...	...	...	...	...	...	1,65,442	788	...	...	...
Engineering Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... ..	1,92,607	...	50	18	37,092	2,29,827	2,550	...	1,568	445	16,758	21,319	70,308	...	6,214	...	...
Commercial Schools ... ..	9,089	...	...	2,023	29	12,141	...	...	...	...	...	...	2,103	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	5,718	...	...	598	6,308	1,000	...	...	...	...
Reformatory Schools ... ..	82,804	...	...	...	...	82,804	...	...	...	...	...	...	1,298	...	...	...	...
Schools for Defectives ... ..	...	...	...	...	...	...	...	...	...	...	...	...	12,982	...	...	...	...
Schools for Adults ... ..	...	...	...	...	169	169	...	...	...	...	...	...	3,447	...	...	...	...
Other Schools ... ..	28,003	...	...	...	...	28,003	...	923	...	...	6,900	7,723	24,848	...	408	...	...
Total ...	17,94,054	14,037	660	74,563	57,030	19,40,344	2,876	6,641	3,904	554	24,146	38,121	2,81,473	788	6,617	...	...
Grand total ...	40,07,892	14,037	660	7,00,134	1,33,893	48,61,501	63,92,180	38,20,750	13,25,642	16,98,242	2,16,582	1,3,453,396	62,64,388	4,046	8,998	...	...

## III-A.—Expenditure on Education—Males—cont.

Expenditure on buildings includes Rs. 2,19,718 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Boarding charges in hostels; (2) Scholarships in schools and colleges; and (3) Charges relating to the Oriental Manuscripts Library, Registration of books, Text-Book Committee, etc.

	Aided institutions—cont.			Recognized and unaided institutions.			Total expenditure from					
	Fees.	Other sources.	Total, columns (13)–(17).	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand total.
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction ... ..	...	...	...	...	...	...	1,82,895	...	...	...	...	1,82,885
Inspection ... ..	...	...	...	...	...	...	14,00,230	...	...	...	...	14,00,230
Buildings, etc. ... ..	...	...	...	...	...	...	13,31,988	6,39,495	2,13,949	59,776	11,76,723	34,24,911
Miscellaneous ... ..	...	...	...	...	...	...	6,12,703	30,392	4,207	10,75,979	15,22,885	32,45,513
<b>Total ... ..</b>	...	...	...	...	...	...	<b>35,30,736</b>	<b>6,69,887</b>	<b>2,18,153</b>	<b>11,35,665</b>	<b>26,99,058</b>	<b>82,53,539</b>
<b>UNIVERSITY AND COLLEGIATE EDUCATION.</b>												
Universities ... ..	6,48,564	4,72,389	16,87,253	...	...	...	5,66,300	...	...	6,48,564	4,72,389	16,87,253
<b>BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION.</b>												
Arts Colleges ... ..	7,54,130	4,92,070	14,47,018	...	8,605	8,605	6,16,533	8	...	9,75,771	5,42,380	21,34,692
<i>Professional Colleges.</i>												
Law ... ..	...	...	...	...	...	...	...	...	...	53,924	68	53,990
Medicine ... ..	...	...	...	...	...	...	3,25,517	...	...	1,10,052	3,175	4,48,744
Education ... ..	...	...	...	...	...	...	1,12,103	...	...	4,184	3,608	1,19,699
Engineering ... ..	...	...	...	...	...	...	1,84,646	...	...	63,801	16,341	2,15,778
Agriculture ... ..	...	...	...	...	...	...	1,14,965	...	...	...	...	1,14,965



Commerce ... ..	...	...	...	...	...	...	42,128	...	...	86,750	3,709	82,585
Forestry ... ..	...	...	...	...	...	...	82,027	...	...	...	...	82,027
Veterinary Science ... ..	...	...	...	...	...	...	68,401	...	...	18,466	1,67,165	86,212
Intermediate Colleges ... ..	1,14,873	79,306	2,38,573	...	...	...	...	...	...	...	...	3,55,238
<b>Total</b> ... ..	<b>15,17,367</b>	<b>10,18,755</b>	<b>32,72,844</b>	...	8,605	8,605	20,70,608	8	18,466	20,70,215	11,26,980	52,95,171
<b>SCHOOL EDUCATION.</b>												
<i>General.</i>												
High Schools ... ..	25,85,210	9,01,947	42,34,216	11,812	14,423	26,237	16,47,732	8,33,815	1,25,299	41,18,191	9,40,682	75,65,499
Middle and English Schools ... ..	1,78,400	1,98,773	4,91,853	14,434	29,502	43,906	3,29,980	1,56,050	11,352	2,48,803	2,32,273	10,78,408
Schools of Vernacular Languages ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ... ..	5,63,978	29,62,927	78,41,908	10,633	62,724	73,357	1,06,28,787	28,27,694	11,69,008	6,67,884	31,97,097	1,84,90,470
<b>Total</b> ... ..	<b>33,27,588</b>	<b>40,63,647</b>	<b>1,25,67,077</b>	<b>36,877</b>	<b>1,06,651</b>	<b>1,43,530</b>	<b>1,25,06,440</b>	<b>35,17,359</b>	<b>13,05,658</b>	<b>51,34,878</b>	<b>43,70,082</b>	<b>2,71,84,377</b>
<i>Special.</i>												
Arts Schools ... ..	...	...	...	...	5,133	5,133	83,608	...	1,629	441	12,415	49,094
Law Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	3,53,085	...	...	70,687	8,274	4,32,046
Normal and Training Schools ... ..	2,107	97,391	2,65,791	...	1,910	1,910	12,60,565	14,823	610	2,670	1,03,518	13,82,188
Engineering Schools ... ..	...	...	...	650	650	1,300	...	...	...	650	650	1,300
Technical and Industrial Schools ... ..	21,098	5,24,085	6,21,711	...	...	...	2,65,520	...	7,830	21,559	5,77,948	8,72,857
Commercial Schools ... ..	8,138	7,397	17,638	19,026	1,214	14,240	11,182	...	...	24,187	8,640	44,019
Agricultural Schools ... ..	...	8,156	9,156	...	...	...	1,000	5,718	...	...	8,744	15,462
Reformatory Schools ... ..	...	3,158	4,456	...	...	...	84,102	...	...	...	3,158	87,260
Schools for Defectives ... ..	369	86,255	49,606	...	2,474	2,474	12,982	...	709	369	38,729	62,789
Schools for Adults ... ..	...	1,003	4,450	...	...	...	3,447	...	...	...	1,172	4,619
Other Schools ... ..	5,609	99,166	1,24,156	177	33,436	33,613	52,901	923	403	8,848	1,30,422	1,93,495
<b>Total</b> ... ..	<b>40,438</b>	<b>7,67,647</b>	<b>10,98,964</b>	<b>13,853</b>	<b>44,847</b>	<b>58,700</b>	<b>20,78,403</b>	<b>21,466</b>	<b>11,181</b>	<b>1,29,409</b>	<b>8,93,670</b>	<b>31,34,129</b>
<b>Grand total</b> ... ..	<b>48,85,894</b>	<b>58,75,059</b>	<b>1,70,87,885</b>	<b>50,732</b>	<b>1,80,107</b>	<b>2,10,836</b>	<b>2,01,65,246</b>	<b>45,08,720</b>	<b>15,53,459</b>	<b>84,70,167</b>	<b>90,89,640</b>	<b>4,38,17,216</b>

III-B.--Expenditure on Education--Females.

Expenditure on buildings includes Rs. 29,939 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Government institutions.						District Board and Municipal institutions.						Aided institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Inspection ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings, etc. ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY AND INTER-MEDIATE EDUCATION.															
Arts Colleges ... ..	1,00,320	...	...	15,035	2,679	1,18,034	...	...	...	...	...	...	28,000	...	...
<i>Professional Colleges.</i>															
Medicine ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Education ... ..	17,283	...	...	1,087	...	18,370	...	...	...	...	...	...	5,000	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...	...	...	...	...	...	...	1,541	...	...
Total ... ..	1,17,603	...	...	16,122	2,679	1,36,404	...	...	...	...	...	...	34,541	...	...

SCHOOL EDUCATION.															
General.															
High Schools ... ..	2,92,889	...	...	89,123	281	3,82,193	10,371	11,015	...	5,293	1,651	28,330	2,54,168	...	605
Middle Schools. {	English ... ..	56,673	...	4,682	50	61,405	5,863	2,876	7,086	4,644	...	20,469	99,095	...	...
	Vernacular. {	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools...	1,08,850	...	...	1,144	18	1,08,012	13,04,388	8,09,498	5,29,162	4,028	3,481	26,50,555	6,72,617	...	120
Total ... ..	4,56,862	...	...	44,949	299	5,01,616	13,20,622	8,23,399	5,36,248	13,963	5,132	26,99,354	10,25,860	...	725
Special.															
Medical Schools ... ..	75,441	...	...	...	592	76,033	...	...	...	...	...	...	9,310	...	...
Normal and Training Schools ... ..	3,70,972	...	126	577	435	3,72,110	...	...	8,678	...	...	8,678	1,53,772	275	...
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	14,606	...	3,591
Commercial Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives ... ..	...	...	...	...	...	...	...	...	...	...	...	...	3,333	470	...
Other Schools ... ..	6,153	...	...	...	...	6,153	...	...	...	...	...	...	5,846	...	...
Total ... ..	4,52,566	...	126	577	1,027	4,54,296	...	...	8,678	...	...	8,678	1,86,866	745	3,591
Grand total for females.	10,26,531	...	126	61,648	4,005	10,92,310	13,20,622	8,23,399	5,44,926	13,963	5,132	27,08,032	12,47,287	745	4,316
Grand total for males ...	40,07,892	14,037	660	7,00,134	1,38,836	48,61,561	63,92,180	38,20,750	13,25,642	16,98,242	2,16,352	1,34,53,396	62,64,368	4,046	8,898
Grand total for all ... ..	50,34,423	14,087	786	7,61,782	1,42,843	59,53,871	77,12,802	46,44,139	18,70,568	17,12,205	2,21,714	1,61,61,428	75,11,675	4,791	13,314

**III-B.—Expenditure on Education—Females—cont.**

Expenditure on buildings includes Rs. 28,939 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

- (1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Aided institutions—cont.			Recognized and unaided institutions.			Total expenditure from:					
	Fees.	Other sources.	Total columns (13)–(17).	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand total.
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Inspection ... ..	...	...	...	...	...	...	2,64,974	...	...	...	...	2,64,974
Buildings, etc. ... ..	...	...	...	...	...	...	1,20,306	50,524	12,245	2,651	2,49,235	4,84,961
Miscellaneous ... ..	...	...	...	...	...	...	2,69,423	8,376	1,692	5,01,647	6,28,690	15,04,828
<b>Total ... ..</b>	...	...	...	...	...	...	6,54,703	58,900	12,937	5,64,298	9,17,925	22,04,763
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION.</b>												
Arts Colleges ... ..	15,714	54,314	98,003	...	1,486	1,486	1,28,320	...	...	30,749	58,514	2,17,583
<i>Professional Colleges.</i>												
Medicine ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Education ... ..	1,429	11,594	18,023	...	...	...	22,288	...	...	2,516	11,594	36,393
Intermediate Colleges ... ..	3,074	23,559	28,174	...	...	...	1,541	...	...	3,074	23,559	28,174
<b>Total ... ..</b>	20,217	89,507	1,44,260	...	1,486	1,486	1,52,144	...	...	36,389	93,667	2,82,160

SCHOOL EDUCATION.

<i>General.</i>													
High Schools	2,36,940	8,89,985	8,81,678	...	...	...	5,57,378	11,015	605	2,81,356	3,91,847	12,42,201	
Middle Schools.	English	59,708	1,27,923	2,86,726	543	3,932	4,475	1,61,631	2,876	7,086	69,577	1,31,905	3,73,075
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	
Primary Schools	62,184	6,82,639	14,17,610	...	16,013	16,013	20,83,855	8,09,498	5,29,282	67,354	7,02,201	41,92,190	
Total	3,58,832	12,00,577	25,86,014	543	19,945	20,488	28,02,864	8,23,389	5,36,973	4,18,287	12,25,953	58,07,466	
<i>Special.</i>													
Medical Schools	11,530	47,287	68,127	...	...	...	84,751	...	...	11,530	47,879	1,44,160	
Normal and Training Schools	1,897	1,47,064	3,03,008	...	945	945	5,24,744	275	8,804	2,474	1,48,444	6,84,741	
Technical and Industrial Schools	432	1,42,301	1,60,929	...	...	...	14,605	...	3,591	432	1,42,301	1,60,929	
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	
Reformatory Schools	...	...	...	...	...	...	...	...	...	...	...	...	
Schools for Defectives	15	8,571	12,389	...	...	...	3,333	470	...	15	8,571	12,389	
Other Schools	246	28,081	34,178	...	4,838	4,838	11,999	...	...	246	32,918	45,164	
Total	14,120	3,78,804	5,78,629	...	5,783	5,783	6,39,432	745	12,395	14,697	3,80,114	10,47,383	
Grand total for females	8,93,169	16,63,883	38,08,900	543	27,214	27,757	42,49,143	8,78,034	5,63,305	10,33,621	26,17,659	98,41,762	
Grand total for males	49,95,394	58,75,059	1,70,37,895	50,732	1,60,103	2,10,835	2,01,95,246	45,08,720	15,53,458	84,70,157	90,89,640	4,38,17,216	
Grand total for all	52,78,563	75,88,442	2,03,46,785	51,275	1,87,317	2,38,592	2,44,44,389	53,86,754	21,16,758	95,03,778	1,17,07,299	5,31,58,978	

GENERAL EDUCATIONAL TABLES

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhummadans.	Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of scholars coming from rural areas.
			Brahmans.	Non-Brahmans.	Depressed classes.*							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total population ...	14,846	843,647	663,178	16,216,598	3,674,300	1,631,716	806	269	456	17,183	23,082,999	...
<i>School Education.</i>												
Primary—												
Class I ...	734	50,394	29,818	529,111	133,047	92,842	30	4	5	916	836,701	588,708
Do. II ...	562	25,081	18,897	254,867	49,538	44,917	18	11	3	565	394,457	274,465
Do. III ...	602	10,703	16,477	200,226	32,799	32,095	9	6	...	413	302,390	205,872
Do. IV ...	538	15,800	16,682	169,575	24,687	23,547	10	9	5	448	251,301	163,707
Do. V ...	519	7,798	12,355	65,242	7,919	8,765	19	7	1	221	102,846	56,244
Middle—												
Class VI ...	489	5,186	10,334	30,208	8,009	3,752	12	9	2	132	53,138	23,170
Do. VII ...	434	4,170	9,453	22,402	2,024	2,637	20	7	2	94	41,243	15,375
Do. VIII ...	375	4,081	9,313	19,716	1,641	2,237	12	4	2	91	37,472	13,778
High—												
Class IX ...	320	1,997	7,380	10,237	414	1,304	9	7	3	58	21,754	4,171
Do. X ...	194	1,557	6,621	8,003	25	951	6	4	...	67	17,688	3,395
Do. XI ...	153	1,612	6,604	7,137	224	949	2	4	1	21	16,707	3,061
Total ...	4,920	137,879	143,784	1,816,724	255,615	213,996	147	72	24	3,021	2,075,632	1,350,941

University and Intermediate  
Education.

Intermediate Classes—														
First year	...	...	26	403	1,788	1,418	29	217	...	1	...	2	3,884	848
Second year	...	...	19	363	1,817	1,270	25	210	...	...	...	2	3,706	723
Degree Classes—														
Third year	...	...	17	236	1,127	871	8	108	...	...	...	...	2,167	414
Fourth year	...	...	9	168	1,186	814	7	107	...	1	...	2	2,104	442
Fifth year	...	...	2	21	167	78	...	6	...	1	...	...	275	36
Post-Graduate Classes—														
Sixth year	...	...	1	33	72	26	1	2	...	...	...	...	135	3
Seventh year	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	74	1,224	6,167	4,077	70	650	...	3	...	6	12,271	2,468
Number of scholars in recognized institutions														
...	...	...	4,994	138,503	149,901	1,320,801	255,685	214,646	147	75	24	3,027	2,087,908	1,353,407
Number of scholars in unrecognized institutions														
...	...	...	...	1,226	1,978	10,180	4,186	17,658	...	...	...	128	35,332	9,721
Grand total	...	...	4,994	139,829	151,877	1,330,981	259,871	232,302	147	75	24	3,155	2,123,235	1,363,128

\* The following are included under the heading "Depressed classes":—Ādi-Drāvidas, Ādi-Āndhras, Badaga, Bavuri, Bestha, Cheruma, Cherodi, Chenchus, Chaokli, Dandasi, Dambo, Gadaba, Haddi, Holeys, Jatapus, Kallar, Kondh, Kaniyan, Kotas, Koravas, Koyi, Khonda, Konan, Kudmo, Lambadi, Mala, Madiga, Marava, Nakaras, Palian, Paraiyan, Pambaikkaran, Panasa, Piranmalai Kallars, Relli, Savaras, Todas, Thettiyan, Valaiyan, Valluvan, Yerukula and Yenadis.

IV-B.—Race or Oreed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Mohammadans.	Buddhists.	Parseis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.
			Brahmans.	Non-Brahmans.	Depressed Classes.*							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Total population ...	15,523	880,261	688,636	16,680,971	3,792,450	1,674,221	553	238	81	14,175	23,657,108	...
<i>School Education.</i>												
Primary—												
Class I ...	733	39,492	32,580	244,807	43,847	49,633	46	9	...	1,410	412,557	268,198
Do. II ...	569	14,734	16,798	79,843	8,937	17,113	24	1	...	442	139,461	83,221
Do. III ...	615	10,598	11,820	59,873	5,906	8,831	17	8	1	277	88,941	54,001
Do. IV ...	523	7,975	7,864	31,941	3,193	4,340	9	7	...	169	56,021	33,356
Do. V ...	602	5,177	3,274	11,777	1,074	1,398	4	11	...	61	23,178	11,678
Middle—												
Class VI ...	518	3,833	1,317	3,676	468	218	2	14	...	18	9,564	4,012
Do. VII ...	405	2,597	711	2,019	317	92	1	4	...	13	6,159	2,361
Do. VIII ...	346	2,356	435	1,876	208	62	...	9	...	7	4,799	2,046
High—												
Class IX ...	279	667	187	379	28	16	1	3	...	4	1,564	430
Do. X ...	135	534	117	204	18	10	...	1	...	1	1,020	246
Do. XI ...	137	370	87	151	8	9	...	1	...	2	765	235
Total ...	4,832	87,828	75,190	427,046	65,004	81,522	104	88	1	2,404	744,029	464,784



*University and Intermediate Education.*

<b>Intermediate Classes—</b>													
First year ... ..	22	153	44	68	4	4	...	2	...	2	...	294	130
Second year ... ..	18	115	28	64	...	4	...	...	...	...	...	224	95
<b>Degree Classes—</b>													
Third year ... ..	6	63	14	25	...	4	...	2	...	...	...	114	43
Fourth year ... ..	11	44	13	17	...	2	...	...	...	...	1	68	48
Fifth year ... ..	1	2	2	4	...	...	...	...	...	...	...	9	...
<b>Post-Graduate Classes—</b>													
Sixth year ... ..	1	11	5	5	2	...	...	...	...	...	...	24	...
Seventh year ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...
Research students ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total ... ..</b>	<b>54</b>	<b>388</b>	<b>106</b>	<b>178</b>	<b>6</b>	<b>14</b>	<b>...</b>	<b>4</b>	<b>...</b>	<b>3</b>	<b>...</b>	<b>768</b>	<b>316</b>
<b>Number of scholars in recognized institutions ... ..</b>	<b>4,916</b>	<b>88,216</b>	<b>75,296</b>	<b>427,224</b>	<b>65,010</b>	<b>81,536</b>	<b>104</b>	<b>72</b>	<b>1</b>	<b>2,407</b>	<b>...</b>	<b>744,782</b>	<b>465,100</b>
<b>Number of scholars in unrecognized institutions ... ..</b>	<b>...</b>	<b>782</b>	<b>550</b>	<b>3,131</b>	<b>1,407</b>	<b>6,651</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>75</b>	<b>...</b>	<b>12,596</b>	<b>5,827</b>
<b>Grand total ... ..</b>	<b>4,916</b>	<b>88,998</b>	<b>75,846</b>	<b>430,355</b>	<b>66,417</b>	<b>88,187</b>	<b>104</b>	<b>72</b>	<b>1</b>	<b>2,482</b>	<b>...</b>	<b>757,378</b>	<b>470,927</b>

\* The following are included under the heading "Depressed classes":—Ādi-Drāvidas, Ādi-Āndhras, Badagas, Chackili, Huddi, Kondh, Koravas, Kotas, Lambadi, Nakara, Maia, Madiga, Pellān, Paraiyan, Belli, Todas, Tottiyān, Valluvan and Yenadi.

*V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of scholars coming from total
			Brahmans.	Non-Brahmans.	Depressed classes.							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>SCHOOLS.</b>												
Art Schools ... ..		35	56	185	76	8	...	...	...	...	360	..
Law Schools ... ..		...	...	...	...	...	...	...	...	...	...	..
Medical Schools ... ..	43	101	449	344	18	47	...	...	...	1	998	..
Normal and Training Schools ... ..	2	2,341	2,311	4,124	843	918	...	...	...	7	10,546	64
Engineering and Surveying Schools ... ..	2	9	256	131	...	6	...	...	...	...	404	..
Technical and Industrial Schools ... ..	67	1,389	584	1,255	377	309	3	10	...	197	4,191	1
Commercial Schools ... ..	20	100	612	389	9	28	...	...	...	...	1,158	..
Agricultural Schools ... ..	...	71	...	11	25	...	...	...	...	...	107	1
Reformatory Schools ... ..	2	29	7	384	48	46	...	...	...	...	516	..
Schools for Defectives ... ..	10	168	16	64	32	8	...	...	...	3	301	..
Schools for Adults ... ..	...	11	8	357	138	100	...	...	...	...	614	4
Other Schools ... ..	...	78	2,491	1,531	24	24	...	...	3	101	4,247	21
<b>Total</b> ... ..	<b>146</b>	<b>4,327</b>	<b>6,790</b>	<b>8,775</b>	<b>1,585</b>	<b>1,494</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>309</b>	<b>23,442</b>	<b>85</b>
<b>COLLEGES.</b>												
Law ... ..		30	382	219	...	28	...	...	...	...	659	..
Medicine ... ..	24	111	269	272	...	23	...	...	...	...	699	..
Education ... ..	2	32	157	98	...	5	...	...	...	...	269	..
Engineering ... ..	2	14	126	89	1	20	...	1	...	...	253	1
Agriculture ... ..	...	10	58	65	...	6	...	...	...	...	139	..
Forestry ... ..	...	4	9	26	...	8	...	...	...	...	47	..
Veterinary Science ... ..	1	14	39	42	8	14	...	...	...	...	118	..
<b>Total</b> ... ..	<b>29</b>	<b>215</b>	<b>1,040</b>	<b>806</b>	<b>9</b>	<b>104</b>	<b>...</b>	<b>1</b>	<b>...</b>	<b>...</b>	<b>2,204</b>	<b>1</b>
<b>Grand total</b> ... ..	<b>175</b>	<b>4,542</b>	<b>7,830</b>	<b>9,581</b>	<b>1,594</b>	<b>1,598</b>	<b>3</b>	<b>11</b>	<b>3</b>	<b>309</b>	<b>25,646</b>	<b>105</b>

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	European and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.
			Brahmans.	Non-Brahmans.	Depressed classes.							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>SCHOOLS.</b>												
Art Schools ... ..	...	8	...	...	...	...	...	...	...	...	8	...
Medical Schools ... ..	2	138	13	52	...	3	...	...	...	...	208	...
Normal and Training Schools ... ..	58	1,901	163	805	74	214	...	1	...	2	3,223	257
Technical and Industrial Schools ... ..	104	1,112	1	62	31	...	...	...	...	1	1,311	560
Commercial Schools ... ..	60	3	1	2	...	...	...	...	...	...	66	...
Reformatory Schools ... ..	...	...	...	18	6	...	...	...	...	...	24	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives... ..	3	141	4	30	3	...	...	...	...	...	181	...
Schools for Adults ... ..	...	...	...	...	8	...	...	...	...	...	8	3
Other Schools ... ..	7	93	569	415	11	...	...	...	...	7	1,102	837
<b>Total ... ..</b>	<b>234</b>	<b>3,891</b>	<b>756</b>	<b>1,384</b>	<b>128</b>	<b>217</b>	<b>...</b>	<b>1</b>	<b>...</b>	<b>10</b>	<b>6,121</b>	<b>1,147</b>
<b>COLLEGES.</b>												
Law ... ..	...	...	2	...	...	...	...	...	...	...	2	...
Medicine ... ..	9	27	12	23	...	2	...	...	...	...	73	...
Education ... ..	6	38	8	18	...	...	...	...	...	...	70	...
<b>Total ... ..</b>	<b>15</b>	<b>65</b>	<b>22</b>	<b>41</b>	<b>...</b>	<b>2</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>145</b>	<b>...</b>
<b>Grand total ... ..</b>	<b>249</b>	<b>3,456</b>	<b>778</b>	<b>1,425</b>	<b>128</b>	<b>219</b>	<b>...</b>	<b>1</b>	<b>...</b>	<b>10</b>	<b>6,266</b>	<b>1,147</b>

## VI-A.—Men Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government ... ..	7	176	783	1,057	12	1	2	15	50	1,985	68	2,053
Local Board and Municipal ... ..	40	2,808	13,557	19,528	124	6	56	278	2,406	36,052	2,746	38,798
Aided ... ..	35	2,262	9,500	8,831	83	21	119	4,655	27,209	20,711	82,004	52,715
Unaided ... ..	3	58	151	182	4	1	4	89	598	398	692	1,090
Total ... ..	85	5,804	23,941	29,593	223	29	181	5,037	30,263	59,146	35,510	94,656
<i>Middle Schools.</i>												
Government ... ..	2	12	1	...	3	...	...	...	4	18	4	22
Local Board and Municipal ... ..	106	443	11	13	105	3	18	1	102	678	124	802
Aided ... ..	54	278	29	7	89	5	28	13	61	557	127	684
Unaided ... ..	5	25	1	1	8	1	2	...	7	40	10	50
Total ... ..	167	858	42	21	205	9	48	14	194	1,298	265	1,563
<i>High Schools.</i>												
Government ... ..	84	71	4	2	30	2	1	2	33	191	38	229
Local Board and Municipal ... ..	1,021	1,302	49	4	481	28	95	14	397	2,957	534	3,491
Aided ... ..	1,253	1,565	158	40	482	67	263	38	534	3,498	902	4,400
Unaided ... ..	11	8	...	...	5	...	1	...	1	24	2	26
Total ... ..	2,369	2,946	211	46	998	97	360	54	965	6,570	1,476	8,046
Grand total ... ..	2,621	9,108	24,194	29,660	1,426	135	539	5,105	31,422	67,009	37,251	104,260

VI-B.—Women Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Metric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government .. .. .	1	85	105	39	..	..	1	3	5	230	9	239
Local Board and Municipal .. .. .	..	170	2,869	2,068	12	..	..	108	332	4,919	440	5,359
Aided .. .. .	8	439	3,528	774	18	..	2	525	1,585	4,767	2,112	6,879
Unaided .. .. .	..	5	42	11	..	1	..	7	23	58	31	89
Total .. .. .	9	699	6,344	2,892	30	1	3	643	1,945	9,974	2,592	12,566
<i>Middle Schools.</i>												
Government .. .. .	7	43	6	..	5	..	..	..	4	61	4	65
Local Board and Municipal .. .. .	4	18	5	..	3	..	..	..	4	30	4	34
Aided .. .. .	14	217	73	..	11	6	..	15	22	315	43	358
Unaided .. .. .	1	6	1	..	..	..	..	1	..	8	1	9
Total .. .. .	26	284	85	..	19	6	..	16	30	414	52	466
<i>High Schools</i>												
Government .. .. .	53	133	13	..	32	..	..	8	14	231	17	248
Local Board and Municipal .. .. .	8	17	4	1	2	..	1	..	6	82	7	89
Aided .. .. .	125	382	79	7	37	22	15	25	59	630	121	751
Unaided .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Total .. .. .	186	532	96	8	71	22	16	28	79	893	145	1,038
Grand total .. .. .	221	1,516	6,525	2,900	120	29	19	687	2,054	11,281	2,789	14,070

## VII.—European Education.

Classes of institutions.	Institutions.	Scholars on rolls on 31st March 1938.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.	Teachers.		Expenditure from				
					Trained.	Untrained.	Government funds.	Local funds.	Fees.	Other sources.	Total expenditure.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
Total, European and Anglo-Indian population.				Males 14,846 Females 15,522 Total 30,368	Percentage to European and Anglo-Indian population to these at school. Males 34.8    Females 33.3    Total 34.0						
<i>Institutions for Males.</i>											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	
Training Colleges...	...	...	...	...	...	...	...	...	...	...	
High Schools ...	12	2,455	68	425	110	53	1,08,999	1,29,850	1,88,511	4,27,350	
Middle Schools ...	10	1,390	430	215	65	27	42,907	21,341	75,988	1,40,216	
Primary Schools ...	16	1,429	618	152	72	13	22,869	14,084	46,659	83,737	
Training Schools ...	...	...	...	...	...	...	* 1,889	...	...	1,839	
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	
Other Schools ...	...	...	...	...	...	...	† 7,188	...	...	7,188	
<b>Total ...</b>	<b>88</b>	<b>5,274</b>	<b>1,101</b>	<b>792</b>	<b>247</b>	<b>98</b>	<b>1,83,792</b>	<b>125</b>	<b>1,65,275</b>	<b>3,11,135</b>	<b>6,60,330</b>
<i>Institutions for Females.</i>											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	
Training Colleges...	...	...	...	...	...	...	...	...	...	...	
High Schools ...	19	3,019	511	554	171	84	1,10,385	1,13,475	1,75,057	3,98,917	
Middle Schools ...	15	2,170	571	354	112	31	65,702	81,093	63,851	1,66,646	
Primary Schools ...	5	289	119	39	18	5	4,933	2,659	6,999	14,591	
Training Schools ...	2	40	...	1	10	...	11,798	495	12,350	24,698	
Technical and Industrial Schools.	1	86	...	15	2	3	700	...	1,862	2,562	
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	
Other Schools ...	1	7	...	...	1	...	6,443	...	3,097	9,540	
<b>Total ...</b>	<b>43</b>	<b>5,611</b>	<b>1,201</b>	<b>968</b>	<b>314</b>	<b>108</b>	<b>1,99,956</b>	<b>1,47,722</b>	<b>2,68,216</b>	<b>6,16,894</b>	
<b>Grand totals for institutions ...</b>	<b>81</b>	<b>10,885</b>	<b>2,302</b>	<b>1,755</b>	<b>561</b>	<b>196</b>	<b>3,83,748</b>	<b>125</b>	<b>3,12,997</b>	<b>5,79,354</b>	<b>12,76,224</b>
Inspection ...	...	...	...	...	...	...	21,396	...	...	21,396	
Buildings, etc. ...	...	...	...	...	...	...	78,348	1,093	95,061	1,72,509	
Miscellaneous ...	...	...	...	...	...	...	1,96,479	2,56,828	4,13,954	3,67,261	
<b>Total ...</b>	...	...	...	...	...	...	<b>2,94,221</b>	<b>8,57,921</b>	<b>5,09,015</b>	<b>11,61,157</b>	
<b>Grand total ...</b>	...	...	...	...	...	...	<b>6,77,969</b>	<b>125</b>	<b>6,70,018</b>	<b>10,88,389</b>	<b>24,87,381</b>

Expenditure on buildings includes Rs. 2,337 spent by the Public Works Department on Educational buildings.

Miscellaneous includes the following items:—

(1) Boarding charges ...	Rs. 8,49,867
(2) Scholarships ...	11,169
(3) Expenditure on European School Examinations ...	6,225

Stipends paid to European teachers deputed for training at Ghora Gali.







IX.—STATISTICS OF EDUCATIONAL INSTITUTIONS IN  
RURAL AREAS.

## IX.—Statistics of Educational

Types of institutions.	Number of institutions and scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>I.—RECOGNIZED INSTITUTIONS.</b>								
<i>For Males.</i>								
Arts Colleges ... ..	...	...	...	...	5	801	5	801
Professional Colleges ...	1	253	...	...	...	...	1	253
High Schools ... ..	...	...	107	83,544	80	23,850	187	57,394
Middle Schools ... ..	1	70	70	8,430	4*	5,933	119	14,483
Primary Schools ... ..	1,287	54,748	14,891	816,118	22,783	1,024,761	38,961	1,895,627
Training Schools ... ..	47	7,049	...	...	14	1,357	61	8,406
Agricultural Schools ...	...	...	1	38	1	69	2	107
Schools for Adults ... ..	1	19	4	101	415	12,784	420	12,904
Other Schools ... ..	...	...	2	81	81	3,303	83	3,334
Total ... ..	1,337	62,139	15,075	858,812	23,427	1,072,858	39,839	1,993,309
<i>For Females.</i>								
Arts Colleges ... ..	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...
High Schools ... ..	...	...	1	143	5	920	6	1,063
Middle Schools ... ..	...	...	1	142	6	826	7	968
Primary Schools ... ..	11	1,304	2,958	152,239	1,273	81,400	4,242	234,943
Training Schools ... ..	28	1,492	...	...	24	1,231	52	2,723
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for Adults ... ..	...	...	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	6	364	6	364
Total ... ..	39	2,796	2,960	152,524	1,814	84,741	4,313	240,031
Grand total for all Recognized institutions.	1,376	64,935	18,035	1,010,836	24,741	1,157,599	44,152	2,233,370
<b>II.—UNRECOGNIZED INSTITUTIONS.</b>								
For Males ... ..	...	...	...	...	1,130	147,482	1,130	147,482
For Females ... ..	...	...	...	...	84	2,952	84	2,952
Total ... ..	...	...	...	...	1,214	150,434	1,214	150,434
Grand total for all institutions	1,376	64,935	18,035	1,010,836	25,955	1,308,033	45,366	2,383,804

*Institutions in Rural Areas.*

Expenditure on institutions.				Number of teachers.			
From Government funds.	From District Board funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
RS.	RS.	RS.	RS.				
1,48,073	...	3,37,016	4,85,069	...	...	109	109
1,72,720	...	79,142	2,51,862	39	...	...	89
7,41,801	8,41,061	20,84,366	36,67,228	...	2,016	1,386	3,352
2,18,815	1,75,306	2,88,159	6,82,370	6	610	385	1,001
80,98,445	41,12,684	36,65,440	1,58,76,569	1,833	30,126	46,822	78,781
9,71,862	8,772	1,05,333	10,85,987	307	...	108	415
1,000	5,954	8,744	15,698	...	3	4	7
27,041	...	31,887	58,908	2	5	671	678
17,433	888	81,084	98,405	..	2	291	293
1,03,97,190	51,44,755	66,81,151	2,22,23,096	2,187	32,762	49,726	84,675
...	...	...	...	...	...	...	...
84,287	10,724	1,06,070	1,51,081	...	12	60	72
18,161	3,340	36,069	57,570	...	11	55	66
12,36,122	7,85,888	8,97,478	24,19,488	58	5,796	3,973	9,821
4,48,864	401	1,38,177	5,87,442	178	..	174	353
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
2,818	...	24,399	27,212	...	..	80	30
17,40,247	8,00,353	7,02,193	32,42,798	232	5,818	4,292	10,342
1,21,37,437	59,45,108	73,83,314	2,54,65,869	2,419	38,580	54,018	95,017
...	...	1,42,980	1,42,980	...	...	1,441	1,441
...	...	11,701	11,701	...	...	119	119
...	...	1,54,661	1,54,661	...	...	1,560	1,560
1,21,37,487	59,45,108	75,38,005	2,56,20,550	2,419	38,580	55,578	96,577

REPORT ON PUBLIC INSTRUCTION IN THE  
MADRAS PRESIDENCY FOR THE YEAR  
1932-33, VOLUME II.

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# PART I.

## SUPPLEMENTAL STATISTICS, 1932-33.

### GENERAL SUMMARY.

(1)—*General Statistics of Institutions and Scholars.*

Classes of Institutions.	1931-32.		1932-33.		
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	
<b>PUBLIC INSTITUTIONS.</b>					
<i>University Education.</i>					
Arts colleges for Indians for ...	Men ...	39	12,143	41	11,627
	Women.	5	508	6	504
Oriental colleges for ...	Men ...	19	827	19	825
	Women.	1	8	1	8
Professional colleges for ...	Men ...	10	2,055	9	2,279
	Women.	2	66	2	70
<i>School Education, General.</i>					
<b>Indians—</b>					
Secondary schools for ...	Boys ...	580	179,987	539	180,611
	Girls ...	73	17,808	75	18,036
Elementary schools for ...	Boys ...	46,681	2,264,776	44,359	2,248,189
	Girls ...	5,672	358,394	5,528	361,473
<b>Europeans—</b>					
High schools for ...	Boys ...	12	2,510	12	2,455
	Girls ...	19	2,917	19	3,019
Middle schools for ...	Boys ...	10	1,357	10	1,300
	Girls ...	16	2,153	15	2,170
Primary schools for ...	Boys ...	11	1,164	16	1,429
	Girls ...	10	501	5	289
<i>School Education, Special.</i>					
Training schools for Indians for ..	Men ...	63	10,988	79	10,552
	Women.	62	3,192	63	3,177
Training schools for Europeans for	Women.	2	40	2	40
Other special schools for Indians	Boys ...	78	4,915	76	4,401
for ...	Girls ...	6	432	6	472
Other special schools for Europeans	Girls ...	1	15	1	7
for ...	Boys ...	51	4,710	50	4,452
Industrial schools for Indians	Girls ...	23	1,281	22	1,235
for ...	Boys ...				
Industrial schools for Europeans	Girls ...	1	32	1	86
for ...	Boys ...				



## SUPPLEMENTAL STATISTICS

## (1)—General Statistics of Institutions and Scholars—cont.

Classes of institutions.	1931-32.		1932-33.	
	Institutions.	Scholars.	Institutions.	Scholars.
<b>PUBLIC INSTITUTIONS—cont.</b>				
<i>School Education, Indigenous.</i>				
Advanced schools teaching—				
Arabic for .. .. .	{ Boys ... 1	19	...	...
	{ Girls ... ..	...	...	...
Sanskrit for .. .. .	{ Boys ... 86	1,923	35	2,064
	{ Girls ... 2	223	3	305
Elementary schools teaching—				
Sanskrit for .. .. .	{ Boys ... 82	2,690	75	2,520
	{ Girls ... 7	228	6	252
Other schools for .. .. .	{ Boys ... ..	...	...	...
	{ Girls ... ..	...	...	...
Total, public institutions ..	53,545	2,877,504	51,073	2,864,597
<b>PRIVATE INSTITUTIONS (UNRECOGNIZED).</b>				
Advanced schools teaching—				
Arabic or Persian for .. .. .	{ Boys ... 208	8,259	222	8,123
	{ Girls ... ..	...	...	...
Sanskrit for .. .. .	{ Boys ... 103	1,243	100	1,317
	{ Girls ... 1	89	...	...
Elementary schools teaching--				
A vernacular only or mainly for	{ Boys ... 446	11,911	438	13,198
	{ Girls ... 45	1,390	60	2,018
The Quran for .. .. .	{ Boys ... 297	12,544	319	15,411
	{ Girls ... ..	...	...	...
Sanskrit for .. .. .	{ Boys ... 3	54	5	65
	{ Girls ... ..	...	...	...
Other schools for .. .. .	{ Boys ... 471	11,674	248	7,164
	{ Girls ... 6	214	26	634
Total, private institutions ..	1,580	47,378	1,408	47,928
Grand total ..	55,125	2,924,882	52,481	2,912,525

(2)—Institutions, Scholars and Education in relation to Population by Districts.

Districts.	Area in square miles (census of 1981).	Population (census of 1981).			Institutions.			
		Males.	Females.	Total.	1931-32.	1932-33.	Increase.	Decrease.
		(3)	(4)	(5)	(6)	(7)	(8)	(9)
Ganjām ... ..	4,789	942,594	1,113,824	2,056,218	2,438	2,448	10	...
Vizagapatam ... ..	4,575	1,191,218	1,251,732	2,442,950	2,690	2,472	...	218
Godāvāri, East ... ..	2,544	828,489	851,564	1,680,053	2,501	2,375	...	126
Do. West ... ..	2,861	802,327	620,729	1,223,056	1,902	1,870	...	32
Kistna ... ..	3,547	635,704	618,514	1,254,208	2,635	2,546	...	89
Guntūr ... ..	5,757	1,028,993	1,006,667	2,035,660	3,544	3,365	...	179
Kurnool ... ..	7,581	520,238	504,723	1,024,961	2,071	1,792	...	279
Bellary ... ..	5,713	493,018	476,756	969,774	1,277	1,221	...	56
Anantapur ... ..	6,741	599,534	510,877	1,050,411	1,424	1,273	...	151
Cuddapah ... ..	5,919	483,914	485,483	949,397	1,637	1,463	...	174
Nellore ... ..	7,949	744,322	741,900	1,486,222	2,301	2,166	...	135
Madras ... ..	29	341,223	306,007	647,230	536	503	...	33
Chingleput ... ..	3,091	837,161	817,954	1,655,115	1,742	1,606	...	136
North Arcot ... ..	4,648	1,131,610	1,135,379	2,266,989	2,403	2,285	...	118
Chittoor ... ..	5,901	738,325	708,778	1,447,103	1,492	1,413	...	79
South Arcot ... ..	4,208	1,225,072	1,229,435	2,454,507	2,731	2,545	...	186
Tanjore ... ..	3,742	1,143,738	1,242,182	2,385,920	2,585	2,519	...	66
Trichinopoly ... ..	4,314	934,827	978,378	1,913,245	2,050	1,942	...	108
Madura ... ..	4,912	1,031,437	1,114,310	2,195,747	1,857	1,740	...	117
Ramnad ... ..	4,819	872,177	866,778	1,838,955	1,861	1,790	...	71
Tinnevely ... ..	4,315	987,159	1,059,748	2,046,907	2,635	2,581	...	54
Coimbatore ... ..	7,085	1,218,224	1,226,840	2,445,064	1,947	1,802	...	145
Salem ... ..	7,058	1,211,743	1,222,229	2,433,972	1,591	1,518	...	73
The Nilgiris ... ..	982	91,928	77,402	169,330	201	196	...	5
Malabar ... ..	5,794	1,716,138	1,817,808	3,533,944	4,509	4,448	...	61
South Kanara ... ..	4,021	663,950	708,291	1,372,241	1,528	1,511	...	17
Agency { Ganjām ... ..	3,583	175,234	180,167	355,401	409	411	2	...
{ Vizagapatam ... ..	12,611	581,867	583,131	1,164,998	408	446	38	...
{ Godāvāri, East ... ..	3,676	120,795	119,734	240,529	220	234	14	...
Total ... ..	142,277	23,082,999	23,657,108	46,740,107	55,125	52,481	64	2,708

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SUPPLEMENTAL STATISTICS

## (2)—Institutions, Scholars and Education in relation to Population by Districts—cont.

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Districts.	Scholars.						In-crease.	De-crease.	Percentage of scholars to population.					
	1931-32.			1932-33.					1931-32.			1932-33.		
	Males.	Females.	Total.	Males.	Females.	Total.			Males.	Females.	Total.	Males.	Females.	Total.
	(10)	(11)	(12)	(13)	(14)	(15)			(16)	(17)	(18)	(19)	(20)	(21)
Ganjām ... ..	79,255	15,609	94,864	84,487	18,005	102,492	7,598		8.4	1.4	4.8	9.0	1.6	5.0
Vizagapatam ... ..	93,975	21,746	115,721	91,705	22,975	114,680		1,001	7.9	1.7	4.7	7.7	1.8	4.7
Godāvāri, East ... ..	98,970	41,061	139,031	92,053	42,935	134,988		43	11.3	4.8	8.0	11.1	5.0	8.0
Do. West ... ..	62,003	31,324	93,327	61,709	33,026	94,735	1,408		8.2	5.0	7.6	10.2	5.3	7.7
Kistna ... ..	72,040	35,288	107,328	72,072	37,374	109,446	2,116		11.3	5.7	8.6	11.3	6.0	8.7
Guntūr ... ..	99,366	47,123	146,489	98,037	47,018	145,055		1,434	9.7	4.7	7.2	9.5	4.7	7.1
Kurnool ... ..	58,194	16,356	74,550	54,320	16,496	70,816		4,734	11.2	3.2	7.3	10.2	3.3	6.8
Beilāry ... ..	40,508	9,371	49,879	36,832	9,308	46,140		1,744	8.2	2.0	5.1	7.9	2.0	5.0
Anantapur ... ..	44,008	11,898	55,906	41,307	11,445	52,752		2,654	8.2	2.2	5.3	7.7	2.2	5.0
Cuddapah ... ..	46,904	10,962	57,866	43,116	11,102	54,218		3,648	9.7	2.4	6.1	8.9	2.4	5.7
Nellore ... ..	56,327	21,578	77,905	55,221	21,924	77,145		780	7.6	2.9	5.2	7.4	3.0	5.2
Madras ... ..	67,798	31,415	99,213	64,324	31,609	95,933		1,275	19.9	10.3	15.3	19.4	10.3	15.1
Chingleput ... ..	72,769	20,885	93,654	71,440	21,002	92,442		1,212	8.7	2.6	5.7	8.5	2.6	5.6
North Arcot ... ..	113,623	28,591	142,214	109,318	28,121	137,439		4,775	10.0	2.5	6.3	9.7	2.5	6.1
Chittoor ... ..	50,301	13,348	63,649	48,639	13,477	62,116		1,533	6.8	1.9	4.4	6.6	1.9	4.3
South Arcot ... ..	114,268	23,961	138,229	108,208	24,345	132,553		5,676	9.8	2.0	5.6	8.8	2.0	5.4
Tanjore ... ..	117,972	33,701	151,673	116,137	33,857	149,974		1,699	10.3	2.7	6.4	10.2	2.7	6.8
Trichinopoly ... ..	82,409	21,633	104,042	80,781	21,165	101,946		2,096	8.8	2.2	5.4	8.6	2.2	5.3
Madura ... ..	91,331	24,508	115,839	91,636	25,897	117,533	1,694		8.4	2.2	5.3	8.5	2.3	5.4
Ramnad ... ..	88,478	21,376	109,854	87,473	22,729	110,202	348		10.2	2.2	6.0	10.0	2.5	6.0
Tinnevely ... ..	115,337	40,988	156,325	118,182	42,640	160,822	4,497		11.7	3.9	7.6	12.0	4.0	7.9
Coimbatore ... ..	80,875	25,296	106,171	76,087	24,546	100,633		5,538	6.6	2.1	4.3	6.2	2.0	4.1
Salem ... ..	63,916	17,657	81,573	62,898	17,711	80,604		969	5.3	1.4	3.4	5.2	1.5	3.3
The Nilgiris ... ..	10,275	4,240	14,515	10,375	4,267	14,642	117		11.2	5.5	8.6	11.3	5.5	8.6
Malabar ... ..	256,350	135,029	391,379	259,941	141,731	401,672	10,293		14.9	7.4	11.1	15.1	7.8	11.4
South Kanara ... ..	80,350	32,989	113,339	78,873	33,452	112,325		1,014	12.1	4.7	8.3	11.9	4.7	8.2
Agency { Ganjām ... ..	12,990	1,582	14,572	12,594	1,823	14,417		355	7.4	0.9	4.1	7.2	0.9	4.0
{ Vizagapatam ... ..	11,378	1,785	13,163	12,504	2,036	14,540	1,382		2.0	0.8	1.1	2.2	0.4	1.2
{ Godāvāri, East ... ..	5,391	1,736	7,127	5,612	1,863	7,475	348		4.5	1.5	3.0	4.6	1.6	3.1
Total ... ..	2,182,346	742,536	2,924,882	2,148,631	763,644	2,912,275	29,809	42,160	9.6	3.1	6.3	9.3	3.2	6.2

SUPPLEMENTAL STATISTICS

## SUPPLEMENTAL STATISTICS

## (3)—Scholars according to Classes of the Community.

Classes of the community.	Population (census of 1931).		Scholars.				Percentage.				
	Males.	Females.	1931-32.		1932-33.		1931-32.		1932-33.		
			Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Europeans and Anglo-Indians ...	14,846	15,522	5,125	5,056	5,148	5,165	84.5	32.6	34.8	33.3	
Indian Christians ...	868,647	880,261	145,463	87,996	144,371	92,454	16.9	10.0	16.7	10.5	
Muhammadans ...	1,631,716	1,674,221	233,908	85,598	233,900	88,406	14.3	5.1	14.3	5.3	
Hindus.	Brahmans ...	668,178	688,686	158,580	73,501	159,707	76,624	23.2	10.7	24.1	11.1
	Non-Brahman Caste Hindus ...	16,216,899	16,590,971	1,365,881	419,782	1,340,542	431,780	8.4	2.5	8.3	2.6
	Depressed classes ...	3,500,481	3,617,506	250,898	65,947	241,517	64,276	7.2	1.8	6.9	1.8
Buddhists ...	806	553	107	10	150	104	13.3	1.8	18.5	18.8	
Parsis ...	269	238	70	62	86	73	26.0	26.1	32.0	31.0	
Aborigines ...	173,819	174,944	19,538	2,008	19,948	2,269	11.2	1.1	11.5	1.3	
Others ...	17,639	14,256	2,778	2,576	3,491	2,493	15.8	18.1	19.8	17.5	
Total ...	23,082,999	23,657,108	2,182,346	742,536	2,148,881	763,644	9.5	3.1	9.3	3.2	

(4)—Distribution of Scholars (1) according to Classes of the Community, (2) according to

Classes of institutions.	Classification of scholars according to the classes of the									
	Total of scholars.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Aborigines.	Orinival tribes.	Mohammedans.	
				Brahmans.	Non-Brahman Caste Hindus.	Depressed classes (Adi-Dravidas, Adi-Arachas and other kindred classes).				
<b>PUBLIC INSTITUTIONS.</b>										
<i>University Education.</i>										
Arts colleges for men	Men ...	11,392	74	1,221	5,701	3,867	57	2	11	450
	Women.	235	11	107	43	66	3	...	...	...
Arts colleges for women.	Men ...	...	...	...	...	...	...	...	...	13
	Women.	604	43	281	61	100	3	...	...	204
Oriental colleges for men.	Men ...	879	...	3	406	210	...	...	...	...
	Women.	6	...	...	...	6	...	...	...	...
Oriental colleges for women.	Men ...	...	...	...	2	6	...	...	...	...
	Women.	8	...	...	...	...	...	...	...	104
Professional colleges for men.	Men ...	2,204	29	215	1,040	608	9	...	...	2
	Women.	75	9	27	14	23	...	...	...	...
Professional colleges for women.	Men ...	...	...	...	...	...	...	...	...	...
	Women.	70	6	38	8	18	...	...	...	...
<i>School Education, General.</i>										
<b>Indians—</b>										
Secondary schools for boys.	Boys ...	174,878	296	15,564	53,181	88,327	4,079	364	394	12,186
	Girls ...	5,733	3	1,351	1,586	2,518	177	5	33	48
Secondary schools for girls.	Boys ...	753	22	247	219	225	18	...	...	18
	Girls ...	17,884	108	7,737	3,273	5,772	497	8	15	431
Elementary schools for boys.	Boys ...	1,865,993	178	117,843	88,992	1,208,212	216,762	18,379	13,726	199,458
	Girls ...	382,196	58	47,705	30,789	201,806	46,972	1,783	2,657	49,439
Elementary schools for girls.	Boys ...	28,635	13	3,599	1,273	19,571	1,699	159	35	2,253
	Girls ...	332,638	91	30,815	39,447	216,613	11,345	406	1,096	31,466
<b>Europeans—</b>										
High schools for boys.	Boys ...	2,402	1,077	175	27	141	...	...	...	46
	Girls ...	53	53	...	...	...	...	...	...	8
High schools for girls.	Boys ...	511	370	21	14	89	...	...	...	31
	Girls ...	2,508	2,095	108	42	196	10	...	...	6
Middle schools for boys.	Boys ...	960	781	74	9	84	...	...	...	5
	Girls ...	430	394	9	7	14	...	...	...	13
Middle schools for girls.	Boys ...	571	461	40	12	30	...	...	...	10
	Girls ...	1,599	1,355	86	35	88	...	...	...	8
Primary schools for boys.	Boys ...	811	715	37	6	44	...	...	...	4
	Girls ...	618	562	17	4	31	...	...	...	...
Primary schools for girls.	Boys ...	119	107	9	1	1	...	...	...	4
	Girls ...	170	143	5	7	8	...	...	...	...
<i>School Education, Special.</i>										
<b>Indians—</b>										
Training schools for masters.	Men ...	10,546	2	2,341	2,311	4,124	743	55	45	918
	Women.	6	..	4	2	...	...	...	...	...
Training schools for mistresses.	Men ...	...	...	...	...	...	...	...	10	214
	Women.	3,177	19	1,897	166	805	64	...	...	...

SUPPLEMENTAL STATISTICS

to Wealth and (3) according to the Occupation of Parents or Guardians.

Community.				Scholars according to wealth.			Scholars according to the occupation of parents or guardians.							
Buddhists.	Parseis.	Sikhs.	Others.	Richer classes.	Middle classes.	Poorer classes.	Officials.	Petty officials.	Traders.	Landholders.	Artisans.	Coolies.	Mendicants.	Others.
...	2	...	6	761	7,822	2,809	3,380	1,847	1,154	3,887	108	169	22	433
...	1	...	3	19	168	48	110	58	20	34	...	...	5	10
...	3	...	...	47	394	69	345	14	39	63	3	...	...	43
...	...	...	...	12	178	68	14	61	152	535	6	31	10	65
...	...	...	...	...	5	1	...	...	...	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	193	1,745	266	721	193	222	766	3	...	...	298
...	...	...	...	8	61	2	36	5	7	6	...	...	...	21
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	68	...	45	3	2	14	...	...	...	6
74	10	8	395	6,720	109,446	58,712	30,584	31,200	30,324	57,778	5,889	9,896	814	8,404
...	1	11	293	8,598	1,842	1,686	1,110	637	1,588	112	310	17	273	
...	4	1	124	523	105	332	193	91	55	20	9	11	41	
1	18	...	24	1,246	11,513	5,125	6,241	4,114	2,166	1,913	508	808	204	1,901
72	5	10	2,555	6,321	173,434	1,686,238	38,252	96,451	200,403	514,354	217,258	747,470	11,917	89,888
14	...	...	919	1,756	35,593	341,847	8,774	23,763	39,666	87,187	40,418	168,782	1,873	11,538
...	1	...	63	101	2,412	28,122	1,188	2,113	3,658	3,857	4,319	12,219	97	1,284
88	...	...	1,441	3,269	58,044	271,525	23,495	37,471	55,898	63,539	44,976	90,750	1,339	13,370
1	85	3	3	210	1,560	632	696	431	142	96	143	...	27	861
...	...	...	...	24	29	...	31	...	2	...	...	...	...	30
...	6	...	2	105	268	138	249	111	16	18	7	...	6	104
1	28	...	2	345	1,500	663	1,125	392	150	77	56	...	180	522
...	2	...	...	22	578	366	378	96	41	15	170	...	143	119
...	1	...	...	5	228	197	154	26	8	9	85	...	77	71
...	9	...	1	44	352	175	145	191	24	4	121	...	43	43
...	21	...	4	90	675	834	413	243	78	21	171	...	501	174
...	1	...	...	7	507	297	147	281	21	12	215	1	8	128
...	...	...	...	4	889	225	117	209	5	4	168	...	15	100
...	...	...	1	...	62	51	45	53	1	...	...	...	...	20
...	...	...	3	...	121	49	68	69	11	2	2	...	...	20
...	...	...	7	2	1,896	8,648	545	1,356	715	4,707	347	1,592	73	711
...	...	...	...	...	2	4	2	2	...	...	...	...	1	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	8	886	2,284	374	1,111	291	499	94	278	20	510

(4)—Distribution of Scholars (1) according to Classes of the Community, (2) according to

Classes of institutions.	Total of scholars.	Classification of scholars according to the classes of the								
		Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Aborigines.	Criminal tribes.	Muhammadans.	
				Brahmans.	Non-Brahman Caste Hindus.	Depressed classes (Adi-Dravidas, Adi-Andhras and other kindred classes).				
<b>PUBLIC INSTITUTIONS—cont.</b>										
<i>School Education, Special—cont.</i>										
<i>Indians—cont.</i>										
Other special schools (including industrial schools).	Boys ...	8,729	144	1,937	1,999	3,155	623	27	69	555
	Girls ...	1,684	98	1,492	28	189	60	...	8	8
<i>Europeans—</i>										
Training schools for mistresses.	Men ...	...	...	...	...	...	...	...	...	...
	Women.	40	38	...	...	...	...	...	...	...
Other special schools (including industrial schools).	Boys ...	...	...	...	...	...	...	...	...	...
	Girls ...	93	78	15	...	...	...	...	...	...
<i>School Education, Indigenous.</i>										
<i>Advanced schools teaching—</i>										
Sanskrit for boys	Boys.	1,875	...	49	1,119	689	21	...	...	17
	Girls.	189	...	13	73	102	1	...	...	...
Sanskrit for girls	Boys.	22	...	...	22	...	...	...	...	...
	Girls.	283	...	...	227	56	...	...	...	19
Arabic or Persian for boys.	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	...	...	...	...	...	...	...	...	...
<i>Elementary schools teaching—</i>										
Sanskrit for boys	Boys.	2,239	...	...	1,336	798	2	...	...	2
	Girls.	281	...	...	132	142	...	...	...	3
Sanskrit for girls	Boys.	34	...	...	8	29	...	...	...	...
	Girls.	218	...	...	128	90	...	...	...	...
Total of public institutions.	Male scholars.	2,113,549	5,169	143,145	157,731	1,330,382	224,013	18,966	14,280	216,244
	Female scholars.	751,048	5,165	91,672	76,074	428,849	59,122	2,202	3,814	81,755
<b>PRIVATE INSTITUTIONS.</b>										
<i>Unrecognised.</i>										
<i>Advanced schools teaching—</i>										
Arabic or Persian for boys.	Boys.	7,893	...	...	...	...	...	...	...	7,893
	Girls.	230	...	...	...	...	...	...	...	230
Sanskrit for boys	Boys.	1,226	...	...	1,226	...	...	...	...	...
	Girls.	91	...	...	86	5	...	...	...	...
Sanskrit for girls	Boys.	...	...	...	...	...	...	...	...	...
	Girls.	...	...	...	...	...	...	...	...	...
<i>Elementary schools teaching—</i>										
A vernacular only for boys.	Boys.	10,892	...	562	475	6,248	2,149	929	25	406
	Girls.	2,304	...	297	117	1,036	686	88	3	84

SUPPLEMENTAL STATISTICS

to Wealth and (3) according to the Occupation of Parents or Guardians—cont.

community.				Scholars according to wealth.			Scholars according to the occupation of parents or guardians.							
Buddhists.	Parsis.	Sikhs.	Others.	Richer classes.	Middle classes.	Poorer classes.	Officials.	Petty officials.	Traders.	Landholders.	Artisans.	Coolies.	Mendicants.	Others
9	10	3	201	127	3,184	5,465	1,105	1,370	681	1,354	1,194	1,224	359	839
...	...	...	1	62	264	1,508	212	280	59	102	47	841	116	175
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	...	40	...	32	...	1	...	...	...	...	7
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	11	82	11	16	...	...	...	...	...	66
...	...	...	...	5	377	1,493	21	56	86	1,055	130	174	19	334
...	...	...	...	1	51	137	8	2	11	117	8	30	...	18
...	...	...	...	...	2	20	...	4	6	12	...	...	...	...
...	...	...	...	4	105	174	31	57	55	51	4	15	15	55
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	101	20	651	1,568	53	55	207	1,151	61	256	38	418
...	...	...	7	1	95	185	2	7	11	181	10	45	...	25
...	...	...	...	...	3	31	...	3	...	12	12	7	...	...
...	...	...	...	...	122	96	27	27	31	91	7	19	...	16
150	88	27	8,338	14,774	304,951	1,793,824	78,303	136,565	237,844	589,619	280,003	773,638	13,589	58,988
104	73	1	2,417	7,184	113,968	629,898	45,421	68,977	99,384	155,457	86,664	261,828	4,365	28,952
...	...	...	...	609	2,263	5,021	...	47	2,501	1,267	638	3,284	9	197
...	...	...	...	...	51	179	...	...	82	30	10	108	...	...
...	...	...	...	...	217	1,009	3	5	33	768	...	...	302	112
...	...	...	...	...	43	48	19	13	3	56	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	97	1	500	10,391	19	481	804	2,786	1,056	5,638	52	106
...	...	...	48	4	115	2,185	8	98	152	392	240	1,373	2	35



(4)—Distribution of Scholars (1) according to Classes of the Community, (2) accordi

Classes of institutions.	Total of scholars.	Classification of scholars according to the classes of t								
		Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Ahorigines.	Criminal tribes.	Mubammedans.	
				Brahmans.	Non-Brahman Caste Hindus.	Depressed classes (Adi-Dravidas, Adi-Andhras and other kindred classes).				
<b>PRIVATE INSTITUTIONS—cont.</b>										
<i>Unrecognised—cont.</i>										
<b>Elementary schools teaching—cont.</b>										
A vernacular only for girls.	Boys. 264 Girls. 1,754	...	22	3	156	52	...	...	...	
The Quran for boys ...	Boys. 9,137 Girls. 6,274	...	70	226	1,208	208	5	...	9,137 6,274	
The Quran for girls ...	Boys. ... Girls. ...	...	...	...	...	...	...	...	...	
Sanskrit for boys ...	Boys. 55 Girls. 10	...	...	54	1	...	...	...	...	
Other schools for boys.	Boys. 5,742 Girls. 1,422	...	595	217	3,730	985	12	3	29 21	
Other schools for girls.	Boys. 123 Girls. 511	...	47	1	25	29	21	16	...	
Total of private institutions.	Male scholars. 35,332 Female scholars. 12,596	...	1,226	1,976	10,160	3,195	962	29	17,656 8,651	
Total of public and private institutions.	Male scholars. 2,148,381 Female scholar. 763,644	5,169 5,165	144,371 92,454	159,707 76,824	1,340,542 431,780	227,208 60,440	19,948 2,269	14,309 3,838	233,900 88,400	
Grand total ...	{ 1932-38 ...	2,912,525	10,334	286,825	286,331	1,772,222	287,648	22,217	18,145	322,800
	{ 1931-32 ...	2,924,882	10,181	283,459	282,081	1,785,663	298,610	21,548	18,233	319,600

SUPPLEMENTAL STATISTICS

to Wealth and (3) according to the Occupation of Parents or Guardians--cont.

community.				Scholars according to wealth.			Scholars according to the occupation of parents or guardians.							
Buddhists.	Parsis.	Sikhs.	Others.	Richer classes.	Middle classes.	Poorer classes.	Officials.	Petty officials.	Traders.	Landholders.	Artisans.	Coolies.	Mendicants.	Others.
...	...	...	81	...	8	258	...	11	14	36	55	140	...	8
...	...	...	32	...	190	1,558	195	152	209	374	273	511	...	40
...	...	...	...	160	923	8,054	...	50	1,744	1,310	541	4,278	16	1,200
...	...	...	...	99	768	5,407	...	8	1,012	1,010	851	2,587	...	1,808
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	18	37	4	1	2	47	1	...	...	...
...	...	...	...	...	...	10	...	...	5	3	2	...	...	...
...	...	...	...	21	365	5,356	55	193	453	1,187	489	3,353	15	47
...	...	...	...	8	47	1,869	19	32	39	211	123	906	...	2
...	...	...	...	...	...	123	...	3	13	2	28	80	...	...
...	...	...	...	...	...	511	...	14	65	90	106	236	...	...
...	...	...	128	791	4,294	80,247	81	793	5,564	7,353	2,756	18,721	394	1,670
...	...	...	75	115	1,214	11,237	241	315	1,587	2,170	1,106	5,811	2	1,385
150	86	27	3,464	15,565	309,245	1,824,071	78,384	137,358	248,498	596,972	232,759	790,859	13,983	55,658
104	73	1	2,492	7,299	115,182	641,153	45,662	69,292	100,951	157,627	87,769	207,639	4,367	30,327
254	159	28	5,956	22,864	424,427	2,435,234	124,016	206,650	344,359	754,599	320,523	1,057,993	18,350	85,995
117	132	21	5,333	24,996	458,031	2,441,560	119,217	205,741	337,758	777,617	315,991	1,057,161	23,577	57,555

## SUPPLEMENTAL STATISTICS

(5)—Percentage of Male Scholars of the Different Sections of the Population at each Stage of Instruction to the Total Number of Scholars at the Respective Stages.

	Europeans and Anglo-Indians.	Indian Christians.	Depressed classes (Ādi-Drāvidas, Ādi-Āndhras and other kindred classes).	Muhammadians.	Brahmans.	Non-Brahman Caste Hindus.	Others.
Arts colleges. Indians ...	0.6	10.0	0.6	5.3	50.3	33.2	...
Secondary schools. { Indians ...	0.1	9.0	2.8	7.0	30.4	50.4	0.3
{ Europeans ...	80.8	7.0	...	1.7	1.4	7.7	1.4
Elementary schools ...	...	6.4	13.2	10.6	4.8	64.8	0.2
European primary schools ...	88.4	4.9	...	0.9	0.8	4.8	0.2
Professional colleges and special schools ...	0.8	20.9	7.3	7.4	24.9	37.6	1.1

(6)—The Number at each Stage of Instruction in Public Institutions out of every Thousand Male Scholars belonging to the Main Sections of the Population.

	Arts colleges for Indians.	Secondary schools for Indians.	Secondary schools for Europeans.	Elementary schools.	European primary schools.	Professional colleges and special schools.
Europeans and Anglo-Indians ...	14	63	694	87	159	34
Indian Christians ...	9	111	2	847	...	31
Muhammadians ...	3	57	...	988	...	7
Hindus. { Brahmans ...	40	344	...	581	...	35
{ Non-Brahman Caste Hindus.	3	67	...	924	...	6
{ Depressed classes (Ādi-Drāvidas, Ādi-Āndhras and other kindred classes) ...	...	19	...	975	...	6

(7)—Scholars according to the Languages studied.

Languages.	1931-32.				1932-33.			
	Public institutions.		Private institutions.		Public institutions.		Private institutions.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
(i) <i>European languages—</i>								
English ...	402,071	86,263	534	42	405,304	89,331	588	40
French ...	491	845	...	...	557	720	...	...
Total ...	402,562	87,108	534	42	405,861	90,051	588	40
(ii) <i>Classical languages—</i>								
Latin ...	440	7	...	...	139	6	...	...
Greek ...	1	...	...	...	34	5	...	...
Arabic ...	55,888	29,339	15,948	31	10,765	42,825	16,050	6,144
Persian ...	356	...	44	...	372	...	50	...
Sanskrit ...	25,021	2,844	1,324	95	25,381	2,543	1,284	101
Total ...	81,706	33,180	17,316	126	106,691	45,379	17,384	6,245
(iii) <i>Vernacular languages—</i>								
Tamil ...	955,536	269,312	6,485	292	936,839	270,742	5,866	942
Telugu ...	707,055	146,162	11,825	931	692,675	255,020	9,418	4,528
Malayalam ...	253,412	135,268	276	...	255,473	140,442	411	313
Kanarese ...	95,950	32,750	839	91	98,859	34,609	680	100
Hindustani ...	82,271	35,604	892	20	60,833	14,174	1,716	727
Oriya ...	66,949	19,295	1,104	218	72,240	11,772	1,593	357
Tulu ...	608	57	...	...	377	65	...	...
Marathi ...	172	213	...	...	179	374	...	...
Konkani ...	3	88	...	...	308	...	...	...
Total ...	2,141,956	629,744	21,021	1,552	2,117,683	727,199	19,684	6,966

(8)—Number of Scholars unprotected from smallpox.

Institutions.	1931-32.		1932-33.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges, Indians ...	1	...	24	...
Oriental colleges ...	...	...	...	...
Secondary schools, Indians ...	127	21	105	17
Do. Europeans ...	...	...	...	10
Elementary schools, Indians ...	5,528	2,085	3,840	2,093
Primary schools, Europeans ...	2	4	...	...
Special schools, Indians ...	1	...	6	...
Total ...	5,657	2,090	3,974	2,120

## (9)—Number of Aided and Unaided Institutions under Mission and Non-mission Agencies.

Classes of institutions.	Aided.				Unaided.			
	Mission.		Non-mission.		Mission.		Non-mission.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts colleges for men (for Indians) ...	14	5,267	17	8,681	...	...	...	...
Arts colleges for women (for Indians) ..	4	290	...	...	...	...	...	...
Professional colleges for								
Men ...	...	...	...	21	...	...	...	...
Women ...	1	31	...	...	...	...	...	...
Oriental colleges for								
Men ...	...	...	16	721	...	...	2	61
Women ...	...	...	...	...	...	...	1	8
Secondary schools for								
Indians for								
Boys ...	96	40,398	158	61,820	2	316	6	1,073
Girls ...	43	10,898	3	688	2	88	...	...
Elementary schools								
for Indians for								
Boys ...	6,968	288,658	18,471	890,045	96	3,367	600	22,211
Girls ...	623	60,884	1,087	69,768	12	804	30	1,726
High schools for								
Europeans for								
Boys ...	8	1,613	4	842	...	...	...	...
Girls ...	14	2,398	5	621	...	...	...	...
Middle schools for								
Europeans for								
Boys ...	5	693	5	697	...	...	...	...
Girls ...	13	1,916	2	254	...	...	...	...
Primary schools for								
Europeans for								
Boys ...	5	694	11	785	...	...	...	...
Girls ...	3	219	2	70	...	...	...	...
Training schools for								
Indians								
Masters.	18	1,872	...	...	1	28	...	...
Mistresses.	24	1,265	1	80	1	11	...	...
Training schools for								
Europeans for								
Mistresses.	1	10	1	30	...	...	...	...
Other special schools for								
Indians.	66	3,909	25	1,510	1	18	84	842
Europeans.	2	93	...	...	...	...	...	...
<b>Total ...</b>	<b>7,848</b>	<b>421,098</b>	<b>19,808</b>	<b>1,031,663</b>	<b>115</b>	<b>4,632</b>	<b>673</b>	<b>25,921</b>

(10)—*Relative Extent of Education in Municipal and Non-Municipal Areas.*

Classes of institutions.	Municipal areas.		Non-Municipal areas.	
	Institutions.	Scholars.	Institutions.	Scholars.
Arts colleges for men (for Indians) ... ..	39	11,037	2	590
Do. for women (for Indians) ... ..	5	504	...	...
Oriental colleges (for Indians) ... ..	10	448	10	445
Professional colleges for men (for Indians) ... ..	8	2,005	1	274
Do. for women (for Indians) ... ..	2	70	...	...
Secondary schools for Indians for { Boys ... ..	291	106,917	612	85,553
{ Girls ... ..	68	17,461	10	1,450
High schools for Europeans for { Boys ... ..	9	1,771	3	684
{ Girls ... ..	14	2,442	5	577
Middle schools for Europeans for { Boys ... ..	4	1,152	6	238
{ Girls ... ..	10	1,527	5	643
Elementary schools for Indians for { Boys ... ..	2,575	255,817	42,861	2,030,373
{ Girls ... ..	865	102,659	4,745	261,718
Primary schools for Europeans for { Boys ... ..	9	1,043	7	386
{ Girls ... ..	3	119	2	170
Training schools for Indians for { Masters ... ..	50	7,929	29	2,623
{ Mistresses. ... ..	57	2,920	6	257
Do. for Europeans for { Mistresses. ... ..	2	40	...	...
Other special schools for Indians ... ..	107	7,826	47	2,734
Do. for Europeans ... ..	2	93	...	...
Total .. { 1932-33 ... ..	4,130	623,780	48,351	2,368,745
{ 1931-32 ... ..	4,273	521,153	50,852	2,403,729

(11)—Scholars by Classes and Ages.

Class.	Primary.					Middle.			High.			Totals.	Inter-mediate.		Degree.			Post-gradu-ate.		Grand total.		
	Ages.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.		XI.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.		Seventh year.	Total.
Below 5 ...	15,328	152	..	...	...	...	...	...	...	...	...	15,478	...	...	...	...	...	...	...	...	15,478	
5 to 6 ...	240,266	11,456	899	24	...	...	...	...	...	...	...	252,144	...	...	...	...	...	...	...	...	252,144	
6 to 7 ...	320,980	51,231	6,856	401	17	...	...	...	...	...	...	379,535	...	...	...	...	...	...	...	...	379,535	
7 to 8 ...	274,462	104,751	31,865	5,905	360	14	...	...	...	...	...	417,357	...	...	...	...	...	...	...	...	417,357	
8 to 9 ...	177,273	118,808	66,794	24,036	3,507	331	28	...	...	...	...	390,277	...	...	...	...	...	...	...	...	390,277	
9 to 10 ...	103,722	98,414	85,579	48,948	12,775	2,521	322	26	...	...	...	352,308	...	...	...	...	...	...	...	...	352,308	
10 to 11 ...	50,378	65,055	78,267	62,744	23,227	7,766	2,281	807	10	...	...	290,045	...	...	...	...	...	...	...	...	290,045	
11 to 12 ...	25,390	38,909	53,334	58,448	26,326	12,764	6,144	1,856	102	5	...	223,283	...	...	...	...	...	...	...	...	223,283	
12 to 13 ...	13,645	19,347	31,861	47,129	24,390	18,842	9,851	5,245	1,019	62	2	165,793	...	...	...	...	...	...	...	...	165,793	
13 to 14 ...	7,280	9,081	16,105	28,730	16,477	10,843	9,828	7,841	3,807	692	91	110,778	21	...	...	...	...	...	...	...	21	110,794
14 to 15 ...	4,621	4,854	7,742	14,679	9,375	7,056	7,931	8,527	5,589	2,794	640	73,808	29	7	...	...	...	...	...	...	38	73,844
15 to 16 ...	3,392	2,986	4,025	6,834	4,423	3,788	5,269	7,224	5,707	4,607	2,873	51,754	239	30	1	...	...	...	...	...	270	52,028
16 to 17 ...	2,780	2,134	2,489	3,367	2,147	1,908	2,900	4,754	3,973	4,777	4,065	35,298	796	308	12	...	...	...	...	...	1,116	36,414
17 to 18 ...	2,352	1,900	1,703	1,915	1,065	863	1,372	2,643	1,648	3,185	3,721	22,667	973	815	101	13	...	...	...	...	1,902	24,569
18 to 19 ...	2,295	1,484	1,338	1,158	556	419	648	1,383	783	1,543	2,795	14,402	842	905	885	128	...	...	...	...	2,280	16,682
19 to 20 ...	1,980	1,329	1,231	951	433	233	296	678	262	637	1,745	9,775	612	760	581	458	47	2	...	...	2,455	12,230
Over 20 ...	3,266	2,528	2,078	2,049	436	339	514	1,779	117	816	1,540	14,962	666	1,105	1,201	1,598	237	157	...	4,964	19,926	
Total ...	1,249,258	533,918	391,271	807,322	126,924	62,697	47,402	42,271	23,318	18,703	17,472	2,819,861	4,178	3,930	2,381	2,192	284	159	...	13,024	2,882,685	

(12)—GENERAL STATISTICS OF RECEIPTS AND CHARGES



Heads of expenditure.		1931-32.			
		Provincial funds.	Local funds.	Municipal funds.	Fees.
<b>DIRECT EXPENDITURE.</b>		RS.	RS.	RS.	RS.
<b>UNIVERSITY EDUCATION.</b>					
Arts colleges	{ Government... ..	5,62,825	..	..	2,78,010
	{ Municipal Board ...	3,000	..	10,625	8,951
	{ Local Board ...	..	..	..	..
	{ Aided ... ..	2,78,379	100	100	9,36,594
	{ Unaided ... ..	..	..	..	..
Total, Arts colleges		8,44,204	100	10,725	12,23,455
Professional colleges.	{ Government ... ..	9,30,028	..	..	2,86,616
	{ Aided ... ..	12,236	276	..	1,520
Total, Professional colleges		9,42,264	276	..	2,68,136
Total, University Education		17,86,468	376	10,725	14,91,591
<b>SCHOOL EDUCATION—GENERAL.</b>					
<b>SECONDARY SCHOOLS.</b>					
<i>Boys.</i>					
Indian schools	{ Government ... ..	1,89,525	..	..	86,773
	{ Municipal Board ...	1,80,690	..	1,78,282	5,88,721
	{ Local Board ... ..	6,24,137	2,98,562	-253	10,28,958
	{ Aided ... ..	6,72,021	3,100	..	26,28,375
	{ Unaided ... ..	..	..	..	14,779
Total, Indian schools		16,66,373	9,96,662	1,78,009	42,97,606
European schools—Aided		2,13,857	..	..	1,51,408
Total, European schools		2,13,857	..	..	1,51,408
Total, Secondary schools—Boys		18,80,230	9,96,662	1,78,009	44,49,014
<i>Girls.</i>					
Indian schools	{ Government ... ..	8,60,980	..	..	40,792
	{ Municipal Board ...	2,189	..	7,777	4,496
	{ Local Board ... ..	14,523	14,013	..	5,063
	{ Aided ... ..	1,61,240	..	..	1,35,897
	{ Unaided ... ..	..	..	..	921
Total, Indian schools		5,38,942	14,013	7,777	1,87,169
European schools—Aided		2,22,776	..	..	1,49,237
Total, European schools		2,22,776	..	..	1,49,237
Total, Secondary schools—Girls		7,61,718	14,013	7,777	8,36,406
Total, Secondary schools		26,41,948	10,10,675	1,85,786	47,85,420

## SUPPLEMENTAL STATISTICS

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*of Receipts and Charges.*

		1932-33.					
Endowments, subscriptions and other sources.	Total.	Provincial funds.	Local funds.	Municipal funds.	Fees.	Endowments, subscriptions and other sources.	Total.
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
37,837	8,78,672	5,51,060	...	...	2,80,744	38,124	8,69,828
7,813	80,289	3,790	...	18,460	8,424	166	80,840
12,520	12,520	...	...	...	...	13,000	13,000
5,69,024	17,84,197	2,74,945	8	...	8,87,591	6,49,284	18,11,828
12,122	12,122	...	...	...	...	10,091	10,091
6,39,316	27,17,800	8,29,795	8	18,460	11,76,759	7,10,665	27,35,687
24,157	12,21,101	8,30,657	...	...	2,79,802	25,899	11,36,358
18,032	27,064	5,000	...	...	1,429	11,594	18,023
37,489	12,48,165	8,35,657	...	...	2,81,251	37,493	11,54,381
6,76,805	89,65,965	16,65,452	8	18,460	14,67,990	7,48,158	33,60,088
2,424	2,78,732	1,87,245	...	...	80,290	9,308	2,76,838
1,421	8,99,094	1,90,207	...	1,36,651	5,63,129	2,320	8,92,307
48,007	26,94,411	6,41,621	9,88,415	...	10,33,719	16,665	26,78,420
10,55,495	43,58,991	7,06,693	3,250	...	26,12,419	8,36,241	41,58,603
55,950	70,729	...	...	...	26,246	43,927	70,173
11,63,297	83,01,947	17,25,766	9,89,065	1,36,651	43,15,803	9,08,466	80,76,341
2,05,402	5,70,667	1,51,893	...	...	1,51,191	2,64,479	5,67,566
2,05,402	5,70,667	1,51,896	...	...	1,51,191	2,64,479	5,67,566
13,66,899	88,72,814	18,77,662	9,89,665	1,36,651	44,66,694	11,72,935	86,43,907
646	4,02,428	3,49,512	...	...	43,805	281	3,93,598
...	14,462	2,417	...	7,086	4,180	...	13,683
1,765	85,364	13,817	13,891	...	5,757	1,651	35,116
3,17,156	6,14,293	1,77,176	...	805	1,52,080	2,73,980	6,03,841
4,902	5,823	...	...	...	548	3,982	4,475
3,24,469	10,72,370	5,42,922	13,891	7,691	2,06,365	2,79,944	10,50,713
2,26,815	5,98,828	1,76,087	...	...	1,44,568	2,43,908	5,64,563
2,26,815	5,98,828	1,78,087	...	...	1,44,568	2,43,908	5,64,563
5,51,284	16,71,198	7,19,009	13,891	7,691	3,50,933	5,28,752	16,15,276
19,19,983	1,05,43,812	25,96,871	10,03,556	1,44,342	48,17,927	16,96,627	1,02,59,183

Heads of expenditure.	1931-32.			
	Provincial funds.	Local funds.	Municipal funds.	Fees.
<b>DIRECT EXPENDITURE—cont.</b>	RS.	RS.	RS.	RS.
<b>SCHOOL EDUCATION—GENERAL—cont.</b>				
<b>ELEMENTARY SCHOOLS.</b>				
<b>Boys.</b>				
Indian schools ...				
{ Government ... ..	9,63,880	...	...	1,088
{ Municipal Board ... ..	5,28,440	...	11,71,940	5,321
{ Local Board ... ..	45,62,998	37,29,418	...	82,126
{ Panchayat ... ..	2,49,213	5,597	...	773
{ Aided ... ..	43,12,019	805	40,177	5,15,899
{ Unaided ... ..	...	...	...	7,909
Total, Indian schools ...	1,08,16,550	37,35,320	12,12,117	6,12,816
European schools—Aided ... ..	18,398	...	...	9,467
Total, European schools ...	18,398	...	...	9,467
Total, Elementary schools—Boys ...	1,06,34,948	37,35,320	12,12,117	6,22,333
<b>Girls.</b>				
Indian schools ...				
{ Government ... ..	81,741	...	...	1,050
{ Municipal Board ... ..	2,49,723	7,445	5,43,047	284
{ Local Board ... ..	11,21,958	7,67,022	15,852	2,827
{ Panchayat ... ..	393	76	...	...
{ Aided ... ..	7,26,733	...	21,502	40,171
{ Unaided ... ..	...	...	...	...
Total, Indian schools...	21,82,548	7,74,542	5,80,401	44,332
European schools—Aided ... ..	9,482	...	...	5,792
Total, European schools ...	9,482	...	...	5,792
Total, Elementary schools—Girls ...	21,2,030	7,74,542	5,80,401	50,124
Total, Elementary schools ...	1,28,26,978	45,09,862	17,92,518	6,72,507
Total, School Education—General ...	1,54,68,926	55,20,537	19,78,304	64,57,927
<b>SCHOOL EDUCATION—SPECIAL.</b>				
<b>TRAINING SCHOOLS.</b>				
<b>Masters.</b>				
Indian schools ...				
{ Government ... ..	11,57,079	18,103	1,752	652
{ Local Board ... ..	1,587	297	...	...
{ Aided ... ..	2,15,905	2,420	...	2,232
{ Unaided ... ..	...	...	...	45
Total, Indian schools ...	13,74,571	20,820	1,752	2,929
European schools—Aided ... ..	3,338	...	...	...
Total, European schools ...	3,338	...	...	...
Total, Training schools—Masters ...	13,77,909	20,820	1,752	2,929

SUPPLEMENTAL STATISTICS

of Receipts and Charges—cont.

		1932-33.					
Endow- ments, subscriptions and other sources.	Total.	Provincial funds.	Local funds.	Municipal funds.	Fees.	Endow- ments, subscriptions and other sources.	Total.
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
7,752	9,72,720	7,62,479	...	...	857	11,161	7,74,497
926	17,08,627	5,37,681	...	11,66,627	5,599	46,896	17,56,743
2,225	83,76,767	47,09,057	28,18,547	...	84,934	90,445	77,62,993
17,456	2,73,039	2,46,938	9,147	...	1,883	22,004	2,80,972
27,78,112	76,46,312	42,89,753	...	2,256	5,49,894	29,16,268	77,58,171
59,954	67,893	...	...	...	10,633	62,724	73,357
28,66,425	1,90,43,328	1,06,05,918	28,27,694	11,68,833	6,53,800	31,50,438	1,84,06,733
51,102	78,967	22,869	..	125	14,084	46,659	83,737
51,102	78,967	* 22,869	...	125	14,084	46,659	83,737
29,17,527	1,91,22,295	1,06,28,787	28,27,694	11,69,008	6,67,884	31,97,097	1,84,90,470
76	85,867	1,06,850	...	...	1,144	18	1,08,012
231	8,00,780	2,62,552	...	5,29,162	348	237	7,92,299
5,298	19,11,957	10,41,378	8,08,599	...	3,677	2,885	18,56,539
...	468	458	899	...	1	359	1,717
7,10,392	14,98,798	6,67,684	...	120	59,525	6,75,690	14,03,019
17,212	17,212	...	...	...	...	16,018	16,018
7,33,259	43,15,082	20,78,922	8,09,498	5,29,282	64,695	6,95,202	41,77,599
19,912	35,186	4,933	...	...	2,659	6,999	14,591
19,912	35,186	4,933	...	...	2,659	6,999	14,591
7,53,171	43,50,268	20,83,855	8,09,498	5,29,282	67,354	7,02,201	41,92,190
36,70,698	2,34,72,563	1,27,12,642	86,37,192	16,98,290	7,35,238	38,99,298	2,26,82,660
55,90,681	3,40,16,376	1,53,09,313	46,40,748	18,42,632	55,53,165	56,95,985	3,29,41,843
3,555	11,81,141	10,95,123	14,037	610	503	4,184	11,14,467
...	1,884	...	...	...	...	...	...
92,107	3,12,664	1,63,603	788	...	2,167	97,394	2,63,959
3,635	3,680	...	...	...	...	1,940	1,940
99,297	14,99,369	12,58,726	14,825	610	2,670	1,03,518	13,80,349
...	3,338	1,839	...	...	...	...	1,839
...	3,338	1,839	...	...	...	...	1,839
99,297	15,02,707	12,60,565	14,825	610	2,670	1,03,518	13,82,188

Heads of expenditure.	1931-32.			
	Provincial funds.	Local funds.	Municipal funds.	Fees.
<b>DIRECT EXPENDITURE—cont.</b>	RS.	RS.	RS.	RS.
<b>SCHOOL EDUCATION—SPECIAL—cont.</b>				
<b>TRAINING SCHOOLS—cont.</b>				
<i>Mistresses.</i>				
Indian schools				
{ Government ...	3,77,513	1,179	826	245
{ Municipal Board ...	...	...	11,529	...
{ Aided ...	1,44,745	210	171	1,766
{ Unaided ...	...	...	...	...
Total, Indian schools ...	5,22,258	1,389	12,026	2,011
European schools—Aided ...	16,565	...	...	4,759
Total, European schools ...	16,565	...	...	4,759
Total, Training schools for Mistresses ...	5,38,823	1,389	12,026	6,770
Total, Training schools ...	19,16,732	22,209	13,778	9,699
<b>OTHER SPECIAL SCHOOLS.</b>				
Indian schools				
{ Government ...	9,47,250	...	...	88,831
{ Municipal Board ...	9,521	...	23,170	178
{ Local Board ...	14,182	29,712	38	473
{ Aided ...	1,76,174	2,380	397	48,466
{ Unaided ...	...	...	...	12,100
Total, Indian schools ...	11,47,227	32,092	23,600	1,48,048
European schools				
{ Government ...	21,060	...	...	...
{ Aided ...	1,162	...	...	133
Total, European schools ...	22,242	...	...	133
Total, Other Special schools ...	11,69,469	32,092	23,600	1,48,181
Total, School Education—Special ...	30,86,201	54,301	37,378	1,57,880
Total, Direct Expenditure ...	2,03,41,595	55,75,214	20,26,407	71,07,898
<b>INDIRECT EXPENDITURE.</b>				
University ...	5,93,500	...	...	6,88,780
Direction and Inspection ...	19,40,522	...	...	...
Scholarships ...	3,12,507	22,142	4,385	...
Expenditure on buildings, furniture and other apparatus ...	17,22,109	10,84,706	3,75,097	1,61,231
Miscellaneous ...	6,61,482	12,573	7,392	17,84,531
Total, Indirect Expenditure ...	52,30,120	11,19,421	3,86,824	26,34,542
Grand total ...	2,55,71,715	66,94,635	24,18,231	97,41,940

## SUPPLEMENTAL STATISTICS

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*of Receipts and Charges—cont.*

		1932-33.							
Endow- ments, subscriptions and other sources.	Total.	Provincial funds.	Local funds.	Municipal funds.	Fees.	Endow- ments, subscriptions and other sources.	Total.		
RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.		
718	3,79,981	8,70,972	...	126	577	435	3,72,110		
...	11,529	...	...	8,678	...	...	8,678		
1,47,236	2,94,128	1,41,979	275	...	1,402	1,34,714	2,78,370		
...	...	...	...	...	...	945	945		
1,47,954	6,85,638	5,12,951	275	8,804	1,979	1,36,094	6,60,108		
7,072	28,396	11,793	...	...	495	12,350	24,638		
7,072	28,396	11,793	...	...	495	12,350	24,638		
1,55,028	7,14,034	5,24,744	275	8,804	2,474	1,48,444	6,64,741		
2,54,328	22,16,741	17,85,309	15,100	9,414	5,144	2,51,932	20,66,929		
88,910	10,74,991	7,67,184	...	50	74,060	53,438	8,04,782		
1,823	34,792	2,876	...	8,904	554	16,758	24,092		
7,593	51,993	...	6,641	...	...	7,388	14,029		
11,63,831	13,89,248	1,48,135	470	10,208	50,495	8,01,534	11,00,842		
56,596	68,696	...	...	...	13,853	47,745	61,598		
12,68,763	26,19,720	9,18,195	7,111	14,162	1,38,962	10,16,868	20,95,293		
...	21,060	13,341	...	...	...	...	13,341		
4,935	6,250	990	...	...	...	4,959	5,949		
4,935	27,310	14,831	...	...	...	4,959	19,290		
12,73,888	26,47,030	9,32,526	7,111	14,162	1,38,962	10,21,822	21,14,583		
15,28,011	48,63,771	27,17,835	22,211	23,578	1,44,106	12,73,784	41,81,512		
77,95,497	4,28,46,111	1,96,92,600	46,62,967	18,84,668	71,55,281	76,17,927	4,10,13,423		
3,27,878	16,10,158	5,66,800	...	...	6,48,564	4,72,389	16,87,253		
...	19,40,522	18,43,089	...	...	...	...	18,43,089		
1,44,155	4,83,189	2,75,852	8,045	3,856	...	1,42,516	4,28,769		
18,89,567	52,32,710	14,55,274	6,90,019	2,26,194	62,427	14,25,958	38,59,872		
21,83,233	46,49,211	6,06,774	25,728	3,040	16,37,526	20,48,509	43,21,572		
45,44,833	1,39,15,740	47,51,789	7,23,787	2,32,090	23,48,517	40,89,379	1,21,45,555		
1,28,40,830	5,67,61,851	2,44,44,389	58,86,754	21,16,758	95,03,778	1,17,07,299	5,31,58,378		

(13)—Statement showing Percentage of Expenditure under each Head to Total Expenditure on Public Schools.

Heads of expenditure.	1981-82.						
	From provincial funds.	From local funds.	From municipal funds.	From fees.	From sub- scriptions and other sources.	Total.	Percentage to total expend- iture.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Arts colleges ... ..	Rs. 8,44,204	Rs. 100	Rs. 10,725	Rs. 12,23,455	Rs. 6,39,816	Rs. 27,17,800	Rs. 4.81
Professional colleges ... ..	9,42,244	276	...	2,88,136	37,489	12,48,165	2.21
Schools, general ... ..	1,54,68,926	55,20,537	19,76,304	54,67,927	55,90,681	3,40,16,375	60.24
Schools, special ... ..	30,86,201	54,301	37,378	1,57,880	15,28,011	48,83,771	8.61
General or indirect charges ... ..	52,30,120	11,19,421	3,86,824	26,17,210	42,79,026	1,36,82,601	24.13
<b>Total ...</b>	<b>2,55,71,715</b>	<b>66,94,835</b>	<b>24,13,231</b>	<b>97,24,608</b>	<b>1,20,74,523</b>	<b>5,64,78,712</b>	<b>100.00</b>
Percentage to total expenditure ...	45.27	11.85	4.27	17.22	21.39	100.00	...

Heads of expenditure.	1982-83.						
	From provincial funds.	From local funds.	From municipal funds.	From fees.	From sub- scriptions and other sources.	Total.	Percentage to total expend- iture.
(9)	(10)	(11)	(12)	(13)	(14)	(15)	
Arts colleges ... ..	Rs. 8,29,795	Rs. 8	Rs. 18,460	Rs. 11,76,759	Rs. 7,10,665	Rs. 27,35,687	Rs. 5.17
Professional colleges ... ..	3,35,657	...	...	2,81,231	37,498	11,54,381	2.18
Schools, general ... ..	1,53,09,313	46,40,748	18,42,632	55,53,165	55,95,985	3,29,41,843	62.30
Schools, special ... ..	27,17,835	22,211	28,576	1,44,106	12,73,784	41,81,512	7.90
General or indirect charges ... ..	47,51,789	7,23,787	2,82,090	23,33,774	38,18,559	1,16,69,999	22.45
<b>Total ...</b>	<b>2,44,44,389</b>	<b>53,86,754</b>	<b>21,16,758</b>	<b>94,89,035</b>	<b>1,14,36,486</b>	<b>5,28,73,422</b>	<b>100.00</b>
Percentage to total expenditure ...	46.23	10.19	4.06	17.95	21.63	100.00	...

SUPPLEMENTAL STATISTICS

25

(14)—Provincial Charges and Receipts.

Charges and receipts.	1931-32.	1932-33.
Charges.	RS.	RS.
Universities ... ..	5,98,500	5,66,300
Direction ... ..	2,03,563	1,82,885
Inspection ... ..	17,36,959	16,65,204
Government colleges and schools ...	{ General. 25,40,402	20,28,319
	{ Special. 45,31,019	40,93,160
Scholarships in colleges and schools ...	{ General. 1,99,316	1,75,148
	{ Special. 1,34,271	1,00,204
Grants-in-aid to { schools under private management ...	29,64,332	30,27,147
	{ do. municipal management. 13,21,744	14,76,843
	{ do. local board management. 77,49,178	78,95,666
To District Educational Councils ... ..	60,70,726	62,65,489
To the Inspector of Municipal Councils and Local Boards for Elementary Education ... ..	2,67,046	2,51,507
Registration of Books ... ..	9,289	8,690
Purchase and collection of Oriental Manuscripts ...	10,841	8,462
Text-Book Committee ... ..	1,085	1,137
Refunds and miscellaneous charges ... ..	22,718	19,998
Government educational buildings ... ..	8,49,873	2,49,657
<b>Total charges ...</b>	<b>(a) 2,82,05,870</b>	<b>(a) 2,70,16,816</b>
<b>Receipts.</b>		
Fees in colleges and schools (general and special) credited to Government ... ..	7,86,517	8,34,012
Income from Endowments credited to Government ...	2,838	2,838
Departmental examination fees ... ..	6,652	8,638
Miscellaneous receipts ... ..	3,30,588	3,13,569
<b>Total receipts ...</b>	<b>11,26,595</b>	<b>11,57,057</b>
<b>Deduct refunds ...</b>	<b>4,017</b>	<b>7,565</b>
<b>Net receipts ...</b>	<b>(b) 11,22,578</b>	<b>11,49,492</b>
<b>Net expenditure ...</b>	<b>2,70,88,292</b>	<b>2,53,67,324</b>
<b>Non-departmental items included in—</b>		
	RS.	RS.
1931-32 ... ..	(a) 33,87,121	(b) 2,59,885
1932-33 ... ..	24,73,020	2,80,170



## (15)—General Statistics of Receipts and Charges of Local and Municipal Boards.

(1)	Local Boards.						
	Number of institutions.	Number of scholars.	Provincial funds.	Local funds.	Municipal funds.	Fees and other sources.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ... ..	1	108	...	...	...	18,000	18,000
Secondary schools ...	218	51,843	6,55,438	10,00,306	...	10,57,792	27,13,536
Elementary schools ...	19,100	1,029,386	60,57,841	30,37,192	...	2,07,188	99,02,331
Training schools ...	...	...	...	...	...	...	...
Other special schools ...	5	189	...	6,641	...	7,388	14,029
Buildings and furniture.	...	...	1,88,581	6,84,595	...	27,484	8,50,660
Stipends and scholarships ...	...	...	...	23,145	...	...	23,145
Contributions to schools under other manage-ments ...	...	...	...	18,612	...	...	18,612
Expenditure on hostels.	...	...	...	21,283	...	...	21,283
<b>Total ...</b>	<b>19,319</b>	<b>1,081,821</b>	<b>68,51,860</b>	<b>53,86,754</b>	<b>...</b>	<b>13,12,852</b>	<b>1,35,51,466</b>

	Municipal Boards.						
	Number of institutions.	Number of scholars.	Provincial funds.	Local funds.	Municipal funds.	Fees and other sources.	Total.
(9)	(10)	(11)	(12)	(13)	(14)	(15)	
			Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ... ..	1	100	3,790	...	18,460	8,590	30,840
Secondary schools ...	53	22,618	1,92,624	...	1,43,737	5,60,629	9,05,990
Elementary schools ...	1,536	176,797	8,00,233	...	16,95,789	53,020	25,49,041
Training schools ...	1	28	...	...	8,678	...	8,678
Other special schools ...	4	146	2,876	...	8,904	17,312	24,092
Buildings and furniture.	...	...	83,090	...	2,26,194	2,422	3,11,706
Stipends and scholarships ...	...	...	...	...	3,592	...	3,592
Contributions to schools under other manage-ments ...	...	...	...	...	13,364	...	13,364
Expenditure on hostels.	...	...	...	...	3,040	...	3,040
<b>Total ...</b>	<b>1,595</b>	<b>199,687</b>	<b>10,92,618</b>	<b>...</b>	<b>21,16,758</b>	<b>6,50,979</b>	<b>38,50,344</b>

SUPPLEMENTAL STATISTICS

(16)—*Proportion of Expenditure under the various Heads of Education met from Public and Private Funds.*

	1931-32.		1932-33.	
	Public funds.	Private funds.	Public funds.	Private funds.
Collegiate education	45.33	54.67	43.29	56.71
Secondary education	36.41	63.59	36.49	63.51
Elementary and primary education	81.50	18.50	79.58	20.44
Special education	65.33	34.67	66.09	33.91
Indirect expenditure	48.41	51.59	46.99	53.01
Total expenditure	61.10	38.90	60.10	39.90

(17)—Average Cost of Education and Average Fee per head in Public Institutions for General Education for Boys.

Institutions.	Government.					Board.					Aided.				
	Average number on rolls.	Fees.	Total cost.	Average fee per head.	Average cost.	Average number on rolls.	Fees.	Total cost.	Average fee per head.	Average cost.	Average number on rolls.	Fees.	Total cost.	Average fee per head.	Average cost.
<i>Arts Colleges.*</i>		RS.	RS.	RS. A.	RS. A.		RS.	RS.	RS. A.	RS. A.		RS.	RS.	RS. A.	RS. A.
1931-32. { Indians ...	2,920	2,60,745	7,56,778	85	5 258 3	183	8,851	42,809	48	6 233 15	10,166	9,18,246	16,52,963	90	6 162 9
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1932-33. { Indians ...	2,847	2,65,709	7,51,894	98	5 264 0	204	8,424	43,840	41	4 214 14	8,970	8,68,618	16,22,907	96	14 180 14
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Secondary Schools for Boys.</i>															
1931-32. { Indians ...	4,053	86,778	2,78,722	21	6 68 12	72,720	15,67,679	35,93,505	21	9 49 7	104,127	26,25,375	43,58,991	25	4 41 14
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	3,872	1,51,408	5,70,667	39	2 147 6
1932-33. { Indians ...	4,029	80,280	2,76,838	19	14 68 11	74,804	15,96,848	35,70,727	21	6 47 11	104,577	26,12,419	41,58,603	24	15 39 12
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	3,11	1,51,191	5,67,566	40	12 152 15
<i>Elementary and Primary Schools.</i>															
1931-32. { Indians ...	73,884	1,088	9,72,720	...	13 2	949,580	88,220	1,03,56,433	0	1 10 14	1,180,666	5,15,699	76,48,312	0	7 6 8
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	1,152	9,467	78,967	8	3 68 9
1932-33. { Indians ...	60,701	857	7,74,497	...	12 12	964,804	92,416	98,00,708	0	2 16 3	1,150,876	5,40,894	77,58,171	0	7 6 12
{ Europeans ...	...	...	...	...	...	...	...	...	...	...	1,368	14,984	83,737	10	5 61 4

\* Includes statistics of Oriental Colleges but excludes figures relating to the Colleges maintained by the Annamalai University.

## (18)—School Fees. :

Classes of Institutions.	Government.						Board.						Aided.			
	Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.	
	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
			RS.	RS.	RS.	RS.			RS.	RS.	RS.	RS.			RS.	RS.
Arts colleges ... .. Indians ...	2,920	2,847	2,78,010	2,80,744	95'10	98'60	183	204	8,857	8,429	48'34	41'31	10,168	8,070	9,36,504	8,87,581
Professional colleges ... .. Do. ...	2,048	2,274	2,66,616	2,79,802	130'20	123'00	...	...	...	...	...	...	60	31	1,520	1,429
Secondary schools for boys. { Do. ...	4,053	4,029	86,773	80,290	21'41	19'98	72,720	74,804	15,67,679	15,96,348	21'07	21'35	104,127	104,577	26,28,375	26,12,419
Secondary schools for boys. { Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	3,872	3,711	1,51,408	1,51,191
Secondary schools for girls. { Indians ...	5,943	5,927	40,792	43,803	6'86	7'39	1,182	1,174	9,559	9,937	8'09	8'46	10,684	11,410	1,35,397	1,52,060
Secondary schools for girls. { Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	4,999	5,054	1,49,237	1,44,568
Elementary and primary schools for boys. { Indians ...	73,834	60,701	1,098	857	0'01	0'01	949,589	964,804	88,220	92,416	0'05	0'10	1,180,666	1,150,876	5,15,699	5,49,894
Elementary and primary schools for boys. { Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	1,152	1,368	9,467	14,024
Elementary and primary schools for girls. { Indians ...	4,393	4,603	1,050	1,144	0'24	0'25	217,834	219,586	3,111	4,026	0'01	0'02	123,871	127,163	40,171	59,525
Elementary and primary schools for girls. { Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	488	296	5,792	2,659
Special schools ... .. Indians ...	16,142	14,429	89,728	76,140	5'93	5'21	546	855	651	554	1'19	1'56	13,197	12,248	50,444	54,064
Special schools ... .. Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	153	134	4,892	495
Total ... { Indians ...	108,383	94,710	7,64,057	7,61,782	7'05	8'05	1,242,045	1,260,927	16,78,071	17,12,203	1'41	1'36	1,442,791	1,415,275	43,95,720	43,17,002
Total ... { Europeans. ...	...	...	...	...	...	...	...	...	...	...	...	...	10,664	10,563	3,20,796	3,12,997
Grand total ...	108,383	94,710	7,64,057	7,61,782	7'05	8'05	1,242,045	1,260,927	16,78,071	17,12,203	1'41	1'36	1,453,445	1,425,838	46,29,516	46,29,999

(18)—School Fees—cont.

Classes of Institutions—cont.	Aided—cont.		Unaided and private.						Total.					
	Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.		Average number on the rolls.		Fees.		Average fee per head.	
	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.
	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)
	RS.	RS.			RS.	RS.	RS.	RS.			RS.	RS.	RS.	RS.
Arts colleges ... .. Indians ...	92'21	98'95	67	68	...	...	...	...	1,336	12,089	12,23,435	11,76,759	91'66	97'38
Professional colleges ... Do. ...	25'33	46'09	...	..	...	...	...	...	2,108	2,305	2,68,136	2,81,231	127'20	122'00
Secondary schools for boys. { Do. ...	25'34	24'90	11,332	1,092	18,652	28,857	1'59	2'62	192,232	194,442	43,00,879	43,18,414	22'39	23'21
Secondary schools for boys. { Europeans.	39'10	40'75	...	...	...	...	...	...	3,872	3,711	1,51,408	1,51,191	39'10	40'75
Secondary schools for girls. { Indians ...	12'72	13'32	178	95	921	543	5'18	5'72	17,997	18,606	1,87,169	2,06,305	10'40	11'09
Secondary schools for girls. { Europeans.	29'85	28'62	...	...	...	...	...	...	4,999	5,054	1,49,237	1,44,568	29'85	28'62
Elementary and primary schools for boys. { Indians ...	0'44	0'46	54,431	57,796	21,837	22,735	0'40	0'39	2,258,561	2,234,179	6,26,894	6,65,902	0'28	0'30
Elementary and primary schools for boys. { Europeans.	8'22	10'29	...	...	...	...	...	...	1,162	1,368	9,467	14,084	8'22	10'29
Elementary and primary schools for girls. { Indians ...	0'34	0'47	4,934	4,791	81	30	0'02	0'01	351,032	3,56,044	44,413	64,725	0'13	0'18
Elementary and primary schools for girls. { Europeans.	11'87	8'98	...	...	...	...	...	...	488	296	5,792	2,859	11'97	8'98
Special schools ... .. { Indians ...	3'82	4'41	1,337	1,797	12,145	13,853	9'08	7'71	30,022	28,829	1,52,938	1,43,811	5'06	4'88
Special schools ... .. { Europeans.	31'98	3'78	...	...	...	...	...	...	153	134	4,892	495	31'98	3'69
Total ... { Indians ...	2'99	3'05	72,279	75,581	53,036	66,018	0'73	0'84	2,865,488	2,846,493	68,03,934	68,57,007	2'37	2'41
Total ... { Europeans.	30'09	29'63	...	...	...	...	...	...	10,664	10,563	3,20,798	3,12,997	30'09	29'63
Grand total ...	3'19	3'25	72,279	75,581	53,086	66,018	0'73	0'84	2,876,152	2,857,056	71,24,732	71,70,004	2'48	2'51

SUPPLEMENTAL STATISTICS

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(19)—Proportion of Fee Income to Total Direct Expenditure.

	1931-32.			1932-33.		
	Total cost.	Fees.	Percentage of fees to total cost.	Total cost.	Fees.	Percentage of fees to total cost.
	RS.	RS.		RS.	RS.	
Arts colleges ... Indians ...	27,17,800	12,23,455	48.69	27,35,637	11,76,769	43.02
Professional colleges. Do. ...	12,48,185	2,63,136	21.48	11,54,331	2,31,231	20.00
Secondary schools for boys. { Do. ...	83,01,947	42,97,606	51.77	80,76,341	43,15,608	53.44
Secondary schools for boys. { Europeans ...	5,70,667	1,51,408	26.53	5,67,566	1,51,191	26.64
Secondary schools for girls. { Indians ...	10,72,370	1,87,169	17.45	10,50,713	2,06,365	19.64
Secondary schools for girls. { Europeans ...	5,98,828	1,49,237	24.92	5,64,568	1,44,568	25.61
Elementary and primary schools for boys. { Indians ...	1,90,43,828	6,12,916	3.22	1,84,06,733	6,53,300	3.55
Elementary and primary schools for boys. { Europeans ...	78,967	9,167	11.99	83,737	14,034	16.82
Elementary and primary schools for girls. { Indians ...	43,15,082	44,332	1.03	41,77,599	64,695	1.55
Elementary and primary schools for girls. { Europeans ...	35,188	5,792	16.46	14,591	2,659	18.22
Special schools { Indians ...	48,04,727	1,52,983	3.18	41,35,745	1,43,611	3.47
Special schools { Europeans ...	59,044	4,892	8.28	45,767	495	1.08
Total ... { Indians ...	4,15,03,419	67,86,602	16.35	3,97,37,169	68,42,264	17.22
Total ... { Europeans ...	13,42,692	5,20,796	23.89	12,76,224	3,12,997	24.53
Grand total ...	4,28,46,111	71,07,398	16.59	4,10,13,423	71,55,261	17.44

(20)—Scholarships.

	1-31-32.			1932-33.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.
Arts colleges ...	32,755	70,842	1,03,597	37,833	55,825	93,658
Professional colleges ...	68,074	10,372	78,446	61,194	6,808	68,002
Secondary schools ...	1,46,106	46,912	1,92,618	1,26,192	55,186	1,81,378
Elementary and primary schools ...	20,429	998	21,427	24,240	3,385	27,625
Special schools ...	73,620	16,031	89,651	36,794	21,212	58,006
Total ...	3,38,984	1,44,155	4,83,139	2,86,253	1,42,516	4,28,769

## (21)—Grants-in-aid from Provincial Funds.

Grants from Provincial Funds.		1931-32.	1932-33.
(a) Grants to institutions under private management—		RS.	RS.
Teaching and fixed grants	Indians	12,52,664	12,53,687
	Europeans	3,18,078	3,17,743
Stipendiary grants	Indians	2,01,970	2,08,383
	Europeans	10,032	4,488
Building grants	Indians	2,70,000	3,36,717
	Europeans	50,783	68,000
Furniture, library, apparatus and other special grants.	Indians	3,622	1,53,847
	Europeans	5,001	8,258
Boarding grants	Indians	1,98,207	1,99,585
	Europeans	2,28,033	1,83,648
Provident funds	Indians	53,308	54,508
	Europeans	574	294
Grants for medical inspection	Indians	32,000	11,824
	Europeans	651	...
Other grants	Indians	60,385	73,779
	Europeans	41,436	46,733
Education of defective children	...	22,700	21,800
Total	Indians	21,54,946	23,13,233
	Europeans	6,55,371	6,31,166
Total		28,10,317	29,44,404
(b) Grants to Local Boards	...	77,40,176	78,95,668
(c) Grants to Municipal Boards	...	13,21,744	14,76,848
(d) Grants to District Educational Councils	...	50,70,726	52,15,489
(e) Grants to Panchayat Schools	...	2,67,046	2,51,607
Grand total		1,72,10,009	1,78,33,909

## (22)—Grants-in-aid from Local Board and Municipal Funds.

(i) From Local Board Funds.	1931-32.	1932-33.	(ii) From Municipal Funds.	1931-32.	1932-33.
	RS.	RS.		RS.	RS.
Contributions to aided schools.	6,161	13,612	Contributions to aided schools.	62,176	15

## SECONDARY EDUCATION FOR BOYS.

## INDIAN SCHOOLS.

(23)—Number and Strength of Public Secondary Schools for Boys.

	Number of schools.	Strength.										Total.	
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.	Fifth class.	Fourth class.	Third class.	Second class.		First class.
1931-32 ...	630	15,835	16,994	21,376	24,141	24,874	27,400	23,558	17,203	4,000	2,398	1,909	179,087
		130,619					49,068					(a)	
1932-33 ...	538	16,609	17,649	21,703	24,409	25,184	27,445	23,015	17,056	3,820	2,188	1,734	180,611
		133,998					47,613						

a) Of these 5,733 were girls.

(24)—Number and Strength of Indian Secondary Schools for Boys on 31st March 1933 according to the Degree of Completeness.

	Number of schools.						Number of scholars.					
	Government.	Municipal Board.	Local Board.	Aided.	Unaided.	Total.	Government.	Municipal Board.	Local Board.	Aided.	Unaided.	Total.
Schools having forms up to and including—												
Sixth ... ..	12	40	123	178	2	355	3,510	19,907	39,713	89,024	337	152,491
Fifth ... ..			5	4	1	10			1,384	801	183	2,368
Fourth ... ..		1				2		428	171			599
Third ... ..	8	10	81	72	4	171	396	1,813	9,732	12,293	824	25,058
Second ... ..												
First ... ..					1	1					65	65
Schools having classes up to and including Fifth.												
Total ... ..	15	51	210	254	8	538	3,906	22,148	50,950	102,218	1,389	180,611



## (25)—Male Pupils in Public Secondary Schools.

Districts.	Male population (census of 1931).	Male pupils in public secondary schools on 31st March.		Percentage of male pupils to male population.	
		1932.	1933.	1932.	1933.
		Ganjām ... ..	942,594	5,495	5,611
Vizagapatam ... ..	1,191,218	6,186	6,261	0·52	0·53
Godāvāri, East ... ..	828,489	8,800	8,941	1·06	1·08
Do. West ... ..	602,327	6,281	6,108	1·04	1·01
Kistna ... ..	635,704	6,974	7,309	1·10	1·15
Guntūr ... ..	1,028,983	7,025	7,083	0·68	0·69
Kurnool ... ..	520,238	2,776	3,009	0·53	0·51
Bellary ... ..	493,018	3,429	3,455	0·70	0·70
Anantapur ... ..	539,534	2,177	2,169	0·40	0·40
Cuddapah ... ..	483,914	1,948	1,990	0·40	0·41
Nellore ... ..	744,322	3,828	3,755	0·51	0·50
Madras ... ..	341,223	17,153	17,656	5·03	5·17
Chingleput ... ..	837,161	5,277	4,844	0·63	0·59
North Arcot ... ..	1,131,610	7,869	7,805	0·70	0·69
Chittoor ... ..	738,325	3,315	3,283	0·45	0·44
South Arcot ... ..	1,225,072	5,259	5,044	0·43	0·45
Tanjore ... ..	1,143,738	14,500	14,166	1·27	1·24
Trichinopoly ... ..	934,867	8,180	8,193	0·88	0·88
Madura ... ..	1,081,437	8,356	8,260	0·77	0·76
Ramnad ... ..	872,177	5,329	5,516	0·61	0·63
Tinnevelly ... ..	987,159	8,494	8,444	0·86	0·86
Coimbatore ... ..	1,218,224	8,335	8,522	0·68	0·70
Salem ... ..	1,211,743	5,005	5,052	0·41	0·42
The Nilgiris ... ..	91,928	1,023	1,022	1·12	1·11
Malabar ... ..	1,716,138	14,768	14,322	0·86	0·83
South Kanara ... ..	663,950	6,798	6,639	1·02	1·00
Agency { Ganjām ... ..	175,234	73	70	0·04	0·04
{ Vizagapatam ... ..	581,867	580	612	0·10	0·10
{ Godāvāri, East ... ..	120,795	383	411	0·30	0·34
<b>Total ... ..</b>	<b>23,082,999</b>	<b>175,555</b>	<b>175,630</b>	<b>0·76</b>	<b>0·76</b>

ELEMENTARY EDUCATION FOR BOYS.

— INDIAN SCHOOLS.

(26)—Public Elementary Schools for Boys according to Management.

	1931-32.		1932-33.	
	Number.	Strength.	Number.	Strength.
<i>Under public management.</i>				
Government ... ..	1,888	74,638	1,386	61,598
Municipal Board ... ..	1,116	122,148	1,091	125,016
Local Board ... ..	14,302	794,221	14,483	806,924
Panchayat ... ..	1,348	50,631	1,324	50,370
<i>Under private management.</i>				
Aided ... ..	27,553	1,190,815	(a) 25,379	1,178,703
Unaided ... ..	676	23,323	(b) 696	25,578
Total ... ..	46,681	2,264,776	44,359	2,248,189

N.B.—(a) Of these 6,909 schools with 288,658 pupils were under Mission management.  
 (b) Of these 96 do. 3,367 do. do.

(27)—Details of Government Elementary Schools for Boys.

	1931-32.		1932-33.		
	Number.	Strength.	Number.	Strength.	
Reformatory and Senior Certified School, Chingleput ... ..	1	318	1	295	
Practising sections of the training schools for Masters ... ..	30	3,231	29	3,024	
Hill schools, Agency {	Ganjam ... ..	129	6,890	129	6,595
	Visagapatam ... ..	27	842	25	784
	Godāvāri, East ... ..	23	664	23	685
Chenchu schools ... ..	19	490	19	451	
Other Elementary schools not under depart- mental management ... ..	1,457	62,203	1,160	49,764	
Total ... ..	1,686	74,683	1,386	61,598	

(28)—*Public Elementary Night Schools for Boys according to Management.*

	1931-32.		1932-33.	
	Number.	Strength.	Number.	Strength.
Government schools ... ..	29	1,034	19	728
Board do. ... ..	135	3,697	112	3,192
Panchayat do. ... ..	...	...	1	38
Aided do. ... ..	3,011	89,749	1,376	42,682
Unaided do. ... ..	129	3,485	105	3,239
<b>Total ...</b>	<b>3,304</b>	<b>97,965</b>	<b>1,613</b>	<b>49,875</b>

(29)—*Male Pupils in Public Elementary Schools.*

Districts.	Male population (census of 1931).	Male pupils in public elementary schools on the 31st March.		Percentage of male pupils to male population.	
		1932.	1933.	1932.	1933.
Malabar ... ..	1,716,138	228,793	231,455	13.3	13.5
Madras ... ..	341,223	39,745	38,013	11.7	11.1
Tinnevely ... ..	997,159	103,258	106,222	10.5	10.8
South Kanara ... ..	663,950	68,795	67,615	10.4	10.2
Godāvāri, East ... ..	828,489	82,482	80,643	10.0	9.7
Kistna ... ..	635,704	62,689	61,972	9.9	9.7
Kurnool ... ..	520,338	54,553	49,715	10.5	9.6
Ramnad ... ..	872,177	82,297	81,034	9.4	9.3
The Nilgiris ... ..	91,928	8,406	8,508	9.1	9.3
Godāvāri, West ... ..	602,327	54,182	53,787	9.0	8.9
South Arcot ... ..	1,225,072	105,601	101,520	8.6	8.9
North Arcot ... ..	1,131,310	103,529	99,161	9.1	8.8
Guntūr ... ..	1,028,993	86,253	88,338	8.4	8.6
Cuddapah ... ..	483,914	48,482	40,864	9.0	8.4
Tanjore ... ..	1,143,738	97,589	96,065	8.5	8.4
Ganjām ... ..	942,594	72,028	76,399	7.6	8.1
Chingleput ... ..	837,161	64,145	62,888	7.7	7.5
Madura ... ..	1,081,487	80,912	81,663	7.5	7.5
Trichinopoly ... ..	934,867	71,263	69,386	7.6	7.4
Anantapur ... ..	539,534	40,939	37,962	7.6	7.0
Vizagapatam ... ..	1,191,218	85,769	81,898	7.2	6.9
Bollary ... ..	493,018	35,637	34,249	7.2	6.9
Ganjām Agency ... ..	175,234	12,320	11,829	7.0	6.8
Nellore ... ..	744,822	50,727	50,077	6.8	6.7
Chittoor ... ..	738,325	45,719	44,580	6.2	6.0
Coimbatore ... ..	1,218,224	70,291	65,837	5.8	5.4
Salem ... ..	1,211,743	57,586	56,914	4.8	4.7
Godāvāri, East Agency ... ..	120,795	4,905	5,040	4.1	4.2
Vizagapatam Agency ... ..	581,867	10,442	11,064	1.8	1.9
<b>Total ...</b>	<b>23,082,999</b>	<b>1,924,365</b>	<b>1,894,626</b>	<b>8.3</b>	<b>8.2</b>

(30)—Extension of Elementary Education.

Districts.	Number of population centres or groups of hamlets in close proximity having a population of (according to the Educational Survey Register)				Number of villages or groups of hamlets in close proximity provided with one or more public or private schools, the population of each village being				Percentage of column 6 to column 2.	Percentage of column 7 to column 3.	Percentage of column 8 to column 4.	Percentage of column 9 to column 5.	Number of villages with a population of more than 2,000, which are unprovided with schools.
	2,000 to 1,000.	1,000 to 500.	500 to 200.	Less than 200.	2,000 to 1,000.	1,000 to 500.	500 to 200.	Less than 200.					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Malabar ...	772	541	314	106	763	516	199	15	100	95	43	14	1
Kurnool ...	227	411	379	201	227	368	189	42	100	90	50	21	...
The Nilgiris ...	15	10	8	4	15	9	3	...	100	90	37	...	...
Gōdāvari, West ...	344	185	119	71	341	163	86	30	99	88	72	42	...
Kistna ...	261	828	425	127	260	316	387	65	99	96	91	51	...
Gōdāvari, East ...	252	121	54	37	250	111	27	5	99	92	50	13	...
Guntūr ...	412	364	360	136	410	370	273	75	99	96	76	55	...
Ondaspah ...	190	264	375	223	186	242	252	75	98	92	67	33	...
Bellary ...	190	305	321	235	187	260	198	75	98	85	62	32	...
Tinnevelly ...	384	284	144	49	373	247	102	14	98	87	71	30	...
South Kanara ...	254	567	698	617	242	508	603	397	95	89	68	49	...
Anantapur ...	216	371	526	369	206	301	207	64	95	81	39	18	...
Nellore ...	346	470	469	262	325	406	268	63	94	88	56	24	...
North Arcot ...	524	689	514	331	494	572	229	86	94	83	45	26	...
Chingleput ...	330	560	572	277	310	418	232	80	94	72	41	29	...
South Arcot ...	618	761	439	114	584	659	212	22	94	87	48	20	...
Trichinopoly ...	390	409	557	755	365	329	317	212	94	80	57	23	4
Ganjām Agency ...	16	89	3,948	445	15	62	227	79	94	89	6	18	...
Chittoor ...	295	483	634	636	274	381	251	17	93	79	40	3	...
Tanjore ...	527	675	370	387	491	581	147	28	93	79	40	8	1
Madura ...	297	378	558	890	273	296	145	42	92	78	25	4	3
Ganjām ...	460	687	849	812	421	551	425	69	92	80	50	6	...
Salem ...	446	486	771	1,499	397	345	189	35	89	71	24	2	...
Coimbatore ...	522	467	259	133	457	332	80	15	68	71	31	4	4
Gōdāvari, East Agency ...	20	52	220	789	17	88	68	31	85	78	31	4	...
Vizagapatam Agency ...	31	197	8,733	...	24	86	245	...	77	44	4	...	...
Ramnad ...	250	454	432	235	187	274	193	138	75	60	45	59	...
Vizagapatam ...	656	570	410	249	465	460	178	24	71	81	43	10	2
Total ...	9,245	11,218	23,558	10,144	8,565	9,149	5,932	1,798	93	82	25	15	15

(31)—Scholars in Elementary Schools by Sex and Ages.

Ages.	Number of boys reading in boys' schools in standards					Number of girls reading in girls' schools in standards					Number of boys reading in girls' schools in standards					Number of girls reading in boys' schools in standards				
	I.	II.	III.	IV.	V.	I.	II.	III.	IV.	V.	I.	II.	III.	IV.	V.	I.	II.	III.	IV.	V.
Below 5 ...	8,547	101	...	...	...	3,641	13	...	...	...	383	2	...	...	...	2,467	84	...	...	...
5 to 6 ...	142,003	7,989	284	11	...	41,498	263	25	4	...	5,010	365	13	...	...	49,915	1,905	52	2	...
6 to 7 ...	203,810	83,468	4,793	205	13	46,116	6,748	879	31	...	4,834	1,270	210	8	...	64,744	8,516	909	31	...
7 to 8 ...	179,462	71,657	21,809	8,692	114	88,002	13,869	3,956	411	6	3,309	1,530	628	89	5	52,671	16,291	4,400	764	11
8 to 9 ...	116,814	82,406	46,407	15,344	1,522	24,485	16,654	8,079	2,458	217	1,818	1,292	882	289	19	33,672	16,740	9,572	2,529	253
9 to 10 ...	71,120	69,395	60,403	32,753	5,695	13,442	13,923	11,469	5,235	1,188	913	760	658	415	95	18,013	13,591	11,208	5,339	967
10 to 11 ...	37,353	48,386	58,787	41,527	12,756	4,735	7,905	9,913	6,874	2,394	457	411	578	424	128	7,749	8,001	7,961	6,105	1,544
11 to 12 ...	20,093	31,020	41,349	44,079	15,510	1,828	3,542	6,481	6,078	3,119	59	170	244	236	90	3,867	4,056	4,769	4,799	1,737
12 to 13 ...	11,893	16,348	26,560	38,384	16,079	667	1,319	2,560	3,928	2,835	32	58	101	122	101	1,148	1,578	1,913	2,992	1,103
13 to 14 ...	6,452	8,215	14,500	24,881	12,287	213	368	792	2,034	1,537	17	21	23	55	58	599	474	628	1,083	607
14 to 15 ...	4,852	4,586	7,318	13,613	7,489	83	118	188	542	689	3	3	7	8	4	148	144	208	307	240
15 to 16 ...	3,272	2,917	3,919	6,510	4,215	33	41	42	166	248	...	...	8	...	2	87	28	58	89	61
Over 16 ...	12,367	9,299	8,744	9,261	4,217	89	62	74	119	173	...	2	...	3	...	217	9	15	32	32
Total ...	817,166	385,777	294,723	283,200	79,879	174,827	65,320	44,268	27,860	12,396	16,865	6,593	3,432	1,720	497	234,792	71,467	41,693	24,082	6,620

## SUPPLEMENTAL STATISTICS

39

(32)—Statement showing Particulars of Aided Elementary Schools for Boys managed by Teacher-Managers.

Districts.	Number of aided elementary schools managed by teacher-managers.	Number of trained teachers in such schools.	Number of such schools which received extra grant on account of efficiency of work.	Number of such schools which received diminished grant for bad work.	Number of villages in the district with a population of more than 1,000 that are not provided with an elementary, board or aided school.
Ganjām ...	1,586	893	469	442	14
Vizagapatam ...	1,189	754	321	439	20
Godāvari, East ...	473	309	143	95	...
Do. West ...	351	235	139	76	1
Kistna ...	433	231	161	127	...
Guntar ...	1,075	627	115	426	1
Kurnool ...	417	171	184	213	...
Bellary ...	613	153	72	152	3
Anantapur ...	450	93	141	133	21
Cuddapah ...	655	183	143	224	3
Nellore ...	983	439	292	357	17
Madras ..	67	157	30	7	...
Chingleput ...	159	83	40	55	8
North Arcot ...	495	123	121	115	21
Chittoor ...	485	236	215	228	14
South Arcot ...	873	195	146	341	28
Tanjore ...	721	536	313	79	37
Trichinopoly ...	506	111	150	133	29
Madura ...	217	110	45	81	20
Ramnad ...	413	268	107	116	5
Tinnevely ...	531	451	268	51	2
Coimbatore ...	348	47	90	117	32
Salem ...	263	85	73	99	42
The Nilgiris ...	...	...	...	...	...
Malabar ...	1,191	1,682	698	447	4
South Kanara ...	186	228	68	31	14
Agenc- { Ganjām ...	202	129	13	110	...
oy. { Vizagapatam, ...	104	32	21	33	6
{ Godāvari, East. ...	27	13	11	8	3
Total ... { 1932-33 ...	15,063	8,579	4,589	4,763	345
{ 1931-32 ...	16,802	8,277	4,818	5,338	286

## SUPPLEMENTAL STATISTICS

## (33)—Number of Elementary Schools for Boys.

Managing agency.	Number of elementary schools at the beginning of the year, viz., on the 31st March 1932.	Number closed during the year.	Number newly opened during the year.	Number of secondary schools converted into elementary schools during the year.	Total number of elementary schools at the end of the year, viz., on the 31st March 1933.	Number of elementary school buildings constructed during the year and intended to provide accommodation for			
						Existing board schools.	Board schools at places where aided elementary schools but no board schools formerly existed.	Board schools at places where unaided elementary schools but no board or aided schools formerly existed.	Board schools at places where no elementary schools of any description, whether board, aided or unaided formerly existed.
Government... ..	1,686	320	20	...	1,386	...	...	...	...
Municipal Board ... ..	1,116	41	16	...	1,091	2	...	...	...
Taluk Board ... ..	14,303	442	623	...	14,483	63	1	...	1
Panchayat ... ..	1,343	88	64	...	1,324	2	...	...	...
Aided ... ..	27,553	3,585	1,411	...	25,379	...	1	...	...
Unaided ... ..	676	551	571	...	696	...	...	...	...
Total ... ..	46,681	5,027	2,705	...	44,859	68	2	...	1

(34)—STATEMENT OF PART-TIME AND NIGHT SCHOOLS FOR  
BOYS AND MALE ADULTS.



(34)—Statement of Part-time and Night

Districts.	Under										Total of part-time and night schools.	Schools under the management of persons				
	Public management.	Private management.								Total of part-time and night schools.		Who are also managers of full-time and day schools.		Who are employed as teachers in full-time day schools.		
		Mission.				Non-mission.						Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	
		Aided.		Un-aided.		Aided.		Unaided.								
		Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
Ganjam ...	8	206	7	200	1	21	37	1,230	...	...	53	8	206	3	17	
Vizagapatam ...	8	209	11	314	...	...	149	5,349	...	...	168	57	1,704	74	2,70	
Godavari, East ...	9	284	12	246	...	...	154	5,345	31	1,059	206	39	1,303	94	3,41	
Do. West ...	...	...	9	211	...	...	61	1,946	...	...	70	21	582	26	77	
Kistna ...	8	168	36	733	...	...	102	2,644	1	12	147	63	1,315	27	63	
Guntur ...	1	48	1	18	...	...	14	399	...	...	16	5	105	9	30	
Kurnool ...	...	...	29	595	...	...	86	2,118	...	...	115	37	767	50	1,23	
Bellary ...	8	164	1	15	...	...	15	344	1	25	25	9	169	2	3	
Anantapur ...	1	35	1	23	...	...	32	687	...	...	34	16	318	19	57	
Cuddapah ...	5	111	3	69	...	...	34	783	...	...	42	6	101	4	6	
Nellore ...	2	41	3	54	1	23	73	1,691	...	...	79	28	694	19	45	
Madras ...	13	553	10	415	...	...	41	2,611	1	96	65	9	941	17	84	
Chingleput ...	4	139	39	1,029	...	...	9	313	1	14	63	42	1,048	10	28	
North Arcot ...	20	646	10	309	2	26	54	1,642	7	190	99	31	857	24	36	
Chittoor ...	...	...	3	48	...	...	24	676	...	...	27	3	71	3	7	
South Arcot ...	3	109	6	210	4	87	48	1,705	9	394	72	34	1,159	31	63	
Tanjore ...	9	275	4	183	...	...	34	1,132	...	...	47	13	526	25	61	
Trichinopoly ...	1	20	5	176	...	...	44	1,247	...	...	50	31	947	31	62	
Madura ...	7	192	9	371	...	...	6	252	2	84	24	7	86	9	33	
Ramanad ...	5	113	2	49	3	76	16	628	15	764	40	29	1,196	13	66	
Tinnevely ...	3	196	6	247	...	...	22	873	1	42	32	32	1,267	21	93	
Coimbatore ...	3	78	9	205	2	65	16	487	8	184	37	17	374	10	25	
Salem ...	4	137	1	21	...	...	27	943	...	...	32	6	209	4	13	
The Nilgiris ...	1	49	4	123	...	...	1	17	...	...	6	6	189	...	...	
Malabar ...	7	261	3	107	...	...	29	1,280	1	30	40	15	600	12	34	
South Kanara ...	3	82	2	36	...	...	7	284	15	184	27	8	178	13	24	
Area of: Ganjam ...	...	...	...	...	...	...	6	177	...	...	6	...	...	1	1	
Vizagapatam ...	...	...	...	...	...	...	33	821	9	217	42	8	286	14	34	
Godavari, East ...	...	...	1	19	...	...	13	313	...	...	14	3	86	10	22	
Total ...	1932-33 ...	133	3,082	229	6,038	13	298	1,183	37,916	102	3,295	1,663	583	17,253	575	18,00
	1931-32 ...	137	4,814	522	12,190	19	476	2,553	79,368	110	2,900	3,378	1,224	30,388	1,280	30,73

SUPPLEMENTAL STATISTICS

Schools for Boys and Male Adults.

	Number of pupils aged			Number of pupils		Number of pupils			Number of pupils who when admitted were illiterate.	Number of teachers		
	Below 6 years.	From 6 to 11 years.	From 11 to 18 years.	Over 18 years.	Employed during the day.	Not employed during the day.	Who have attended but are not now attending full-time day schools.	Who are now attending full-time day schools.		Who have not attended full-time day schools.	Who are teachers in full-time day schools.	Who are teachers in part-time schools only.
(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
5	254	805	593	1,386	271	19	...	1,638	1,599	9	62	35
25	603	3,338	1,906	4,871	1,001	1,076	...	4,796	3,776	144	32	125
...	870	4,136	1,928	5,920	1,014	1,134	...	5,800	4,111	101	4	219
...	...	1,904	253	1,453	704	38	...	2,119	861	52	46	9
...	58	1,650	1,839	3,963	184	605	...	2,852	2,395	79	59	49
...	...	192	273	468	57	56	...	379	290	13	2	5
...	...	1,070	1,637	2,331	382	563	...	2,120	2,187	18	53	4
...	29	242	286	546	2	34	...	508	357	14	4	10
...	11	236	438	601	134	216	...	519	553	26	4	7
...	36	619	299	878	76	187	...	767	747	6	17	25
...	48	758	1,008	1,792	87	232	...	1,575	1,409	33	14	52
2	478	2,116	1,079	2,967	708	1,342	268	2,065	1,356	123	22	84
104	649	560	163	1,193	293	410	22	1,085	981	36	20	2
3	531	1,488	782	2,216	539	811	...	1,803	1,481	101	37	21
1	31	384	308	697	27	231	7	486	503	8	...	28
5	50	1,063	1,409	2,344	191	682	202	1,051	1,010	47	21	44
...	132	759	639	1,547	43	176	...	1,413	587	68	24	...
...	77	687	679	1,443	...	124	39	1,280	968	19	10	12
...	94	427	358	827	52	365	...	514	474	19	10	12
...	124	354	672	1,160	470	294	45	1,291	1,348	52	18	2
...	11	894	362	1,367	...	...	...	1,267	1,267	62	1	...
...	79	435	450	887	127	349	...	665	665	37	9	3
1	131	896	283	959	142	130	...	971	762	11	31	...
...	3	112	74	186	3	95	...	94	69	10	...	6
1	157	868	682	1,365	315	463	...	1,215	1,247	69	10	6
...	45	240	301	532	64	366	...	220	175	50	2	2
...	7	83	87	90	75	26	...	151	117	2	9	...
...	86	611	343	649	389	68	...	970	710	22	3	14
...	2	135	195	306	26	18	13	501	301	12	...	6
147	4,565	27,437	19,380	44,120	7,409	10,369	604	40,566	33,117	1,248	643	763
269	7,852	51,894	30,793	85,441	14,367	22,707	508	75,981	63,676	2,954	744	1,571

## (35)—Adult Education Classes.

	Number of classes.	Strength on the 31st March 1933.		Number of classes.	Strength on the 31st March 1933.
<b>GOVERNMENT.</b>			<b>AIDED—cont.</b>		
Chingleput ...	1	49	Anantapur ...	1	31
Chittoor ...	1	27	Salem ...	2	101
South Arcot ...	1	10	Malabar ...	4	199
Malabar ...	1	30	South Kanara ...	2	51
Total ...	4	116	Total ...	13	501
<b>AIDED.</b>			<b>Grand total</b>		
Ganjām ...	3	170	{ 1932-33. 17		617
East Godāvāri ...	1	9	{ 1931-32. 18		798

## (36)—Statement showing the Number of Elementary School Buildings (Boys' Schools) constructed during the year.

Number of elementary school buildings (for boys' schools) constructed by

Districts.	Public agencies.				Private agencies.				Total.
	Government.	Municipal board.	Local board.	Panchayat.	Aided.		Unaided.		
					Mission.	Non-Mission.	Mission.	Non-Mission.	
Ganjām ...	...	...	...	...	43	1	3	47	
Vizagapatam ...	...	...	1	...	5	37	1	45	
Godāvāri, East ...	3	...	35	...	10	1	...	49	
Do. West ...	...	...	8	...	10	3	...	21	
Kistna ...	5	1	7	...	9	3	...	28	
Guntūr ...	...	...	2	...	18	20	...	43	
Kurnool ...	...	...	...	...	8	2	1	13	
Bellary ...	...	...	...	...	...	...	...	1	
Anantapur ...	...	...	...	...	1	...	...	1	
Cuddapah ...	...	...	...	...	...	...	...	...	
Nellore ...	...	...	2	...	...	14	2	18	
Madras ...	...	4	...	...	...	...	...	4	
Chingleput ...	6	...	1	...	10	10	...	37	
North Arcot ...	...	...	11	18	4	19	1	56	
Chittoor ...	...	...	2	5	1	22	...	30	
South Arcot ...	...	...	2	...	...	...	...	2	
Tanjore ...	...	2	7	3	9	24	...	46	
Trichinopoly ...	...	...	...	...	1	6	...	7	
Madure ...	...	2	...	...	2	6	...	12	
Ramnad ...	...	...	5	...	1	1	...	8	
Tinnevely ...	...	...	2	...	4	5	...	11	
Coimbatore ...	...	...	...	...	4	...	...	4	
Salem ...	...	...	2	2	2	1	...	7	
The Nilgiris ...	...	...	...	...	2	1	...	3	
Malabar ...	...	...	...	...	...	124	...	133	
South Kanara ...	...	...	3	1	...	9	...	16	
Agency { Ganjām ...	...	...	...	...	...	2	...	13	
{ Vizagapatam ...	...	...	1	...	...	9	...	12	
{ Godāvāri, East ...	...	...	...	...	...	...	...	...	
Total ... { 1932-33 ...	14	9	94	29	101	362	6	50	685
{ 1931-32 ...	21	6	143	29	89	371	10	45	714

(37)—Statement showing the Number of Teachers, the Percentage of Trained Teachers to the Total Number in each District, the Number of Pupils per Trained Teacher and the Number of Pupils per Teacher in Elementary Schools for Boys.

Districts.	Number of teachers.		Percentage of trained teachers to the total number in each district.	Total number of pupils on rolls on the 31st March 1933.	Number of pupils per trained teacher.	Number of pupils per teacher.
	Trained.	Total.				
	Ganjām ... ..	2,170				
Vizagapatam ... ..	2,429	4,293	57	92,069	38	21
Gōdāvari, East ... ..	3,035	4,116	74	101,629	33	25
Do. West ... ..	2,147	2,989	72	72,536	34	24
Kistna ... ..	2,382	3,780	63	84,794	36	28
Guntūr ... ..	3,208	4,830	66	112,315	35	23
Kurnool ... ..	1,754	2,458	71	59,054	30	24
Bellary ... ..	925	1,561	59	87,620	41	24
Anantapur ... ..	1,177	1,719	68	42,113	35	24
Cuddapah ... ..	1,131	2,082	56	46,887	41	23
Nellore ... ..	1,595	2,686	59	60,821	38	23
Madras ... ..	1,275	1,692	78	42,625	33	26
Chingleput ... ..	2,139	2,687	81	72,342	34	27
North Arcot ... ..	2,116	3,886	54	111,879	53	29
Chittoor ... ..	1,447	2,081	70	51,281	35	25
South Arcot ... ..	2,580	4,311	62	112,676	42	26
Tanjore ... ..	2,942	4,445	66	110,945	38	25
Trichinopoly ... ..	1,764	2,813	63	75,428	43	27
Madura ... ..	2,331	3,049	76	83,643	38	29
Rampad ... ..	1,998	3,679	56	90,066	45	25
Linnevelly ... ..	2,863	5,187	55	124,923	43	24
Coimbatore ... ..	1,974	2,372	69	74,735	38	26
Salem ... ..	1,549	2,273	68	62,973	41	27
The Nilgiris ... ..	305	405	75	10,072	33	25
Malabar ... ..	6,600	13,219	50	306,344	46	23
South Kanara ... ..	2,215	3,650	61	85,240	39	23
Agency { Ganjām ... ..	440	630	70	13,023	30	21
{ Vizagapatam ... ..	823	506	64	12,176	38	24
{ Gōdāvari, East ... ..	222	292	76	6,448	29	22
Total ... { 1932-33 ... ..	57,136	92,513	62	2,248,189	40	24
{ 1931-32 ... ..	55,104	94,290	58	2,264,776	41	24

(38) Statement showing the Number of Trained and Untrained Teachers by classes in Boys' Schools.

Teachers who are		In Elementary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
(1)		(2)	(3)	(4)	(5)	(6)	(7)
1. Caste Hindus	Men ...	4,097	2,507	15,310	9,330	18,570	11,120
	Women.	5	5	188	87	50	82
2. Muhamadans excluding Mappillas.	Men ...	71	82	517	191	2,160	874
	Women.	...	...	6	...	2	6
3. Mappillas	Men ...	16	19	275	336	765	1,084
	Women.	...	...	2	4	...	8
4. Indian Christians	Men ...	922	487	5,807	1,794	4,318	1,978
	Women.	42	9	1,270	310	348	653
5. Adi-Dravidas and Adi-Andhras.	Men ...	12	22	378	215	1,439	805
	Women.	3	...	53	13	22	83
6. Other depressed classes	Men ...	1	5	70	80	317	201
	Women.	...	...	...	...	...	1
Total	Men ...	5,119	3,122	22,357	11,946	27,564	16,037
	Women.	60	14	1,409	414	423	793

Teachers who are		In Secondary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
		(8)	(9)	(10)	(11)	(12)	(13)
1. Caste Hindus	Men ...	3,214	133	167	40	141	109
	Women.	1	...	...	...	...	...
2. Muhamadans excluding Mappillas.	Men ...	90	17	17	11	33	17
	Women.	...	...	...	...	...	...
3. Mappillas	Men ...	9	...	...	...	...	...
	Women.	...	...	...	...	...	...
4. Indian Christians	Men ...	560	44	75	18	16	10
	Women.	19	1	16	1	1	1
5. Adi-Dravidas and Adi-Andhras.	Men ...	2	3	...	...	...	...
	Women.	...	...	...	...	...	...
6. Other depressed classes	Men ...	5	...	...	...	...	1
	Women.	...	...	...	...	...	...
Total	Men ...	3,880	197	259	67	190	137
	Women.	20	1	16	1	1	1

(39)—Statement showing the Number of Trained and Untrained Teachers by Languages in Boys' Schools.

Teachers whose second language is		In Elementary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Tamil	Men ...	2,243	1,255	8,910	3,810	8,440	4,557
	Women.	29	5	518	137	191	382
2. Telugu	Men ...	1,799	921	8,041	3,053	10,309	6,438
	Women.	5	1	692	159	174	393
3. Kanarese	Men ...	279	152	1,003	817	1,190	669
	Women.	3	1	105	15	15	11
4. Malayalam.	Men ...	544	627	3,214	3,497	2,942	2,130
	Women.	9	7	145	103	38	15
5. Urdu	Men ...	207	124	778	256	2,030	797
	Women.	4	...	6	...	4	7
6. Oriya	Men ...	47	43	411	513	1,598	1,396
	Women.	...	...	3	...	...	...
Total	Men ...	5,119	3,122	22,357	11,946	27,564	16,037
	Women.	50	14	1,469	414	422	783

Teachers whose second language is		In Secondary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
(8)	(9)	(10)	(11)	(12)	(13)		
1. Tamil	Men ...	1,902	116	160	48	73	46
	Women.	6	...	3	...	...	1
2. Telugu	Men ...	1,329	51	49	5	80	77
	Women.	...	1	5	...	...	...
3. Kanarese	Men ...	162	7	15	...	2	2
	Women.	9	...	4	...	1	...
4. Malayalam.	Men ...	316	4	19	4	3	1
	Women.	5	...	4	1	...	...
5. Urdu	Men ...	75	15	15	9	30	10
	Women.	...	...	...	...	...	...
6. Oriya	Men ...	96	4	1	1	2	1
	Women.	...	...	...	...	...	...
Total	Men ...	3,880	197	259	67	180	137
	Women.	20	1	16	1	1	1

## SPECIAL EDUCATION.

(40)—Statement showing the Number of Students studying each Subject of the Technical, Art, Industrial and Commercial Group.

	1932.	1933.	
<i>Art education—</i>			
Drawing ... ..	417	796	
Technical Drawing ... ..	1,931	1,859	
Design ... ..	17	44	
Painting ... ..	48	33	
Modelling ... ..	49	806	
Geometrical Drawing ... ..	48	...	
	2,558	3,938	
<i>Technical education—</i>			
Civil Engineering ... ..	506	437	
Mechanical Engineering ... ..	804	116	
Electrical Engineering and Practical Telegraphy ... ..	478	...	
	1,588	552	
<i>Industrial education—</i>			
Wood Engraving ... ..	269	6	
Jewellers' work ... ..	24	27	
Printing, Book-binding, etc. ... ..	1,932	2,690	
Wood work ... ..	21,038	22,671	
Metal work ... ..	542	1,746	
Rattan work ... ..	2,568	2,818	
Textiles ... {	Cotton-weaving ... ..	16,262	15,841
	Carpet-weaving ... ..	427	1,064
	Lace-making ... ..	877	...
	White Embroidery ... ..	...	...
	Tape-making ... ..	1,029	632
Tailoring and Dress-making ... ..	Hand-knitting ... ..	159	18
	Embroidery ... ..	779	927
Tailoring and Dress-making ... ..	1,133	1,409	
Agriculture ... ..	1,457	1,245	
	48,491	50,788	
<i>Commercial education—</i>			
Book-keeping ... ..	403	149	
Commercial Correspondence ... ..	146	197	
Banking ... ..	159	11	
Commercial Geography ... ..	36	2	
Shorthand ... ..	587	395	
Typewriting ... ..	900	2,230	
	2,230	1,424	
	2,230	2,038	
Total ... ..	54,862	56,767	

WOMEN'S EDUCATION.

INDIAN SCHOOLS.

(41) Number and Strength of Indian Girls' Schools (both Public and Private)

	1931-32.		1932-33.	
	Schools.	Pupils.	Schools.	Pupils.
<i>Public Institutions.</i>				
Government ... ..	102	12,356	99	12,367
Municipal Board ... ..	452	51,591	448	52,277
Local Board ... ..	3,364	173,454	3,286	172,485
Panchayat ... ..	3	113	10	300
Aided ... ..	1,829	140,221	1,813	145,557
Unaided ... ..	94	3,837	46	2,637
<b>Total, Public Institutions ...</b>	<b>5,844</b>	<b>381,572</b>	<b>5,702</b>	<b>385,623</b>
Private Institutions ... ..	61	2,149	85	3,209
<b>Total, Private Institutions ...</b>	<b>61</b>	<b>2,149</b>	<b>85</b>	<b>3,209</b>
<b>Grand total ...</b>	<b>5,905</b>	<b>383,721</b>	<b>5,787</b>	<b>388,832</b>

NOTE.—(i) Including girls reading in Indian boys' schools and excluding boys reading in Indian girls' schools, there were on the 31st March 1933, 758,133 girls under instruction in both public (Indian) and private schools against 787,078 on the 31st March 1932.

(ii) The number of girls reading in Indian boys' schools (public and private) alone was 399,267 on the 31st March 1933 against 378,431 on the 31st March 1932.



## (42)--Scholars (Girls) in Indian Schools (Public and Private) under Instruction and Girls in Indian Public Elementary Schools.

Districts.	Female population, census of 1931.	Scholars (girls) in Indian schools (public and private) on 31st March		Girls in public elementary schools on 31st March		Percentage of scholars (girls) in Indian schools (public and private) to female population.		Percentage of girls in public elementary schools to female population.	
		1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Ganjām ...	1,113,624	15,509	18,005	15,109	17,312	1·4	1·6	1·4	1·6
Vizagapatam ...	1,251,732	21,572	22,811	20,921	21,825	1·7	1·8	1·7	1·7
Godāvāri, East ...	851,564	40,932	42,814	39,438	41,064	4·8	5·0	4·6	4·8
Do. West ...	620,729	31,324	33,026	30,528	31,905	5·0	5·3	4·9	5·1
Kistna ...	618,504	35,211	37,292	34,117	36,078	5·7	6·0	5·5	5·8
Guntūr ...	1,006,667	47,123	47,918	45,659	45,370	4·7	4·7	4·5	4·5
Kurnool ...	504,723	16,356	16,496	15,883	16,109	3·2	3·3	3·2	3·2
Bellary ...	476,756	9,086	9,047	8,636	8,590	1·9	1·9	1·8	1·8
Anantapur ...	510,877	11,350	11,407	11,098	11,073	2·2	2·2	2·2	2·2
Cuddapah ...	465,483	10,962	11,102	10,708	10,892	2·4	2·4	2·3	2·3
Nellore ...	741,900	21,507	21,867	20,413	20,552	2·9	3·0	2·8	2·8
Madras ...	306,007	29,695	29,821	21,211	24,095	9·7	9·7	7·9	7·9
Chingleput ...	817,954	20,845	20,728	20,075	19,846	2·5	2·5	2·5	2·4
North Arcot ...	1,135,379	28,508	28,021	27,738	27,209	2·5	2·5	2·4	2·4
Chittoor ...	708,778	13,386	13,456	12,737	12,907	1·9	1·9	1·8	1·8
South Arcot ...	1,229,435	23,908	24,286	23,364	23,819	2·0	2·0	1·9	1·9
Tanjore ...	1,242,182	33,686	33,818	31,871	31,588	2·7	2·7	2·6	2·6
Trichinopoly ...	978,378	21,231	20,739	19,764	19,111	2·2	2·1	2·0	1·9
Madura ...	1,114,310	24,393	25,781	23,084	24,488	2·2	2·3	2·1	2·2
Ramnad ...	966,778	21,378	22,729	21,108	22,398	2·2	2·4	2·2	2·3
Tinnevely ...	1,059,748	40,738	42,347	37,495	39,201	3·8	3·9	3·5	3·6
Goimbatore ...	1,226,840	25,037	24,297	23,491	22,640	2·0	2·0	1·9	1·8
Salem ...	1,222,229	17,560	17,629	17,196	17,171	1·4	1·4	1·4	1·4
The Nilgiris ...	77,402	3,466	3,452	3,253	3,055	4·5	4·5	4·2	3·9
Malabar ...	1,817,806	134,467	11,169	127,629	182,700	7·4	7·8	7·0	7·3
South Kanara ...	708,291	32,969	33,462	28,238	28,742	4·7	4·7	4·0	4·1
Agency. { Ganjām ...	180,167	1,582	1,623	1,538	1,538	0·9	0·9	0·9	0·9
{ Vizaga- patam ...	583,131	1,785	2,036	1,740	1,938	0·3	0·3	0·3	0·3
{ Godāvāri, East ...	119,734	1,736	1,863	1,703	1,822	1·5	1·6	1·4	1·5
Total ...	23,957,108	737,078	758,183	698,805	715,034	3·1	3·2	3·0	3·0

(43)—Number of Girls in Indian Secondary Schools on the 31st March 1933.

Districts.	Girls.	Districts.	Girls.
Ganjam ... ..	272	Tanjore ... ..	868
Visagapatam ... ..	314	Trichinopoly ... ..	1,098
Godavari, East ... ..	671	Madura ... ..	874
Do. West ... ..	257	Ramnad ... ..	110
Kistna ... ..	456	Tinnevely ... ..	1,632
Guntur ... ..	625	Coimbatore ... ..	1,170
Kurnool ... ..	245	Salem ... ..	328
Bellary ... ..	305	The Nilgiris ... ..	331
Anantapur ... ..	239	Malabar ... ..	4,227
Cuddapah ... ..	195	South Kanara ... ..	2,945
Nellore ... ..	625	Agency. { Ganjam ... ..	...
Madras ... ..	4,438	{ Vizagapatam ... ..	...
Chingleput ... ..	316	{ Godavari, East ... ..	4
North Arcot ... ..	483		
Chittoor ... ..	354		
South Arcot ... ..	345		
		Total ... ..	23,617

(44)—Public Elementary Schools for Girls.

Managing agencies.	1931-32.		1932-33.	
	Schools.	Pupils.	Schools.	Pupils.
Government ... ..	41	4,368	38	4,418
Municipal Board ... ..	449	51,100	445	51,781
Local Board ... ..	3,361	172,796	3,283	171,782
Panchayat ... ..	8	113	10	300
Aided ... ..	1,728	126,284	(a) 1,710	130,652
Unaided ... ..	90	3,733	(b) 42	2,530
Total ... ..	5,672	358,394	5,528	361,473

(a) Of these, 623 schools with 60,884 pupils were under mission management.

(b) Do. 12 do. 804 do. do.

## SUPPLEMENTAL STATISTICS

## (45)—Number of Elementary Schools for Girls.

Managing agencies.	Number of elementary schools at the beginning of the year, viz., on the 31st March 1932.	Number closed during the year.	Number newly opened during the year.	Number of secondary schools converted into elementary schools during the year.	Total number of elementary schools at the end of the year, viz., on the 31st March 1933.	Number of elementary school buildings constructed during the year and intended to provide accommodation for			
						Existing board schools.	Board schools at places where aided elementary schools but no board schools formerly existed.	Board schools at places where unaided elementary schools but no board or aided schools formerly existed.	Board schools at places where no elementary schools of any description whether board, aided or unaided schools formerly existed.
Government ... ..	41	4	1	...	88	...	...	...	...
Municipal Board .. ..	44	8	4	...	445	1	...	...	...
Talak Board ... ..	3,361	114	36	...	3,283	3	...	...	...
Panchayat ... ..	3	..	7	...	10	...	...	...	...
Aided ... ..	1,728	102	84	...	1,710	3	...	...	...
Unaided ... ..	80	78	30	...	42	...	...	...	...
Total ... ..	5,672	306	162	...	5,528	7	...	...	...

## (46) Public Elementary Night Schools for Girls according to Management.

Management.	1931-32.		1932-33.	
	Schools.	Pupils.	Schools.	Pupils.
Government School... ..	1	25	...	...
Board Schools ... ..	5	300	5	263
Aided Schools ... ..	25	752	13	585
Unaided Schools ... ..	8	224	1	25
Total ... ..	39	1,301	24	872

(47)—Extension of Elementary Education for Girls.

District.	Number of population centres or groups of hamlets in close proximity having a population of (according to the census of 1931)				Number of villages or groups of hamlets in close proximity provided with one or more public or private girls' schools, the population of each village being				Percentage of column (6) to (2).	Percentage of column (7) to (8).	Percentage of column (8) to (4).	Percentage of column (9) to (5).	Number of villages with a population of more than 5,000 which are unprovided with girls' schools.
	5,000 to 4,000.	4,000 to 3,000.	3,000 to 2,000.	Less than 2,000.	5,000 to 4,000.	4,000 to 3,000.	3,000 to 2,000.	Less than 2,000.					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Ganjām ...	16	15	62	4,304	16	10	53	75	100	77	76	6	...
Vizagapatam ...	18	41	130	2,263	16	27	53	52	89	66	41	2	2
Godāvāri, East ...	57	69	126	548	50	47	58	40	86	68	46	7	1
Do. West	52	49	99	582	44	33	30	18	85	67	30	3	...
Kistna ...	16	34	78	729	16	31	58	41	100	91	74	5	...
Guntūr ...	38	83	213	437	33	65	116	64	87	78	54	11	1
Kurnool ...	7	21	76	788	7	18	37	39	100	76	49	5	...
Bellary ...	9	11	43	888	9	10	30	9	100	91	67	1	...
Anantapur ...	16	23	70	649	12	23	29	39	75	100	41	6	...
Ouddapah ...	21	29	77	866	24	25	40	34	114	86	52	4	...
Nellore ...	11	33	77	1,602	7	26	49	82	64	79	64	5	2
Madras ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chingleput ...	7	17	59	2,174	5	12	26	39	71	71	44	1	...
North Arcot ...	28	31	117	1,790	24	24	51	23	86	77	44	1	...
Chittoor ...	9	15	84	297	8	12	38	9	89	80	45	9	...
South Arcot ...	6	21	81	2,229	8	16	44	65	100	76	54	2	...
Tanjore ...	8	35	125	2,588	8	27	59	68	100	77	47	3	6
Trichinopoly ...	29	66	186	767	21	34	81	34	97	52	44	4	7
Madura ...	45	76	128	780	32	38	55	6	71	47	44	8	15
Ramnād ...	11	32	76	3,509	11	25	43	18	100	72	57	51	1
Tinnevelly ...	20	62	150	720	15	48	72	14	75	77	48	2	3
Coimbatore ...	173	49	200	681	53	35	47	11	31	35	23	2	22
Salem ...	27	54	177	1,433	23	31	72	34	85	63	4	2	...
The Nilgiris ...	5	10	12	34	2	7	3	2	40	70	25	12	2
Malabar ...	115	111	189	1,395	66	71	103	186	57	64	54	13	30
South Kanara ...	26	25	113	618	12	13	34	15	46	52	30	24	...
Agency { Ganjām ...	...	...	...	2,983	...	...	...	10	...	...	...	4	...
Agency { Vizagapatam ...	1	2	6	4,725	1	2	4	6	100	100	66	1	...
Agency { Godāvāri, East ...	2	5	6	444	2	2	1	...	100	40	17	...	...
Total ...	773	1,069	2,758	40,811	525	711	1,286	1,033	68	67	47	3	92

## SUPPLEMENTAL STATISTICS

(48)—Statement showing Particulars of Aided Elementary Schools for Girls managed by Teacher-Managers.

Districts.	Number of aided elementary schools managed by teacher-managers.	Number of trained teachers in such schools.	Number of such schools which received extra grant on account of efficiency of work.	Number of such schools which received diminished grant for bad work.	Number of villages in the district with a population of more than 1,000 that are not provided with an elementary board or aided school.
Ganjām ... ..	36	23	9	10	...
Vizagapatam ... ..	50	31	10	18	...
Godāvāri, East ... ..	60	48	23	16	175
Do. West... ..	16	15	12	1	93
Kistna ... ..	43	9	1	4	91
Guntūr ... ..	98	69	32	25	274
Kurnool ... ..	23	12	4	4	301
Bellary ... ..	5	3	1	...	214
Anantapur ... ..	7	1	3	1	269
Cuddapah ... ..	14	4	1	...	256
Nellore ... ..	77	37	20	36	321
Madras ... ..	1	10	1	...	...
Chingleput ... ..	...	...	...	...	...
North Arcot ... ..	6	1	...	...	566
Chittoor ... ..	9	7	6	1	48
South Arcot ... ..	2	5	...	...	...
Tanjore ... ..	9	14	7	...	564
Trichinopoly ... ..	3	3	2	...	...
Madura ... ..	3	2	...	...	...
Ramnād ... ..	3	3	1	...	...
Tinnevelly ... ..	12	10	8	1	376
Coimbatore ... ..	1	2	1	...	538
Salem ... ..	...	...	...	...	636
The Nilgiris ... ..	...	...	...	...	...
Malabar ... ..	203	414	113	57	386
South Kanara ... ..	3	12	3	...	420
Agency { Ganjām ... ..	8	6	...	5	...
{ Vizagapatam ... ..	2	1	1	1	...
{ Godāvāri, East. ... ..	...	...	...	...	...
Total— { 1932-33 ... ..	694	742	258	180	5 578
{ 1931-32 ... ..	697	664	258	188	3,782

(49)—Statement showing the number of Elementary School Buildings (Girls' Schools) constructed during the year

Number of elementary school buildings (for girls' schools), constructed by

Districts.	Public agencies.				Private agencies.				Total.
	Govern- ment.	Municipal Board.	Local Board.	Panchayat.	Aided		Unaided		
					Mission.	Non- mission.	Mis- sion.	Non- mission.	
Godāveri, East ...	...	...	...	...	...	2	...	...	2
Tanjore ...	...	...	...	...	...	1	...	...	1
Madura ...	...	...	2	...	1	...	...	...	3
Ramnad ...	...	1	1	...	2	1	...	...	5
Tinnevely ...	...	...	...	...	2	...	...	...	2
Salem ...	...	...	1	...	...	...	...	...	1
Malabar ...	...	...	...	...	1	3	1	2	7
South Kanara ...	...	1	...	...	...	1	...	...	2
Total—									
{ 1932-33 ...	...	2	4	...	6	8	1	2	23
{ 1931-32 ...	...	4	5	...	5	27	...	4	45

(50)—Statement of Part-time and Night

Districts.	Under										Total of part-time and night schools.	Schools under management of	
	Public management.	Private management.								Who are also managers of full-time day schools.		Number of schools.	Number of pupils.
		Mission.				Non-mission.							
		Aided.		Unaided.		Aided.		Unaided.					
		Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Ganjām ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Visagapatam ...	...	...	...	...	...	...	1	60	...	...	1	...	...
Godāvāri, East ...	...	...	...	...	...	...	1	16	...	...	1	1	29
Do, West ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kistna ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Guntūr ...	...	...	1	28	...	...	...	...	...	...	1	1	28
Kurnool ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bellary ...	...	...	...	...	...	...	2	74	...	...	2	...	...
Anantapur ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cuddapah ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nellore ...	...	...	...	...	...	...	2	82	...	...	2	...	...
Madras ...	1	24	...	...	...	...	...	...	...	...	1	...	...
Chingleput ...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Arcot ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Chittoor ...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Arcot ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tanjore ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trichinopoly ...	...	...	1	26	...	...	...	...	...	...	1	1	26
Madura ...	4	239	2	90	1	25	...	...	...	...	7	2	63
Ramnad ...	...	...	2	56	...	...	...	...	...	...	2	2	56
Tinnevely ...	...	...	4	154	...	...	2	49	...	...	6	5	174
Coimbatore ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Salem ...	...	...	...	...	...	...	...	...	...	...	...	...	...
The Nilgiris ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Malabar ...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Kanara ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agency { Ganjām.	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Visagapatam.	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Godāvāri,	...	...	...	...	...	...	...	...	...	...	...	...	...
{ East.	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... { 1932-33...	5	262	10	354	1	25	8	231	...	...	24	12	369
{ 1931-32...	5	290	14	481	6	159	14	426	2	55	41	25	747

Schools for Girls and Female Adults.

the manage- persons.		Number of pupils aged.				Number of pupils.		Number of pupils.			Number of pupils who when admitted were illiterate.	Number of teachers.		
Who are employed as teachers in full-time day schools.	Number of schools. Number of pupils.	Below 6 years.	From 6 to 11 years.	From 11 to 18 years.	Over 18 years.	Employed during the day.	Not employed during the day.	Who have attended but are not now attending full-time day schools.	Who are now attending full-time day schools.	Who have not attended full-time day schools.		Who are also teachers in full-time day schools.	Who are teachers in part-time schools only.	Others.
(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
...	...	4	40	16	...	...	60	...	...	60	60	3	1	...
1	22	...	13	...	...	...	16	...	...	16	16	1	...	...
1	28	...	...	13	15	...	22	...	...	22	2	1	...	...
...	...	42	32	...	...	...	74	...	...	74	74	...	3	...
...	...	...	20	12	...	32	...	...	...	32	32	...	...	...
...	...	...	4	20	...	4	20	...	10	14	24	8	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	52	151	13	13	26	26	328	26	...	353	26	...	3	...
...	...	3	195	7	25	25	3	...	...	56	56	5	9	...
2	49	49	26	27	53	3	4	...	...	203	133	3	...	...
...	...	...	140	14	199	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	161	4	285	475	108	839	583	26	10	836	602	25	17	8
8	201	...	476	775	180	945	466	135	43	1,233	1,178	36	24	10



(51)—Statement showing the Number of Teachers, the Percentage of Trained Teachers to the total Number in each District, the Number of Pupils per Trained Teacher and the Number of Pupils per Teacher in Elementary Schools for Girls.

Districts.	Number of teachers.		Percentage of trained teachers to the total number in each district.	Total number of pupils on rolls on the 31st March 1933.	Number of pupils per trained teacher.	Number of pupils per teacher.
	}					
	Trained.	Total.				
Ganjām ...	268	341	79	7,179	26	31
Vizagapatam ...	422	540	78	11,654	28	32
Godāvari, East ...	652	812	80	20,078	31	25
Do. West ...	471	528	89	13,156	28	25
Kistna ...	479	549	87	13,254	28	24
Guntūr ...	756	908	83	21,393	28	24
Kurnool ...	219	272	80	6,770	31	25
Bellary ...	174	194	89	5,219	30	27
Anantapur ...	220	257	86	6,922	31	27
Cuddapah ...	137	189	73	4,869	35	26
Nellore ...	356	432	82	9,808	28	23
Madras ...	724	805	90	19,493	27	24
Chingleput ...	338	390	86	10,892	31	27
North Arcot ...	446	509	88	14,491	33	28
Chittoor ...	202	249	81	6,206	31	25
South Arcot ...	415	455	91	12,663	31	28
Tanjore ...	565	639	88	16,706	30	26
Trichinopoly ...	443	512	86	13,049	29	26
Madura ...	597	648	92	17,408	29	27
Ramnad ...	447	513	87	13,366	30	26
Tinnevely ...	784	898	87	20,500	26	23
Coimbatore ...	443	502	88	13,792	31	28
Salem ...	345	385	90	11,112	32	29
The Nilgiris ...	62	62	84	1,491	29	24
Malabar ...	1,526	2,518	60	57,811	38	23
South Kanara ...	368	426	86	11,117	30	26
Agency ...						
{ Ganjām ...	9	15	60	344	38	23
{ Vizagapatam ...	24	37	64	826	34	23
{ Godāvari, East ...	15	18	83	414	27	23
Total—						
{ 1932-33 ...	11,894	14,601	81	361,473	30	25
{ 1931-32 ...	11,540	14,541	79	358,394	31	25

(52)—Statement showing the Number of Trained and Untrained Teachers by Classes in Girls' Schools.

Teachers who are		In Elementary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
(1)		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
		(2)	(3)	(4)	(5)	(6)	(7)
1. Caste Hindus	Men.	164	128	1,305	605	1,777	429
	Women.	96	18	971	226	1,268	279
2. Muhammadans excluding Mappillas.	Men.	2	2	5	4	69	37
	Women.	6	1	100	5	355	167
3. Mappillas	Men.	...	...	2	5	8	25
	Women.	...	...	23	9	34	40
4. Indian Christians	Men.	36	18	284	39	208	56
	Women.	510	34	3,717	214	798	242
5. Adi-Dravidas and Adi-Andhras.	Men.	...	...	8	1	51	7
	Women.	2	...	38	2	19	5
6. Other depressed classes.	Men.	...	...	...	...	1	...
	Women.	...	...	2	...	3	...
<b>Total</b>	Men.	<b>202</b>	<b>148</b>	<b>1,604</b>	<b>654</b>	<b>2,114</b>	<b>554</b>
	Women.	<b>614</b>	<b>53</b>	<b>4,851</b>	<b>456</b>	<b>2,475</b>	<b>793</b>

Teachers who are		In Secondary Schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
		(8)	(9)	(10)	(11)	(12)	(13)
1. Caste Hindus	Men.	3	1	8	4	2	6
	Women.	21	9	16	8	2	2
2. Muhammadans excluding Mappillas.	Men.	...	...	...	...	...	...
	Women.	6	...	...	...	...	1
3. Mappillas	Men.	...	...	...	...	...	...
	Women.	...	...	...	...	...	...
4. Indian Christians	Men.	3	1	...	...	1	1
	Women.	470	10	76	6	4	6
5. Adi-Dravidas and Adi-Andhras.	Men.	...	...	...	...	...	...
	Women.	2	...	...	...	...	...
6. Other depressed classes.	Men.	...	...	...	...	...	...
	Women.	...	...	...	...	...	...
<b>Total</b>	Men.	<b>6</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>7</b>
	Women.	<b>569</b>	<b>19</b>	<b>92</b>	<b>14</b>	<b>6</b>	<b>8</b>

## SUPPLEMENTAL STATISTICS

(53)—Statement showing the Number of Trained and Untrained Teachers by Languages in Girls' Schools.

Teachers, whose second language is		In Elementary schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1. Tamil ...	Men.	49	21	366	58	537	65
	Women.	388	15	2,810	167	1,035	268
2. Telugu ...	Men.	125	56	926	164	1,255	264
	Women.	99	11	1,057	40	602	135
3. Kanarese ...	Men.	3	3	15	4	31	3
	Women.	31	4	234	18	133	10
4. Malayalam.	Men.	22	65	274	406	174	165
	Women.	92	22	655	221	338	150
5. Urdu ...	Men.	2	2	1	4	59	38
	Women.	4	1	92	3	355	167
6. Oriya ...	Men.	1	1	22	18	58	20
	Women.	...	...	3	7	12	3
Total ...	Men.	202	148	1,604	654	2,114	554
	Women.	614	53	4,851	456	2,475	738

Teachers, whose second language is		In Secondary schools.					
		Secondary grade.		Higher Elementary grade.		Lower Elementary grade.	
		Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
(8)	(9)	(10)	(11)	(12)	(13)		
1. Tamil ...	Men.	4	1	2	...	1	3
	Women.	279	9	55	10	4	5
2. Telugu ...	Men.	2	...	4	3	2	4
	Women.	99	3	16	2	...	...
3. Kanarese ...	Men.	...	...	1	1	...	...
	Women.	88	1	8	2	...	...
4. Malayalam.	Men.	...	1	1	...	...	...
	Women.	97	6	18	...	2	2
5. Urdu ...	Men.	...	...	...	...	...	...
	Women.	6	...	...	...	...	1
6. Oriya ...	Men.	...	...	...	...	...	...
	Women.	...	...	...	...	...	...
Total ...	Men.	6	2	8	4	3	7
	Women.	569	19	92	14	6	8

EUROPEAN EDUCATION.

(54)—*Institutions chiefly intended for Europeans.*

	1931-32.		1932-33.	
	Number.	Strength.	Number.	Strength.
Secondary schools for boys... { High schools ... ..	12	2,510	12	2,455
Do. for girls { Middle schools ... ..	10	1,357	10	1,390
Do. for girls { High schools ... ..	19	2,917	19	3,019
	16	2,153	16	2,170
Primary schools for boys ... ..	11	1,184	16	1,429
Do. for girls ... ..	10	501	5	289
Training schools for mistresses ... ..	2	40	2	40
Special schools for girls ... ..	2	97	2	93
Total ... ..	82	10,759	81	10,885

(55)—*European Scholars in Public Schools in the different Classes of Institutions.*

	1931-32.		1932-33.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges for men (Indians) ... ..	66	8	74	11
Do. for women (do.) ... ..	...	33	...	43
Professional colleges for men (do.) ... ..	29	7	29	9
Do. for women (do.) ... ..	...	7	...	6
Secondary schools for boys (do.) ... ..	272	2	296	3
Do. for girls (do.) ... ..	2	83	22	108
Elementary schools for boys (do.) ... ..	135	10	178	58
Do. for girls (do.) ... ..	20	100	13	91
High schools for boys for Europeans ... ..	2,057	60	1,977	53
Do. for girls do. ... ..	341	2,116	370	2,095
Middle schools for boys do. ... ..	768	369	781	894
Do. for girls do. ... ..	453	1,328	461	1,355
Primary schools for boys do. ... ..	584	484	715	562
Do. for girls do. ... ..	197	263	107	143
Training schools for masters ... ..	2	...	2	...
Do. for mistresses { Indians ... ..	...	24	...	19
	...	40	...	39
Other special schools { Indians ... ..	189	43	144	98
	...	79	...	78
Total ... ..	5,125	5,056	5,169	5,165

## SUPPLEMENTAL STATISTICS

(56)—*Qualifications of Teachers employed in European Schools for General Education.*

		Number of teachers.		
		1931-32.	1932-33.	
Teachers holding—				
Trained	...	A degree ... ..	80	79
		Secondary grade ... ..	289	305
		Elementary higher grade.	121	114
		Do. lower grade ...	10	7
		Others ... ..	41	43
		541	548	
Untrained	(a) Certificated	A degree ... ..	28	27
		Secondary grade ... ..	31	30
		Elementary higher grade.	17	17
		Do. lower grade...	4	8
			75	77
	(b) Uncertificated.	A degree ... ..	15	14
		Secondary grade ... ..	22	19
		Elementary higher grade...	18	22
		Do. lower grade ...	7	9
		Others ... ..	59	52
		121	116	

(a) Teachers of proved ability and approved service.

(b) Holding general education certificates only.

(57)—*Expenditure on European Schools.*

Expenditure from	Expenditure during		Percentage to total expenditure.	
	1931-32.	1932-33.	1931-32.	1932-33.
	RS.	RS.		
Public funds	8,28,594	6,78,094	31.38	27.83
Fees	6,79,723	6,70,918	25.78	27.63
Other sources	11,32,943	10,88,369	42.89	44.66
Total	26,41,260	24,87,881	100.00	100.00

# MUHAMMADAN EDUCATION.

(58)—*Institutions chiefly intended for Muhammadans.*

Classes of institutions.	Public institutions.														Private institutions.		Grand total.		
	Government.		Municipal Board.		Local Board.		Panchayat.		Aided.		Unaided.		Total.		Schools.	Pupils.	Schools.	Pupils.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.					
<i>Public institutions.</i>																			
Arts colleges for men ... ..	1	101	...	...	...	...	...	...	8	242	...	...	4	348	...	...	...	...	
Secondary schools for boys ... ..	6	1,505	3	299	...	...	...	...	6	1,353	1	348	16	3,505	...	...	...	...	
Do. girls ... ..	1	319	...	...	...	...	...	...	...	...	...	...	1	319	...	...	...	...	
Elementary schools for boys ... ..	10	1,206	220	18,575	1,445	81,354	3,111	1,389	97,213	31	1,642	3,098	300,101	...	...	...	...		
Do. girls ... ..	6	662	111	8,958	310	15,650	2,69	129	6,297	5	170	563	81,806	...	...	...	...		
Training schools for masters ... ..	6	523	...	...	...	...	...	...	...	...	...	6	523	...	...	...	...		
Do. mistresses ... ..	6	194	...	...	...	...	...	...	...	...	...	6	194	...	...	...	...		
Other special schools for boys ... ..	...	...	...	...	...	...	...	...	4	236	...	...	4	236	...	...	...		
Do. girls ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ... ..	36	4,510	334	27,832	1,765	97,004	5,180	1,531	105,341	87	2,160	3,698	237,027	...	...	8,698	237,027		
<i>Private schools.</i>																			
Advanced schools teaching Arabic or Persian for boys ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	222	8,123	...	...	
Advanced schools teaching Arabic or Persian for girls ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Elementary schools teaching Quran for boys ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	319	15,411	...	...	
Elementary schools teaching Quran for girls ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	541	23,534	541	23,534		
Grand total ... ..	1932-33 ... ..		...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,239	260,561	
Grand total ... ..			1931-32 ... ..		39	4,721	354	28,549	1,761	96,659	2,71	1,607	102,680	47	2,559	3,810	235,439	505	20,809

SUPPLEMENTAL STATISTICS

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(59)—Distribution of Muhammadan Pupils (Public and Private) in all Schools by Districts.

Districts.	Muhammadan population (census of 1931).			Muhammadan scholars on the 31st March.						Percentage of Muhammadan scholars to the Muhammadan population (census of 1931).						
	Males.	Females.	Total.	1932.			1933.			1932.			1933.			
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Ganjam	2,849	2,636	5,485	480	241	721	494	254	748	16.9	9.1	13.1	17.8	9.6	13.6	
Visagapatam	11,740	11,944	23,684	2,038	871	2,909	2,011	839	2,850	17.4	7.3	12.3	17.1	7.1	12.0	
Godavari, East	13,122	13,555	26,677	2,428	1,300	3,728	2,461	1,276	3,737	18.5	9.6	14.0	18.8	9.4	14.0	
Do. West	12,978	12,623	25,602	1,968	880	2,848	2,134	906	3,039	15.2	7.0	11.1	16.4	7.2	11.9	
Kistna	32,228	30,779	63,007	4,375	1,950	6,325	4,615	1,934	6,549	13.6	6.3	10.0	14.3	6.3	10.4	
Guntur	80,956	76,690	157,646	10,294	3,782	14,076	9,972	3,887	13,859	12.7	4.9	8.9	12.3	5.0	8.8	
Kurnool	74,791	70,770	145,561	10,355	2,800	13,155	10,086	2,827	12,863	13.9	4.0	8.0	13.4	4.0	8.3	
Bellary	54,191	49,613	103,804	5,540	1,636	7,076	5,339	1,446	6,785	10.2	3.1	6.8	9.9	2.9	6.5	
Anantapur	50,515	48,489	98,954	7,765	2,642	10,407	7,023	2,698	9,721	15.4	5.5	10.5	13.9	5.4	9.7	
Cuddapah	64,175	60,306	124,481	8,732	2,475	11,207	7,988	2,526	10,514	13.6	4.1	8.0	12.5	4.2	8.4	
Nellore	51,960	51,232	103,192	6,022	1,842	7,824	6,066	1,830	7,896	11.7	3.6	7.7	11.7	3.6	7.7	
Madras	38,341	31,680	70,081	5,847	2,719	8,566	5,958	2,876	8,834	15.8	8.6	12.2	15.5	9.4	12.8	
Chingleput	19,503	17,502	37,005	2,887	911	3,298	2,361	855	3,216	12.3	5.2	8.4	12.1	4.9	8.7	
North Arcot	67,593	68,442	136,035	10,798	3,605	14,403	10,765	3,243	14,008	16.0	5.3	10.6	15.9	4.7	10.3	
Chittoor	41,704	38,344	80,048	5,197	1,579	6,776	4,822	1,597	6,419	12.5	4.1	8.5	11.3	4.2	7.9	
South Arcot	38,486	37,564	76,050	5,139	1,686	6,825	5,086	1,820	6,906	13.4	4.5	9.0	13.2	4.8	9.1	
Tanjore	64,213	61,407	125,620	13,127	2,310	15,437	12,757	2,733	15,490	20.4	2.8	9.0	19.9	3.4	10.6	
Trichinopoly	85,851	36,555	122,406	4,847	1,206	6,053	4,894	1,252	6,146	13.0	3.3	8.1	13.7	3.4	8.5	
Madura	44,648	45,639	90,587	5,915	1,070	6,985	6,066	1,089	7,155	13.2	2.3	7.7	13.5	2.4	7.9	
Ramad	49,590	71,280	120,870	7,601	2,809	10,210	7,805	2,555	10,390	15.2	3.7	8.4	15.6	3.6	8.6	
Tinnevely	53,426	66,907	120,333	9,095	2,904	11,999	9,228	2,827	12,165	17.0	4.3	10.0	17.1	4.4	10.1	
Coimbatore	29,335	27,029	56,364	4,547	1,605	6,152	4,419	1,554	5,973	15.5	5.9	10.9	15.1	5.7	10.6	
Salem	32,091	29,791	61,882	4,633	1,831	6,264	4,694	1,712	6,406	14.4	5.5	10.1	14.6	5.7	10.4	
The Nilgiris	6,697	4,261	10,958	626	290	916	599	197	796	9.3	6.8	8.4	8.9	4.6	7.3	
Malabar	589,032	594,421	1,183,453	88,883	37,249	126,132	85,412	39,781	125,193	14.7	6.3	10.4	15.0	6.7	10.8	
South Kanara	88,099	92,111	180,210	10,102	3,789	13,891	10,721	3,697	14,418	11.5	4.1	7.7	12.2	4.0	8.0	
Agency	Ganjam	66	39	95	18	18	36	11	29	8.2	3.3	5.6	8.5	2.8	3.6	
	Visagapatam	1,184	1,066	2,250	100	47	147	89	44	133	8.4	4.4	6.5	7.5	4.1	5.9
	Godavari, East	1,659	1,508	3,165	192	46	245	197	49	246	12.0	3.1	7.7	11.9	3.3	7.8
<b>Total</b>	<b>1,031,716</b>	<b>1,074,221</b>	<b>2,105,937</b>	<b>233,908</b>	<b>85,598</b>	<b>319,506</b>	<b>233,900</b>	<b>88,406</b>	<b>322,306</b>	<b>14.3</b>	<b>6.1</b>	<b>9.7</b>	<b>14.3</b>	<b>6.3</b>	<b>9.8</b>	

(60)—Institutions intended for Mappilas.

	1931-32.				1932-33.			
	Boys' schools.		Girls' schools.		Boys' schools.		Girls' schools.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
<i>Public institutions.</i>								
Government ... ..	12	1,262	..	..	8	850	..	..
Local and Municipal Board.	510	38,915	120	5,928	494	37,169	114	5,867
Aided ... ..	938	68,391	31	1,872	952	72,669	26	1,778
Unaided ... ..	18	1,211	1	81	15	1,049	..	..
Total ... ..	1,478	109,779	152	7,781	1,469	111,627	140	7,645
<i>Private institutions</i> ...	120	4,825	..	..	138	7,029	..	..
Grand total ... ..	1,598	114,604	152	7,781	1,607	118,656	140	7,645

(61)—Muhammadan Scholars in Public Schools in the different Classes of Institutions.

	1931-32.		1932-33.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges for men for Indians ... ..	464	..	450	1
Do. for women... ..	..	11	..	18
Oriental colleges ... ..	194	..	200	..
Professional colleges ... ..	90	1	104	2
Secondary schools for boys for Indians ...	11,660	29	12,186	48
Do. for girls do. ... ..	7	367	16	431
Elementary schools for boys do. ... ..	201,016	48,243	199,459	49,493
Do. for girls do. ... ..	1,692	31,490	2,252	31,498
High schools for boys for Europeans ... ..	35	..	40	..
Do. for girls do. ... ..	2	16	9	31
Middle schools for boys do. ... ..	6	2	8	5
Do. for girls do. ... ..	23	26	18	10
Primary schools for boys do. ... ..	2	1	8	4
Do. for girls do. ... ..	..	8	..	4
Training schools for masters ... ..	982	..	918	..
Do. for mistresses ... ..	..	217	..	214
Other special schools ... ..	691	2	556	3
Private institutions which do not teach any part of the secondary or elementary course but are recognized ... ..	29	2	21	..
Total ... ..	216,948	80,416	216,244	81,755



(62)—*Statement showing the Percentage of Muhammadan Scholars on the 31st March 1933 to the Total Number of Scholars in each of the Secondary stages of School-Education (vide G.O. Mis. No. 976, Educational, dated 7th September 1915).*

Secondary schools ... ..	7
High stage (a) ... ..	6
Middle stage (b) ... ..	6

(a) represents the percentage of Muhammadan scholars on the 31st March 1933 in the fourth, fifth and sixth forms of Indian secondary schools for boys and girls, and in the eighth and ninth standards of European high schools for boys and girls.

(b) represents the percentage of Muhammadan scholars on the 31st March 1933 in the first, second and third forms of Indian secondary schools for boys and girls, and in the fifth, sixth and seventh standards of European high and middle schools for boys and girls.

(63)—*Expenditure on Muhammadan and Mappilla Schools.*

Expenditure from	Expenditure in	
	1931-32.	1932-33.
	rs.	rs.
Public funds ... ..	20,73,512	21,74,781
Fees ... ..	68,335	65,169
Other sources ... ..	6,48,265	5,40,696
Total ... ..	27,90,112	27,80,696

# EDUCATION OF DEPRESSED CLASSES (ĀDI-DRĀVIDA, ĀDI-ĀNDHRA AND OTHER KINDRED CLASSES).

(64)—Institutions chiefly intended for Depressed Classes.

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Classes of institutions.	Public institutions.														Private institutions.		Grand total.	
	Government.		Municipal board.		Local board.		Panchayat.		Aided.		Unaided.		Total of public institutions.		Schools.	Pupils.	Schools.	Pupils.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.				
<i>Public institutions.</i>																		
Secondary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elementary schools for boys.	867	32,961	156	10,838	890	37,023	19	585	7,102	229,541	204	6,218	9,358	317,166	...	...	...	...
Do. for girls.	1	32	5	305	25	980	...	...	202	7,950	5	200	238	9,467	...	...	...	...
Training schools for masters.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other special schools for boys.	...	...	...	...	...	...	...	...	1	20	...	...	1	20	...	...	...	...
Do. for girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Total, Public institutions ...</b>	<b>868</b>	<b>32,993</b>	<b>161</b>	<b>11,143</b>	<b>1,015</b>	<b>38,003</b>	<b>19</b>	<b>585</b>	<b>7,305</b>	<b>237,511</b>	<b>209</b>	<b>6,418</b>	<b>9,577</b>	<b>326,653</b>	...	...	<b>9,577</b>	<b>326,653</b>
<i>Private institutions.</i>																		
Advanced schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Do. for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Elementary schools for boys.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	178	5,039	...	...
Do. for girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	13	834	...	...	
<b>Total, Private institutions ...</b>	...	...	...	...	...	...	...	...	...	...	...	...	...	<b>191</b>	<b>5,373</b>	<b>191</b>	<b>5,373</b>	
<b>Grand total ...</b>																		
{ 1932-33 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	<b>9,766</b>	<b>382,026</b>
{ 1931-32 ...	<b>1,147</b>	<b>46,280</b>	<b>170</b>	<b>11,676</b>	<b>834</b>	<b>30,120</b>	<b>28</b>	<b>901</b>	<b>7,795</b>	<b>243,903</b>	<b>241</b>	<b>7,209</b>	<b>10,215</b>	<b>339,799</b>	<b>294</b>	<b>7,610</b>	<b>10,509</b>	<b>347,399</b>

SUPPLEMENTAL STATISTICS

## SUPPLEMENTAL STATISTICS

(65)—*Scholars of Depressed Classes in Public Schools in the Different Classes of Institutions.*

	1931-32.		1932-33.	
	Boys.	Girls.	Boys.	Girls.
Arts colleges for men ... ..	54	...	57	3
Do. for women ... ..	...	...	...	8
Professional colleges for men ... ..	7	...	9	...
Secondary schools for boys ... ..	3,858	116	4,079	177
Do. for girls ... ..	23	329	18	497
Elementary schools for boys ... ..	224,027	46,825	216,732	46,972
Do. for girls ... ..	1,954	13,630	1,699	11,845
High schools for Europeans for boys ... ..	...	...	...	...
Do. for girls ... ..	...	...	...	10
Middle schools for Europeans for boys ... ..	...	...	...	...
Do. for girls ... ..	...	...	...	...
Primary schools for Europeans for boys ... ..	...	...	...	...
Training schools for masters ... ..	631	...	743	...
Do. for mistresses ... ..	...	74	...	64
Other special schools ... ..	527	40	628	50
Private institutions which do not teach any part of the secondary or elementary course but are recognized ... ..	66	...	23	1
Total ...	231,197	61,014	224,013	59,123

(66)—*Expenditure on Schools for Depressed Classes.*

Expenditure from	Expenditure in	
	1931-32.	1932-33.
	RS.	RS.
Public funds ... ..	17,92,842	17,61,766
Fees ... ..	17,419	18,892
Other sources ... ..	10,84,088	9,11,722
Total ...	28,94,354	26,91,880

EDUCATION OF THE ABORIGINAL, HILL AND CRIMINAL TRIBES.

(67)—Number and Strength of Schools for General Education in the Presidency (Elementary Schools for Boys only).

	Aboriginal and hill tribes.						Criminal tribes.		
	In the agency tracts.		In other than agency tracts.		Total.		Schools.	Pupils.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.			
Government	84	2,995	40	1,057	124	4,052	158	8,469	
Municipal Board	...	...	...	...	...	...	...	...	
Local Board	73	1,946	86	3,804	159	5,250	16	643	
Panchayat	...	...	2	55	2	55	...	...	
Aided	201	4,801	119	3,700	320	8,501	109	6,322	
Unaided	8	172	...	...	8	172	1	48	
Total	1932-33	366	9,914	247	8,114	613	18,030	284	15,477
	1931-32	350	9,798	274	8,641	624	18,439	299	14,748

NOTE.—The total number of pupils belonging to the aboriginal tribes under instruction in all classes of institutions (both public and private) in the Presidency was 22,217.

(68)—Expenditure on Schools for Aboriginal, Hill and Criminal Tribes

Expenditure from	Expenditure during		Percentage to total expenditure	
	1931-32.	1932-33.	1931-32.	1932-33.
	RS.	RS.		
Public funds	2,98,055	2,91,921	78.19	86.78
Fees	1,197	1,165	0.36	0.35
Other sources	33,815	43,518	11.45	12.92
Total	3,39,067	3,86,604	100.00	100.00

## PRIVATE INSTITUTIONS.

(69)—Statement showing Particulars of *Maktabs, Mulla Schools, Tols, Patasalas and Kyaung Schools* during the Official Year 1932-33 (vide G.O. No. 501, Educational, dated 9th May 1916, communicating Government of India, Letter No. 346, dated 14th April 1916).

Particulars.	Schools which were returned as private institution on the 31st March 1932 and which are now recognized as primary schools.		Classed in general Tables II-A and II-B as "Other schools."	Classed in general Tables II-A and II-B as "Un-recognized institutions."	Total.
<i>Maktabs.</i>					
1. Institutions ... ..	{ For boys ... ..	23	...	319	343
	{ For girls ... ..	...	...	...	...
2. Pupils ... ..	{ For boys ... ..	1,518	...	15,411	16,924
	{ For girls ... ..	...	...	...	...
3. Expenditure from Provincial funds	...	...	...	...	...
4. Expenditure from District or Local funds	...	...	...	...	...
5. Expenditure from Municipal funds	...	...	...	...	...
6. Fees ... ..	...	...	...	5,110	5,110
7. Other sources ... ..	...	9,746	...	15,050	24,796
8. Total expenditure	...	9,748	...	20,160	39,906
<i>Mulla schools.</i>					
1. Institutions ... ..	{ For boys ... ..	...	...	222	222
	{ For girls ... ..	...	...	...	...
2. Pupils ... ..	{ For boys ... ..	...	...	8,128	8,128
	{ For girls ... ..	...	...	...	...
3. Expenditure from Provincial funds	...	...	...	...	...
4. Expenditure from District or Local funds	...	...	...	...	...
5. Expenditure from Municipal funds	...	...	...	...	...
6. Fees ... ..	...	...	...	1,460	1,460
7. Other sources ... ..	...	...	...	58,785	58,785
8. Total expenditure	...	...	...	60,245	60,245
<i>Tols.</i>					
1. Institutions ... ..	{ For boys ... ..	...	110	105	215
	{ For girls ... ..	...	9	...	9
2. Pupils ... ..	{ For boys ... ..	...	4,584	1,882	5,998
	{ For girls ... ..	...	557	...	557
3. Expenditure from Provincial funds	...	...	27,039	...	27,039
4. Expenditure from District or Local funds	...	...	696	...	696
5. Expenditure from Municipal funds	...	...	330	...	330
6. Fees ... ..	...	...	502	2,111	2,613
7. Other sources ... ..	...	...	134,026	130,661	264,687
8. Total expenditure	...	...	162,893	132,772	295,665
<i>Patasalas.</i>					
1. Institutions ... ..	{ For boys ... ..	238	...	686	924
	{ For girls ... ..	25	...	78	101
2. Pupils ... ..	{ For boys ... ..	7,051	...	20,860	27,411
	{ For girls ... ..	1,278	...	2,652	3,930
3. Expenditure from Provincial funds	...	17,184	...	...	17,184
4. Expenditure from District or Local funds	...	...	...	...	...
5. Expenditure from Municipal funds	...	...	...	...	...
6. Fees ... ..	...	2,399	...	7,962	10,355
7. Other sources ... ..	...	17,768	...	66,317	84,085
8. Total expenditure	...	37,345	...	74,279	111,624

(70)—Number and Strength of Indigenous and other Private Institutions which do not teach any part of the Secondary or Elementary Course but are recognised.

Districts.	Schools.						Pupils.					
	Secondary schools for boys.		Secondary schools for girls.	Elementary schools for boys.		Total.	Secondary schools for boys.		Secondary schools for girls.	Elementary schools for boys.		Total.
	Arabic.	Sanskrit.	Sanskrit.	Sanskrit.	Sanskrit.		Arabic.	Sanskrit.	Sanskrit.	Sanskrit.	Sanskrit.	
Ganjām	2	..	..	10	..	12	118	..	..	270	..	388
Vizagapatam	3	..	..	5	..	8	75	..	..	87	..	162
Godāvari, East.	3	..	1	10	2	18	75	..	78	165	107	425
Do. West.	..	..	..	2	..	2	..	..	..	80	..	80
Kistna	1	..	..	8	..	4	19	..	..	64	..	83
Guntur	3	..	..	1	..	4	121	..	..	5	..	126
Kurnool	..	..	..	..	..	..	..	..	..	..	..	..
Bellary	..	..	..	4	..	4	..	..	..	77	..	77
Anantapur	..	..	..	1	..	1	..	..	..	80	..	80
Cuddapah	..	..	..	..	..	..	..	..	..	..	..	..
Nellore	1	..	..	1	..	2	73	..	..	18	..	91
Madras	1	..	..	..	..	1	32	..	..	..	..	32
Chingleput	2	..	..	2	..	4	40	..	..	88	..	76
North Arcot	..	..	..	1	..	1	..	..	..	42	..	42
Chittoor	1	..	..	..	..	1	63	..	..	..	..	63
South Arcot	..	..	..	2	..	2	..	..	..	59	..	59
Tanjore	2	..	..	6	..	8	117	..	..	162	..	279
Trichinopoly	..	..	..	1	..	1	..	..	..	17	..	17
Madura	1	..	..	1	..	2	18	..	..	98	..	116
Ramad	..	..	..	..	..	..	..	..	..	..	..	..
Tinnevelly	2	..	1	1	2	6	65	..	127	51	37	280
Coimbatore	..	..	..	..	..	..	..	..	..	..	..	..
Salem	..	..	..	..	..	..	..	..	..	..	..	..
The Nilgiris	..	..	..	..	..	..	..	..	..	..	..	..
Malabar	7	..	1	11	1	20	667	..	100	632	68	1,467
South Kanara	6	..	..	13	1	20	586	..	..	677	40	1,303
Agency. { Ganjām	..	..	..	..	..	..	..	..	..	..	..	..
{ Vizagapatam	..	..	..	..	..	..	..	..	..	..	..	..
{ Godāvari,	..	..	..	..	..	..	..	..	..	..	..	..
{ East	..	..	..	..	..	..	..	..	..	..	..	..
Total { 1932-33	35	..	3	75	6	119	2,064	..	305	2,620	252	5,141
{ 1931-32	136	..	2	82	7	128	19,193	..	223	2,490	223	5,077

## SUPPLEMENTAL STATISTICS

(71)—Number and Strength of Indigenous and other Private Institutions

Districts.	Schools.												Total.			
	Secondary schools for boys.			Secondary schools for girls.			Elementary schools for boys.				Elementary schools for girls.					
	Arabic.	Sanskrit.	Other schools.	Arabic.	Sanskrit.	Other schools.	Quran.	Sanskrit.	Verna- cular.	Other schools.	Quran.	Sanskrit.		Verna- cular.	Other schools.	
Ganjām ...	...	...	...	...	...	...	1	53	...	...	...	...	7	...	81	
Vizagapatam ...	...	...	...	...	...	...	...	53	...	...	...	...	12	...	65	
Godāvari, East ...	...	...	...	...	...	...	...	22	...	...	...	...	11	...	33	
Do. West ...	...	...	2	...	...	...	...	36	26	...	...	...	8	...	67	
Kistna ...	...	...	...	...	...	...	...	65	19	...	...	...	...	...	84	
Guntūr ...	...	...	...	...	...	...	...	25	16	...	...	...	11	...	52	
Kurnool ...	...	...	...	...	...	1	...	...	13	...	...	...	...	...	14	
Bellary ...	...	...	...	...	...	...	...	...	23	...	...	...	...	...	23	
Anantapur ...	...	...	...	...	...	...	...	17	1	...	...	...	...	...	18	
Ouddapah... ..	...	...	...	...	...	...	...	6	...	...	...	...	...	...	6	
Nellore ...	...	...	...	...	...	...	...	...	25	...	...	...	...	26	51	
Madras ...	3	1	...	...	...	...	...	...	...	...	...	...	...	...	4	
Chingleput ...	5	...	...	...	...	...	...	6	51	...	...	...	...	...	62	
North Arcot ...	4	...	...	...	...	1	...	36	...	...	...	...	...	...	41	
Chittoor... ..	...	...	...	...	...	...	...	...	12	...	...	...	...	...	12	
South Arcot ...	5	3	...	...	...	...	...	2	...	...	...	...	...	...	10	
Tanjore ...	19	29	1	...	...	54	...	2	12	...	...	...	...	...	117	
Trichinopoly ...	14	...	...	...	...	...	...	20	7	...	...	...	...	...	41	
Madura ...	3	12	...	...	...	...	...	...	...	...	...	...	...	...	16	
Ramnād ...	...	26	...	...	...	1	2	5	4	...	...	...	...	...	38	
Tinnevelly ...	4	1	...	...	...	39	1	10	...	...	...	...	3	...	58	
Coimbatore ...	1	...	...	...	...	2	1	3	4	...	...	...	...	...	11	
Salem ...	...	...	...	...	...	...	...	...	17	...	...	...	...	...	17	
The Nilgiris ...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	
Malabar ...	180	...	...	...	...	138	...	...	10	...	...	...	1	...	329	
South Kanara ...	17	...	...	...	...	83	...	7	...	...	...	...	...	...	107	
Agency { Ganjām ...	...	...	...	...	...	...	...	25	...	...	...	...	1	...	26	
{ Vizagapatam ...	...	...	...	...	...	...	...	36	...	...	...	...	1	...	37	
{ Godāvari, East ...	...	...	...	...	...	...	...	8	...	...	...	...	...	...	8	
Total {	1932-33	222	100	8	...	...	319	5	438	240	...	...	50	36	1,408	
		330			...			1,002				76				
Total {	1931-32..	320			1			1,208				51				1,580

which are not recognized and teach no part of the Secondary or Elementary Course.

Pupils.														
Secondary schools for boys.			Secondary schools for girls.			Elementary schools for boys.				Elementary schools for girls.				Total.
Arabic.	Sanskrit.	Other schools.	Arabic.	Sanskrit.	Other schools.	Quran.	Sanskrit.	Vernacular.	Other schools.	Quran.	Sanskrit.	Vernacular.	Other schools.	
...	...	...	...	...	...	...	18	1,544	...	...	...	243	...	1,805
...	...	...	...	...	...	...	...	1,946	...	...	...	446	...	2,392
...	...	...	...	...	...	...	...	708	...	...	...	568	...	1,276
...	...	78	...	...	...	...	...	1,202	571	...	...	94	...	2,246
...	...	...	...	...	...	...	...	1,742	515	...	...	...	...	2,257
...	...	...	...	...	...	...	...	780	480	...	...	875	...	1,635
...	...	...	...	...	...	30	...	...	306	...	...	...	...	336
...	...	...	...	...	...	...	...	...	538	...	...	...	...	538
...	...	...	...	...	...	...	...	594	28	...	...	...	...	622
...	...	...	...	...	...	...	...	123	...	...	...	...	...	128
...	...	...	...	...	...	...	...	...	883	...	...	...	634	1,287
147	...	156	...	...	...	...	...	...	...	...	...	...	...	803
...	66	...	...	...	...	...	...	185	1,309	...	...	...	...	1,560
...	79	...	...	...	...	102	...	1,099	...	...	...	...	...	1,280
...	...	...	...	...	...	...	...	...	286	...	...	...	...	286
...	108	36	...	...	...	...	...	98	...	...	...	...	...	287
1,048	361	7	...	...	...	2,928	...	90	388	...	...	...	...	4,760
...	167	...	...	...	...	...	...	553	202	...	...	...	...	922
175	110	...	...	...	...	...	...	...	...	...	...	...	...	285
...	305	...	...	...	...	175	18	124	124	...	...	...	...	746
...	75	78	...	...	...	2,109	10	243	...	...	...	153	...	2,668
...	51	...	...	...	...	128	19	100	104	...	...	...	...	402
...	...	...	...	...	...	...	...	...	508	...	...	...	...	508
...	...	...	...	...	...	...	...	29	...	...	...	...	...	29
6,236	...	...	...	...	...	7,029	...	...	569	...	...	91	...	13,925
522	...	...	...	...	...	2,915	...	293	...	...	...	...	...	3,780
...	...	...	...	...	...	...	...	699	...	...	...	23	...	722
...	...	...	...	...	...	...	...	863	...	...	...	25	...	868
...	...	...	...	...	...	...	...	181	...	...	...	...	...	181
8,123	1,817	356	...	...	...	15,411	65	13,196	6,809	...	...	2,018	634	47,928
9,795			...			35,481				2,652				...
9,800			89			35,885				1,604				47,378



## SUPPLEMENTAL STATISTICS

## MISCELLANEOUS.

## (72)—Physical Education.

Public institutions.					Total number of institutions.	Number of institutions in which gymnastics is taught as per educational rules.	Number of institutions teaching native gymnastics.	Number of institutions in which gymnastic is not taught.
Arts colleges	...	...	...	...	46	...	...	46
Oriental colleges	...	...	...	...	20	...	...	20
Professional colleges	...	...	...	...	11	...	...	11
Indian secondary schools for	{	boys	...	...	538	531	7	...
	{	girls	...	...	75	70	4	1
Indian elementary schools for	{	boys	...	...	44,359	34,028	8,362	1,974
	{	girls	...	...	5,528	3,651	1,738	144
European secondary schools for	{	boys	...	...	22	22	...	...
	{	girls	...	...	34	34	...	...
European primary schools for	{	boys	...	...	16	16	...	...
	{	girls	...	...	5	4	...	1
Training schools for	{	Indians	...	...	142	141	1	...
	{	Europeans	...	...	2	2	...	...
Other special schools for	{	Indians	...	...	154	15	2	137
	{	Europeans	...	...	2	...	...	2
Total { 1932-38					50,954	38,509	10,109	2,836
{ 1931-32					53,417	38,879	10,849	3,689

(73)—School Accommodation.

Public institutions.	Total number of institutions.	Number of institutions			
		Held in buildings of their own.	Held in rented buildings.	Held in chavadies, temples, etc.	Held in managers' or headmasters' dwellings.
<i>Indian Schools.</i>					
<i>Arts colleges—</i>					
Government ... ..	10	10	...	...	...
Municipal Board ... ..	1	1	...	...	...
Aided ... ..	35	34	1	...	...
<b>Total, Arts colleges</b> ...	<b>46</b>	<b>45</b>	<b>1</b>	...	...
<i>Oriental colleges—</i>					
Local Board ... ..	1	1	...	...	...
Aided ... ..	16	13	3	...	...
Unaided ... ..	3	1	2	...	...
<b>Total, Oriental colleges</b> ...	<b>20</b>	<b>15</b>	<b>5</b>	...	...
<i>Professional colleges—</i>					
Government ... ..	10	10	...	...	...
Aided ... ..	1	1	...	...	...
<b>Total, Professional colleges</b> ...	<b>11</b>	<b>11</b>	...	...	...
<i>Secondary schools for boys—</i>					
Government ... ..	15	12	3	...	...
Municipal Board ... ..	51	45	6	...	...
Local Board ... ..	210	180	49	1	...
Aided ... ..	254	224	24	5	1
Unaided ... ..	8	5	3	...	...
<b>Total, Secondary schools for boys.</b>	<b>538</b>	<b>446</b>	<b>85</b>	<b>6</b>	<b>1</b>
<i>Secondary schools for girls—</i>					
Government ... ..	23	18	4	...	...
Municipal Board ... ..	2	2	...	...	...
Local Board ... ..	3	1	2	...	...
Aided ... ..	46	40	6	...	...
Unaided ... ..	2	1	...	1	...
<b>Total, Secondary schools for girls.</b>	<b>75</b>	<b>62</b>	<b>12</b>	<b>1</b>	...
<i>Elementary schools for boys—</i>					
Government ... ..	1,386	710	550	125	1
Municipal Board ... ..	1,091	483	589	19	...
Taluk Board ... ..	14,483	3,999	9,162	1,306	16
Panchayat ... ..	1,224	840	248	189	47
Aided ... ..	25,379	13,836	6,402	3,876	1,265
Unaided ... ..	698	248	262	154	32
<b>Total, Elementary schools for boys.</b>	<b>44,359</b>	<b>20,116</b>	<b>17,218</b>	<b>5,669</b>	<b>1,831</b>
<i>Elementary schools for girls—</i>					
Government ... ..	38	28	11	1	...
Municipal Board ... ..	445	118	326	1	...
Taluk Board ... ..	3,283	367	2,803	113	...
Panchayat ... ..	10	4	6	...	...
Aided ... ..	1,710	1,059	498	54	99
Unaided ... ..	42	21	18	3	5
<b>Total, Elementary schools for girls.</b>	<b>5,528</b>	<b>1,595</b>	<b>3,657</b>	<b>172</b>	<b>104</b>

## (73)—School Accommodation—cont.

Public institutions.	Total number of institutions.	Number of institutions			
		Held in buildings of their own.	Held in rented buildings.	Held in ohavadies, temples, etc.	Held in managers' or headmasters' dwellings.
<i>Indian Schools—cont.</i>					
Training schools for masters—					
Government	60	42	18	...	...
Aided	18	18	...	...	...
Unaided	1	1	...	...	...
<b>Total, Training schools for masters.</b>	<b>79</b>	<b>61</b>	<b>18</b>	...	...
Training schools for mistresses—					
Government	36	21	15	...	...
Municipal Board	1	...	1	...	...
Aided	25	23	2	...	...
Unaided	1	1	...	...	...
<b>Total, Training schools for mistresses</b>	<b>63</b>	<b>45</b>	<b>18</b>	...	...
Other special schools—					
Government	23	19	4	...	...
Municipal Board	4	...	4	...	...
Local Board	1	1	...	...	...
Aided	91	78	18	...	...
Unaided	35	11	24	...	...
<b>Total, Other special schools</b>	<b>154</b>	<b>109</b>	<b>45</b>	...	...
<b>Total, Indian schools</b>	<b>50,873</b>	<b>22,505</b>	<b>21,054</b>	<b>5,848</b>	<b>1,466</b>
<i>European Schools.</i>					
High schools for boys—					
Aided	12	12	...	...	...
High schools for girls—					
Aided	19	19	...	...	...
Middle schools for boys—					
Aided	10	10	...	...	...
Middle schools for girls—					
Aided	15	15	...	...	...
Primary schools for boys—					
Aided	16	16	...	...	...
Primary schools for girls—					
Aided	5	5	...	...	...
Training schools for mistresses—					
Aided	2	1	1	...	...
Other special schools—					
Aided	2	1	1	...	...
<b>Total, European schools</b>	<b>81</b>	<b>79</b>	<b>2</b>	...	...
<b>Grand total</b> { 1932-33	<b>50,954</b>	<b>22,584</b>	<b>21,058</b>	<b>5,848</b>	<b>1,466</b>
{ 1931-32	<b>53,417</b>	<b>23,174</b>	<b>21,875</b>	<b>6,522</b>	<b>1,846</b>

SUPPLEMENTAL STATISTICS

(74)—Libraries.

Public institutions.	Total number of institutions.	Total number of institutions having libraries.	Number of volumes.
Arts colleges ... ..	45	45	425,870
Oriental colleges ... ..	20	20	31,729
Professional colleges ... ..	11	11	96,570
Indian secondary schools for			
{ boys ... ..	598	532	1,301,927
{ girls ... ..	75	72	130,139
European secondary schools for			
{ boys ... ..	22	22	24,062
{ girls ... ..	34	34	48,195
Indian elementary schools for			
{ boys ... ..	44,359	18,231	1,294,129
{ girls ... ..	5,528	2,602	289,101
European primary schools for			
{ boys ... ..	18	15	7,115
{ girls ... ..	5	5	1,682
Training schools for ... ..	142	188	165,557
{ Indians ... ..	2	2	2,807
{ Europeans ... ..	2	2	2,807
Other special schools for ... ..	154	40	29,565
{ Indians ... ..	2	...	...
{ Europeans ... ..	2	...	...
Total { 1932-33 ... ..	50,954	21,769	3,798,458
{ 1931-33 ... ..	53,417	21,891	3,571,743

(75)—Hostels or Boarding Houses.

Hostels intended for	Number of hostels for		Total
	Boys.	Girls.	
Europeans and Anglo-Indians ... ..	12	30	42
Indian Christians ... ..	193	186	384
Adi-Drāvidas, Adi-Āndhras, etc. ... ..	24	8	32
Caste Hindus ... ..	269	85	354
Muhammadans ... ..	25	7	32
Total { 1932-33 ... ..	528	266	794
{ 1931-32 ... ..	475	263	738

(76)—Number of Boarders in approved hostels according to the Classes of Community.

Classes of community.	Boys.		Girls.	
	1931-32.	1932-33.	1931-32.	1932-33.
	Europeans and Anglo-Indians ... ..	1,729	1,853	1,760
Indian Christians ... ..	13,590	12,956	11,192	11,317
Brahmans ... ..	3,707	3,920	379	375
Non-Brahmans ... ..	4,499	4,657	802	846
Ādi-Drāvidas, Ādi-Āndhras and kindred classes.	2,735	2,025	748	744
Aborigines ... ..	251	39	108	58
Criminal tribes ... ..	981	763	111	72
Muhammadans ... ..	916	1,339	73	148
Buddhists ... ..	...	...	1	1
Jains ... ..	10	13	...	...
Parsis ... ..	16	19	23	27
Others ... ..	11	8	20	28
Total ...	27,845	27,417	15,377	16,147

(77)—Expenditure on Hostels (Boarding houses) for the year 1932-33.  
(Boarding charges only.)

Heads of management.	In schools for boys.					In schools for girls.				
	Expenditure from					Expenditure from				
	Provincial funds.	Local and Municipal funds.	Fees.	Endowments, subscriptions and other sources.	Total.	Provincial funds.	Local and Municipal funds.	Fees.	Endowments, subscriptions and other sources.	Total.
<i>For Indians.</i>	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Government ...	69,626	...	2,17,904	197	2,87,726	22,551	...	90,895	...	113,336
Local and Municipal Boards ...	9,758	26,289	58,233	6,077	92,356	...	974	...	...	974
Aided ...	1,38,400	3,438	6,99,709	4,42,843	11,84,390	1,11,581	4,062	2,34,590	3,65,693	7,05,866
Unaided ...	...	...	41,880	2,08,428	2,50,308	...	...	83,608	70,140	1,09,754
Total Indians ...	2,17,778	23,727	9,16,729	6,57,540	18,14,774	1,34,082	5,036	3,68,873	4,31,800	9,29,800
<i>For Europeans.</i>										
Aided ...	93,307	...	1,38,799	2,11,079	4,43,185	95,393	...	2,11,744	1,99,546	5,08,682
Total Europeans.	93,307	...	1,38,799	2,11,079	4,43,185	95,393	...	2,11,744	1,99,546	5,08,682
Grand total, 1932-33 ...	3,11,085	23,727	10,54,528	8,68,619	22,57,959	2,29,475	5,036	5,70,617	6,31,346	14,36,405
Grand total, 1931-32 ...	3,38,677	14,549	11,77,428	10,06,938	25,37,587	2,44,208	5,416	5,83,124	6,18,076	14,51,450

SUPPLEMENTAL STATISTICS

(78)—*Expenditure on Hostels and Boarding houses.*

(*Capital expenditure only.*)

Expenditure from:

		Government funds	Local and Municipal funds.	Fees.	Endowments, subscriptions and other sources.	Total.
		RS.	RS.	RS.	RS.	RS.
Managed by Government.	Males ...	6,865	...	...	...	6,865
	Females...	2,471	...	...	...	2,471
Managed by Local and Municipal Boards.	Males ...	...	845	...	...	845
	Females...	...	...	...	...	...
Aided by Government, Municipal or Local Boards.	Males ...	6,968	...	...	2,500	9,468
	Females...	...	...	...	3,767	3,767
Unaided ...	Males ...	...	...	...	...	...
	Females...	...	...	...	...	...
Total ...	Males ...	13,828	845	...	2,500	17,173
	Females...	2,471	...	...	3,767	6,238
Grand total	... ..	16,299	845	...	6,267	23,411

## (79)—Qualifications of Teachers in Public Schools for Indians.

80

	Number of teachers on the 31st March 1933.																		
	Trained teachers with the following qualifications:					Untrained teachers.											Total of trained teachers.	Total of untrained teachers.	Grand total of teachers.
	Possessing a degree.	Passed F.A., Intermediate, Matriculation or School Final.	Passed Middle School (Higher Elementary trained).	Passed Primary School (Lower Elementary trained).	Others (Lower qualifications).	Certificated.			Uncertificated.			Others.							
						Possessing a degree.	Passed F.A., Intermediate, Matriculation or School Final.	Higher Elementary.	Lower Elementary.	Possessing a degree.	Passed F.A., Intermediate, Matriculation or School Final.		Higher Elementary.	Lower Elementary.					
Arts colleges for men ...	356	14	2	2	18	211	11	1	1	263	18	2	139	892	64	1,038			
Do. for women ...	37	3	...	...	1	35	1	...	...	8	1	...	6	41	45	86			
Secondary schools for boys ...	2,463	3,786	260	67	1,191	88	34	14	1	896	137	22	11	935	7,767	1,638	9,405		
Do. for girls ...	208	582	88	2	65	20	9	5	8	14	6	6	2	60	945	125	1,070		
Elementary schools for boys ...	81	5,147	23,803	27,908	199	27	505	2,194	1,832	178	2,814	10,198	13,796	4,038	67,186	35,377	92,513		
Do. for girls ...	11	803	6,454	4,578	48	2	99	625	421	6	103	484	754	214	11,894	2,707	14,601		
Training schools for masters ...	171	180	14	3	129	2	1	3	1	3	1	1	1	15	497	28	525		
Do. for mistresses	104	169	63	13	55	4	4	1	...	1	3	...	2	17	404	32	436		
	9,421	20,824	30,684	32,571	1,706	389	664	2,843	2,259	164	3,882	10,713	14,566	5,418	72,028	40,898	112,926		

EDUCATION DEPARTMENT  
ANNUAL REPORT  
1932



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# Education Department Annual Report, 1932

## PART I

### HISTORICAL SURVEY.

The reports of the Department for the years 1930 and 1931 contain historical surveys of the development of education.

In view of the need for economy, these surveys have not been repeated this year.

## PART II

### CHAPTER I.

#### OUTSTANDING EVENTS OF THE YEAR.

The Conference of Governor of East Africa in 1932 instructed the four Directors of Education to discuss certain matters of common interest on the occasion of the meeting of the Inter-territorial Language Committee. This Committee meets once every year in the capital of each of the territories in turn.

Meetings of  
East African  
Directors of  
Education.

2. The effect of this instruction to the Heads of the Education Departments may be far-reaching. In 1932, the instruction of the Governors was limited to certain definite matters such as the constitution of the Inter-territorial Language Committee and the payment of fees in Kenya schools. The recent meeting of the Governors has resulted in an instruction to Directors to consider and submit recommendations on matters of policy affecting the territories. This development in the direction of co-ordination and consultation is likely to be of great value, particularly in regard to African education. Though each territory has its peculiar difficulties, it is unquestionable that the territories of East Africa, viewed as a whole, have more points of similarity than of difference. It is probably impracticable and undesirable to have complete uniformity in education throughout the whole area, but it is manifestly desirable that the educational policy throughout East Africa should be regarded as a coherent whole.

3. The work of the year, like that of 1931, was seriously hampered by the need for retrenchment in every direction. The result of the efforts of the departmental officers was that the total expenditure for the year was reduced to £173,605, as compared with the sanctioned estimates of £190,632. The expenditure was less than in any year since 1928. The most serious reduction was in Arab and African education.

Reduction in  
expenditure.

4. The following table shows the actual expenditure for the last six years :—

	Admini- stration	European	Indian	Arab and African	Extra- ordinary	Total	Percent- age of Colonial Expendi- ture
	£	£	£	£	£	£	
1926 ..	16,991	28,815	14,471	47,797	5,962	114,036	5.6
1927 ..	15,357	36,032	17,318	52,431	9,506	130,644	6.0
1928 ..	14,765	42,294	22,963	72,008	10,355	162,385	7.2
1929 ..	15,993	49,360	25,603	74,131	15,639	180,726	6.6
1930 ..	17,571	49,319	30,582	83,088	9,922	190,482	7.2
1931 ..	16,363	49,189	34,348	82,323	2,646	184,869	7.7
1932 ..	15,914	48,126	32,371	76,472	1,722	174,605	8.0

5. Early in the second half of the year, the Director of Education was appointed a member of the Expenditure Advisory Committee, which occupied the bulk of his time during the rest of the year.

Retirement of  
Mr. E. E.  
Biss.

6. It is necessary to record the retirement of the Chief Inspector of Schools, Mr. E. E. Biss. This officer had served in Kenya since 22nd November, 1924, as Chief Inspector of Schools. He had repeatedly acted as Director. Mr. Biss came to this Colony after long and distinguished service in India, and had also had experience in South Africa.

His wide knowledge of educational matters and his skill in administration have been of great value to Kenya. The present holder of the post of Director is certainly indebted to him in a very real sense for the wise assistance he has accorded him during four years.

Educability of  
the East  
African  
native.

7. During the course of the year, considerable discussion was caused in Kenya by a very interesting paper read before the Kenya Branch of the British Medical Association by Dr. F. W. Vint. The paper was entitled "A Preliminary Note on the Cell Content of the Prefrontal Cortex of the East African Native." Dr. Vint was extremely cautious and guarded in his conclusions, but it may be stated in general terms that the result of an investigation (very limited in scope) was to indicate that the brain capacity of the native is noticeably below that of the European. The paper was followed later by a note on "The Educable Capacity of the African" by the Director of Education, and a paper on the "Comparison of the Abilities of Races, with Special Reference to East Africa" by Mr. R. A. C. Oliver.

The subject is admittedly highly controversial, but it may be confidently asserted that the interest aroused by Dr. Vint's paper was widespread and deep. It is evident that further

investigations in the field of research would be of great value to those engaged in the education of the native, and it is earnestly to be hoped that the line of inquiry which has been started will not be abandoned through lack of the necessary funds.

8. It is desirable, in this connexion, to refer to the work of Mr. R. A. C. Oliver, who came to Kenya in March, 1930, at the request of the Carnegie Corporation. During the period (two years and nine months) he was in Kenya, Mr. Oliver was engaged in studying the possibility of devising standard intelligence tests for African children. He drew up a very helpful standard test for use in African education. It is much to be regretted that it was not possible to secure a continuance of Mr. Oliver's work, especially in the direction of estimating, if possible, the educable capacity of the entirely uneducated native child.

## CHAPTER II.

### LEGISLATION AND ADMINISTRATION.

#### *Advisory Councils.*

1. The Advisory Council for European Education met once during the year. The Council dealt with the following matters :— European education.

- (i) Temperance teaching in schools.
- (ii) Regulations of procedure.
- (iii) Rules for admission of pupils.
- (iv) Disciplinary rules.
- (v) Rules for exclusion on account of health.

2. This Council considered the question of introducing compulsory education, but was unable to make a recommendation on the matter.

3. The Advisory Council for Indian Education met once during the year. The Council considered the same rules which had been put before the Advisory Council for European Education, and in addition to these rules considered the following matters among others :— Indian education.

- (i) Teaching of Indian languages.
- (ii) Accommodation.
- (iii) The curriculum in secondary schools.
- (iv) The question of school administration in Mombasa.
- (v) Finances of Indian education.

Arab  
education.

4. The Advisory Council for Arab Education held one meeting during the year and considered the following questions :—

- (i) Koran instruction.
- (ii) The development of the Shimo la Tewa Secondary School.
- (iii) The curriculum for Arab children.

African  
education.

5. The Advisory Council on African Education also met once during the year. The following matters were discussed :—

- (i) The management and control of independent schools.
- (ii) Forms of indenture.
- (iii) Grant-in-aid rules.
- (iv) The elementary school examination.

*Rules.*

6. The following rules were approved by His Excellency the Governor and promulgated :—

- (1) Issue of Teachers' Certificates in Schools for Arabs and/or Africans Rules, 1932.
- (2) Apprenticeship of Arabs and Africans Rules, 1932. (Appendix B.)
- (3) Admission to European and Indian Government Schools Rules, 1932. (Appendix C.)
- (4) Exclusion from School on Account of Infectious Diseases Rules, 1932. (Appendix D.)
- (5) School Discipline Rules. (Appendix E.)

All these statutory rules had been duly considered by the Advisory Councils concerned.

*Regulations.*

7. In addition to these rules, regulations governing the procedure at meetings of Advisory Councils and School Area Committees were made by the Department after consultation with the Advisory Councils.

8. The Director of Education returned from leave at the end of January, and the Chief Inspector of Schools proceeded on leave in November, pending retirement. This post has not been filled.

Retrench-  
ments.

9. The retrenchments in the Head Office, due to the investigations of the Expenditure Advisory Committee do not fall within the scope of the report for the year 1932. It may,

however, not be out of place to state now that the additional work thrown on all members of the Head Office must inevitably cause delays in the business of this department.

10. The abolition of the post of Chief Inspector, the inability to fill the post of Inspectress, indicate the serious effort made to keep down expenditure. The result must be that efforts at development, especially in African Education, are seriously handicapped.

11. During the year, inspections were to a certain extent curtailed owing to the absence of the Director on special duty, but every effort was made to keep the routine work of the Department, as far as possible, unaffected, so that the Chief Inspector might continue his work as an inspector. It would be idle to pretend that our efforts were entirely successful, but it should be recorded that all officers of the staff have co-operated loyally in arriving at effective economies. The measure of our success is the saving of £17,000 effected.

### CHAPTER III.

#### FINANCE.

The cost of administration was £15,914. This expenditure included a sum of £770 which was voted for the first time for expenses of overseas examinations. If this amount is deducted in order that a comparison with previous expenditure may be made, the expenditure shows a reduction of more than £1,000. The expenditure on this basis was lower than in any year since 1926.

Cost of administration.

2. Expenditure debited to administration includes items which are not strictly administrative charges, such as those mentioned above, carriage of stores, and colonial contribution to the Advisory Committee in London. If these items are excluded, the cost in 1932 of head office charges and inspectors is shown at £13,736, or 7.9 per cent of the total expenditure for the year, as compared with 8.2 per cent in 1931.

3. Details of the expenditure on European tuition are set out in Table XII. The number of pupils showed an increase of about 50. The gross cost per pupil was reduced to £29.8, as compared with £31.4. The amount of fees paid by parents fell materially, in spite of the increase in the number of pupils—a sure index of the difficult times through which parents are passing. The net cost per pupil, in spite of the fall in fees, was £1.16 less than in 1931.

European tuition.

Cost of  
primary  
education.

4. The net cost of primary education was £21.14 per pupil. This is a reduction of £1.6 below the cost (£23.0) in 1931.

Cost of  
secondary  
education.

5. The net cost of secondary education in 1932 was £42 per pupil, as compared with £47.12 the previous year.

6. It is desirable to make clear that these reductions in expenditure were in part due to the contraction in leave privileges in 1932, and that, though every effort is being made to continue the reduction in costs in 1933, we must anticipate some increase owing to the grant of leave in 1933.

European  
boarding costs.

7. The cost of boarding is given in Statistical Table No. XIII. The gross cost per boarder fell from £36.7 in 1931 to £31 in 1932. The main reductions were in the cost of staffing and equipment. The fees collected fell by about £800, although the number of boarders increased from 431 to 433. The net cost to the Department was £4.14, as against £7.14 the previous year. There was again a profit at Nakuru, though not quite so large as the previous year, while the cost at Eldoret was more than twice that at any other school.

8. During the year, the Committee at Nakuru raised the question of the amount of fee payable, on the ground that the fees charged and the total amount of the fees paid at Nakuru showed that parents who were sending their children to Nakuru were paying more than was reasonable.

9. The matter is not so simple as it appears, in that the present fee of £45 per annum was fixed after the Select Committee on the Estimates in 1930 had recommended definitely that the fee should cover the whole cost of boarding, including overheads.

10. The Department has taken the view that overheads include interest and redemption on capital expenditure, which would amount to not less than £12 per pupil in the boarding houses erected out of loan. The question engaged the attention of the Expenditure Advisory Committee, and has recently been referred to the Advisory Council on European Education.

Indian  
tuition.

11. The expenditure on Indian Education showed a decrease. The average increase since 1926 has been £4,000 per annum. The decrease in 1932 amounted to £2,000, and was mainly owing to savings effected by restriction in leave and close scrutiny of the various items of expenditure. The gross

cost per head in Government schools decreased from £11.3 to £10.7. The net cost per pupil was £8.8, as against £9.1. The average number of pupils increased by 136 from 2,482 to 2,618.

12. The expenditure on grants-in-aid amounted to £4,925, as against £5,223 the year before. In spite of this reduction in expenditure, the number of pupils in schools receiving grants-in-aid increased from 1,903 to 2,136. The decrease in the rate of grant made it possible to assist an increased number of pupils. The number of schools not in receipt of grant is not yet wholly satisfactory, and it has been necessary to increase the provision for 1933.

13. The account of revenue and expenditure has been given in the departmental reports for 1930 and 1931. The question was mentioned by Lord Moyne in his Report, and the Expenditure Advisory Committee inquired into the matter. The relevant portion of the Expenditure Advisory Committee's Report may be quoted here :—

" 241. We have examined tentatively the approximate figures for 1932, and we regret to find that the fall in revenue in respect of both communities is such that the arrangement cannot be said to have worked since the beginning of 1932. As we have already indicated the maximum saving which is, in our opinion, practicable in the expenditure, it is necessary to draw the attention of Government to the need for securing a greater contribution from the respective communities. It is perhaps outside our terms of reference to make such recommendation, but we understand that Government would welcome an expression of opinion on this question. It is, in our opinion, imperative to increase the communal contribution, and we would suggest the increase of European school fees for secondary education to £15 per annum, and the increase of 25 per cent in Indian school fees and Indian Education Tax.

" 242. If this increase in Indian revenue is impracticable, or inadequate, it will be necessary to reduce expenditure. The only avenue of reduction which we find ourselves able to consider is the reduction of grants-in-aid from £3 per annum to £2-10-0, involving a reduction of £1,000."

It is evident, from what the Committee says, that if the communal system is to be retained increased revenue must be found or, alternatively, the services must be reduced.

14. The expenditure remained the same as it had been in the previous year, namely £250. The grant is absorbed by

Grants-in-aid.

Communal  
education  
charges.

Goan  
education.



one institution in Nairobi. The Expenditure Advisory Committee has recommended an increase of the total grant available. It is therefore possible that it may be within our means to help other institutions engaged in this work.

Arab and African education.

15. The amount actually expended on Arab and African Education was £76,472, as compared with provision of £86,704. The expenditure in 1931 was £82,323.

16. The bulk of the difference between the amount provided and the amount expended is accounted for as follows:—

Personal emoluments	...	...	£3,300
Grants-in-aid	...	...	2,400
Boarding	...	...	2,000
Transport and travelling	...	...	700
Passages	...	...	530
Maintenance and purchase of materials	...	...	230
Tools	...	...	360

These savings indicate restriction in appointments, leave movements, and grants-in-aid. The saving in boarding was due in the main to increased contributions from Local Native Councils.

17. The inevitable result of the restriction in expenditure was that schemes of development had to be postponed, both in regard to Government schools and mission schools.

18. It has been for some time evident that the statistical information in regard to mission schools has been unsatisfactory. A special effort was accordingly made at the end of 1932 to obtain really complete and accurate statistics in regard to the classification and the finances of mission schools. A special form was prepared, in which missionary superintendents were asked to record information in regard to the following points:—

- Type of building.
- Tenure of land.
- Number of pupils in each class or group.
- Average attendance.
- Number of instructors, together with their educational standards, and professional certificates and salary.
- The language of instruction in the school and the other languages taught.
- The average hours per day devoted to the different subjects.
- Number of apprentices.

19. In addition to the above information, missionary superintendents were required to state the revenue collected from fees, Government grants, Local Native Council grants, and from their own resources; and were also asked to analyse their expenditure. It was recognized that in asking for this information, the Department was asking the Missions to perform a task of which they had had no experience; but it is becoming more and more apparent that without this information neither the missionaries themselves nor the Department can have a proper picture of what is being done in different types of schools, and at what cost to Government and to the missionaries and the natives themselves.

20. On the whole, these returns have been made satisfactorily. That there are errors is not surprising, considering that it is the first time they have been made up. It is, however, regrettable that in the case of one missionary superintendent, who controls over 300 schools, returns have not yet been received (at the end of July). It is this delay which has held up the submission of the Report of the Department.

21. An analysis of the returns on the financial side, together with the numbers of each class of school, is as follows :

22. The lowest group is that of sub-elementary schools, which may be described as schools which have not yet emerged from the stage of being bush schools, and provide education to a great extent catechumenate. They also provide a certain amount of literary education, for a period of two or three years at the most. The number of these schools is 850. The number of pupils is 33,945. Expenditure was met from fees, Government grants, Local Native Council grants, and Missions. The total expenditure is given by the Missions as £8,200, divided as follows :—

Fees	...	...	...	...	£98
Government grants	...	...	...	...	346
Local Native Council grants				...	596
Mission funds	...	...	...	...	7,160
					£8,200

23. The next group of schools has been classified as "elementary" schools providing education up to the end of the fourth or fifth year of school life.

These schools number 365. The number of pupils is 25,250.

The expenditure, from the same sources as in the case of the sub-elementary schools, is as follows :—

Fees	...	...	...	...	£564
Government grants	...	...	...	...	3,616
Local Native Council grants	...	...	...	...	1,300
Mission funds	...	...	...	...	15,035
					<hr/>
					£20,515

Primary schools.

24. A third group of schools consists of those schools which provide the full primary course up to the eighth or ninth year of school life. These schools are mainly concerned with the upper classes of the primary course. There are 56, with an enrolment of 11,286. The analysis of the expenditure is as follows :—

Fees	...	...	...	...	£1,859
Government grants	...	...	...	...	22,662
Local Native Council grants	...	...	...	...	426
Mission funds	...	...	...	...	18,238
					<hr/>
					£43,215

Secondary schools.

25. The last group of schools consists of those schools which provide post-primary or secondary education. These are two in number, and the number of pupils is 400. The analysis of expenditure is as follows :—

Fees	...	...	...	...	£456
Government grants	...	...	...	...	5,476
Local Native Council grants	...	...	...	...	135
Mission funds	...	...	...	...	3,190
					<hr/>
					£9,257

26. The total expenditure on missionary education is recorded as £81,187, of which £5,463 is derived from natives either directly or payments of Local Native Council grants. Government grants are shown in the return as amounting to £32,100, and the expenditure from mission funds is shown as £43,623. These figures call for certain comments.

Analysis of expenditure.

27. In the first place, the omission of the figures in regard to 320 schools renders the figures admittedly inaccurate. The direct Government grant amounted to about £34,000, not £32,100. The fees paid by natives should no doubt be greater, and the same is true of the Local Native Council grants. The

expenditure from mission funds does not, unfortunately, reveal the sources from which these funds have been obtained. Apart from contributions from overseas, it is probably the case that a considerable sum is derived from native contributions to church funds. A further amount is no doubt due to the generosity of those teachers on the staff of missions, who are paid what may be described as an "assumed salary", and return the bulk of their salary to the missions. A third source of difficulty in regard to this expenditure from mission funds is due to the fact that in many sub-elementary schools, and possibly in some of the elementary schools, teachers either receive no salary at all, except casual gifts, which are often made in kind. In these cases, some missionary superintendents have assumed a salary, and expressed it in terms of money.

28. Nevertheless, taking the picture as it is, there are certain interesting conclusions to be drawn from an examination of it.

29. Government's contribution towards sub-elementary education is negligible. Nor is the contribution made direct by natives very great. The bulk of the education in these schools is supported by funds raised by missions themselves. At the elementary stage, the contributions from the natives in the form of fees still remains very small, but Local Native Council grants begin to be a good deal larger. The Government grants amount probably to something between 20 and 25 per cent of the whole cost. But here again the bulk of the cost is met from mission funds.

30. When we get to the schools which provide the full primary course, we find that the Government and the missions contribute about the same, the Local Native Councils and the individual native parents contributing rather less than one-tenth of the amount paid by Government or the missions.

31. At the secondary stage, the bulk of the expenditure is borne by Government, the missions contributing about 33 per cent.

32. The Advisory Council on African Education is at present considering the possibility of revising the grant-in-aid rules in such a way that it may be possible to make greater contributions from Government for the lower groups of schools; but it is quite evident, from an examination of the present difficulties of the lowest type of school, that it is going to be extremely difficult for Government to give any material assistance by means of grants-in-aid to these schools, unless the cost of administration is greatly increased.

33. The question arises, moreover, whether Local Native Councils can, at their present stage of development, be expected to devote more of their funds to elementary education. This proposal is complicated by the constant demands from Local Native Councils for the erection of Government schools giving the full primary course, or, at any rate, giving the upper part of the primary course.

34. It is proposed to continue the accumulation of this statistical information, and it is hoped that both the Department and the missionaries will be able to benefit by these illuminating figures, especially if it is possible to make them more accurate.

#### CHAPTER IV. PRIMARY EDUCATION.

##### (a) *Europeans.*

Number of pupils.

The average number of pupils in Government schools increased from 1,077 to 1,129, in spite of the closing of Westlands School in Nairobi. This school was housed in an excellent building, but was closed owing to the need for economy. Provision existed for the children at Parklands School, and it was found possible to save a teacher. The suburban population of Nairobi has not developed to the extent anticipated when the schools at Parklands, Westlands and Kilimani were erected. The building at Westlands is at present being used as a private school, so that its purpose has not been lost sight of.

2. The work of the schools proceeded steadily during the year on normal lines, and calls for no special comment.

Private schools.

3. The development of private schools, referred to in the Report for 1931, continued. The number of schools increased from 11 to 13. There seems a genuine demand for schools for very small children : this demand is met by these private schools.

##### (b) *Indian.*

Number of pupils.

4. The number of pupils in Indian Government schools increased from 2,482 in 1931 to 2,618 in 1932. This number includes secondary pupils at the two schools in Nairobi and Mombasa which provide secondary education as well as primary.

5. No additional Government schools were opened during the year, but the number of pupils in aided schools increased from 1,903 to 2,136.

6. It is necessary to make a brief reference to a serious difficulty which arose in Mombasa in connexion with the girls' school there. The buildings occupied had for a considerable time been recognized as unsuitable, both from the point of view of health and from the point of view of education. Mombasa  
Girls' School.

7. It was found possible to hire a very suitable building at a distance of less than a mile from the building in use, and, after consultation with the school committee, the necessary steps were taken to secure a lease of the new building.

8. Unfortunately, the distance from the old school was considered by the majority of the parents to be a serious drawback, and they decided not to send their children to the new building. As a result of this difference of opinion between the department and the parents, a private school was continued during the second part of the year in the old building, while the Government school continued in the new building with greatly depleted numbers.

9. It is, however, satisfactory to record that as a consequence of this unhappy state of affairs, a body of public-spirited Indians, among whom Dr. S. D. Karve should be specially mentioned, entered into negotiations with Government, as a result of which a private company is to erect a building, approved by the Director of Public Works and the Director of Education, on the site set apart for the Government Indian school for girls. This building will be leased by Government for a period of ten years, and then taken over.

10. This will be a most satisfactory end of the controversy.

(c) Arab.

11. The work of the Arab primary schools in Mombasa and Malindi and the village schools has been carried on as before. It is disappointing to find that the number of pupils proceeding from Malindi to Shimo-la-Tewa is negligible. The transfer of pupils from Mombasa to Shimo-la-Tewa has raised some points of difficulty which are receiving attention. The most important of these is the continued education of those pupils who do not desire to go to Shimo-la-Tewa, and whose continued education in Mombasa presents difficulties. It is recognized that while it is important on the one hand to develop secondary work at Shimo-la-Tewa, it is also desirable to make some provision in Mombasa for older boys who are not able to profit by the facilities afforded by Shimo-la-Tewa. The average number of pupils in Arab schools increased from 410 to 460. Number of  
pupils.

*(d) African.*

Government  
African  
schools.

12. The new school erected from funds voted by the Local Native Council of South Nyeri was opened at the beginning of 1933 with 90 pupils. The building is a fine one and finely situated. The school already promises well. The other Government schools continued to develop.

Government  
African  
School,  
Kapenguria.

13. There are two schools in regard to which a special note is called for. The first of these is the school at Kapenguria, to which reference was made in last year's report. This school has continued to develop, not merely in numbers, but in effectiveness. This effectiveness does not apply merely to Kapenguria itself, but to the whole of that part of the reserve in which crop husbandry is possible. A recent return submitted by the Principal shows that the *shambas* which have been planted throughout the reserve in various locations are beginning to produce fairly large quantities of crops which were hitherto unknown to the Suk.

Native  
Industrial  
Training  
Depot.

14. Since the first full attainment, in 1929, of its position as the final school for technical apprentices, the Native Industrial Training Depot at Kabete has held that position well. In the year under review, 209 apprentices completed their training and were absorbed into the artisan classes of the Colony; while gangs from the Depot, under European leading artisans, erected buildings to the total cost of over £30,000. The buildings included:—

- (i) Two complete Government African schools at Nyeri and Kakamega, from Local Native Council funds.
- (ii) A block of 24 Asian houses at Mombasa for the Public Works Department (Loan Works).
- (iii) Buildings at four other Government African schools already in existence.
- (iv) A new Government Indian school at Machakos.

The Depot itself was fully occupied with the joinery, furniture and equipment of the new schools, and with other work of instructional value, including the erection of the last of the depot buildings—the administrative block of classrooms and offices.

At the end of the year, a new Asian block at the Mathari Mental Hospital (for the Public Works Department) was almost complete; but very little further work was in prospect owing to the general depression.

It will be remembered that the training scheme was based on an apprentice strength of 600, of which 300 should be employed on outside work, and 300 in the Depot. The flow of apprentices through the Depot from Government and mission schools cannot always be regulated to give an exact number; but the maximum was reached in 1931, and at the beginning of 1932 the actual number attached to the Depot was 525: carpenters, 205; masons and bricklayers, 238; smiths, 46; painters, 28, and tailors, 9.

From that point, however, the restriction of funds necessary to cope with the general depression required that numbers should be reduced, and a new maximum of 500 was fixed to be attained as early as agreements permitted. The average over the year was accordingly forced down to 478, which included 123 entering from Government and mission schools.

Of this total, the average number employed outside in gangs was 197—November being the lowest, with only 137. It will be seen therefore that one result of the depression was to overcrowd the depot, where there is proper accommodation for 300 only.

The effect of the depression on the employment of ex-apprentices was at first very bad; but as Indian artisans left the Colony, African artisans took their places in what small works were still being undertaken, and at the moment of writing the situation is satisfactory. The working of the Kakamega goldfields helped the situation considerably; an indication that all the Kavirondo ex-apprentices who want work have it is that Kikuyu have been also drawn to that area.

The system of recruitment from schools has proved on the whole satisfactory; under the present indenture agreements, three years are spent at a Government or mission African school, and two finishing years at Kabete. When the Depot opened, the schools for such recruitment were two Government schools and six mission schools; in 1932 they were seven out of the ten Government African schools (the others being too recent to have provided apprentices), and nine mission schools.

To start the Depot, it was necessary to recruit a proportion of apprentices direct into the Depot for a full five-year course; and these have proved so much better artisans, on the whole, than those who have come up for their last two years only, that some modification of the scheme will perhaps be



necessary—keeping in mind the undoubted fact that, other things being equal, the boy with the best general education makes the best artisan. On this point, the Principal's report is worth recording that, although there is little to choose, the carpenters from Kaloleni (Church Missionary Society) and the bricklayers from Machakos (Government African school) were above the average.

Twenty tribes of the Colony and Protectorate are now represented in the Depot; of these the representatives of the "new" tribes—Nandi, Kipsigis, and Elgeyo—have proved very good material. This year brought the first draft of Masai—five carpenters from Loitokitok. The Principal reports them to be of fine type, very intelligent, and that they have made rapid and excellent progress.

The Department and the Principal of the Depot have constantly had before them the need for getting the apprentices into touch with possible employers, so that nearly every native artisan should be able to obtain employment on the completion of apprenticeship. As a result of discussions at the end of 1931, arrangements were come to with the Principal Labour Inspector on the following lines:

Arrangements were made to open lists of suitable artisans in the Labour Offices at Nairobi, Mombasa, Kisumu and Nakuru. The artisans available were divided into three classes as follows:—

- (i) Men who have fully qualified at the Native Industrial Training Depot.
- (ii) Men who have completed three years' training at a mission or Government training school.
- (iii) Untested men claiming to be artisans.

The Principal reports that, at the beginning of 1933, 48 per cent of the ex-apprentices were known to be in fairly steady employment, the figures being 192 out of 396. Of the remainder, about 50 were known to be in casual employment during the year, but were unemployed at the time inquiries were being made. It must be borne in mind, however, that many of these artisans are slack in reporting their employment to the Principal of the Depot, so that the number employed was probably far more. Moreover, a considerable number secured employment on the Kakamega goldfields at the beginning of 1933.

One of the great difficulties in connexion with the continued activity of the Depot, which is referred to above, is the provision of adequate work on a fairly large scale for the apprentices in training. An effort was made in 1932 to secure an accurate comparison between the cost of buildings erected by the Native Industrial Training Depot and by contract. In spite of the efforts which were made both by the Director of Public Works and the Principal of the Depot, the inevitable conclusion was reached that it is practically impossible to compare work even on two very similar jobs. Moreover, the contract cost of buildings in 1932 was extremely low, so that a comparison is rendered more difficult than it would be in normal times.

Government decided during the year that loan work done for Government by the Native Industrial Training Depot should not be charged in full to loan work, but that the cost of leading artisans employed upon a job should be charged to the Education Vote as part of the training of the apprentices. There can be no doubt that in this way it should be possible to give a good deal more work to the Native Industrial Training Depot; but, even if this is done, the outlook at present is not particularly promising. It is, however, surprising to find to what an extent small jobs do arise which can be efficiently done by the Native Industrial Training Depot, so that we must hope that sufficient work will be available to provide adequate training.

Of the work of the European instructors, working under Captain Stroud, M.B.E., the Principal, it is hardly possible to say too much in praise. Almost all were recruited in the leading artisan class, the normal staff being four assistant masters and twenty leading artisans, since reduced in proportion with the reduced number under training. It is a great compliment to the British workman that men from that class, quite unaccustomed to teaching, though skilled in their own crafts, can be recruited for civil service, in circumstances so unlike those of their normal life—a clear indication that the ability to govern is one of race and opportunity, not of social status, as is so often held.

15. As regards the content of the education given by the Missions during the year, there is little to record. They have continued with inadequate resources to do the best they could, and it is hoped that in 1934, at any rate, we shall be able to assist them with larger grants.

Independent  
schools.

16. There is one special point in connexion with mission education on which it is unfortunately necessary to touch. The development of independent schools in the Kikuyu Reserve, and especially in the Fort Hall district, has become marked. These schools have sprung up in close proximity to mission schools or mission stations, and it is impossible to resist the conclusion that, though the promoters of the schools themselves may not be acting in direct opposition to mission influence, they are anxious to have schools which are not under the influence of the mission in the neighbourhood of which the schools are opened.

17. The Department has hitherto refused to assist these independent schools by means of grants, but has authorized Local Native Councils to make small grants in respect of these schools together with mission schools in the same area. The serious objection to these schools from the point of view of the Education Department is that without the control and supervision of Europeans it is impossible for them to become efficient in the present stage of native development.

Nairobi.

18. It may perhaps be permitted to refer to one special need, and that is the need in Nairobi. The report of a recent committee to inquire into crime in Nairobi has revealed the serious effect of the lack of educational facilities.

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## CHAPTER V.

### SECONDARY EDUCATION.

#### (a) *European.*

Prince of  
Wales School.

The number of boys in the Prince of Wales School fluctuated during the year. The school closed with 128 pupils on the roll, having begun the year with 136. The work of the school has steadily improved. The results of the 1932 examination are highly satisfactory. Of the thirteen candidates for the Cambridge School Certificate, nine passed; of these, two obtained honours, and four obtained exemption from matriculation. The Headmaster reports an increasing tendency on the part of parents to keep their sons in school until they have completed the school certificate. As a result of this tendency, an endeavour is being made in 1933 to provide for boys who are willing to take a course leading beyond a "first public examination". If this can be done, it will be possible to regard the school as definitely providing an education on the lines of an English public school.

The school continues to be a very successful centre of the various activities which go to make up a healthy school life, such as athletics, cadet corps, and boy scouts. Not the least valuable of the boys' activities is the constant work contributed by them towards the beautifying of the grounds.

2. As regards the Nairobi Girls Secondary School, we have still to lament the conditions under which the girls are housed. It is very difficult—most English headmistresses would probably say it is impossible—to develop a girls' secondary school which suffers from the disadvantages of sharing a school building and playgrounds with a mixed primary school, and has wood-and-iron buildings of considerable antiquity for boarding accommodation. The first education provision now required in Kenya is money to build a proper boarding house, and to provide for the separation of the two Nairobi schools.

Nairobi Girls'  
Secondary  
School.

(b) *Indian.*

3. The work of the two large Indian secondary schools at Nairobi and Mombasa continued steadily and without incident. It is important to record that the long drawn out difficulty in connexion with the playing grounds at Mombasa was brought to a conclusion by the provision of a large area of ground. The clearing of this ground has been taken in hand, and it is hoped that funds may be found to make the ground really useful.

4. In Nairobi, the boys have taken a real interest in making school gardens, so that something is being done to give an orderly and attractive appearance to what has in the past been a somewhat untidy site.

5. In both schools boy scouts and athletics flourish.

(c) *Arab.*

6. The report of the Principal of the Coast Secondary School is as follows :—

“ *Numbers and Average Attendance.*—The numbers on the roll and the average attendance have shown a steady increase during the year. For a considerable time after the school opened, parents were suspicious with regard to the treatment their boys were receiving at the boarding school, and for the first few months numerous parents visited the school in order to make certain that the boys were being cared for properly and receiving sufficient food. This suspicion has now died away, and it is rarely that a parent visits the school, as

Coast Second-  
ary School,  
Shimo-la-  
Tewa.

they are now convinced that all is well. The number of boarders will undoubtedly continue to increase, and there are already more applications for 1933 than can be accepted.

“ *Staff.*—With the exception that a native carpentry instructor has been appointed, the staff is the same as it was at the close of last year, i.e., the Principal, a European assistant, and three Arab and African teachers.

“ *Curriculum.*—At the end of last year the whole curriculum was carefully considered by the Principal in consultation with the Inspector of Schools (Coast). The syllabus of work for each class was carefully revised and based on the requirements of the Cambridge University local examinations. Of necessity, this means that a large amount of time must be devoted to English, as a boy cannot be expected to sit for English examinations without having reached a stage when he can use the English language with a fair degree of fluency. In the Cambridge Junior Examination, bookkeeping and typewriting have been included as subjects of examination. The study of these subjects, apart from their educational value, is equipping the boys to take up a useful career either in a Government Department or in commerce.

“ There are a certain number of boys at the school who, either owing to age or lack of intelligence, are not able to sit for the Cambridge Local Examinations. An attempt is being made to deal with such cases, and when they have reached the required educational standard their training is given a vocational basis—either commercial or technical.

“ Whilst agriculture is not included in the curriculum as a subject of instruction, the boys have been encouraged to make gardens round their dormitories. There was a certain amount of opposition from Arab boys at first, who said that gardening was the work of slaves. However, this opposition has now completely subsided, and the boys take the greatest interest in their gardens. All gardening work is done out of ordinary school hours, and the boys have not only been able to cultivate flowers, but have also grown vegetables to augment the school dietry.

“ It is worthy of mention that, on the occasion of the first annual speech day, a Mombasa lady, who is very interested in horticulture, was so impressed with the boys' work in this direction that she volunteered to give a prize for the best school garden.

“ *Games and Physical Training.*—The attention paid to the physical side of the life of the boys plays an important part in the school work. From 6.30 to 7 each morning, all boys do physical training. Then in the afternoons, from 4.30 to 6, the following games are played : Cricket, football, hockey, net-ball, boxing and swimming.

“ Several outside matches have been played, in which the school team has been uniformly successful.

“ For purposes of games the school is divided into three houses, and in the house competition for the school trophies (three silver cups) the greatest keenness and enthusiasm was displayed.

“ A school dispensary has been run very successfully, and many cases of sickness have been treated during the year. Had it not been for the dispensary, a large number of cases would have had to be sent into Mombasa for treatment, which would have caused a considerable break in the educational training of the pupils concerned. A new treatment for ulcers, which are so common amongst natives, has been tried at the school very successfully. The treatment has, I understand, since been introduced in equal success at the Native Hospital, Mombasa.

“ There has undoubtedly been an all round improvement in the general condition and appearance of the boys—due to the regular habits and healthy conditions under which they live.

“ *Employment of Pupils.*—The question of finding suitable employment for pupils who have completed their course of scholastic training is one which is causing anxiety at all schools these days. It is satisfactory to report that five boys who had completed their commercial course have all immediately received appointments in good commercial houses in Mombasa—and appointments which hold out excellent prospects. With reference to this question of placing ex-pupils, I should like to place on record the willing co-operation and the real interest exhibited by the President of the Mombasa Chamber of Commerce and several of the large commercial firms. My experience shows that these firms are always anxious to give employment to intelligent and efficient Arab and African boys.

“ *Old Boys' Association.*—The Old Boys' Association originally formed in connexion with the Arab School, Mombasa, has now extended the scope of its membership to include

also old boys of the Coast Secondary School. On the anniversary of the birthday of His Majesty the King, the annual dinner and reunion of the "Old Arabians" was held at the new school. Nearly 100 old boys and invited guests travelled out to Shimo-la-Tewa to attend this most successful function.

" *Speech Day and Prize Distribution.*—The first annual speech day was held on the 17th December at the school. In the afternoon, the "house" physical drill competition was held, followed by tea. After tea, the speeches and distribution of prizes to scholars and sports cups to the winning houses took place. Specimens of the pupils' work were on view during the afternoon. The function was attended by a large number of parents, as well as leading Arabs and Europeans.

" *Religious Instruction.*—All the pupils have been given opportunity of attending to their religious devotions. In the case of Mohammedan boys, a room has been placed at their disposal and they have regularly attended for prayers and the reading and study of the Koran. The Christian boys have attended a Scripture class on Sunday afternoons.

" *General.*—The boarding school has now been opened just over a year, and the experience I have gained over that period has convinced me that it offers many great advantages over a day school in the building up of the boys—mentally, morally, and physically. The communal life is having a marked effect on them, and this, combined with discipline, is doing much to turn out scholars who will prove themselves useful citizens."

7. It is to be hoped that the Arab community will indicate their appreciation of what Government is doing for them in this fine school, but it is necessary to record that it is still doubtful whether they do appreciate the efforts of the Government to assist them. The staff has recently been strengthened by the appointment of a second European assistant, and the opportunities which Shimo-la-Tewa affords to the young Arab are certainly very valuable. If the Arab community do not utilize their opportunities, it is difficult to see how the younger generation of Arabs is to be improved and developed.

(d) *African.*

8. The report of the Headmaster of the Alliance High School is as follows:—

" *General.*—The steady increase in the number of students reported last year has been maintained in 1932, and the 100 mark was reached during the month of June. For the

first time in the history of the school, the number of applicants for admission exceeded the number of places available. This is to be accounted for by the increasing number of pupils throughout the Colony completing the primary school course and desiring a higher education.

“ *Staff.*—The staff is the same as in 1931, with the exception that Edmund Timothy was appointed African teacher in place of Eliud Mathu, who resigned in January. Major Sellwood returned from Kaloleni in May, and Mr. Stovold left to take up duties at that station. Mr. Smith returned from leave in July.

“ *Curriculum.*—An arrangement with Makerere College, Uganda, by which students desirous of a general education higher than that afforded by the Junior Secondary Course, has paved the way for the extension of the vocational courses in this school to two years, that is to say, the normal course of training in the school will in future be a four years' one—two years of general education, followed by two years of training in the vocation chosen.

“ The following points in regard to the curriculum are noticeable :—

“ (a) *Swahili.*—In the year under review, Kiswahili was introduced as a school subject. It was found that although many of the students understood the language, their Swahili was, on the whole, of a low standard. The subject was offered in the three forms, special attention being paid to those pupils who were being trained as teachers, as many of these will require to teach in Swahili after leaving this school. This year it has been difficult to get the pupils up to standard, but it is hoped that when the present Form I has reached Form III they will have had sufficient instruction and practice to enable them to teach efficiently in this language.

“ *Drawing.*—The drawing classes met on two afternoons each week. Form I is given elementary work in drawing and shading, simple perspective and simple colour work. Form II is given model drawing, design and memory drawing, stencil and colour work. The drawing of objects of African origin is encouraged, and the work as a whole is correlated with the other school subjects.

“ In the teachers' course, emphasis is laid on blackboard work. It has been found that many Africans, although proficient in the use of a drawing book, find difficulty in using a blackboard properly. For this reason, much time was spent in



setting out class lessons and arithmetical problems on the blackboard. Freehand drawing, map drawing and print writing were also taught and practised.

“(c) *Music*.—The school choir continues to be very popular. Selection for entrance was made by means of a test, and twenty-five students were admitted. A start has been made on negro spirituals.

“Several of the students are proficient organists, and are able to read ordinary music at sight. Five of these students acted as tutors to others throughout the session, and their pupils have shown remarkable progress.

“A beginning has been made in drama, and two scenes from *The Merchant of Venice*, in English, were given with great success at the recent prize-giving ceremony.

“(d) *Scouting*.—During 1928 a class in scouting was started. When a sufficient number had expressed a desire to become scouts, and when it was thought they had realized something of the true meaning of scouting, application was made for official recognition of the troop. Permission was granted in 1930, and the troop was registered as the 1st Kikuyu Alliance High School Troop. There are now in the school seven patrols of keen scouts, with a roll of 40 in all. All have gained the tenderfoot badge, and several their second class badge, and some hold proficiency badges.

“Good work has been done, and social services rendered on several occasions. Contingents have from time to time taken part in official functions at Nairobi, Kiambu and elsewhere. The troop has been in camp on two occasions; they built their own sleeping quarters, lit fires without matches, cooked their own food, and provided their own entertainment round the camp fire. The bugle band is a very popular part of the troop.

“(e) *Agriculture and Biology*.—In order that the work may be essentially practical, each student is given a garden, about one-tenth of an acre in size. The student has to submit a plan, drawn to scale, showing the divisions of his garden, together with the rotation he means to follow during his time at school. He is encouraged to experiment, and try out new crops. By this means, some interesting results have been obtained. These gardens are examined periodically, marks are given, and prizes offered for the best gardens. In dairying, poultry- and pig-keeping, instruction and practical work have been carried out.

“ A visit was made by Forms II and III to the Belvedere Dairy Farm at Kikuyu. Here the students saw the complete care, handling, and treatment of clean milk. During the session, demonstration lessons were given on budding and grafting, and on the growing and care of fruit trees. The two higher forms took part in the laying out of a flower garden.

“ (f) The commercial class was small, consisting of only four members. This has been a benefit, insomuch as work has been very difficult to find for pupils who have finished this course, owing to the reduction of staffs in all Government offices, and in employment generally. However, new openings are continually being sought; and the work they can do is becoming better known; those already in employment are giving a good account of themselves, and so making it easier for others.

“ The work of the course consisted of the same subjects as in previous years. Special emphasis was laid on proficiency in typing, as it has been found that this is the requirement most often looked for in the case of African clerks.

“ (g) In gymnastics, several displays have been given, notably one before His Excellency the Governor and one on prize-giving day. Interest is growing, and several teachers have made impromptu apparatus for their out-schools, and the work they have learnt at school is being reproduced to the advantage of their pupils.

“ (h) In the dormitories, the Markinch Cup has done much to promote enthusiasm for cleanliness, and a growing sense of responsibility on the part of some of the prefects has enabled irregularities to be watched more carefully. They have still a long way to go, however, before the majority can be trusted to assume thoroughly the responsibility of those under their care.

“ (i) In connexion with visitation of present and former students in Ukamba, in holiday months, a very noticeable growth of interest in the work of the High School is evident, both on the part of the Local Native Councils and the natives themselves. The interest of the former has taken the tangible form of scholarships and grants, and, in the case of the latter, boys and their parents make frequent inquiries regarding admission to the school.

“ (j) *Football*.—A new feature was the introduction of an inter-dormitory football competition, which proved a great success, and aroused enthusiasm during a term in which it is normally difficult to overcome staleness in football.

“ The school team did well in outside competitions, winning both the “Jo” Cup and the “Watkins” Cup, the latter being competed for by Dagoretti and Nairobi teams.

“ (k) *Athletics*.—The school has been very successful in athletics this year, and won the “Goodman” Cup for the highest number of points in the Dagoretti district sports. A number of our boys were in the district team which won the challenge shield at the Olympic Games. The individual successes of students of the school at these games were high on this occasion.

“ (l) *Carpentry*.—This subject was confined to the teachers' class during the year, but in the near future, with a larger workshop, it is hoped to extend the instruction to other classes in the school. The enthusiasm of the class has been kept up by the choice of useful articles to be made by the pupils. These include tables, chairs, bookcases, etc. Whilst, with the limited time at their disposal, they are far from being expert carpenters, yet they are all familiar with the use of tools. It is hoped to increase the scope of this course to include subjects which can be developed from native arts; amongst these, the possibilities of leathercraft and rushwork are being explored.

“ (m) *Surveying*.—The course is such that students are taught the elements of chain-surveying, simple levelling, maps and scales. At present, the object is to assist the pupil to combine his survey work with agriculture, but later it may be possible to make a more specialized course.

“ English continues to be the language of instruction of the school, and facility in the use of the language increases. The standard of English of the majority of the entrants to the school in February was higher than in previous years, to the consequent benefit of the work.

“ By means of the Old Boys' Club and by correspondence, contact has been maintained with the students who have left school. Most encouraging letters are received from time to time from ex-students, testifying to the help that is being given them.

“ The endeavour has been made during the year to make Bible instruction not only a subject of learning, but, above all, so to teach the subject that the spirit of the lesson may be all-essential, and that the application of the lesson be carried through. As in previous years, groups of students with a master in charge have visited villages and fuel camps on Sundays, and during week-ends. Parties of students have on

Sundays held regular classes of instruction at places where, on account of the language difficulties, teaching could not have been easily given otherwise. We have looked on work of this kind as of the highest value in the Christian education of the pupils, particularly of those who have chosen teaching as their vocation.

“ Largely owing to the depression, it is becoming increasingly difficult to obtain employment for pupils who leave the school at the end of each year ; this is particularly true of those trained as clerks. It would seem as if the value of Africans in posts of responsibility were not sufficiently realized by the commercial and other communities. The needs of the future would seem to indicate that the school should not only keep in touch with the European community and its requirements, but also in increasing measure to show educated Africans how they can, through their leadership and example, initiate and carry on work amongst their own people. This latter task is the more difficult of the two. It is common with the problem that faces every country at the present day—the prevention of the drift to the cities. How far we shall succeed, only the future can show.”

9. The report of the Principal of the Kabaa Catholic Training and High School is printed below :—

Kabaa  
Catholic  
Training  
School and  
High School.

“ *General.*—Increasing educational activities in the various mission stations conducted by the Holy Ghost Fathers in Kenya give an ever-increasing number of applicants for the Central School at Kabaa, and, as a consequence, for the Catholic High School.

“ The number of boarders in 1932 reached the goodly total of 302. Of these, 70 are in the secondary school, 90 in the upper middle, 72 in the lower middle, and the remainder in elementary classes. These latter, together with the children of our three Akamba day schools, provide practising material for the teachers in training.

“ *Scope.*—The Kabaa School was built eight years ago to supply qualified teachers for our mission schools, and for other schools when required. The education of these teachers has in many cases drained the slender resources of the Vicariate, notwithstanding the generous grant-in-aid of Government to the training school.

“ Alas, Government could not be equally generous to assist toward the proper remuneration of these teachers. A predicament, intensified by the economic depression, was the result—work to be done, qualified teachers to do it, but lack of resources to provide adequate salaries. This situation, however, we hope will be of short duration. In the meantime a thirst for education had been created but not satisfied. The boys were ambitious to continue their studies; those in authority did not look on half-educated natives as a national asset, and hence both superiors and subjects rejoiced when, in January, 1930, the Holy Ghost High School was started at Kabaa. The programme was gradually broadened so that boys leaving the school might be suitably equipped either for mission, Government or private service.

“ The extended syllabus seemed but to add to the attraction of the school, so that nobody asked to leave during 1932. School regulations, admittedly strict, seem to have no terrors for the African. He can be easily brought to see that just laws safeguard, do not hinder, his liberty.

“ The response indeed to our efforts on the part of the boys, both in the primary and secondary departments, has been very encouraging.

“ We sincerely hope that the practical recognition by Government of our secondary department will enable us to turn out native boys who can take an honourable place in both Government departments and commercial undertakings throughout the Colony.

“ At the end of the year, only fifteen advanced boys left, all of whom obtained employment. Of these, six were placed in Government employment—teaching, hospital work, and telegraphy—and the remainder in the mission schools.

“ *Staff.*—The Principal is assisted by three Europeans and the necessary African teachers and instructors. Forty boys qualified to enter the High School this year, and the number is increasing every year. In view of this, application has been made for another European teacher. Four European Sisters are promised in 1934. They will take charge of hospital and dispensary work, as well as other departments of training.

“ *Curriculum.*—The actual course of study of the school has as its object the training of selected natives for efficient service in responsible positions—genuine leaders, not discontented agitators. In addition to following the official syllabuses

in the primary and secondary departments, we have introduced a study of Latin in the High School, as we consider it an important factor, not only in the study of English, but also towards a sound mental training. Much stress is also laid on the study of music, oral and instrumental. In addition, every pupil spends some two hours per day at manual work. Provision is easily made for this in a daily programme which starts at 5 a.m. and ends at 9 p.m. In this way, the boys have also ample time to get a working knowledge of useful trades; hence we have our own tailors and shoemakers, carpenters and masons, blacksmiths and painters. We even make our own footballs.

“ *Band.*—A brass band—thirty-seven instruments, all told—in addition to six study harmoniums, afford over seventy boys an opportunity to learn instrumental music. Singing is taught daily, and the Kabaa repertoire is varied and extensive. The bandmaster and choirmaster are both students. Each is capable of executing a new piece—four or five parts singing not excluded—within a week after getting it. The general verdict seems to indicate that they do their work well.

“ The clicking of our numerous typewriters, one of which is a present of the Kiambu Local Native Council, blends harmoniously with the musical efforts of the students engaged in practising on the various musical instruments.

“ *Physical Training.*—Physical exercises for twenty minutes form a part of the daily programme. Musical drill, lately introduced and developed by the boys themselves, is proving a great attraction.

“ *Health.*—We have had some trouble from mumps and chickenpox, which broke out after the boys' return from one of the very few holidays spent at home. The equipment of our medical department—thanks to a benefactor in Europe—has been greatly enriched by the acquisition of a beautiful microscope with the necessary laboratory outfit. Thanks to his training in the Medical Training Depot, one of the students is able to carry out the ordinary tests. The hospital, conducted by qualified Sisters, will, we hope, vastly improve matters medical in the near future.

“ *Visitors.*—Pressure of business prevented the Hon. the Director of Education from accepting our cordial invitations to revisit Kabaa.

“ However, we had the honour to receive His Excellency the Governor, Sir Joseph A. Byrne, K.C.M.G., who expressed his entire satisfaction with the education achievements of the school and the good healthy tone prevailing.

“ During the course of the year we also had the pleasure of welcoming the Delegate Apostolic, Archbishop Hinsley, our own newly consecrated Bishop, the Right Rev. Bishop Hefferman, and also distinguished visitors from educational institutions in India and Rhodesia. Various administrative officers honoured us by coming to inspect our work, including our local Provincial Commissioner and District Commissioner, and Local Native Council representatives from Kajiado, Kiambu, Machakos and Kitui. The interest taken in Kabaa by these bodies was very encouraging for us.

“ *Conclusion.*—With the help of Government, Kabaa has made steady progress; with the extension of the same kindly assistance to our secondary education, much more can be attained. Some Local Native Councils have shown their practical sympathy, and promised their help in the future. An increase of semi-desert land, already voted by the elders concerned, may in future help to solve the food problem, and afford more opportunity for illustrating agricultural lessons. We are grateful for the past: we are hopeful for the future.”

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## CHAPTER VI.

### UNIVERSITY AND COLLEGIATE (POST SECONDARY) TRAINING.

The position in regard to Europeans and Indians is unchanged. No provision is made for post-secondary work.

2. The co-ordination of the work of Makerere with other secondary institutions for Africans was discussed last year between the Directors of Education, and, as a result, it is hoped that Makerere will develop into a post-secondary institution recognized as such in England.

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## CHAPTER VII.

### TRAINING OF TEACHERS.

Indian.

The urgent need for the training of teachers for Indian education is recognized by the Department, but unfortunately lack of funds has hitherto prevented anything being done. It is hoped that a start may be made in 1934, but the necessity of appointing an officer to supervise training may make it necessary to postpone this very necessary step still further.

The new rules for the certification of African teachers have now been brought into operation, and it will be possible at the end of 1933 to gauge their effectiveness to a certain degree. The number of teachers in training increases, and it is satisfactory that the number of candidates for the higher certificates is on the increase.

The report of the Jeanes School indicates a successful year. The report is printed as an appendix.

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## CHAPTER VIII.

### EDUCATION OF GIRLS.

#### (a) *European Education.*

The position in regard to European education remains as it was last year, and is referred to in Chapter V.

#### (b) *Indian Education.*

The new school for girls, which was opened in Nairobi in 1931, has not proved a very successful venture. The number of sectarian schools in Nairobi is considerable, and it is doubtful whether the Indian community in Nairobi can really support a purely Government non-sectarian school.

#### (c) *African Education.*

The position remains as in 1931. The appointment of an organizing inspectress is urgently required, but seems at present to be remote.

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## CHAPTER IX.

This service remains in abeyance.

Medical  
inspection.

There has been considerable activity in regard to Scouts and Guides. The Guides held a most successful camp at Likoni.

Boy scouts and  
girl guides.

The Holiday Camp has now become a recognized institution in Kenya, and was, as usual, a complete success. In spite of the depression, the public subscriptions were sufficient to meet the expenditure required by the Committee, not only for 1932 but for 1933.

Children's  
holiday camp.

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## CHAPTER X.

### CO-OPERATION WITH OTHER DEPARTMENTS.

It is satisfactory to report that the co-operation with other departments continues to be extremely satisfactory. It is desirable to mention particularly the increased measure of



co-operation with the Agricultural Department. This is exemplified by the admission of some of the native agricultural demonstrators to the Jeanes School for a special course to link up the work of the Education Department, the Medical Department and the Agricultural Department in the sphere of the Jeanes workers. The effect on these demonstrators cannot but be to give them a wider view of their responsibility in the reserves, and at the same time there have been most satisfactory reactions in the Jeanes School.

#### DEPARTMENT OF AGRICULTURE.

The following report is submitted by the Director of Agriculture :—

##### *Native Agricultural Training Centres, 1932.*

This Department has under its charge two schools for instruction in plant industry, and seven for animal industry. The former are established at the Scott Agricultural Laboratories, Nairobi, and Bukura, in North Kavirondo; and the latter at Ngong, Masai Province; Maseno and Sangalo, Nyanza Province; Machakos, Ukamba Province; Isiolo, Northern Frontier Province; Baraton, Nzoia Province; and Mariakani, for the Coast Province. Lack of funds has retarded full development of animal industry centres, and for this reason it was not possible to accept pupils for training at Baraton, Machakos and Mariakani. The plant industry training is of three years' duration, and that of animal industry two years.

##### *Plant Industry.*

###### *Scott Agricultural Laboratories.*

This school serves the Kikuyu and Ukamba Provinces and the Voi district. Sixty-two pupils were undergoing the course of training during the year. These were drawn from districts as follows : Kiambu, 13; South Nyeri, 8; Fort Hall, 5; Embu, 6; Meru, 10; Akamba, 10; Teita, 5; other districts, 3.

The training is of an extremely practical nature, thirty-five hours being spent on field work each week and ten hours classroom instruction. The course is designed to fit natives for the better maintenance of themselves and their families on their own holdings by teaching them more efficient methods of agriculture, and inculcating the habit of manual labour, the production and marketing of a greater range of crops, and the maintenance and increase of soil fertility. The Department is dependent upon this centre for candidates for the work of native instructors in Provinces from which apprentices are

drawn, and also fits them for other walks of life. Thus, of nineteen apprentices who completed the course in 1931, seven were appointed as agricultural instructors, three were engaged by Local Native Councils for similar duties, six returned to their own holdings, one was accepted as a teacher at a mission school at Meru, one for further instruction at the Jeanes School, and one proceeded to the Alliance High School for further instruction.

*Bukura, North Kavirondo.*

This school serves all provinces west of a line drawn north and south through Nakuru. The average number undergoing training was fifty-four. The demand for agricultural instruction at this institution has increased to such an extent that the number of applicants exceeds many times the number of vacancies occurring each year. Thus the value of instruction given at the school is being realized to an increasing degree year by year. Whereas formerly a large percentage of the pupils completing the course were successful in obtaining work as native agricultural instructors, the number of new instructors required has declined very considerably during recent years and on passing out of the school the majority of apprentices now return to their villages to work on their own land.

Prominent features of the course of instruction are the necessity for conservation of fertility in the soil and the part played by animals in this respect, an appreciation of the immense value of the rotation of crops, an understanding of the advantages conferred by the practice of good cultivation, the advisability of the use of labour-saving devices, and the necessity for the adoption of correct methods of preparation and marketing of produce.

Very satisfactory progress was made, but it is hoped that the provision of further funds will widen the sphere of influence at no distant date by allowing increase in the number of pupils accepted for instruction.

*African Veterinary Training Centres.*

It has long been the view of this Department that the best method of approaching the native pastoral tribes, with the object of (a) disease control, and (b) the improvement and development of the pastoral industry, is through educational demonstration and propaganda in their various reserves. For this purpose, the idea was conceived of gradually establishing what may virtually be regarded as model dairy farms, directly in contact with the tribes at the most suitable centres available,

and staffed and equipped to give demonstration and instruction in disease control, veterinary sanitation, and the elementary principles of animal husbandry. A system of resident pupilage has been adopted, the course extending over a period of two years.

Herds of native cattle, representative in type of the areas concerned, have been provided at each centre, in order that the pupils may work with types familiar to them, and compare their traditional customs with up-to-date methods.

At the same time, a searching investigation is being carried out into the full productive capacity of the various types of native cattle, with the object of selective breeding and herd improvement.

Data obtained in this way clearly indicate that native cattle are capable of vast improvement, a matter of real importance regarding tribal prosperity and overstocking in native reserves.

Disease control, however, is the primary essential in relation to pastoral development. All stockowners, including natives, desire and demand this service.

The native-owned stock population of this Colony has been estimated at approximately 12,000,000 head, and if a general organized system of veterinary service is to be applied, it becomes increasingly obvious that the natives themselves must accept a far greater share of responsibility, for which they must be trained and suitably prepared. Such training and preparation constitutes the most important part of the curriculum at these centres.

Thus it will be seen that the whole scheme of veterinary training centres is based on a long-range policy, designed toward the gradual and progressive development from every point of view of the native pastoral industry, and in full sympathy with native capacity to understand and assimilate.

Development having been retarded by financial stringency, the number of pupils at centres was the same as in 1931, namely, 35 at Ngong, 19 at Maseno, and 17 at Isiolo.

#### MEDICAL DEPARTMENT.

The Director of Medical and Sanitary Services reports as follows :—

Very little can be added for this year to the report of training of Africans submitted for the year 1931.

*Training of Africans, 1932.*

*(a) Training of Hospital Assistants.*

It is gratifying to note that the full class of sixteen pupils passed the qualifying examination for hospital assistants at the end of the year.

The majority of these hospital assistants have now been posted to native hospitals, where it is trusted that their education and technical training will be of great benefit to the service. As an economic measure, the expenditure on their training should be fully justified, as it is only by the further careful and more extensive training of Africans themselves that the Medical Department can hope to touch the vast masses of natives who, under present conditions, are unable to derive the full benefit from our medical activities.

A total of forty-one pupils are now under training.

A departmental committee sat during the year to consider the syllabus of training. Some slight modifications were made to ensure that the training became more practical, and that as much time as possible was devoted to strict nursing duties.

*(b) Laboratory Assistants.*

These most valuable assistants are in great demand, and are providing an indispensable adjunct to the medical officers, both in the field and at the hospital.

*(c) Training of African Women.*

Slowly but surely, women are being attracted into the native hospitals, not only as patients but as nurses.

During the year, the Local Native Council provided funds for the erection at Kisumu of a special maternity block, which will doubtless provide an increased impetus to the maternity work in this district.

The native midwives trained at the Lady Grigg Welfare Maternity Centre at Nairobi are being posted to native hospitals, and have proved themselves to be, in the main, conscientious and sympathetic, and have displayed considerable intelligence in dealing with maternity cases entrusted to their care.

It is anticipated that it may be possible in certain districts during the next year to post some of these girls to native reserves, and to put them in charge of small maternity centres in the vicinity of established dispensaries.

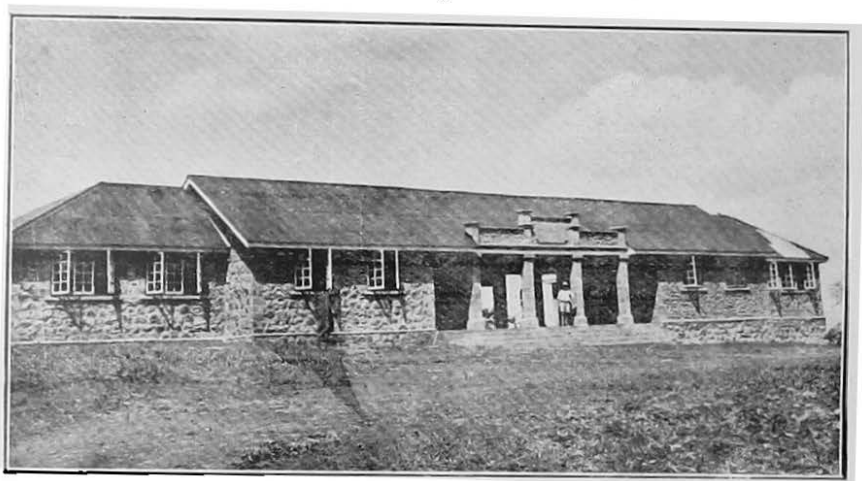
**INTER-TERRITORIAL LANGUAGE COMMITTEE.**

The Inter-territorial Language Committee met in 1932 in Zanzibar. The work of the Committee proceeds normally, and it is satisfactory to record that a Swahili-Swahili dictionary is now almost completed, and that the important work of preparing suitable arithmetic books in Swahili is also completed.

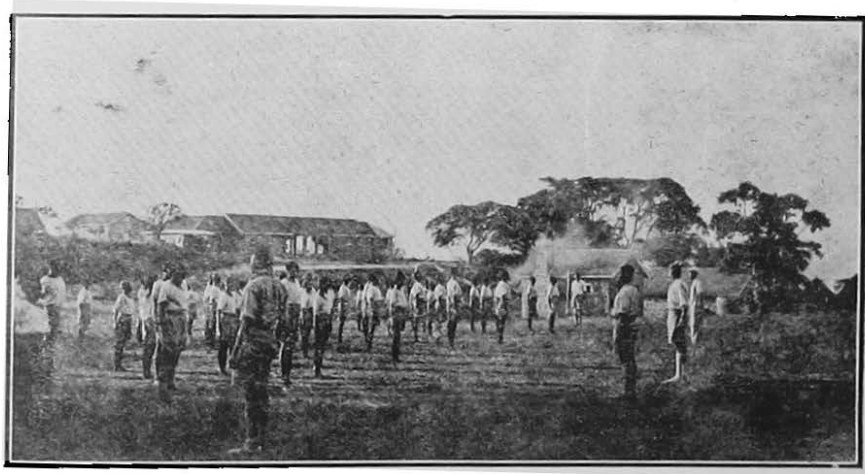
**RELATIONS WITH MISSIONS.**

The Missions have had a very hard year, and it is hoped that they also recognize that the Department has had a hard year. Perhaps both parties—the Missions and the Department—may be allowed to congratulate each other that there have been no signs of diminished co-operation in respect of the difficulties through which we have all had to go.

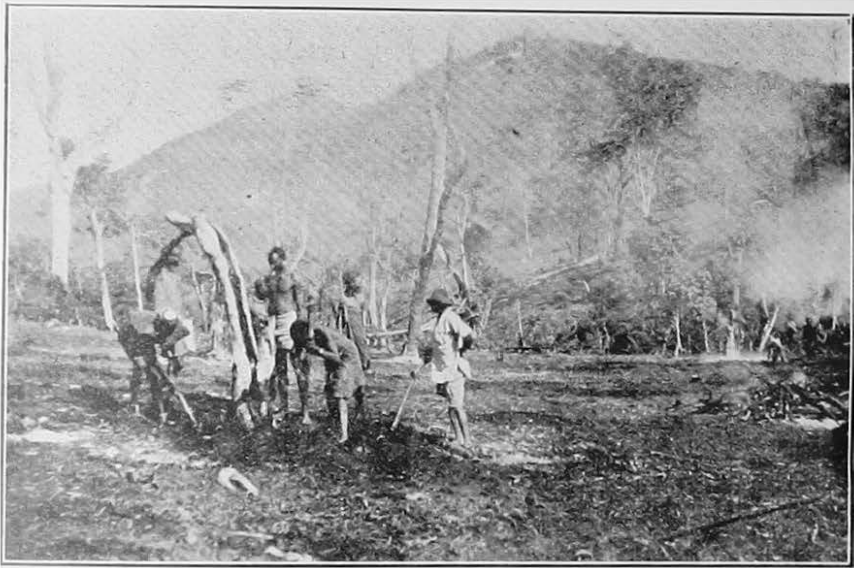
H. S. SCOTT,  
*Director of Education.*



**MAIN SCHOOL BUILDING, TAMBACH**  
Type used also at Kakamega and Nyeri Government African Schools



**MORNING DRILL AT TAMBACH—GOVERNMENT AFRICAN SCHOOL**



STUMPING AND CLEARING THE PARUA PLOT, WEST SUK



HARVESTING POTATOES ON THE PARUA PLOT



BUILDINGS ERECTED BY N.I.T.D. GANGS—TWENTY-FOUR ASIAN  
QUARTERS AT MOMBASA



BUILDINGS ON WHICH EX-N.I.T.D. ARTISANS ARE EMPLOYED:  
"THE CHURCH OF THE TORCH," KIKUYU, CHURCH OF SCOTLAND MISSION



**APPENDIX A.****JEANES SCHOOL, KABETE.****REPORT FOR THE YEAR, 1932.****PART I.—INTRODUCTION.***Review of the Year.*

This is the eighth annual report on the work of this training institution. Despite the general lack of money there has been no falling off in the number of candidates for training and the staff of the school has been kept fully occupied with the actual courses of training, the Jeanes Teachers' Refresher Course, examining for the Department, visiting teachers in the field, and generally working for the improvement of African education.

It has been in many respects a year of transition. The Jeanes School is gradually developing as a social welfare training centre. At the beginning of the year the first group of ten men chosen in co-operation with the Medical Department was brought in for training as Dispensary Welfare Workers. Their course is to last two years like the Jeanes teachers and they receive instruction from the school staff as well as from a Medical Officer and Sanitary Inspector. A further batch of ten was admitted in September, drawn from a wider area. As far as the first group was concerned, the desire was to have them from districts as near as possible to Headquarters and under Medical Officers who could closely supervise their work. It is a most welcome extension of Jeanes training, since these new men are really Government Jeanes teachers concentrating on health work, preventive and welfare propaganda and improvement of the conditions of living in the native reserves. A still further development in the direction of co-operation with other departments of Government was the admission of half a dozen Agricultural Demonstrators from Kikuyu and Nyanza Provinces for a year's course including co-operative marketing and methods of agricultural co-operation, agricultural teaching and general farming. The number of teachers sent from missions is decreasing, as was to be expected. The specialization of function which it was foreseen would have to come in time has descended upon us naturally through this co-operation with other departments of Government who are making use of the organization built up by the Education Department

to give the special bias required for workers in rural areas. The peculiar nature of the school with its family and community life, and all the opportunities for character training involved in the daily activities here, make it a useful centre for training leaders, with their special requirements catered for. The only type of social worker we have not attempted yet to train is the village carpentry instructor or builder.

#### *Future of the School.*

So far as the training of teachers is concerned, we may envisage the development of ordinary normal courses for village schoolmasters, and in time we may see short courses for adults somewhat on the lines of the Danish high school movement. It is tolerably certain that the number of Jeanes Teachers sent for training henceforth will be small. There is room for more in many areas, but the economic resources of the districts seem to be inadequate for their support. Mission funds are already fully involved. The Jeanes Teacher is to a certain extent regarded as a luxury and he does not help to staff the schools. There will have to be certain replacements of older men past efficient work, and so on, and perhaps a few more teachers from European farms will be entered, but it seems safe to estimate that the total number of Jeanes Teachers whom the country can support will not be able to rise above 120. This total will be reached before very long. The Medical Department is anxious to continue the training of Dispensary Welfare Workers, but the cost of upkeep of these men when they are posted to their out-station dispensaries will be the deciding factor in further recruitment.

The problem of the future uses to be made of this school as a training centre with its special staff has to be faced. Meanwhile there is no immediate fear of a cessation of its useful activities.

#### *The Year's Work.*

The following points of interest during the year may be mentioned here :—

(1) First and foremost was the start of the small holding scheme with a man and his wife in residence.

(2) The first passing out examination for the wives was held in July and abundantly proved that a higher standard of attainment is now being reached by the women.

(3) As part of the course of training for Jeanes Teachers a scheme of projects in community work was tried out with some success. Although plans were made for something of the kind in 1931 the teachers themselves had not been encouraged then to the same extent to rely on their own efforts to carry a job through.

On the occasion of the annual Speech Day on 20th July, 24 Teachers received their Provisional Certificates from the Director of Education. Of these, five had taken the one year course reserved for men of sufficiently high standard holding at least the Lower Primary Teachers' Certificate. 16 women received certificates as a result of their passing out examination.

#### *Entries.*

By the end of the year there were 94 men and women in training. This is a greater number than ever before. Of the 54 men, 28 were teachers (17 second year, 11 first year), 20 Dispensary Welfare Workers (10 in each year) and 6 Agricultural Demonstrators. The new group of teachers entered was smaller than in any previous year. The Agricultural men were sent from Bukura, Kisii, Fort Hall, Kiambu and Embu. Dispensary Welfare Workers were representatives of the Keruguya, Nyeri, Fort Hall, Kiambu, Machakos, Teita, Giriama, Digo, Kakamega and Kisii districts. Of teachers entered, 4 were from Uganda (Teso, Ankole, Gulu and Busamia) 3 from Ukamba, 2 Meru, 1 Kikuyu, 1 Chonyi (Coast) 1 Kipsigis and 1 Luo.

#### *Staff Activities.*

In addition to the normal school routine, members of staff had a good deal to do in connexion with the various African examinations, both for schools and teachers. Owing to there being no Inspector of Schools for Kikuyu for the greater part of the year, the Principal was asked to help in one school inspection and to take the place of the Inspector in moderating the papers for the Elementary School Examination. With the collaboration of the Inspector of Schools, Nairobi, a beginning was made with the preparation of a small handbook of Hints for Teachers on the teaching of the main subjects in the syllabus. The staff was frequently consulted on questions relating to text books for African schools. The compilation of new books for schools is not work which can be produced in a hurry, but it is hoped that we shall be

able to play our part in this important business. A number of new school songs were composed by Mr. Taylor, and a small collection of 20 songs for use in the school was completed.

The Principal, as a Government representative, attended the meeting of the Inter-territorial Languages Committee at Zanzibar in June. The school is one of the protagonists of the use of Swahili in Kenya. The Jeanes teachers are usually expected to be able to teach Swahili to the teachers under their supervision.

Mr. R. A. C. Oliver left us at the end of the year. Though not a member of staff, Mr. Oliver was very closely associated with us in our work and we gratefully acknowledge the advice and help he gave us on educational matters. His General Intelligence Test for Africans was finally produced and handed over to the Education Department for future use, complete with instructions to examiners.

#### *Staff Safaris.*

Numerous safaris were carried out by members of staff :—

- (a) To recruit new candidates for the various courses.
- (b) To discuss matters relating to men at work and in training with missionaries and Government officials.
- (c) To report on the progress of the Jeanes teachers and their wives.

Full reports are written after these tours, where possible on individual teachers, so that they can be placed in the teacher's personal file for reference on subsequent visits. These enable us to estimate the Jeanes Teacher's progress and the development of the district in which he works. Nearly all the districts where Jeanes Teachers are stationed were visited, but lack of time and bad weather conditions hindered the amount of work that required to be done. Inspectors of Schools have been most helpful in co-operating with us by seeing the Jeanes Teachers when possible and sending us reports of them. As the number of Jeanes Teachers in the field increases it becomes more and more difficult for the staff to keep in touch by visits merely, and it is to be hoped that the Inspector of Schools will be able to find time to continue their much valued co-operation. The value of safari work to the staff is twofold. It enables us to keep in touch with movements in native areas and remind

ourselves of the needs of schools and communities, so as to prevent any tendency for courses at the school to become too academic. In the second place there is great need to encourage the teachers and their wives to follow up instructions given by correspondence and at refresher courses, and to put forward suggestions for fresh efforts or for greater concentration of energy. Moreover, it is much more satisfactory to be able to discuss matters relating to the teachers work, with the missionaries or Government officials concerned, on the spot. Half an hour's conversation does more good than pages of correspondence.

#### *Relations with Missions, etc.*

Relations with the missions continue to be extremely good. We are always sure of a welcome on our tours and we gladly welcome in return all those who are able to pay us a visit. The school guest house is available for those who wish to make a stay here, either long or short. We appreciate the appointment of Mr. Dougall, the late Principal, as Educational Secretary to the Protestant Missions. His knowledge of, and sympathy with, the aims of the Jeanes School ensure ready co-operation on that side. The Roman Catholic Missions, though they have actually fewer pupils than formerly in the school, show no diminution of interest in and support for the school.

#### *Staff Meetings.*

Throughout the normal term times meetings of the staff were held weekly. Minutes of these meetings are kept for record. Reports from the Health, Games and Recreation Committee, and the Elders Council are read, school arrangements are dealt with and notices given out. Above all, matters relating to school policy, new developments, the work of the teachers in the field, etc. are fully discussed. The staff meeting is now a regular institution and a very valuable one for co-ordination of the varied activities of the school.

#### *Buildings.*

A certain number of alterations to existing buildings were made. The old Practice School *bandu*, which was more or less derelict, was reconstructed and roofed with corrugated iron. Part of the interior was made into a timber store, and the remainder paved with cement to make it available as a refectory for the Refresher Course. At other times of the year it is extremely useful as an extra classroom and clubroom for Sunday afternoon discussions.

Repairs to staff and village houses were carried out locally, with help from the Native Industrial Training Depot, which is gratefully acknowledged.

*Expenditure.*

The net cost of running the school for the year was roughly £3,100, which was £100 less than the previous year. To arrive at this figure a certain amount of money from the original five years Carnegie grant has been subtracted from the gross expenditure on the training centre, and some £20 revenue from the farm and sewing classes has been added. The cost of staff amounted to nearly 68 per cent of the net expenditure. Actually, partly owing to the fact that there were no reliefs required during the year, the expenditure under this head was £660 less than the previous year. There was an average of 9½ men and women in training during the year, 23 more than last year. The cost per head was £33 as compared with approximately £42 in 1931. Travelling is always a considerable item, considering the fact that the men and their families have to be transported to their homes for practice work in their own areas twice a year. The amount spent in this way was approximately £170. Expenditure on materials for instruction, including timber, school equipment of every sort, and maintenance, was under £3 per head. Contributions of the Medical Department towards the purchases of extra materials for the instruction of their Dispensary Welfare Workers are not included in this figure. The Uganda Government also made a small contribution towards the cost of materials for their men in training.

Expenditure on menials was reduced by £43. The cost of allowances for men and women in training was practically the same as last year. It is proposed to reduce slightly the scale of allowances, as it is felt that, although everything except actual school equipment has to be bought by the men and women in training, the present amounts are a little too generous considering the amount of food available in the gardens now.

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PART II.—THE JEANES SCHOOL AS A CENTRE FOR TRAINING AND EXPERIMENT.

*Curriculum.*

Apart from the introduction of the new courses for Dispensary Welfare Workers and Agricultural Demonstrators, the curriculum has not been radically changed. Every effort is being made to avoid overcrowding of the time table,

resulting in confusion in the minds of the men in training, which was one of the adverse criticisms mentioned in last year's report. Rather more time is now given to agricultural and manual training for the Jeanes Teachers. This is possible because they are no longer divided up into groups for dairy or dispensary instruction. A few who specially desire or need some knowledge of the former are allowed to do one day a week at the dairy in the afternoon as an extra activity. Instead of dispensary work as such they receive instruction in first aid in addition to their general hygiene classes. The aim of their manual training is to make them handymen, able to make simple objects of furniture, understand the construction of an improved native house, use rough timber efficiently and do simple repairs. As much time as possible is now given to training as teachers—school and class management, preparation of lessons, use of materials, and understanding of the main principles of education. Above all, throughout all the courses of training—both of teachers and others—there is insistence on methods of community education. This we regard as the most important function of the school. So far as is possible in the time every activity that can be of use in school and village life should be touched on and practised. Suggestions, of course, will be followed up by the more intelligent, but, generally speaking, even a small amount of practical application makes all the difference to the training of African leaders. Even so, the transfer to local conditions is none too easy, so far as short experience goes.

School services were conducted as before, the Roman Catholics attending at their nearest mission church on Sundays, the rest having daily prayers and Sunday services at the school. The Rev. Father Bernard continued to come over for the religious instruction of the Roman Catholic pupils one day a week, while the Protestants received theirs from the school staff. Reference to other items in the school life will be found in the body of the report. We gratefully acknowledge the help given by those who have come from time to time to speak at the morning services on Sundays.

#### *Teacher Training.*

For the Jeanes Teacher in training the work of the first two terms of the second year centres largely round practice teaching under village school conditions. Up to this year the

second year teachers were divided into two groups, one doing practice teaching and the other following their normal courses, each for six weeks at a time. This meant that all lessons had to be duplicated. So long as the number of teachers was large there was no way out of this, but in September of this year a new system was adopted. As only twelve teachers had to have classes provided for them over and above those permanently occupied in the Jeanes Practice School Mwimuto, the whole group was sent together for a month's practice in the five local schools available. The result was that they were able to receive instruction as a class for the rest of the term, which is very much more satisfactory. The first two months of the term was largely spent in preparing for the practice work. In future roughly a fortnight only will be spent in this way at the beginning, then practice teaching will follow, and finally courses of instruction will be continued, with the experience gained during the practice work as a basis.

The group which passed out in July was, on the average, the best we have ever had. The Director of Education, in the course of his address on Speech Day to those passing out—all of whom obtained their certificates, pointed out that whatever success they had obtained they owed to those who had gone before, and blazed the trail so to speak. Certainly it is possible to present in more concise form now the crystallized results of some years of experience in this kind of work, but everything depends on the attitude of the men themselves and their interest in their profession of teaching. It was a little disappointing to find that the group in training, ready to pass out in July, 1933, was rather below the average. They had either had too much experience and found it difficult to change, or almost complete lack of it, which made them seem at sea when faced with a class. On the whole they lacked initiative and zest for their work. As usual they failed to connect the theory of teaching with actual teaching. However, they made considerable progress by the end of the year. The standard of teachers entering here must keep pace with the rising standard in the African schools. With the introduction of the new group of social welfare workers the actual Jeanes Teachers should be able to concentrate more on the raising of the standard of teaching in bush schools, and the teachers training work here, which covers this side of their work, will be more intensive.



### *Demonstration Lessons.*

In connexion with the course on "The Preparation of Lessons" and "Methods of Teaching", demonstration lessons were given by Miss Hudson to the second year students during the first term of their second year. For this purpose the practising school at Mwimuto was used. The lessons given vary from year to year according to the needs of the particular group under instruction. The people who left in July, 1932, helped to prepare, observed and discussed lessons given in the three "R's", history, geography, handwork and nature study, to both the lower and higher standards of the school. Each demonstration lesson drives some particular point home—such as a good application; the use of the blackboard in first reading lessons; how the teacher can make use of a book for material for new lessons, how lessons to young children vary from those given to older ones; how a dictation lesson might be given, etc.

The observations of good teaching, which is so important in teacher training, can at present only be done in this inadequate way. The average outschool teacher is no better than the students we have in training; indeed it is from these teachers that our candidates are mainly drawn. It would not, therefore, be very helpful to use classes in the outschools for observation purposes, although in time this might be possible as the standard of teaching in village schools is raised. African students would progress very much more rapidly if the facilities for observation were more general.

### *Criticism Lessons.*

In the second term of the second year course for Jeanes Teachers one of the most important subjects is criticism of teachers. This follows on from observation of good teaching and new methods in the first term of the second year, as already described. Each week two lessons were given in the Practice School. The following day the group of teachers met to discuss these lessons, one acting as secretary and leading the discussion. The criticism of the group was then formulated, discussed with the supervisor, supplemented where necessary and then written up in the record book, the good and bad points being separately entered. Every opportunity was taken by the more enterprising teachers to show what they could do. A fair amount of choice was allowed in selecting the lesson and the standard to which it should be given. Marks were given both for teaching and recording. The

criticisms generally were just and thorough. The teachers expressed their appreciation of the help they had received, and in many cases wished they could have another try. In future the questionnaire described in the next section will be used in these lessons and the teachers will become accustomed to its use before they leave here.

*Questionnaire for Criticism of Lessons.*

During the year, with the able guidance and collaboration of Mr. Oliver, a questionnaire for teachers to use when criticizing a lesson was compiled. After some preliminary trying out of this form copies were gestetnered and made up into book form. The group of teachers passing out in July received careful instruction in the meaning and use of the booklet, and were later supplied with two copies each. In addition, a special group of 25 teachers was given thorough instruction during the Refresher Course on the questionnaire. After careful explanation and revision of much that had been forgotten, they were given lessons to prepare, and from these two of the most interesting were chosen. These were then given to the group, and while being taught they criticised the teacher who was giving the lesson by answering the questions, drawing a line under the statement which applied in the particular case. After the lessons discussions took place and results were pooled, a general estimate of the lesson being thus obtained. In many cases the standard of criticism was too low. For example, a drawing was said to be good when it was of little help to the lesson. It was also realized that the points of the questionnaire and their order must be learnt almost by heart to avoid fuss or worry, otherwise it would be more of a nuisance than a helpful tool. Next, two lessons were given in a local school. The teachers observed the first lesson, bearing the questionnaire in mind but not writing anything down, then for the second lesson they answered the questionnaire. The following day the points were carefully discussed, compared with the European Supervisor's criticism and answers corrected to fall into line with majority opinion. The next stage was to criticise a lesson as if the teacher was one of those under the supervision of the Jeanes teacher. The group also had to write down a summary of what they would have said to the teacher after the lesson by way of criticism, with a view to giving positive help and assist him to improve the quality of his teaching. Good points and bad points were read out and the teacher allowed to defend himself, but in most cases he agreed with

the criticisms. Finally an examination on the course was given and the first twelve were allowed to take copies of the questionnaire with them to use in helping their outschool teachers. They were warned to use them tactfully, to be sure that everyone, from the European in charge to the school teachers themselves, knew what was being aimed at, and return the booklets to us for the period of a year, copies of summary of criticism being kept in an exercise book, to refer to. Letters received from a few of those who have tried out the questionnaire show that they have been found extremely valuable and are appreciated by the teachers on whom they have been used. The concrete nature of the form of criticism makes it extremely valuable for the African teacher, and we feel that the principle is worth applying further. Incidentally, the questionnaire is really a summary of the most important points to be observed in good class teaching, and as such is a perpetual reminder of the standard to be aimed at.

*The Practice School at Mwinuto.*

Our aim during this year was to put the main school building into a proper state of repair and to build an annex, equipping it as a senior class room with rough desks—the work to be carried out entirely by the pupils themselves. In 1931 the framework of the annex was completed, and our most important work was to obtain a sufficiency of materials from local sources and funds for the purchase of poles and laths, and the necessary internal equipment such as a cupboard, desks and benches. The work was necessarily slow, owing to a combination of factors:—

- (a) Funds were obtainable mainly from the sale of shamba produce which is, of course, periodic and somewhat unreliable.
- (b) All school improvements were to be related to the course of instruction given at Jeanes School to the Jeanes Teachers on the school and the village.
- (c) Weather conditions are generally unfavourable to practical work over a prolonged period.
- (d) Parents and local elders gave generous, but most inconsistent support.

The annex was completed, however, by the end of November with the building of a stone floor by the pupils and the purchase of rough desks and a cupboard from the Jeanes Teachers carpentry classes. In this connexion, we are aiming,

in the future, at establishing our own carpentry classes on the lines of those in existence at Ndunyu outschool. It might be interesting to record the contribution to the above work by the pupils themselves:—

<i>Girls</i>	<i>Boys</i>	<i>Infants</i>
1. Fetching stones from the local quarry.	1. Fetching stones.	1. Supplying grass and banana leaves.
2. Obtaining thatching grass.	2. Thatching thero of with banana leaves and grass.	2. Fetching cow dung for plastering purposes.
3. Plastering the walls with mud.	3. Setting the stone floor.	
4. Supplying thatching materials.	4. Building the framework of the annex.	
	5. Supplying laths.	

In addition to the above, many pupils gave money to the school fund.

The average monthly attendance was : boys, 47.8; girls, 29.2.

The experiment of trying to organize a village school as an institution where attention is focussed on a balance between the needs of the community and the needs of the pupils is slowly but surely bearing fruit. The ultimate ideal is a model village school, practically self-supporting and taking its part in the dual task of school development and village uplift. This school, at the present time, demonstrates the practical problem confronting our Jeanes Teachers in the reserves. Those teachers who have been fortunate enough to have been chosen to take their part in the organic growth of this small society should be furnished with a practical ideal of attainment for their own areas.

#### *Community Projects.*

Part of the training of the Jeanes Teachers in their second year has always consisted of practice in community welfare work. Previously teachers had given lectures on various topics at meetings of local school teachers, but there was practically no practical outcome, and it was felt that the effect of this on the men in training was bad. To the African particularly, talking in theory is comparatively easy. What is

needed in the villages is some definite piece of work attempted and accomplished as well as possible. The people, as they all admit, will believe what they see and touch, and the essential for a Jeanes Teacher, or any other community worker, is to do something concrete. This year, therefore, it was decided to attempt a certain number of projects in community work. The teachers were divided into small groups, each under a member of staff with jobs of work to tackle. Each group kept a record book in which was written the aim they had in view and the stages through which they worked towards it.

A detailed description of three of the projects undertaken may be of interest :—

- (a) An attempt to persuade responsible natives to undertake, during the following rains, the work of reclaiming a patch of over-grazed land on the hill-side opposite the school. Unfortunately the three teachers who were given this work to do failed to realize that the essence of the scheme was to persuade the natives to do the work themselves and was not for the teachers to do the work. Actually they did get a few oldish men to do some planting, but it was done at an unsuitable time and nothing was done to protect the young plants from goats and cattle. The chief obstacle to progress was a local Elder. Possibly, if the same or a similar scheme is undertaken again, public opinion will force him to change his attitude. Although nothing much visible was achieved, the teachers probably derived a certain amount of benefit from their attempt on this project.
- (b) The second was in connexion with poultry. A number of natives who had bought Rhode Island Red cockerels or sittings of eggs from the school were visited and asked if they would like help in building a poultry house or in any other way. While such assistance was being given, the teacher was to talk about egg setting—how to prepare eggs for market, etc., and to lead up to the advantages which would accrue from an egg selling society, to replace the interminable hawking of dirty, stale and small eggs which goes on at present. One poultry house was built, which was a creditable job. No progress beyond this seems to have been made.

- (c) The starting of a savings and credit society at Kabete, the nucleus of the society to be those who invested in or borrowed from the school society. The idea was taken up with a certain amount of enthusiasm, and seventy shillings were collected—mainly, it is gathered, from school children—long before anyone had any idea what to do with it. Had the teacher who was carrying out this project been here for one more month he might have succeeded in starting the society on the right lines. He worked very patiently and skilfully in the face of many difficulties.

*Teachers' Classes.*

The Jeanes Teacher in the field is expected to help the village school teachers in his area. This aim is partly accomplished by holding teachers' classes for instruction—sometimes weekly, sometimes monthly or less often still. The Jeanes Teachers in training this year were divided into two groups and ran a series of lectures for local village teachers in two centres—one at the Church Missionary Society, Kabete, and one at a Church Missionary Society outschool some twelve miles away, at Kiambaa. Roughly the same programme was followed in each case. Two courses of lectures were given one afternoon a week for a period of 10 weeks—

- (a) on school and class management ;
- (b) on principles of education, simple child psychology, etc.

*A.—School and Class Management.*

The following is an outline of the two courses :—

Introduction. The meaning of Curriculum, Time Table, Syllabus, Daily Notes.

The construction of Time Tables for Village Schools "A" and "B".

Syllabus of work. Specimen arithmetic syllabus for Standard II.

The Form of the Lesson, e.g., Preparation, Presentation, Comparison, Application.

Aids to Teaching. Use of Illustrations.

The Teaching of Reading.

Examinations, Methods and Value.

The Teaching of Writing.

Registers and Attendance.

The Teaching of Arithmetic.

The Teaching of Dictation, Composition, Spelling

**B.—Principles of Education.**

The Child the Central Factor in Education.

How Children learn—the Instincts.

Imitation—Conscious and Unconscious.

The Formation of Habits.

Interest and Attention.

Imagination and Memory.

Discipline.

In neither case were the classes very easy to manage. The Kiambaa group certainly had better practice, because they were dealing with a real village teachers' class which meets regularly for instruction from the local Jeanes Teacher. Hence our teachers were able to feel that their work could be carried on and expanded if necessary.

*Visits.*

In addition to these two methods of training designed for the second year teachers in their final term a course of visits to industrial and educational institutions on one day a week is usually planned. This year the following places were visited and explanations given by the experts in charge or by members of staff accompanying the teachers:—

Kenya Grain Mills : How flour is produced.

Shell Co. Depot : Method of petrol distribution, etc.

Belvedere Dairy, Kikuyu : Modern dairy methods.

Scott Laboratories : Agricultural developments.

Salvation Army Weaving Shop : How cloth is made.

Locomotive Works, K.U.R. : Heavy industrial work.

The Aerodrome : Arrival of Air Mail, etc.

The General Post Office : Mails and telegraph and Savings Bank.

The Government and Swift Presses : How books are printed.

The Alliance High School : Higher education for Africans.

The Pumwani Maternity Home : Child welfare and maternity work.

The Railway Training School : How Africans are trained as signallers, etc.

The Salvation Army Training Depot : Training of African officers of the Salvation Army.

*Physical Training.*

It is essential to study the physical welfare of the men in training from two angles—

- (a) the improvement of their own physical condition ;
- (b) their training as teachers.

In respect of (a) above, we endeavour, through daily physical drill, bi-weekly football matches and displays of English and native games, to keep their bodies in a fairly fit condition. It is difficult, of course, to make them realize that there is a greater need for organized and controlled physical training whilst leading a family life than there would be were they pupils in a boarding or day school. They seem to consider that the condition of married life entitles them to a sort of unrestrained freedom of their person.

In respect of (b) above, our course of instruction provides for—

- (i) the training of teachers in physical drill ;
- (ii) the training of organizers of sports and athletic meetings ;
- (iii) and in a lesser degree the training of men who can avail themselves of any opportunity for the training of young African athletes.

The aims have been fully justified by the results. Reports from Jeanes Teachers, heads of Missions and Administrative officers have substantiated our claim to recognition as an elementary physical training institution. In North, South and Central Kavirondo, Kikuyu, Ukamab and Teita, Jeanes Teachers have been given the responsibility as organizers of sports meetings, physical drill displays and demonstrations of native and European games. In some cases they have been given, and have successfully shouldered, the financial responsibility attached to such meetings.

In this connexion it has come to our notice that the growth in the popularity of drill displays has been a contributory cause in the elaboration of native dances. In North Kavirondo a Jeanes Teacher reported that the lateral exercise "Trunk rolling" and the balance exercise "Upward jumping" had been adapted and incorporated into the post-circumcision dances. Whether this is a dangerous proceeding or not it is not for us to say, but it brings out still further the imitative genius of the African.



### *Manual Training.*

Owing to the scarcity of furniture in the teachers' houses, classes were mostly employed, during the year, in making simple furniture for their own use. Quite a number of new articles were made and a large number of damaged articles were reconstructed and repaired. A certain amount of new school furniture was also made by the teachers while nearly all the old school forms have been strengthened and repaired.

Necessary repairs and alterations to existing buildings were, to a large extent, carried out by the teachers during their hours of manual training. There was but little classroom instruction given during the year as the shortage of furniture and the need for getting repairs done made it necessary to concentrate more on the practical than on the theoretical side of the work. The training during the year was very varied. A cement concrete floor was laid in mass concrete. The construction of concrete flooring slabs was started but was found too slow for our needs then. This form of flooring may again be taken up at a later date, as it is considerably cheaper and simpler than laying mass concrete and for that reason appeals to the native.

A large corrugated iron roof was constructed, partly with sawn timber and partly with round poles. A food store built from local material was also finished during the year. A few articles of bush furniture were made, mainly for demonstration purposes. A classroom partition was also built during the year, and several doorways cut and doors fitted, in stone walls. Though the teachers had but little to do with this work, the construction was explained to them and they saw for themselves the actual work in progress.

### *Agricultural Training—Special Class.*

Up to July, 1932, one section of the second year teachers followed an agricultural specialist course. They should be capable of advising on questions of rotation, seed selection, grading of produce, as both practical and theoretical work was done on these subjects. The actual dairy itself, although it occupies a great deal of their time and is useful training in many ways, plays only a small part in the course of instruction in agricultural matters. We have long been convinced that no great improvement can be brought about in animal husbandry until there is a complete change in the whole economic organization of the natives. It will certainly

not be brought about by giving spasmodic instruction in such points as two-handed milking, hand rearing of calves, etc. As an old missionary put it—speaking of the Kamba—"they cultivate to get their living, but their surplus wealth goes into cattle. They keep cattle for pleasure and not for profit." This is probably true of all tribes except the Masai and the Nandi-Kipsigis group. If so, it follows that it is futile to try to approach the other tribes from the aspect of using cattle as profit-making machines. Nearly every native will prefer two cows that give no milk to one that gives a lot. As for the Masai, they live merely to keep cattle. Instruction here has, therefore, been designed to show how a few cattle can be kept near the homestead for household milk, for manual and for draught purposes—in other words to show how the cattle themselves can be used to help in the business of earning a living and making the most of the land, though it is well known that any surplus wealth produced in this way will go to buy more cattle.

With regard to poultry, the position is different for many natives, especially those near Nairobi, and other centres of population look upon poultry as a useful source of income—admittedly small, but involving no great effort in its earning. During the year two new houses were built of black wattle laths, wire netting and banana leaves. The money derived from the sale of eggs during the year amounted to Sh. 150. The amount of maize fed to the hens was inconsiderable, as they are on free range, and would probably be covered—if bought—by the selling of some dozen surplus cockerels.

From September the cattle and poultry work was undertaken by the Agricultural Department men, not so much for their sake as to relieve second year teachers from work which was interfering with their teaching. Voluntary classes are being arranged for those teachers who wish to avail themselves of the opportunity to learn something of cattle and poultry management while they are here. The work at the dairy is closely linked up with the smallholding.

*Grazing Plots.*—The four half-acre paddocks referred to last year were stocked from the beginning of the year with four cows. The grazing supported them until August, when locusts finally finished off every blade of grass, and they had to be abandoned until after the short rains. The experiment did show the advantage of rotational grazing, and gave an indication of the area which will suffice to support one small

native cow. A certain amount of supplementary feeding of lucerne was given in addition to the two acres of grazing. It was also realized that such heavy grazing could not go on without manuring of some sort. Before the short rains, therefore, every teacher was made to take some of the old maize stalks from his *shamba* and pile them outside one of the paddocks. Each day a portion of these maize stalks was thrown into the paddock, into which were then turned some twenty head of stock of all ages. These stock were in the paddock for about 18 to 20 hours out of the 24, being taken out each day at noon for watering and allowed to graze on what fresh grass was available, before being returned in the evening to a fresh feed of dry maize stalks.

After about two weeks the maize was all consumed or trampled and the paddock was well dunged all over. The old stalks remaining were then raked up and taken to the *boma* to be further rotted down, while the dung was spread by a bush harrow. The effect of this treatment is shown by the darker colour and greater quantity of the grass in this paddock. Of course such methods of paddocking are far in advance of native ideas of cattle management at the moment, although here and there a fenced off grazing area is to be seen. Manuring of *shambas* is coming about slowly, but manuring of grazing areas is an idea which has probably never entered any native's head, yet both must come sooner or later. The question of how best to keep cattle near the homestead is one which will arise—in fact has arisen—in connexion with smallholdings. Such "experiments" as the one mentioned above serve a useful purpose by indicating how various problems may be solved. And again, although some of the things which are done here may seem to be many years ahead of the present level of native culture—or seem utterly foreign to the whole native community—yet we can never say what ideas will appeal to the native and what will leave him indifferent. We know so little of his psychological make-up that we can only show him all sorts of new ideas and leave him to adopt and adapt them into his own society.

*New Crops.*—In the short rains small areas were planted with sunflower, sorghum, buckwheat and sweet potatoes, all of which are crops which have not formerly been tried on the school *shamba*. A few lines of gram, and other plants used by Indians were also tried. Owing to the vagaries of the rain in November and depredations by poultry germination was irregular.

*Rotation Plots.*

The work of building up the fertility of the main school *shamba* by a system of *boma* and green manuring was continued, and the present crops are showing that there is some promise of success. Two strips are still very poor, but the rest of the *shamba* is growing better crops. The actual yields are, however, often small owing to the teachers' absence at critical periods. The long rain maize was badly damaged by locusts, the teachers being surprisingly indifferent to the threatened damage. Although warned and advised to prepare grass for smoke screens very little was done in this direction. Fortunately the worst invasion did not come until the crop was almost mature, so that the damage inflicted was less than it might have been.

Some people have doubted the wisdom of trying to introduce a system of green manuring to the native—pointing out that it is only with difficulty that European farmers can be educated to realize its advantages, but it may be argued that green manuring is a method which is more likely to be accepted by a native than *boma* manuring, for it is nothing but an improvement of his own traditional method of leaving land to recuperate. This process may take many years, and while it is going on he has to find new land elsewhere. When he returns to his original land the work of breaking it up is difficult. But if, instead of abandoning his land to whatever plants may introduce themselves, he sows seeds of a plant which he knows is definitely beneficial, and which may also be used—if need arises—to feed his cattle, then he can re-plant that land the following season and get a good crop. It is true that a native is not likely to prepare a piece of ground specially for a green manure crop. At this stage in his education he is not being asked to do this, but simply to try the effect of sowing some seeds in land which he would otherwise abandon. The extra amount of work is small, and is just as likely to be undertaken as is the work of carrying loads of *boma* manure. From this stage it should not be a very difficult step to get the native to plant his green manure before his land gets to the stage at which he might normally abandon it, and he is then farming in a conservative manner. One weakness in this argument, of course, is that if the land is completely cropped out it will not give a green manure crop of any value. Therefore the advantage of planting it while the land is still in good heart must be stressed.

### *School Gardening.*

From the beginning of the year a first year class was taken in the subject of School Gardening for one long period of three hours a week. This is a subject which, as far as the Jeanes Teacher is concerned, is not quite the same as agriculture, the chief difference being due to the ages of those who will ultimately be taught.

As far as agriculture is concerned, the Jeanes Teacher will be helping the adult members of his community, and he is trained with this object in view, but school gardening, as its name implies, is a subject to be taught to school children. It is really an extension of the Agriculture-Nature Study course of the lower standards, and like that course it is designed to make the pupils think rather than to impart to them a mass of ready-digested information. For the garden plot a small piece measuring 72 ft. by 60 ft. was chosen, and divided into four blocks of 36 ft. by 30 ft. Each block was then sub-divided into 24 small plots 6 ft. by 7 ft. 6 ins., and various experiments were carried out.

In the long rains beans and potatoes only were planted, as maize would not have matured before the end of the school year. Two large plots were planted with beans and two with potatoes, the two plots being identical except that one was double-trenched and one not.

The experiments tried with potatoes were as follows:—

- I. Spacing : 3 ft. by 11 ft. v. 2 ft. by 13 ins.
- II. Selected Seed (Doon Star) v. non-selected.
- III. Planting in furrows and ridging up v. planting in holes and leaving flat.

In each case there were four small plots of each method of planting, which, in spite of the small size of the plots, was sufficient to give some idea of the accuracy of the results. It is not to be supposed that these experiments were meant to do more than show the teachers what might be done in this respect, and to give an indication for larger experiments.

The experiments carried out during the long rains raised questions and suggested problems for working out during the short rains. The teachers themselves were encouraged to suggest experiments by being asked what new methods they had been taught and how these differed from customary practice. If possible an experiment was then planned to test the two methods.

There were four large plots each sub-divided, and all *shambas* except small control plots were manured with *boma* manure.

The experiments were then laid out as follows:—

*Plot 1.*—Mixed v. separate plantings. 6 strips: 3 mixed maize, beans and potatoes alternated with one each of pure maize, beans and potatoes. A central strip at right angles was unmanured.

*Plot 2.*—Maize. Spacing and singling good v. bad seed manured—unmanured.

*Plot 3.*—Potatoes. Spacing. Seed selection. Manuring.

*Plot 4.*—Beans. Rose Coco.

*Amount of Manure.*—3 strips—light manuring, medium and heavy.

At right angles to this date of planting: 4 strips beginning of rains and at weekly intervals thereafter.

In addition to the above, a small plot of vegetables was planted during the short rains. The whole plot was double-trenched and one half was manured as well and the following seeds planted: tomatoes, beetroot, cabbage, cucumber, rhubarb, carrots, onion and peas. There is just enough of each variety to illustrate the main points which should be known, but no more. No attempt is being made to grow enough vegetables for sale, which is so often done in bush school gardens. These vegetables will be used for the women's cooking classes, and it is hoped that the effect of vegetables on health will be emphasized in the hygiene classes, and every family accustomed to eating them.

The Dispensary Welfare Worker should learn something about vegetable growing considering what an important part fruit and vegetables play in preventive medical work.

#### *Agricultural Nature Study.*

Three and a quarter hours a week for two terms during the first year course were allotted to a course of Agricultural Nature Study. During these two terms four weeks were devoted to practical work, which consisted of collecting and pressing flowers of more than usual interest and writing a short account of their uses; collecting caterpillars and watching them pass through the various stages of their life history; observing birds and writing answers to a sort of questionnaire about them; collecting seeds to illustrate various methods of seed dispersal; writing accounts of various animals

from memory of past observations. This latter work was done by a Masai who was encouraged to draw on what knowledge he had of the carnivora of his country.

A number of very simple experiments were also done to demonstrate such, to us, well known things as tropisms of plants, expiration of water from the leaves, capillary rise of water in soil, etc.

As a result of this preliminary work it may be said that the African—as exemplified by the teachers who took this course—has a wider knowledge of natural objects than one would expect to find in European school children, but his knowledge is often very superficial and disconnected. It is difficult to find a plant or bird of which they do not know the name, although they may know little else about it, and Dr. Leakey has said that they sometimes attribute a nest to the wrong bird, owing to inaccurate observation. Only to a very slight extent do they try to connect effect with cause, but one of the most, to us, striking discoveries made is the large number of different wild plants to which they attribute medicinal or other properties. When we remember cinchona and quinine there is hope that some of them may not be entirely valueless. On the other hand it may well be that in the distant past medicine men and witch doctors selected certain plants for ceremonial purposes, so that now they are endowed with healing properties which, in fact, do not exist. What we want to know is how children will react to a nature study course following the methods outlined. Will they say “we came to school to learn to read and write” or will they say “we had no idea that there were so many interesting things to learn about our own country”? And if they react favourably what effect will such studies have on their character? Time alone can answer this.

#### *Health Training.*

With the advent of the Dispensary Welfare Workers it was not considered necessary for the second year teachers to have work in the dispensary, and in its place two periods a week in school were allotted to them. It was decided to give them one period in first aid and one in practical demonstrations on how to keep clean a village school. The latter proposition was approached with some trepidation, since teachers are apt to think they know all about cleanliness. However, the first lesson on how to scrub desks was thoroughly enjoyed by everyone. At this point, however, a request came from the practising school at Mwimuto for classes in first aid for

their older children. This opportunity being too good a one to miss it was decided to accept the invitation. The plan of the first aid lessons was, therefore, slightly changed. The first two lessons were given up to making out a syllabus suitable for adults, and this syllabus was followed in the course. Following each lesson two teachers were chosen to give the same lesson to the children at Mwimuto, while the rest of the class went and criticized. In the interval between receiving the lesson and giving it (a period of two days) these two teachers received individual instruction in how to modify and adapt the lesson so that it should be suitable for children of standard IV. Undoubtedly it would have been better to have given a course of lessons in first aid first and then worked out together syllabuses suitable for different ages, and afterwards to have applied them in the practising school, but considering that the request had come spontaneously from the outschool, it was not considered a good move to put them off.

*The School Dispensary.*

Attendances of out-patients during the year were as follows :—

January ..	..	from 11th-31st	..	472
February ..	..	.. 1st-28th	..	446
March ..	..	.. 1st-31st	..	341
April ..	..	.. 1st-8th	..	101*
May ..	..	.. 1st-31st	..	234
June ..	..	.. 1st-30th	..	165
July ..	..	.. 1st-9th	..	47*
August ..	..	Holidays.		
September ..	..	from 13th-30th	..	328
October..	..	.. 1st-31st	..	361
November ..	..	.. 1st-30th	..	407
December ..	..	.. 1st-4th	..	13
Total..				<u>2,915</u>

\* End of Term.

The ante-natal clinic continued as in previous year, the attendance being the same (a very slight increase this year, 92 as against 84 of last year). 37 midwifery cases were attended during the year, 30 being in the reserve. The wife of the Punwani social worker helped at the ante-natal clinic.

From September, 1931, when the teachers and subsequently the Dispensary Welfare Workers took over the work at the dispensary, they did all the work connected with the dispensary, and were only helped when necessary. Since that date there has been a falling-off in the attendance of reserve patients at the dispensary. This may be due to the feeling that white medicine should be given out by the white man.



*The Teaching of Geography of Kenya.*

Two methods of approach have been tested out during the past two years :—

- (a) The one adopted in the syllabus laid down by the Education Department, i.e., the accumulation of geographical experience from the known to the unknown. Commencing with native life, habits and customs centering round the village, it attempts to trace, by logical steps, the growth of geographical facts from a simple to a more complex nature. During the course of study the pupil is not allowed to dwell too introspectively on his own environment, but is taken into the surrounding districts and countries and given a peep into the life and customs of the peoples inhabiting these lands. By degrees his parochial outlook begins to assume a wider horizon until he realizes the oneness of things and people.
- (b) The second method which has been tried recently is one which emphasizes the importance of climate and climatic conditions on the manner and distribution of mankind. Early in his elementary school life the pupil is taught to observe simple natural phenomena in his nature study lessons, such as :—
- (1) Day and night.
  - (2) Heat and cold (the sun).
  - (3) Clouds and rain.
  - (4) Mists.
  - (5) Streams and rivers.
  - (6) Simple land formations.
  - (7) Direction, time.
  - (8) Altitude.

Causes need not be discussed except where the pupil is able to see for himself the complete cycle of operations. Later on in the Primary School greater stress is laid on the above and pupils encouraged to work out possible theories and deduce simple generalizations from known facts. It has been observed that the average native child is singularly unappreciative of many natural phenomena. The why's and wherefore's are the concern of the witch doctors and medicine men.

Much of the work centres round the drawing of certain conclusions from comparative maps of Africa, laying particular stress on East Africa. Area of heaviest and lowest annual rainfall are observed together with greatest and lowest mean annual temperature. Thus the driest and wettest areas are noted and the inhabitants and their occupations discussed. By degrees it is recognized that man's habitat and occupations are determined by climatic conditions. A return is then made to Kenya and the generalization applied. Discussions centre round the peoples of the lowlands and highlands and the reasons for their habitat (agricultural tribes, pastoral and nomadic tribes, immigrant races).

From this, by logical steps, pupils become acquainted with the geographical importance of communications and the meaning of government. By comparing the results obtained from two groups of Jeanes Teachers, very similar in intelligence, it can be said that, if the object of geographical teaching and study is to inculcate into pupils a geographical sense and a full appreciation of geographical facts, the second method has the best chance of achieving success.

#### *Dramatics.*

This part of the training can certainly be said to have borne good fruit, both from the propagandist and the aesthetic point of view. A number of teachers all over the Colony have introduced dramatics as a part of their work in the field, and in one outschool in the Kikuyu Reserve the Jeanes Teacher has introduced dramatics as a monthly item of entertainment. Dramatic paraphernalia are provided out of a special fund collected by the children. So popular have these entertainments become, particularly with the local pagans, who incidentally delight in burlesques, that the Jeanes Teacher was approached with the request that they be held weekly. Other teachers in Teita and North Kavirondo have given dramatic entertainments at the close of the school year either in the form of a propaganda play or a burlesque in two or three scenes. It would seem necessary, however, to watch carefully the effects of the introduction of dramatics. Teachers should not be encouraged to produce indiscriminately, as the tendency at the present time is to adapt Western technique and subject to the more erotic forms of primitive dance and ballet.

The following are the types of dramatic entertainment attempted thus far:—

(a) *Propaganda Plays*.—Several plays, of from two to four scenes, have been dramatised during the year, centered round the following subjects :—

- (1) First aid.
- (2) Danger of flies, rats.
- (3) Modern and past methods of trading.
- (4) Best methods of choosing and planting seed.
- (5) Danger from locust invasions.
- (6) Value of co-operation with various officers of Government—Agricultural Officer, Medical Officer and Inspector of Schools.
- (7) Well conducted schools and badly conducted schools.
- (8) Value of cleanliness of person and of the home.

(b) *Morality Plays*.—These are always a big draw to Christians and pagans alike, and are generally very popular. The triumph of good over evil, the weak over the strong, and the nimble-witted over the foolish is as dominant in the native psychology as it is in our own.

The triumph of authority over custom was a different moral to establish with the native. This is not surprising when we reflect on our own present day reversion to primitive instincts. In this type of dramatic presentation the native prefers to disguise his characters in the rôle of some animal. Cunning is represented by the leopard, strength by the lion, fortitude by the hedgehog and intelligence by the hare, etc.

(c) *Burlesques in the form of dramatized folk stories*.—Several of this type were tried out and proved very popular—the actors and actresses (i.e., wives of the Jeanes Teachers) taking up the characters assigned to them with great avidity and entering fully into the spirit of the play. Progress here is very slow as one must be continually on one's guard against the possibility of introducing the domestic element, in so far as it concerns initiation and circumcision. Most tribes have a fund of stories ranging from the domestic tragedy of "the eternal triangle" to the power of black magic, but these are better avoided as forms of dramatic entertainment.

Warlike stories form excellent material for dramatization. The mythical Jaluo figure Kombo was taken as the central theme of one or two of our plays acted during the Thursday evening meetings. It is rather interesting to record that this type of drama reacts in quite a different way with the native. We, as Europeans, feel our aggressive instinct

aroused at the sight of a martial presentation ; the native, on the other hand, is apt to find in this type of entertainment, a source of hysterical laughter. This is usually due either to over-acting of the part or the grotesqueness of the dress, and not to any weakness in the portrayal of the character.

(d) *Tragedies*.—These have scarcely been touched on as yet. The average native we have to deal with seems to find the portrayal of the pathetic most irksome.

(e) *Nativity Plays*.—A nativity play was performed for the third time at the beginning of December. This type of play is the only one where the actors are required to learn a part.

Experience in dramatic presentation has set us rather against formal dialogue, owing to its tendency to usurp the position of true characterization. The unsophisticated native is a born actor. Among the more intelligent and scholarly students, however, the pendulum seems to swing to the other extreme. Learning a part is a much easier proposition for them to undertake than a piece of straight characterization ; their school years seem to have repressed all their natural talent for acting. This weakness is not a serious drawback and can probably be eliminated by a fuller experience of dramatic work.

#### *Singing.*

Prior to the arrival of Mr. Oliver, instruction was confined to simple voice production and to the learning of a few songs. His investigations into the musical talent of the African prompted us to take this subject more seriously and combine, during the periods allotted to this subject, the study of the African voice and the training, in a simple way, of the teachers. Teachers were selected for the singing course by an eliminating examination. The examination took the form of :—

(a) A test with the seashore musical talent records ; and

(b) A vocal test with the tuning fork and piano.

Those obtaining highest marks in (a) did not always correspond with those obtaining the highest marks in (b). The average of (a) and (b) gave, however, a fairly comprehensive index of ability to profit by the training to be given. Practice classes for the selected teachers were held on two afternoons per week, and occasionally on Tuesday evenings with piano-forte accompaniment. The latter instrument was most helpful in counteracting their tendency to flatness on the 5th and 7th in the major scales. It suffices to add that in its

natural state the African voice is impervious to the niceties of our scale. In ascending and descending order the semi-tones between the 3rd and 4th and the 7th and 8th notes of the octave are always flattened. A little training, however, serves to improve this tendency. With regard to voice registers, we have still to find an African who can utilize his thin register without unnatural strain on the larynx. The normal compass of voices examined comes between E and C—that of a bass baritone. In answer to the question so often asked as to what tribe produces the best singers, we may refer to the paragraph on Musical Tests in this report. In the field of music our immediate aim should be to utilize the material available for the documentation of :—

- (a) Folk songs by means of the phonograph.
- (b) The more technical dance forms by means of the 16 m.m. film.

If this work is not undertaken while opportunity is at hand it will not be long before it will be extremely difficult to obtain a faithful record of native song and dance. English forms are already creeping in and becoming popularized by the modern native youth. It may be added that small school song book with twenty songs in it has been prepared for use here.

#### *Library and Reading Room.*

Among the important things which we are sure the men in training should learn is the habit of using books both for acquiring information and for recreation. Various attempts were made in the past to supply the need, but there was no place available for a library, however small, nor a place where the men could sit and be quiet for a space. During the year, despite the full numbers, it was found possible to set aside one of the small houses as a library. The outer room was furnished with a few shelves, two small tables, four Jeanes pattern chairs as designed by Mr. Gilbert, and a big hanging lamp. This is the School Library proper. It has as yet a pitifully small collection of books. All local periodicals in Swahili and a few in English are also put here. It is open for any member of the school during the day time and in the evening until the 9 p.m. curfew. It is run by a committee of three under a member of staff. The inner room houses a loan collection, pictures, simple apparatus and sets of books, for the use of teachers occupied in practice teaching in village schools. These can be borrowed for particular lessons or for the period of practice teaching. Here again

there is urgent need for the increase of the collection, for it has abundantly proved its worth. During the last six months of the year alone 216 books were borrowed from the library, quite apart from the sets taken out for practice teaching classes.

*Lecture and Debating Society.*

At the beginning of the year it was decided to start a new society for the men in training. Attendance was, of course, voluntary. The time chosen was Sunday afternoons. Gradually the wives have been introduced into the meetings and now attend fairly well. A committee arranged the programme for the meetings. At first these took the form of lectures, with questions and discussion at the end. The subjects discussed were as follows :—

- (1) Our Responsibilities and Duties, especially as Jeanes men.
- (2) The meaning of "Trustworthiness"—why Africans are not considered trustworthy.
- (3) What is health? The futility of hygiene teaching which has no practical outcome.
- (4) Women's Education. What it should consist of.
- (5) Women's Education. The special needs of women. Child Welfare. The value of Women's Health Leagues, etc.
- (6) The function of the Jeanes Teacher in African education.
- (7) Hindrances to progress among African people. The good and bad in native custom. Effects of Europeanization.
- (8) Causes of misunderstanding between white and black.
- (9) What the Jeanes Teacher is going to aim at when he takes up his work.

The last meeting was a farewell to those passing out of the school. Thus ended the first session. With the start of the new school year the discussions previously carried on under the aegis of the native teacher on the staff were put entirely in the hands of a committee of the teachers themselves. Some of the subjects discussed were as follows :—

- (1) Compulsory or Voluntary Action. Which is the best?
- (2) Man and Woman. Which is responsible for destroying harmony in the home?
- (3) The old and new in native custom.

There is no doubt that these discussions are extremely worth while, both for those who have the responsibility of running them and for those who learn to express their views and to listen to the views of others fair-mindedly.

### *Intelligence Tests.*

No special report for inclusion was presented by Mr. Oliver before his departure. The General Intelligence Test for Africans was printed in book form and put into use during the year. Mr. Oliver completed the testing of all the Jeanes Teachers in the field and the new groups in training. The average marks of each year-group since the beginning of the school are as follows :—

Year of Entry	Description	Number tested	Average Score
1925	Jeanes Teachers .. ..	8	46.27
1927	" " .. ..	15	53.45
1928	" " .. ..	17	51.43
1929	" " .. ..	23	52.77
1930	" " .. ..	25	51.06
1931	" " D.W.W. .. ..	23	52.20
1932	A.D., D.W.W. .. ..	28	52.52

The test was used to help in choosing Dispensary Welfare Worker candidates for entering in September of this year. For guidance in the future Mr. Oliver suggested that it would probably be helpful to interpret the marks somewhat like this :—

- A. Top quarter : 66 per cent and over.
- B. } Middle quarter : 52-65.
- C. } 40-52.
- D. Bottom quarter : below 40.

Any candidate scoring 40 or over should, as a rule, be accepted without hesitation so far as intelligence goes. Anyone scoring below 40 should be considered carefully. He should be expected to show strong points such as personal influence, or special training in carpentry or agriculture, etc. to compensate for his rather poor general ability. He should be given a trial and his work carefully considered for a term or so. Any candidate scoring less than 30, or, possibly, 25, would as a rule be hardly worth considering.

We found it extremely helpful to apply the test to Jeanes Teachers after their entry so that we can pay special attention to those who come out low. The value of this impersonal confirmation of our own judgments of a man's ability to learn and profit by instruction cannot be overestimated. Equally important is the provision of a means for weeding out unsuitable men from a large number of candidates presenting themselves for Dispensary Welfare Worker or other courses. Mr. Oliver has left us a legacy of permanent value and it is to be hoped that if he is unable himself to continue the work he will be able to hand it on to someone who will produce as good results as he has done.

*Tentative Comparison of Musical Ability among Tribes.*

Mr. W. H. Taylor, who, during the year, carried out some interesting experiments in musical training, reports as follows on the preliminary tests given to selected Jeanes Teachers. The test materials used were the Seashore Musical Talent records, which were provided by Mr. Oliver. The groups to be tested were very carefully selected from 125 Jeanes Teachers. No one was admitted to the test unless he passed successfully a vocal test for pitch, with a tuning fork, a violin, a piano and the human voice. Once selected, the groups had the method of procedure explained to them very thoroughly in Swahili, illustrations being given with the violin and the piano. Two tests were given with each record at intervals of from one to three weeks, and the highest of the two scores taken as the individual's index of ability. The groups were more highly sensitive to the test material than those of the Alliance High School, Kikuyu, which constituted Mr. Oliver's test group during his musical investigations. Whether this gives a truer ranking of ability it is difficult to say, since the Jeanes School groups were on a lower plane of intelligence and required fuller explanations of methods of procedure.

The results showed that in musical time, intensity, and rhythm the African is highly developed, much more so than the adult European groups who were taken as norms in the Seashore Tests. So far these results followed those of Mr. Oliver, but a divergence was found in the relative scores for the sense of pitch. The percentile rank was higher than that of the Alliance High School group and corresponded closely with the norm for European adult groups. This can be explained partly by the fact that the test groups were very carefully selected, and, as mentioned above, highly sensitive to the test material.



So far as a comparison of general musical ability among Kenya tribes is concerned, the preliminary selective test seemed to point to little talent among the Kikuyu and Kamba and a very high musical rating among the Jaluo and Giriama. Of the seven Meru and Teita natives three passed through both tests successfully, but the numbers do not justify any comparison being drawn.

TABLE A.  
DISTRIBUTION OF TRIBES IN THE SELECTIVE TEST.

Giriama	Jaluo	Bantu Kavirondo	Teita	Kikuyu	Akamba	Meru	Kisii
6	19	25	5	28	12	2	3

TABLE B.  
DISTRIBUTION OF TRIBES IN THE SEASHORE TEST.

Giriama	Jaluo	Bantu Kavirondo	Teita	Kikuyu	Akamba	Meru	Kisii
6	12	5	2	3	2	1	0

TABLE C.  
AVERAGE RANKING OBTAINED BY EACH TRIBE WITH ITS INTELLIGENCE QUOTIENT.

	Giriama	Jaluo	Bantu Kavirondo	Kikuyu	Teita	Akamba	Meru
I.Q. . . . .	41	35	39	43	43	30	38
Percentile rank . .	81	78	72	65	70	61	72

*Average ranking obtained by each Tribe with its Intelligence Quotient.*

A comparison of Tables A, B and C show that the Giriama and Jaluo appear, on a preliminary investigation, to possess a highly developed musical sense.

Until larger numbers of individuals have been tested no real reliance can be placed upon these figures, although it is significant that the results bear a close relationship to the observations of travellers and individuals who have been in close contact with Kenya tribes for any length of time.

*Training of the Wives.*

The following quotation from the report on the Rural Mission of the Church in Eastern Asia (1931) could be applied almost word for word to Africa.

“As elsewhere in Asia, one comes out of China deeply impressed with the need of giving special attention to the problems of village women and girls. The village home is of vital importance in proper child care . . . Almost every aspect of community life hinges more upon the women than upon the men, and they are the last to be reached, for they are the ones most inclined to keep to old customs. They manage the family life, they determine youthful ideas and ideals.”

It is probably unnecessary in this country to stress the need for domestic education. The value of the work done in mission girls' schools is fully recognized, but few would deny that it is all on a very small scale and can only touch a comparatively small percentage of the women of the coming generation. Our small contribution to the solution of the problem begins with married women, it is true, but it is hoped that some, at any rate, will prove to be teachers of other women in their own homes. We aim, therefore, at giving as much practical training as possible to the wives of the men who enter here. The results obtained during the year under review were most encouraging.

There were on the average 36 women under instruction each term. The standard of ability varied considerably, from a young wife from Meru, who was in skins two days before she arrived at Kabete, and a Busoga woman who had previously been a teacher and who had had much experience in leadership. As a rule the women who have had training in girls' boarding schools before marriage are the ones who show most initiative and who are the most helpful and reliable.

Every Monday morning there is a women's service. After a short time all together, during which hymns are sung and an address given, the women separate into tribal classes and have a Bible or religious lesson in their own language. There are usually as many as five classes being held outside in different parts of the school garden. A revision of the previous week's lesson in Swahili always takes place while the women are together. In connexion with this Sunday School the book "Daughters of Africa" has been used to provide many talks, in which the women were most interested.

Instruction in simple cookery is included in the course, special attention being paid to the cooking of vegetables. These are grown by the men in training in one of the school gardens and supplied to the women's kitchen.

Following on the beginning made last year in starting a small welfare centre, the women have moved into another house which is much more suitable in every way. With the money they collected last year they have bought blankets, mosquito netting and soap. They admitted in all six patients during the year, including a baby of two weeks that refused to suckle; a child with pneumonia, whose parents refused to go to Nairobi Hospital; a child with bronchitis and a baby with diarrhoea and vomiting. They also had a case of measles which they isolated in their house, disinfecting it thoroughly afterwards. They assisted in delivering two normal labour cases from the reserve. The first year women received instruction in simple household hygiene, similar to that given last year, and the second year women in children's ailments and how to attend them.

Before leaving in July, 1932, the second year women were examined in hygiene, sewing, knitting, cooking and child care. Practical tests were given in every case and questions were answered orally. In addition to being asked questions on simple sewing each woman was given half a yard of unbleached calico and was told to make anything she could out of it. She also had to scrub a table, prepare everything for a baby's bath, clean out the dirty eyes of a child, and apply a simple clean homely dressing for a burn.

All the sixteen women in this group passed the examination and received certificates from Mrs. Scott, the wife of the Hon. Director of Education, on Speech Day. The highest and lowest marks respectively were 84 per cent and 58 per cent.

The women have also begun to take their place in the general activities of the school. In the summer term of 1932 they asked to accompany their husbands on school visits which were not too far away. The Scott Agricultural Laboratories, the Kikuyu Mission, the Alliance High School and Ndunyu were thus visited by some of the women. Then by themselves all the women visited Punwani Hostel and the Maternity Hospital, and later the Church Missionary

Society Mission at Kabete. Mr. Walford also gave a demonstration to the women on the making of ghee, and conducted the second year students round the school dairy, poultry houses and vegetable gardens.

Although the wives in training do not often express their views, indeed they only begin to converse freely in Swahili in their third or fourth term, nevertheless they are appreciative of the little that is done for them and on the whole are anxious to learn.

### PART III.—THE JEANES SYSTEM IN THE FIELD.

#### *General.*

At the end of the year there were 88 men on the list of Jeanes Teachers at work all over the country. Withdrawals during the year amounted to 4; 1 for hostility to the mission employing him, 1 for drunkenness, and 2 for unsuitability for the work. 13 men received their Permanent Certificates at the satisfactory conclusion of their 2 years probation. Five were rejected for the present, until more satisfactory reports are given on their work. By this means the earning of the Permanent Certificate is made a matter of some moment, and a distinction to be coveted. Further recognitions of good service are valued by the Jeanes Teachers. A certificate for each term of five years' good service is to be given in future with an accompanying chevron. The Jeanes Badge is to be worn in future only by those who pass out successfully at the end of their course.

*Cost.*—The cost of 61 teachers for the 12 months amounted to £1,340, and for 17 more who only started work in August and did five months, £147. The average monthly two-thirds share paid by Government per teacher according to the different groups is as follows:—

	<i>Sh. Cts.</i>
1st group : Mwenge ...	47 00
2nd group : Nzige ...	35 00
3rd group : Mambo Leo ...	35 40
4th group : Mageuzo ...	34 33
5th group : Majilio ...	34 70

making a general average of Sh. 37/30 per Jeanes Teacher per month of £22 per head, per annum. It may be estimated that at the probable present rate of increase in the numbers

of Jeanes Teachers, the annual increase in expenditure under this head may be estimated at roughly £250. The cost of administering the Jeanes system in the field, i.e., visits of staff of school and travelling of teachers to the Refresher Course amounted to roughly, £160 in all, well under £2 per head. There are only a few incidental expenses for the Refresher Course as the men have to pay for their own food, soap and lamp oil. They actually paid out themselves for their food for three weeks the sum of Sh. 739.

#### *The Jeanes Teachers' Journal.*

The "Gazeti la Moto M'moja" (i.e., the one fire, symbol of friendship and unity) is sent out three times a year. Each member of staff contributes one section. Instructions are issued by this means, helps in lessons and advice on teaching are given. There is a section for the wives, and an experiment has been made with the sending out of a simple pattern of a jumper for use in sewing classes, etc. A summary of these instructions is made in English and sent round to all missionaries and Education officers employing Jeanes Teachers, and others who may in any way be concerned, so that no misunderstanding may rise.

#### *Refresher Course.*

The Annual Refresher Course, which all men in the field are bound to attend unless prevented by illness or other good reasons, began immediately after the annual speech day on 20th July. Arrangements had previously been made by correspondence for three messes to be run, according to the various types of food desired: (a) Coastal; (b) Central; (c) Kavirondo. Each mess had a small committee of 3 or 4 to manage its affairs. The actual cost for each mess was as follows: (a) Sh. 181/20; (b) Sh. 299; (c) Sh. 259. These expenses were met by subscriptions from each member. The reconstructed *bandu* proved a quite satisfactory refectory. Four cooks were obtained and their wages paid by each mess. A few men brought their own food and ate separately in one of the houses. In the refectory itself at meal times was a scene of bustle and good cheer, especially for the evening meal. On one or two occasions those who were not too ready for bed gathered together after the meal for discussion and sing-songs.

As the numbers were too large for classes if any real teaching was to be done, alternative courses were provided for each of the five main periods of study each day. The following will give a rough idea of the course :—

*1st week.*

- (1) (a) Criticism Lessons.  
(b) The Work of the Visiting Teachers.
- (2) (a) The Teaching of Reading.  
(b) The Construction of Teaching Equipment.
- (3) (a) The Teaching of Hygiene.  
(b) Mensuration.
- (4) (a) Private Study.  
(b) Intelligence Tests.
- (5) Discussions on—  
Diaries and Reports.  
Native Customs.  
Recreation Meetings.  
Women's Work.

*2nd week.*

- (1) (a) Criticism Lessons.  
(b) School Management.
- (2) (a) Rural Economics.  
(b) Arithmetic and Accounts.  
(c) Mensuration.
- (3) (a) Teaching of Geography.  
(b) Teaching of Agricultural Nature Study.
- (4) (a) Private Study.  
(b) Singing.  
(c) Acting.

*3rd week.*

- (1) (a) Co-operative Work.  
Houses and Furniture.
- (2) (a) House Building.  
(b) The Teaching of Arithmetic.
- (3) (a) Improved Agriculture.  
(b) First Aid.
- (4) Singing.
- (5) Discussions on—  
Native Customs.  
Reports.  
Supervision.  
Jeanes' Work.

Visits were made to the Scott Laboratories, Aerodrome and Natural History Museum. An entertainment was given in Pumwani Memorial Hall. In addition, a specially valuable lecture demonstration on flies was given at the Medical Training Depot, and the Deputy Director of Medical and Sanitary Services distributed copies of his article on flies to every Jeanes Teacher so that a campaign in this subject may be carried on during the next year. Entertainment meetings were also held in the School Hall. A log book of the Refresher Course was kept and all transactions carried out by the Joint Committee of Teachers recorded. It was just possible for every man to have a personal interview with the Principal, to bring up any special points of difficulty, to discuss reports sent in and to ensure that his records were up-to-date. Every Jeanes Teacher in the field now has his personal file, and this renders the work of keeping in touch with his problems and his progress very much easier. The Refresher Course is a great time of questions and discussions, and would be worth while for this if for no other reason. The men themselves are keen to be put in touch with all the developments of the past year. They recognize that there is no standing still. We attempt as far as possible to emphasize a few definite points to concentrate on during the coming year. Where possible the teachers bring in such notes on native customs as they have been collecting. Unfortunately it has not yet been possible to make any general use of these. The use of African lore in teaching would have to be demonstrated by special lessons and practice. Meanwhile the men themselves are in some cases securing records of native life and customs which should prove of great value later on.

*The Work of the Jeanes Teacher in the Field.*

The duty of sending in quarterly reports at the beginning of January, April, July and October is strictly enforced. The new report form now in use has made the task of sifting information on the work in the field considerably easier. Unfortunately there are always a few delinquents who, for some reason or other, dally with the sending in of their report. In time it is expected that the habit will become fixed and punctuality, which saves much worry and time, observed. It is certainly not entirely a simple matter for the man in a remote district to get his report in by a certain date, and for the Supervisor, missionary or Government official, to add his comments. The reports are filed according

to areas (I, Coastal; II, Central; III, Lake; IV, Outlying) and districts. They are read and summarized in English and copies of these summaries, which give some idea of the activities and achievements of the Jeanes Teachers, are available for those interested.

It would be impossible to give any but brief extracts of these reports, numerous as they are already. The main topics reported on are: (a) School Visits and Teachers' Supervision Work; (b) Community Welfare Work. Under (a) we get as a rule the following:—

Lessons taught during the period of visits to outschools, e.g., new subjects such as Agricultural Nature Study, Practical Hygiene, Geography of the District or of Kenya, School Gardening. Sometimes these lessons are observed by the teacher in the school, at others the Jeanes Teacher takes one class to help the teacher. He aims at any rate at encouraging a broader curriculum. He does not neglect the three R's. In fact, he finds it necessary more often than not to show better ways of teaching reading, the use of materials for arithmetical work and so on. As for Teachers' Supervision, in some cases he tries to help the teacher by going over lessons with him at night, showing the value of preparing work for the next day and how to get material for lessons. He sees whether the register is properly kept and whether the teacher understands how to do so. He tries to get a time table for each school and to see that it is followed. In addition, he collects teachers of an area together where possible and gives them lessons or they discuss methods of teaching and watch demonstration lessons. Short courses are held from time to time. The programme varies according to the needs and opportunities of the district.

Under (b). It must be understood that generalizations are dangerous and the following are tentative only. The activities are extremely varied and depend on the ability and interests of the teacher as well as on the nature of the district, the character of the people, especially those who support the schools, the economic conditions, etc. There is always some record of people helped in building an improved house. The Jeanes Teacher may mark out the site, show how to make and fit windows, give advice on the building of the roof, and so on. He invariably reports encouraging people to build latrines both at schools and in villages. Often, of course, this may be done in connexion with a latrine campaign in the district, in which case he is not immediately responsible.



Similarly in house building he is frequently acting in conjunction with the Sanitary Inspector, who asks the Jeanes Teacher to be ready to help so far as he can in improving housing, although he is not expected to be an expert in these matters as the Dispensary Welfare Workers will be.

Under agriculture, we usually find mention of people helped to lay out their shambas and plant up in lines. Sometimes seeds are given to the Jeanes Teacher by the missionary in charge for distribution. He may visit an Agricultural Officer for the same purpose. In places, school pupils have been encouraged to start home gardens of their own and the Jeanes Teacher visits these on his village tours. He takes an especial interest in school gardens and trees to make them really valuable to the school pupils, according to the ways which he has been shown while in training. He encourages people to make compost pits and manure their *shambas*. He also urges the purchase and use of ploughs and hand cultivators. Another item which is beginning to occur more often is recreation, entertainments and sports. The Jeanes Teacher is not infrequently made the organizer of end of term Sports Days, including football matches, an open air demonstration or propaganda play, and perhaps a school handwork exhibition. There are some who have tried indoor entertainments with programmes of acting, songs and tales.

Health propaganda work is usually prominent, and a few, at any rate, have found that an organized clean-up day in villages works well. Some are successful in getting sick people to go to hospital for treatment, or attend at dispensaries for injections, etc. Rat campaigns are fairly common, and the numbers of rats killed are counted. A few are trying to run small teams of village helpers—something on Scout lines, with insistence on usefulness to parents and old people and respect for the decrepit and aged.

In order to supplement this very general account of the work of the Jeanes Teachers in the field, a few extracts from various reports and letters referring to teachers may be added.

*Area I. Coast.*—“About two months ago we had to move south-east to . . . where we had had a very bad Government report. The school was bad, the grounds were bad, and everything was going to the dogs. During the two months he stayed there he made more improvements than I should

have thought possible. He cleared acres of bush, started school gardens, edged roads with plants or stones, built a new latrine, started stock books for school materials, introduced new schemes of drill, etc. He felt disappointed at not being able to stay longer to see the fruits of his labour, but the school in question is not considered an outschool in the reserve."—*Church Missionary Society, Kilifi District.*

It is extremely sad to have to add that this teacher had shortly afterwards to be dismissed for drunkenness and unseemly conduct. Fortunately this has been a rare cause of failure among Jeanes Teachers. The above account is nevertheless interesting as showing what a man can accomplish when he is put to it.

"During my recent inspection I found many signs of good work on the part of J.K. There is a distinct improvement in the drill and games (at this Central Mission School) in the school gardening, handwork and health arrangements. There has also been an improvement in the organization of the school time tables, the teachers' record and syllabuses. He also informed me that he is visiting regularly three of the outschools in the neighbourhood. I consider that he is doing well."—*Church Missionary Society, Teita Hills.*

*Area II. Central.*—"When visited, J.N. was running a Teachers' Week at the Central Station, which now has no European missionary. All the outschool teachers were present and seemed keen and happy. Only one has passed any examination at all. Without J.N. it is doubtful whether the backward schools of this area would have continued to do any useful work. There was an entertainment in the evening, largely attended, and the teachers gave a dramatic representation of a Kikuyu folk tale in the dimly lit school."—*Church Missionary Society, Fort Hall District.*

"A.'s speciality is building grain stores. He showed me four or five for which he was responsible. He was also instrumental in getting a store built at a local chief's, to which people could bring their produce for storage until such time as transport was available. His own home is a real model of cleanliness, built of bamboo and roofed with corrugated iron."—*Church of Scotland Mission, Kiambu District.*

"I visited 3 of the 11 'A' schools supervised by H. During the month of November there was a roll of 80, now it has dropped through the efforts of the Kikuyu Central

Association to 40, most of the children attending an independent school nearby. The teacher at one school spoke in glowing terms of H.'s help in getting outschool and garden, and in hygiene lessons. The school had just been rebuilt at the initiation of H. and was a triumph for him. The design was good and it was well built, though the materials were but wattle and daub and banana leaves. The windows have drop shutters of rush, made by the pupils in their handwork lessons. All materials were supplied by the parents, and the school built by the pupils."—*Church of Scotland Mission, Nyeri District.*

"An outschool where S.N. has done most of his work was one of the most interesting I have ever seen. Nothing could be much worse than the building, and no pupils could be more keen. Near the school is a small tumble-down building which is used for handwork. It has been supplied with a native type of forge and the pupils are learning to make a variety of useful implements and tools. Old iron is bought and made into hoes and jembsies, hammers, etc., which are sold or used for school work. Pots are also made by the girls. I was also shown some very good rulers which are being made. There is a small but neat *shamba* which is to be enlarged for the next rains, and a fenced over spring for drinking water. The display of drill and games which the pupils gave was very good indeed. They have an infinite variety of games, mostly with singing, which they seem to enjoy thoroughly."—*Africa Inland Mission, Machakos District.*

*Area III. Nyanza, etc.*—"Both our Jeanes Teachers are working against great odds in locations which are backward and at present very little interested in what the Jeanes Teachers want to show them. In this mission our work is practically at a standstill on account of the food shortage. Both men are doing their work under great personal sacrifices, yet remain cheerful and optimistic."—*Roman Catholic Mission, Aluor.*

"At another of the schools under J.O.'s supervision pottery, basket and string making were going on in the afternoon. There was a large and well planned flower garden and in addition each pupil had his vegetable plot. Inside the school there was a water jar fitted into a wooden stand, used for cleaning slates. A duster was provided and kept close by. The two teachers were interested in their work and ready for any help."—*Africa Inland Mission, Ogada.*

“The chief points discussed at the Nyanza Jeanes Teachers’ Meeting in January, 1932 were :—

- (a) The lack of any marketing organization to encourage natives to grow better crops.
- (b) Obstruction by the older generation.
- (c) Inability of teachers’ wives to carry out a full programme of work.”

—*Letter from Inspector of Schools.*

“I.O. gave a good account of himself and seems to be doing a great deal. As far as school work is concerned, he answered all my questions about time tables, daily notes, sports, etc., with intelligence. He also gave evidence of having done something for village sanitation, agriculture and health. His attempts towards live stock improvement are directed through his brother, who has many cattle and a separator. His wife has no regular class, but gives talks at meetings and individual instruction to those who seek for help.”—*Church Missionary Society, Central Kavirondo.*

“S.A. has built in the centre of his district, his schools being all within about three miles radius. His house is of the same type as the others, mud and wattle with grass roof, but he has whitewashed the walls outside and also within with a white clay which makes the rooms appear quite well lit, although they are not really so. He has six rooms with clay floors all well laid and comparatively level. Window shutters are made to fold down, so that when open they act as tables. He has the usual furniture made at the Jeanes School, with the addition of one or two local pieces which are quite satisfactory.”—*Friends Africa Mission, North Kavirondo.*

“S.A. lives in a comparatively large and modern village. He has done a lot of work since he got back, and there are already a number of new latrines and manure pits to be seen. The school is in urgent need of repairs, but he has already taken up this matter with the people, who appear to be willing to do what he suggests. In fact, it seems that they had rather been waiting for his return before setting to work to bring their school and village up to the standard which they want.”—*Church Missionary Society, Kavirondo.*

*Area IV. Outlying Districts.*—"I.W.'s house is very small, consisting of an office, bedroom and kitchen. It was clean and tidy. The estate is a large one, and I.W. seems to manage everything to do with the labour. The huts of the Kipsigis labour are smaller and much lower than the Kikuyu ones. I.W. has helped with the building of 22 new huts in the district. I was taken to see one in course of erection. It was in the same place as the old ones, but a little higher and with windows."—*Teacher on a European farm.*

The last extract concerns the first Jeanes Teacher trained for urban work in the Native Location, Nairobi.

"R.W. has now been working in Pumwani for just over three months. During this time he has given most attention to the improvement of the schools—the Government School, the Church Missionary Society Girls' School and Kindergarten, and the small Roman Catholic School. At the first of these he has introduced new games and exercises to the whole school, besides taking a squad of backward children every morning. There was no school garden. He was granted a piece of ground near the river. At first the children were most indifferent, but are now quite interested. As there are only two school jembies the work has not been easy to organize. So far, an irregular piece of ground has been broken up and beans planted. A successful night school has been started, four times a week, with an average attendance of 36. (The pupils are mostly sweepers during the day.) At the Church Missionary Society Girls' School likewise there were no school gardens. The ground was broken up and there are now four good plots planted with peas and maize. The children were quite indifferent, but are now so interested that the six hoes are always in use during the morning play period. At the Roman Catholic School to begin with there were no slates and the pupils had to learn everything by heart. R.W. suggested that he and the teacher should visit all the parents, with the result that now each child has his own slate. Games have been introduced here also."

—*Municipality, Nairobi.*

#### *Wives of Teachers in the Field.*

Of the women who have left, many hold regular sewing and knitting classes in their own districts, and from time to time send news of their progress or their difficulties. There

is now a women's page in "Moto M'moja." Extracts from one or two letters received from those who left in 1932 may be of interest :—

"Greetings and the news of many days. Although I have left Jeanes in the flesh my heart is still in the work and the good things which are there. Now I am trying to take women's classes :—

- (1) To teach them, simply, about hygiene and how to look after their children, to feed them and care for their bodies.
- (2) To show them how to knit a little.
- (3) I have so far ten pupils.

Please greet for me everybody at Jeanes."

"Are you as well as we all are? We have great joy because we now have a little girl who was born on the 2nd of January. Will you please announce this in "Moto M'moja" so that all the students may know. Simeon greets you and so do I."

"Greetings and after that thank you for the pattern of the pullover which I understand. If you could send me another I should be very pleased. As for me, I have not begun any work yet although I have tried a little and have taught a few girls to knit stockings and to weave mats. I hope to begin properly next year. Please greet all the women for me, and all those who left with me, and all the teachers too. Because we do not see one another we greet by letter."

#### *Statistics.*

In appendix Table I will be found a few statistics obtained from Jeanes Teachers in the field and entered on a form sent out yearly from the school. It must be clearly understood that it is not possible to vouch for the accuracy of these. We try to make the men understand that it is only on the work for which they are personally responsible that they can report, but it is not always easy for them to say whether such and such a thing has come about owing to the seed sown by them or not. The statistics, are, therefore, given tentatively, because they give some concrete idea of achievement to the interested inquirer. Incidentally the Jeanes Teacher himself learns to think in concrete terms, and by attempting to make some definite estimate of progress he may learn to counteract that devastating vagueness to which he is so prone.

**APPENDIX**

**Table 1—SUMMARIES OF STATISTICS SENT IN BY JEANES TEACHERS IN THE FIELD**

	Coast	Central Kikuyu and Ukamba	Nyanza	Outlying Areas	Total
Number of Jeanes Teachers reporting .. .. .	8	35	30	4	77
<i>A.—Schools.</i>					
Schools supervised by Jeanes Teachers (Total Number) .. ..	40	186	262	7	495
Latrines : Total Number in Schools supervised .. .. .	27	204	228	7	466
Increased 1932 .. .. .	6	53	115	..	174
School Gardens : Total Number .. .. .	18	75	133	5	231
Teachers : Total Number in Supervised Schools .. .. .	72	330	540	5	947
Schools without latrines .. .. .	12	43	146	..	101
School or Church Committees .. .. .	12	58	132	1	203
Night Classes .. .. .	9	23	11	3	66
School Libraries .. .. .	1	20	7	1	29
<i>B.—Teachers.</i>					
Teachers' Classes (Total for Year) held .. .. .	50	569	550	..	1,169
" Demonstration Lessons (monthly) .. .. .	3	45	13	..	61
" Short Courses (Total for Year) .. .. .	5	50	32	..	87
<i>C.—Money Collected.</i>					
	I	II	III	IV	Total
	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
For Shows and Sports Days ( <i>Siku ku</i> ) .. .. .	..	739 00	373 00	241 00	1,353 00
For School Buildings .. .. .	..	653 00	1,065 00	..	1,723 00
For School Equipment (Sports Materials, etc.) .. .. .	22 50	104 00	211 00	9 25	346 75
For Night School Work .. .. .	37 00	60 00	..	14 00	111 00
For School Funds .. .. .	..	993 00	4,700 00	..	5,693 00

Table 1—SUMMARIES OF STATISTICS SENT IN BY JEANES TEACHERS IN THE FIELD—(Contd.)

	Coast	Central Kikuyu and Ukamba	Nyanza	Outlying Areas	Total
<i>D.—Extra Classes.</i>					
Classes in hand work (wood or weaving) work per month ..	20	80	45	4	149
Number of Women's meetings held for Sewing (monthly) .. ..	3	50	53	2	108
Number of Women's meetings held for Child Welfare Talks, etc. ..	1	175	71	..	247
Money Subscribed for Women's Classes .. .. .	Sh. 4	Sh. 290	Sh. 246	..	Sh. 540
<i>E.—Interviews or Talks with Government Officers.</i>					
District Officers .. .. .	6	113	47	6	166
Inspector of Schools .. .. .	9	21	32	2	64
Agricultural Officers .. .. .	1	43	35	..	79
Medical Officers or Sanitary Inspectors .. .. .	5	78	74	3	160
With Local Chiefs .. .. .	21	185	328	6	540
Attendances at Local Chief's Barazas .. .. .	12	78	363	1	454
<i>F.—Co-operation.</i>					
Number of Reported Collections of Subscriptions for starting up Co-operative Shops .. .. .	1	5	..	..	6
<i>G.—Meetings.</i>					
Meetings for :—					
Entertainment, etc. .. .. .	8	64	85	..	157
Shows and Sports .. .. .	7	64	71	..	142
Propaganda on Health .. .. .	25	54	113	..	192
Propaganda on Agriculture .. .. .	6	96	67	..	169
Parents only .. .. .	13	116	86	5	220
<i>H.—Village Work.</i>					
Teams of Village Helpers .. .. .	..	5	15	1	21
Clean-up Days .. .. .	25	358	235	..	618
Home Garden assisted .. .. .	8	560	220	2	790
Trees Planted .. .. .	196	9,700	3,900	..	11,796
People treated at Dispensary .. .. .	..	..	..	1,237	1,237



**APPENDIX B.**

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COLONY AND PROTECTORATE OF KENYA.

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## THE EDUCATION ORDINANCE, 1931.

## RULES.

IN EXERCISE of the powers conferred on him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules:—

1. These Rules may be cited as “the Education (Apprenticeship of Arabs and Africans) Rules, 1932.”

2. Children may for the purpose of learning a trade or becoming teachers be apprenticed to the Director of Education or his representative or to the head of an approved institution.

3. A Deed of Apprenticeship shall be drawn up in one of the forms prescribed in the Schedule hereto.

Nairobi,  
12th July, 1932.

JUXON BARTON,  
*Clerk to the Executive Council.*

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**SCHEDULE.**

1. Indenture Form A.
  2. Indenture Form B.
  3. Indenture Form C.
  4. Indenture Form D.
  5. Indenture Form E.
-

INDENTURE FORM A (TECHNICAL).  
COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.

NATIVE INDUSTRIAL TRAINING DEPOT, KABETE.

*DEED OF APPRENTICESHIP.*

(Under the Education Ordinance, 1931.)

(No Stamp Duty payable.)

THIS DEED made the.....day of....., 19....., between ..... Registered No. ...., of the one part, and the Director of Education of the other part, witnesseth as follows:—

1. The said ....., not being already apprenticed under an existing contract, hereby binds himself apprentice to the said Director of Education from\*..... until ..... and agrees during that time to serve faithfully the said Director of Education or Officers of the latter under whose orders he may be placed and to obey the lawful commands of the said Officers both within and beyond hours of actual instruction, and not absent himself by day or night from his service without leave.

2. The said Director of Education agrees with the said..... that during the said term he will provide him with good accommodation in quarters, or in tent, will provide him with sufficient good food and drink and such Government uniform as is specified in Clause 3, which the latter engages to wear on all occasions except when special permission is given to do otherwise, will see that he obtains medical attention and medicine during illness, will pay him a salary of four shillings a month in the first year, and such increases as his conduct and progress may warrant, up to but not exceeding ten shillings per month, subject to partial stoppages in the event of unpunctuality, insubordination, or wilful destruction of Government property, or full stoppage for illness due to his own neglect or misconduct, and will give him one month's leave on full pay every twelve months with return passages to the railway station in Kenya Colony or Protectorate nearest to his home, and at the end of the said term he will give him a passage to any railway station in Colony or Protectorate at his request.

3. The specified Government uniform will consist of the following items, for any of which a substitute considered suitable by the Director may be provided in the event of inability to obtain supplies of the approved types:—

- (a) One pair of khaki shorts and one khaki jumper every six months.  
One shirt every twelve months.
- (b) One single issue of three blankets for every two years.

Item (a) to be worn on Sundays and weekdays during the period of indenture. The value of any articles lost will be deducted from the pay of the apprentices.

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\* Period not to exceed five years.

4. The apprentice will be responsible for tools placed in his charge and loss of same will involve payment of their value in whole or in part as the Director may prescribe. On satisfactory completion of term of apprenticeship he shall be provided with a set of the tools used in his trade.

5. Absence from work without leave, or as a result of neglect or misconduct on the part of the apprentice, will necessitate continuance under instruction until the full period of apprenticeship has been served, and in addition will render the apprentice liable to punishment by stoppage of pay or otherwise.

6. The said Director of Education will instruct him or cause him to be instructed in the handicraft of a..... and at the end of the said term shall give him a Leaving Certificate, provided he shall have fulfilled all the conditions prescribed.

7. Working hours are from 6.15 a.m. to 4 p.m., with a break of half-an-hour for breakfast and an hour for lunch, every weekday except Saturdays, when they are from 6.15 a.m. to 12 noon. In the event of it becoming necessary, the apprentice may be called upon to work overtime, but in no case will the said overtime exceed twelve hours in any one month, and for which payment will be made at the rate of Cents 15 per hour.

8. In the event of the apprentice proving to be unteachable, or unwilling or unable to try to improve and take advantage of the educational facilities offered at the Depot, it shall be competent for the Director or his representative to take the apprentice before a District Commissioner and there cancel these indentures.

9. The Director may at any time expel the apprentice for grave misconduct detrimental to the discipline or moral of the Depot, and thereupon the said apprentice shall return uniform, tools and any Government property in his charge, shall leave the Depot, shall have these indentures cancelled, and shall not be entitled to any leaving certificate.

IN WITNESS whereof the said.....and the Director of Education have hereunto set their hands and seals this day and year first above written.

Signature and/or left thumb mark:

Apprentice.

Director of Education.

DESCRIPTION.

Name .....
Father's name .....
Registration No. ....
District .....
Tribe .....
Location .....
Group .....
Clan .....
Chief .....

MAGISTRATE'S ENDORSEMENT.

The signature of the said..... was made hereto and the indenture was sealed and delivered to him after the same had been interpreted to him, when he seemed fully to understand the same, in my presence.

Magistrate.

INDENTURE FORM B (VOCATIONAL—PRIMARY).  
COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.

DEED OF APPRENTICESHIP.

(Under the Education Ordinance, 1931.)

(No Stamp Duty payable.)

THIS INDENTURE made the .....day of .....  
19....., between ..... of .....  
(hereinafter called " the parent ") of the first part.....  
..... son of the said .....  
(hereinafter called " the pupil ") of the second part.....  
Principal of the Mission/Government School known as.....  
(hereinafter called " the Principal ") of the third part and.....  
Director of Education in the Colony of Kenya, acting for and on behalf of the  
Government of Kenya Colony (hereinafter called " the Director ") of the fourth  
part.

WITNESSETH as follows, that is to say:—

1. The pupil of his own free will, and with the consent of the parent, hereby  
binds himself to remain with the Principal as his pupil at the.....  
..... aforesaid, for a term of five years commencing on the  
..... day of ....., 19....., and agrees during that term  
to serve faithfully the said Principal and obey his lawful commands and not  
absent himself by day or night from the service of the said Principal without leave.

Provided that if the Principal shall at any time during the continuance of  
this Indenture die or retire from or leave the School aforesaid then and in such  
case the pupil will remain with whomsoever shall be the Principal of the School  
during the remaining period of this Indenture.

2. The said Principal agrees with the said pupil that during the term he  
will provide him with sufficient good food and drink and lodging and suitable  
clothing, of which he shall take reasonable care, and medical advice and medicine,  
and at least ..... weeks' holiday in every twelve months.

3. During the said term of five years the pupil will place himself under the  
instruction of the Principal, who will instruct him or cause him to be instructed  
in the vocation of †..... and will undertake such course or courses  
of vocational training as may be decided upon by the Principal from time to time  
during the continuance of this Indenture.

4. The Director may in his absolute discretion terminate this Indenture at  
the expiration of three years from the commencement thereof by giving three  
months' notice in writing to the Principal of his intention so to do.

5. If the Director does not give such notice of his intention to terminate  
this Indenture at the end of three years as aforesaid then he may, if he thinks fit,  
after consultation with the Principal and in the Director's absolute discretion,  
send the pupil to the Native Industrial Training Depot at Kabete within the  
Colony, or to such other similar institution within the Colony as the Director  
shall think fit, and in such case the pupil shall go to the Native Industrial Train-  
ing Depot or to such other institution as aforesaid and shall remain there as a

\* NOTE.—If a pupil is above sixteen years of age the parent, or guardian, need not  
be a party to the Agreement.

† If the pupil is of such an age or of such physical development that it is in the  
opinion of the Principal inadvisable to give instruction in a trade or vocation the  
words "in the vocation of" may be struck out.

pupil for the last two years of the period of five years agreed upon in this Indenture, and will during such period of two years place himself under the orders of the Principal of the Native Industrial Training Depot at Kabete or of such other similar institution to which the pupil may be sent.

6. If the Director, three months prior to the expiration of the first three years provided for in this Indenture, gives notice in writing to the Principal that the Director does not intend to send such pupil to the Native Industrial Training Depot at Kabete, or to any other similar institution, then in such event the pupil may terminate his Indenture at the end of such first three years as aforesaid.

*Additional Clauses (to be struck out if not required):—*

7. The pupil agrees that he will pay the Principal the sum of ..... shillings in each full year during which he remains at his institution.

8. The apprentice will be responsible for any tools, books, utensils, etc., placed in his charge; and the loss of same will involve payment of their value in whole or part as the Principal may decide.

9. Absence from work without leave or as a result of neglect or misconduct on the part of the pupil, will necessitate continuance under instruction during the holiday weeks, or at the termination of the agreement, until the full period of apprenticeship has been served.

10. In the event of the apprentice proving to be unteachable, or unwilling or unable to try to improve and take advantage of the educational facilities offered at the School, it shall be competent for the Principal with the prior written agreement of the Director of Education to take the apprentice before a District Officer and there cancel these Indentures.

11. In case of the expulsion of the pupil for grave misconduct, the said pupil shall return uniform, tools, books, utensils, etc., belonging to the School; or in default thereof make payment in part or whole as the Principal may decide, shall leave the School, and shall have these Indentures cancelled.

IN WITNESS whereof the parties hereto have set their hands and seals the day and year first above written.

Signed, sealed and delivered by the said

.....

in the presence of

.....  
(Parent)

Signed, sealed and delivered by the said

.....

in the presence of

.....  
(Pupil)

.....  
(Magistrate)

Signed, sealed and delivered by the said

.....

in the presence of

.....  
(Principal)

Signed, sealed and delivered by the said

.....

in the presence of

.....  
(Director)

.....

**DESCRIPTION.**

Name .....

Father's name .....

Registration No. ....

District .....

T'ribe .....

Location .....

Group .....

Sub-Location .....

Clan .....

Chief .....

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**MAGISTRATE'S ENDORSEMENT.**

The signature of the said .....  
 was made hereto and the Indenture was sealed and delivered by him after the  
 same had been interpreted to him when he seemed to fully understand the same  
 in my presence.

.....  
*Magistrate.*

INDENTURE FORM C.  
COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.  
(TEACHER TRAINING—ELEMENTARY CERTIFICATE.)

*DEED OF APPRENTICESHIP.*

(Under Sections 44 (1) and 38 (1) of the Education Ordinance, 1931.)  
(No Stamp Duty payable.)

THIS DEED made the ..... day of ....., 19....., between ..... (hereinafter called "the pupil") of the one part, and the Principal of ..... of the other part (hereinafter called "the Principal").

WITNESSETH as follows:—

1. The said pupil hereby binds himself apprentice to the said Principal for one year from the date hereof, and agrees during that term to serve faithfully the said Principal and obey his lawful commands and not absent himself by day or night from the service of the said Principal without leave.

2. The said Principal agrees with the said pupil that during the term of training he will provide him with sufficient good food and drink and lodging and suitable clothing and medical advice and medicine, and will instruct him or cause him to be instructed in the vocation of Teacher, and in order that at the end of the term of training he may obtain a provisional certificate on his passing the required examination of the Education Department.

3. The said pupil further agrees that if he desires his provisional certificate to be made permanent he thereafter shall be offered employment for a period of one year as a teacher in an institution approved by the Director of Education, under the conditions of pay and service prevailing in that institution.

4. The said Principal further agrees with the said pupil that while engaged in service as a teacher for the one year after training he will be paid wages according to the scale sanctioned by the Director of Education, or at such other rate as may be mutually agreed on in writing by the parties at the time of engagement.

5. In the event of the apprentice proving to be unable or unwilling to take advantage of the training provided, or in the event of his misconduct, it shall be competent for the Principal, with previous approval of the Director of Education, to cancel these Indentures in presence of a District Commissioner. which event the apprentice shall not be granted any kind of leaving certificate or record of his apprenticeship or service.

*Additional Clauses (to be struck out if not required):—*

6. The pupil agrees that he will pay the Principal the sum of ..... shillings in each full year during which he remains at his institution.

7. The apprentice will be responsible for any tools, books, utensils, etc., placed in his charge; and the loss of same will involve payment of their value in whole or part as the Principal may decide.

8. Absence from work without leave or as a result of neglect or misconduct on the part of the pupil will necessitate continuance under instruction during the holiday weeks, or at the termination of the agreement, until the full period of apprenticeship has been served.

IN WITNESS whereof the said .....  
.....  
have hereunto set their hands and seals this day and year first above written.

*Attestation when party or parties can read and write:—*

Signed, sealed and delivered by the said  
.....

.....  
(Pupil)

in the presence of

.....  
(Parent)\*

.....  
(Magistrate)

.....  
(Principal)

*Attestation when party or parties illiterate:—*

The mark of the said ..... was  
made hereto and the Indenture was sealed and delivered to him after the same  
was ..... interpreted to him  
when he seemed to fully understand the same in the presence of

.....  
Magistrate.

Approved: .....  
Director of Education.

....., 19.....

DESCRIPTION OF PUPIL.

Name .....  
Father's name .....  
Registration No. ....  
District .....  
Tribe .....  
Location .....  
Group .....  
Sub-Location .....  
Clan .....  
Chief .....

NOTE FOR GUIDANCE OF PRINCIPALS.

This form may be used only for pupils who hold at least the Elementary School Certificate. The course of training provided must be laid down in Rules Governing the Issue of Teachers' Certificates in Schools for Arabs and Africans (Education Circular No. 31 of 1931), with its subsequent modifications, if any.

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\* Parent to sign if pupil is below sixteen years old.



INDENTURE FORM D.  
COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.

(TEACHER TRAINING—LOWER PRIMARY CERTIFICATE.  
DEED OF APPRENTICESHIP.

(Under Sections 44 (1) and 38 (1) of the Education Ordinance, 1931.)  
(No Stamp Duty payable.)

THIS DEED made the .....day of ....., 19....., between ..... of ..... of the other part, hereinafter called " the Principal."

WITNESSETH as follows:—

1. The said pupil hereby binds himself apprentice to the said Principal for one year from the date hereof, and agrees during that term to serve faithfully the said Principal and obey his lawful commands and not absent himself by day or night from the service of the said Principal without leave.

2. The said Principal agrees with the said pupil that during the term of training he will provide him with sufficient good food and drink and lodging and suitable clothing and medical advice and medicine, and will instruct him or cause him to be instructed in the employment of Teacher, in order that at the end of the term of training he may obtain a provisional certificate on his passing the required examination of the Education Department.

3. The said pupil further agrees that if he desires his provisional certificate to be made permanent he thereafter shall be offered employment for a period of one year as a teacher in an institution approved by the Director of Education, under the conditions of pay and service prevailing in that institution.

4. The said Principal further agrees with the said pupil that while engaged in service as a Teacher for the one year after training he will be paid wages according to the scale sanctioned by the Director of Education, or at such other rates as may be mutually agreed on in writing by the parties at the time of engagement.

5. In the event of the apprentice proving to be unable or unwilling to take advantage of the training provided, or in the event of his misconduct, it shall be competent for the Principal, with previous approval of the Director of Education, to cancel these Indentures, in presence of a District Commissioner, in which event the apprentice shall not be granted any kind of leaving certificate or record of his apprenticeship.

*Additional Clauses (to be struck out if not required):—*

6. The pupil agrees that he will pay the Principal the sum of ..... shillings in each full year during which he remains at his institution.

7. The apprentice will be responsible for any tools, books, utensils, etc., placed in his charge; and the loss of same will involve payment of their value in whole or part as the Principal may decide.

8. Absence from work without leave or as a result of neglect or misconduct on the part of the pupil, will necessitate continuance under instruction during the holiday weeks, or at the termination of the agreement, until the full period of apprenticeship has been served.

IN WITNESS whereof the said .....  
and ..... have hereunto set their hands and seals  
this day and year first above written.

*Attestation when party or parties can read and write:—*

Signed, sealed and delivered by the said  
.....

.....  
(Pupil)

in the presence of  
.....

.....  
(Parent)\*

.....  
(Magistrate)

.....  
(Principal)

*Attestation when party or parties illiterate:—*

The mark of the said ..... was  
made hereto and the Indenture was sealed and delivered by him after the same  
was ..... interpreted to him when he  
seemed to fully understand the same in the presence of

.....  
Magistrate.

Approved: .....

.....  
Director of Education.

....., 19.....,

**DESCRIPTION OF PUPIL.**

Name .....  
Father's name .....  
Registration No. ....  
District .....  
Tribe .....  
Location .....  
Group .....  
Sub-Location .....  
Clan .....  
Chief .....

**NOTE FOR GUIDANCE OF PRINCIPALS.**

This form may be used only for pupils who hold at least the Elementary School Certificate. The course of training provided must be that laid down in Rules Governing the Issue of Teachers' Certificates in Schools for Arabs and Africans—Education Circular No. 31 of 1931, with its subsequent modifications, if any.

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\* Parent to sign if pupil is below sixteen years old.

INDENTURE FORM E.  
COLONY AND PROTECTORATE OF KENYA.

EDUCATION DEPARTMENT.  
(TEACHER TRAINING—PRIMARY CERTIFICATE.)

*DEED OF APPRENTICESHIP.*

(Under Sections 44 (1) and 38 (1) of the Education Ordinance, 1931.)

(No Stamp Duty payable.)

THIS DEED made the ..... day of .....,  
19....., between .....  
..... of the other part, herein-  
hereinafter called "the pupil," of the one part, and the Principal of.....  
after called "the Principal."

WITNESSETH as follows:—

1. The said pupil hereby binds himself apprentice to the said Principal for two years from the date hereof, and agrees during that term to serve faithfully the said Principal and obey his lawful commands and not absent himself by day or night from the service of the said Principal without leave.

2. The said Principal agrees with the said.....  
that during the term of training he will provide him with sufficient good food and drink and lodging and suitable clothing and medical advice and medicine, and will instruct him or cause him to be instructed in the employment of Teacher, in order that at the end of the term of training he may obtain a provisional certificate on his passing the required examination of the Education Department.

3. The said pupil further agrees that if he desires his provisional certificate to be made permanent he thereafter shall serve for a period of two years as a teacher in an institution approved by the Director of Education, under the conditions of pay and service prevailing in that institution.

4. The said Principal further agrees with the said pupil that while engaged in service as a Teacher for the two years after training he will be paid wages according to the scale sanctioned by the Director of Education, or at such other rates as may be mutually agreed on in writing by the parties at the time of engagement.

5. In the event of the apprentice proving to be unable or unwilling to take advantage of the training provided, or in the event of his misconduct, it shall be competent for the Principal, with previous approval of the Director of Education, to cancel these Indentures in presence of a District Commissioner, in which event he apprentice shall not be granted any kind of leaving certificate or record of his apprenticeship.

*Additional Clauses (to be struck out if not required):—*

6. The pupil agrees that he will pay the Principal the sum of.....  
shillings in each full year during which he remains at his institution.

7. The apprentice will be responsible for any tools, books, utensils, etc., placed in his charge; and the loss of same will involve payment of their value in whole or in part as the Principal may decide.

8. Absence from work without leave or as a result of neglect or misconduct on the part of the pupil will necessitate continuance under instruction during the holiday weeks or at the termination of the agreement until the full period of apprenticeship has been served.

IN WITNESS whereof the said Principal and pupil have hereunto set their hands and seals this day and year first above written.

*Attestation when party or parties can read and write:—*

Signed, sealed and delivered by the said

.....

.....  
*(Pupil)*

.....  
*(Principal)*

in the presence of

.....  
*(Magistrate)*

.....  
*Magistrate.*

Approved: .....  
*Director of Education.*

....., 19.....

NOTE FOR GUIDANCE OF PRINCIPALS.

1. This form must not be used for boys below sixteen years of age.
2. This form as printed may be used only for pupils who hold at least the Junior Secondary School Certificate.
3. With modifications this form may be used to cancel and replace an agreement on Indenture Form D, with apprentices who, in course of training, have obtained the Primary School Certificate, in which use the term of years (in paragraphs 1, 2 and 3 of this form) for training and service must be altered to three. Alterations must be initialled by all parties.
4. The course of training provided must be that laid down in the Rules Governing the Issue of Teachers' Certificates in Schools for Arabs and Africans—Education Circular No. 31 of 1931, with its subsequent modifications, if any.

## APPENDIX C.

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### COLONY AND PROTECTORATE OF KENYA.

GOVERNMENT NOTICE No. 693.

#### THE EDUCATION ORDINANCE, 1931.

##### RULES.

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules:—

1. These Rules may be cited as “the Admission to European or Indian Government Schools Rules, 1932.”

2. Application for admission to a European or Indian Government School shall be made to the Principal of the school to which admission is desired.

3. The application shall be made by the parent of the child.

4. The application shall give the following particulars:—

(a) Full name of the child.

(b) Date and place of birth of the child.

(c) Full name of both parents.

(d) Nationality of both parents.

(e) Address of the parents.

(f) Last school attended by the child, if any, with date of leaving.

(g) Class in last school, if any.

(h) Religious denomination.

5. If the information supplied on application is satisfactory to the Principal, he may, if so generally authorized by the School Committee, forthwith admit the child to school, subject to subsequent consideration and decision by the School Committee or by the Director if there is no School Committee.

6. If the Principal is of opinion that the admission of any particular child is not within the scope of the general authorization given to him by the School Committee, he shall inform the parent that the application for admission will be submitted to the School Committee, without whose authority he is unable to admit the child.

7. (i) It shall be the duty of the School Committee to decide all applications for admission made in terms of rule 5 at the ordinary meeting next following such admission.

(ii) In the event of the refusal of the Principal to admit a child as provided in rule 6 the Principal or the Secretary of the School Committee if the Principal is not the Secretary, shall forthwith report the matter to the Chairman of the Committee. The Committee shall within one month of the date of the application for admission decide the application for admission. If the Committee decide against the application the Principal shall forthwith inform the parent with or without stating the reasons for non-admittance, and at the same time inform him that he has the right of appeal to the Director.

8. The Principal or the Secretary of the School Committee if the Principal is not the Secretary, shall at the same time inform the Director of the decision of the Committee not to admit the child and the grounds of that decision.

9. Application for the transfer of a child from one European or Indian Government School to another shall be accompanied by a statement from the Principal of the School from which the pupil is being transferred giving the date on which the pupil left the school and the class in which the pupil was placed at the date on which he left the school, together with a statement that the fees due in respect of such pupil have been paid in full, or remitted, or reduced, or showing what arrears are outstanding and for what periods.

10. The Director may refuse re-admission to any European or Indian Government School in any term to any pupil whose fees for tuition or books or medical attendance have not been paid in respect of the preceding or any previous term, until such time as all such fees have been paid.

11. No child who has been expelled from a European or Indian Government School shall be re-admitted to the same school or admitted to another Government School without the written approval of the Director.

12. No child shall be admitted to a European or Indian Government School unless he has completed his sixth year, provided that no child in attendance at a European or Indian Government School at the date of the coming into operation of this rule shall be excluded from school on the ground that he is under the age of six, and provided that no child shall be admitted as a boarder unless he has completed his seventh year.

By Command of His Excellency the Governor in Council.

Nairobi,

16th September, 1932.

G. BERESFORD STOOKE,  
*Clerk to the Executive Council.*

## APPENDIX D.

### COLONY AND PROTECTORATE OF KENYA.

#### RULES GOVERNING THE EXCLUSION OF CHILDREN FROM GOVERNMENT EUROPEAN AND INDIAN SCHOOLS ON GROUNDS OF HEALTH.

*(Education Ordinance, 1931, section 45 (b)).*

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor has been pleased to make the following Rules:—

1. These Rules may be cited as "the Education (Exclusion from School on Account of Infectious Diseases) Rules, 1932."
2. The provisions of the Schedule hereto shall apply in respect of all pupils attending any school and shall also apply to all teachers of such schools.
3. The Principal or person in charge of every school—
  - (a) shall immediately notify to the medical officer of health every case of smallpox, plague, scarlatina or scarlet fever, typhus fever, diphtheria or membranous croup, erysipelas, enteric or typhoid fever (including paratyphoid fever) epidemic cerebro-spinal meningitis or cerebro-spinal fever, acute poliomyelitis, leprosy, tuberculosis, syphilis, gonorrhoea, yaws, dysentery, acute opthalmia or conjunctivitis or trachoma, coming to his knowledge amongst the pupils attending a school, and every first case in a school class of measles or german measles, mumps, whooping cough, chickenpox or contagious impetigo;
  - (b) shall exclude from the school pupils or teachers suffering from or who have been exposed to the infection of, any disease mentioned in the Schedule hereto for the periods specified in, and in accordance with the provisions of, the said Schedule;
  - (c) shall, where a pupil who has been absent from school owing to his suffering from, or having been exposed to the infection of, a disease mentioned in clause (a) hereof, returns to school without a medical certificate of recovery and freedom from infection, satisfy himself by personal investigation that the pupil appears to be well and is clean in person and clothing or where the case has been treated by a medical practitioner, a medical certificate shall be furnished in every such case;
  - (d) shall, where there is any doubt as to whether a pupil is an immune contact or a susceptible contact (as defined in the Schedule hereto) regard and deal with such pupil as a susceptible contact.
4. Where any pupil has developed any disease mentioned in the Schedule hereto the parent—
  - (a) shall promptly, on such fact coming to his knowledge, notify the same to the Principal or person in charge of the school ordinarily attended by such pupil;
  - (b) shall, where so required by the Schedule hereto and until the measures or precautions therein specified have been carried out or complied with, discontinue the attendance at school of the sick pupil or other pupils who may have been exposed to infection (contacts) for the periods specified in, and in accordance with the provisions of, the Schedule;

- (c) shall exercise due care to prevent such pupil from conveying the infection to others, either at home or elsewhere and to keep persons living in the same or any other house away from contact with the infected pupil;
- (d) shall after the termination of every case of infectious disease, where the local authority has not carried out disinfection of the infected premises, bedding and clothing, wash all washable articles, freely expose to sunlight and fresh air all other clothing or bedding, thoroughly scrub the floor of the room and all woodwork and furniture with soap and hot water and thereafter keep the doors and windows open for at least three hours.

5. In the case of school establishments:—

- (a) The person in charge of the establishment shall comply with the provisions of, and shall carry out the duties imposed on parents or guardians of pupils by Rule 4 hereof.
- (b) Where a pupil is found to be suffering from a disease mentioned in the Schedule hereto, the provisions of the Schedule in respect of "contacts" shall subject to the discretion of the medical officer of health, apply only to those pupils who have been occupying the same bedroom or dormitory as the patient.

6. Where a case of notifiable infectious disease in a pupil attending a school comes to the notice of the medical officer of health, that officer shall immediately notify the facts to the Principal or person in charge of the school concerned, and such Principal or person in charge, if so requested by the medical officer of health, shall furnish to him without delay a complete list of the pupils attending thereat, together with their names and addresses.

7. The medical officer of health may, by written notice to the parent or guardian of a pupil, and to the Principal or person in charge of the school, attended by the pupil—

- (a) reduce the period of exclusion from school of an infected pupil or of a "contact" where he is satisfied after bacteriological examination or the adoption of special measures, that this will not entail risk of spread of the disease;
- (b) increase the period of exclusion where he has reasonable grounds for believing, on bacteriological or other evidence, that any pupil or person is a "carrier" of the infection in a virulent form and capable of conveying such disease to others.

8. Any person failing to comply with any provision or carry out any requirement of these Rules shall be liable on conviction to a fine not exceeding five hundred shillings.

By Command of His Excellency the Governor in Council.

Nairobi,

10th December, 1932.

G. BERESFORD STOOKE,  
*Clerk to the Executive Council.*



## SCHEDULE.

In this Schedule—

“patient” means a person suffering from the infectious diseases referred to in the context;

“contact” means a person who has been exposed to the infection of the diseases referred to in the context, from having been in contact or associated with or diving in the same house with a person suffering from the disease. In the case of a boarding house or hotel or other large establishment the medical officer of health—or in his absence the medical practitioner in attendance—shall decide whether all persons living therein are to be dealt with as contacts, or if not, what persons are to be exempted from restrictions;

“immune contact” means a contact who has previously had the disease and, although capable of “carrying” the infection to others, is presumably not liable to a second attack.

“susceptible contact” means a contact who has not previously had the disease and is consequently liable to contract it.

“removal from infection” means as the case may be—

- (a) removal of the patient from, and disinfection or thorough cleansing of, the infected dwelling, bedding, clothing and articles; or
- (b) removal of the contact from the infected dwelling, with bathing of his body and disinfection or cleansing of his clothing; or
- (c) where both patient and contact remain in the infected dwelling, the complete recovery of the patient and disinfection or thorough cleansing of the infected dwelling, bedding, clothing, and articles, with bathing of the bodies of both patient and contact.

Disease	Patient may return to School	Contacts may return to School
Scarlet Fever or Scarlatina .. ..	After complete recovery, no sore throat, no discharge from ears or nose, and no recently enlarged glands or discharging sores. Minimum exclusion, six weeks from onset.	Immune contacts—at once, after disinfection and removal from infection. Susceptible contacts—eight days after disinfection and removal from infection, except where patient and contacts remain in the same dwelling, in which case contacts may return to school at the same time as the <i>last case</i> in the dwelling.
Diphtheria .. ..	After complete recovery and no discharge from ears or nose. Minimum exclusion, four weeks from onset.	Immune contacts, or contacts shown by the Schick test to be insusceptible—at once, after disinfection and removal from infection. Susceptible contacts—eight days after disinfection and removal from infection, except where patient and contacts remain in the same dwelling, in which case contacts may return to school at the same time as the <i>last case</i> in the dwelling.

Disease	Patient may return to School	Contacts may return to School
Measles.. ..	Fourteen days after first appearance of rash. Where a case of measles has occurred in a class the medical officer of health may, at his discretion, close the class on or about the 9th day after sickening of the first child for a period of seven days, or may exclude susceptible children in the class for a similar period.	Immune contacts—at once, provided they are kept apart from patient. Susceptible contacts—seven days after the return to school of the last case in the dwelling.
German Measles (Rubella) ..	Same restrictions as for ordinary measles, but modifiable at the discretion of the medical officer of health.	Immune contacts—at once, provided they are kept apart from patient. Susceptible contacts—three weeks after disinfection and removal from infection.
Whooping Cough ..	Six weeks after commencement of whooping.	Immune contacts—at once, provided they are kept apart from patient. Susceptible contacts—fourteen days after disinfection and removal from infection.
Chicken-pox .. ..	After complete disappearance of scabs. Minimum exclusion—fourteen days from onset.	Immune contacts—at once, provided they are kept apart from patient. Susceptible contacts—fourteen days after disinfection and removal from infection.
Smallpox .. ..	After complete disappearance of scabs. Minimum exclusion—four weeks.	Contacts who have had smallpox or have been successfully vaccinated at least seven days and not more than five years previously—at once, after disinfection and removal from infection. Other contacts—fourteen days after disinfection and removal from infection.
Plague .. ..	On production of a medical certificate of recovery and freedom from infection.	All contacts—eight days after disinfection and removal from infection.
Influenza ; sore throat Enteric or typhoid fever ; para-typhoid ; dysentery.	After complete recovery. After complete recovery. Minimum exclusion—four weeks.	No exclusion. No exclusion.
Typhus .. ..	After complete recovery. Minimum exclusion—four weeks.	Immune contacts—at once, after disinfection, delousing, and removal from infection. Susceptible contacts—fourteen days after disinfection and removal from infection.
Mumps .. ..	Seven days after disappearance of swelling.	N.B.—Contacts must be thoroughly clean and free from lice or nits. At once, but to be watched both by parents and teachers and excluded on appearance of any symptoms.

Disease	Patient may return to School	Contacts may return to School
Tuberculosis of lungs ; leprosy ; syphilis ; gonorrhœa and yaws.	On production of a medical certificate of recovery and free- dom from infection.	No exclusion.
Tuberculosis—Other forms of . . . .	No exclusion, unless with discharging sores.	No exclusion.
Acute poliomyelitis, epidemic cerebro- spinal meningitis.	On production of a medical certificate of recovery and free- dom from infection.	No exclusion, unless suffering from sore throat or discharge from nose.
Erysipelas . . . .	After complete recovery.	No exclusion.
Ophthalmia, acute (in- flammation of the eyes) or acute con- junctivitis.	After complete recovery, with eyes no longer red or discharging	No exclusion.
Trachoma (chronic granular eyelids) . .	The principal shall, if so advised by a medical officer, exclude from school any pupils who are suffering from trachoma.	On production of a medical certificate of recovery and free- dom from infection.
Scabies or itch . . .	After complete disappear- ance of rash, spots and itching.	No exclusion, but keep under observation.
Ringworm of scalp . .	After affected spots have become smooth and shiny and no broken-off hairs (stumps of hairs) can be seen on careful examination, preferably with a lens.	No exclusion, but keep under observation.
Ringworm of body . .	After complete recovery, and when no "rings" or spots with raised, rough edges can be seen.	No exclusion, but keep under observation.
Pavus, or yellow ring- worm, or white ring- worm ("Witkop") of the scalp.	After complete recovery.	No exclusion.
Contagious impetigo . .	After complete recovery.	No exclusion, but keep under observation.
Lice (Pediculosis) . .	After complete cleansing and freeing of head, body, and cloth- ing from lice and nits.	No exclusion, but keep under observation.

Where a medical practitioner has treated the case a certificate by him to the effect that the patient is completely recovered and free from infection must be obtained by the parent and furnished to the Principal or person in charge of the school on or before the patient's return thereto.

Before being allowed to return to school the patient must in every case have a bath with soap and hot water and have clean clothing.

## APPENDIX E.

### COLONY AND PROTECTORATE OF KENYA.

#### THE EDUCATION ORDINANCE, 1931.

##### RULES.

*Rules Governing the Expulsion or Exclusion of Children of all Races from Government Schools on Grounds of Age and Discipline, and the Administration of Corporal Punishment.*

*(Education Ordinance, 1931, section 45 (b)).*

IN EXERCISE of the powers conferred upon him by section 45 (b) of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules:—

1. These Rules may be cited as “the Education (School Discipline) Rules, 1932.”

2. A pupil may be suspended from attendance at a Government School by the Principal of the school or a teacher acting in that capacity if his language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard of moral and social conduct in the school or if any single act or series of acts subversive of discipline is committed.

3. (a) Such suspension shall in the case of day pupils be carried out by means of a letter conveyed directly to the parent of the pupil.

(b) In the case of a pupil attending school as a boarder he may be suspended from attendance at the instruction given in the school pending a decision under rule 5.

4. As soon as possible after suspending the pupil the Principal or teacher acting in that capacity shall send a letter to the Director stating fully the facts of the case and shall enter a copy of such letter in the school log book.

5. The Director, after considering the report of the Principal or teacher acting in that capacity shall, after holding such inquiry (if any) as he may deem necessary—

(a) confirm the suspension and order the expulsion of the pupil, in which case the pupil shall not be re-admitted to a Government school without the special sanction of the Director, or

(b) confirm the suspension and decide the conditions under which the pupil may be readmitted to the same or another Government school;

(c) terminate the suspension.

6. A pupil may, on the order of the Director, be excluded from school if, after consideration of his age and progress, the Director is of opinion that it is not in the interests of such pupil to remain in school.

7. Corporal punishment may be inflicted only in cases of continued or grave neglect of work, of lying, bullying, gross insubordination, indecency, truancy or the like.

8. Corporal punishment may be inflicted only by the Principal of the school or by an assistant teacher in the presence of the Principal after full inquiry and not in the presence of the other pupils.

9. Corporal punishment must be inflicted on the buttocks with a cane or smooth light switch, or on the palm of the hand with a strap not less than  $1\frac{1}{2}$  inches in breadth.

10. No girl shall receive corporal punishment.

11. A record of every case of corporal punishment shall be kept by the Principal and shall contain the child's name, age, offence, the number of strokes inflicted, the date and the name of the person by whom inflicted.

By Command of His Excellency the Governor in Council.

Nairobi,

10th December, 1932.

G. BERESFORD STOOKE,  
*Clerk to the Executive Council.*

**GENERAL TABLE I.—ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR.**

Population	Particulars	CONTROLLED INSTITUTIONS								Non-con- trolled In- stitutions	GRAND TOTAL	Percentage to Population of Scholars in		
		University Education		School Education General			School Education Vocational					Total	Controlled Institutions	Controlled and Non- controlled Institutions
		Arts and Science Colleges	Professional Colleges	Secondary Schools	Primary Schools	Total	Training Schools	Other Vocational Schools	Total					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	<b>INSTITUTIONS —</b>													
	<i>Male</i>													
European Population 7,249	(a) European .. ..	Nil	Nil	4	20	24	—	—	—	Nil	24	European		
	(b) Indian and Goan .. ..	..	..	5	36	41	—	—	—	..	41	9·2		
	(c) Arab .. ..	..	..	1	7	8	—	—	—	..	8	Indian & Goan		
	(d) African .. ..	..	..	2	+1,284	1,284	*5	†22	27	..	1,313	12·9		
	<i>Female</i>													
Indian and Goan, Population 38,335	(a) European .. ..	..	..	3	—	3	—	—	—	..	3	Arab		
	(b) Indian and Goan .. ..	..	..	1	10	11	—	—	—	..	11	4·7		
	(c) Arab .. ..	..	..	—	—	—	—	—	—	..	—	African 2·6		
	(d) African .. ..	..	..	—	8	8	—	1	1	..	9	..	..	
	<b>Total</b> .. ..	Nil	Nil	16	1,365	1,381	5	23	23	Nil	1,409	..	..	
	<b>PUPILS -</b>													
	<i>Male</i>													
Arab Population 11,752	(a) European .. ..	Nil	Nil	162	674	836	—	—	—	Nil	836	..	..	
	(b) Indian and Goan .. ..	..	..	1,677	1,545	3,222	—	—	—	..	3,222	..	..	
	(c) Arab .. ..	..	..	72	481	553	—	—	—	..	553	..	..	
	(d) African .. ..	..	..	400	43,999	44,399	496	3,717	4,213	..	43,612	..	..	
	<i>Female</i>													
African Population 2,966,993	(a) European .. ..	..	..	290	464	754	—	—	—	..	754	..	..	
	(b) Indian and Goan .. ..	..	..	71	1,650	1,721	—	—	—	..	1,721	..	..	
	(c) Arab .. ..	..	..	—	—	—	—	—	—	..	—	..	..	
	(d) African .. ..	..	..	—	25,993	25,993	38	757	795	..	26,788	..	..	
	<b>Total</b> .. ..	Nil	Nil	2,672	74,806	77,478	534	4,474	5,009	..	82,436	..	..	

\* 1 Coeducation.    † 1,240 are Coeducation.    ‡ 18 Coeducation.    § 13 also train teachers.

GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR—(Contd.)

EUROPEAN

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION					Total Expenditure on Education 15	
	University Education		School Education General		School Education Vocational		Total 8	University 9	Direction and Inspection 10	Scholarships 11	Buildings, Furniture and Apparatus 12	Miscellaneous 13		Total 14
	Arts and Science Colleges 2	Colleges for Professional Training 3	Secondary Schools 4	Primary Schools 5	Training Schools 6	All other Special Schools 7								
Colonial Revenue .. .. .	£	£	£ 11,836	£ 21,720	£	£	£ 33,550	£	£ 3,475	£ 80	£ 50	£ 43	£ 3,648	£ 37,198
Local Public Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Sources .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(a) Colonial Loan Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(b) Local Denominational Bodies including Missions .. .. .	—	—	1,764	—	—	—	1,764	—	—	—	—	—	—	1,764
(c) Private Management .. .. .	—	—	4,616	5,003	—	—	9,624	—	—	—	874	—	874	10,498
Total .. .. .	£	—	18,216	26,728	—	—	44,938	—	3,475	80	924	43	4,522	49,460
Total Expenditure from Colonial Revenues 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population, 19				
£2,170,037	1.71 per cent						£2.3.13			£2.17.35				

NOTE. - Expenditure on board and lodging as apart from tuition is excluded from this Table.

**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.—(Contd.)**  
**INDIAN AND GOAN**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						Total Expenditure on Education 15	
	University Education		School Education General		School Education Vocational		Total 8	University 9	Direction and Inspection 10	Scholarships 11	Buildings, Furniture and Apparatus 12	Miscellaneous 13	Total 14		
	Arts and Science Colleges 2	Colleges for Professional Training 3	Secondary Schools 4	Primary Schools 5	Training Schools 6	All other Special Schools 7									
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Sources—															
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	112	..	112	112	112
(b) Local Denominational Bodies including Missions.. .. .	..	..	..	..	..	..	..	..	..	..	817	..	817	10,338	
(c) Private Management .. .. .	..	..	1,967	7,554	..	..	9,521	..	..	..	..	..	817	10,338	
<b>Total .. .. .</b>	£	..	19,149	22,713	..	..	41,862	..	3,186	..	1,862	23	5,071	46,933	
<b>Total Expenditure from Colonial Revenues</b> 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population 19					
£2,170,037	1.68 per cent						£0 19 03			£1 4 49					

NOTE.—Expenditure on board and lodging as apart from tuition is excluded from this Table.



**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR—(Contd.)**  
*ARAB*

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education
	University Education		School Education General		School Education Vocational		8 Total	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous	14 Total	
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools								
Colonial Revenue .. .. .	£	£	£ 2,448	£ 2,312	£	£	£ 4,760	£	£ 483	£	£	£	£ 483	£ 5,243
Local Public Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Sources—														
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	113	..	113	113
(b) Local Denominational Bodies including Missions.. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(c) Private Management .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. .. .</b>	£	..	2,448	2,312	..	..	4,760	..	483	..	113	..	596	5,356
<b>Total Expenditure from Colonial Revenue</b> 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population 19				
£2,170,037	0.24 per cent						£0 3 92			£0 9 12				

NOTE.— Expenditure on board and lodging as apart from tuition is excluded from this Table.

**GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.—(Contd.)**  
AFRICAN

1	TOTAL DIRECT EXPENDITURE ON EDUCATION						TOTAL INDIRECT EXPENDITURE ON EDUCATION							
	University Education		School Education General		School Education Vocational		TOTAL	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	TOTAL	Total Expenditure on Education
	Arts and Science Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools	Training Schools	All other Special Schools								
2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	2,419	13,589	6,528	38,741	61,277	..	6,933	..	763	6	7,702	68,979
Other Sources :—	..	..	..	601*	..	1,908*	2,509*	..	..	..	10,657*	..	10,657*	13,166*
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	1,646	1,646	..	..	..	712	..	712	2,358
(b) Local Denominational Bodies, including Missions .. .. .	..	..	1,250	Not known do.	1,164	Not known	2,414†	..	..	..	223†	..	223†	2,637†
(c) Private Management .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total .. .. .	£	..	3,669	14,190†	7,692	42,295†	67,846†	..	6,933	..	12,355†	6	19,294	87,140†
Total Expenditure from Colonial Revenue 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18				Amount spent on Education from all sources per head of population. 19			
£2,170,037	3.18 per cent.						64 cents				£0 cents			

NOTE.—Expenditure on board and lodging as apart from tuition is excluded from this Table.

\* Government Schools only.

† Figures incomplete

**GENERAL TABLE III—COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR (1932)**

CLASS OF INSTITUTION	CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT						CONTROLLED INSTITUTIONS UNDER PRIVATE MANAGEMENT						GRAND TOTAL		NUMBER OF SCHOLARS LEARNING		
	Managed by Government			Managed by Local Public Funds			Aided by Govt. or Local Native Council Funds			Unaided			Public and Private Management		English	Vernacular Language	
	Number of Institutions	Number on Roll 31-12-32	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-32	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-32	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-32	Average Daily Attendance	Institutions	Scholars			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
(a) University and Collegiate Education .. .. .	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
(b) Secondary—																	
i. European .. .. .	2	238	203	Nil	Nil	Nil	1	92	90	4	122	103	7	452	452	..	
ii. Indian and Goan .. .. .	4	1,435	1,355	"	"	"	2	313	261	..	..	..	6	1,748	107	1,641	
iii. Arab .. .. .	1	72	67	"	"	"	..	..	..	..	..	..	1	72	72	..	
iv. African .. .. .	..	..	..	"	"	"	2	400	375	..	..	..	2	400	98	302	
Total .. .. .	7	1,745	1,625	Nil	Nil	Nil	5	805	726	4	122	103	16	2,672	729	1,943	
(c) Primary—																	
i. European .. .. .	12	900	775	Nil	Nil	Nil	..	..	..	8	238	218	20	1,138	1,123	*15	
ii. Indian and Goan .. .. .	9	1,167	1,079	"	"	"	30	1,658	1,394	7	370	312	46	3,195	..	3,195	
iii. Arab .. .. .	7	481	395	"	"	"	..	..	..	..	..	..	7	481	..	481	
iv. African .. .. .	35	2,979	2,395	"	"	"	217	24,750	17,891	1,068	47,271	34,868	1,320	75,000	160	74,840	
Total .. .. .	63	5,527	4,644	Nil	Nil	Nil	247	26,408	19,285	1,083	47,879	35,398	1,393	79,814	1,283	78,531	
Total of Schools and Colleges under Public and Private Management .. .. .	70	7,272	6,269	Nil	Nil	Nil	252	27,213	20,011	1,087	48,001	35,501	1,409	82,486	..	..	

\*Includes S. A. Dutch Schools.

**TABLE IV—RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR (1932)**

NAME OF EXAMINATION  1	Number of Scholars who completed during the year the course of studies prescribed for the examination				Number of Candidates				Number Passed				Race of Candidates Passed			Percentage of Column 13 to Column 9 17	Percentage of Column 13 to Column 5 18
	Institutions under Public Management 2	Aided Institutions 3	Other Institutions 4	Total 5	Institutions under Public Management 6	Aided Institutions 7	Other Institutions 8	Total 9	Institutions under Public Management 10	Aided Institutions 11	Other Institutions 12	Total 13	European 14	Indian and Goan 15	Arab and African 16		
<b>I. Cambridge Examinations—</b>	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)				(a) (b)	(a) (b)
(a) School Certificate ..	15 ..	2 ..	3 2	20 2	15 ..	2 ..	3 2	20 2	10 ..	1 ..	3 2	14 2	14	2	..	70 100	70 100
(b) Junior Certificate ..	33 84	11 9	.. 16	44 109	33 84	11 9	.. 15	44 109	25 42	1 5	.. 5	26 52	26	52	..	59 48	59 48
(c) Preliminary Certificate	50 121	.. 11	5 6	55 148	50 121	.. 11	5 16	55 148	40 77	.. 10	2 10	42 97	42	97	..	76 66	76 66
<b>II. London Matriculation ..</b>	.. 8	.. 2	6 4	6 14	.. 8	.. 2	6 4	6 14	.. 6	.. 2	....	.. 8	..	8	..	0 57	0 57
<b>•III. Kenya Departmental Examinations—</b>																	
(a) Sen. Secondary School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Sen. Second. Teachers	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(c) Jun. Secondary School	.. 5	.. 61	..	.. 66	.. 5	.. 61	..	.. 66	.. 2	.. 35	..	.. 37	..	..	.. 37	.. 56	.. 56
(d) Jun. Second. Clerks ..	..	.. 4	..	.. 4	..	.. 4	..	.. 4	..	.. 3	..	.. 3	..	..	.. 3	.. 75	.. 75
(e) Primary Teachers ..	..	.. 12	..	.. 12	..	.. 12	..	.. 12	..	.. 5	..	.. 5	..	..	.. 5	.. 42	.. 42
(f) Primary School ..	111	319	44	474	111	319	44	474	51	155	4	210	..	..	210	44	44
(g) Lower Prim. Teachers	22	61	1	84	22	61	1	84	4	21	1	26	..	..	26	31	31
(h) Elementary School ..	430	1,268	448	2,146	430	1,268	448	2,146	259	629	209	1,097	..	..	1,097	51	51
(i) Elem. School Teachers	29	209	35	273	29	209	35	273	28	144	38	210	..	..	210	76	76

(a) European, (b) Indian, \* African

**TABLE V—NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS IN 1932.**

1	PRIMARY SCHOOLS		SECONDARY SCHOOLS		ARTS AND SCIENCE COLLEGES	
	2 Under Public Management	3 Other Institutions	4 Under Public Management	5 Other Institutions	6 Under Public Management	7 Other Institutions
<b>EUROPEAN SCHOOLS—</b>						
Trained Graduates .. ..	6	—	10	5	Nil	Nil
Untrained Graduates .. ..	2	4	2	3	"	"
Trained Non-graduates .. ..	23	10	3	8	"	"
Untrained Non-graduates .. ..	9	14	1	1	"	"
<b>INDIAN &amp; GOAN SCHOOLS—</b>						
Trained Graduates .. ..	3	1	9	—	Nil	Nil
Untrained Graduates .. ..	8	4	14	4	"	"
Trained Non-graduates .. ..	10	16	10	—	"	"
Untrained Non-graduates .. ..	20	64	19	8	"	"
<b>ARAB SCHOOLS—</b>						
Trained Graduates .. ..	—	Nil	—	—	Nil	Nil
Untrained Graduates .. ..	1	"	—	—	"	"
Trained Non-graduates .. ..	—	"	—	—	"	"
Untrained Non-graduates .. ..	2	"	2	—	"	"
<b>AFRICAN SCHOOL (EUROPEAN STAFF)—</b>						
Trained Graduates .. ..	3	3	Nil	2	Nil	Nil
Untrained Graduates .. ..	7	17	"	2	"	"
Trained Non-graduates .. ..	35	50	"	—	"	"
Untrained Non-graduates .. ..	3	103	"	—	"	"
<b>AFRICAN STAFF—</b>						
Certificated Teachers .. ..	90	764	4	2	Nil	Nil
Uncertificated Teachers .. ..	22	2,223	—	—	"	"

**GENERAL TABLE VI—EUROPEAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11						
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				Loan Funds and L.N.C.	Private Management							
(a) Maintenance Charges ..	£	..	£	11,503	£	21,720	£	..	£	..	£	33,223	£	29,486	£	3,737	£	..	£	..	£	..	£	33,223
(b) Capital Expenditure on Building Equipment ..	£	..	£	50	£	..	£	..	£	..	£	50	£	50	£	..	£	..	£	..	£	..	£	50
<b>Total ..</b>	£	..	£	11,553	£	21,720	£	..	£	..	£	33,273	£	29,536	£	3,737	£	..	£	..	£	..	£	33,273
Average Annual Cost per Pupil to Colonial Revenue ..	£	..	£	42 0s. 52†	£	21 14s. 61†	£	..	£	..	£	26 2s. 33†	£	..	£	..	£	..	£	..	£	..	£	..
To Local Public Funds (L.N.C.)	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..
<b>Total Average Cost per Pupil</b>	£	..	£	47 2s. 86†	£	24 10s. 85†	£	..	£	..	£	29 8s. 55†	£	..	£	..	£	..	£	..	£	..	£	..

**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies**

(a) Maintenance Charges ..	£	..	£	2,097	£	..	£	..	£	..	£	2,097	£	333	£	1,764	£	..	£	..	£	..	£	2,097
(b) Capital Expenditure on Building Equipment ..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..
<b>Total ..</b>	£	..	£	2,097	£	..	£	..	£	..	£	2,097	£	333	£	1,764	£	..	£	..	£	..	£	2,097
Average Annual Cost per Pupil (a) Colonial Revenue ..	£	..	£	2 10s. 45	£	..	£	..	£	..	£	2 10s. 45	£	..	£	..	£	..	£	..	£	..	£	..
(b) Local Public Funds (L.N.C.)	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..	£	..
<b>Total Average Cost per Pupil</b>	£	..	£	15 17s. 73	£	..	£	..	£	..	£	15 17s. 73	£	..	£	..	£	..	£	..	£	..	£	..

† On basis of Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.

**GENERAL TABLE VI—EUROPEAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(d) Other Private Management**

	1		2		3		4		5		6		7	8	9	10		11					
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Colonial Revenues	From Fees			From Mission or Denominational Funds	Loan Funds and L.N.C.	Private Management	
(a) Maintenance Charges ..	£	..	£	4,616	£	5,008	£	..	£	..	£	9,624	£	..	£	9,624	£	Nil	£	Nil	£	9,624	
(b) Capital Expenditure on Building Equipment ..	..	..	..	532	..	342	..	..	..	..	..	874	..	..	..	874	..	..	..	..	..	874	
Total ..	£	..	£	5,148	£	5,350	£	..	£	..	£	10,498	£	..	£	10,498	£	..	£	..	£	10,498	
Average Annual Cost per Pupil to																							
(a) Colonial Revenue ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(b) Local Public Funds (L.N.C.)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Total Average Cost per Pupil	..	..	£	102/11/55†	£	18/6/88†	..	..	..	..	£	30/5/28†	..	..	..	..	..	..	..	..	..	..	

**GENERAL TABLE VI—INDIAN AND GOA—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11							
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total						
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Colonial Revenues	From Fees			From Mission or Denominational Funds	Loan Funds and L.N.C.	Private Management			
(a) Maintenance Charges ..	£	..	£	16,031	£	11,135	£	..	£	..	£	27,166	£	21,623	£	5,538	£	..	£	..	£	..	£	27,166	
(b) Capital Expenditure on Building Equipment ..	..	..	..	112	..	933	..	..	..	..	..	1,045	..	933	..	..	..	112	..	..	..	..	..	1,045	
Total ..	£	..	£	16,143	£	12,068	£	..	£	..	£	28,211	£	22,561	£	5,538	£	..	£	112	£	..	£	28,211	
Average Annual Cost per Pupil																									
(a) To Colonial Revenue ..	..	..	£	10 0r. 38†	£	6 12s. 52†	..	..	..	..	£	8 5s. 23†	..	..	..	..	..	..	..	..	..	..	..	..	
(b) To Local Public Funds (L.N.C.) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Total Average Cost per Pupil	..	..	£	12 14s. 06†	£	8 4s. 23†	..	..	..	..	£	10 7s. 53†	..	..	..	..	..	..	..	..	..	..	..	..	

† On basis of Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.

**GENERAL TABLE VI—INDIAN AND GOAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**  
**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies—Nil.**

**(d) Other Private Management**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total		7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				Loan Funds and L.N.C.	Private Manage- ment		
	£	£	£	£	£	£	£	£	£	£	£	£				£	£		
(a) Maintenance Charges ..	..	..	3,118	..	11,578	..	..	..	..	14,696	..	4,024	..	1,753	..	..	..	7,768	14,696
(b) Capital Expenditure on Building Equipment ..	..	..	200	..	617	..	..	..	..	817	..	1,151	..	..	..	..	..	817	817
Total .. £	..	..	3,318	..	12,195	..	..	..	..	15,513	..	5,175	..	1,753	..	..	..	8,585	15,513
Average Annual Cost per Pupil	..	..	£2 9s. 93†	..	£1 14s. 91†	..	..	..	..	£1 17s. 42†	..	..	..	..	..	..	..	..	..
(a) To Colonial Revenue ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) To Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	£6 15s. 27†	..	£5 0s. 46†	..	..	..	..	£5 6s. 26†	..	..	..	..	..	..	..	..	..

**GENERAL TABLE VI—ARAB—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

(a) Maintenance Charges ..	..	2,448	2,312	..	..	4,760	3,981	..	..	..	..	..	..	..	..	..	..	779	4,760
(b) Capital Expenditure on Building Equipment ..	..	113	..	..	..	113	..	..	..	..	..	..	..	..	..	..	..	113	113
Total .. £	..	2,561	2,312	..	..	4,873	3,981	..	..	..	..	..	..	..	..	..	..	779	4,873
Average Annual Cost per pupil	..	£34 10s. 75†	£5 4s. 00†	..	..	£10 19s. 93†	..	..	..	..	..	..	..	..	..	..	..	..	..
(a) To Colonial Revenues ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) To Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	£36 10s. 75†	£7 16s. 75†	..	..	£13 2s. 96†	..	..	..	..	..	..	..	..	..	..	..	..	..

† On basis of net Recurrent Expenditure only.

\* Endowment, Ali bin Salim School, Malindini, paid in 1933.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.



**GENERAL TABLE VI—ARAB—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies—Nil.**

**(d) Other Private Management—Nil.**

**GENERAL TABLE VI.—AFRICAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11			
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Colonial Revenues	From Fees		From Mission or Denominational Funds	From Other Sources	Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Loan Funds and L.N.C.	Private Management				
(a) Maintenance Charges ..	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£			
	Nil	..	6,060	4,200	24,523	34,783	29,384	Nil	..	2,509 <sup>b</sup>	1,213 <sup>c</sup>	34,783									
(b) Capital Expenditure on Building Equipment ..	..	..	10,316	..	1,816	12,132	763	..	..	1,646 <sup>c</sup>	31 <sup>d</sup>	12,132									
	..	..	..	..	..	..	..	..	..	712 <sup>e</sup>	10,657 <sup>b</sup>	..	..	..	..	..	..				
<b>Total ..</b>	£	£	16,376	4,200	26,339	46,915	30,147	..	..	15,555	1,213	46,915 <sup>f</sup>									
Average annual cost per pupil to:	..	..	£3/14/17 <sup>a</sup>	£33/3/61 <sup>a</sup>	£19/0/00 <sup>a</sup>	£11/0/60 <sup>a</sup>	..	..	..	..	..	..	..	..	..	..	..				
(a) Colonial Revenue ..	..	..	£0/8/17 <sup>a</sup>	..	£1/14/63 <sup>a</sup>	£0/18/84 <sup>a</sup>	..	..	..	..	..	..	..	..	..	..	..				
(b) Loc. Public Fds. (L.N.C.)n	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				
Total Average Cost per pupil ..	..	..	£4/2/34 <sup>a</sup>	£46/13/33 <sup>a</sup>	£22/5/06 <sup>a</sup>	£13/1/14 <sup>a</sup>	..	..	..	..	..	..	..	..	..	..	..				

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**(b) Local Public Funds—Nil.**

<sup>a</sup> On basis of Recurrent Expenditure only.  
<sup>b</sup> From Local Native Councils.  
<sup>c</sup> From Loan Works.

<sup>d</sup> From P.W.D. Revenue Works.  
<sup>e</sup> Donation from Carnegie Corporation.  
<sup>f</sup> An amount of £2,108 is common to both (a) and (b). This represents the value of N.I.T.D. services employed on L.N.C. Capital Works (Educational Buildings).

NOTE.—Expenditure and Receipts in connexion with Board and Lodging in Boarding Institutions are excluded from this Table.

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**GENERAL TABLE VI—AFRICAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(c) Missions or Local Denominational Bodies**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total		7 From Colonial Revenues	8 From Fees	9 From Mission or Denomina- tion Funds	10 From Other Sources		11 Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				Loan Fund and L.N.C.	Private Manage- ment			
(a) Maintenance Charges ..	£	..	£	3,669	£	Not known	£	3,492	£	Not known	£	Not known	£	2,419	£	£	£	£	£	£
													8,130				£	£		
													2,328							
													15,444							
(b) Capital Expenditure on Building Equipment ..	Nil		78		..		145		"		"									
Total £	..		3,747		..		3,637		..		..		28,321		..		..	..	..	..
Average Annual Cost per Pupil to:—																				
(a) Colonial Revenue .. ..	..		£24/13/67*		£0/2/31*		£5/6/30*		£4/11/60*		£0/7/62*		..	..	..	..	..	..	..	..
(b) Loc. Public Fnds. (L.N.C.)	..						Information		not available				..	..	..	..	..	..	..	..
Total Average Cost per pupil ..	..		£37/8/77*		Not known		£7/19/45*		Not known		Not known		..	..	..	..	..	..	..	..

**(d) Other Private Management**

(a) Maintenance Charges ..					NOT KNOWN								NIL							
(b) Capital Expenditure on Building Equipment ..																				
Total £																				
Av. Ann. Cost per Pupil to:—																				
(a) Colonial Revenue .. ..																				
(b) Local Pub. Fnds. (L.N.C.)																				
Total Av. Cost per Pupil ..																				

\*On basis of Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connexion with Board and Lodging in Boarding Institutions are excluded from this table.

**TABLE VII**  
**DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH NUMBER**  
**ON ROLL, 1932**

	Boys	Girls	Total	
<b>(a) EUROPEAN ROLL 1931.</b>				
Prince of Wales School .. .. .	128	..	128	
Girls' Secondary School, Nairobi .. .. .	..	110	110	
Mixed Primary Schools—				
Nairobi .. .. .	142	76	218	
Parklands .. .. .	79	66	145	
Kilimani .. .. .	17	5	22	
Eldoret .. .. .	62	45	107	
Nakuru .. .. .	95	67	162	
Kitale .. .. .	34	33	67	
Nanyuki .. .. .	11	14	25	
Mombasa .. .. .	13	15	28	
Broederstroom .. .. .	29	25	54	
Farm Schools—				
674 .. .. .	25	14	39	
140 .. .. .	9	9	18	
139 .. .. .	9	6	15	
Concordia .. .. .	4	2	6	
Total .. .. .	657	487	1,144	
Number on Roll in European Government Schools in 1931 .. .. .	..	..	1,077	
Number on Roll in European Government Schools in 1930 .. .. .	..	..	1,032	
	Boys	Girls	Total	Average Roll
<b>(b) INDIAN AND GOAN.</b>				
Senior Secondary School, Nairobi .. .. .	519	..	519	535
Allidina Visram High School Mombasa .. .. .	714	..	714	727
Indian Elementary, School, Nairobi .. .. .	632	..	632	639
Indian Girls' School, Nairobi .. .. .	..	66	66	65
"  "  School, Mombasa .. .. .	..	52	52	153
Indian School—				
Kisumu .. .. .	150	..	150	153
Thika .. .. .	33	24	57	..
Fort Hall .. .. .	23	5	28	..
Lamu .. .. .	35	11	46	..
Machakos .. .. .	37	20	57	..
Nakuru .. .. .	56	17	73	..
Eldoret .. .. .	46	29	75	..
Total .. .. .	2,245	224	2,469	..
Number on Roll in Indian Government Schools in 1931 .. .. .	..	..	2,432	..
Number on Roll in Indian Government Schools in 1930 .. .. .	..	..	2,115	..

TABLE VII—(Contd.)  
DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH NUMBER  
ON ROLL—(Contd.)

	Boys	Girls	Total
(c) ARAB.			
Arab Secondary, Shimo la Tewa .. ..	72	..	72
Ali bin Salim, Malindi .. .. .	85	..	85
Arab Primary, Mombasa .. .. .	180	..	180
Arab Primary, Lamu .. .. .	46	..	46
Malindi Village Schools .. .. .	77	..	77
Total: <i>Arab</i> .. .. .	460	..	460
(d) AFRICAN.			
Jeanes School .. .. .	52	38	90
Native Industrial Training Depot .. ..	478	..	478
Government African School—			
Waa .. .. .	174	..	174
Machakos .. .. .	197	..	197
Kericho .. .. .	93	..	93
Kapsabet .. .. .	128	..	128
Narok .. .. .	60	..	60
Loitokitok .. .. .	114	..	114
Tambach .. .. .	107	..	107
Kapenguria .. .. .	50	..	50
Kakamega .. .. .	58	..	58
Pumwani .. .. .	39	..	39
Kibra .. .. .	36	..	36
Coast Village Schools .. .. .	292	..	292
Machakos .. .. .	874	..	874
Kitui .. .. .	267	..	267
Kapsabet .. .. .	36	..	36
Bukura .. .. .	54	..	54
Ngong .. .. .	35	..	35
Total: <i>African</i> .. .. .	3,144	38	3,182
TOTAL: <i>Arab and African</i> .. .. .	..	..	3,642
Number on Roll, Arab and African Government Schools, 1931 .. .. .	..	..	2,936
Number on Roll, Arab and African Government Schools, 1930 .. .. .	..	..	2,479

**TABLE VIII**  
**DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN,**  
**INDIAN AND GOAN SCHOOLS**

EUROPEAN SCHOOLS	Boys	Girls	Total
*Loreto Convent, Nairobi .. .. .	13	77	90
Loreto Convent, Eldoret .. .. .	8	34	42
Hill Preparatory School, Nairobi .. .. .	13	21	34
Pembroke House, Gilgil .. .. .	55	..	55
Kenton College, Kijabe .. .. .	41	..	41
Rift Valley Academy, Kijabe .. .. .	12	10	22
Hill School, Limuru .. .. .	..	45	45
Mount Kenya School .. .. .	..	13	13
St. Andrew's Turi .. .. .	12	20	32
St. Helens, Parklands.. .. .	8	13	21
Miss E. Barton's, Nairobi .. .. .	7	10	17
Children's House, Nairobi .. .. .	4	13	17
Mrs. Clarke's, Westlands .. .. .	13	8	21
Total .. .. .	186	264	450
INDIAN SCHOOLS			
Ismailia School—			
*Huma Bay .. .. .	9	6	15
*Rangwe .. .. .	16	7	23
*Mumias .. .. .	12	6	18
*Kindu Bay.. .. .	13	7	20
*Asembo Bay .. .. .	19	17	36
*Sio River .. .. .	12	6	18
*Sultan Hamud .. .. .	14	3	17
*Boys', Mombasa .. .. .	264	..	264
*Girls', Mombasa .. .. .	..	197	197
* " Kisumu .. .. .	..	34	34
* " Nairobi .. .. .	..	121	121
Indian School—			
*Lumbwa .. .. .	11	10	21
*Yala River .. .. .	16	8	24
*Gilgil .. .. .	12	10	22
*Naivasha .. .. .	13	12	25
*Kitale .. .. .	28	12	40
*Ngong .. .. .	8	7	15
*Kikuyu .. .. .	13	10	23
*Luanda .. .. .	11	9	20
*Karatina .. .. .	20	17	37
*Nyeri .. .. .	24	13	37
*Maragua .. .. .	11	13	24
*Limuru .. .. .	12	15	27
Mariakani .. .. .	17	8	25
*Kisii .. .. .	20	16	36
*Meru .. .. .	36	8	44
*Voi .. .. .	19	6	25
*Kiambu .. .. .	9	15	24
*Malindi .. .. .	31	21	52
*Kericho .. .. .	15	10	25

\* Receives a grant in aid.

TABLE VIII—(Contd.)  
DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN,  
INDIAN AND GOAN SCHOOLS—(Contd.)

	Boys	Girls	Total
<b>INDIAN SCHOOLS—Contd.</b>			
Kapsabet .. .. .	7	5	12
*Siri Singh Sabha, Nairobi .. .. .	..	118	118
*Arya Samaj Girls', Nairobi .. .. .	..	116	116
*Arya Samaj Girls', Kisumu.. .. .	..	68	68
*Cutchi Gujerati, Nairobi .. .. .	..	276	276
*Shri Sanatan, Nairobi .. .. .	..	75	75
*Joseph Christians', Mombasa .. .. .	101	2	103
Solunki Private School, Mombasa.. .. .	38	..	38
Gujrati Balmandir, Nairobi .. .. .	72	..	72
Khoja Shia Isna Ashari, Mombasa .. .. .	35	..	35
*Muslim Girls', Nairobi .. .. .	..	84	84
Ramgalia School, Nairobi .. .. .	6	..	6
*Dr. Ribeiro Goan, Nairobi .. .. .	53	68	121
Goan School, Kisumu .. .. .	10	14	24
Private Goan, Mombasa .. .. .	15	14	29
Catholic Parochial, Nairobi .. .. .	40	48	88
Catholic Convent, Mombasa .. .. .	25	82	107
Khalsa Boys', Nairobi .. .. .	32	..	32
Total	1,119	1,594	2,713

\* Receives a grant in aid.

**TABLE IX.**

**DISTRIBUTION OF MISSION SCHOOLS, PUPILS, Etc.**

MISSION	Number of Assisted Schools		Number on Roll				Number of Unassisted Schools		Number on Roll				Total of Schools	Total on Roll		
	*Central	†Bush	*Central		†Bush		*Central	†Bush	*Central		†Bush			Boys	Girls	Total
			Boys	Girls	Boys	Girls			Boys	Girls	Boys	Girls				
1. Africa Inland Mission ..	..	..	..	..	..	..	11	53	630	446	1,043	474	64	1,673	940	2,613
2. Alliance High School ..	1	..	98	..	..	..	..	..	..	..	..	..	1	98	..	98
3. Bible Churchmans Society ..	..	..	..	..	..	..	1	..	23	..	..	..	1	23	..	23
4. Church Missionary Society ..	15	70	1,475	1,430	4,863	1,364	3	77	359	285	2,622	1,484	165	9,319	4,563	13,882
5. Church of God Society ..	1	3	148	105	104	103	..	56	..	..	1,467	1,213	60	1,719	1,421	3,140
6. Church of Scotland Mission ..	2	37	962	337	2,116	730	3	27	135	151	823	248	69	4,036	1,506	5,542
7. Friends Africa Mission ..	3	12	146	41	1,070	674	..	224	..	..	5,829	5,333	239	7,045	6,048	13,093
8. Gospel Mission Society ..	1	1	103	57	57	26	..	16	..	..	349	158	18	509	241	750
9. Neukerchen Mission ..	..	..	..	..	..	..	2	13	..	38	26	218	15	256	236	492
10. Nilotic Independent Mission ..	..	4	..	..	319	174	1	9	168	147	303	220	14	790	541	1,331
11. Pentecostal Assemblies ..	..	3	..	..	99	95	1	10	114	215	221	190	14	434	500	934
12. R. C. Consolata Mission ..	4	..	273	76	..	..	15	25	570	408	578	217	44	1,421	701	2,122
13. R. C. Holy Ghost Mission ..	3	4	562	407	1,071	176	3	12	257	107	449	314	22	2,339	1,004	3,343
14. R. C. Mill Hill Mission ..	10	30	1,249	778	1,484	740	1	356	161	132	6,907	4,583	397	9,801	6,223	16,034
15. Salvation Army ..	..	..	..	..	..	..	1	26	36	18	1,122	542	27	1,158	560	1,718
16. Seventh Day Adventist M. ..	2	9	209	128	423	248	..	83	..	..	1,776	1,392	94	2,408	1,768	4,176
17. Methodist Mission ..	1	2	162	47	81	..	1	26	40	7	1,223	99	30	1,506	153	1,659
18. <i>Total</i> .. ..	43	175	5,387	3,446	11,687	4,330	43	1,013	2,531	1,962	24,930	16,677	1,274	44,535	16,415	70,950

\*Central Schools are those with Europeans on Staff.

†Bush Schools are those without Europeans on Staff.

**TABLE X**

TEACHER TRAINING INSTITUTIONS.

*A*—EUROPEAN—Nil. *B*.—INDIAN—NIL. *C*.—ARAB—Nil.

*D*.—AFRICAN :

NAME OF SCHOOL	Organization	No. in training
Jeanes School, Kabete .. .. .	Government ..	90
African School, Machakos .. ..	Government ..	83
African School, Kericho .. .. .	Government ..	7
Church Missionary Society, Butere ..	Church Missionary Society .. ..	55
Church Missionary Society, Kabuhia ..	.. ..	20
Church Missionary Society, Kaloleni ..	.. ..	23
Church of Scotland Mission, Kikuyu ..	Church of Scotland Mission .. ..	60
Church of Scotland Mission, Tumutumu	.. ..	39
Seventh Day Adventist, Kamagambo ..	Seventh Day Adventist Mission ..	12
Consolata Mission, Nyeri .. .. .	R.C. Mission of Consolata Fathers ..	31
Catholic Training School, Kabaa .. ..	R. C. Mission of Holy Ghost F'ths.	302
St. Mary's, Yala .. .. .	R.C. Mission of Mill Hill Fathers ..	82
Friends' Africa Mission, Kaimosi .. ..	Friends Africa Mission .. ..	10
Methodist Mission, Meru .. .. .	Methodist Mission	3
	Total ..	817



TABLE XI

## EXPENDITURE 1932

SUB-HEADS	Actual Expenditure		
	£	Sh.	cts.
<b>ADMINISTRATION—</b>			
Personal Emoluments .. .. .	12,348	13	41
Contingencies .. .. .	91	15	89
Passages .. .. .	358	0	59
Local Transport and Travelling .. .. .	800	7	11
Travelling Allowance .. .. .	24	8	60
Telephones and Telegrams .. .. .	112	15	48
Carriage of Goods .. .. .	1,127	6	91
Colony's share of cost of Advisory Committee to Colonial Office .. .. .	280	0	00
Expenses of Overseas Examinations .. .. .	770	4	08
Total Administration .. £	15,913	12	07
<b>EUROPEAN EDUCATION TUITION—</b>			
Personal Emoluments .. .. .	30,094	9	23
Maintenance and Purchase of Materials .. .. .	543	0	37
Passages .. .. .	1,976	11	47
Local Transport and Travelling .. .. .	233	4	66
Travelling Allowance .. .. .	..	..	..
Contingencies .. .. .	102	5	41
Contributions to Schools .. .. .	386	9	93
Contribution to Scholarships .. .. .	60	0	00
Expenses of Committees .. .. .	42	18	00
Books, Stationery and Equipment .. .. .	641	14	73
Life Insurance Premium of Donation Governor, Christ's Hospital .. .. .	19	16	25
Telephones and Telegrams .. .. .	179	8	59
Total European Education Tuition .. £	34,279	13	64
<b>EUROPEAN EDUCATION BOARDING—</b>			
Personal Emoluments .. .. .	4,545	2	00
Maintenance, etc. .. .. .	1,444	7	41
Passages .. .. .	3	0	58
Transport and Travelling .. .. .	24	18	08
Travelling Allowance .. .. .	..	..	..
Contingencies .. .. .	2	15	00
Equipment .. .. .	343	15	95
Boarding Expenses .. .. .	7,234	5	31
Grant to Private Hostels .. .. .	242	15	96
Total European Education Boarding .. £	13,846	0	29
Carried forward .. £	64,039	11	00

TABLE XI—(Contd.)

## EXPENDITURE

SUB-HEADS	Actual Expenditure	
	£	Sh. p.
<i>Brought forward</i> .. £	64,039	11 00
<b>INDIAN AND GOAN EDUCATION—</b>		
Personal Emoluments .. .. .	23,678	3 65
Maintenance and Purchase of Materials .. .. .	413	15 32
Passages .. .. .	557	6 27
Local Transport and Travelling .. .. .	174	13 52
Travelling Allowance .. .. .	2	10 00
Grants-in-Aid (Indian Education) .. .. .	4,924	18 55
Grants-in-aid (Goan Education).. .. .	249	19 92
Expenses of Committees .. .. .	23	0 99
Telephones and Telegrams .. .. .	50	15 50
Books, Stationery and Equipment .. .. .	1,369	7 93
Contingencies .. .. .	27	18 21
Boarding Expenses .. .. .	898	15 87
<b>Total Indian and Goan Education</b> .. £	<b>32,371</b>	<b>5 73</b>
<b>ARAB AND AFRICAN EDUCATION—</b>		
Personal Emoluments .. .. .	31,195	3 89
Maintenance and Purchase of Materials .. .. .	2,845	5 63
Hut and Poll Tax .. .. .	455	16 00
Grants-in-Aid to Schools .. .. .	28,380	3 01
Grant to Alliance High School, .. .. .	3,268	13 00
Expenses of Committees .. .. .	5	17 15
Passages .. .. .	1,163	1 38
Local Transport and Travelling .. .. .	1,455	9 09
Travelling Allowance .. .. .	15	17 80
Boarding Expenses .. .. .	3,331	4 04
Contingencies .. .. .	56	8 21
Tools .. .. .	697	19 50
Books, Stationery and Equipment .. .. .	1,334	19 97
Domestic Training of African Women .. .. .	2,171	11 31
Telephones and Telegrams.. .. .	86	18 20
Expenses of Examinations .. .. .	7	11 93
<b>Total Arab and African Education</b> .. £	<b>76,472</b>	<b>0 11</b>
<b>TOTAL EDUCATION DEPARTMENT</b> .. £	<b>172,882</b>	<b>16 84</b>

TABLE XII

## TUITION COST—EUROPEAN

Number of Pupils .. .. .	1931		1932	
	1077		1129	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	522,348	00	517,066	37
Clerical .. .. .	5,127	75	2,114	21
Caretaker .. .. .	5,842	92	1,440	00
Reliefs .. .. .	40,898	89	53,676	32
African Domestic and Grounds Staff	12,278	67	12,800	44
Total Personal Emoluments ..	536,496	23	587,097	34
Passages .. .. .	38,934	34	36,268	60
Local Transport and Travelling ..	6,294	99	4,663	94
Travelling Allowance .. .. .	76	00	9	00
Books, Stationery and Equipment ..	29,860	62	21,170	33
Maintenance .. .. .	12,219	50	10,477	48
Contingencies .. .. .	5,678	58	2,094	25
Carriage of Goods .. .. .	785	33	578	14
Telephones and Telegrams .. .. .	2,820	06	2,105	44
Total Expenditure .. .. .	683,165	65	664,464	52
Gross Cost per Pupil .. .. .	634	32	588	55
Total Fees Collected .. .. .	82,232	15	74,750	46
Total Net Cost .. .. .	600,933	50	589,714	06
Net Cost per Pupil .. .. .	557	04	522	33

TUITION COST—EUROPEAN—PRIMARY & SECONDARY  
1931

Number of Pupils .. .. .	Primary		Secondary	
	885		244	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	351,919	13	165,147	24
Clerical .. .. .	854	21	1,260	00
Caretaker .. .. .	..	..	1,440	00
Reliefs .. .. .	297,431	43	23,932	89
African Domestic and Ground Staff ..	7,814	26	4,986	18
Total Personal Emoluments ..	390,331	03	196,766	31
Passages .. .. .	23,100	54	13,168	06
Local Transport and Travelling ..	3,143	51	1,520	43
Travelling Allowance .. .. .	9	00	..	..
Books, Stationery and Equipment ..	7,909	92	13,260	41
Maintenance .. .. .	6,665	06	3,812	42
Contingencies .. .. .	1,394	84	699	41
Carriage of Goods .. .. .	578	14	..	..
Telephones and Telegrams .. .. .	1,275	09	830	35
Total Expenditure .. .. .	434,407	13	230,057	39
Gross Cost per Pupil .. .. .	490	85	942	86
Total Fees Collected .. .. .	49,780	20	24,970	26
Total Net Cost .. .. .	384,626	93	205,087	13
Net Cost per Pupil .. .. .	434	61	840	52

TABLE XII.—*Contd.*

## TUITION COST—INDIAN SCHOOLS

	1931		1932	
	2482		2618	
Number of Pupils .. .. .				
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers European .. .. .	52,631	15	73,605	27
Teachers Indian .. .. .	378,120	10	391,996	82
Clerical .. .. .	6,510	00	1,800	00
Reliefs .. .. .	24,846	37	10,965	79
African Domestic and Grounds Staff	9,934	75	9,060	05
<b>Total Personal Emoluments ..</b>	<b>472,042</b>	<b>37</b>	<b>487,427</b>	<b>93</b>
Passages, .. .. .	23,251	58	11,172	52
Local Transport and Travelling ..	7,244	06	3,511	52
Travelling Allowance .. .. .	281	00	60	00
Books, Stationery and Equipment ..	37,687	02	30,017	93
Maintenance .. .. .	11,017	97	8,893	33
Contingencies .. .. .	647	42	539	09
Carrage of Goods .. .. .	748	84	677	77
Telephones and Telegrams .. .. .	819	91	1,015	50
<b>Total Expenditure .. .. .</b>	<b>553,740</b>	<b>17</b>	<b>543,315</b>	<b>59</b>
<b>Gross Cost per pupil .. .. .</b>	<b>223</b>	<b>14</b>	<b>207</b>	<b>53</b>
<b>Total Fees Collected .. .. .</b>	<b>103,974</b>	<b>00</b>	<b>110,755</b>	<b>00</b>
<b>Total Net Cost .. .. .</b>	<b>449,766</b>	<b>17</b>	<b>432,560</b>	<b>59</b>
<b>Net Cost per pupil .. .. .</b>	<b>181</b>	<b>21</b>	<b>165</b>	<b>23</b>

TABLE XII—(Contd.)

## TUITION AND BOARDING COSTS—ARAB AND AFRICAN SCHOOLS

	1931		1932	
	2,871		2,936	
Number of Pupils .. .. .				
Teachers, European .. .. .	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers, Arab and African .. .. .	376,918	01	357,867	38
Stipends of Apprentices in Training .. .. .	116,030	89	112,124	45
Clerical .. .. .	41,067	29	34,998	64
Reliefs .. .. .	11,403	53	12,163	75
Motor Drivers, Menials and Porters .. .. .	36,004	86	7,534	07
	21,167	93	23,393	50
Total Personal Emoluments .. .. .	602,642	51	553,081	79
Passages .. .. .	36,753	09	21,364	21
Local Transport and Travelling .. .. .	28,374	81	24,346	65
Books, Stationery and Equipment .. .. .	28,821	58	16,145	22
Maintenance .. .. .	60,587	05	51,395	87
Contingencies .. .. .	2,634	10	1,533	28
Tools .. .. .	8,493	51	14,338	10
Hut and Poll Tax .. .. .	8,036	00	9,116	00
Carriage of Goods .. .. .	10,095	87	13,920	09
Boarding Expenses .. .. .	81,378	31	117,356	96
Telephones and Telegrams .. .. .	1,578	73	1,354	90
Travelling Allowance .. .. .	1,235	10	244	80
Total Expenditure .. .. .	870,630	66	824,197	87
Gross Cost per Pupil .. .. .	303	25	280	72
Gross Tuition Cost per Pupil .. .. .	274	90	240	75
REVENUE :—				
Fees .. .. .	..	..	6,185	00
Reimbursements .. .. .	23,673	38	43,536	52
From L.N.C's (Direct Expenditure)	6,118	10	72,303	17
" Loan ( " " )	31,105	20	39,835	00
" P.W.D. ( " " )	..	..	714	00
Total Revenue :—	60,896	68	162,573	69
Total Net Cost .. .. .	809,733	98	661,624	18
Net Cost per Pupil .. .. .	282	04	225	35
Net Tuition Cost per Pupil .. .. .	253	69	185	38

## JEANES SCHOOL, KABETE

	1931		1932	
	65		90	
Number of Pupils .. .. .				
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Total Expenditure .. .. .	106,921	57	83,995	09
Revenue .. .. .	21,960	00	24,270	11
Net Expenditure .. .. .	84,961	57	59,724	98
Average Cost per Pupil .. .. .	1,307	10	663	61

TABLE XII—(Contd.)

TUITION AND BOARDING COSTS.  
ARAB AND AFRICAN SCHOOLS.

	1932	
	<i>African</i>	<i>Arab</i>
Number of Pupils .. .. .	2,574	362
	<i>Sh. cts.</i>	<i>Sh. cts.</i>
Teachers, European .. .. .	305,067 50	52,799 88
Teachers, Arab and African .. .. .	85,965 25	26,159 20
Stipends of Apprentices in Training .. .. .	34,998 64	
Clerical .. .. .	12,163 75	
Reliefs .. .. .	7,534 07	
Motor Drivers, Menials and Porters .. .. .	23,130 47	5,263 03
<b>Total Personal Emoluments</b>	<b>468,859 68</b>	<b>84,222 11</b>
Passages .. .. .	21,364 21	
Local Transport and Travelling .. .. .	23,550 78	795 87
Books, Stationery and Equipment .. .. .	12,805 94	3,339 28
Maintenance .. .. .	46,734 25	4,661 62
Contingencies .. .. .	1,256 28	277 00
Tools .. .. .	14,338 10	
Hut and Poll Tax .. .. .	9,116 00	
Carriage of Goods .. .. .	12,325 60	1,594 49
Boarding Expenses .. .. .	109,784 68	7,572 28
Telephones and Telegrams .. .. .	1,054 90	300 00
Travelling Allowance .. .. .	244 80	
<b>Total Expenditure .. .. .</b>	<b>721,435 22</b>	<b>102,762 65</b>
Gross Cost per pupil .. .. .	280 28	283 87
Gross Tuition Cost per pupil .. .. .	237 62	262 96
<b>REVENUE :—</b>		
Fees .. .. .	1,391 00	4,794 00
Reimbursements .. .. .	27,959 29	15,577 23
From L.N.C.'s .. .. .	72,303 17	
" Loan .. .. .	39,835 00	
" P.W.D. } (Direct Expenditure) {	714 00	
<b>TOTAL REVENUE .. .. .</b>	<b>142,202 46</b>	<b>20,371 23</b>
<b>TOTAL NET COST .. .. .</b>	<b>579,232 76</b>	<b>82,391 42</b>
Net cost per pupil .. .. .	225 03	227 60
Net Tuition cost per pupil .. .. .	182 37	206 69

TABLE XIII  
BOARDING COSTS

SCHOOL	PRINCE OF WALES, KABETE			NAIROBI			NAKURU			ELDORET			KITALE			TOTAL			
	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	
	1932	1932	1931	1932	1932	1931	1932	1932	1931	1932	1932	1931	1932	1932	1931	1932	1932	1931	
Number of Boarders ..	..	103	88	..	120	123	..	113	120	..	63	65	..	44	35	..	443	431	
STAFF—	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
European .. ..	11,251 02	109 23	114 04	14,900 46	124 17	131 13	12,799 92	113 27	103 92	7,469 24	118 56	128 24	7,503 96	170 54	240 66	53,924 60	121 73	128 52	
Clerical .. ..	960 00	9 32	16 36	600 00	5 00	9 76	254 21	2 25	10 73	300 00	4 75	18 46	..	..	..	2,114 21	4 77	11 90	
Caretaker .. ..	1,440 00	13 93	..	..	..	..	..	..	..	..	..	..	..	..	..	1,440 00	3 25	..	
Medical .. ..	1,060 00	10 29	29 66	1,160 00	9 67	29 67	1,656 22	14 66	31 12	615 00	9 76	29 43	..	..	..	4,491 22	10 14	27 63	
African Domestic Staff	6,593 23	63 91	67 58	6,797 09	56 64	56 69	4,381 65	38 77	43 11	3,964 82	62 93	69 77	1,833 40	41 57	69 02	23,560 19	53 18	58 11	
Total Staff .. ..	21,294 25	206 73	227 64	23,457 55	195 48	227 25	19,092 00	168 95	188 88	12,349 06	196 00	245 90	9,337 36	212 21	309 68	85,530 22	193 07	226 16	
BOARDING—																			
Boarding Expenses,																			
(Food, etc.) .. ..	41,540 39	403 30	467 95	40,540 09	337 83	328 24	30,909 70	273 54	268 96	20,659 32	327 93	334 78	8,447 84	192 00	187 85	142,097 34	320 76	329 85	
Equipment .. ..	2,856 79	27 74	188 19	4,458 52	37 15	26 44	486 72	4 31	24 71	1,031 68	16 38	19 36	501 57	11 40	2 61	9,335 28	21 07	55 98	
Maintenance .. ..	11,637 17	112 98	130 47	9,052 11	75 43	94 40	4,755 53	42 08	67 30	4,070 71	64 61	67 04	1,659 32	37 71	55 42	31,174 84	70 37	86 93	
Carriage of Goods ..	10 31	0 10	5 16	32 74	0 27	0 06	467 54	4 14	11 29	715 00	11 35	9 31	195 25	4 44	5 55	1,420 84	3 21	6 04	
Contingencies .. ..	..	..	1 06	..	..	0 02	12 00	0 10	0 25	21 32	0 34	2 67	22 00	0 50	1 80	55 32	0 12	0 84	
Telephones and T'g'ins.	417 15	4 05	..	528 79	4 41	..	172 20	1 52	..	215 00	3 41	..	150 00	3 40	..	1,483 14	3 35	..	
Total Boarding .. ..	56,461 81	548 17	792 83	54,612 25	455 09	449 16	36,803 69	325 69	372 42	26,713 03	424 02	433 16	10,975 98	249 45	283 23	185,566 76	418 98	479 64	
Reliefs, Passages and																			
Travelling .. ..	838 43	8 14	28 50	420 00	3 50	0 06	..	..	..	2,292 46	36 39	2 37	95 58	2 17	134 62	3,646 47	8 23	17 13	
Gross Cost .. ..	78,594 49	763 04	1,049 97	78,489 80	654 07	676 47	55,895 69	494 65	561 30	41,354 55	656 41	661 43	20,408 92	463 83	697 53	274,743 45	620 18	727 93	
Fees Collected .. ..	66,775 55	548 30	638 45	65,757 50	547 98	612 51	72,215 75	639 08	724 63	14,384 15	228 32	227 65	13,717 50	311 76	441 29	232,850 45	525 62	577 08	
Net Cost .. ..	11,818 94	114 74	410 52	12,732 30	106 09	63 96	16,320 06*	144 43*	153 33*	26,970 40	428 09	453 78	6,691 42	152 07	256 24	41,893 00	94 55	145 85	

\* Profit.

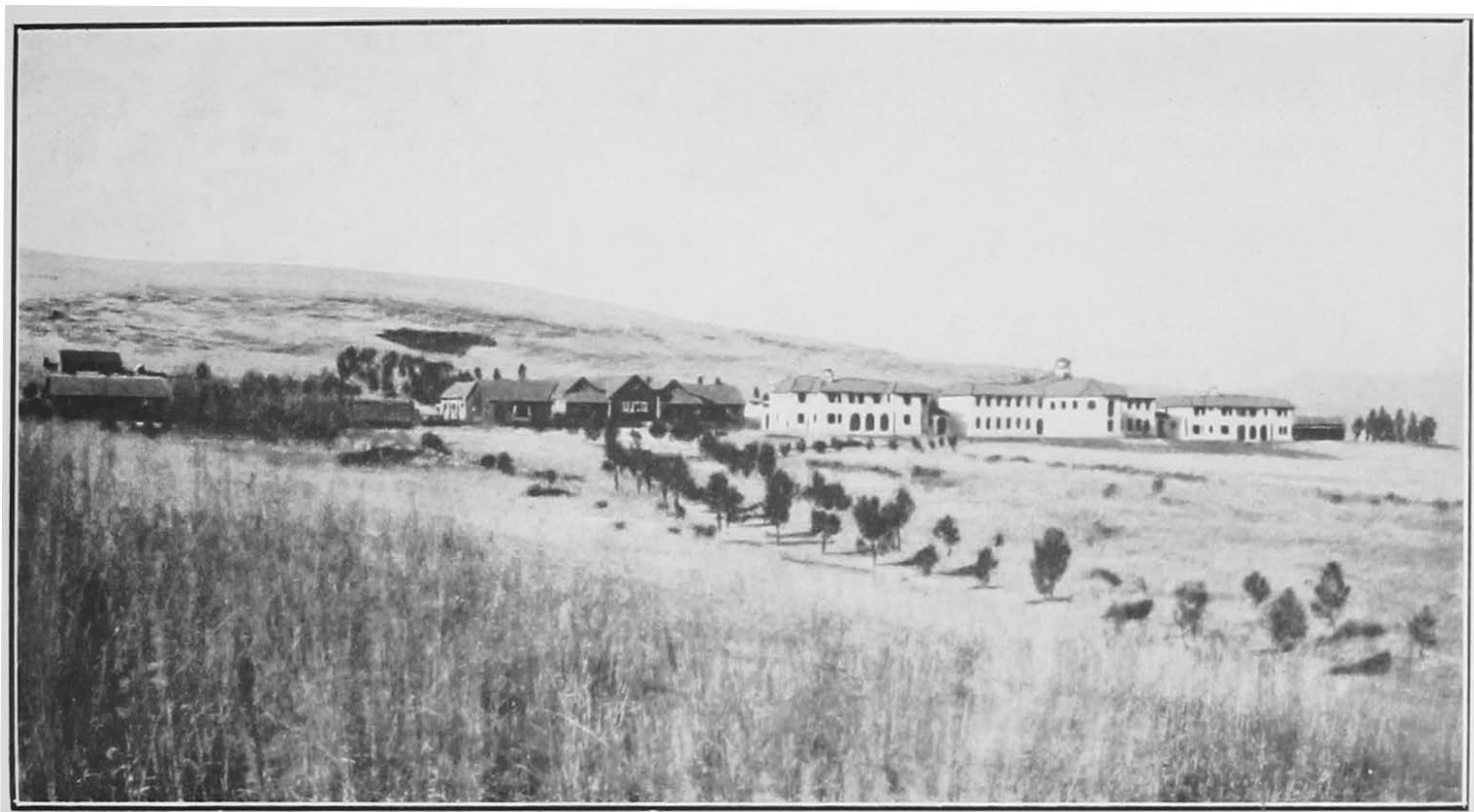
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EDUCATION DEPARTMENT  
ANNUAL REPORT  
1933



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NAKURU EUROPEAN SCHOOL



INDIAN GIRLS' SCHOOL MOMBASA

Erected by a private company 1933

# Education Department Annual Report, 1933

## PART I

### CHAPTER I.

#### HISTORICAL SURVEY.\*

##### *I.—African Education.*

The development of African education in Kenya falls into three periods. The first period was the period of gradual and somewhat spasmodic development of the country. During this period there were a number of missions actively engaged in pushing forward in what was literally "Dark Africa". They were engaged both in evangelization and in education. At the end of the last century the railway reached Nairobi. The opening of the second stage of educational development coincided with that event. From that time until 1910 there was a rapid development of missionary work but it still remained in the main, independent of Government. The third stage was reached in 1911 when Government began to take a direct interest in the work of missions, schools were visited by a Government officer and a system of grants was instituted whereby assistance was given for the purchase of tools for industrial work and a *per caput* grant of £5 was given in respect of pupils who passed an examination under the direction of the Public Works, Medical or other Departments.

This system was maintained until 1918 when grants were made dependent on inspection instead of on results.

2. In 1915 the first Government school for Africans was opened at Machakos and this has been followed by the opening of other Government schools so that there has grown up a system of missionary schools, aided by Government, side by side with Government schools. In 1924 an Education Ordinance was passed and the year was also marked by the opening of the Native Industrial Training Depot for the definite purpose of training African apprentices.

Two years later the Alliance High School was opened to give secondary education.

3. In 1931 a new Education Ordinance was passed. The general trend during the last few years has been to maintain and increase the interest of Government in the work of the

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\*A fuller history of the development of education in Kenya is given in the annual reports of 1930 and 1931.

missionaries and to encourage the native peoples through the Local Native Councils, to assist educational development by grants in aid of missions and, in some cases, of Government schools erected by Local Native Councils.

### *II.—European Education.*

4. The first Government school for European children was opened in 1904. This school in 1910 became a boarding school: this development was followed by the opening of Nakuru school. The development of European education, both by means of Government schools and private schools, has become more rapid with the increase of European settlement after the war. The erection of large Government schools from loan funds during the period of prosperity has provided excellent accommodation generally.

### *III.—Indian Education.*

5. The first Indian School was opened by the Railway Administration in Nairobi in 1906. In 1911 the first Government school was opened. The development has from that time been continuous. The difficulty has not been one of getting Indian children to attend school but to provide from Government funds adequate accommodation and facilities for the large number of pupils.

6. The policy in regard to the provision of schools has been to provide in the first instance for Government schools in the larger and more populous centres, such as Mombasa, Nairobi, Kisumu, Nakuru, while assistance has been given elsewhere by means of a grant-in-aid. Schools outside Nairobi and Mombasa are restricted in scope, provision being made for advanced classes in these two places only, where there are facilities for work of the full secondary course.

### *IV.—Arab Education.*

7. The history of Arab education, at the Coast, is that of a struggle between those who desire nothing more than traditional teaching based on the Koran, and those more enlightened who have pressed Government to provide schools and schooling of the "Western" type.

8. Acceding to this enlightened demand, Government, in 1912, opened the Arab School, Mombasa. This was relatively successful, and, after the war, in 1919, Government opened a second school at Malindi, with the financial help of the hon. Sheikh Ali bin Salim (now Sir Ali bin Salim, K.B.E., C.M.G.);

9. In 1929 a school was opened at Lamu, this was unsuccessful and had to be closed in 1931. This was symbolical of the struggle, for it was precisely at this time that Arab education, based on the original Mombasa school, of urban type, and on Malindi with its small affiliated group of village schools, was reaching its present culmination—the opening, in October, 1931, of the Coast Secondary School, a boarding school on modern English lines, at Shimo-la-Tewa.

## PART II

### CHAPTER I.

#### OUTSTANDING EVENTS OF THE YEAR.

The main efforts of the whole staff of the Department have been concentrated on carrying on the work of education with serious and continuous reduction in expenditure. It is therefore not surprising that there is little to chronicle under the heading "Outstanding Events".

2. The Conference of Directors of the four territories which met in Dar es Salaam in June submitted recommendations in regard to various matters of interest. The most important of these was the general policy to be followed in connexion with African education.

Conference of Directors.

Policy in African education.

3. Another item of considerable importance discussed was the introduction of uniform fees for pupils from the various territories attending institutions which provide educational services for more than one of the territories.

Uniform school fees.

4. The decision of the Governments on recommendations submitted to them had not been made public at the end of the year.

5. The most important events in regard to European education were three:—

- (i) The decision to increase the tuition fees for secondary education from £6/15 per annum to £15. This decision met with considerable opposition but was finally adhered to. The change becomes operative from January 1st, 1934.
- (ii) The growing dissatisfaction in regard to the boarding accommodation in Nairobi, especially that available for girls in attendance at the secondary school for girls.

European education, increased fees.

Boarding accommodation, Nairobi.

Children in  
the gold-  
fields.

(iii) The development of the goldfields which resulted in the withdrawal of a considerable number of children from schools.

These matters are dealt with more fully in the appropriate chapters of this report.

Indian  
education.

6. Indian education presented features of special difficulty. It became necessary during the year to announce the decision to increase the fees for secondary education from £3/12 per annum to £6/15 per annum. The opposition to this decision was not less vocal than the opposition to the increase in European fees.

Increase of  
fees.

Reductions of  
grants.

7. In framing the estimates for 1934 it was found necessary to review the scale of grants-in-aid. The Advisory Council was of great assistance in this unpleasant task and devised a scheme whereby the grant of £3 per head is retained for schools operating in circumstances outside the sphere covered by Government schools with a reduction in the case of schools operating side by side with Government schools.

African  
education.

8. The most important matter in connexion with African education dealt with during the year was the revision of the grant-in-aid rules. This was dealt with in the first instance by a sub-committee of the Advisory Council and thereafter by the Council as a whole. The decision of the Government was not made known until after the year was closed but Government has now approved the report and recommendations involved in it. It is hoped that the new rules will be approved early in 1934 in order that they may become operative in 1935.

Grant-in-aid  
rules

Secondary  
education.

9. During the year it was found possible to revise the rules for payment of grant-in-aid of secondary schools; the revised rules were operative throughout the year.

Economy.

10. The most important feature of the year has been the continued reduction in expenditure. That reduction in expenditure is dealt with in Chapter III (Finance). It is only necessary to record here that the results both in regard to the maintenance of efficiency and reduction of expenditure could not have been attained without the loyal co-operation of all members of the staff. To that loyal and helpful co-operation the Director of Education desires in this, his last report, to bear very grateful testimony.

## CHAPTER II.

## LEGISLATION AND ADMINISTRATION.

*Legislation.*

A short amending Ordinance was passed in December of the year under review. This Ordinance dealt with two matters. Ordinance :  
63 of 1933.

2. Great difficulty has been found in recovering school fees under the Ordinances of 1924 and 1931. It is regrettable, but none the less true, that a number of parents have taken advantage of the desire of the Department that their children should not be penalized through failure to pay the fees due. Power has therefore been taken to exclude children from school (if the school committee so recommends) when the parents are, in the opinion of the committee, able to pay and are merely evading their responsibilities. Such power must, undoubtedly, be used only in extreme cases but as long as a fee-paying system of education without compulsion exists it is important to have some power to exact payment from those who are able and yet unwilling to pay. Payment of  
fees.

3. The other amendment contained in the Ordinance has made it possible to continue the general education of Africans without forcing them to be indentured. The development in African education has, of recent years, been so rapid that there are now many boys in school who cannot be apprenticed to a trade owing to their youth, and consequent physical inability to use the heavy tools of the trade to which they are being apprenticed. Apprentice-  
ship.

4. The following rules were promulgated during the year : Rules.

- (a) Education (Fees) Rules, 1933.
- (b) Education (Grant-in-Aid of Secondary Schools for Africans) (Amendment) Rules, 1933.

*Advisory Councils.*

5. The Advisory Council on European education met twice during the year. European  
education.

The Council tendered advice on the following matters :—

- (a) The introduction of compulsory education.
- (b) The teaching of Swahili.
- (c) The recommendations of the Expenditure Advisory Committee.
- (d) The draft Ordinance.
- (e) The education of children on the goldfields.



**Indian education.**

6. The Advisory Council on Indian education met twice during the year.

The Council tendered advice on the following matters :—

- (a) The recommendations of the Expenditure Advisory Committee.
- (b) Salaries of Indian teachers.
- (c) Retention of European teachers in Indian schools.
- (d) School holidays.
- (e) The teaching of Swahili.
- (f) Admission to aided schools of children of all communities.
- (g) School fees.
- (h) Grants-in-aid.
- (i) Advanced secondary education.

**Arab education.**

7. The Advisory Council on Arab education held two meetings during the year.

The Council tendered advice on the following matters :—

- (a) Provision of Mosque at Shimo-la-Tewa Secondary School.
- (b) Curriculum in schools for Arab children.
- (c) School hours in Mombasa.
- (d) The Ali bin Salim School at Malindi (Trust Deed).

**African education.**

8. The Advisory Council on African education met twice during the year.

The Council tendered advice on the following matters :—

- (a) Grants-in-aid of the preparation of vernacular textbooks.
- (b) Fees in Government and mission schools.
- (c) Grants-in-aid.
- (d) Land for schools and churches.
- (e) Local education authorities.
- (f) Amendment to the Education Ordinance.

*Administration.*

**Reduction of staff.**

9. The work of administration and inspection was rendered extremely difficult owing to the shortage of staff. That shortage was caused in part by actual reduction and partly by leave movements. The post of Chief Inspector vacated by resignation at the beginning of the year was not filled. During the year two inspectors were on leave. The Supervisor of

Technical Education and the Accountant went on leave towards the end of the year. At one time during the year the post of Inspector of Schools in the Coast area was in abeyance so that the inspectoral staff was reduced to three, one of whom was in the head office.

10. It is evident that the position must be remedied without delay. The post of Chief Inspector of Schools must be restored. It is also desirable, in fact essential, that an additional post of inspector be created, in order that the disorganization caused by leave movements may be avoided.

11. The movements of the teaching staff did not present insuperable difficulties. There were generally available suitable reliefs to take the places of those who went on leave but the position at the end of the year became serious and is at the present moment extremely acute.

12. The remedy for our difficulties lies in the early stabilization of the local service and the settlement of the salary question. We are at present unable to recruit because we cannot offer definite salaries.

13. It may indeed be necessary to abandon the present arrangement whereby vacancies owing to absences on leave are filled by local reliefs and increase the establishment to provide for these difficulties. There are objections to such a course but it may be necessary to adopt it if the local supply does not improve.

### CHAPTER III.

#### FINANCE.

1. The expenditure on education during the year amounted to £166,691. The following table shows the expenditure during the last six years. Expenditure on education.

	Admini- stration	Euro- pean	Indian	Arab	African	Extra- ordinary	Total	Percent- age of Colonial Expendi- ture
1928	14,765	42,492	22,963	72,008	*	10,355	162,385	7.2
1929	15,993	49,360	25,603	74,131	*	15,639	180,726	6.6
1930	17,571	49,319	30,582	83,088	*	9,922	190,482	7.2
1931	16,363	49,189	34,348	82,323	*	2,646	184,869	7.7
1932	15,914	48,126	32,371	76,472	*	1,722	174,605	8.0
1933	15,171	42,400	41,675	5,975	70,594	876	166,691	7.8

NOTE: \* The Expenditure on Arab and African Education was separated for the first time in 1933.

Net expenditure.

2. It will be of interest to record the progressive net cost to the Colony of education during three years. The year 1928 is selected as the first year because it was in that year that there was a marked growth in the expenditure on education. It is evident that the Legislative Council realized at the end of 1927 that large additional appropriations were essential.

	Gross Expenditure	Educational Revenue	Net Expenditure
	£	£	£
1928 ..	162,385	16,302	146,083
1929 ..	180,726	19,463	161,263
1930 ..	190,482	20,934	169,498
1931 ..	184,869	24,021	160,848
1932 ..	174,605	28,667	145,938
1933 ..	166,691	26,563	140,128

The above table shows that the net expenditure in 1933 was lower than it has been since 1927.

Increase in pupils.

3. This reduction in expenditure has been accompanied by an increase in the number of pupils which is shown below.

	1928	1933	Increase	Decrease
EUROPEAN—				
Government Schools ..	740	1,113	373	—
Aided Schools ..	160	107	—	53
INDIAN—				
Government Schools ..	1,543	2,536	993	—
Aided Schools ..	1,014	2,831	1,817	—
ARAB AND AFRICAN—				
Government Schools ..	2,007	3,530	1,523	—
Aided and Unaided Schools .. ..	83,549	91,047	7,498	—

Economy.

4. During the year the demands for economy were insistent. The savings under the different heads of expenditure were as follows :—

	Amount Voted	Amount Spent	Saving	Percentage of Amount Voted
	£	£	£	£
Administration .. ..	16,149	15,171	978	6.0
European .. ..	46,936	42,400	4,586	9.8
Indian .. ..	34,237	31,675	2,562	7.5
Arab .. ..	6,389	5,975	414	6.5
African .. ..	77,143	70,594	6,549	8.5
Extraordinary .. ..	1,100	876	224	20.4
TOTAL .. ..	£ 182,004	166,691	15,313	8.4

5. The amount of £15,171 expended on administration was lower than in any year since 1928. The estimates for 1933 contained an item of £800 in connexion with costs of overseas examinations which did not appear in 1928. If this item had not been included the expenditure would have been materially less than in 1928.

Administra-  
tion.

The effect of this reduction in expenditure is referred to in paragraphs 9-11 of the preceding chapter. Constantly increasing work accompanied by continuous reduction in expenditure may be regarded up to a point as evidence of efficient financial control but the time comes when reduction in expenditure ceases to be economy and actually becomes wasteful. It is to be hoped that the provision for 1935 will be sufficient to enable the head of the department to spend more time in the schools and in the real work of education than is possible under present circumstances which force him to devote too much time to the details of the administrative machine.

6. The gross cost of tuition of European children in Government schools amounted in 1933 to £27/5 per pupil as compared with £29/8 in 1932. The amount of fees paid by parents increased from £3,737 to £4,097 in spite of a reduction in the number of pupils so that the net cost of tuition fell from £26/2 to £23/11. The tuition cost has during the last six years been reduced from £38/18 to £23/11.

European  
tuition.

7. The gross cost of primary instruction was £22/1 per pupil, the net cost being £18/19 as against £21/14 the previous year. It is unlikely that the cost can be much further reduced. It is probable indeed that we shall have to provide for further staff but the aim of reducing gross costs to the neighbourhood of £20 per pupil should not be lost sight of: it should be possible to achieve this aim as the high rate of salaries falls in the course of time, but it must not be forgotten that the consolidation of salaries involves the payment from the education vote of what was formerly housing, paid for from the Public Works Department vote.

Primary  
tuition costs.

The scale of fees chargeable in primary education (up to and including Standard VI) is shown in Appendix B.

The fee revenue amounted to £2,730 or about 14 per cent of the whole expenditure.

8. The gross cost of secondary education was £47/4 per pupil, the net cost being £41/5 as against £42 the previous year. The increase in the tuition fee should have the effect of reducing the net cost in 1934.

Secondary  
tuition costs.

The tuition fee payable in 1933 was at the rate of £6/15 per annum, but it must be borne in mind that some eighty of the girls in the girls' secondary school, being below the secondary stage, paid the primary rate of fee.

The fee revenue amounted to £1,366 or about 12.5 per cent of the whole expenditure.

Boarding costs in European schools.

9. The expenditure from the education vote amounted to £12,061. The revenue collection amounted to £12,623 but part of this revenue was in respect of arrears due for 1932 so that the revenue is shown in Table XIII as £11,874, which is the amount of the actual collection during the year in respect of fees due in the year. On the other hand it would be reasonable to show as revenue in respect of the year's working those fees which were due in 1933 and not paid until the beginning of 1934. If this were done the amount of revenue would certainly approach closely to £12,061.

It may therefore be definitely stated that the expenditure on boarding from the education vote in 1933 was only very slightly in excess of the revenue earned and paid for in respect of the year, and that the fee of £45 per annum practically covered the charges to be met from the Education vote.

10. It is necessary to add to the expenditure on boarding the charges met by the Medical Department in respect of medical attendance and by the Public Works Department in respect of repairs and maintenance. The expenditure on interest on loans is also excluded from the Table. The Table is generally interpreted as an indication of the revenue and expenditure by Government in respect of boarding houses as a whole but it is of course merely a statement of the comparative costs (gross and net) of staffing the boarding houses and providing food for the pupils. As a statement of comparative work, it is valuable: as a statement of the whole costs of providing boarding facilities it is admittedly misleading. It is not proposed to withhold the publication of this Table because the comparative statement of fees paid and of expenditure on the services referred to is valuable.

Indian education costs.

11. The gross cost of Indian tuition decreased from Sh. 207/53 to Sh. 199/26 per pupil. The net cost was Sh. 155/80 as against Sh. 165/23.

The rates of fees payable as from 1st January, 1934, are shown in Appendix B. The rate for primary education has not been changed; the rate payable for secondary education in 1933 was £3/12 per annum.

It has not been found possible to separate expenditure on secondary education from the expenditure on primary education because the two schools which provide secondary education also provide primary education.

The total fee revenue was £5,511 or 21.8 per cent of the total expenditure.

12. The expenditure on grants-in-aid increased from £4,925 to £5,767 owing to a considerable increase in the number of pupils in aided schools. The amount paid in grants-in-aid of Goan education rose from £250 to £394. It was found possible to make grants-in-aid of the instruction of Goans in Mombasa as well as in Nairobi.

13. During the year under review the expenditure on Arab education was separated from that on African education for the first time. This change is in accordance with the wishes of the Arab community. It is now possible, with some measure of accuracy, to give the cost of Arab education. The expenditure on tuition amounted to £14/2 per head.

Arab  
education.

14. The expenditure on African education was £70,594. This showed a slight decrease on the expenditure for 1932. The actual amount provided in the Estimates was £77,143. The savings were effected mainly by restriction of activities in connexion with Government education, as distinct from mission education, the saving on the provision for missions being only in the neighbourhood of £1,500. Certain matters connected with the finance of African education are dealt with in Chapter IV.

African  
education.

15. It may however be convenient at this point to make a general reference to the question of fees paid by individual parents.

16. In the Government African schools fees are not payable save at Kakamega where the fee is Sh. 40 per annum and at Nyeri where the fee is Sh. 5 per annum. The fees at these schools are fees payable to the Local Native Councils, because the Local Native Councils contribute largely towards the cost of maintenance. They are not tuition fees. It has been pointed out that if the Local Native Council at Nyeri were asked to raise the fee they would reply by increasing their communal contribution and at the same time providing for the additional fee by way of bursaries.

17. The fees payable in mission schools vary and are in most cases negligible. It will be observed from the figures given in the succeeding chapter (paragraphs 38-42) that the

total fee revenue in mission schools amounted to £2,844 as against an expenditure of £74,324. In the central boarding schools a fee is charged which varies in amount and is sometimes paid in kind.

The fee payable at the Alliance High School was in 1933 Sh. 100, producing a revenue of £612, being rather less than 15 per cent of the expenditure. In the case of this school Local Native Councils have in several cases voted scholarships to deserving pupils.

## CHAPTER IV.

### PRIMARY EDUCATION.

#### (a) *European.*

Reduced  
number of  
pupils.

The number of pupils enrolled at the end of the year in all Government school classified as primary was 879 as compared with 906 at the end of 1932. This decrease of twenty-seven does not represent the whole reduction of the numbers in the primary schools because the Nairobi Primary School retained Standard V which had hitherto been sent to the Prince of Wales School. There is therefore a fall of about fifty to be accounted for.

Explanation  
of reduction.

2. The reduction in numbers was confined in the main to Nairobi, Eldoret and Kitale. The fall in numbers at Eldoret and Kitale is accounted for by the removal of children in large numbers to the goldfields.

The reduction in numbers in Nairobi is explained by the incidence of the moratorium on leave. The number of departures of civil servants in the latter half of the year was considerably above the average and this involved the temporary absence from the Colony of a larger number of children of school-going age than is usually the case.

Had it not been for these special circumstances, the numbers would have been fully maintained and even increased.

Children on  
goldfields.

3. The presence of a considerable number of children on the goldfields has created a problem of some difficulty. A recent examination of the situation has shown that the number of children of school-going age is more than forty.

4. It has been suggested that Government should provide facilities for these children. There are serious objections to such a proposal. The area in which mining operations are being carried on is not particularly healthy. It is indeed

regarded, for leave purposes, as an unhealthy district. The population is scattered and is, to a certain extent, nomadic in character: it will be still more scattered and, for a time at least, still more nomadic when new areas are thrown open. It is therefore evident that any provision of educational facilities must include provision for boarding. There is at present sufficient boarding accommodation at Eldoret which is at no great distance from the centre of the mining activities. It is therefore clearly in the general interest that these children should be sent to Eldoret.

5. The existence of the relatively large group of children in need of education raises at once the question of compulsion. Compulsion. The question has been considered over and over again. Government has hesitated on the ground of expense. It would undoubtedly be a serious matter to provide for free compulsory education with a determination to get all children of school-going age into school at once. There would be a loss of revenue from tuition fees of some £2,500. There would be increased expenditure for boarding with practically no corresponding increase in revenue. There would also be increased expenditure on staff and on equipment. These objections of a financial character are certainly of great importance but the continuance of the present position is certainly more serious, possibly, for the very reason that it is difficult to estimate in pounds, shillings and pence the damage which is being done to the Colony by postponement.

6. There appears to be general agreement that compulsion must come: hesitation is due to the belief that compulsion must inevitably be accompanied by remission of school fees. This, it is suggested, may be the logical conclusion in the future, but it is not an immediately inevitable step. It is a matter for consideration whether the ultimate aim may not be achieved step by step. The first step to be taken is to make it the duty under the law of every parent who can do so to secure education for his children.

7. The gradual provision of facilities by increased provision of free tuition and free boarding and even free transport can be achieved as the finances of the Colony permit. In this connexion it is worth recording that the reduction in fee revenue in Government schools during the five years ending in 1932 has amounted to fifteen shillings per pupil, so that the Colony has gradually been shouldering a heavier share of tuition costs. In effect, the Colony is gradually moving towards a position of exacting payment only proportionate to



ability to pay. In these circumstances there would appear at first sight to be strong reasons for taking the first step towards compulsion. Unfortunately the financial position is such that it is not possible to take that step in the immediate future, not only on account of the immediate small expenditure involved but on account of the probable financial repercussions when that step has been taken.

Private schools.

8. The number of private schools increased from thirteen to fifteen. The number of pupils at the end of 1933 was 526 as compared with 450 at the end of 1932.

Nakuru

9. There are no special points to record in the life and work of the primary schools except the very serious outbreak of measles at Nakuru. No less than eighty-three of the boarders and one of the staff contracted the disease. It was found necessary to convert one of the boarding houses into a hospital of fifty beds. Five nurses were specially engaged. Although five of the patients developed pneumonia and were dangerously ill, it is satisfactory to record that as far as it is possible to judge, all the patients made a complete recovery without any lasting injury to their health. The thanks of the parents are certainly due to the doctors and nurses and also to the school staff who worked heroically during a most trying time.

(b) *Indian Education.*

Government school.

10. The number of Government schools remained the same as in 1932—thirteen. The number of pupils increased from 2,469 to 2,536.

Private schools.

11. The number of pupils in private schools, including Goan children, also showed an increase from 2,713 to 3,298.

Financial difficulties.

12. The continuous increase in the number of Indian children has raised questions of educational finance of great difficulty. It is becoming increasingly difficult to make provision necessary for effective instruction in Government schools and the demands for grant-in-aid are such that it has again been necessary to consider the reduction of grant.

Reductions in expenditure.

13. The following steps have been taken with the advice of the Advisory Council on Indian Education. The European staff in the two large secondary schools has been reduced to one at each school. The rates of salaries of new teachers have been reduced. The grant-in-aid payable for schools in areas where Government facilities are available has been reduced. This reduction affects the sectarian schools. These schools exist side by side with Government schools and the

Council held the view that those who desire to maintain sectarian or communal schools should be prepared to find a greater proportion of the cost than those who provide schools where Government has not been able to open a Government school. This view was endorsed by Government.

14. The position at Mombasa, referred to in the report for 1932 developed during the year under review. The Indian Company which undertook to erect a girls' school on the Government plot proceeded with the work and by the end of the year the building was nearly finished. It has since been opened by Lady Cunliffe-Lister on her visit to Mombasa *en route* for England. Mombasa girls' school.

15. It is only right that the opportunity should be taken of paying a tribute to the work of the Advisory Council on Indian Education. That body, though dissatisfied with the provision made for Indian education as a whole, has been most helpful in its criticisms and suggestions. Advisory Council.

(c) *Goan Education.*

16. During the year the Goan community in Mombasa completed their school building and a small grant was made to the school in its new premises. Assistance was also given to the Convent School at Mombasa. Progress in Mombasa.

17. The bulk of the funds available was expended on the Goan School, Nairobi, which carried on its work with fair success during the year.

18. Additional funds for the assistance of Goan education have been provided for 1934 and it is anticipated that it will be possible to make grants-in-aid of the bulk of the children in school. Additional funds.

(d) *Arab Education.*

19. The number of pupils enrolled in day primary schools increased from 342 to 391. Judging merely by these figures, it would appear reasonable to conclude that the coast population is coming in an increasing degree to put some faith in education. It is to be hoped that this is the case as the prospects for the Arab dwellers on the coast are entirely discouraging unless they accept the opportunities which are put before them. Increase in numbers.

20. During the year two important matters were discussed by the Advisory Council. The first of these dealt with the recommendations put forward to the Council by representatives of the Arab community.

Educational demands of Arab community.

These recommendations were put forward to a sub-committee of the Advisory Council by representatives of the Arabs, Baluchis and twelve tribes.

The demands put forward were summarized under sub-heads as follows :—

- (i) Education should be provided up to the standard of the Allidina Visram High School.
- (ii) Swahili should be the medium of instruction only up to the Second Standard, after which English should be the medium of instruction.
- (iii) Arabic should be added to the curriculum as a compulsory subject.
- (iv) English and Arabic should be taught by qualified teachers.
- (v) The school should be for Arabs, Baluchis and twelve tribes only and not for Africans.
- (vi) Provided these suggestions are carried out, the schools will be filled, without recourse to Africans.
- (vii) New applications by Africans to enter the Arab (and African) School at Mombasa be not entertained.

It may be well to take the opportunity of recording the decision of Government on each of these points.

Secondary facilities.

21. With regard to the first demand, which was, in effect, the demand for the provision of secondary education, the answer was that the Coast Secondary School is provided for the purpose of supplying these facilities. It has already been found possible to present pupils for the Cambridge Junior Examination and it is hoped that progress to the School Certificate will be possible within a reasonable time.

Early use of English medium.

22. The second request was that the use of Swahili should be restricted to the second standard and should then be replaced by English. It is quite impracticable to use English as the medium of instruction at this stage. The Indian child in Kenya is unable to use English as the full medium of instruction until he is in Standard V. The possibility of introducing English at an earlier stage has been repeatedly canvassed. It may become practicable but at present the most that can be done is to give the assurance that the teaching of English is regarded as of vital importance. English is used as the medium of instruction in the Secondary School at Shimo-la-Tewa, transfer to which at present takes place at Standard IV.

23. The proposal to introduce Arabic as a compulsory subject is one which, in the interests of the whole population, must be resisted. Arabic is a foreign language to the bulk of the Arab population. Their vernacular is Swahili. If Arabic is introduced as a compulsory subject we shall be teaching two foreign languages, one of which has no practical value to the learner.

**Compulsory  
Arabic.**

If the Arab population are really in earnest in their demand for a standard of education which is to be tested by such examinations as the School Certificate and matriculation, then they must concentrate on the two languages English and Swahili. The introduction of Arabic would postpone their prospects of success to a very remote date.

24. The recommendation that the coast "Arab" schools should be closed to other than Arabs, Baluchis and the twelve tribes would, if accepted, involve the segregation of the numerous Swahili who are closely allied to the Arabs, as defined above, by blood and religion. If the time should arrive when the schools which are primarily intended for Arabs are filled to overflowing by Arabs then the policy of segregation might be considered but as things are there is no ground whatever for altering the present school organization.

**Restriction of  
admission.**

25. The question of the Ali bin Salim Trust was raised during the year. This trust was created in 1921 by Sir Ali bin Salim. The founder conveyed to the trustees (who are the Chief Justice, the Colonial Secretary and the Manager of the Standard Bank of South Africa at Mombasa, together with the founder) certain properties, the rents of which were to be devoted to the maintenance of the Ali bin Salim School at Malindi.

**Ali bin Salim  
school  
question.**

The whole expenditure on the school is borne by Government out of funds voted for education and the rents derived from the trust properties are paid into revenue and credited to reimbursements.

During the past two years some dissatisfaction has been expressed by the founder at the progress of the school and he has suggested that the trust should be revoked but has decided not to proceed with that suggestion for the present.

Sir Ali has, however, during the year, raised the important question whether the inclusion of Koran classes in the school is in accordance with the trust deed. That document lays down that the instruction shall be such as given in a good English elementary school and that the introduction of subjects other

than those taught in an English elementary school shall be in the discretion of the managing committee appointed by the founder.

The original managing committee undoubtedly approved of the teaching of Koran but the managing committee recently appointed does not approve.\* It is clear therefore that the teaching of Koran must cease. The matter has been referred to the Advisory Council on Arab Education which will be asked to advise on the best means of securing the Koran instruction, which is a pre-requisite to admission to secular instruction, by some means other than instruction at the school itself. Meanwhile, the cost of this instruction is not being charged against the trust funds.

It is earnestly to be hoped that some solution of this difficult question will be arrived at as the school has undoubtedly been doing excellent work and is a permanent memorial of Sir Ali's well-known generosity and of his interest in education.

*(c) African Education.*

**Government schools.**

26. The work of the primary Government schools and village schools went on satisfactorily during the year but the development has been such that a review of our policy has become necessary. It has become difficult to give the small boys who now reach the primary stage the necessary preliminary training in trades. This is not a problem peculiar to the Government schools and is dealt with below. The number of pupils in the Government African schools increased from 3,106 to 3,530. Of these 1,359 were in boarding schools as against 1,459 in 1932. This reduction in the number of boarders was entirely due to a reduction of about 200 in the numbers at the Native Industrial Training Depot, Kabete. The explanation of this reduction is given below.

**Numbers.**

**Policy of assisting mission schools.**

27. The department has maintained its policy of not increasing the number of Government African schools where there is any possibility of assisting education by missionary agency. An interesting development of this policy has been the recent proposal to hand over the management of certain village schools to missionaries.

28. At present the Local Native Councils concerned view the proposal with a certain amount of suspicion but it is hoped that in time they will accept the suggestions which have been

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\*Since the above was written the managing committee and Sir Ali have indicated that they have no objection to the continuance of Koran instruction provided that the cost is not met from Trust funds.

made. The missionaries concerned have certainly made their proposals in the most liberal manner and have undertaken not to throw any difficulty in the way of the parents by untimely proselytization, or interference with local customs. If we can secure the co-operation of the Local Native Councils in this matter, the way will be open to reduce the number of these village schools for the whole maintenance of which the Government is responsible. We should at the same time strengthen the position of the missions concerned, in areas in which they have hitherto been unable to make as much headway as we should all like to see.

29. An important step was taken later in the year in Kikuyu. There has been for some years an insistent demand in the three main districts of the Province, Kyambu, Fort Hall and Nyeri for the erection of Government schools similar to the school at Machakos. Government  
Central  
School,  
Kikuyu.

30. The school at Nyeri was recorded in the report for 1932 as already completed. During the year it has been found possible to persuade the three Local Native Councils concerned to pool their resources and have a joint school. This will mean the enlargement of the Nyeri School to take pupils from Fort Hall and Kyambu.

31. The total capital expenditure on the school when fully enlarged will be shared by the three Local Native Councils. A large piece of land has been set aside in order that really effective agricultural instruction may be given.

32. The completion of this school at the end of 1934 should be an important event in the educational development of Kikuyu and will have the further valuable result of setting free funds at present ear-marked for the erection and maintenance of three Government schools instead of one.

33. It is to be hoped that the Local Native Councils will vote some of the funds so freed to the payment of grants-in-aid of mission education.

34. A new Government school has been approved for the two Local Native Councils in South Kavirondo. This school has long been needed: an excellent site has been secured and ample provision will be available in instruction in agriculture. It is hoped that this institution will prove the centre of real educational progress in the part of the Colony, which has been inadequately served in the past, in spite of the efforts of the Mill Hill Mission and the Seventh Day Adventists. It is satisfactory to report that both these missions have expressed their willingness to co-operate in this new venture. Kisii School.

Native  
Industrial  
Training  
Depot.

45. The reduction in the numbers at the Native Industrial Training Depot calls for special note. It is explained fully in the report of the Principal who reports as follows :—

“ From the statistics it will be seen that the average number on the roll was 325. The highest number in one month was 381 and the lowest 284. This is the lowest strength recorded since 1927. It was caused by the very uncertain outlook at the beginning of the year regarding gang work. Accommodation at the depot is limited to 300, and with no prospects of employment for gangs it was impossible to consider bringing up the numbers to full strength by entering boys from outside, i.e., other than boys transferred from other schools.

The situation was rendered more difficult by a large proportion of the boys being carpenters. This is owing to the excessive number of carpenters being trained at schools in comparison to other trades. The average number of carpenters on the roll was 160. The average number actually in the depot was 140, the highest at one time being 162 in October. It is interesting to note that in spite of the large number of carpenters in the depot sufficient work was carried out to keep this number fully employed throughout the year, although the difficulties of supervision and proper instruction are great.

Training at the depot has proceeded on normal lines, and a very large amount of work has been carried out both for the Education Department and other Government departments.

Gangs have been employed away from the depot at the following places : Kakamega (for P.W.D.), Loitokitok (Education Department), Kapenguria (Education Department), Mathari (P.W.D.), Nyeri (Local Native Council School), Limuru (C.M.S.), and the Alliance High School, Kikuyu.

The work at Loitokitok and Kapenguria was done free of charge, the cost of the gangs employed being £284 and £64 respectively, a total of £348.

At Kakamega and Mathari the cost of the leading artisans employed for this P.W.D. work is not charged, the amounts being £150 and £115 respectively, a total of £265.

At Nyeri, all charges were met by the Local Native Council.

At Limuru and the Alliance High School, all charges were recovered and paid into revenue the amounts being £310/10 and £83/10 respectively, a total of £394.

All work carried out at the depot workshops was done free of charge. It is not possible to give the value of the labour employed, as this work is done on an instructional basis."

36. Before leaving the subject of the Native Industrial Training Depot it may be well to quote further from the report of the Principal in regard to the work of this institution :—

" A remarkable improvement has been made during the last two years in the quality of the work carried out by the apprentices. In some cases it has been possible to compare the finished work with similar work carried out by Indian contractors. The results in all cases will bear the closest inspection by any impartial authorities. This satisfactory state of affairs is entirely due to the whole-hearted efforts of the staff, both Europeans and Africans, and especially of the Leading Artisans. The depot is fortunate at present in having a staff who take a real pride in their work, and this has been communicated to the apprentices in their charge.

Owing to the reduction in numbers of apprentices and the urgent need for economy, the number of Leading Artisans on the strength was reduced to sixteen. The actual saving effected was much greater, as only one relief was engaged during the year although two Assistant Masters and five Leading Artisans were on leave at various periods. Leading Artisans also acted as relief for Assistant Masters at Machakos and Kakamega, and one was loaned to C.M.S., Kaloleni.

During the year 169 boys were received at the depot, all of them being transferred from other schools to complete training. Most of the boys received were of a good type. The first batch received from Loitokitok was disappointing, as although very intelligent they were mere *totos* of about ten years of age.

Two hundred and twenty-four boys completed their apprenticeship during the year most of them having been at the depot for only two years. Although several of these boys were of outstanding ability the majority could only be classed as "average". I consider that one more year spent at the depot would have made a great improvement



in most of these boys. As it is I am afraid most of them will only be fit for "odd job" work. If the new scheme of a four years apprenticeship at the Native Industrial Training Depot does not materialize I recommend that steps should be taken for only two years of the apprenticeship to be spent at schools and the remaining three years at this depot.

The health of the apprentices remained excellent during the year, and no deaths occurred.

*Sport.*—Association football continues to be the most popular recreation, and the depot team was successful in winning the Arthur Cup (senior football) for the third year in succession. The Dagoretti Sub-Province team, which includes representatives from this depot, was also again successful in winning the championship at the Arab and African Olympic Sports.

Discipline remained excellent through the year. A slight outbreak of inter-tribal feeling was immediately suppressed.

I regret the necessity of referring to the great loss suffered by the depot during the year by the death of Mr. N. Rogers, Storekeeper."

37. It is undoubted that the work of this institution is highly efficient and it is hoped that the introduction of the four year course of definitely post-primary training which is to be introduced in 1935 will make for still further efficiency.

38. The report of 1932 dealt exhaustively with the question of missionary finance and statistics. The inquiry which was initiated in connexion with the 1932 report was continued and more accurate records have been obtained for 1933.

39. The expenditure in elementary education in 1933 is given as £25,772. This expenditure includes both elementary and sub-elementary schools. It shows a reduction as compared with the figures for 1932. That reduction of some £3,000 is probably explained by greater accuracy rather than by any shrinkage in activity. Of the total sum of £25,772, the Government found £6,062, Local Native Councils £2,339, while fees produced £805. The balance of £16,566 is recorded as having been raised by missions either by local or overseas contributions. The figure is probably still on the high side owing to the uncertainty in regard to the actual salaries of many of the teachers employed in this sphere of education.

Missionary  
expenditure.

Elementary  
schools.

40. The expenditure on primary schools is given as £40,437 towards which Government contributed £21,419 and Local Native Councils £1,044, while fees produced £1,427. The balance of £16,547 was found by the missions.

Primary  
Schools.

41. In the secondary sphere the total expenditure was £8,815 of which Government found £5,217 : fees amounted to £612, the balance paid by missions being £2,986.

Secondary  
Schools.

42. There was a definite reduction recorded in all three groups of expenditure but the most important reduction was in the primary boarding schools. It is probable that more attention was paid to the needs of the elementary schools, though it is not possible to be dogmatic on this point in view of the recorded reduction in expenditure under that head.

Allocation  
of expendi-  
ture.

43. The expenditure on grants-in-aid of mission education amounted to nearly £33,000 out of a total expenditure of £70,600. To these grants-in-aid must be added the grant-in-aid of Jeanes teachers, amounting to some £1,500. The amount actually voted and available for grants-in-aid was nearly £36,000, or more than half the total expenditure on African education.

Expenditure  
on grants-in-  
aid.

44. The question has from time to time been raised whether the amount expended in grants-in-aid of mission education should not be increased and the amount expended on Government institutions reduced. The underlying feeling is, no doubt, that Government would do better for the African and from the point of view of finance if a greater share of the departmental expenditure were devoted to mission education.

Proportion  
of grants-in-  
aid to total  
expenditure.

45. Without considering the somewhat controversial question of policy involved it may be pointed out that a not inconsiderable part of the expenditure on Government institutions is directly connected with mission education. It is only necessary to mention the Jeanes School and the Native Industrial Training Depot. The great bulk of the work at the Jeanes School is the training of teachers for mission work. The Native Industrial Training Depot is definitely intended to be supplementary to the training in mission schools.

46. The following figures of expenditure during the last five years indicate the amount spent on direct grants-in-aid and also the percentage of the total expenditure on African education. The figures are not entirely accurate because

expenditure on Arab education has hitherto been included under African education. The figure of £6,000 has been taken as the normal recurrent expenditure on Arab education.

			Total Expenditure African Education	Expenditure Grants-in-Aid	Percentage
1928	..	..	66,008	28,591	43.3
1929	..	..	68,043	29,006	42.6
1930	..	..	77,086	34,681	45.0
1931	..	..	76,323	35,721	46.8
1932	..	..	70,472	35,313	50.0
1933	..	..	70,594	34,533	48.9

From the above figures it will be seen that the proportion of recurrent expenditure on mission education has gradually increased and may now be said to be almost half the whole expenditure. The percentage figure of 48.9 in 1933 would have again been 50 if there had not been casual and unexpected savings in grants-in-aid. The amount available was almost exactly 50 per cent of the total actually spent.

**Revision of  
grant-in-aid  
Rules:**

47. The most important event of the year in connexion with African education has been the revision of the grant-in-aid rules. The procedure has been as follows: In the first place a sub-committee of the Advisory Council was appointed to report on the need for a revision. Their report was endorsed by the Advisory Council as a whole and the opportunity was taken to see how the proposals of the council would in fact work out among the missions with the same amount of money as is at present available. It was found that adjustments were indeed practicable and it was therefore possible to give Government the assurance that the revision of the rules would not in itself involve an increase in expenditure. Additional funds will undoubtedly be required if African education is to develop but that increase will not be directly due to the alteration in the rules.

**Aim of the  
new rules.**

48. The aim of the new rules is to encourage missions to realize the vital importance of the elementary school. In the past the tendency, encouraged in part by the existing rules, has been to regard the provision of the elementary school as being in the main, a preparation for the central boarding school. This has involved a disproportionate expenditure on

the heavy costs of these central schools. It may not be inappropriate, in this connexion, to quote the following extract from a report of the Advisory Council in connexion with the functions of the proposed Local Education Authorities :—

“The question arises whether these authorities should or should not have any say in regard to schools beyond the elementary stage. If it were possible to assume in African education that the main function of the lowest type of school is to prepare for the full primary and higher courses, then clearly the answer would be in the affirmative. This is not the case. It must be recognized that the bulk of the native population of the country cannot hope to proceed beyond the elementary stage. On such a view the chief function of an elementary school would be to enable boys and girls to live happily under village conditions and to improve those conditions. It is therefore our opinion that local authorities should confine themselves to the duty of getting as many children as possible into elementary schools and extending the scope and improving the quality of elementary education, so that the elementary schools will be truly representative of village life.”

49. If the effect of the rules is to redress this balance, they will not have failed in their object. There will be difficulties. There are forces at work in certain of the Local Native Councils in the more advanced areas which constantly make for the development of more advanced schools for the few rather than for the wider development of opportunities for the many. Within the last few weeks the Provincial Commissioner of Kikuyu and the Director of Education have been faced by a deputation from one of the Local Native Councils urging that the funds of the Local Native Council should be directed to an institution of the type of Makerere. That deputation consisted in the main of chiefs and it became necessary for both of us to make clear to the deputation that our aim was not to provide facilities for the few but to look at the educational problem as one affecting the whole peasant population of the reserves. The incident is mentioned as illustrating the danger of accepting the statement of the few well-to-do as representing the wishes of the tribe as a whole. In any case, the duty of the Government and of those responsible for advising the Government is clear. The justification of the existence of facilities for higher education is not to be found in the provision of special opportunities for a small number of selected pupils except in so far as these special opportunities

Demand for  
higher  
education.

are made effective use of in the interests of the community as a whole. The present (largely specialized) facilities provided in central schools, secondary schools, and at Makerere are disproportionate to the needs of the African community as a whole.

Improvement  
of artisan  
training.

50. The effect of the new rules on the technical training of the artisans should be the improvement in the product of the Native Industrial Training Depot by raising the standard of general education of those admitted to the training. Already the Agricultural Department are almost able to demand the completion of the primary school course as a condition of admission to their specialized course of training for agricultural demonstrators.

51. The alteration in the organization of the primary schools should enable missions to provide more rapidly for the supply of teachers required for the village schools, while the courses which are envisaged for arts and crafts should provide a stimulus for the development of life (in the widest sense of the word) in the native reserves.

Co-operation  
of missions.

52. The alterations in the rules have been effected with the whole-hearted co-operation of the missionary bodies concerned. It is a matter of great satisfaction to be able to record this. During the last few years there have been matters of difference between the missions and the Department but these differences have been relatively unimportant. The prospects of progress in African education are certainly bright when so large a measure of unanimity has been achieved in matters of fundamental importance.

## CHAPTER V.

### SECONDARY EDUCATION.

#### (a) *European.*

Prince of  
Wales School.

1. The numbers in the Prince of Wales School were reduced by the retention of Standard V in the primary schools. This was in accordance with the plan adopted when the school was opened. The actual number in the school at the end of the year was 113—a slight increase on the number in 1932 if the removal of the Standard V pupils is taken into account.

Curriculum.

2. Efforts have been made to develop a definite agricultural section at this school. Arrangements were made with the co-operation of the officers of the Scott Agricultural Laboratories to provide a special course of instruction partly

at the Prince of Wales School and partly at the Scott Laboratories. The response was so poor that after one term's trial, the Director of Agriculture did not feel justified in calling on his officers to devote a considerable portion of their time to what in practice amounted to individual instruction. On the other hand, the science curriculum of the school was altered by the introduction of soil science as a subject. The syllabus for the whole school is more definitely agricultural in its outlook than it was previously.

3. The results of the 1933 examinations are as follows :— Examinations.

	Entered	Passed
Junior Cambridge Certificate..	26	19
School Certificate .. .. .	13	10
		of whom one gained Honours

4. The school had developed sufficiently to justify the formation of a class above the school certificate stage. This class is working for the higher school certificate and promises well.

5. The following is an extract from the Headmaster's report :—

“ General holidays were held on 24th May and 3rd June. On 24th May, Empire Day, the School Corps and the School Boys Scout Troops paraded. His Excellency the Acting Governor took the salute. At the conclusion of this ceremony an Empire Day Service was held in the dining hall, followed by the distribution of prizes.

The School Annual Athletic Sports Meeting was held on 29th July, and as previously, attended by a very large number of guests.

Cricket and hockey were played during the year, and association football was played instead of rugby football owing to the failure of the long rains.

The staff consisted of nine including the Principal; in addition to the regular school curriculum, physical training is given throughout the school and manual training during the first two years.

Throughout the year the school have contributed very largely by manual work in the upkeep and beautifying of the grounds.”

Girls'  
Secondary  
School,  
Nairobi.

6. The position at the Girls' Secondary School remains as in the previous year. The building for tuition is still shared with the Nairobi Primary School. The boarders are still accommodated in the old wood and iron buildings. During the year some public discussion took place mainly owing to the danger from fire. The buildings were examined by the heads of the departments concerned and certain minor alterations were effected. The buildings are certainly as safe for boarding purposes as any wood and iron buildings can be and the methods of evacuation have been perfected so that the danger (if it existed) may be said to have been removed.

The work of the school proceeded on normal lines but there was not such development in the secondary classes as one would like to see. No doubt this will improve when the school moves into its own buildings. There seems at the time of writing to be some hope of beginning them at no very distant date.

The Headmistress reports as follows :—

“ A very satisfactory year's progress was made, the general level of the work being raised, and the results of the Cambridge Local Examinations being good. In the leaving certificate, six candidates entered, of whom five passed, the sixth failing in one paper only; there were three distinctions in history and one candidate obtained a brilliant certificate in honours with three distinctions. In the junior eighteen out of twenty-two candidates passed, and in the preliminary all the ten entrants were successful.

The punctuality of the children, even of those who come from a distance of several miles has been excellent and their general alertness in work and games very satisfactory.

The physical activities of the girls have included hockey, tennis, swimming and gymnastics in which a high standard of work was apparent at the Annual Form Gymnastic Competition; the general keenness of the girls was evident at the Annual Sports' Day.

Very good work was done by the Domestic Science Department throughout the year.

Informal education was carried out in many talks, lectures and musical entertainments on Saturday evenings and in the sing-song competition, and school-consciousness was increased by the acquisition of a school song.

The vigour of the Old Girls' Association and the increase in its membership testifies to the place that the school is taking in the affection of its members."

(b) *Indian.*

7. The two large secondary schools have done a good year's work. The headmaster of the Allidina Visram High School at Mombasa was transferred to the inspectorate in the last quarter of the year. The number of European teachers in the schools was reduced from four to two at the end of the year. The reduction is one which can only be regarded with great anxiety. It is to be hoped that the Indian staff will be able to maintain the present level of efficiency.

The results of the matriculation examination were that out of forty-four candidates, twenty-six passed, of whom two were placed in the first division.

8. The headmaster reports that apart from the usual school activities, considerable interest was displayed in other matters. The school debating society had a successful year. An oratorical contest was held which proved a great success in which the Rev. Mr. Orr, Mr. R. F. Mayer and Mr. Abdur Rehman kindly acted as judges. Mr. Mayer gave further practical evidence of his interest in the school by giving a most interesting lecture on newspaper work and by inviting the pupils to visit the *East African Standard* works.

Nairobi  
Secondary  
School.

The dramatic society gave two successful public performances. The scouts held two camps, one for seniors and one for juniors and acquitted themselves very creditably at the celebration of Empire Day and Armistice Day. On both these occasions suitable observance of the day was made.

The grounds of the school continue to improve and additional hockey grounds have been set out.

During the year the efforts to raise funds for sports were most successful.

The annual sports, which had not taken place in 1932, were resumed in 1933 and proved a great success.

In addition to these varied occupations the pupils of the school showed practical interest in social work by subscribing funds for the Indian Maternity Home and the Society for the Prevention of Cruelty to Animals.

9. The headmaster of this school also has a good year's progress to report. Apart from the class work of the school, which was highly satisfactory, the parents and pupils evinced

Allidina  
Visram High  
School.



great interest in the general progress of the outside activities of the school. The new playing field, which had been acquired after long negotiations was fenced during the year. A cricket pitch was laid down and grass planted. A hockey ground was also marked out and levelled. It is hoped to bring the playing fields into use at the beginning of 1934. School games were played with great keenness during the year. Other activities, which have been in evidence are the establishment of a co-operative canteen and the annual school concert, which proved a great success.

The Scout Troop had a most successful year and took part in the celebration of Empire Day, the King's Birthday and Armistice Day.

(c) *Arab.*

Shimo-la-Tewa  
Secondary  
School.

10. The following extracts from the report of the school indicate the progress and development of this institution:—

“ The steady increase reported in the number of students last year has been maintained in 1933. The students are all boarders and the number on the roll at the end of 1933 was ninety, as compared with seventy-two in 1932. The average attendance for the year was 79.1, as against 66.8 for the previous year. Now that the work of the school is becoming better known, and the suspicion that was at first attached to the school has died down, there is every indication that the numbers will continue to increase and that the present accommodation for 120 boarders will be taxed during the next year or two.

11. The curriculum is based on the requirements of the Cambridge Local Examinations, and apart from the fact that more detailed attention has been given to the teaching of English, no change has been made. In addition to the usual subjects taken in the Cambridge examinations, upon which no special comment is necessary, the following have also formed part of the work of the school :

(a) *Agriculture.*—The school gardens have been run very successfully, and, in addition to the laying out of flower gardens round the dormitories, vegetable gardens have also been laid out. In the latter connexion well over 1,000 lb. of vegetables have been supplied to the school kitchen. At the moment agriculture does not form a definite part of the school curriculum and this work has been done voluntarily by the boys, but I cannot help but

feel that there is opportunity for development in this direction. In view of the fact that the development of the Coast depends to a large extent on agriculture, it might be desirable in the future to include elementary science and biology as subjects of instruction and correlate them with a course in agriculture.

(b) *Handwork*.—This work at the school is confined to carpentry, and all boys in Standards IV, V and VI receive instruction. Boys are given a progressive training in the use of tools, and the making of all the ordinary joints. It is proving especially useful in developing self-reliance and a will to persevere, since these qualities are essential for, and are rewarded by, the production of tangible and permanent results. It is also offering opportunities for the cultivation of resourcefulness, adaptability and initiative. It is of value also in helping boys to realize the importance of accuracy, for mistakes in the concrete are easily recognized and can seldom be erased or wholly corrected.

(c) Physical Training is an essential part of the work of the school, and includes systematic physical exercises, games, swimming and all forms of physical activities which help to produce a sound and healthy constitution. Many of the boys entering the school are undoubtedly poor physical specimens, whose intellectual progress has been retarded on this account. A year at the school, under the health giving conditions which prevail, effects a surprising change in these unfit boys, and boys who were previously listless and inert become keen and alive.

At physical drill the school were successful in winning the Denham Shield at Nairobi in open competition with all Arab and African schools of Kenya. The 'House' Physical Drill Cup was won by Feisal House. The chief games played at the school are football, hockey and cricket. The standard has always been high in the two first-mentioned games, but a big advance in the latter game has been made during the year. Cricket is a game which does not naturally appeal to the Arab and African and will never have quite the same hold on them as football.

Swimming is regularly practised and the bigger boys have received instruction in life-saving.

Much keenness has been displayed in boxing and the "House" Cup was won by Akbar House.

12. Last year one of the students of this school entered for the Cambridge Preliminary Examination and was successful. This year seventeen candidates have been entered for the Cambridge University Local Examinations, six for the junior and eleven for the preliminary. In the junior examination book-keeping and typewriting were included in the subjects taken.

13. The improvement in the health of the boys which was reported last year has continued. There has been no serious outbreak of disease, and there has been a remarkable drop in the number of cases of malaria. Over 90 per cent of the cases of sickness have been treated in the school dispensary.

14. It would be almost impossible to run a school of this kind without the help of prefects, and their work has not only been of real value to the school but also to the prefects themselves. The fact that some of their own number take a part in its government and that they themselves may look forward to doing so has helped to impress upon the rest of the pupils the idea of the school as a corporate body, demanding their loyalty. The school has been particularly fortunate in having a body of prefects with sufficient sense of responsibility to inspire respect and exact a high standard of behaviour from the rest of the school. In many respects the prefects have really been additional teachers, and it is worthy of mention that the school team that went to Nairobi to compete for the Denham Shield was in charge of a prefect.

15. In conclusion I am glad to be able to report that an excellent tone has prevailed in the school throughout the year. Generally speaking, the boys are keen on their work and are happy and contented. More than one case has come to my notice of boys informing their parents that on no account must the parent ask leave for the boy as he did not wish to have his studies interrupted. Also it has been observed that boys are always glad to be back at school again after a holiday. All this augurs well for the future, and with a continuance of the present spirit the success of the school is assured."

*(d) African.*

Alliance High  
School.

16. This school continued to do good work. The applications for admission were far in excess of the number of vacancies and the school may be described as a firmly established part of the organization of African education. Special

mention should be made of the development of the school football and school sports. In both these departments the school has been most successful.

The Scout Troop has also had a very successful year taking part in various public functions.

An important development at the school has been the erection of a school chapel. This was begun in November and should be completed by the end of May, 1934.

17. The Catholic School at Kabaa continued to develop in an almost embarrassing fashion. The main difficulty here is that we have had the example of a highly successful primary school developing into a primary school with a secondary top. The secondary top has now become sufficiently strong to be entitled to recognition as a high school. This causes inevitable difficulties of organization which are only overcome by the tireless enthusiasm of the principal and his staff.

**Kabaa High School.**

Reference to the work of this school would not be complete without some mention of the emphasis laid on effective handwork of great variety. This is an admirable feature of the school.

It will be necessary to review the position of the school under the new grant-in-aid rules which come into operation in 1935. This school, like the Alliance High School, is now firmly established in its secondary work.

## CHAPTER VI.

### UNIVERSITY AND COLLEGE POST SECONDARY TRAINING.

#### (a) *European.*

1. The Rhodes scholar who was appointed in 1930 completed his degree course at Rhodes University College, Grahamstown and proceeded at the beginning of 1934 to Oxford.

The Rhodes Trustees indicated during the course of the year that they were not at present prepared to appoint another Rhodes scholar, so that the matter of a successor must remain in abeyance until the present holder has completed his course at Oxford.

#### (b) *African.*

2. The number of pupils at Makerere increased during the year and their work is well spoken of by the Principal of the College.

It is now beginning to be recognized that the right course for Africans is to complete their secondary school education at the Alliance High School or Kabaa and then proceed to Makerere.

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## CHAPTER VII.

### TRAINING OF TEACHERS.

#### (a) *European.*

1. Nothing has been done in regard to the training of European teachers; but the introduction of the Local Civil Service and the inclusion of the European primary teachers in the Local Civil Service will make it essential to provide some method of certification; informal correspondence has already taken place between the department and the home authorities in connexion with this matter.

#### (b) *Indian.*

2. The position remains unsatisfactory, especially as there is a considerable number of pupils who complete their matriculation and desire employment. What the department is doing at present is to employ the best of these boys who complete their secondary school course as junior teachers but until funds permit of the appointment of a teacher especially qualified to supervise the training of these young men we cannot be said to have faced the problem, even partially.

#### (c) *African.*

3. The Jeanes School completed a successful year. The report of the school is printed as an appendix and it is only desirable to say here that the school continues to act as a focus of the efforts for the improved social life of the native, not only in regard to actual teaching in school, but in regard to the whole life of the reserve from the point of view of agriculture, and hygiene.

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## CHAPTER VIII.

### EDUCATION OF GIRLS.

#### (a) *European Education.*

1. The position in regard to European education is referred to in Chapter V and it is satisfactory to be able to record that there seems some hope of securing the necessary funds to erect a boarding house for the girls of Nairobi and possibly even a school for the girls of Nairobi before very long.

*(b) Indian Education.*

2. Reference was made in last year's report to the comparative failure of the Government School in Nairobi. In preparing the estimates for 1934 it was found necessary to consider the possibility of closing this school with a view to saving between £400 and £500. The effect of this suggestion was remarkable. The number of pupils increased very rapidly and it has indeed been necessary to appoint an additional teacher so that the position of the school now seems far more secure than it was last year.

3. In Mombasa the fine building erected by the Indian community was completed towards the end of the year and was formally opened at the beginning of 1934 by Lady Cunliffe-Lister.

*(c) African Education.*

4. Though the position remains technically as it was in 1931, and the appointment of an organizing instructress is still postponed it is not unsatisfactory to be able to record that there are signs of some awakening here and there among the native people that girls' work is of real importance to them. It is hoped that when the new grant-in-aid rules come into operation some missions at least will be in a position to apply for grants-in-aid of girls' schools.

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 CHAPTER IX.

## MEDICAL INSPECTION.

1. This service remains in abeyance.

## BOY SCOUTS AND GIRL GUIDES.

2. The year was much more successful from the point of view of the boys than from the point of view of the girls. The guides were unable to hold a camp at Likoni but there was very real activity in the scout life of the community.

## CHILDRENS HOLIDAY CAMP.

3. The Children's Holiday Camp which is organized every year by a committee in Nairobi was held as usual. The committee found it possible to increase the length of the holiday so as to enable the children to have a clear fortnight in Mombasa.

The camp was a complete success and continues to be a most valuable institution for the child life of Kenya.

## CHAPTER X.

## CO-OPERATION WITH OTHER DEPARTMENTS.

1. There is nothing but what is satisfactory to report in regard to co-operation with other departments. During the year the Director of Education was invited to be present at the conference of the Agricultural Officers of the Crop Husbandry Division and a most useful discussion took place in regard to the co-ordination of the work of the two departments.

In regard to the Medical Department co-operation continues to be as real and effective as it always has been.

## DEPARTMENT OF AGRICULTURE.

The Director of Agriculture reports as follows :—

*Native Agricultural Training Centres.*

Despite financial stringency it was possible to maintain the two schools of instruction for plant industry subjects and seven for animal industry, but the establishment of a school for crop work as distinct from animal industry at the coast, remained in abeyance owing to lack of funds.

*Plant Industry.**Scott Agricultural Laboratories, Nairobi.*

The organization of this school adopted in the past as the result of experience having proved successful, no changes were made in the syllabus, methods of discipline and other procedure.

The average number of pupils during the year was sixty, drawn from districts enumerated in last year's report. The Masai tribe is almost exclusively pastoral, but for the first time applications were received and two pupils from this tribe admitted.

The school serves the large population and area reaching east of Nakuru to west of Voi. The influence of this school in the provinces concerned may not be apparent to the casual observer, but is being felt to an increasing degree as Africans leave to take up work as agricultural instructors or to till the land in their respective districts. In a country where such diverse conditions of climate and soil prevail, it is not possible to teach hard and fast rules for the many aspects of crop husbandry encountered there. In these circumstances it is necessary to teach the principles concerned and to leave the application of them to the individual amid his own conditions, for his own advancement. This requires initiative, and with

development in the respect of ex-pupils, considerable advance has been noted. Among others, more intense and profitable methods of cultivation, the growing of superior varieties of a more diverse range of crops, the organization of crop rotations, conservation of soil fertility and the value of manuring may be mentioned.

During the year particular attention was given to affording pupils opportunities to see the practical and every-day use of instruction given. With this in view they were taken to see nursery methods at the Kurura Forest Nurseries of the Forestry Department, the Ngong Veterinary Training Centre, the hide centres in Nairobi, to see the benefits derived from shade-drying methods, and elsewhere.

The year was satisfactory with regard to successes in examinations of this department, good percentages of passes having been obtained in the elementary teachers, primary school and elementary B examinations.

*Bukura, North Kavirondo.*

This school is situated near to the gold mining area of Kakamega which has created considerable interest during the last two years.

In addition to districts of the Nyanza Province, pupils are now drawn from others west of Nakuru. Tribes served were represented as follows:— North Kavirondo (Bantu) 14, Central Kavirondo (Ruo) 21, South Kavirondo (Wakisii) 6, Nandi 5, Marakwet 4, Lumbwa 4, and Elgeyo 2.

As in other parts of the Colony, there is evidence in pastoral areas, of increased demand for trained African agricultural instructors, and in the latter connexion, trained ex-pupils became available for duty in the Lumbwa, Marakwet and Nandi Districts. Fifteen pupils from all areas completed the course of instruction and twelve obtained employment immediately. An outline of the objects and methods of instruction of this school will be found in the report of this Department, 1932.

The Deputy Director of Animal Industry reports as follows:—

*Native Veterinary Services—Educational.*

Instruction of the native in all branches of the live stock industry, including disease control and animal husbandry, is given at certain education centres known as African Veterinary



Training Centres, located at different points in the pastoral reserves. Below is a list of these training centres, including the area served by each station :

- Ngong, Masai Province.
- Maseno, Nyanza Province.
- Sangalo, Nyanza Province.
- Baraton, Nzoia Province.
- Machakos, Ukamba Province.
- Isiolo, Northern Frontier Province.
- Mariakani, Coast Province (partly developed).

One hundred and twenty-four pupils were in residence at the end of the year.

The course of instruction extends over a period of two years. A complete syllabus has been arranged and lectures and demonstrations are given according to schedule, which contain essential instruction and demonstration in the control and treatment of animal disease, and the general principles of animal husbandry, including poultry, as applicable to the native pastoral industry.

There has been no expansion during the year. Owing to financial stringency, it has not been found possible to extend the scheme to cover additional areas, in answer to requests.

Satisfactory and steady progress has been made during the year at all these centres, except Isiolo, and there is evident a growing desire on the part of pastoral tribes to take advantage of the training.

Experience has shown that pupils should have a fair primary education in order that they may be once be in a position to commence technical studies. For this reason preference is given to natives of primary school certificate grade; only approved native teachers are employed in the training centres.

African Veterinary Training Centres are located within or convenient to the native areas, which they are intended to serve and afford easy access to the elders and all other members of the tribes, to observe for themselves, from time to time, the various activities of the training centres, particularly in relation to stock development by modern methods of animal husbandry.

The herds of cattle maintained at the training centres are the types familiar to the pupils and for this reason they are in a favourable position to notice the value of modern methods of management in comparison with their primitive tribal customs.

Each training centre is under the direct supervision of a veterinary officer, assisted by a stock instructor or stock inspector, and the requisite native staff. The veterinary officer is also in charge of the neighbouring native reserves and carries his duties amongst the tribes in an extension way to the teaching carried out at the training centres, particularly in regard to disease control, and the production, preparation and marketing of stock products.

Having completed the course some of the pupils are retained by the Veterinary Department, many are employed by Europeans stockowners and others again return to their reserves where they have opportunities of turning their training to a practical use on their own stock. Indeed some have started in a business-like way by building and organizing field dairies for the production of ghee or butter-fat, and hide shade-drying *bandas* as commercial propositions, for the better preparation of hides. This form of enterprise is encouraged and assisted in every possible way by the Administration and Veterinary Department.

#### MEDICAL DEPARTMENT.

The Director of Medical and Sanitary Services reports as follows :—

Considerable progress has been made during the year 1933 in co-ordinating the work of training of Africans. Hospital assistants, compounders, and laboratory assistants are now all housed in the Medical Training Depot, and take part in the social and educative activities of the centre.

#### *Hospital Assistants.*

In December, 1933, the following hospital assistants were in training :—

Senior Year . . . . .	11
Intermediate Year . . . . .	9
Junior Year . . . . .	17

The senior year sat is the final examination and eight were successful, with three failures.

The scheme of training has been considerably altered. In the past it had been attempted to train learners to be junior sub-assistant surgeons, and this training was entirely carried out by the depot staff. At the beginning of 1933 it was decided that the aim of training should be to produce good nurses rather than poorly trained doctors. More emphasis has, therefore, been placed on training in nursing duties. During the

year arrangements were made for all members of the European staff of the Native Hospital to take a part in the training. This innovation has proved successful and adds to the value of the teaching.

During 1934 it is intended to recruit a further eighteen learners which will bring the total of hospital assistants up to forty-four. It is intended to associate learners much more closely with hospital work, and with this end in view, a gradual replacement in the hospital of dressers by learners will take place. The addition of dormitories and extra classrooms has been effected during the year, but further accommodation is likely to become necessary in the future.

#### *Compounders.*

Three compounders were under training at the end of the year and are housed with the hospital assistants at the training depot. They receive their training in dispensing at the General Dispensary, Nairobi. Theoretical teaching and other educational activities take place at the depot. It is intended to increase the number of compounder learners to five in 1934; recruits will be obtained from suitable candidates who have been educated at the Alliance High School.

#### *Laboratory Assistants.*

Arrangements have been made to recruit laboratory assistants on the same terms as those offered to hospital assistants. They are now housed at the training depot and receive certain general education there. Their technical instruction is carried out at the Medical Research Laboratory.

#### *Health Workers.*

The first group of health workers was posted to districts in September, 1933. It is early as yet to assess their value. A preliminary report by the medical officer-in-charge of training, however, indicates that considerable use for their services can be found in most reserves. A careful watch in this development will be necessary during 1934. A total of twenty health workers was under training at the end of the year.

#### *Training of African Women.*

The advance in this branch of training has made little progress during 1933. The maternity block at Kisumu referred to in the report for 1932, has worked very successfully and two learner midwives have been under instruction here. Two branch maternity centres have been opened in the reserve near

Kisumu, and valuable work has been undertaken. The advisability of commencing a central school for African women has been under consideration, but many practical difficulties present themselves. The difficulty of obtaining suitable educated candidates willing to leave their own districts and come to the central school; the certainty of a high casualty rate due to marriage, and the lack of suitable buildings, make it impossible to start such a school in the near future.

It is therefore intended during 1934 to endeavour to undertake the training of a few African women at various district hospitals where nursing sisters are posted. It is hoped that gradually a number of suitably trained women will be available to be substitutes for male dressers in female wards of hospitals. It may be said that in 1933 the position with regard to training of Africans has been consolidated and records from districts indicate that the initial results have amply justified past expenditure.

#### INTER-TERRITORIAL LANGUAGE COMMITTEE.

The Inter-Territorial Language Committee met in 1933 in Dar es Salaam. Probably the most important contribution to the development of Swahili to be recorded was the completion of a revised edition of "Steere's Swahili Exercises", by Canon A. B. Hellier, which is likely to be of very great value. To this is to be added the provision of Swahili Arithmetics, compiled by Mr. H. L. Bradshaw, Inspector of Schools of this Department. These books are likely to fill a very serious gap and there is the prospect that they will be used throughout East Africa.

#### RELATIONS WITH MISSIONS.

It was possible to record last year that the relations between missions and the Department were extremely satisfactory. The relations during 1933 were even closer, mainly owing to the work in connexion with the grant-in-aid rules, in regard to which it is impossible to give too high praise to the missions for their very great assistance.

H. S. SCOTT,  
*Director of Education.*

**APPENDIX A.****THE JEANES SCHOOL, KABETE.**

1. This is the Ninth Annual Report on the work of the Jeanes School and the Jeanes System in the Field. It is satisfactory to be able to record that despite the hard times the school was full throughout the year. There were few changes in the curriculum, except that explanation of the aims and objects of scouting, together with some practical work, was included in the course of the second year men. Red Cross classes were also started for selected men and women. The Medical Department co-operated whole-heartedly in the training of the health workers and the agricultural demonstrators had the benefit of being examined at the end of their course by an officer of the Agricultural Department, who professed himself well satisfied with them.

2. As was anticipated, the entry of Jeanes teachers was much lower in September, there being only eight men from Kenya. Three of these had their allowances paid by Local Native Councils. On the other hand the value of the institution to the neighbouring territories was further demonstrated by the fact that the Tanganyika Government sent us three men from the Tanga, Moshi and Bukoba areas. The Uganda Government also sent two men, one from their Eastern Province and the other from Ankole. A further group of six agricultural demonstrators was sent in September by the agricultural officers in Nyanza, Machakos and Nyeri areas, the expense of training as before being borne by the Education Department.

The quota of twenty health workers was made up in September by the addition of twelve new men, from eight districts. The expenses of training in their case are borne jointly by the Education and Medical Departments.

The addition of a group of three men to be trained for the running of small holdings was one of the features of the year. They were chosen out of applicants in the Fort Hall area. They were sent for a year's course and their allowances paid by the Local Native Council of their district.

A total of forty women in training was recorded at the end of the year. The importance of their training is being increasingly realized and the development of this side of our work is having promising results.

### TEACHER TRAINING.

3. In the summer term meetings for out-school teachers were held at the Jeanes School on Friday afternoons instead of at the various out-schools or at the Church Missionary Society, Kabete, as has been customary in the past. The visitors were divided into groups and attended one course only. The Jeanes students in turn gave the lectures, one course being on "School and Class Management", and the other on "Method". This was followed up in the Christmas term by a course of lectures given by the European staff to out-school teachers and the Jeanes students together. These were much appreciated and considerably helped our relations with the out-schools, besides making a weekly opportunity of meeting the teachers of the district. In the third term of their first year the men in training were given a course on the making of simple teaching apparatus. There was not time to consider each subject, and only reading and arithmetic could be dealt with, but the value of such a course is being seen in the teaching practice of these same students, now in their second year.

### DISPENSARY TRAINING.

4. The out-patient attendances at the dispensary reached a record figure as is shown by the following statement :—

Daily average, 1932	...	...	11.5
Daily average, 1933	...	...	29.
Total attendances, 1932	...	...	29.15
Total attendances, 1933	...	...	106.21

The health workers thoroughly established themselves in the dispensary, and it was clear that the people of the neighbourhood accepted the idea of treatment by Africans contrary to what was suggested in last year's report. It was due to the health workers that it was possible to keep the dispensary open on Saturdays and during the school holidays, and this, of course, greatly increased the attendances.

### RED CROSS CLASSES.

5. Early in the year representatives of the British Red Cross Society in Kenya discussed with us the possibility of arranging classes for the women in training. A course of nine lectures was drawn up for us by the Secretary of the Society, together with practical work to be given with each lecture. It was found that each one of these lectures was sufficient for four lessons. Instruction was necessarily given in Swahili, and as the language difficulty was calculated to prevent some of the

women from having a clear understanding, it was decided to take a selected number of husbands and wives together, the man explaining any difficulties to his wife in their own vernacular. A simple examination was given to the thirteen units at the end of the first term. The man was asked questions and the wife did the practical work. It was considered that all had passed. The work was done with much enthusiasm, and there seems no reason why Red Cross classes should not be held in village centres in the future, the pupils being sent to the medical officer of the district for examination. Plenty of time must be allowed for the course if a thorough understanding is to be obtained. The lectures are being translated into Swahili and it is hoped that they will eventually be printed and made available for those who are willing to undertake the classes of instruction.

#### PRACTICE SCHOOL.

6. Our policy with regard to the practice school at Mwimuto was altered considerably. It had, it was felt, served its purpose as a demonstration of how to organize a school as an institution where attention is "focussed on a balance between the needs of the community and the needs of the pupils"; in so doing it was deemed necessary to go beyond the usual curriculum of the bush school proper and thus retain the older pupils so necessary for structural improvements. Had the parents taken on the responsibility shouldered by these pupils the school, as a practising school, would, no doubt, have progressed on the lines desired. The balance no longer held good and the examination class demanded more time than the limited staff could afford.

The district itself, bounded as it is by European farms and having no cohesion, might be considered a good one in which to demonstrate the difficulties of community work, but without a head teacher of the right personality lasting results cannot be obtained. The few keen supporters were very scattered, and themselves seemed to have no desire to make the school a better community centre, very largely, one felt, because a little over three miles away there is a very live and enthusiastic community spirit in evidence centred round a flourishing school and market and admirably led by one of the most original and energetic Jeanes teachers.

A practice school where the best teaching methods and apparatus are demonstrated in a model village school building is plainly a necessary provision for the training of our Jeanes

teachers. It was felt that this school could be more efficiently run on a site within our own boundaries. It was hoped to start the building in 1934. Some elements at any rate of community work should continue at the old school, with its simple buildings, gardens, womens' sewing classes and teacher's house close by. We certainly do not want to minimize the difficulties that the teachers will meet with in their own homes, but we cannot compel the local elders to accept our social teaching, nor is there any real reason why they, through their chance proximity to the Jeanes School, should have unwelcome schemes thrust down their throats. Much depends on the tact and goodwill of the head teacher. The choice is, unfortunately, very restricted, for it is thought necessary in work of this kind to have a man of the immediate neighbourhood if any change of success is to be expected.

The average daily attendance for the whole year was 58.29.

9. The scheme of practical training in various forms of community activity for the Jeanes teachers in their last year was continued. Roughly one and a half days per week were allotted to this. In most cases the real trouble is that after the end of the one term the schemes drop because those responsible pass out of the school. The "projects" were as follows :—

(1) The starting and running of a night school for local farm labourers. In this project the man sent for training from a European estate was the teacher, with one of the Jeanes teachers as his helper and adviser. They carried out their purpose well and succeeded in arousing keenness and enthusiasm among their pupils and in arranging football matches for them. They also got them to subscribe for their lamp oil and some reading charts.

(2) The running of a Sunday school at Jeanes. Two men were responsible for this, the prospective pupils being the children of men in training. They prepared a scheme of lessons and made articles for a children's corner in the church.

(3) Poultry keeping and carpentry work at the practice school. A poultry house was built, but little enthusiasm was shown, and nothing was accomplished with regard to the carpentry work on the plea of lack of funds.

(4) Poultry club and egg selling association.—This was successfully begun and functioned well for a few months, but the members found it difficult to carry on the account keeping for very long without a leader. The egg collection and selling side was still being carried on at the end of the year.

(5) Children's recreation ground.—All that was accomplished was the addition of some parallel bars and a shelter for babies' cots near the women's classroom.



(6) Dramatic work in village schools.—Efforts to introduce simple dramatic performances into neighbouring village schools did not meet with much response and no one could be found in any of the schools who would undertake to carry on the work himself. A number of propaganda plays were made up and performed under the supervision of the two men engaged on this project in the schools.

(7) Village school libraries.—The aim was to show people the value of a library and of books in general. They set about improving the Jeanes School library first, and then tried to spread their ideas through local schools, without any obvious results.

(8) Pasture improvement.—This was a continuation of the attempt to suggest to local elders on the other side of the river the way to do something for themselves in the way of rehabilitating for grazing purposes the almost completely denuded hillside opposite the Jeanes School. A very great deal of opposition was met with, and every kind of accusation against the Jeanes School authorities seems to have been faked up. Eventually they agreed to fence in a small piece of the hillside where grass would be planted if the rains were good.

(9) Pottery work.—This was an attempt to study methods of improving traditional pot-making. It was rendered almost impossible by the lack of suitable clay in the neighbourhood, and only the tiniest quantity could be brought in. Experiments were made with a potter's wheel.

8. This year saw the conclusion of the training of five agricultural demonstrators, of whom four went to work in the reserves in August. The fifth remained at the Jeanes School as a native assistant to the agriculturist, and while the latter was on leave took over some of his routine work. It is too early yet to make any comment on the other four.

9. In co-operation a new venture was the co-operative marketing of a portion of the 1932 potato crop. The scheme worked satisfactorily and served its purpose as a demonstration, but prices were low. An attempt was also made to establish an egg circle and poultry club in connexion with the Jeanes practising school, but when Mr. Walford went on leave, soon after a start had been made, the enthusiasm gradually waned.

It is satisfactory to be able to report that during the year the co-operative shop was twice able to pay a bonus dividend, and in July a gross profit of some £20 was available for distribution. Additional furnishings for the shop and for the salesman's house were bought, the reserve made up to £5

(about 1t per cent of the capital) and a bonus of 7 per cent paid on members' purchases, while a similar amount on non-members' purchases was kept in hand.

It is satisfactory to be able to report this, as before the end of the year it was apparent that the salesman had succumbed to evil influences and was helping himself liberally to the stock of the shop.

10. For the greater part of the year, the teachers in training had to do all the station repairs, and though this meant that they were not all as well done as they might otherwise have been, it would seem that the training derived from doing such work will be of just as much value to them in after life as new construction.

Apart from repair work the men were mainly employed in the making of simple furniture for their own houses and to replace old furniture which was past repairing. There is still a large quantity of furniture required for each house to have its full quota.

A classroom was also furnished with bush school furniture made from round poles, with sawn timber tops.

The theoretical training of first year teachers was confined in the first place mainly to lineal measuring and reading the footrule, most of them having but a very vague idea of this. They then passed on to measuring in square and board measure and in the construction of foundations, floors and walls. In their second year they were shown the construction of different types of roofs, and later constructed a small roof of round poles which was used for a calf shed. They were also shown how to estimate the amount of materials required for a building by making a scale drawing and taking their quantities off that. This was done more or less roughly as they had no instruments except rulers.

Towards the end of their second year course the Jeanes teachers were helped to work out practical difficulties which they had come up against at their homes. Some of them had no building poles near their homes but plenty of big trees, so an attempt was made to start pit sawing. Others had scarcely any timber in their districts, but plenty of clay, so instruction was given in building in sun-dried bricks, brick-making and roofing with split logs or other materials available, such as short branches. Theoretical work consisted chiefly in estimating and costing the materials used for a building. The three small holders in training made a yoke and started building a small outhouse for the dairy.

11. To prevent the teachers becoming stereotyped it has become evident that greater time must be spent in theory than has previously been the case. There has always been a

strong tendency to treat the physical training of infants along the same lines as their elder brothers and sisters, with consequent harm not only to the pupils but also to the teachers themselves. One glaring instance of this was seen during the month of practice teaching in the outlying schools. But theory with the African carries little weight unless it is continually put into practice. For this reason the small children of the teachers in training here are taken daily by the teachers in turn. This necessitates Swahili being used owing to the very varied tribes in training. It is felt that a group of raw youngsters on the spot is very beneficial for trying out the teachers.

A game of football was played once a week, but keenness to play for a side was obviously lacking. A system of four teams was drawn up and matches arranged, but enthusiasm was shown neither by the captains nor players when points were allotted for a win and marked up on the board. Their keenness on sport as an exercise is noticeable and influenced from observations of Europeans at play. English phrases are usually heard which have been picked up and are considered part of the game.

The annual sports were organized and run by members of the sports committee, which consisted of six Africans and a European as Chairman. Once the system was explained, it was carried out by the Africans with little supervision. The courses and apparatus necessary were constructed of ordinary bush timber, and were arranged as simply as they would be for a meeting of this nature in the reserve. A badminton club was started and ran successfully.

#### DRAMATICS AND ENTERTAINMENTS.

12. After the very full account of this work given in last year's report there is nothing much new to add. The popularity of our simple dramatic performances continued undiminished, and the value of this form of presentation of ideas is more and more acknowledged. For two terms of the year the weekly performances on Thursdays are mainly directed by the European staff so that new ideas may be brought in, but the actual method of presentation is often left to the men to work out. In the third term the Jeanes teachers in training are entirely responsible for weekly programmes and criticism of their arrangements and their methods are made by the group. One Saturday night a performance was given for the benefit of the men in training at the medical depot, the theme being the part played by the different groups of Jeanes

people in African village education and development. As the ideas which they have themselves are often far more realistic than those imparted by Europeans, this very artless series of scenes was taken as the basis for the dramatic performance on Speech Day. There is still a certain dislike of women acting with men, so the wives performed their own scene of home life which fitted in with the scheme very well.

A new religious play was tried at Easter time. The words were not supplied in full as in our nativity play, but it was not really possible to get them to supply suitable dialogue and the actors had to be drilled in their words after all. It would seem that the charade type of performance is all right as long as the theme is one of native life or burlesque. This Easter play actually owed a good deal to John Masefield's "Good Friday", but it is doubtful whether this was obvious to the spectators. The atmosphere of tensity at the time of the Crucifixion was, perhaps, the nearest we have ever got to the expression of deep emotion and almost of tragedy, no doubt helped by the tone of the hymn sung by the whole audience.

Towards the end of the year an experiment was made, an open air theatre, a more or less suitable natural amphitheatre being found on the school land. One most delightful and successful performance was given there, an African version of the Pied Piper of Hamelin. The method adopted was as follows: The story was explained thoroughly until the actors had grasped it. They then rehearsed it on their own, and this was followed by a final rehearsal, the member of staff responsible being present to suggest improvements where necessary. Unless one is very careful too much rehearsing tends to take away the actors' spontaneity. It is hoped shortly to do a play on the life of David Livingstone in the open air. There is nothing to compare with it if large audiences are desired, and undoubtedly the surroundings drive away any artificiality which is not, at present anyhow, natural to the African.

#### SINGING.

13. The printing of a small Jeanes song book in roneoed form made possible regular school sing-songs. The teaching of singing was confined principally to learning and practising the lively performance of these songs. A group of sixteen or so had a singing practice once a week and no community meeting was complete without some songs done, as far as possible, with dramatic action. A large number of new hymns

and carols were also learnt by the chapel choir and a new roneoed hymn book made up on the lines of the school song book. Very little progress can be made in collecting African airs without a phonograph and an expert to supervise, but we may claim that we are not alienating our men and women from African melodies; they sing them in their games and they delight, for example, in such things as intertribal competitions in African lullabies.

#### THE TRAINING OF WIVES.

14. There are now in training the wives of four sets of students. The wives of Jeanes teachers and health workers, who come for two years, and the wives of small holders and agricultural demonstrators, who come for one year only. The number of women students increases and during 1933-averaged forty-one a term, the average for the previous year being thirty-seven.

The type of woman varies considerably, from a young wife with a boarding school education who can read, write and sew, to the woman who has never been away from her village before, who is illiterate, and who, if old, finds the learning of anything new extremely difficult. The women vary so much more than their husbands that, although they are divided into classes, they do not take their place in the life of the school as groups so much as individuals. Three women in particular, students during this year, illustrate the different kinds of wives we have in training.

- (i) From Kitosh, came as a young wife knowing no Swahili whatsoever, unable to handle a needle or scissors, and knowing very little about the care of a home or of the sick. She made the most of her opportunities while she was here, however, and, when she left in July, amongst other things, she could sew, cut out, knit, apply poultices and give medicine. Although she never learnt to read, she could express herself easily in Swahili, and, though the only representative of her tribe, she was much respected by everyone because of her happy nature and the progress she made as a student. A recent letter from her states that she is hoping to begin classes for the women of her district as soon as materials are available.
- (ii) A Kikuyu who has had four or five years training in the dormitory of a mission school. She knows some midwifery and is a thoroughly capable young

woman, ready to learn anything new. To a student of this type the Jeanes school can give opportunities for applying and sharing her knowledge, so that she leaves with a sense of vocation and a desire to help the women of her district. During two terms she gave a course of lessons on the care of small children to the senior girls class at the C.M.S., Kabete. She also took a handwork class for all non-Kikuyu women—when sisal bags were made; and on several occasions she has gone into the reserve to help maternity cases.

- (iii) Also Kikuyu, with five children. She left in July, 1933, and it is difficult to estimate whether she gained anything from the training here, apart from learning to sew and mixing with women of other tribes. She was really too old to learn new ideas or to change her way of life, and see the value of cleanliness in the home and in the person.

The twenty-one women who left in July, 1933, were very teachable and most interested. They showed a much greater desire to learn than their husbands. Some of them were so keen that *ayahs* were brought to the class to do the mechanical work while the mothers proceeded to something new. Three women only failed to obtain their final certificate.

During the year handwork classes were held regularly, and mat-making, even amongst the Kikuyu and Kaniba, made progress. In addition to this the wife of the visiting medical officer took a weekly class in sisal weaving for the second year women. This class still continues and in interesting many outside Africans as well as the pupils themselves.

*Health Work.*—In the Easter term of 1933 the wives in their second year began to attend the dispensary, in threes, every Friday morning, for practical work. They showed great interest and this practice linked up very well with their Red Cross lectures. The three women who were on duty at the dispensary were also responsible for the welfare centre. It was their duty to give medicines every four hours to any patients there might happen to be in the centre and to bath any babies. Times were chosen so as not to interfere too much with other classes. This attendance at the dispensary and welfare centre still continues and helps to inculcate the idea of the importance of regular hours when attending the sick.

*Women's Meeting.*—The women's service on Monday mornings is now a regular feature of the time table. In the Easter term four outside speakers came to give addresses. There are often as many as seven little tribal classes going on, all having the same lesson but in their own language. The leaders of these groups attend a weekly preparation class in which they are given the lesson Swahili. In a small gathering such as this is they are not afraid to ask questions and discuss common problems.

A women's meeting is held weekly to discuss problems affecting the women's side of the work. Two representatives are elected each year, who act as convenors and who also attend the school council meetings. The women make known their desires and their complaints freely, but, as yet, find it difficult to discuss matters affecting African women constructively.

*General.*—In the summer term visits were made by lorry to Pumwani, to see the maternity hospital there and the Salvation Army women's work; and also to the Church of Scotland Mission, Kikuyu, and the Alliance High School. These visits were much appreciated and the High School in particular interested the women. Mr. Grieve, the Principal of the High School, who conducted the party, remarked on the intelligent questions which were asked, compared with previous years. Another visit was to our own dairy, where the making of ghee was demonstrated, and the interesting features of the small holding pointed out.

#### REFRESHER COURSE.

15. The annual reunion of Jeanes teachers took place at Jeanes School from July 20th to August 6th, beginning with the school speech day when seventeen men, who had done their two year's probationary work satisfactory, were presented with their permanent certificates by the Acting Colonial Secretary.

This year's refresher course was generally considered a most happy and successful one. The seventy-nine men fed in four tribal messes, more or less as last year, subscribing Sh. 604 for their food supplies. Three and even four separate classes for instruction had to be held at a time, owing to the lack of space and the desire to have small numbers to allow of real teaching being done.

In addition to these courses, in which the members of staff try to present in concise form the advances made during the year and to answer the questions brought up by the men,

a few lectures by visitors aroused great interest. The Inspector of Schools, Nairobi, spoke on the scope and functions of the Education Department, and the syllabus for African elementary schools. A warm welcome was given to the former Principal, Mr. J. W. C. Dougall, who described his work of Educational Advisor to the Protestant Missions as being a Jeanes job. The Acting Chief Native Commissioner also gave a talk, on the responsibility of the Jeanes teacher and the need of co-operation with the administration, which aroused many questions.

A considerable amount of time was devoted to discussion and pooling of experiences on various topics and connected with the Jeanes teacher's work. Some good points were mentioned which showed that the Jeanes teachers now feel their unity as a body and are beginning to think of the future. They requested that a fund should be started for widows and orphans of Jeanes men who died in service. They asked to be told about life insurance and how it might be made available for Africans. They agreed that training courses for rural teachers other than Jeanes teachers, would help their work a great deal, since the men so trained would be far more ready to co-operate with them, especially in community work. An interesting discussion took place on girls' education, and general dissatisfaction was expressed at the lack of openings in the country for girls after they passed the elementary examination. There was a demand for a practical education, keeping in mind that the little girls in school would be the mothers of the future. They went on to consider the possibility of a refresher course for their wives, and suggested that a selected few should come with their husbands to the next refresher course. There were, however, difficulties in the way of this and it was eventually decided to experiment with a special women's refresher course in January, 1934. This was successfully carried out and was attended by forty women, but a full account of it will appear in next year's report.

#### JEANES WORK IN THE FIELD.

The number of men actually in employment as Jeanes teachers at the end of the year was ninety-five. The losses during 193 were accounted for as follows :—

Death	...	...	...	...	1
Suspended for a period owing to moral offences	...	...	...	...	2
Resigned	...	...	...	...	1
Dismissed owing to conduct inimical to mission discipline	...	...	...	...	3



The system of quarterly reports was maintained and a short statistical summary of work accomplished during the year was made by each man. Reports containing interesting data are rather rare, and it seems probable that more live descriptions are obtained from letters than from the formalities of a printed report form. Few of the men at present send both report and descriptive letter. As the number of Jeanes teachers grows the problem of dealing with large numbers of reports increases. So far we have been able to make short summaries in English for the benefit of those interested, e.g. district officers, medical officers, and inspectors of schools, but these are necessarily very concise and do not convey much of a picture of work done.

The increasing number of men in the field brings other problems of contact and control.

It will be seen from later paragraphs that a large proportion of the Jeanes men in the field were visited by members of the Jeanes staff during the year, but in the words of one of the inspectors of schools our present system of *safaris* is "too hasty—(as can be seen from a perusal of the subsequent reports which contain a large number of very hasty judgments). The journeys are also made at the wrong time". The difficulty, of course, has been to find times for *safaris* when village schools are in full session so that the Jeanes teacher can be seen at his normal work of supervising schools and teachers. On the other hand that is the time when, if any, the inspector of school will have some chance of meeting the Jeanes teacher in his school visits. Staff *safaris* serve three purposes, mainly (1) Visiting the Jeanes men and their wives in their homes and bringing them encouragement, going over their plans, seeing some specimens of the work that they have got done and perhaps meeting with the teachers of their schools and talking over problems together with them. The community aspect of their work, in other words, is uppermost in our minds when we make our tours. (2) Reminding ourselves of the needs of the various districts and informing ourselves of what is and what might be, and thus helping to correct our teaching and keep it in closer relationship to actualities. (3) Keeping contact with missionaries and other employers of Jeanes teachers, and with Government officials, to whom we look for the more effective guidance of native development. Travelling is expensive and it is hoped, by setting aside one longer period for *safaris* and by careful planning of these tours, to make the visits less hurried and more useful. It is still necessary to explain to many people what the Jeanes teacher is and what

he should aim at doing. There is, and probably always will be in places, a danger of clashing between the missionary supervisors and the Government officials who wish to make use of the Jeanes teachers. The Jeanes teacher tends to be regarded sometimes as something akin to a Government servant, and feels himself looked at askance by the missionary and his own fellows. He himself is often to blame, probably, and he falls back on the Jeanes School as refuge. As the same inspector of schools said "the Jeanes teacher is inclined to bow too readily before the storm, and to fight shy of work that requires real energy". It is worth while to hear and to face such criticisms. The Jeanes teachers task was never expected to be an easy one, and some, undoubtedly, of the large numbers we have are weak vessels, but there are many who are really whole hearted in their desire to benefit their people and who are producing some visible results.

#### THE WOMEN IN THE FIELD.

At the end of 1933 there were ninety-seven wives of Jeanes teachers in the field, including two widows.

Some of the first women, who left in 1927, are still holding classes in the reserve, and others have followed their example and either have classes or teach others in their own homes. There are some women who help at mission central stations with women's or girls' work. However little the wife of a Jeanes teacher may know, she has learnt something from her training and compared with her contemporaries she has something to give. This is not always recognized by those in charge, and the woman who lives in a remote district is often disregarded. In many cases she has no desire to help her fellows in the way of actual classes; indeed the emphasis is always put first on the importance of the clean home, clean and well kept children, and so on, but where a woman is doing all this and has the desire to do more she often finds that there is no encouragement for her to do so. Compared with young unmarried girls she is backward and her knowledge is slight, but nevertheless there is a part for her to play among the older women of her district if she is given some advice and supervision. Each year at the annual refresher course there is a discussion on "Women's work in the reserve" and it was most noticeable in July, 1933, that the men, in speaking about the progress of their wives, seemed to be anxious to do something for the welfare of African women, and not just because it would in the long run benefit themselves.

The women in the field send letters from time to time either of general news to be put in the school journal, or accounts of actual work done. These are spontaneous efforts, no reports are demanded. Where a woman cannot write she gets her husband to write for her.

Here are three extracts chosen at random from the sixty-one letters received in 1933 :—

(1) "Greetings. These days I am well and the children and my husband also. But I want to tell you that my work in helping the women to sew and to knit has come to a stand-still because of the scarcity of money round here. Nevertheless I am teaching the girls to make mats and baskets. It is sad and I do not know what to do. Greet for me all the women students. My children send greetings also. Paulina."

(2) "Greetings, and after greetings we are all well. My wife is well and our little child Joseph, who was born the other day on the 17th November. Because of this we are very thankful to God who cares for us and who has given us this little child. We are getting on with Jeanes work as well as we can, and we hope to do more in the future. Helen greets everyone very much. Matthew."

(3) "Many many greetings. I have great joy in writing this letter to you because I want you to remember me. We have been stationed near the mission, although we have not yet built a house. We have collected the poles and we shall begin building at the beginning of September. I have begun to teach a few outschool women already, but I cannot do very much yet as Zephaniah needs my help over the new house—we do this work together. Will you tell all the women my news? Belladina."

18. The report on the training of health workers has been specially written by the medical officer in charge of the training, and is as follows :—

#### AIMS OF TRAINING.

The training of health workers has now proceeded for two years, and it is probable that the initial experiment of the Medical Training Depot contributed considerably to clarifying the aims of training. It became clear that never in a European town could one train health workers for preventative medicine to be practised in a native reserve. Neither could one use English.

At the Jeanes School, Kabete, there had existed for several years the training of village teachers and their wives in hygiene, agriculture, dairy work, carpentry and handicrafts and other subjects which would fit them to supervise and direct the activities of bush schools in the rural community of a native reserve. Now both the Agricultural and Medical Departments have men and their wives in training for work in native reserves.

The aim of training is the production of the field-worker, the outpost of the Medical Department. During the present stage of development he will in some place aid and in more backward districts replace, the dressers working at the isolated dispensaries. Among his bottles and bandages he will make his first contacts with people, and on these cures his future success in preventative medicine will depend. In his afternoons he will leave his dispensary and in school, home and local native council he will prosecute preventative medicine. In all this he is supervised by the medical officer of health and the sanitary inspector. In certain more advanced districts he may be engaged full-time in sanitation work.

As the small dispensary is built up to the primary health centres, he will be increasingly absorbed in preventative work, the swollen roll of patients being seen by the more technically proficient hospital assistant.

#### THE NATURE OF TRAINING.

Training lasts for two years at the Jeanes School. The type of candidate recruited is the young married man, since it is essential that his wife be trained.

About ten are admitted each year in September. They are recruited from certain specified areas, and with a view to being posted in a certain definite dispensary on the completion of training. The method of recruiting differs from the recruiting of hospital and laboratory assistants, who are recruited straight from school by correspondence with principals. Health workers are selected by a member of the staff of the Jeanes School who visits a certain area, and by contact with the medical officer and in conjunction with any schools selects one of the candidates.

Training then commences. They receive no uniform and no food while in training. A training allowance of Sh. 30 is allowed for each married couple. They are definitely guided in the spending of their money, chiefly at the school co-operative shop, in which they hold shares.

The spirit of the place is completely different from that of the Medical Training Depot. The training at the depot must produce obedience, discipline, reliability. Bells are rung, parades are taken, uniform and rations are issued. They are regimented. A nurse must be reliable. In the process Europeanization is inevitable. At Jeanes School the setting is different, it is that of rural life. A drum sounds softly. Grown men move leisurely in civilian clothes. They move leisurely because only in that way can the African show initiative. Hurry is foreign. The health worker must show initiative or fail. The technical standards are far lower but the power to use them is greater. Swahili is used as the teaching medium.

The men are trained very largely in the small dispensary of the Jeanes School, where an average attendance of forty to fifty sick provides sufficient clinical material. Here the health workers learns out-patient work, elementary diagnosis, therapeutics and dressing. He remains completely ignorant of nursing as practised in hospital wards. The men receive instruction in preventative medicine and sanitation. Elementary medicine and surgery, and first aid, these form the specifically medically subjects.

They also receive instruction and practical work in minor technical subjects, under the technical instructor. Furniture construction, windows, doors, roofing, stores and latrines, all these are taught. It is neither desirable nor possible to rise to high levels of technical ability when in his own reserve. The economic development permits of permanent housing demanding skilled artisans. These should be forthcoming from the Native Industrial Training Depot. At this stage the health worker will retire from the skilled constructional work, and will devote his attention to seeing that the buildings incorporate sound principles of sanitation.

It is very difficult to provide sufficient time and materials to ensure adequate training in this technical side. Much importance is attached to the eight week's course in the Kiambu Reserve where they work all the day under the direction of the sanitary inspector, constructing and baking bricks, erecting houses of all types, installing protected water supplies, all the work being done in native holdings for natives who purchase all the materials and have agreed of their own free will to have the work executed.

This course demonstrates what can be done by assisting Africans in a native reserve.

It had become fully apparent during 1933 that it was necessary to define more clearly the diseases that can be effectively treated at dispensaries and to standardize the treatment given; considerable help was derived from the treatment given in the dispensaries of Nigeria and in the large concessionaire companies of the Belgian Congo.

Such standardization is necessary for all dispensaries whether staffed by a dresser or a health worker. The treatment is designed to cure or relieve the complaint with the minimum of expense. The drugs consist almost entirely of lotions compounded as saturated solutions on the spot by the health worker, or of tablets, ointments or dressings purchased in bulk. The tablet method of dosage appears to be the only one which can control dosage effectively and help the native patient to continue treatment. Many have no bottles, and tablespoons vary in size. Most tablets issued cost about Sh. 5 a thousand, and it is cheaper to dispense drugs in this form than to allow a similar number of doses to be dispensed by a trained compounder at the hospital and carried by paid porters to the dispensary.

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## REPORT ON HEALTH WORKERS.

### MACHAKOS, FORT HALL AND KERUGUYA DISTRICTS.

Visits were paid to these districts from December 19th, 1933, to January 12th, 1934.

#### *Machakos Districts.*

*Kangundo District.*—Daniel lives in his own house about seven miles from Kangundo Dispensary. This was visited on January 19th. The house is still like most Kamba huts in design, but he plans building in burnt brick in 1934 and is collecting wood. The house and surroundings are clean, and the furniture is good. A latrine is in use. He spends his mornings at Kangundo Dispensary helping the dresser. In the afternoon he is engaged in a census of the surrounding location, which he is discharging to the satisfaction of the sanitary inspector. Houses in burnt brick and sun-dried brick are going up everywhere, and many ploughs are in use. The wife teaches in a school they have opened.

*Kilungu District.*—Nathaniel is the health worker and he was visited on January 20th. He is working unassisted at the dispensary in the morning, and during the month sees some eight hundred new patients. He has dug a latrine 30 ft.

deep near his own house. Being unmarried he stays near his parents but a large house is being built for them, and his brothers are following suit. All will have latrines.

*Machakos District.*—Kituku, the health worker, is engaged full time in sanitation work in his own district of Iveti, where a census engages much of his activity. He has built a good house, a grain store, has a meat safe, has planted many trees, has a refuse pit.

It is regretted that the Medical Officer in Charge, Machakos District only arrived a few days before my visit and was hardly in a position to advise, but Dr. Turner and Mr. Martin provided many helpful criticisms.

#### *Fort Hall District.*

The Medical Officer in Charge, Fort Hall, and I visited Muriranjias hospital on more than one occasion, and we visited Frederiko's house. As a health worker he is doing fairly well. He has a large house, a corrugated iron roof, a grain store, a deep latrine, pigs and turkey, a manure pit, a cattle enclosure. Manure is used on the garden.

He will be engaged on a census, and is to help in general sanitation work, especially water supplies. Muriranjias is soon to receive a hospital assistant to replace the sub-assistant surgeon and then it will approximate still more to a primary health centre lacking only a midwife.

#### *Keruguya District.*

The Medical Officer in Charge, Keruguya, and I had a long discussion on the sanitation work in this part. Both health workers have to be stationed in the *boma* in government houses, and are unable to show what their own initiative can do. One, Nelson, definitely is not from Keruguya District, he probably will remain indefinitely at Keruguya *boma*. Another, Joseph is about ten miles from a dispensary, and in time may with profit be used at this dispensary when sanitation policy in this district demands his presence there. He can cycle to work each day.

Both health workers are engaged in full-time sanitation work of a general nature.

#### GENERAL OBSERVATIONS ON DISPENSARIES.

It is suggested that the stretcher be used as an examination couch, no one can examine an abdomen, even for an enlarged spleen unless some form of couch is issued. Similarly

equipment is at the present stage necessarily meagre, sometimes the bowl for washing one's hands has to stand on the floor, and lint and bandages have to stand on the one and only table, next to the register and ink. Sand-glasses for taking pulses are also a necessity.

The system of portage is proving fairly adequate, but it is impossible to give more than one dose of most drugs, and it is doubtful if one dose influences the course of the disease. Districts as a rule have to ration strictly the number of dressings, and naturally free dispensaries are extravagant. As districts vary, it would be a valuable check if each hospital could reckon the number of bandages and dressings used per hundred out-patients attendances at the hospital out-patient department, and make this figure and the returns of sick attendances the basis of issue to dispensaries.

I have consistently taught that every patient who attends a dispensary, whether treated or not, should have his name entered in the register, as the fact may have a legal bearing. Treatment given, or the refusal, or in the inability to supply such due to lack of drugs or dressings, should be recorded. It is important for the medical officer of a district to realize how every case is or is not treated. Where no treatment is given and hospital is recommended I similarly teach that this fact be recorded and the acceptance or rejection of this advice noted. No health workers appear to be following this. The teaching was not given clearly by me but will receive more emphasis in future. At present they only record cases treated, and omit cases refusing treatment or hospital or for whom no treatment is available because drugs are insufficient.

Transport in all districts provides an almost unsolved problem. I am of the opinion that mule carriage in a cart attached permanently to each dispensary may prove more effective and cheaper. Motor transport becomes a grave financial burden as soon as its success overwhelms it.

In no district, as far as I could ascertain had any of the nursing sisters visited a dispensary. I have always felt that an occasional visit by one of them might supply many useful criticisms of how equipment could be slowly improved, and the dresser make the best of what equipment he has. How really does one dress an ulcer on a mud floor, with one dress chair, one table and a box?

No common agreement about bicycle allowances is in practice. Medical officers are employed to ask for an allowance of Sh. 5 a month, some draw it, others do not, all health



workers use their bicycles to go to work on, or for sanitation work, but some more than others. Considerable saving of time is effected if he cycles to receive his monthly pay, as in some districts three days are taken. I am of the opinion that two rates are needed, Sh. 2 if engaged on part-time sanitation. Sh. 3 if engaged on full-time sanitation. Unless some small allowance is paid, it is difficult to order a health worker to purchase a bicycle. I believe the rate of Sh. 5 is too high.

Some difficulty appears to have been found in all districts due to discharging a dresser when a health worker or hospital assistant is posted. Clearly if a dresser is discharged then the new person must largely take over a dresser's work. If previously there were eight dispensaries and eight dressers and one is discharged then the new worker must dress in the mornings and if any time remains he can do his sanitation work in the afternoons. If the financial position allows of such I am of the opinion that where possible no dresser should be discharged, but the small yearly additions of trained workers allows for the yearly expansion of work. If the financial position necessitates the discharge of a dresser then the obvious corollary must be accepted that the health worker cannot be engaged in full-time sanitation.

#### GENERAL REMARKS ON THE SANITATION WORK OF HEALTH WORKERS.

A short visit to Kiambu on January 23, 1934, enabled me to visit one of the health workers there, and brought out some of the points not previously realized. I was accompanied by the sanitary inspector of Kiambu as the medical officer was sick.

In Kiambu all the health workers are stationed at dispensaries, and are working unaided, dressers having been discharged. It would appear that their sanitation work is definitely restricted because they are unable to obtain much time for this. It would appear that the closing of the dispensary at 12 o'clock must be enforced. As it is, arrivals in the afternoon demand and receive treatment. At each dispensary there is a porter, it would appear possibly better to replace the porter by a dresser, who will fulfil the porter's functions but also definitely attend the sick.

During his afternoon work, the only reliable check is to make the health worker keep a log book, and at the end of the month to submit a report of actual work begun or accomplished and not of propaganda. It would appear that in districts in which sanitary inspectors are posted the natural

person to whom to submit this report is the sanitary inspector, who makes this report the basis of future work. In turn the matter may be referred by the sanitary inspector to the medical officer, but it would appear preferable to define fairly specifically the relations of the sanitary inspector to the sanitation work of the health worker. The sanitary inspector should have subject to the medical officer's approval very full powers in receiving reports, initiating sanitary work and control of the afternoons of the health worker.

The sanitary inspector should increasingly use health workers as a source of information and a natural basis of operations in the district around the dispensary.

H. C. TROWELL,

*Medical Officer in Charge of Training of Africans.*

**TABLE I**  
**JEANES TEACHERS, HEALTH WORKERS, ETC., IN SERVICE**  
**AND TRAINING**  
**TRIBAL DISTRIBUTION, 1933**

	In Service	In Training	Total
<b>KENYA—</b>			
Kikuyu .. .. .	39	13	52
Bantu Kavirondo .. .. .	23	6	29
Luo .. .. .	21	9	30
Masai .. .. .	3	0	3
Taita .. .. .	4	2	6
Giriama .. .. .	4	1	5
Chonyi .. .. .	0	2	2
Pokomo .. .. .	1	0	1
Duruma .. .. .	1	0	1
Digo .. .. .	0	2	2
Kipsigis .. .. .	2	2	4
Wimbi .. .. .	2	0	2
Embu .. .. .	0	2	2
Meru .. .. .	2	2	4
Nandi .. .. .	2	0	2
Kisii .. .. .	1	1	2
Kamba .. .. .	12	5	17
<b>TANGANYIKA—</b>			
Bondei .. .. .	0	2	2
Muhaya .. .. .	0	1	1
<b>UGANDA—</b>			
Bugishu .. .. .	1	0	1
Samia .. .. .	1	0	1
Teso .. .. .	0	1	1
Acholi .. .. .	0	1	1
Ganda .. .. .	0	1	1
Ankole .. .. .	1	1	2
Total .. .. .	120	54	174
<i>Losses—</i>			
Owing to deaths, retirement, dismissal, suspension .. .. .	7	—	—
Owing to deaths, inability to profit by instruction, etc. .. .. .	—	4	11
<b>NET TOTAL .. .. .</b>	<b>113</b>	<b>50</b>	<b>163</b>

Total number of Jeanes Teachers actually in employment in Kenya at the end of 1933—95.

**TABLE II**  
**I—JEANES TEACHERS IN SERVICE AND TRAINING,**  
**DECEMBER, 1933**

	Service	Training
<b>PROTESTANT MISSIONS—</b>		
C.M.S. .. .. .	26	4
C.S.M. .. .. .	7	0
F.A.M. .. .. .	6	0
A.I.M. .. .. .	7	3
Methodist .. .. .	4	3
S.D.A. .. .. .	5	1
Church of God .. .. .	2	0
Pentecostal .. .. .	3	0
G.M.S. .. .. .	2	0
Salvation Army .. .. .	1	0
<b>ROMAN CATHOLIC MISSIONS .. .. .</b>	<b>20</b>	<b>- 2</b>
<b>GOVERNMENT—</b>		
L.N.C., Fort Hall .. .. .	0	1
L.N.C., Kitui .. .. .	1	0
G.A.S., Masai .. .. .	3	0
G.A.S., Ukamba .. .. .	3	0
G.A.S., Nandi .. .. .	2	0
Municipality, Nairobi .. .. .	1	0
<b>EUROPEAN FARMS .. .. .</b>	<b>2</b>	<b>1</b>
<b>TOTAL .. .. .</b>	<b>95</b>	<b>15</b>
<b>UGANDA GOVERNMENT (for C.M.S.) .. .. .</b>	<b>2</b>	<b>3</b>
<b>TANGANYIKA GOVERNMENT .. .. .</b>	<b>0</b>	<b>3</b>
<b>TOTAL NUMBER OF JEANES TEACHERS .. .. .</b>	<b>97</b>	<b>21</b>
 <b>II. HEALTH WORKERS</b>		
<b>MEDICAL DEPARTMENT—</b>		
Fort Hall .. .. .	1	2
Keruguya .. .. .	2	2
Kiambu .. .. .	4	0
Machakos .. .. .	3	0
Kisii .. .. .	0	2
Maseno .. .. .	0	3
Kakamega .. .. .	0	4
Wesu (Taita) .. .. .	0	2
Kilifi .. .. .	1	1
Kitui .. .. .	0	1
Kericho .. .. .	0	1
Msambweni (Digo) .. .. .	0	2
<b>TOTAL NUMBER OF HEALTH WORKERS .. .. .</b>	<b>11</b>	<b>20</b>

TABLE II.—Contd.  
I.—JEANES TEACHERS IN SERVICE AND TRAINING,  
DECEMBER, 1933—Contd.

	Service	Training
<b>III. AGRICULTURAL DEMONSTRATORS</b>		
Bukura .. .. .	2	2
Kisii .. .. .	1	1
Fort Hall .. .. .	0	1
South Kikuyu .. .. .	1	0
Embu-Meru .. .. .	1	0
Nyeri .. .. .	0	1
Machakos.. .. .	0	1
<b>TOTAL OF AGRICULTURAL DEMONSTRATORS</b>	<b>5</b>	<b>6</b>
<b>IV. SMALL HOLDERS</b>		
L.N.C., Fort Hall .. .. .	0	3
<b>GRAND TOTALS .. .. .</b>	<b>113</b>	<b>50</b>

TABLE III  
ANALYSIS OF JEANES GROUPS 1927 TO 1933

Men Group Names	Year of Passing Out	Total No. Completing Course	Losses	In Service 1933
Mwenge ..	1927 Jeanes Teachers ..	15	6	9
Nzinge ..	1929 " " ..	23	10	13
Mambo Leo..	1930 " " ..	20	5	15
Mageuzo ..	1931 " " ..	24	2	22
Majilio ..	1932 " " ..	23	2	21
Bendera ..	1933 " " ..	17	0	17
" ..	1933 Health Workers ..	11	0	11
" ..	1933 Agricultural Demonstrators ..	5	0	5
<b>TOTALS ..</b>		<b>138</b>	<b>25</b>	<b>113</b>

Wives Group	Year of Leaving	Number
Mwenge .. .. .	1927	8
Nzinge .. .. .	1929	*12
Mambo Leo .. .. .	1930	14
Mageuzo .. .. .	1931	18
Mjilio .. .. .	1932	*20
Bendera .. .. .	1933	25
<b>TOTAL..</b>		<b>97</b>

\*One widow included in each of these groups. Apart from them, only those women have been included who received some training at Jeanes and whose husbands were in service at the end of 1933.

**APPENDIX B.**

COLONY AND PROTECTORATE OF KENYA.

THE EDUCATION ORDINANCE, 1931.

RULES.

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules :—

1. These Rules may be cited as the "Education (Fees) Rules, 1933."

2. The following scales of fees payable in Government Schools shall come into force as from the 1st day of January, 1934 :—

(a) SCHOOLS FOR EUROPEAN CHILDREN.

<i>Tuition.</i>	<i>Per term</i>
Pupils in classes up to and including the Sixth Standard ... ..	Sh. 30
Pupils in classes above the Sixth Standard ... ..	Sh. 100
<i>Boarding.</i>	<i>Per term</i>
For the first child in a family ... ..	Sh. 300
For the second child in a family ... ..	Sh. 270
For the third or subsequent child in a family ... ..	Sh. 240

(b) SCHOOLS FOR INDIAN CHILDREN.

<i>Tuition.</i>	<i>Per term</i>
Pupils in classes sub-standard A and B ... ..	Sh. 6
Pupils in Standards I and II ... ..	Sh. 12
Pupils in Standards III and IV ... ..	Sh. 18
Pupils in Standards V and VI ... ..	Sh. 24
Pupils above Standard VI ... ..	Sh. 45

3. All fees shall be paid terminally in advance : provided that the Director may, in his discretion, permit payment to be made by not more than three instalments in respect of any one term. The first of such instalments shall be paid on or before the opening day of the term, the second instalment within one month of such opening day and the third and final instalment within two months of such opening day. The instalments shall be equal in amount, or as nearly so as may be.

By Command of His Excellency the Governor in Council.

Nairobi,

J. F. G. TROUGHTON.

23rd December, 1933. *Clerk to the Executive Council.*

## APPENDIX C.

### COLONY AND PROTECTORATE OF KENYA.

#### THE EDUCATION ORDINANCE, 1931.

##### RULES.

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules :—

1. These Rules may be cited as “ the Education (Grant in aid of Secondary Schools for Africans) (Amendment) Rules, 1933.” and shall be read as one with the Education (Grant in aid of Secondary Schools for Africans) Rules, 1931, hereinafter referred to as “ the Principal Rules”.

2. Rule 5 of the Principal Rules is hereby amended in the following respects :—

- (i) By the substitution of “£30” for “£35” in the third line of paragraph (a) thereof;
- (ii) By the substitution of “£22-10-0” for “£26-15-0” in the third line of paragraph (b) thereof;
- (iii) By the substitution of “£15” for “£17-10-0” in the third line of paragraph (c) thereof;
- (iv) By the substitution of “£7-10-0” for “£8-15-0” in second line of paragraph (d) thereof;
- (v) By deleting the last two lines of the Rule and by substituting therefor the following :—

“ The payment of all or any of the grants set out in this Rule shall be in the discretion of the Director : Provided that the number of pupils in respect of whom such grants shall be payable shall in no case exceed one hundred and that in calculating grants to be paid in respect of pupils in excess of that number the rates set out in this Rule shall in every case be reduced by one-sixth.”

3. Rule 6 of the Principal Rules is hereby amended by the substitution of “six” for “three and one-half” in the third line thereof.

4. These Rules shall be deemed to have come into operation as from the 1st day of January, 1933.

By Command of His Excellency the Governor in Council.

Nairobi,  
29th July, 1933.

H. E. BADER,  
*Clerk to the Executive Council.*

**GENERAL TABLE I.—ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR 1933.**

Population		CONTROLLED INSTITUTIONS							Non-con- trolled In- stitutions	GRAND TOTAL	Percentage to Population of Scholars in		
		University Education		School Education General			School Education Vocational				Total	Controlled Institutions	Controlled and Non- controlled Institutions
		Arts and Science Colleges	Professional Colleges	Secondary Schools	Primary Schools	Total	Training Schools	Other Vocational Schools					
	<b>INSTITUTIONS—</b>												
	<i>Male</i>												
	(a) European .. ..	Nil	Nil	2	22	24	—	—	—	Nil	24	European	
	(b) Indian and Goan .. ..	..	..	4	59	63	—	—	—	..	63	9.5	
	(c) Arab .. ..	..	..	1	5	6	—	—	—	..	6	Indian & Goan	
	(d) African .. ..	..	..	2	1,488	1,490	5	*19	24	..	1,514	15.7	
European Population 17,325	<i>Female</i>												
	(a) European .. ..	..	..	4	1	5	—	—	—	..	5	Arab	
	(b) Indian and Goan .. ..	..	..	—	9	9	—	—	—	..	9	4.2	
	(c) Arab .. ..	..	..	—	—	—	—	—	—	..	—	African 3.1	
	(d) African .. ..	..	..	—	6	6	—	1	1	..	7	..	
Indian and Goan, Population 37,013	<b>Total</b> .. ..	Nil	Nil	13	1,590	1,603	5	20	25	Nil	1,628	..	
	<b>PUPILS ENROLLED—</b>												
	<i>Male</i>												
	(a) European .. ..	Nil	Nil	143	725	873	—	—	—	Nil	873	..	
	(b) Indian and Goan .. ..	..	..	1,639	2,026	3,665	—	—	—	..	3,665	..	
	(c) Arab .. ..	..	..	90	411	501	—	—	—	..	501	..	
	(d) African .. ..	..	..	407	56,237	66,644	771	3,211	3,982	..	60,626	..	
Arab Population 11,974	<i>Female</i>												
	(a) European .. ..	..	..	303	463	766	—	—	—	..	766	..	
	(b) Indian and Goan .. ..	..	..	90	2,079	2,169	—	—	—	..	2,169	..	
	(c) Arab .. ..	..	..	—	—	—	—	—	—	..	—	..	
	(d) African .. ..	..	..	—	32,979	32,979	124	848	972	..	33,951	..	
African Population 300,7,645	<b>Total</b> .. ..	Nil	Nil	2,677	94,920	97,597	895	4,059	4,954	..	102,551	..	

\* 9 also train teachers.



**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR**  
**EUROPEAN**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education
	University Education		School Education General		School Education Vocational			9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous	14 Total	
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools	8 Total							
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other Sources .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(a) Colonial Loan Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—
(b) Local Denominational Bodies including Missions.. .. .	—	—	2,059	—	—	—	2,059	—	—	—	—	—	—	2,059
(c) Private Management .. .. .	—	—	3,711	3,837	—	—	7,618	—	—	—	1,210	—	1,210	8,828
Total .. .. .	£	—	16,699	23,297	—	—	39,996	—	3,084	88	1,294	—	12,94	44,462
Total Expenditure from Colonial Revenues 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population 19				
£2,130,200	1·57 per cent						£1·18·75			£2·11·32				

NOTE.— Expenditure on board and lodging as apart from tuition is excluded from this Table.

**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.—(Contd.)**  
**INDIAN AND GOAN**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15	
	University Education		School Education General		School Education Vocational			Total	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous		Total
	2	3	4	5	6	7	8								
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£	
Local Public Funds .. .. .	..	..	14,299	17,375	..	..	31,674	..	3,190	..	..	..	..	3,190	
Other Sources—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(b) Local Denominational Bodies including Missions .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(c) Private Management .. .. .	..	..	712	5,448	..	..	6,160	..	..	..	..	..	..	6,160	
<b>Total .. .. .</b>	<b>£</b>	<b>£</b>	<b>15,011</b>	<b>22,832</b>	<b>..</b>	<b>..</b>	<b>37,834</b>	<b>..</b>	<b>3,190</b>	<b>..</b>	<b>..</b>	<b>23</b>	<b>3,190</b>	<b>41,024</b>	
<b>Total Expenditure from Colonial Revenues</b>	<b>Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue</b>							<b>Amount spent on Education from Colonial Revenue per head of population</b>			<b>Amount spent on Education from all sources per head of population</b>				
<b>16</b>	<b>17</b>							<b>18</b>			<b>19</b>				
<b>£2,130,200</b>	<b>1.63 per cent</b>							<b>£0 18 83</b>			<b>£1 2 11</b>				

NOTE.—Expenditure on board and lodging as apart from tuition is excluded from this Table.

**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1933—(Contd.)**  
**ARAB**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education
	University Education		School Education General		School Education Vocational		8 Total	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous	14 Total	
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools								
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	2,900	2,854	..	..	5,754	..	579	..	..	..	579	6,333
Other Sources .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	113
(b) Local Denominational Bodies including Missions.. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(c) Private Management .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. .. .</b>	£	..	2,900	2,854	..	..	5,754	..	579	..	..	..	579	6,333
<b>Total Expenditure from Colonial Revenue</b> 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue						Amount spent on Education from Colonial Revenue per head of population			Amount spent on Education from all sources per head of population				
£2,130,200	17						18			19				
	0.29 per cent						£0 10 57			£0 10 57				

NOTE—Expenditure on board and lodging as apart from tuition is excluded from this Table.

GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1933—(Contd.)  
AFRICAN

1	TOTAL DIRECT EXPENDITURE ON EDUCATION						TOTAL INDIRECT EXPENDITURE ON EDUCATION							
	University Education		School Education General		School Education Vocational		TOTAL	University	Direction and Inspection	Scholarships	Buildings, Furniture and Apparatus	Miscellaneous	TOTAL	Total Expenditure on Education
	Arts and Science Colleges	Colleges for Professional Training	Secondary Schools	Primary Schools	Training Schools	All other Special Schools								
2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	3,115	12,513	8,766	43,893	68,287	..	6,470	..	792	3	7,265	75,552
Other Sources :—	..	..	..	705*	..	..	705*	..	..	..	..	..	..	705
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Local Denominational Bodies, including Missions .. .. .	..	..	2,460	..	1,100	..	3,560	..	..	..	..	..	..	..
(c) Private Management .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total .. .. .	£	..	5,575	13,218	9,866	43,893	72,552	..	6,470	..	792	3	7,265	76,257
Total Expenditure from Colonial Revenue 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population. 19				
£2,130,200	3.54 per cent.						£0 0 50			£0 0 51				

NOTE.—Expenditure on board and lodging as apart from tuition is excluded from this Table.

\* Government Schools only.

GENERAL TABLE III—COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR (1933)

CLASS OF INSTITUTION	CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT						CONTROLLED INSTITUTIONS UNDER PRIVATE MANAGEMENT						GRAND TOTAL		NUMBER OF SCHOLARS LEARNING	
	Managed by Government			Managed by Local Public Funds			Aided by Govt. or Local Native Council Funds			Unaided			Public and Private Management		English	Vernacular Language
	Number of Institutions	Number on Roll 31-12-33	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-33	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-33	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-33	Average Daily Attendance	Institutions	Scholars		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
(a) University and Collegiate Education .. .. .	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil		
(b) Secondary—																
i. European .. .. .	2	230	230	Nil	Nil	Nil	..	..	..	4	221	195	6	451		
ii. Indian and Goan .. .. .	2	1,271	1,227	"	"	"	1	298	254	1	160	125	4	1,729		
iii. Arab .. .. .	1	90	79	"	"	"	..	..	..	..	..	..	1	90		
iv. African .. .. .	..	..	..	"	"	"	2	407	395	..	..	..	2	407		
Total .. .. .	5	1,591	1,536	Nil	Nil	Nil	3	705	649	5	381	320	13	2,677		
(c) Primary—																
i. European .. .. .	12	883	797	Nil	Nil	Nil	1	22	20	10	283	263	23	1,188		
ii. Indian and Goan .. .. .	10	1,265	1,038	"	"	"	50	2,533	2,233	8	307	301	68	4,105		
iii. Arab .. .. .	5	411	332	"	"	"	..	..	..	..	..	..	5	411		
iv. African .. .. .	44	3,530	3,115	"	"	"	245	26,465	14,452	1,230	64,175	31,537	1,519	94,170		
Total .. .. .	71	6,089	5,282	Nil	Nil	Nil	296	29,020	16,705	1,248	64,765	32,101	1,615	99,874		
Total of Schools and Colleges under Public and Private Management .. .. .	76	7,680	6,818	Nil	Nil	Nil	299	29,725	17,354	1,253	65,146	32,421	1,628	102,551		

**TABLE IV—RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR (1933)**

NAME OF EXAMINATION	Number of Scholars who completed during the year the course of studies prescribed for the examination				Number of Candidates				Number Passed				Race of Candidates Passed			Percentage of Column 13 to Column 9	Percentage of Column 13 to Column 5
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Total	European	Indian and Goan	Arab and African		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
I. Cambridge Examinations—	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)				(a) (b)	(a) (b)
(a) School Certificate ..	20 ..	.. ..	6 2	26 2	20 ..	.. ..	6 2	26 2	15 ..	.. ..	5 1	20 1	20	1	..	77 50	77 50
(b) Junior Certificate ..	49 96	.. 14	9 ..	58 110	49 96	.. 14	9 ..	58 110	37 53	.. 14	9 ..	46 67	46	64	3	79 61	79 61
(c) Preliminary Certificate	30 40	.. 21	5 18	35 179	30 140	.. 21	5 18	35 179	27 112	.. 12	4 6	31 130	31	124	6	88 69	88 69
I. London Matriculation ..	.. 44	.. 1	3 5	3 50	.. 44	.. 1	3 5	3 50	.. 26	.. 1	1 1	1 28	1	28	..	33 56	33 56
II. Kenya Departmental African Examination—																	
(a) Sen. Secondary School	..	10	..	10	..	10	..	..	..	5	..	..	..	..	5	50	50
(b) Jun. Secondary School	..	65	..	65	..	65	..	..	..	30	..	..	..	..	30	46	46
(c) Jun. Second. Clerks ..	..	10	..	10	..	10	..	..	..	6	..	..	..	..	6	60	60
(d) Primary Teachers ..	4	9	1	14	4	9	1	14	1	5	1	7	..	..	7	50	50
(e) Primary School ..	126	370	65	561	126	370	65	561	59	180	23	262	..	..	262	47	47
(f) Lower Prim. Teachers	25	107	2	134	25	107	2	134	9	27	..	36	..	..	36	27	27
(g) Elementary School ..	356	1,181	529	2,066	356	1,181	529	2,066	250	912	382	1,544	..	..	1,544	70	70
(h) Elem. School Teachers	35	131	27	193	35	131	27	193	30	100	22	152	..	..	152	78	78

(a) European. (b) Other races.

TABLE V—NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS IN 1932.

1	PRIMARY SCHOOLS		SECONDARY SCHOOLS		ARTS AND SCIENCE COLLEGES	
	2 Under Public Management	3 Other Institutions	4 Under Public Management	5 Other Institutions	6 Under Public Management	7 Other Institutions
<b>EUROPEAN SCHOOLS—</b>						
Trained Graduates .. ..	5	5	10	8	Nil	Nil
Untrained Graduates .. ..	6	7	4	8	"	"
Trained Non-graduates .. ..	18	9	3	5	"	"
Untrained Non-graduates ..	10	15	1	—	"	"
<b>INDIAN &amp; GOAN SCHOOLS—</b>						
Trained Graduates .. ..	5	4	8	—	Nil	Nil
Untrained Graduates .. ..	5	4	17	6	"	"
Trained Non-graduates .. ..	4	39	10	—	"	"
Untrained Non-graduates ..	34	78	20	6	"	"
<b>ARAB SCHOOLS—</b>						
Trained Graduates .. ..	1	Nil	—	—	Nil	Nil
Untrained Graduates .. ..	—	"	2	—	"	"
Trained Non-graduates .. ..	—	"	—	—	"	"
Untrained Non-graduates ..	1	"	1	—	"	"
<b>AFRICAN SCHOOL (EUROPEAN STAFF)—</b>						
Trained Graduates .. ..	5	32	—	—	Nil	Nil
Untrained Graduates .. ..	2	13	—	—	"	"
Trained Non-graduates .. ..	29	82	—	—	"	"
Untrained Non-graduates ..	9	42	—	—	"	"
<b>AFRICAN STAFF—</b>						
Certificated Teachers .. ..	92	929	—	—	Nil	Nil
Uncertificated Teachers .. ..	13	1,715	—	—	"	"

**GENERAL TABLE VI--EUROPEAN--GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**  
**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11			
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Colonial Revenues	From Fees			From Mission or Denominational Funds	Loan Funds and L.N.C.
(a) Maintenance Charges ..	£	..	£	10,860	£	19,460	£	..	£	..	£	30,320	£	26,224	£	4,096	£	£	£	£	30,320
(b) Capital Expenditure on Building Equipment ..	..	..	..	84	..	..	..	..	..	..	..	84	84	..	..	..	..	..	..	..	84
Total ..	£	..	£	10,944	£	19,460	£	..	£	..	£	30,404	£	26,308	£	4,096	£	£	£	£	30,404
Average Annual Cost per Pupil to Colonial Revenue ..	..	..	£	41 Ors. 48†	£	18 18s. 93†	..	..	£	23 11s. 21†	..	..	..	..	..	..	..	..	..	..	..
To Local Public Funds (L.N.C.)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	£	47 4s. 30†	£	21 Ors. 77†	..	..	£	27 4s. 83†	..	..	..	..	..	..	..	..	..	..	..

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**(b) Local Public Funds--Nil.**

**(c) Missions or Local Denominational Bodies.--Not Known**

**(d) Other Private Managements.--Not Known**

† On basis of Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.



**GENERAL TABLE VI—INDIAN AND GOAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**  
**(a) Government**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total		7 From Colonial Revenues	8 From Fees	9 From Mission or Denomi- national Funds	10 From Other Sources		11 Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Loan Funds and L.N.C.	Private Manage- ment							
	£	£	£	£	£	£	£	£	£	£	£	£							
(a) Maintenance Charges ..	..	..	14,830	..	11,725	..	..	..	..	..	26,555	21,044	5,511	..	..	..	..	..	26,555
(b) Capital Expenditure on Building Equipment ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total ..</b>	..	..	14,830	..	11,725	..	..	..	..	..	26,555	21,044	5,511	..	..	..	..	..	26,555
<b>Average Annual Cost per Pupil</b>																			
(a) To Colonial Revenue ..	..	..	£8 17s. 26	..	£8 10s. 24	..	..	..	..	..	£8 5s. 95†	..	..	..	..	..	..	..	..
(b) To Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total Average Cost per Pupil</b>	..	..	£11 13s. 35	..	£9 5s. 37	..	..	..	..	..	£10 9s. 42†	..	..	..	..	..	..	..	..

**(b) Local Public Funds.—Nil.**

**(c) Mission or Local Denominational Bodies.—Not Known**

**(d) Other Private Management.—Not Known**

† On basis of Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.

**GENERAL TABLE VI—ARAB—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY  
(a) Government**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total		7 From Colonial Revenues	8 From Fees	9 From Mission or Denomina- tional Funds	10 From Other Sources		11 Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Loan Funds and L.N.C.	Private Manage- ment								
(a) Maintenance Charges ..	£	..	£	2,900	£	2,854	£	..	£	..	£	5,754	£	5,754	£	..	£	..	£	5,754
(b) Capital Expenditure on Building Equipment ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	£	..	£	2,900	£	2,854	£	..	£	..	£	5,754	£	5,754	£	..	£	..	£	5,754
Average Annual Cost per pupil																				
(a) To Colonial Revenues ..	..	..	£32	4s. 4d	£9	11s. 5d	..	..	£14	2s. 11d	..	..	..	..	..	..	..	..	..	..
(b) To Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	..	..	..	..	..	..	£15	2s. 3d	..	..	..	..	..	..	..	..	..	..

(b) Local Public Funds—Nil.

(c) Missions or Local Denominational Bodies—Nil.

(d) Other Private Management—Nil

† On basis of net Recurrent Expenditure only.

NOTE.—Expenditure and Receipts in connection with Board and Lodging in Boarding Institutions are excluded from this Table.

**GENERAL TABLE VI.—AFRICAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11	
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Colonial Revenues	From Fecs		
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£		
(a) Maintenance Charges ..	Nil	..	12,274	4,931	20,725	37,930	35,190	Nil	..	1,427	1,313 <sup>e</sup>	37,930							
(b) Capital Expenditure on Building Equipment ..	..	..	792	..	..	792	792	..	..	502	..	1,294							
Total ..	£	..	13,066	4,931	20,725	38,722	35,982	..	..	1,929	1,313 <sup>e</sup>	39,224 <sup>f</sup>							
Average annual cost per pupil to :																			
(a) Colonial Revenue ..	..	..	£6/6/91	£53/11/96	£16/4/84	£11/12/21	..	..	..	..	..	..							
(b) Loc. Public Fds. (L.N.C.) <sup>n</sup>	..	..	£0/18/76	..	..	£0/18/76	..	..	..	..	..	..							
Total Average Cost per pupil ..	..	..	£7/5/67	..	..	£11/15/22	..	..	..	..	..	..							

**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies—Not Known.**

**(d) Other Private Management—Not Known.**

*a* On basis of Recurrent Expenditure only.

*b* From Local Native Councils.

*e* Donation from Carnegie Corporation.

*f* An amount of £2,108 is common to both (a) and (b). This represents the value of N.I.T.D. services employed on L.N.C. Capital Works (Educational Buildings).

NOTE.—Expenditure and Receipts in connexion with Board and Lodging in Boarding Institutions are excluded from this Table.

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TABLE VII

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH NUMBER ON ROLL, 1933

	Boys	Girls	Total
<b>(a) EUROPEAN SCHOOLS.</b>			
Prince of Wales, Kabete .. .. .	106	..	106
Girls' Secondary, Nairobi .. .. .	..	124	124
Mixed Primary Schools—			
Nairobi .. .. .	147	59	206
Parklands .. .. .	88	74	162
Kilimani .. .. .	16	8	24
Eldoret .. .. .	56	37	93
Kitale .. .. .	38	21	59
Nakuru .. .. .	95	70	165
Nanyuki .. .. .	13	12	25
Mombasa .. .. .	16	14	30
Broederstroom .. .. .	31	23	54
Farm Schools—			
674 .. .. .	20	15	35
140 .. .. .	7	8	15
139 .. .. .	11	4	15
<b>Total .. .. .</b>	<b>644</b>	<b>469</b>	<b>1,113</b>
<b>(b) INDIAN AND GOAN SCHOOLS.</b>			
Senior Secondary School, Nairobi .. .. .	525	..	525
Allidina Visram High School, Mombasa .. .. .	746	..	746
Indian Elementary School, Nairobi .. .. .	640	..	640
Indian Girls' School, Nairobi .. .. .	..	94	94
" " School, Mombasa .. .. .	17	34	51
Indian School—			
Kisumu .. .. .	162	..	162
Thika .. .. .	39	29	68
Fort Hall .. .. .	22	1	23
Lamu .. .. .	29	3	32
Machakos .. .. .	40	20	60
Nakuru .. .. .	33	14	47
Eldoret .. .. .	59	29	88
<b>Total .. .. .</b>	<b>2,312</b>	<b>224</b>	<b>2,536</b>
<b>(c) ARAB SCHOOLS (6)</b>			
Coast Secondary, Shimo la Tewa .. .. .	90	..	90
Ali bin Salim, Malindi .. .. .	81	..	81
Arab Primary, Mombasa .. .. .	217	..	217
Arab Primary, Lamu .. .. .	20	..	20
Malindi Village Schools .. .. .	93	..	93
<b>Total: Arab .. .. .</b>	<b>501</b>	<b>..</b>	<b>501</b>

TABLE VII—(Contd.)  
 DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH NUMBER  
 ON ROLL 1933—(Contd.)

	Boys	Girls	Total
(d) AFRICAN SCHOOLS (44).			
Jeanes School, Kabete.. .. .	52	40	92
Native Industrial Training Depot, Kabete ..	285	..	285
Government African School—			
Waa.. .. .	138	..	138
Machakos .. .. .	206	..	206
Kabianga .. .. .	105	..	105
Kapsabet .. .. .	126	..	126
Narok .. .. .	63	..	63
Loitokitok .. .. .	109	..	109
Tambach .. .. .	94	..	94
Kapenguria .. .. .	60	..	60
Kakamega .. .. .	85	..	85
Kagumo .. .. .	88	..	88
Pumwani .. .. .	78	..	78
Kibra .. .. .	42	..	42
Coast Village Schools (8) .. .. .	286	4	290
Machakos „ „ (12) .. .. .	991	..	991
Kitui „ „ (3) .. .. .	331	..	331
Kapsabet „ „ (5) .. .. .	244	..	244
Agricultural School, Bukura .. .. .	49	..	49
Scott Agricultural Labs .. .. .	54	..	54
Total: African ..	3,486	44	3,530

**TABLE VIII**  
**DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN,**  
**INDIAN AND GOAN SCHOOLS**

	Boys	Girls	Total
<b>EUROPEAN SCHOOLS</b>			
Loreto Convent, Nairobi .. .. .	10	75	85
Loreto Convent, Eldoret .. .. .	9	35	44
Limuru Girls' School .. .. .	4	56	60
Hill Preparatory School, Nairobi .. .. .	7	17	24
Pembroke House, Gilgil .. .. .	67	..	67
Kenton College, Kijabe .. .. .	40	..	40
Rift Valley Academy, Kijabe .. .. .	19	13	32
Mount Kenya School .. .. .	1	18	19
St. Andrew's Turi .. .. .	20	16	36
St. Helens, Parklands .. .. .	7	11	18
Miss E. Barton's, Nairobi .. .. .	5	7	12
Highlands School, Nairobi .. .. .	15	51	30
Mrs. Clarke's, Westlands .. .. .	19	14	33
Aggetton School, Nanyuki .. .. .	..	4	4
*Private School, Rumuruti .. .. .	6	16	22
<b>Total .. .. .</b>	<b>229</b>	<b>277</b>	<b>526</b>
<b>INDIAN SCHOOLS</b>			
H. H. Aga Khan School—			
*Homa Bay .. .. .	8	5	13
*Rangwe .. .. .	10	3	13
*Mumias .. .. .	11	5	16
*Kindu Bay .. .. .	12	6	18
*Asembo Bay .. .. .	13	18	31
*Sio River .. .. .	8	4	12
*Sultan Hamud .. .. .	15	5	20
*Boys', High Mombasa .. .. .	298	..	298
*Girls', Mombasa .. .. .	..	209	209
* .. Kisumu .. .. .	..	49	49
* .. Nairobi .. .. .	..	156	156
*Yala River .. .. .	16	9	25
Kapsabet .. .. .	8	6	21
Indian School—			
*Lumbwa .. .. .	11	10	21
*Gilgil .. .. .	11	8	19
*Naivasha .. .. .	12	8	20
*Kitale .. .. .	18	22	40
*Ngong .. .. .	8	9	17
*Kikuyu .. .. .	13	9	22
*Luanda .. .. .	14	13	27
*Luanda .. .. .	20	18	38
*Karatina .. .. .	20	18	38
*Nyeri .. .. .	33	14	47
*Nyeri .. .. .	18	12	30
*Maragua .. .. .	7	18	25
*Limuru .. .. .	15	8	23
*Mariakani .. .. .	17	5	22
*Kisii .. .. .	17	5	22
*Kisii .. .. .	28	17	45
*Meru .. .. .	18	14	32
*Voi .. .. .	18	14	32

\* Receives a grant in aid.

TABLE VIII—(Contd.)  
DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN  
INDIAN AND GOAN SCHOOLS—(Contd.)

	Boys	Girls	Total
<i>INDIAN SCHOOLS—Contd.</i>			
*Kiambu .. .. .	10	10	20
*Malindi .. .. .	35	24	59
*Kericho .. .. .	15	10	25
Likoni .. .. .	9	9	18
Stoki .. .. .	5	10	15
*Sikh Girls' School, Nairobi .. .. .	..	82	82
*Arya Samaj Girls', Nairobi .. .. .	..	118	118
*Arya Samaj Girls', Kisumu .. .. .	..	85	85
*Cutchi Gujerati Girls', Nairobi .. .. .	..	263	263
*Shri Sanatan, Nairobi .. .. .	..	77	77
Adarsha Vidyalaya, Nairobi .. .. .	47	18	65
*Joseph Christians', Mombasa .. .. .	112	3	115
Solunki Private School, Mombasa .. .. .	42	..	24
Gujrati Balmandir, Nairobi .. .. .	75	4	79
*Muslim Girls', Nairobi .. .. .	..	101	101
*Madreshe Burhania, Mombasa .. .. .	81	99	180
Landies School Mkupa, Mombasa .. .. .	19	14	33
Khoja Shia Isna Ashari, Mombasa .. .. .	49	59	108
*Dr. Ribeiro Goan, Nairobi .. .. .	54	76	130
Goan School, Kisumu .. .. .	6	6	12
Goan School, Mombasa .. .. .	38	32	70
Catholic Parochial, Nairobi .. .. .	70	90	160
Catholic Convent, Mombasa .. .. .	38	100	138
Total	1,353	1,945	3,298

\* Receives a grant in aid.

**TABLE IX.**

**DISTRIBUTION OF MISSION SCHOOLS, PUPILS, Etc.**

MISSION	Number of Assisted Schools		Number on Roll				Number of Unassisted Schools		Number on Roll				Total of Schools	Total on Roll		
	Central	Bush	Central		Bush		Central	Bush	Central		Bush			Boys	Girls	Total
			Boys	Girls	Boys	Girls			Boys	Girls	Boys	Girls				
1. Africa Inland Mission ..	1	13	74	29	554	286	14	79	1,032	721	1,444	792	107	3,104	1,828	4,932
2. Alliance High School ..	1	..	106	..	..	..	..	..	..	..	..	..	1	106	..	106
3. Bible Churchmans Society ..	..	..	..	..	..	..	2	1	99	15	17	1	3	116	16	132
4. Church Missionary Society ..	12	68	2,231	1,247	4,992	1,874	2	359	233	123	12,149	8,531	441	19,605	11,775	31,380
5. Church of God Mission ..	1	3	209	164	90	126	..	64	..	..	1,479	1,243	68	1,778	1,533	3,311
6. Church of Scotland Mission ..	2	57	812	416	2,332	971	1	7	141	60	148	24	67	3,433	1,471	4,904
7. Friends Africa Mission ..	3	11	163	43	643	408	..	258	..	..	7,496	6,299	272	8,302	6,750	15,052
8. Gospel Missionary Society ..	..	..	..	..	..	..	2	12	147	82	344	128	14	491	210	701
9. Neukerchen Mission ..	..	..	..	..	..	..	1	12	30	26	155	116	13	185	142	327
10. Nilotic Independent Mission ..	..	6	..	..	221	126	1	7	202	185	266	234	14	689	545	1,234
11. Pentecostal Assemblies ..	..	4	..	..	164	119	1	16	124	176	527	507	21	815	802	1,617
12. R.C. Consolata Mission ..	7	..	511	319	..	..	14	56	487	277	1,302	345	77	2,300	941	3,241
13. R.C. Holy Ghost Mission ..	3	..	578	410	..	..	10	71	1,360	443	2,008	825	84	3,945	1,678	5,624
14. R.C. Mill Hill Mission ..	10	25	1,627	799	951	1,053	..	52	..	..	1,983	678	87	4,561	2,530	7,091
15. Salvation Army ..	..	..	..	..	..	..	1	30	70	..	1,016	769	31	1,086	769	1,855
16. Seventh Day Adventist M. ..	2	11	246	103	590	304	..	97	..	..	2,520	1,715	110	3,356	2,122	5,478
17. Methodist Mission ..	1	..	133	42	..	..	1	31	87	27	1,167	88	33	1,387	157	1,544
Independent Schools ..	..	6	..	..	617	189	..	28	..	..	1,263	449	34	1,880	638	2,518
<i>Total</i> ..	43	204	6,690	3,572	11,154	5,456	50	1,180	4,012	2,135	35,284	22,744	1,477	57,140	33,907	91,047

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**TABLE X**

**TEACHER TRAINING INSTITUTIONS.**

*A—EUROPEAN—Nil. B.—INDIAN—NIL. C.—ARAB—Nil.*

*D.—AFRICAN :*

NAME OF SCHOOL	Organization	No. in training
Jeanes School, Kabete .. .. .	Government ..	92
African School, Machakos .. ..	Government ..	31
African School, Kabianga .. ..	Government ..	8
African School, Kapsabet .. ..	Government ..	9
Church Missionary Society, Kahuhia ..	Church Missionary Society .. ..	29
Church Missionary Society, Kaloleni ..	.. ..	28
Church Missionary Society, Maseno ..	.. ..	9
Church Missionary Society, Ngiya ..	.. ..	14
Church of Scotland Mission, Kikuyu ..	Church of Scotland Mission .. ..	49
Church of Scotland Mission, Tumutumu	.. ..	61
St. Teresa's Convent, Nairobi ..	Holy Ghost Fathers	200
Catholic Central Training School, Kabaa	.. ..	
St. Mary's, Yala .. .. .	Mill Hill Fathers ..	7
Catholic Mission, Nyeri .. ..	Consolata Fathers ..	23
Friends' Africa Mission, Kaimosi ..	Friends Africa Mission .. ..	35
Kamagambo Normal School .. ..	Seventh Day Adventist Mission ..	24
Methodist Mission, Meru .. ..	Methodist Mission	12
Alliance High School, Kikuyu .. ..	Alliance of Missions	13
	Total ..	650

TABLE XI

## EXPENDITURE 1933

SUB-HEADS	Actual Expenditure		
	£	Sh.	cts.
<b>ADMINISTRATION—</b>			
Personal Emoluments .. .. .	10,963	1	27
Contingencies .. .. .	69	15	65
Passages .. .. .	1,226	1	40
Local Transport and Travelling .. .. .	814	13	43
Travelling Allowance .. .. .	55	13	50
Telephones and Telegrams .. .. .	88	6	25
Carriage of Goods .. .. .	837	9	45
Colony's share of cost of Advisory Committee to Colonial Office .. .. .	274	00	00
Expenses of Overseas Examinations and Education Journal .. .. .	841	10	11
Total Administration .. £	15,170	11	51
<b>EUROPEAN EDUCATION TUITION—</b>			
Personal Emoluments .. .. .	27,400	11	65
Maintenance and Purchase of Materials .. .. .	443	13	16
Passages .. .. .	1,530	14	46
Local Transport and Travelling .. .. .	269	7	97
Travelling Allowance .. .. .	2	5	00
Contingencies .. .. .	34	15	13
Contributions to Schools .. .. .	128	19	99
Contributions to Scholarships .. .. .	67	11	22
Expenses of Committees .. .. .	50	14	00
Books, Stationery and Equipment .. .. .	498	11	45
Life Insurance Premium of Donation Governor, Christ's Hospital .. .. .	19	16	25
Telephones and Telegrams .. .. .	179	19	76
Total European Education Tuition .. £	30,627	00	04
<b>EUROPEAN EDUCATION BOARDING—</b>			
Personal Emoluments .. .. .	3,889	7	59
Maintenance and Purchase of Materials .. .. .	1,339	9	38
Passages .. .. .	350	16	41
Transport and Travelling .. .. .	29	8	14
Travelling Allowance .. .. .	0	00	00
Contingencies .. .. .	5	6	20
Equipment .. .. .	210	0	84
Boarding Expenses .. .. .	5,622	8	19
Grant to Private Hostels .. .. .	326	7	47
Total European Education Boarding .. £	11,773	4	22
<i>Carried forward</i> .. £	45,797	11	55

TABLE XI—(Contd.)

EXPENDITURE

SUB-HEADS	Actual Expenditure		
	£	Ss.	cs.
<i>Brought forward</i> .. £	45,797	11	55
<b>INDIAN AND GOAN EDUCATION—</b>			
Personal Emoluments .. .. .	22,205	14	38
Maintenance and Purchase of Materials ..	382	10	07
Passages .. .. .	806	14	06
Local Transport and Travelling .. .. .	240	6	89
Travelling Allowance .. .. .	0	19	00
Grants-in-Aid (Indian Education) .. .. .	5,766	17	55
Grants-in-aid (Goan Education).. .. .	394	4	00
Expenses of Committees .. .. .	37	1	06
Telephones and Telegrams .. .. .	50	16	50
Books, Stationery and Equipment .. .. .	934	10	37
Contingencies .. .. .	12	15	15
Boarding Expenses .. .. .	842	5	25
<b>Total Indian and Goan Education</b> .. £	<b>31,674</b>	<b>14</b>	<b>28</b>
<b>ARAB EDUCATION—</b>			
Personal Emoluments .. .. .	4,686	11	11
Maintenance and Purchase of Materials ..	196	12	48
Passages .. .. .	375	6	58
Transport and Travelling .. .. .	88	7	07
Travelling Allowance .. .. .	0	00	00
Boarding Expenses .. .. .	356	14	41
Contingencies .. .. .	3	12	74
Books, Stationery and Equipment .. .. .	252	10	77
Telephones and Telegrams.. .. .	15	00	00
<b>Total Arab Education</b> .. .. .	<b>5,974</b>	<b>15</b>	<b>16</b>
<b>AFRICAN EDUCATION—</b>			
Personal Emoluments .. .. .	28,897	14	19
Maintenance and Purchase of Materials ..	2,322	00	35
Passages .. .. .	1,553	3	71
Hut and Poll Tax .. .. .	354	12	00
Grants-in-Aid to Schools .. .. .	27,869	3	77
Grant to Alliance High School, .. .. .	3,010	00	00
Expenses of Committees .. .. .	32	2	60
Local Transport and Travelling .. .. .	1,552	15	30
Travelling Allowances .. .. .	33	7	50
Boarding Expenses .. .. .	1,637	8	22
Contingencies .. .. .	23	14	07
Tools .. .. .	526	16	33
Books, Stationery and Equipment .. .. .	586	17	95
Domestic Training of African Women ..	2,019	6	58
Telephones and Telegrams .. .. .	67	19	40
Expenses of Examinations .. .. .	2	13	92
Colonial Share of Fees of Boys at Makerere ..	105	00	00
<b>Total African Education</b> .. .. £	<b>70,594</b>	<b>15</b>	<b>89</b>
<b>TOTAL EDUCATION DEPARTMENT</b> .. £	<b>165,815</b>	<b>1</b>	<b>10</b>

TABLE XII

## TUITION COST—EUROPEAN

Number of Pupils .. .. .	1932		1933	
	1129		1113	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	517,066	37	503,051	42
Clerical .. .. .	2,114	21	4,320	00
Caretaker .. .. .	1,440	00	..	..
Reliefs .. .. .	53,676	32	23,033	36
African Domestic and Grounds Staff	12,800	44	11,289	65
Total Personal Emoluments ..	587,097	34	541,694	43
Passages .. .. .	36,268	60	30,680	71
Local Transport and Travelling ..	4,663	94	4,569	13
Travelling Allowance .. .. .	9	00	45	00
Books, Stationery and Equipment ..	21,170	33	15,113	39
Maintenance .. .. .	10,477	48	9,184	54
Contingencies .. .. .	2,094	25	678	93
Carriage of Goods .. .. .	578	14	831	81
Telephones and Telegrams .. .. .	2,105	44	3,599	76
Total Expenditure .. .. .	664,464	52	606,397	70
Gross Cost per Pupil .. .. .	588	55	544	83
Total Fees Collected .. .. .	74,750	46	81,937	00
Total Net Cost .. .. .	589,714	06	524,460	70
Net Cost per Pupil .. .. .	522	33	471	21

TUITION COST—EUROPEAN—PRIMARY & SECONDARY  
1933

Number of Pupils .. .. .	Primary		Secondary	
	883		230	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	322,825	12	180,226	30
Clerical .. .. .	1,800	00	2,520	00
Caretaker .. .. .	..	..	..	..
Reliefs .. .. .	18,233	36	4,800	00
African Domestic and Ground Staff ..	7,208	67	4,080	98
Total Personal Emoluments ..	350,067	15	191,627	28
Passages .. .. .	19,698	30	10,982	41
Local Transport and Travelling ..	3,789	93	779	20
Travelling Allowance .. .. .	45	00	..	..
Books, Stationery and Equipment ..	7,364	96	7,748	43
Maintenance .. .. .	5,379	77	3,804	77
Contingencies .. .. .	434	49	244	44
Carriage of Goods .. .. .	216	49	615	32
Telephones and Telegrams .. .. .	2,210	96	1,388	80
Total Expenditure .. .. .	389,207	05	217,190	65
Gross Cost per Pupil .. .. .	440	77	944	30
Total Fees Collected .. .. .	54,607	50	27,329	50
Total Net Cost .. .. .	334,599	55	189,861	15
Net Cost per Pupil .. .. .	378	93	825	48

TABLE XII.—*Contd.*

TUITION COST—INDIAN SCHOOLS

	1932		1933	
	2618		2536	
Number of Pupils .. .. .				
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers, European .. .. .	73,605	27	57,385	00
Teachers, Indian .. .. .	391,996	82	369,739	24
Clerical .. .. .	1,800	00	1,800	00
Reliefs .. .. .	10,965	79	9,282	47
African Domestic and Grounds Staff	9,060	05	8,570	63
<b>Total Personal Emoluments ..</b>	<b>487,427</b>	<b>93</b>	<b>446,777</b>	<b>34</b>
Passages, .. .. .	11,172	52	16,071	06
Local Transport and Travelling ..	3,511	52	4,807	05
Travelling Allowance .. .. .	60	00	25	00
Books, Stationery and Equipment ..	30,017	93	26,330	98
Maintenance .. .. .	8,893	33	7,849	28
Contingencies .. .. .	539	09	550	35
Carrage of Goods .. .. .	677	77	1,895	09
Telephones and Telegrams .. .. .	1,015	50	1,016	50
<b>Total Expenditure .. .. .</b>	<b>543,315</b>	<b>59</b>	<b>505,322</b>	<b>65</b>
<b>Gross Cost per pupil .. .. .</b>	<b>207</b>	<b>53</b>	<b>199</b>	<b>26</b>
<b>Total Fees Collected .. .. .</b>	<b>110,755</b>	<b>00</b>	<b>110,220</b>	<b>00</b>
<b>Total Net Cost .. .. .</b>	<b>432,560</b>	<b>59</b>	<b>395,102</b>	<b>65</b>
<b>Net Cost per pupil .. .. .</b>	<b>165</b>	<b>23</b>	<b>155</b>	<b>80</b>

TABLE XII—(Contd.)

TUITION AND BOARDING COSTS.  
AFRICAN SCHOOLS.

	<i>African</i>			
	1932		1933	
Number of Pupils .. .. .	2,574		3335	
Teachers, European .. .. .	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers, African .. .. .	305,067	50	305,147	99
Stipends of Apprentices in Training ..	85,965	25	96,700	39
Clerical .. .. .	34,998	64	18,050	00
Reliefs .. .. .	12,163	75	14,654	66
Motor Drivers, Menials and Porters ..	7,534	07	17,042	82
	23,130	47	16,679	02
Total Personal Emoluments	468,859	68	468,274	88
Passages .. .. .	21,364	21	26,690	71
Local Transport and Travelling ..	23,550	78	23,016	69
Books, Stationery and Equipment ..	12,805	94	21,613	78
Maintenance .. .. .	46,734	25	50,044	17
Contingencies .. .. .	1,256	28	328	18
Tools .. .. .	14,338	10	10,626	71
Hut and Poll Tax .. .. .	9,116	00	7,092	00
Carriage of Goods .. .. .	12,325	60	10,146	58
Boarding Expenses .. .. .	109,784	68	40,419	20
Telephones and Telegrams .. .. .	1,054	90	1,037	60
Travelling Allowance .. .. .	244	80	428	00
Total Expenditure ..	721,435	22	759,718	50
Gross Cost per pupil .. .. .	280	28	227	80
Tuition Cost per pupil .. .. .	237	62	185	69
REVENUE :—				
Fees .. .. .	1,391	00	..	..
Reimbursements .. .. .	27,959	29	12,797	43
From L.N.C.'s } (Direct	72,303	17	108,452	28
" Loan } Expenditure)	39,835	00		
" P.W.D. }	714	00		
TOTAL REVENUE .. .. .	142,202	46	121,249	71
TOTAL NET EXPENDITURE .. .. .	579,232	76	638,468	79
JEANES SCHOOL, KABETE				
	1932		1933	
Number of Pupils .. .. .	50		92	
Total Expenditure .. .. .	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Revenue .. .. .	83,995	09	98,611	60
Net Expenditure .. .. .	24,270	11	26,262	29
Average Cost per Pupil .. .. .	59,724	98	72,349	31
	663	61	786	40

TABLE XIII

## BOARDING COSTS

SCHOOL	PRINCE OF WALES, KABETE			NAIROBI			NAKURU			ELDORET			KITALE			TOTAL		
	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head	Expenditure		Cost per Head
	1933	1933	1932	1933	1933	1932	1933	1933	1932	1933	1933	1932	1933	1933	1932	1933	1933	1932
Number of Boarders ..	..	82	103	..	131	120	..	125	113	..	44	63	..	42	44'	..	424	443
STAFF—	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
European .. ..	11,358 91	138 52	109 23	15,133 86	115 52	124 17	11,439 95	91 52	113 27	5,919 33	134 53	118 56	4,500 00	114 29	170 54	48,652 05	114 74	121 73
Clerical .. ..	960 00	11 71	9 32	600 00	4 58	5 00	300 00	2 40	2 25	300 00	6 82	4 75	..	..	..	2,160 00	5 09	4 77
Caretaker .. ..	..	..	13 98	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3 25
Medical .. ..	..	..	10 29	..	..	9 67	2,387 50	19 10	14 66	..	..	9 76	..	..	..	2,387 50	5 63	10 14
African Domestic Staff	5,793 40	70 65	63 91	6,901 76	52 68	56 64	4,229 60	33 83	38 77	2,953 83	67 13	62 93	1,637 00	38 97	41 67	21,515 59	50 74	53 18
Total Staff .. ..	18,112 31	220 88	206 73	22,635 62	172 79	195 48	18,357 05	146 85	168 95	9,173 16	208 48	196 00	6,437 00	153 26	212 21	74,715 14	176 21	193 07
BOARDING—																		
Boarding Expenses,																		
(Food, etc.) .. ..	27,441 10	334 64	403 30	33,895 07	258 74	337 83	32,055 43	256 44	273 54	14,047 88	319 27	327 93	7,477 96	178 04	192 00	114,917 44	271 03	320 76
Equipment .. ..	1,073 57	13 09	27 74	4,369 66	33 51	37 15	680 44	5 44	4 31	415 69	9 45	16 38	155 98	3 71	11 40	6,715 34	15 84	21 07
Maintenance .. ..	10,637 11	129 72	112 98	8,805 69	67 22	75 43	3,258 40	26 07	42 08	4,232 77	96 19	64 61	1,381 87	32 90	37 71	28,315 84	66 78	70 37
Carriage of Goods ..	242 84	2 96	0 10	275 47	2 10	0 27	735 98	5 89	4 14	414 80	9 43	11 35	216 53	5 15	4 44	1,885 62	4 45	3 21
Contingencies .. ..	33 48	0 41	..	..	..	..	40 00	0 32	0 10	25 00	57	0 34	23 00	0 55	0 50	121 48	0 28	0 12
Telephones and T'g'ns.	409 65	4 99	4 05	549 10	4 19	4 41	180 12	1 44	1 52	211 00	4 79	3 41	150 00	3 57	3 40	1,499 87	3 53	3 35
Total Boarding .. ..	39,837 75	485 81	548 17	47,914 99	365 76	455 09	36,950 37	295 60	325 69	19,347 14	439 70	424 02	9,405 34	223 92	249 45	153,455 59	361 91	418 88
Reliefs, Passages and Travelling .. ..	3,666 27	44 71	8 14	7,222 80	55 13	3 50	659 16	5 27	..	1,511 57	34 35	36 39	..	..	2 17	13,059 80	30 80	8 23
Gross Cost .. ..	61,616 33	751 40	763 04	77,773 41	593 68	654 07	55,966 58	447 72	494 65	30,031 87	682 53	656 41	15,842 34	377 18	463 83	241,230 53	568 92	620 18
Fees Collected .. ..	63,317 50	772 16	648 30	74,508 48	568 76	547 96	71,878 25	575 02	639 08	11,442 50	260 05	228 32	16,326 00	388 71	311 76	237,472 73	560 08	525 62
Net Cost .. ..	*1,701 17	*20 74	114 74	3,264 93	24 92	106 09	*15,911 67	*127 29	*144 43	18,589 37	422 48	428 09	*483 66	*11 53	152 07	3,757 80	8 86	94 56

NOTE.—The expenditure shown in this table does not include expenditure on

1. Maintenance and repair of buildings.
2. Medical attendance.
3. Interest and loan charges.

\* Excess of revenue over expenditure.



**COLONY AND PROTECTORATE OF KENYA**

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7

**EDUCATION DEPARTMENT  
ANNUAL REPORT  
1934**

**NAIROBI**

**PRINTED AND PUBLISHED BY THE GOVERNMENT PRINTER  
1935**

To be purchased from the Government Printer, Nairobi, or  
The Crown Agents for the Colonies, Millbank, London, S.W.



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# Education Department Annual Report, 1934

## PART I

### HISTORICAL SURVEY.\*

#### I.—*African Education.*

The development of education for the African in Kenya has been by three stages—

- (a) before British occupation, 1846–90;
- (b) from the beginning of British occupation till the setting up of the Education Department, 1891–1911;
- (c) from 1911 onwards.

During the first and second stages a few Christian missions were the only educating agents; indirect Government help being given latterly by grants of land.

2. The Education Department began work in 1911, when the first Director, Mr. J. R. Orr, was appointed; from that time Government has increasingly subsidized approved mission schools, and has also built up its own system of Government African schools.

3. The first Government subsidies were *per caput* grants earned on test of pupils; but from 1918 a system of inspection was brought progressively into operation, then codified by the Education Ordinances of 1924, and the Grant-in-Aid Rules of 1925. In these two years the Native Industrial Training Depot and the Jeanes School were started; followed, in 1926, by the Alliance High School.

4. Meanwhile, in the Local Native Councils of the Native Reserves there has grown up a determined and generous interest in education; for this reason, and others relating to other branches of education, a new Education Ordinance was passed in 1931; in which is embodied the present Government policy of co-operation with Missions and Local Native Councils in all branches of African education.

#### II.—*European Education.*

5. The European School, Nairobi, was opened by the Kenya and Uganda Railway in 1904; it became a boarding school in 1910, under Government control. The formation of an Education Department took developments up country;

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\*A fuller history of Education in Kenya is given in the annual reports for 1930 and 1931.

two small day schools were opened, one at Nakuru, the other a farm school on the Uasin Gishu Pateau. In 1915 the Eldoret School was opened for boarders with a group of farm schools; in 1918 Nakuru School also became a boarding school. Since the War many other schools, Government and private, have sprung up; loan funds, during the period of prosperity, rebuilt the older Government schools, and provided new building at other centres. There are now in the Colony two Government schools, one for girls (Nairobi) and one for boys (Prince of Wales School) of proved secondary status.

### *III.—Indian Education.*

6. The Indian School, Nairobi, was founded by the Railway in 1906. Taken over by the first Director in 1912, it soon became overcrowded; and development all over the Colony has, from that time, been continuous—so rapid as to be embarrassing to a small colonial Government, but helped by the traditional zeal and generosity of the Indian community in the affair of educating their children.

7. The policy has been to provide Government schools in the more populous centres, such as Mombasa, Nairobi, Kisumu, Eldoret, Nakuru; and to assist private schools by grants-in-aid. The two secondary schools, at Mombasa and Nairobi, are among the largest schools in the Colony.

### *IV.—Arab Education.*

8. The history of Arab education at the Coast is that of a struggle between those who desire nothing more than traditional teaching based on the Koran, and those more enlightened who have pressed Government to provide schools and schooling of the "Western" type.

9. Acceding to this enlightened demand, Government, in 1912, opened the Arab School, Mombasa. This was relatively successful, and, after the war, in 1919, Government opened a second school at Malindi, with the financial help of the hon. Sheikh Ali bin Salim (now Sir Ali bin Salim, K.B.E., C.M.G.).

10. In 1929 a school was opened at Lamu, this was unsuccessful and had to be closed in 1931. This failure was symbolical of the struggle, for it was precisely at this time that Arab education, based on the original Mombasa school, of urban type, and on Malindi with its small affiliated group of village schools, was reaching its present culmination—the opening, in October, 1931, of the Coast Secondary School, a boarding school on modern English lines, at Shimo-la-Tewa.

## PART II

### CHAPTER I.

#### OUTSTANDING EVENTS OF THE YEAR.

The Director, Mr. H. S. Scott, left the Colony, pending retirement, on the 9th November, 1934, after six years of devoted work at the head of the Department. Mr. Scott's wide experience in educational and financial administration was invaluable to the Department and to the Colony as a whole during a time of exceptional difficulty. Mr. Scott's period of office was memorable for the passing of the Education Ordinance, 1931, and connected Rules and Regulations, for many improvements in the administration of the Department, and a general clarification of its aims. This opportunity is taken of congratulating Mr. Scott on the award of the C.M.G. in recognition of his services and of wishing Mr. and Mrs. Scott the best of health and happiness in the future.

Retirement of  
Mr. H. S.  
Scott.

2. Mr. E. G. Morris, the new Director, arrived on transfer from Uganda on the 25th November, 1934, Mr. R. H. W. Wisdom, Inspector of Schools, acting during the intervening period.

3. Reference was made to this Conference in last year's Report and its recommendations were made public in 1934. The most important of the recommendations made related to general policy in regard to African education. A summary of this recommendation appears as Appendix A of this Report.

Conference of  
Directors of  
Education,  
1933.

4. Another important recommendation was with reference to the introduction of uniform fees for pupils from various territories attending institutions which provide educational services for more than one of the territories. The institutions concerned were the following :—

*Kenya.*

- The secondary schools for Europeans.
- The primary schools for Europeans.
- The secondary schools for Indians.
- The Jeanes School.
- The secondary school for Arabs.

*Uganda.*

- Makerere College, and the special courses attached to Makerere.

*Zanzibar.*

- The Government Girls' School.

It was recommended and has since been approved that all pupils attending any one of these schools should pay the same fee.

5. As a result of a further recommendation, that there should be close co-operation between the Departments of Agriculture and Education in the matter of agricultural education, it may be recorded that the Director of Agriculture of Kenya agreed that one of his officers should be regarded as a special liaison officer to whom matters of agricultural education are referred and with whom the Agriculturalist at the Jeanes School is in constant consultation.

Conference of  
Directors of  
Education,  
1934.

6. This Conference was postponed until January, 1935. Among the various matters of interest discussed were the following :—

The university education of Africans.

The training of Indian teachers.

The cinema in education.

Correspondence courses.

The decisions of the Governments on recommendations submitted to them concerning these matters have not been made public at the time of writing this Report.

European  
Education—  
Local Civil  
Service.

7. The formation of a Kenya European Local Civil Service was under consideration during the year and the service was inaugurated on the 1st January, 1935.

8. All teaching posts in Government European primary schools and all matrons posts have been brought into the Local Civil Service, though many of the present holders of these posts remain unaffected. The salary scales are attached to this Report as Appendix B.

9. Many appointments to the Local Service have already been made at the time of writing this Report. In these appointments it is necessary to distinguish between "locally engaged" teachers and "locally educated" teachers. It has been possible to appoint many well-qualified masters and mistresses of the first category. The appointment of persons of the second category is beginning and a start has been made with several junior mistresses and learner matrons who had been educated in Kenya schools.

Compulsory  
education.

9. The important question of compulsory education continued to receive a good deal of attention and publicity

during the year. The continued need for economy rendered it impossible to give practical effect to any of the recommendations which had been made.

10. It was unfortunately not possible to remedy the defects in the accommodation for boarders at the Girls' Secondary School during the year. Boarding accommodation, Nairobi.

11. The year 1934 has been marked by the completion of the first advanced course in science at this school and in July one pupil passed the Higher School Certificate examination. Prince of Wales School.

12. A comparatively uneventful year is to be recorded, in which quiet but steady progress was made. Outstanding events are the growth of the Government Girls' School in Mombasa in the new building and the opening of an elementary boys' school in the building formerly occupied by the girls. The number of new schools claiming to be placed on the grant-in-aid list has increased considerably, particularly in the case of special schools catering for young children and from schools in the scattered trading centres. Indian education.

13. The following important matters in connection with African education were dealt with during the year and further reference to them is made in other sections of this Report— African education.

The revision of the grant-in-aid rules;

The setting-up of District Education Boards;

The revision of the syllabuses for primary and elementary schools;

The building of a new Government African school for South Kavirondo District at Kisii; and

The extension of the school at Kagumo so as to admit pupils from all the Kikuyu districts.

14. Once again this year it has been necessary to concentrate the efforts of the whole staff of the Department on the task of maintaining efficiency and reducing expenditure. The total amount spent on education from central funds was £170,271, as compared with a total of £165,815 in 1933. Economy.

The total number of children in Government and aided schools rose from 37,405 in the previous year to 46,312.

The continued need for economy has meant, once more, that many necessary or desirable schemes for extension or improvements have had to be deferred.

## CHAPTER II.

## LEGISLATION AND ADMINISTRATION.

*Legislation.*

Grant-in-aid of  
African  
Education  
Rules, 1934.

The procedure adopted in drafting the new Rules and their aims were described in the Annual Report for 1933. The Rules were approved in their final form before the middle of the year under review and they were brought into force on the 1st January, 1935. A copy of the Schedule attached to the Rules is shown in this Report as Appendix C.

2. It will be recalled that the chief defects found in working the old Rules were that they involved a disproportionate expenditure on large central schools and had led to a system of laborious and intricate accounting at both the schools and the head office.

3. Under the new Rules the following types of schools and services are recognized for the purpose of grant-in-aid :—

- (a) Sub-elementary schools, i.e. the bush schools in which instruction rarely proceeds beyond Standard I.
- (b) Elementary schools, which complete the syllabus for Standard III, and in many cases proceed a year or two beyond this stage.
- (c) Schools providing training for elementary teachers. These are schools taking the syllabus to at least Standard IV and in which a European is available for the training of elementary teachers.
- (d) Primary day schools.
- (e) Primary boarding schools for boys.
- (f) Girls' schools.
- (g) Secondary schools.
- (h) Grants in aid of Jeanes teachers.
- (i) Grants in aid of vernacular text-books.

4. The Rules in respect of grants for elementary schools are purposely designed to encourage the development of "sector" or village schools serving a definite area. It is also stressed that such schools must be adequately supervised and adequate supervision is being interpreted to mean European supervision. The ordinary rule with regard to these schools is framed in such a way as to encourage Local Native Councils and managers to assist the school to the best of their ability, but there is also a regulation to meet exceptional circumstances in backward areas and in areas where the Local Native Council

is committed to other expenditure. Under this section, an increased rate of grant is payable to the school from central funds.

5. Under the new Rules, Mission primary boarding schools have been released from the obligation of training technical apprentices to qualify for grant-in-aid. That is to say, the training at the Native Industrial Training Depot has been brought into line with other post-primary work. These schools will, however, have obligations to fulfil other than the school primary course. There must be attached to the school either a class in which teachers are trained, or some other approved course not being a secondary course. Advantage is being taken of this to organize vocational classes in one school to serve a comparatively large area. Thus, at one Mission school teachers will be trained for several neighbouring primary schools, at another a post-primary agricultural course is attached to which candidates are sent from several schools. In order that the practical subjects of the primary school course shall be properly taught, a condition has been made that to qualify for a grant, these schools must employ qualified instructors in manual training and in agriculture.

6. In the Girls' schools, the standard of literary education is not emphasized, the rule requiring provision for general literary education up to the fourth standard only. The subjects that are particularly stressed here are housewifery and hygiene. Girls' schools.

7. These Regulations follow closely the lines of those laid down in the previous year. Secondary schools.

8. The necessity is stressed of reaching agreement on standardized orthographies for the vernaculars selected for use in schools. The standardization of the vernacular in several areas presents a very difficult and intricate problem and it is hoped that the offer of grant under this heading will in time assist those working in the vernaculars to agree on a uniform system of spelling. Vernacular text-books.

9. As soon as the Rules were approved, forms covering all types of schools and services were sent to the Mission schools and applications for grant-in-aid were invited. The total claims received came to a sum of rather more than £47,000. The maximum amount that it was found possible to provide, under the Estimates for 1935, was £37,500. A revision of the claims was therefore necessary, and negotiations were opened with the Kenya Missionary Council, in respect of the total grant available for Protestant schools, and with Procedure adopted.



the authorities of each of the three Roman Catholic Vicariates, in the matter of grants to Catholic schools. In this way it was possible to settle all proposed allocations in a comparatively short time and the co-operation of the Missions in this heavy and somewhat thankless task was very much appreciated.

10. It was found that it would be quite impossible to aid the sub-elementary schools under the provision proposed for 1935. No grants were awarded under this head apart from one small grant to the system of schools on the Tana River conducted by the Neukirchener Mission. Since no vernacular in Kenya has, as yet, been standardized with the approval of Government, no claims were received in respect of vernacular text-books. The following are the numbers of schools of the specified types which have been brought on the grant-in-aid list :—

Elementary schools	...	...	...	302
Elementary schools training teachers				1
Primary day schools	...	...	...	7
Primary boarding schools for boys	...			12
Girls' schools	...	...	...	17
Secondary schools	...	...	...	2

**Accounting.**

11. It is to be noted that the allocation of grant to sub-elementary and elementary schools will in future be made by District Education Boards, subject to the approval of the Director. For the first year, these claims are being submitted through the Inspectors of Schools of the respective areas pending the opening of banking accounts by the District Education Boards. The claims made direct to the head office for all other services come under two headings only "Salaries" and "Boarding Grants". To avoid any harshness in the application of the new Rules, a certain portion of the grant to some of the primary schools will continue to be paid under the Rules previously in force, for a period not exceeding three years.

**Ordinance  
XXVIII of  
1934.**

12. The matter of Local Education Bodies in African education had been given close attention since the Secretary of State's questionnaire on the subject in 1930. Proposals were exhaustively considered by the Advisory Council on African Education, the Conference of Directors of Education and a Provincial Commissioners meeting. The resulting legislation, an "Ordinance to Make Provision for the Establishment of District Education Boards in the Colony", came into

force in August. This Ordinance is of paramount importance to African education and may well come to be regarded as a turning point in the development of schools in the Native Reserves.

13. The former school area committees had gradually become ineffective, chiefly for two reasons. They had no control over finance and little influence on the allocation of grants and further they were not in close contact with the Local Native Councils which were voting subsidies to educational services in an increasing degree. These defects have been rectified under the new Ordinance.

14. The membership of a Board consists of African members, not exceeding six in number, nominated by the Local Native Council; of persons, not exceeding four in number, nominated by the managers of the schools in the district and of Government officials. The principal innovation with regard to the duties of the Board is that the Board is empowered to allocate, subject to the approval of the Director, grants in aid of elementary and sub-elementary schools from funds placed at the disposal of the Board by the Director and by the Local Native Council or Councils concerned. Other responsibilities of the Board deal with the establishment of elementary and sub-elementary schools, supervision of the working and management of such schools, and the general promotion and improvement of the education and development of the African in accordance with any directions which the Director may issue.

15. Immediate steps were taken to establish Boards in the districts where they were most needed. Boards have been set up in North Kavirondo, Central Kavirondo, South Kavirondo, South Nyeri, Fort Hall, Kiambu and Machakos. The first six of these Boards met early in 1935 and in time to make recommendations for the allocation of grants to the districts concerned. Great enthusiasm and keenness have been displayed at the inauguration of these Boards and many valuable recommendations have already been made. It is clear that as *ad hoc* bodies, which are in close contact with the Local Native Council through the District Commissioner, who is Chairman, and the African members, and with the Education Department, through the Inspector of Schools, who is usually appointed Secretary, these Boards will fulfil a long-felt need.

Payment of fees in Government European and Indian schools.

16. It was found that the Education (Fees) 1933, Rules, which were mentioned last year, acted somewhat harshly in many areas where the population still fluctuates considerably. The Rules were therefore amended by the addition of a proviso which is shown as Appendix "D" to this Report. The effect of this amendment is that if a pupil is admitted late, or withdrawn early in the term, there is a remission in respect of the period during which the child is not at school. There is also an abatement of fees for each complete month of absence due to illness.

*Advisory Councils.*

European education.

17. The membership of the Advisory Council on European Education was increased early in the year with a view to strengthening the Council and making it more fully representative. Two meetings were held during the year and advice was tendered on the following matters:—

- (a) The Education of European children in the mining areas.
- (b) Conditions of award for overseas scholarships.
- (c) Accommodation at the Girls' Secondary School, Nairobi.
- (d) The co-ordination of efforts in education at various institutions throughout the country.
- (e) A memorandum on the general educational policy.

The memorandum on general policy is a valuable document, summarizing conclusions reached by the Council after long deliberation.

General policy.

18. The salient points in the Council's recommendations were that the outstanding necessities at present are the securing of regular attendance at school and provision to enable boys and girls to proceed without difficulty to a reasonable degree of education beyond the primary stage. It was therefore recommended that—

- (a) every child should be compelled to attend school between the ages of 7 and 16 years, with a proviso that compulsion should not be enforced in the case of children under the age of 8 years whose attendance at school would involve boarding;
- (b) every child should receive an opportunity of attending school until at least the completion of Form 2 of the secondary school course;
- (c) the courses should continue to be general in character.

19. The Advisory Council on Indian Education met twice during the year. The Council made recommendations on the following matters :— Indian education.

- (a) Grants-in-aid.
- (b) Media of instruction in Indian schools.
- (c) Employment of Indian boys leaving school.
- (d) Grants of land to schools in Nairobi.
- (e) Hostel at the Secondary School, Nairobi.
- (f) Terms of service for Indian teachers.
- (g) Date of London Matriculation examinations.
- (h) Goan pupils in Government Indian schools.
- (i) Remission of fees in primary schools.
- (j) Age of admittance to schools for girls.

20. The Advisory Council on African Education met twice during the year. The Council tendered advice on the following matters :— African education.

- (a) Local Education Authorities, the draft scheme which resulted in the District Education Boards Ordinance.
- (b) The Draft Rules which became the "Grant-in-Aid Rules, 1934".
- (c) Revision of syllabuses for primary and elementary schools.
- (d) Classification of text-books for use in schools.
- (e) Education of native juveniles in Nairobi.
- (f) The independent schools.
- (g) The abolition of the elementary school examination.
- (h) The imposition of fees in Government African schools.

21. The Advisory Council on Arab Education met once in April. The chief business of the meeting was to consider the sub-committee's report on the demands put forward by representatives of the Arabs, Baluchis and the "Twelve Tribes". The Chairman reported that Government was unable to approve certain of these demands, particularly those relating to the medium of instruction, the teaching of Arabic and the exclusion of Africans from the schools. Some members expressed dissatisfaction with this decision. Other business transacted at this meeting dealt with Koran instruction and an application for a new school. Shortly afterwards four Arab education.

Arabs and one European resigned from membership of the Council. The period of office of the Council came to an end in July and the five remaining members were reappointed to form the new Council.

22. In this controversy there has therefore been a period of respite during which further consideration of these problems has been possible. In the meantime, the teaching of English has been encouraged and has improved steadily and the proportion of Mohammedan boys at the Arab School, Mombasa, has risen. Out of a total roll of 240 at the end of the year, only thirty were non-Mohammedans.

**Board of  
Examiners.**

23. The Board of Examiners met in April and made recommendations on the following matters :—

- (a) Elementary school examination.
- (b) Appointment of examiners for the 1934 examinations.
- (c) Syllabuses for teachers' examinations.
- (d) Agriculture in African schools.
- (e) Draft syllabuses for elementary and primary schools.
- (f) Text-books in African schools.

*Administration.*

24. The post of Chief Inspector of Schools, which was left in abeyance during the whole of the year, was filled at the beginning of 1935. The Supervisor of Technical Education and one Inspector of Schools were absent on overseas leave until April. A second Inspector was absent on leave from April until the end of the year. In September, an Education Officer from the staff of the Prince of Wales School was seconded to the Inspectorate and attached to the head office for special duty. There was therefore a considerable shortage of staff during most of the year and as a result the routine inspection of schools had to be somewhat drastically curtailed especially in one area, the Kikuyu Districts.

25. The movements of the teaching staff were reflected in a considerable number of changes at some of the schools, but the present system of selecting relief teachers locally worked satisfactorily on the whole and no insuperable difficulty in finding suitable substitutes was encountered. It has already been noted in another section of this Report that considerable progress was made in stabilizing salary scales under Local Civil Service terms.

## CHAPTER III.

## FINANCE.

The expenditure on education during the year amounted to £170,271. The following table shows the expenditure during the last seven years :—

	Admini- stration	Euro- pean	Indian	Arab	African	Extra- ordinary	Total
	£	£	£	£	£	£	£
1928	14,765	42,492	22,963	72,003	*	10,355	162,385
1929	15,993	49,360	25,603	74,131	*	15,639	180,726
1930	17,571	49,319	30,582	83,088	*	9,922	190,482
1931	16,363	49,189	34,348	82,323	*	2,646	184,869
1932	15,914	48,126	32,371	76,472	*	1,722	174,605
1933	15,171	42,400	31,675	5,975	70,594	876	166,691
1934	13,890	44,011	33,818	6,141	72,411	<i>Nil</i>	170,271 or 8% of Colonial Expenditure.

\* NOTE: The Expenditure on Arab and African Education was separated for the first time in 1933.

2. The net cost to the Colony of education during the year has risen slightly in comparison with the previous year but is still below the total for 1928. The following table shows the net expenditure for the last seven years :—

	Gross Expenditure	Educational Revenue	Net Expenditure
	£	£	£
1928 ..	162,385	16,302	146,083
1929 ..	180,726	19,463	161,263
1930 ..	190,482	20,984	169,498
1931 ..	184,869	24,021	160,848
1932 ..	174,605	28,667	145,938
1933 ..	166,691	26,563	140,128
1934 ..	170,271	25,667	144,604

3. The number of pupils in Government and other schools has increased during the last seven years as shown below :—

	1928	1934	Increase	Decrease
EUROPEAN—				
Government Schools ..	740	1,156	416	—
Aided Schools ..	160	46	—	114
INDIAN—				
Government Schools ..	1,543	2,969	1,426	—
Aided Schools ..	1,014	3,296	2,282	—
ARAB AND AFRICAN—				
Government Schools ..	2,007	4,575	2,568	—
Aided and Unaided Schools .. ..	83,549	99,818	16,269	—

Increase in  
number of  
pupils.

Economy

4. Owing to the continued demands for economy it was necessary to effect savings under all heads of expenditure. The table below shows the savings under six heads of expenditure :—

	Amount Voted	Amount Spent	Saving
	£	£	£
Administration .. .. .	14,100	13,890	290
European .. .. .	46,542	44,011	2,531
Indian .. .. .	34,439	33,818	621
Arab .. .. .	6,218	6,141	77
African .. .. .	77,586	72,411	5,175
Extraordinary .. .. .	..	..	..
TOTAL .. .. .	£ 178,965	170,271	8,694 or 4.9%

5. The large amount saved in African education is due partly to the fact that several new officers appointed from overseas in the year did not arrive till the year following and also that there was a saving of some £1,200 in grants to Missions.

Administration.

6. The amount of £13,980 expended on Administration is lower than the 1928 figure. The decrease in comparison with the previous year is due partly to the transfer of an item of £700 for "carriage of goods" to the various racial divisions of expenditure.

European tuition.

7. The gross cost of the tuition of European children in Government schools amounted to £31,621 in 1934 or to £27/17 per pupil as compared with £30,340 or £27/5 per pupil in 1933. The amount of fees paid by parents increased from £4,097 to £4,442. The net *per caput* cost of tuition therefore was £23/19 as compared with £23/11 in 1933. This slight increase in tuition costs was due mainly to increased leave movements during the year following the moratorium on leave. The increase in the amount of fees paid arises from the increased fee paid in the secondary schools.

European primary tuition costs.

8. The gross cost of primary instruction was £19,911 or £21/18 per pupil as against £19,460 or £22/1 per pupil in the previous year and the net cost per pupil was £19 compared with £18/19 in 1933. There has therefore been a small reduction in gross *per caput* costs but the net *per caput* cost rose slightly owing to a fall in the revenue from fees. The fee revenue amounted to £2,645 or 13.3 per cent of the whole expenditure as against £2,730 or 14 per cent of the whole expenditure in the previous year.

9. The gross cost of secondary education was £11,710 or £51/12 per pupil as against £10,860 or £47/4 per pupil in the previous year and the net cost per pupil was £43/13 compared with £41/5 in 1933. This increase is to be accounted for by an increase in the number of officers on leave, by the payments of normal increments of salary to staffs, and by an increase in the remission of fees. European secondary tuition costs.

10. The fee revenue amounted to £1,796, or 15.3 per cent of the whole expenditure compared with £1,366 or 12.5 per cent of the whole expenditure in 1933. This increase in revenue is due to an increase in the fee charged in the secondary classes from £6/15 to £15 per annum. The increase of revenue would have been greater had not the additional fee charged for children from other territories been abolished. Fee revenue.  
Secondary tuition.

11. The expenditure from the education vote amounted to £11,831 and the amount actually collected in respect of boarding fees due in the year was £11,291. The revenue collected under the present arrangement whereby a boarding fee of £45 per annum is charged practically covered the charges met from the Education Department vote. Boarding costs in European schools.

12. The gross cost of Indian tuition amounted to £26,240 as compared with £25,266 in 1933. The gross *per caput* cost decreased from £9/19 to £9/5. The net *per caput* cost was £6/19 as against £7/16. This decrease is to be accounted for by the reduction of the European staff in the two secondary schools from four officers to two and also because there was an increase in the number of pupils attending the schools. Indian education costs.

13. The total fee revenue was £6,505 or 24.8 per cent of the total expenditure as against £5,511 or 21.8 per cent of the total expenditure in the previous year. The increase in fee revenue is explained by an increased number of pupils in the primary schools and an increase in the secondary school fee from £3/12 per year to £6/15.

14. The expenditure on grants-in-aid decreased from £5,767 to £5,537 owing to the inability of some schools on the grant-in-aid list to claim the full amount allocated to them. The amount paid in grants-in-aid of Goan education rose from £394 to £577. Four schools in which Goan children receive instruction were assisted.

15. The expenditure on tuition amounted to £12/7 per head as against £14/2 in 1933. This is to be accounted for by an increase in the number of pupils attending the schools. Arab education.



African  
education.

16. The expenditure on African education was £72,411 as against £70,594. As in the previous year, the saving on African education was effected mainly in connection with Government education. Of a total saving of £5,175 only £1,243 came from the grant-in-aid to Missions.

Local Native  
Council  
expenditure.

17. Table XIV at the end of this Report shows the Local Native Council expenditure on educational services during the year. The total amount spent was £19,077, of which £9,909 was in respect of recurrent expenditure and £9,168 of non-recurrent expenditure. Of the recurrent expenditure £5,209 represented grants to Government schools, £4,223 grants to mission and other schools, and £477 was spent on scholarships to secondary schools and to Makerere College. Against this recurrent expenditure Local Native Councils collected revenue to the amount of £193. This represented the amount of fees collected at two schools, Kakaniega and Kagumo, and a small item arising from the sale of produce at the Loitokitok school. The whole of the grant for non-recurrent expenditure was spent on buildings and permanent equipment at the Government African schools, apart from the sum of £100 expended on the roofing of selected elementary mission schools in the North Kavirondo District.

## CHAPTER IV.

### PRIMARY EDUCATION.

#### (a) *European.*

Increased  
number of  
pupils.

The number of pupils enrolled at the end of the year in all Government schools, classified as primary, was 945 as compared with 879 at the end of 1933. This increase is due in part to the fact that a number of children on the Kakamega Goldfields entered the Eldoret School during the course of the year. This total roll consisted of 587 boys and 358 girls. There is a general tendency for the proportion of boys to girls to rise in the primary schools, and this may be accounted for by the fact that parents are availing themselves of the facilities for girls' education which are being provided to an increasing extent by private enterprise.

Compulsion.

2. No progress is to be reported in the proposal to introduce compulsory education for European children in the Colony. Finance has been the factor which has made postponement of this scheme inevitable, but the matter has been under consideration during the year and it is hoped that some progress may be possible in 1935.

3. A record number of pupils on the roll is reported, the total at one time reaching the figure of 230. This school passes on boys for further education on the completion of Standard V. Thirty-six boys entered the Prince of Wales School and fourteen boys were admitted to public schools at home. It has been possible to open a small workshop, which has proved very popular, the boys making wireless sets, repairing sports equipment, and generally mending articles broken in the school.

Primary  
School,  
Nairobi.

4. This school has been full during the course of the year, which commenced with a roll of 156 and finished with 152 children in the school.

Parklands  
Primary  
School,  
Nairobi.

A great need of this school is an assembly room. It was possible to sanction an open-air building during the year and some of the materials were supplied. At the time of writing this Report the assembly room is being planned. A weekly class in elementary carpentry has been started.

Miss L. V. Shelton, who had been headmistress since the school opened in 1929, retired in April, and Mrs. D. J. Cameron, from the staff of the Nakuru School, was appointed in her place.

5. The average number of pupils on the roll for the year was 167, a decrease of three in comparison with 1933. The boarding accommodation, both for boys and girls, was full to capacity and there was a waiting list during most of the year.

Nakuru School.

It is satisfactory to report that the health of the school was good throughout the year, apart from an epidemic of coughs during the last term.

The Christ's Hospital Foundationership, available for Kenya in 1934, was awarded to a pupil of this school.

A most satisfactory achievement during this year was the construction of a school swimming bath. This undertaking was made possible mainly by the generosity of parents and friends, who subscribed the necessary funds.

The school shoofing team had the distinction of being the first winners of the Legat Inter-Schools Challenge Cup.

6. The number of children attending this school rose from 93 in the previous year to 127, of whom 60 were boarders. Health has been good, except for cases of malaria, contracted mostly by children from the gold-mining areas. There has

Eldoret  
School.

been a tree-planting campaign at this school and the appearance of the playing fields and the grounds should be greatly improved as a result of this effort.

There is still a certain amount of vacant boarding accommodation. This is partly due to the opening of two private boarding houses in the town, which are able to charge lower fees.

**Kitale School.** 7. The average roll of this school rose from 59 in 1933 to 73 this year. At the end of the last term, there were 80 children in attendance. The health of the school was not satisfactory, numerous cases of malaria were reported and in the third term there was a wide-spread, though fortunately mild, epidemic of influenza. It is very sad to report that two day children died of blackwater fever during the year. The extension of boarding accommodation became a somewhat pressing matter and, by certain structural alterations, it became possible to accommodate an increased number of boy boarders.

**Private hostels.**

8. Grants in aid of boarders were awarded for the first time this year to private hostels in connection with the Government School, Nanyuki, and the aided school at Rumuruti. These grants have made it possible to admit a number of children from outlying farms, who would otherwise be unable to receive education.

**Private schools.**

9. The number of private schools increased from fifteen to seventeen. The number of pupils at the end of 1934 was 671 as compared with 526 at the end of the previous year. Certain of these schools contain secondary classes.

**Kenton College.**

10. This opportunity is taken of welcoming the appearance within the Nairobi area of Kenton College from Kijabe. Handsome buildings were erected during the year in one of the Nairobi suburbs. The new school was opened early in 1935.

**Loreto Convent, Eldoret.**

11. Extensions to the building and improvements in the accommodation were carried out at this school.

#### (b) Indian Education.

**Government schools.**

12. One new Government school was opened in February. This was the elementary school at Mombasa which took over the buildings vacated by the Indian Girls' School. There is now a total of eleven primary schools, with a roll of 1,785 at the end of the year. If to these are added the 1,184 boys in the two secondary schools, the total number of pupils in Government schools will be found to have increased from 2,536, in the previous year, to 2,969.

13. A satisfactory year's work is reported but there was considerable pressure on the accommodation. The year closed with a roll of 688.

Nairobi  
Elementary  
School.

14. The new buildings were opened in February by Lady Cunliffe-Lister. The school year opened with a roll of 200, which had increased to 310 by the end of December.

Girls' School  
Mombasa.

14. There was a slight decrease in the roll from ninety-four in the previous year to eighty-seven. Additional provision was made for the teaching of Urdu classes during the year. The transport facilities provided by the Indian Girls' Education Society were of considerable value to the school.

Girls' School,  
Nairobi.

15. In both the girls' schools there is still a need for well-trained mistresses. Steps have been taken during the period under review to improve matters, but the chief obstacle has been a lack of the necessary financial provision.

16. Considerable increase in the number of pupils attending this school was reported and the owners of the building added a small temporary classroom which accommodated the children on the waiting list. The necessity for providing permanent buildings for this school was given considerable attention but up to the present it has not been found possible to make the necessary funds available.

Thika.

17. The roll of this school rose from 162 to 202. This school continues to take the full primary course successfully and passed four boys in the Cambridge Preliminary examination. A further considerable increase in the roll is anticipated owing to the erection of boarding hostels by two Indian communities in the town and the necessity for increasing the accommodation is a matter for earnest consideration.

Kisumu.

18. A rapid increase in numbers in this new school took place from ninety-seven boys, who entered in February, to 163 boys on the roll at the end of the year. The school is well organized for the needs of small children. It has been possible to transfer several of the lower classes from the Allidina Visram High School to this school and in this way the pressure on the accommodation at the secondary school has been considerably relieved.

Mombasa Ele-  
mentary  
School.

19. One of the chief difficulties in organizing the work of the Indian primary schools is that two vernaculars, Gujerati and Urdu, are in use during at least the first six years of the course. Thus, at Nakuru, it was necessary to employ three teachers to teach forty-two children, because the Gujerati and Urdu sections were approximately equal in number and for

Medium of  
instruction.

practical purposes constituted two separate schools. The possibility of making English the medium of instruction at a somewhat earlier stage in the school course might well be considered.

Indian private schools.

20. The number of pupils in fifty-three private schools showed an increase from 3,298 to 3,646.

Grants-in-aid.

21. The procedure with regard to the payment of grants-in-aid remained unchanged. It was unfortunately not possible to aid every school which claimed, or was eligible for grant-in-aid, but the funds available were spread as widely as possible. The number of schools on the grant-in-aid list increased to a total of forty-five as compared with thirty-nine in the previous year.

*(c) Goan Education.*

22. A total roll of 340 was reported from the five schools attended by Goan children. The Goan schools in Nairobi and Mombasa were assisted out of public funds and grants in respect of Goan children were made to the Catholic Parochial School, Nairobi, and the Convent School, Mombasa.

*(d) Arab Education.*

23. It is satisfactory to note that the number of pupils enrolled in the five schools, apart from the secondary school, increased from 391 to 458. This increase was chiefly to be accounted for at the Arab School, Mombasa.

Arab School, Mombasa.

24. The roll of the school increased from 217 to 248, reaching a maximum figure of 256 in September. The school continues to fulfil successfully its dual function of preparing boys for entrance to the Coast Secondary School and of providing a general elementary education for Arabs and Africans in the town.

25. The facilities for technical training provided at Waa are also open to pupils from this school. The career of an artisan does not appear to be a popular one among the boys of Mombasa and it is therefore satisfactory to note that five pupils proceeded from this school to Waa during the year.

Ali bin Salim School, Malindi.

26. The roll of the school increased by three to eighty-four, and three pupils proceeded to the Coast Secondary School for further education. School handwork was introduced in the lower classes with satisfactory results. Progress in school gardening was also reported. Unfortunately the school football ground had to be given up and a new ground had to be

sought. In the meantime alternative forms of recreation were organized, such as rounders, sports, and model dhow racing. A serious outbreak of smallpox occurred in the town, the whole school was immediately vaccinated and only one pupil contracted a mild form of the disease. A complete medical examination of the whole school was carried out by the Medical Officer from Kilifi. His report showed an increase in the incidence of hook-worm and sub-tertian malaria, and he considered that predisposing famine conditions had paved the way for illness and debility. All children were provided with the necessary treatment and the prescribed medicines.

(c) *African Education.*

27. The former primary school course had been found to be somewhat formal and unreal on the literary side and difficult to co-ordinate with the work of technical apprentices at the schools. Under the Grant-in-Aid Rules, 1934, aided schools were released from the necessity of training technical apprentices and it was generally considered that this was an opportune moment for introducing a revised primary syllabus which would assist schools in developing well-balanced general courses with a strong practical bias in the direction of the needs of the African communities. A small special committee was set up for the purpose and worked in collaboration with the Board of Examiners, the Inspectors and Principals of African Schools. The revised syllabus was approved during the year and came into force on the 1st January, 1935.

Primary school  
syllabus.

28. The subjects of the course are arranged under three groups, as follows:—

*Group A.*—Mathematics, geography, nature study with hygiene.

*Group B.*—Agriculture, arts and crafts, domestic science for girls.

*Group C.*—Swahili, English, history.

Detailed syllabuses were approved for each of these subjects and the most suitable text-books known to be available were recommended.

29. The course prescribed covers a period of three years—Standards IV, V, and VI. At the primary school examination at the conclusion of the course a candidate must satisfy the examiners in four subjects, namely, mathematics, any one subject from Group B, English or Swahili, together with one other subject, not being a second language. It is hoped that

in this way the primary school examination will be used with a certain amount of elasticity to meet the needs of candidates of various types. Thus, a candidate desiring to proceed to a secondary or vocational school will offer a course of at least six subjects including English and Swahili. On the other hand, a pupil completing his schooling at Standard VI and leaving to earn his living in the reserves might well offer the minimum subjects of mathematics, Swahili, agriculture and arts and crafts.

30. The normal medium of instruction for the course and for the examination is Swahili, but a provision has been made that if the managers of any school desire for any special reason to use English as the medium, they may make application to the Director for permission to do so. At the time of writing this Report one such application has been received and approved and that from an area in which non-Bantu pupils predominate.

31. Certain modifications were included in the examination requirements for girls desiring to complete the primary school course.

32. It was laid down clearly that the syllabus was intended to be used as a guide to the schools in carrying out a progressive plan of development over the next four or five years and that it was not intended to deprive any school of its individuality or of its initiative in pursuing such a plan of development. Most schools began to introduce the Standard IV course at the beginning of 1935.

Elementary  
school  
syllabus.

33. A revision was also made of the syllabus prescribed for elementary schools in order to bring it into line with the new primary syllabus.

Girls' school  
syllabus.

34. At the same time steps were taken to draw up a special syllabus for girls' schools. A draft syllabus was completed and is now receiving the attention of the teachers concerned.

Elementary  
school  
examination.

35. This examination had served a very useful purpose in earlier stages of development in the African schools, but in recent years it had become increasingly apparent that this early stage of usefulness was past and, indeed, latterly, it had become a semi-Government examination with only two subjects, arithmetic and Swahili, set and marked departmentally. With the agreement of the Advisory Council and Board of Examiners this examination was therefore abolished as from the end of the year.

36. In some areas, which are served by several large primary schools, a need is felt for standardizing the entrance examinations and it seems probable that some form of common entrance examination, on a district or provincial basis, will be necessary.

37. An important amendment to the Rules under the Native Lands Trust Ordinance, 1930, was made in August by which it is hoped greater security of tenure will be given to managers in regard to school plots. By this amendment, a distinction is made between sub-elementary schools which do not provide instruction beyond the first standard of the syllabus and other schools.

Land for  
schools in  
Native

38. Applications for the establishment of new sub-elementary schools may now be disposed of by a Local Native Council resolution; for applications in respect of other schools, the former procedure remains unchanged, namely, a site must be set apart or leased under the Native Lands Trust Ordinance Rules.

39. During 1933 a Committee, representative of the Protestant and Roman Catholic Missions working in the Kikuyu Districts, reached agreement on a uniform orthography for Kikuyu and admitted three phonetic symbols into the proposed alphabet. This alphabet was accepted by Government early in the year under review and certain preliminary steps were taken to bring it into effect. Later in the year the Kenya Missionary Council drew the attention of Government to serious dissatisfaction which it was alleged existed in various parts of the Kikuyu country with regard to the new orthography. The Committee met again and the position was considered afresh. As a result, Government approval of the standardized alphabet was withdrawn early in 1935.

Reserves.  
Standardiza-  
tion of  
vernacular  
orthographies.

Kikuyu.

40. The course of events in regard to the Dho-Luo language was in the reverse order. The Committee on the Dho-Luo language submitted its report in August and recommended an agreed alphabet in which no non-Roman letters or symbols were introduced. The Report was forwarded to the appropriate language authorities in London and was not fully approved. It was stated that by setting out to avoid the use of non-Roman letters the Committee had made it impossible to construct an adequate orthography for Dho-Luo. The matter is now being reconsidered by the local committee.

Dho-Luo.

41. It is regrettable that an impasse should have been reached with regard to the spelling of two of the most widely spoken vernaculars in Kenya.



**Government  
schools—  
numbers.**

42. There was an increase in the number of pupils attending the Government primary and village schools. The total roll was 4,037 as against 3,530 in the previous year. Of this total, 1,488 pupils were boarders and 2,364 were pupils in the thirty-three village schools.

**Machakos.**

43. An innovation was the introduction of a class for training telegraph linesmen for the Post and Telegraph Department. Fifteen apprentices underwent this course under the supervision of the Telegraph Inspector. The teaching of English has been extended and all classes now take this subject as provided for in the departmental syllabus. Despite the prevalence of famine conditions in many parts of the reserve, there has been an increased attendance at the village schools controlled from Machakos.

**Native Industrial Training  
Depot, Kabete.**

44. The average number of pupils on the roll for the year was 357. Mention has already been made that under the new grant-in-aid rules technical apprentices are no longer required to complete the first two years of their training at a primary school. In theory, the training at the Native Industrial Training Depot becomes a post-primary course, though some considerable time must elapse before this can be brought completely into effect. During the year forty-five apprentices entered direct to the school for a four-year apprenticeship and a satisfactory proportion of them had completed the primary stage of general education. Some difficulty was experienced in connection with the training of carpenters. This course is so much more popular than that for masons that the admission of carpenters has had to be restricted. One hundred and seventy-five boys completed their apprenticeship during the year and, to the great relief of all concerned, employment was found for the great majority of them. Gang work was carried out at various places in the Colony from Mombasa to Kisii and the approximate cost of the buildings completed was nearly £20,000.

45. The Depot renders valuable assistance to the schools in the Nairobi district by repairing school furniture during the school holidays. This work causes a certain amount of disorganization in the workshops but it is of instructional value and helps the schools considerably.

46. Efforts have been made, as in previous years, to ascertain the whereabouts and employment of all ex-apprentices. It appeared certain that almost every smith and painter, trained at the Depot, was in employment and also more than 70 per cent of the carpenters. The position with regard to

masons was unsatisfactory owing to the very limited amount of building work in most areas. Many of the masons come from Kavirondo and many of those at present unemployed will, it is hoped, be absorbed when permanent buildings are erected on the goldfields.

47. The school course ranged from Standard III to Standard V during the year, with an average roll of 115. The present building scheme was practically completed. In this school the Principal reported that he was not altogether satisfied with the working of the "house" system. The prefects, as a body, showed little or no aptitude for leadership, and could not be given responsibility for the efficient control of any major portion of the school activities. He ascribed this initial failure to the fact that the pupils were drawn from tribes having no long history of efficient tribal organization. A fee of Sh. 40 per annum is charged at this school but from a variety of causes only Sh. 2,300 was collected. The school agricultural work was successful on the whole in spite of an exceptionally long dry season early in the year. Attempts were made to tackle the great problem of the prevention of soil erosion and various root crops were planted as wash stops. **Kakamega.**

48. Early in the year it was decided to extend the school to accommodate 360 pupils so that it would serve the whole Kikuyu Province. Satisfactory progress was made in the erection of the new buildings. At the end of the year the first batches of pupils from the Fort Hall and Kiambu districts were selected and they were admitted to the school at the beginning of the first term, 1935. An addition of fifty-four acres was made to the school plot, making the total acreage 108. This land is being developed progressively for practical work under the primary school agricultural syllabus. A successful year concluded with the primary school examination when twenty-three candidates out of thirty passed the examination. **Kagumo, Nyeri.**

49. A teacher-training class was inaugurated and candidates were also admitted from the Government schools at Tambach and Kapenguria. Forty acres of land were under cultivation, with very satisfactory results from both an educational and a practical standpoint. It was reported that the yield of maize was sufficient to supply the whole school in this respect for 1935. The attendance at the six out-schools in the Nandi country was somewhat discouraging. **Kapsabet.**

50. The Lumbwa school had a roll of approximately 100 during the year. Two new classrooms and an office were **Kabianga, Kericho.**

erected by the six technical apprentices at the school under native instructors. This school is to be heartily congratulated on winning the Denham Drill Shield for the year. In connection with the agricultural course, fifteen acres of land were cultivated and a good deal of food was produced which supplemented the depleted boarding vote. It was possible to devote considerable attention to the danger from soil erosion in the neighbourhood of the school and the work of terracing an area of sloping ground provided a very valuable object lesson. One new out-school was completed and it promises to develop as an educational and social centre.

**Tambach.**

51. New buildings erected during the year included a dining-hall, dormitory and teacher's house. All pupils received instruction in agriculture on the eight acres of land available for school gardens.

**Kapenguria.**

52. It was unfortunately not possible to proceed with the programme of new buildings during the year, but the construction of a pipe-line was undertaken and the difficulty of obtaining an adequate water supply during the dry season has now been overcome. The school is still at the elementary stage in classroom work. Through a friendly arrangement with the Bible Churchmen's Missionary Society, Kacheliba, it is hoped that some of this elementary work may be done in the future in the mission village schools before the pupils enter the Government school. Good crops were obtained from the ten acres cultivated by the school. Much valuable work was done in connection with nine agricultural demonstration plots in various parts of the reserve. The primitive method of irrigation, as practised by the Hill Suk, encourages soil erosion in many places. This matter has received particular attention during the Principal's visits to the demonstration plots but he reports that owing to the innate conservatism of the people his warnings have so far had little effect. At Kapenguria one plot has been terraced and a school garden has been contour-drained with the object of teaching the pupils how to combat soil erosion.

**Kisii.**

53. The buildings for this new school were completed during the year under review and the first sixty pupils were admitted early in 1935.

**Loitokitok.**

54. The primary school certificate examination was held for the first time and six boys passed out of the eight candidates entered. The first permanent school building was opened during the year, a dining-hall which will also serve as an assembly hall. Practical instruction is given in irrigation

and the growing of vegetables. Very promising crops of vegetables were unfortunately destroyed by game just as they were ready for use. Instruction in the preparation of hides was commenced towards the end of the year. The area of land under cultivation was increased by twelve acres bringing the total to thirty-six acres.

55. The state of this school has not been altogether satisfactory during the year. In March two bodies of about fifty pupils left the school, one body presenting itself to the District Commissioner, Kwale, and the other to the Inspector of Schools, Mombasa, to explain certain grievances. The chief causes of complaint concerned fatigue duties and the issue of food and soap. These complaints were not found to be well-grounded and some of the boys had to lose two weeks of their holidays. Fifteen apprentices deserted during the year and the attendance fell from 138 to 103. Waa.

56. In January, 1935, a recrudescence of trouble occurred and eighteen boys created a disturbance. These eighteen boys were expelled, changes were made in the staff and in the organization of the school.

57. Waa is well provided with menial staff in comparison with other Government African schools and there are several senior African teachers on the staff. It is the most expensive of the Government African schools and receives no support from the Local Native Councils apart from about £50 annually from Digo. The future of this institution is a matter for close examination.

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## CHAPTER V.

### SECONDARY EDUCATION.

#### (a) *European.*

This school commenced the year with a total roll of 125, eighty-nine being boarders and thirty-six day pupils. At the close of the year, there were ninety-six pupils on the roll, sixty-seven boarders and twenty-nine day pupils. The average roll for the year was 106. It is satisfactory to report that the number of pupils in the higher classes continues to increase. The results of the 1934 examinations are as follows:— Prince of  
Wales School.

	<i>Entered.</i>	<i>Passed.</i>
Junior Cambridge ... ..	24	8
School Certificate ... ..	15	12
Higher School Certificate ...	1	1

Girls' Secondary School, Nairobi.

2. The position with regard to buildings at the Girls' Secondary School remained unchanged during the year. The Headmistress reports as follows :—

“The past year has been eventful in every branch of the school life. The results of the Cambridge Local Examinations were again good, and were as follows :—

	<i>Entered.</i>	<i>Passed.</i>
Cambridge Preliminary ...	12	12
Cambridge Junior ...	15	14
Cambridge School Certificate...	12	9

The informal education, which is stimulated by means of competitions and entertainments, has continued happily.

A very successful sports day was held in July.

Advantage was taken of the McMillan Library lectures, many of which were attended by senior girls.

Seventeen girls passed the first-aid examination of the Junior Red Cross Society.

The sound state of the school sports fund permitted the resumption of lacrosse as a school game in addition to hockey and tennis.

It is a happy feature in our life that the membership of our Old Girls' Association is increasing. Two of our old girls have been responsible for running, as lieutenants, our guides and in this they have done excellent work.”

(b) *Indian Education.*

3. The work of both the large secondary schools was very successful during the year.

4. At the London Matriculation examination twenty-seven candidates were presented and twenty-one passed, of whom two were placed in the first division. This high percentage of passes is particularly creditable because every pupil who completes the course is allowed to take the examination.

The School Debating Society was active and six successful gatherings took place in the course of the year.

The Dramatic Society gave a well-attended performance of three short plays.

The annual sports took place in September and proved a great success.

Nairobi Secondary School.

The annual oratorical contest took place in November before an appreciative audience. The award of the judges was announced by the Attorney General who gave helpful criticism to the competitors together with some valuable hints on the art of public speaking.

5. In August, the Cambridge Local Examination Syndicate announced that the Indian vernaculars of the School Certificate examination would be recognized for the purpose of exemption from the Matriculation examination of the University of London. Due consideration was given to a proposal to substitute the School Certificate for the London Matriculation at this school but it was finally decided not to make the change for the present.

School  
Certificate  
examination.

6. Accommodation is becoming a problem again and the school has been full to its utmost capacity throughout the year.

7. The average number of boarders in the hostel was forty. The new Khoja Hostel in Nairobi, built by a private trust, was nearly completed at the end of the year and will probably have the effect of reducing the numbers in the Government hostel.

Hostel.

8. Various improvements have been made in the school grounds and playing fields and the pupils have taken their full share of the manual work involved.

9. The problem of employment for boys leaving the school continued to engage the anxious attention of the school committee. Through their efforts several pupils were placed in a Nairobi bank and others were enabled to fill vacancies in offices and with firms.

Employment.

10. The school continued to make steady progress throughout the year. The transfer of several classes to the new elementary school in Mombasa has set free accommodation which was urgently required by the bigger boys. At the London Matriculation Examination thirteen candidates entered and ten passed, two of these being in the first division.

Allidina  
Visram High  
School,  
Mombasa.

11. Four new cups were presented to the school and were allotted to house games. The new playing field is proving very successful and was used for cricket and hockey. Levelling and planting of the remainder of the field went forward, and a new pavilion was acquired.

12. Through the generosity of Sir Ali bin Salim a club-room has been provided for the school scouts in the town.

(c) Arab Education.

Coast  
Secondary  
School,  
Shimo la Tewa.

13. There was a decrease of ten in the roll during the year, eighty as compared with ninety in the previous year.

Examinations.

14. Five boys entered for the Cambridge Junior Examination and three passed. Of the thirteen candidates entered for the Cambridge Preliminary Examination, six passed.

15. The curriculum, which is designed to meet the requirements of the Cambridge Local Examinations, remained unchanged and the additional activities of carpentry, physical training, games and school gardening were carried on successfully.

Discipline.

16. A serious breach of discipline occurred in the month of June when all the pupils, except twenty, left school and went into Mombasa. As a result of this action one pupil had to be expelled and several others superannuated. An inquiry into the cause of the trouble was conducted by the Inspector of Schools. One grievance was found to be that a quantity of maize meal had been used in the bread with the object of increasing its food value. Other grievances were dissatisfaction with the school discipline and with the instruction. A subsidiary cause may have been that celebrations were taking place in Mombasa in connection with a Mohammedan holiday. At the beginning of the third term of the year, various changes were made in the cooking of food and in the serving of meals; the timetable was lengthened for classwork, preparation was held in the afternoon instead of the evening; the time previously given to evening preparation was utilized for private reading or extra study and the hour for lights out was made earlier. No further breaches of discipline occurred and the general spirit of the school improved and this was reflected in the examination results at the end of the year. Tree planting was continued; over 150 trees were planted.

(d) African Education.

Post Primary  
Training  
Courses.

17. Out of 240 successful candidates at the primary school examination, 82 per cent proceeded to secondary schools or to Government or Mission training schools in the following year. The actual percentages were :—

	<i>Per cent.</i>
Teacher training ... ..	36
Government vocational schools ...	25
Secondary schools ... ..	21

18. The following new scholarships were awarded by the Local Native Councils during the year :—

To the Alliance High School	...	27
To Kabaa High School	... ..	5
To Makerere College	... ..	6

19. The maximum roll during 1934 was 113 as against 110 in 1933. A change was made in the teacher training course, by which the first year of the primary teacher's course will be taken at the primary schools and the second year only, leading to the Primary Teachers' Examination, will be taken at the Alliance High School. It is hoped that in this way ten to twelve qualified teachers will leave the school annually. Some changes were made in the clerks' course in order to bring it more into line with the requirements of the Government Arab and African clerical examination. The school had a very successful year in football and in athletics and hockey was started as an experiment and soon became very popular. The new school chapel was completed in May and dedicated in June. This dignified and beautiful little edifice was built and equipped by trained Africans from the Native Industrial Training Depot.

20. Rather more than one-half of the students in residence during the year were Kikuyu. The only other tribe represented by more than ten pupils was the Kamba with fifteen pupils.

21. The roll of students doing secondary work increased to 111. Under the new rules, these classes have been recognized as a secondary school for the purposes of grant-in-aid.

## CHAPTER VI.

### UNIVERSITY AND COLLEGE POST-SECONDARY EDUCATION.

#### (a) *European.*

The Rhodes Scholar who was appointed in 1930 was at Oxford during the year. It is not known definitely at present when another Rhodes Scholar will be appointed.

#### (b) *Indian.*

2. The admission of Indian students from Kenya to home universities is being arranged, as heretofore, through the Director of Colonial Scholars in London.



*(c) African.*

3. The number of Kenya students at Makerere increased to nine during the year. The question of the employment of these students when they return to Kenya is receiving attention.

## CHAPTER VII.

## TRAINING OF TEACHERS.

*(a) European.*

Now that European primary teachers are included in the Local Civil Service, it is essential to provide some means for training teachers locally. With this object in view, negotiations were opened with the National Froebel Union. It is proposed to employ local girls who have passed the School Certificate examination as pupil teachers. During their first tour of service (four years) they should be able to pass Part I and the written portion of Part II of the Froebel Teachers' examination and complete the course for the Froebel B Certificate during their first overseas leave.

*(b) Indian.*

The need for training local Indians as teachers for the Indian primary schools in Kenya has received attention. The most economic solution would doubtlessly be a common centre for training such teachers for the East African Territories.

*(c) African.*

The following African teachers were successful at the Government Teachers' examinations held at the close of the year :—

Elementary Teachers' Certificate	...	156
Lower Primary Teachers' Certificate...		62
Primary Teachers' Certificate	...	8

**Jeanes School.** This year brought to a close the first decade in the history of the Jeanes School.

In his Annual Report the Principal writes as follows :—

"For the first time since 1926 the whole of the expenses of running the school was borne by the Education Department. The last of the Carnegie contributions was used up at the end of 1933 and in April of this year a special illustrated report was drawn up for presentation to the Carnegie Corporation in token of appreciation for the generous assistance afforded by them during the years 1927-33. Particular attention was

paid in that report to the agricultural and health training work done in and through the school, since the additional funds made available had been utilized primarily for those purposes.

It was inevitable that this year there should be a small decline in the number of men and women in training. The reduction in the quota of health workers undergoing training for the Medical Department Service is referred to later. We started the year with a total of ninety-three pupils, fifty-one men and forty-two women. Of the men, twenty were health workers and six agricultural demonstrators. At the end of the year there were only thirty-eight men and twenty-eight women. Of the men twenty-four were in training as Jeanes teachers including five from Uganda and four from Tanganyika, so that Kenya had but fifteen men of both years. The remainder consisted of ten health workers and four teachers sent for a special three months' course for the Lower Primary Teachers' Certificate. It is likely that such special courses will be developed, and thus a new sphere of activity will open up for the school. At the end of the year arrangements were made for a year's course to fit teachers for the new primary school agricultural syllabus, and a satisfactory number of candidates was obtained. A full account of this course will appear in the report for 1935.

A further factor accounting for the reduction in the number of pupils in training was the change in the school calendar.

Owing to deficiency of resources in native staff the Agricultural Department had to abandon with regret the idea of sending any more instructors for the year's course in methods of teaching and co-operation. These courses were begun in 1932, and two groups totalling eleven men received this extra training.

At the annual speech day held in August, the hon. the Director of Education presented provisional certificates to ten Jeanes teachers (of whom three were from Uganda and one from Tanganyika), seven health workers, six agricultural demonstrators, three small-holders, sent by request of the Local Native Council, Fort Hall, and thirteen women who had obtained a satisfactory standard of proficiency in their final examination.

*Staff.*—We had the good fortune to be able to work with a complete staff for the whole of the year.

*Buildings and Land.*—The only extensive addition to our permanent buildings was a new demonstration and practice

school erected by Native Industrial Training Depot apprentices in August–September. Stone was quarried on our own land for the construction of a house for the health worker posted to the Jeanes dispensary. An open-air theatre was constructed on the site of an old quarry near the pump house and this was used on several occasions, notably on speech day itself, for plays.

*Teacher Training and Practice School.*—For practice teaching five out-schools of the Church Missionary Society, Kabete, were used. The Jeanes Practice School at Mwimuto in the Reserve near by carried on fairly successfully until August, with an average attendance of sixty-eight. The new demonstration school on our land was opened ready for use on November 13th and the Mwimuto children transferred themselves to it with great alacrity, giving it a local name, Kiangobi. Almost immediately the numbers rose to nearly 100 pupils. By arrangement with the Church Missionary Society, the two teachers were transferred to Government Service at the end of the year. The building has been equipped with semi-bush furniture, the bench and table legs being of round poles and the tops only of sawn timber.

*Agricultural Training.*—In the last term of the year a full year's course in co-operative theory and method was started. This was thought to be necessary owing to the increasing number of teachers in the field who are attempting to start societies with very inadequate knowledge of what they mean to do and how to do it. The first term was devoted solely to simple account keeping. The health workers attended the courses as well as the second-year Jeanes teachers.

The close of the normal school year in August saw the end of the courses for the agricultural instructors and small-holders. The latter course was frankly an experiment and as yet we have no evidence of its success or otherwise, but it revealed the difficulty of trying to run a number of different courses at the same time and in the same place.

*The Co-operative Shop.*—The adverse position of the shop at the beginning of the year was corrected by the date of the half-yearly balance sheet in July, but no dividend was paid then. This should be possible by January, 1935. An ex-Jeanes teacher has been installed as salesman, and since he began no trouble has arisen with regard to stock.

*Credit Society.*—The Savings and Credit Society continues to function in a small way. A number of credits have been granted for the purchase of ploughs and hand cultivators and

all the twenty medical workers were supplied with bicycles on credits extending over two years. The total amount involved in this case is Sh. 3,200.

*Manual Training.*—During the year 1934 all the teachers and health workers were fully employed, during their manual training periods, on constructional and repair work on the station. They built a two-roomed banda, roofed it with thatch, laid cement concrete floors, made doors and windows and finally lined it with Kavirondo matting.

*The School Dispensary.*—The attendance at the dispensary still increases despite the fact that all the ante-natal patients were removed to the welfare centre.

Total attendance on the surgical side ... ..	5,442
Total attendance on the medical side ... ..	5,354
	<hr/>
Total ...	10,796

making an increase of 175 on last year's attendance.

*Welfare Centre.*—During the year this was given a permanent home and we may look for a flourishing ante-natal clinic in the future. Its main function is the education of the women in training but it is hoped that a lady doctor will be able to come out once a week for the clinic, instead of monthly as at present. There has been an attendance of 396 patients, with an average of six in-patients per term.

*Red Cross Classes.*—Thirteen men and women sat for the final Red Cross examination in August, of whom ten were successful. They were granted the Senior Certificate from the Red Cross Society. This item of training is now fully established and has the full support and approval of the Red Cross Society in Kenya.

*Health Workers.*—Our function with regard to these men is to put the resources of school and staff at the disposal of the Medical Department for theoretical and practical education. Since they are included in the general scheme of training for the African Medical Service a fuller account of their work is included in the annual report of the Medical Department.

*Training of Women.*—The wives of the men in training are entering into every phase of school life more and more. They have their own committee and also two representatives on the School Council of Elders. At one time they were mere listeners but now they are not afraid to speak, and to make

requests. There is never any difficulty with attendance at lessons; in fact they wish for more instruction than it is possible to give them at present.

*Jeanes Teachers in the Field.*

*General.*—At the end of the year there were ninety-six men at work in Kenya, five in Uganda and one in Tanganyika, making 102 in all. There was a loss of seven men for various causes. The table below gives some idea of the position :—

JEANES GROUPS 1927 TO 1934

Men (Group Names)	Year of Passing Out	Total No. Completing Course	Losses	In service end of 1934
Mwenge ..	1927	15	7	8
Nzige ..	1929	23	11	12
Mambo Leo..	1930	20	5	15
Mageuzo ..	1931	24	4	20
Majilio ..	1932	23	2	21
Bendera ..	1933	17	1	16
Waskauti ..	1934	10	0	10
		132	30	102

There are also eighteen health workers now at work and eleven agricultural demonstrators who have had some training in the Jeanes school, as well as three small-holders.

By the end of 1935, allowing for normal wastage, there will be over 100 men at work in Kenya. Salaries continue to decrease and on the whole it is the men on higher pay who retire. The sum of £1,750 required this year for the refund of two-thirds salary was as usual included in estimates for African education. It has to be remembered that the men are distributed all over the Native Reserves from the Coast to the Lake and thus, through a common loyalty, and indirect guidance and control from a central source, help to exercise a unifying and persistent drive in the direction of village development.

*Financial Aspect.*—A word more may be said about the cost of the system. Of the total sum of £5,500 (in round figures) which represents the amount spent by Government on the Jeanes School and Jeanes teachers, £1,850 only was required to maintain the system in the field, or roughly £20 per man. All members of staff spent most of August and part

of September in safaris in practically every district where Jeanes teachers are employed. The value of such visits enabling them to get into touch with teachers and schools, missionaries and Government officials, cannot be over-estimated. In addition, a refresher course, attended by forty women, described below, was held in January, in lieu of a refresher course for the men. These two items of expenditure accounted for £100. The remainder of the money went, as already mentioned, to the refund of two-thirds of salary of certified Jeanes teachers, employed in the supervision of at least three village schools. Actually, so far as our figures show, in 1934, 533 such schools were visited by Jeanes teachers quarterly (an average of 6.27 per teacher per quarter). How much is actually accomplished by such visits it is difficult to say briefly. Some effect a very great deal, others are more or less failures, but on the whole, and taking all the difficulties of their work into consideration, they are fully justifying the expenditure.

In their school supervision the Jeanes teachers are doing their best despite the initial handicap of their own comparatively low standard of scholastic attainment. Each year however the qualifications of candidates are improving. There seems to be room for two types of men, a few fit to supervise the highest standard of elementary school, and the rest better fitted to work among the masses of sub-elementary or bush schools.

So far as general welfare work outside the school is concerned, the difficulties, as one might expect, are enormous and the position of Jeanes teachers is often rather invidious. The gradual extension of the activities of the Medical and Agricultural Departments into African villages relieves them of a good portion of the programme of work which was originally planned for them. The responsibility of Jeanes men is increasingly becoming one of liaison work.

*Jeanes Wives' Refresher Course.*—A fortnight's course was held in January when forty wives were present, seventeen from Kikuyu districts, two from Ukamba, fifteen from Nyanza, five from Coast Province and one from Uganda. Four of them belonged to the first Jeanes group and had left us in 1927. The women were allowed to bring with them their youngest children. The success of the course was, in a large measure, due to voluntary helpers from outside the staff who took series of lessons in the following subjects:—

Singing, first-aid, sewing and cutting-out, child care."

TABLE SHOWING JEANES TEACHERS, HEALTH WORKERS,  
AGRICULTURAL DEMONSTRATORS ETC.  
IN TRAINING AND SERVICE, 1934

	In Service	In Training	Total
<b>KENYA—</b>			
Kikuyu .. .. .	46	5	51
Bantu Kavirondo .. .. .	26	3	29
Luo .. .. .	24	10	34
Masai .. .. .	3	0	3
Teita .. .. .	5	1	6
Giriama .. .. .	4	1	5
Chonyi .. .. .	1	1	2
Pokomo .. .. .	1	1	2
Duruma .. .. .	1	0	1
Digo .. .. .	1	1	2
Kipsigis .. .. .	3	1	4
Mwimbi .. .. .	2	0	2
Embu .. .. .	1	1	2
Meru .. .. .	3	0	3
Nandi .. .. .	2	0	2
Kisii .. .. .	2	0	2
Kamba .. .. .	14	3	17
<b>TANGANYIKA—</b>			
Bondei .. .. .	0	2	2
Muhehe .. .. .	1	0	1
Mugogo .. .. .	0	1	1
<b>UGANDA—</b>			
Bugishu .. .. .	0	1	1
Samia .. .. .	1	0	1
Teso .. .. .	1	1	2
Acholi (Lango) .. .. .	1	1	2
Ankole .. .. .	2	1	3
Toro .. .. .	0	1	1
Total .. .. .	145	36	181
Death, retirement, transfer, dismissal, etc.	8	0	8
Removal owing to unsuitability .. .. .	0	4	4
<b>NET TOTAL .. .. .</b>	<b>137</b>	<b>32</b>	<b>169</b>

Total number of Jeanes Teachers actually in employment in Kenya at the end of 1934—95.

## CHAPTER VIII.

### EDUCATION OF GIRLS.

#### (a) *European Education.*

Reference has been made to the position in European education in Chapter V.

#### (b) *Indian Education.*

2. There has been a rapid increase in numbers at the Government Girls' School in Mombasa. The school is now developing a secondary top and the appointment of one or more highly qualified assistant mistresses is under consideration in so far as the financial provision will permit.

3. In Nairobi the progress anticipated at the Government school has not been fully realized and the position is in all essentials unchanged. The small Government school has a very serious language difficulty to cope with. The Gujerati and Urdu sections are approximately equal in number and every class from sub-Standard A to Standard VI has to be duplicated. On the other hand, seven large aided schools managed by the various communities continue to expand in spite of the fact that the reduced rate of grant-in-aid continued in force throughout the year.

#### (c) *African Education.*

4. There are no Government schools for girls and this very important branch of education continues to be carried out by the Missions. The wives of Jeanes teachers in training continue to receive instruction in domestic subjects at the Jeanes School. The Government village schools are technically open to girls as well as to boys but in practice few girls attend these schools as yet. It is satisfactory to note that seventeen Mission girls' schools were placed on the aided list under the new Grant-in-Aid Rules.

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## CHAPTER IX.

### MEDICAL INSPECTION.

This service remains in abeyance but wherever possible medical officers carry out inspections in the schools of their areas. A thorough medical examination of the pupils of the Coast Secondary School was made and a particularly valuable report issued.

#### BOY SCOUTS AND GIRL GUIDES.

The year was one of great activity in scouting in the Colony and was memorable for the formation of the Kenya



Scout Council. Rapid progress was reported, especially at the Coast and in Nyanza. Provisional troops of African scouts have now been recognized in Nairobi, Kericho and Bukura.

The Girl Guides report a very successful year and the formation of the first company of Indian Guides and Brownies at H.H. the Aga Khan School, Nairobi. The third Ranger Company in Kenya was formed at Eldoret. The annual camp at the Coast, besides being most enjoyable, provided unusual facilities for guide training.

#### CHILDREN'S HOLIDAY CAMP.

The Children's Holiday Camp, which is organized by a Committee, was held as usual at Likoni, near Mombasa. The children had a fortnight at the sea; health was good on the whole and the camp was a success generally.

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### CHAPTER X.

#### CO-OPERATION WITH OTHER DEPARTMENTS.

The year's work has been satisfactory with regard to co-operation with other departments. There is close contact with the Administration in most of the educational effort under review. District Commissioners are also Presidents of Local Native Councils. The statistics of the expenditure of the Councils on education are an index of the growing demands made on the time of the District Commissioners for the consideration of educational matters in the native reserves. In many areas District Commissioners act as chairmen of European and Indian School Committees and devote a great deal of thought and time to the increasing business undertaken by these committees.

#### *Medical Department.*

The Director of Medical Services reports as follows:—

*“Hospital Assistants.*—The class of recruits who came at the beginning of 1934 was selected from all tribes and included members of tribes such as the Masai, Elgeyo, Digo, tribes which had previously sent none for training. All recruits in 1934 had obtained the Primary School Certificate, and they were selected by the Principals of their schools.

At the beginning of 1935 it will be possible to recruit even better candidates. In areas where candidates are numerous, the primary schoolboy is debarred from immediate admission to the depot and has to serve a year of apprenticeship in a

district hospital, Government or Mission. After a year in this hospital he is transferred to the Medical Training Depot.

Training has been progressively lengthened and the scale of emoluments has been gradually decreased during 1933 and 1934.

The hospital assistant who has completed his training, ranks as a Grade II clerk, and is governed in all respects by the Code of Regulations for the Arab and African Clerical Service.

The method of training has become in recent years increasingly practical.

At the beginning of 1934, nineteen recruits were engaged as the new junior year.

At the end of the year, six learners of the senior year sat for the final examination. All passed both in the reports on the year's work in the practical nursing examination, and in the theoretical and oral examination conducted by the two external examiners.

*Compounder Assistants.*—Recruits are selected from boys who have passed through a secondary school, and have gained the Junior Secondary Certificate, that is they have done two more years schooling than the primary schoolboy, and have studied elementary chemistry and physics, subjects which are extremely helpful if not essential to anyone undergoing training as a compounder.

One difficulty is being already experienced, for by selecting only secondary school boys, practically all those chosen are Kikuyu who more than other tribes have pressed for higher education. It is probably not so essential that a compounder in any district hospital should be a member of the tribe of that district but other things being equal this is desirable. During 1934 two Kikuyu and one Mkamba were recruited, and arrangements have been made to recruit two Luo and one Kikuyu at the beginning of 1935.

At the end of the year two senior learners were examined in the theory and practise of compounding, pharmacy and materia medica. Both passed in the theoretical examination.

*Health Workers.*—A Committee of those responsible for the training of health workers, and of medical officers and sanitary inspectors examined the whole position. The Committee found that the health worker was seldom as competent

as a dresser in the medical care of the patients who came to the dispensary. It was decided that the health worker should be trained only in preventive medicine and that only in this capacity should he work. Health workers were placed under the supervision of the sanitary inspectors. It was decided that they could not be effectively employed in districts where there were no sanitary inspectors. No recruits were admitted in 1934.

One member of the senior class failed in the final examination in July, 1934, and has returned to the Jeanes School for further instruction. Twelve members of the junior class sat for an examination held in July, 1934, ten passed and have subsequently become the senior class and two have been discharged. A total number of eighteen health workers have completed training. Eleven were undergoing training at the end of 1934.

#### *Agricultural Department.*

The Director of Agriculture reports as follows :—

*Native Agricultural Training Centres.*—The primary object of the two agricultural schools maintained by the Department is the training of Africans for work as native agricultural instructors in native reserves and for imparting practical agricultural instruction to Africans who at the conclusion of their training will obtain a livelihood on their own land. Among other matters these institutions also provide facilities for demonstrating and teaching the value of superior varieties of crops and crops new to districts, cultural methods applicable in areas concerned, conservation of soil fertility including the storage and application of animal manure, the value of rotational systems of cropping and the manner in which land may best be used according to particular circumstances.

With the advance in the standard of education and intelligence of natives available for admission to these schools, it will be possible in the near future to restrict entry to those who have passed the Primary School Examination of the Department of Education. This will enable the standard of agricultural education to be raised, and make it possible to teach not only methods but the principles on which they are based. Their modification according to circumstances of the population situated in areas of varying conditions of rainfall, soils and situation with regard to food requirements and markets, will also be more fully taught.

The value of layout and management of small holdings was emphasised in the course of instruction.

In the absence of funds for increase in the number of schools, advantage was taken of facilities on seed farms to increase the educational influence of the Department in native reserves and selected natives were admitted to these farms for periods of a few months as circumstances permitted.

*Scott Agricultural Laboratories.*—Accommodation and funds allowed the maintenance of sixty natives at this school. Excluding the Coast Province, apprentices were drawn from parts of the Colony east of a line running north and south through Nakuru. Owing to the attractions of other vocations, considerable difficulty was experienced in obtaining post-primary school examination candidates, but several applied and were admitted. Twenty apprentices completed the course of instruction at the end of the year, of whom fifteen obtained employment as native agricultural instructors.

*Bukura, North Kavirondo.*—Although drawn mainly from the Bantu and Luo races of North, Central and South Kavirondo, the fifty-six apprentices at this school included representatives from the more pastoral areas of the Suk, Kamasia, Elgeyo, Marakwet, Nandi and Lumbwa Districts. A new feature of instruction at this school during the year was the inauguration of annual refresher courses for native agricultural instructors which were attended by natives training as teachers at the Church Missionary Society School, Maseno.

*Native Veterinary Services.*—The educational system which was adopted by the Division of Animal Industry some few years ago for native pastoral development is linked up with the administration of veterinary services and is chiefly concerned with the development of native pastoral resources. It is essentially a system of demonstration and propaganda.

These educational and demonstrational centres were established in certain native reserves as facilities were available, at which tribesmen are received for a period of two years' training in disease control and animal husbandry. Each centre is staffed by a veterinary officer, who is also in charge of the veterinary activities of the native area in which the centre is located, and by a stock instructor or stock inspector who has special training in disease control and native pastoral development. In this way a wide range of work, complementary in nature, is concentrated under one staff.

Although the Department has been requested to do so, it has not been possible, during the year, to add to the following centres already established :—

Ngong, located in and serves the Masai Reserve.

Maseno, located in and serves Central Kavirondo Reserve.

Machakos, located in and serves Machakos–Kitui Reserves.

Sangalo, located in and serves North Kavirondo Reserve.

Baraton, located in and serves Nandi Reserve.

It has been necessary for reasons of economy to close the Isiolo Centre which formerly served the Northern Frontier District.

It is hoped to complete the centre at Mariakani to serve the Coast Province as soon as funds are available.

Every endeavour is made to restrict admission to those who have obtained the Primary School Certificate. It is however, not always possible to obtain such pupils and in order that full advantage may be taken of the facilities provided, pupils not in possession of the desired certificates, are selected and given elementary education to prepare them for their course of technical studies. It is expected that from the year 1935 onwards, post-primary pupils will be available each year up to the number of vacancies at centres.

The total number of pupils accepted at all centres during the year was : 124 with a distribution as follows :—

<i>Training Centre.</i>	<i>No. of Pupils.</i>
Ngong ... ..	47
Maseno ... ..	29
Machakos ... ..	20
Sangalo ... ..	12
Baraton ... ..	16."

*Inter-Territorial Language Committee.*

The Inter-Territorial Language Committee did not meet during the year, but consultation with regard to the translation of books into Swahili and other matters proceeded as hitherto.

*Relations with Missions.*

Excellent relations with all the missionary societies have been maintained throughout the year, and their valuable contributions to the cause of African education are gratefully

acknowledged. The difficulties in connection with the application of the new Grant-in-Aid Rules (vide paragraph 9) could not have been solved without a real spirit of co-operation. The Missions, perhaps even more seriously than many other people, are feeling the effects of the long period of financial depression and it is to be hoped that in the near future their prospects may improve.

GENERAL.

It is pleasant to record the great assistance which has been afforded by the Advisory Councils and the School Committees. The loyal collaboration of all members of the staff of the Department has rendered the past year one of steady progress in spite of many difficulties. As I only arrived in Kenya at the end of November, I am indebted to Mr. R. H. W. Wisdom, Chief Inspector of Schools, for the main drafting of this Report.

E. G. MORRIS,

*Director of Education.*

## APPENDIX A

SUMMARY OF RECOMMENDATIONS OF THE CONFERENCE OF  
DIRECTORS OF EDUCATION, 1933, IN REGARD TO  
AFRICAN EDUCATION POLICY.

(1) To extend elementary vernacular education as widely as possible and build the education structure in pyramidal fashion with that elementary vernacular education as its foundation and basis with the definite purpose of developing the people of the country on the lines most suitable to their environment. The special aim to be kept in view should be to increase useful production. Two essentials are required. These are :—

- (i) The adequate training of teachers for employment in the elementary schools both male and female.
- (ii) The development of a curriculum aiming deliberately at practical instruction in agriculture (including animal husbandry) suitable to the locality of the individual school.

(2) To provide training, in a carefully regulated manner, for those who are fitted to fill posts in the administrative and technical services of all kinds in the country, and, generally to provide opportunities for more advanced education for a limited number, recognizing that such provision must depend on the financial resources of each territory.

(3) The education of women and girls is recognized as at least equal in importance to that of boys and men. Every effort should be made to reduce the disparity between the facilities provided for boys and those provided for girls.

(4) To provide technical and vocational training to meet the needs of the country whether in the African village or in the European workshop or farm. So far as is practicable training of an elementary character should be given in all schools with a view to the improvement of housing conditions in the African village.

(5) On the understanding that state schools where necessary are not excluded, to give grants-in-aid for the encouragement of voluntary effort in carrying out (1), (2), (3) and (4) and to encourage the native authorities to utilize as fully as possible the services of missionary bodies.

## APPENDIX A—Contd.

(6) To utilize institutions in the neighbouring territories for higher education where accommodation is available rather than build new institutions.

(7) To provide an adequate European staff for the supervision and inspection of all educational work in order to ensure vitality in the educational system and to secure the efficient carrying out of the Government's policy.

## APPENDIX B

EUROPEAN LOCAL CIVIL SERVICE  
SCALES OF PAY OF PRIMARY EDUCATION OFFICERS

	Scale of Salary
PRINCIPAL (MALE), PRIMARY EUROPEAN EDUCATION—	
Schools of 200 Pupils and over .. .. .	£660-15-720
Schools of 100-199 Pupils .. .. .	£520-10-660
PRINCIPAL (FEMALE), PRIMARY EUROPEAN EDUCATION—	
Schools of 100-199 Pupils .. .. .	£400-10-520
PRIMARY EDUCATION OFFICERS (MALE)—	

Scale	Qualifications			Scale of Salary
	Academic	Professional	Experience	
A	Graduate of recognized University.	Certificate recognized as equivalent to Board of Education Certificate.	—	£420-20-520 -10-600
B	—	Ditto	—	£360-20-520 -10-600
C	Graduate of recognized University, Higher School Certificate or Intermediate or equivalent.	Nil	—	£240-20-360
		Certificate recognized as less than Board of Education Certificate.	2 years	£240-20-360
			4 years	£240-20-360
D	Matriculation or School Certificate or equivalent.	Nil	—	£180-15-210
E	Higher School Certificate or Intermediate or equivalent.	Nil	—	£150-15-210
	Matriculation or School Certificate or equivalent.			



APPENDIX B.—*Contd.*

PRIMARY EDUCATION OFFICERS (FEMALE)—

Scale	Qualifications			Scale of Salary
	Academic	Professional	Experi- ence	
A	Graduate of recognized University.	Certificate recognized as equivalent to Board of Education Certificate.	—	£360-20-420 -10-500
B	—	Ditto	—	£315-15-360 -20-380-10 -420-10-500
C	Graduate of recognized University. Higher School Certificate or Intermediate or equivalent.	Nil	—	£225-15-315
		Certificate recognized as less than Board of Education Certificate.	2 years	£225-15-315
	Matriculation or School Certificate or equivalent.	Ditto	4 years	£225-15-315
D	Higher School Certificate or Intermediate or equivalent.	Nil	—	£180-15-210
E	Matriculation or School Certificate or equivalent.	Nil	—	£150-15-210

NOTE.—(i) Black figures indicate efficiency bars.

(ii) These posts carry certain privileges in respect of leave, passages, medical attendance and a Provident Fund.

**APPENDIX C**  
**GRANTS IN AID OF AFRICAN EDUCATION RULES, 1934**  
**SCHEDULE**  
**GRANTS IN AID OF RECURRENT ANNUAL EXPENDITURE**

Rule	Service	Rate not Exceeding	Special Conditions
12	Sub-Elementary Schools. Provision, supervision and equipment .. .. .	£50 in the case of any one Manager or Supervisor.	At least three-fifths to be spent on equipment.
13, 14	Jeanes Teachers .. .. .	Two-thirds of certified salary.	
15-17	Elementary Schools .. .. .	Half of the sum of the amount provided from (a) Grants by Local Native Council, (b) Funds provided or raised by the Managers of the school. Total not to exceed £40.	Special rates may be approved as in Rule 17.
18	Elementary Schools providing training for Elementary Teachers.	European male teacher, £350 by £10 to £450, or European female teacher, £250 by £5 to £350. European relief teacher, £70 or £50 per annum. African assistants general, £18 by £3 to £30 and £24 by £3 to £54.	Payable if 20 approved pupils are in attendance undergoing training for Teachers' Elementary Certificate.
19	Primary Day Schools .. .. .	European male, £350 by £10 to £450, or European female, £250 by £5 to £350. European assistant, £200.  Relief teacher, £70 or £50 per European teacher per annum. African assistants general, £18 by £3 to £30 and £24 by £3 to £54.	Payable only if 30 pupils are in attendance above elementary stage. *Payable if the attendance is 200 or over, of whom 50 are above the elementary stage. Salary according to qualifications.  Number and qualifications to be approved.
20	Primary Boarding Schools—Boys	European Principal, £450 by £10 to £550.  European assistant, £350 by £10 to £450.  European assistant, £300 by £10 to £400.	*Payable only if 40 pupils are in attendance above elementary stage, of whom one-third may be day scholars. Payable only if 90 pupils are in attendance above elementary stage, of whom one-third may be day scholars. Payable only if 150 pupils are in attendance above elementary stage, of whom one-third may be day scholars.

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\*Proportionate grants are payable when full numbers required are not reached.

SCHEDULE—Contd.

Rule	Service	Rate not Exceeding	Special Conditions
20	Primary Boarding Schools Boys —Contd.	Relief teacher, £70 per European teacher per annum. African assistants (technical), £30 by £3 to £60 ; African assistants (general), £24 by £3 to £54.	" Salary according to qualifications. Number and qualifications to be as approved.
22	Primary School Boarding .. ..	£2/10 per pupil.	As prescribed in Rule 22.
23	Girls' Schools .. ..	European teacher, £250 by £5 to £350 ; Euro- pean teacher, £250 by £5 to £350. European relief teacher, £50 per teacher per annum. African teachers, £12 by £2 to £24.	*Grant for two teachers payable only if 50 pupils are in attendance.
24	Girls' Boarding .. ..	£2/10 per pupil.	Number and qualifications to be approved. As prescribed in Rule 24.
25	Secondary Schools .. ..	(a) £30 per boarding pupil making 75 per cent of possible attendances or over. (b) £20 per day pupil making 75 per cent of possible attendances or over. (c) £22/10 per boarding pupil making 50 per cent of possible attendances or over, but less than 75 per cent. (d) £15 per day pupil making 50 per cent of possible attendances or over, but less than 75 per cent. (e) £15 per boarding pupil making 25 per cent of possible attendances or over, but less than 50 per cent. (f) £10 per day pupil making 25 per cent of possible attendances or over, but less than 50 per cent. (g) £7/10 per boarding pupil making 10 per cent of possible attendances or over, but less than 25 per cent. (h) £5 per day pupil making 10 per cent of possible attendances or over, but less than 25 per cent.	As prescribed in Rules 25-28.
29-31	Vernacular Textbooks .. ..	£100, as laid down in Rules 29-31.	

\* Proportionate grants are payable when full numbers required are not reached.

**APPENDIX D****COLONY AND PROTECTORATE OF KENYA.  
THE EDUCATION ORDINANCE, 1931.****RULES.**

IN EXERCISE of the powers conferred upon him by section 45 of the Education Ordinance, 1931, His Excellency the Governor in Council has been pleased to make the following Rules :—

1. These Rules may be cited as the Education (Fees) (Amendment) Rules, 1934, and shall be read as one with the Education (Fees) Rules, 1933, hereinafter referred to as the Principal Rules.

2. Rule 3 of the Principal Rules is hereby amended by the addition of the following proviso at the end thereof :—

“And provided further that in cases of unavoidable absence from school the fees prescribed in Rule 2 of these Rules may be reduced by the Director.”

By Command of His Excellency the Governor in Council.

Nairobi,

This 16th day of November, 1934.

**J. F. G. TROUGHTON,**  
*Clerk to the Executive Council.*

**GENERAL TABLE I.—ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR 1934.**

Population Estimated		CONTROLLED INSTITUTIONS								Non-controlled Institutions	GRAND TOTAL	Percentage to Population of Scholars in	
		University Education		School Education General			School Education Vocational					Controlled Institutions	Controlled and Non-controlled Institutions
		Arts and Science Colleges	Professional Colleges	Secondary Schools	Primary Schools	Total	Training Schools	Other Vocational Schools	Total				
	<b>INSTITUTIONS—</b>												
	<i>Male</i>												
	(a) European .. ..	Nil	Nil	(1) 2	(2) 25	27	—	—	—	Nil	27	European	
	(b) Indian and Goan ..	..	..	(1) 3	(2) 51	54	—	—	—	..	54	10·4	
	(c) Arab .. ..	..	..	1	(2) 5	6	—	—	—	..	6	Indian & Goan	
European Population 17,501	(d) African .. ..	..	..	2	(2) 1,415	1,417	(2)(4) 1	3	4	..	1,421	17·3	
	<i>Female</i>												
	(a) European .. ..	..	..	4	(3) —	4	—	—	—	..	4	Arab	
	(b) Indian and Goan ..	..	..	—	(3) 12	12	—	—	—	..	12	4·4	
Indian and Goan, Population 38,271	(c) Arab .. ..	..	..	—	(3) —	—	—	—	—	..	—	African 3·4	
	(d) African .. ..	..	..	—	(3) —	—	(3) —	—	—	..	—	..	..
	<b>Total</b> ..	Nil	Nil	12	1,508	1,520	1	3	4	Nil	1,524	..	..
	<b>PUPILS ENROLLED—</b>												
	<i>Male</i>												
	(a) European .. ..	Nil	Nil	136	828	964	—	—	—	Nil	964	..	..
	(b) Indian and Goan ..	..	..	1,471	2,461	3,932	—	—	—	..	3,932	..	..
Arab Population 12,131	(c) Arab .. ..	..	..	80	452	532	—	—	—	..	532	..	..
	(d) African .. ..	..	..	220	68,073	68,293	38	462	500	..	68,793	..	..
	<i>Female</i>												
	(a) European .. ..	..	..	312	551	863	—	—	—	..	863	..	..
	(b) Indian and Goan ..	..	..	3	2,680	2,683	—	—	—	..	2,683	..	..
African Population 3,008,000	(c) Arab .. ..	..	..	—	6	6	—	—	—	..	6	..	..
	(d) African .. ..	..	..	—	35,034	35,034	28	—	28	..	35,062	..	..
	<b>Total</b> ..	Nil	Nil	2,222	110,085	112,307	66	462	528	..	112,835	..	..

(1) One school takes boys and girls.  
 (2) Includes mixed schools and boys' schools having separate classes for girls.

(3) Schools shown under "Males" include mixed schools and boys' schools having separate classes for girls.  
 (4) Schools shown under "Primary" include those with teacher training classes.

**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1934**  
*EUROPEAN*

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education	
	University Education		School Education General		School Education Vocational		8 Total	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous	14 Total		
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools									
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£	
Local Public Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Other Sources .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
(a) Colonial Loan Funds .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
(b) Local Denominational Bodies including Missions .. .. .	—	—	—	—	—	—	Not known	—	—	—	—	—	—	—	
(c) Private Management .. .. .	—	—	—	—	—	—	Not known	—	—	—	—	—	—	—	
<b>Total .. .. .</b>	<b>£</b>	<b>—</b>	<b>11,710</b>	<b>20,104</b>	<b>—</b>	<b>—</b>	<b>31,814</b>	<b>—</b>	<b>2,640</b>	<b>20</b>	<b>—</b>	<b>41</b>	<b>2,701</b>	<b>34,515</b>	
<b>Total Expenditure from Colonial Revenues</b> 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue						17	Amount spent on Education from Colonial Revenue per head of population			18	Amount spent on Education from all sources per head of population			19
<b>£2,142,000</b>	1.61 per cent							£1 19 44				Not known			

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**GENERAL TABLE II—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1934—(Contd.)**  
**INDIAN AND GOAN**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education	
	University Education		School Education General		School Education Vocational			8 Total	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous		14 Total
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools									
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£	
Local Public Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Other Sources—															
(a) Colonial Loan Funds ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(b) Local Denominational Bodies including Missions..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
(c) Private Management ..	..	..	1,571	8,272	..	..	9,843	..	..	..	483	..	483	10,326	
<b>Total ..</b>	£	..	15,463	26,734	..	..	42,197	..	2,773	..	483	61	3,322	45,519	
<b>Total Expenditure from Colonial Revenues</b> 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population 19					
£2,142,000	1.64 per cent						£0 18 39			£1 3 79					

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**GENERAL TABLE II - ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1934—(Contd.)**

ARAB

1	TOTAL DIRECT EXPENDITURE ON EDUCATION							TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education
	University Education		School Education General		School Education Vocational		8 Total	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous	14 Total	
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools								
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	3,050	2,823	..	..	5,873	..	586	..	..	..	..	6,459
Other Sources--														
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Local Denominational Bodies including Missions.. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(c) Private Management .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total .. .. .</b>	£	..	3,050	2,823	..	..	5,873	..	586	..	..	..	586	6,459
<b>Total Expenditure from Colonial Revenue 16</b>	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population 19				
£2,142,000	0.30 per cent						£0 10 65			£0 10 65				

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**GENERAL TABLE II.—ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR 1934—(Contd.)**  
**AFRICAN**

1	TOTAL DIRECT EXPENDITURE ON EDUCATION						TOTAL INDIRECT EXPENDITURE ON EDUCATION						15 Total Expenditure on Education	
	University Education		School Education General		School Education Vocational		8 TOTAL	9 University	10 Direction and Inspection	11 Scholarships	12 Buildings, Furniture and Apparatus	13 Miscellaneous		14 TOTAL
	2 Arts and Science Colleges	3 Colleges for Professional Training	4 Secondary Schools	5 Primary Schools	6 Training Schools	7 All other Special Schools								
Colonial Revenue .. .. .	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Local Public Funds .. .. .	..	..	4,750	48,768	3,909	11,962	69,389	..	5,695	..	..	42	5,737	75,126
Other Sources :—	..	..	..	6,356	..	210*	6,566	..	..	477	9,169	..	9,646	16,212
(a) Colonial Loan Funds .. .. .	..	..	..	..	..	75*	75	..	..	..	..	..	..	75
(b) Local Denominational Bodies, including Missions .. .. .	..	..	..	..	..	..	Not known	..	..	..	..	..	..	..
(c) Private Management .. .. .	..	..	..	..	..	..	Not known	..	..	..	..	..	..	..
Total .. .. .	£	£	4,750	55,124	3,909	12,247	76,030	..	5,695	477	9,169	42	15,383	91,413
Total Expenditure from Colonial Revenue 16	Percentage of Expenditure from Colonial Revenue on Education to Total Expenditure from Colonial Revenue 17						Amount spent on Education from Colonial Revenue per head of population 18			Amount spent on Education from all sources per head of population. 19				
£2,142,000	3.51 per cent.						£0 0 50			Not known				

\* Indirect Expenditure.

**GENERAL TABLE III—COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR 1934**

CLASS OF INSTITUTION  1	CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT						CONTROLLED INSTITUTIONS UNDER PRIVATE MANAGEMENT						GRAND TOTAL		NUMBER OF SCHOLARS LEARNING	
	Managed by Government			Managed by Local Public Funds			Aided by Govt. or Local Native Council Funds			Unaided			Public and Private Management		English	Vernacular*
	Number of Institutions	Number on Roll 31-12-34	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-34	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-34	Average Daily Attendance	Number of Institutions	Number on Roll 31-12-34	Average Daily Attendance	Institutions	Scholars		
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
(a) University and Collegiate Education .. .. .	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
(b) Secondary—																
i. European .. .. .	2	211	212	Nil	Nil	Nil	..	..	..	4	237	215	6	448	448	..
ii. Indian and Goan .. .. .	2	1,184	1,154	"	"	"	1	290	247	..	..	..	3	1,474	1,269	753
iii. Arab .. .. .	1	80	80	"	"	"	..	..	..	..	..	..	1	80	80	80
iv. African .. .. .	..	..	..	"	"	"	2	220	213	..	..	..	2	220	220	220
Total .. .. .	5	1,475	1,446	Nil	Nil	Nil	3	510	460	4	237	215	12	2,222	2,017	1,053
(c) Primary—																
i. European .. .. .	12	945	834	Nil	Nil	Nil	2	46	37	11	388	339	25	1,379	1,379	..
ii. Indian and Goan .. .. .	11	1,785	1,503	"	"	"	44	3,006	2,544	8	350	291	63	5,141	2,149	3,781
iii. Arab .. .. .	5	458	399	"	"	"	..	..	..	..	..	..	5	458	151	458
iv. African .. .. .	47	4,037	3,525	"	"	"	289	34,050	22,857	1,083	65,548	42,828	1,419	103,635	3,287	103,635
Total .. .. .	75	7,225	6,261	Nil	Nil	Nil	335	37,102	25,438	1,102	66,286	43,457	1,512	110,613	6,966	107,874
Total of Schools and Colleges under Public and Private Management .. .. .	80	8,700	7,707	Nil	Nil	Nil	338	37,612	25,898	1,106	66,523	43,672	1,524	112,835	8,983	108,927

\*Including Swahili,

TABLE IV—RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR 1934

NAME OF EXAMINATION	Number of Scholars who completed during the year the course of studies prescribed for the examination				Number of Candidates				Number Passed				Race of Candidates Passed			Percentage of Column 13 to Column 9	Percentage of Column 13 to Column 5
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Total	European	Indian and Goan	Arab and African		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
I Cambridge Examinations—	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)	(a) (b)				(a) (b)	(a) (b)
(i) Higher School Certificate ..	1 ..	.. ..	.. ..	1 ..	1 ..	.. ..	.. ..	1 ..	1 ..	.. ..	.. ..	1 ..	1 ..	.. ..	.. ..	100 ..	100 ..
(ii) School Certificate ..	27 2	.. 2	11 1	38 5	27 2	.. 2	11 1	38 5	21 ..	.. ..	7 ..	28 ..	28 ..	.. ..	.. ..	74 ..	74 ..
(iii) Junior Certificate ..	39 124*	.. 16	9 9	48 149*	39 124	.. 16	9 9	48 149*	22 52	.. 4	9 3	31 59	31 56	.. 3	65 50	65 50	65 50
(iv) Preliminary Certificate ..	53 182†	.. 22	24 15	77 219†	53 182	.. 22	24 15	77 219†	39 134	.. 13	15 3	54 150	54 144	.. 6	70 68	70 68	70 68
II. London Matriculation ..	.. 25	.. 2	1 14	1 41	.. 25	.. 2	1 14	1 41	.. 22	.. ..	1 2	1 24	1 24	.. ..	100 59	100 59	
III. Kenya Departmental African Examination—																	
Jun. Secondary School ..	..	61	1	62	..	61	1	62	..	28	..	28	..	..	28	45	..
Primary School ..	142	447	66	555	142	447	66	555	72	163	11	246	..	..	246	38	..
Elementary School ..	251	1,751	675	2,677	251	1,751	675	2,677	181	637	399	1,217	..	..	1,217	45	..
Primary Teachers ..	3	12	1	16	3	12	1	16	1	7	..	8	..	..	8	50	..
Lower Prim. Teachers ..	31	87	6	124	31	87	6	124	15	44	3	62	..	..	62	50	..
Elem. Teachers ..	15	161	53	229	15	161	53	229	10	107	39	156	..	..	156	68	..
Jun. Second. Clerks ..	..	11	..	11	..	11	..	11	..	7	..	7	..	..	7	64	..

(a) European.

(b) Other races.

\*Includes 5 Arabs

†Includes 13 Arabs.

**TABLE V—NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS IN 1934.**

1	PRIMARY SCHOOLS		SECONDARY SCHOOLS		ARTS AND SCIENCE COLLEGES	
	2 Under Public Management	3 Other Institutions	4 Under Public Management	5 Other Institutions	6 Under Public Management	7 Other Institutions
<b>EUROPEAN SCHOOLS—</b>						
Trained Graduates .. ..	12	6	10	7	Nil	Nil
Untrained Graduates .. ..	4	7	4	3	"	"
Trained Non-graduates .. ..	17	2	3	10	"	"
Untrained Non-graduates ..	7	14	1	3	"	"
<b>INDIAN &amp; GOAN SCHOOLS—</b>						
Trained Graduates .. ..	5	7	7	—	Nil	Nil
Untrained Graduates .. ..	6	7	16	6	"	"
Trained Non-graduates .. ..	14	41	8	—	"	"
Untrained Non-graduates ..	39	82	17	7	"	"
<b>ARAB SCHOOLS—</b>						
Trained Graduates .. ..	—	—	—	—	Nil	Nil
Untrained Graduates .. ..	2	—	1	—	"	"
Trained Non-graduates .. ..	—	—	—	—	"	"
Untrained Non-graduates ..	—	—	2	—	"	"
<b>AFRICAN SCHOOLS (EUROPEAN STAFF)—</b>						
Trained Graduates .. ..	4	23	—	3	Nil	Nil
Untrained Graduates .. ..	5	12	—	3	"	"
Trained Non-graduates .. ..	25	81	—	3	"	"
Untrained Non-graduates ..	9	42	—	—	"	"
<b>AFRICAN SCHOOLS (AFRICAN STAFF)—</b>						
Certificated Teachers .. ..	80	829	—	8	Nil	Nil
Uncertificated Teachers* ..	41	1,599	—	1	"	"

\*Includes technical instructors.

**GENERAL TABLE VI—EUROPEAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**

**(a) Government**

	1		2		3		4		5		6		7	8	9	10		11						
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources			Total					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				From Colonial Revenues	From Fees			From Mission or Denominational Funds	Loan Funds and L.N.C.	Private Management		
a) Maintenance Charges ..	£	..	£	11,710	£	19,911	£	..	£	..	£	31,621	£	27,179	£	4,442	£	..	£	..	£	..	£	31,621
b) Capital Expenditure on Building Equipment ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	£	..	£	11,710	£	19,911	£	..	£	..	£	31,621	£	27,179	£	4,442	£	..	£	..	£	..	£	31,621
Average Annual Cost per Pupil to Colonial Revenue ..	..	..	£	51 11 69	£	21 18 09	..	..	..	..	£	27 16 71	£	23 18 51	..	..	..	..	..	..	..	..	..	..
To Local Public Funds (L.N.C.)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	£	51 11 69	£	21 18 09	..	..	..	..	£	27 16 71	£	23 18 51	..	..	..	..	..	..	..	..	..	..

**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies.—Not Known**

**(d) Other Private Managements.—Not Known**

NOTE.—Boarding costs are excluded from this Table.

**GENERAL TABLE VI - INDIAN AND GOAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY**  
**(a) Government**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total	7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female					Loan Funds and L.N.C.	Private Manage- ment								
(a) Maintenance Charges ..	£	..	£	13,380	£	12,860	£	..	£	..	£	26,240	£	19,735	£	6,505	£	..	£	..	£	..	£	26,240
(b) Capital Expenditure on Building Equipment ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	£	..	£	13,380	£	12,860	£	..	£	..	£	26,240	£	19,735	£	6,505	£	..	£	..	£	..	£	26,240
Average Annual Cost per Pupil to Colonial Revenue ..	..	..	£	11 2s. 82	£	7 17s. 89	..	..	£	9 5s. 44	£	6 19s. 47	..	..	..	..	..	..	..	..	..	..	..	..
Average Annual Cost per Pupil to Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	£	11 2s. 82	£	7 17s. 89	..	..	£	9 5s. 44	£	6 19s. 47	..	..	..	..	..	..	..	..	..	..	..	..

**(b) Local Public Funds.—Nil.**

**(c) Mission or Local Denominational Bodies.—Not Known**

**(d) Other Private Management.—Not Known**

NOTE.—Boarding costs are excluded from this table.

**GENERAL TABLE VI—ARAB—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY  
(a) Government**

	1 Colleges		2 Secondary Schools		3 Primary Schools		4 Training Institutions		5 Other Vocational Schools		6 Total		7 From Colonial Revenues	8 From Fees	9 From Mission or Denominational Funds	10 From Other Sources		11 Total							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Loan Funds and L.N.C.	Private Manage- ment													
(a) Maintenance Charges ..	£	..	£	3,050	£	2,823	£	..	£	..	£	5,873	£	4,749	£	..	£	..	£	..	£	*1,124	£	5,873	
(b) Capital Expenditure on Building Equipment ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Total .. £	..	..	..	3,050	..	2,823	..	..	..	..	..	5,873	..	4,749	..	..	..	..	..	..	..	1,124	..	5,873	
Average Annual Cost per pupil																									
(a) To Colonial Revenues ..	..	..	£	37 3s. 90	£	6 17s. 37	..	..	..	..	£	11 18s. 26	£	9 12s. 66	..	..	..	..	..	..	..	..	..	..	..
(b) To Local Public Funds (L.N.C.) .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total Average Cost per Pupil	..	..	£	37 3s. 90	£	6 17s. 37	..	..	..	..	£	11 18s. 26	£	9 12s. 66	..	..	..	..	..	..	..	..	..	..	..

**(b) Local Public Funds—Nil.**

**(c) Missions or Local Denominational Bodies—Nil.**

**(d) Other Private Management—Nil**

\* Endowment Ali bin Salim School, Malindi.

NOTE.—Boarding costs are excluded from this Table.

GENERAL TABLE VI.—AFRICAN—GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY

(a) Government

	1		2		3		4		5		6		7	8	9	10		11
	Colleges		Secondary Schools		Primary Schools		Training Institutions		Other Vocational Schools		Total					From Other Sources		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female				Loan Funds and L.N.C.'s.	Private Management	
£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	
Maintenance Charges ..	..	..	20,144	3,909	12,247*	36,300	34,062	..	..	2,238	..	36,300	..	..	..	..	..	..
Capital Expenditure on Building and Equipment ..	..	..	9,069*	..	..	9,069	..	..	..	9,069	..	9,069	..	..	..	..	..	9,069
Total .. £	..	..	29,213	3,909	12,247	45,369	34,062	..	..	11,307	..	45,369	..	..	..	..	..	45,369
verage annual cost per pupil to Colonial Revenue † ..	..	..	£5/4/35	£46/10/60	£33/10/16	£8/14/19	..	..	..	..	..	..	..	..	..	..	..	..
verage annual cost per pupil to Loc. Public Fds. (L.N.C.) †	..	..	£0/11/25	..	£0/11/97	£0/11/06	..	..	..	..	..	..	..	..	..	..	..	..
total average cost per pupil †	..	..	£6/6/10	£46/10/50	£34/2/13	£9/5/25	..	..	..	..	..	..	..	..	..	..	..	..

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(b) Local Public Funds—Nil.

(c) Missions or Local Denominational Bodies—Not Known.

(d) Other Private Managements—Not Known.

N.B.—Boarding costs are excluded from this Table.

† On basis of Recurrent Expenditure only.

\* An amount of £410 is common to both. This represents the value of N.I.T.D. chargeable services employed on L.N.C. works.

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TABLE VII

DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE  
NUMBER ON THE ROLL, 1934

	Boys	Girls	Total
<i>(a) EUROPEAN SCHOOLS. (14)</i>			
Prince of Wales, Kabete .. .. .	106	..	106
Girls' Secondary, Nairobi .. .. .	..	121	121
European Primary Schools—			
Broederstroom .. .. .	36	27	63
Eldoret .. .. .	72	44	116
Farm Schools—			
674 (Kipkabus).. .. .	15	15	30
140 .. .. .	7	8	15
139 .. .. .	11	3	14
Kilimani, Nairobi .. .. .	17	10	27
Kitale .. .. .	46	27	73
Mombasa .. .. .	11	13	24
Nairobi .. .. .	146	54	200
Nakuru .. .. .	100	67	167
Nanyuki .. .. .	15	10	25
Parklands .. .. .	88	67	155
Total ..	670	466	1,136
<i>(b) INDIAN AND GOAN SCHOOLS. (13)</i>			
Allidina Visram High School, Mombasa ..	614	..	614
Government Secondary School, Nairobi ..	587	..	587
Indian Elementary School, Nairobi ..	591	..	591
Indian Elementary School, Mombasa ..	140	..	140
Indian Girls' School, Nairobi .. .. .	..	87	87
" " School, Mombasa .. .. .	..	290	290
Indian School—			
Eldoret .. .. .	63	40	103
Fort Hall .. .. .	21	3	24
Kisumu .. .. .	176	..	176
Lamu .. .. .	31	6	37
Machakos .. .. .	43	17	60
Nakuru .. .. .	35	10	45
Thika .. .. .	48	28	76
Total ..	2,349	481	2,830
<i>(c) ARAB SCHOOLS (6)</i>			
Ali bin Salim School, Malindi .. .. .	85	..	85
Arab Primary, Mombasa .. .. .	235	..	235
Arab Primary, Lamu .. .. .	35	..	35
Coast Secondary, Shimo la Tewa .. .. .	82	..	82
Malindi Village Schools (2) .. .. .	85	6	91
Total ..	522	6	528

TABLE VII—(Contd.)  
 DISTRIBUTION OF GOVERNMENT SCHOOLS, WITH AVERAGE  
 NUMBER ON ROLL 1934—(Contd.)

	Boys	Girls	Total
<i>(d) AFRICAN SCHOOLS (14 CENTRAL 33 VILLAGE)</i>			
Jeanes School, Kabete.. .. .	47	37	84
Native Industrial Training Depot, Kabete ..	357	..	357
Government African School—			
Kabianga Kericho .. .. .	108	..	108
Kagumo Nyeri .. .. .	120	..	120
Kakamega .. .. .	115	..	115
Kapenguria .. .. .	62	..	62
Kapsabet .. .. .	131	..	131
Loitokitok .. .. .	100	..	100
Machakos .. .. .	194	..	194
Narok .. .. .	63	..	68
Tambach .. .. .	92	..	92
Waa .. .. .	120	..	120
Agricultural School, Bukura .. .. .	55	..	55
Agricultural School, Scott Labs. .. .. .	60	..	60
Village Schools—			
Coast 6) .. .. .	248	..	248
Kabianga (1) .. .. .	45	..	45
Kapsabet (6) .. .. .	285	..	285
Kibra .. .. .	30	..	30
Kitui (4) .. .. .	422	..	422
Machakos (14) .. .. .	1,250	..	1,250
Pumwani .. .. .	80	..	80
Total .. .. .	3,989	37	4,026

**TABLE VIII**  
**DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN, INDIAN AND GOAN SCHOOLS WITH AVERAGE NUMBER ON ROLL, 1934**

	Boys	Girls	Total
<b>(a) EUROPEAN SCHOOLS (17)</b>			
Highlands School, Nairobi .. .. .	16	30	46
Hill Preparatory School, Nairobi .. .. .	9	25	34
†Kenton College, Kijabe .. .. .	42	..	42
Limuru Girls' School .. .. .	2	52	54
Loreto Convent, Eldoret .. .. .	8	41	49
Loreto Convent, Nairobi .. .. .	16	102	118
Mount Elgon School, Kitale .. .. .	5	6	11
Mount Kenya School, Nanyuki .. .. .	1	14	15
Mrs. Clarke's, Westlands, Nairobi .. .. .	29	23	52
Mrs. Fletcher's Mombasa .. .. .	15	5	20
Mrs. Fischer's Eldoret .. .. .	6	6	12
Pembroke House, Gilgil .. .. .	55	..	55
Rift Valley Academy, Kijabe .. .. .	18	13	31
*Rumuruti .. .. .	15	23	38
*Sergoit Farm School .. .. .	11	..	11
St. Andrew's Turi .. .. .	20	20	40
St. Helens, Parklands.. .. .	9	17	26
<b>Total .. .. .</b>	<b>277</b>	<b>377</b>	<b>654</b>
<b>(a) INDIAN AND GOAN SCHOOLS (53)</b>			
Adarsha Vidyalaya, Nairobi .. .. .	64	28	92
*Arya Samaj Girls', Kisumu.. .. .	..	89	89
*Arya Samaj Girls', Nairobi .. .. .	..	137	137
*Balmandir Institute .. .. .	110	7	117
*Bora School, Nairobi.. .. .	19	17	36
*White Sisters Convent, Mombasa .. .. .	45	89	134
*Catholic Parochial, Nairobi .. .. .	115	99	214
*Cutchi Gujerati Girls', Nairobi .. .. .	..	243	243
Goan School, Kisumu .. .. .	10	9	19
*Goan School, Mombasa .. .. .	23	27	55
*Goan School, Nairobi (Dr. Ribeiro) .. .. .	53	74	127
*Gurdwara Bazaar Girls, Nairobi .. .. .	..	95	95
H. H. Aga Khan School—			
*Asembo Bay .. .. .	15	19	34
*Boys', High Mombasa .. .. .	271	2	273
*Girls', Kisumu .. .. .	..	42	42
*Girls', Mombasa .. .. .	..	221	221
* „ Nairobi .. .. .	..	165	165
*Homa Bay .. .. .	7	7	14
*Kapsabet .. .. .	8	6	14
*Kisii .. .. .	10	10	20
*Kendu Bay.. .. .	12	11	23
*Mumias .. .. .	16	5	21
*Rungwe .. .. .	6	5	11
*Sultan Hamud .. .. .	15	5	20

† Moved to Nairobi in 1935

\* Receives a grant-in-aid.

TABLE VIII—(Contd.)  
 DISTRIBUTION OF AIDED AND UNAIDED EUROPEAN  
 INDIAN AND GOAN SCHOOLS—(Contd.)

	Boys	Girls	Total
<i>(b) INDIAN AND GOAN SCHOOLS—Contd.</i>			
Indian School —			
*Gilgil .. .. .	12	8	20
*Karatina .. .. .	15	12	27
*Kericho .. .. .	25	17	42
*Kiambu .. .. .	11	7	18
*Kikuyu .. .. .	8	12	20
*Kitale .. .. .	20	19	39
*Likoni .. .. .	11	7	18
*Limuru .. .. .	5	14	19
*Luanda .. .. .	11	10	21
*Malindi .. .. .	34	21	55
*Maragua .. .. .	9	20	29
*Mariakani .. .. .	18	7	25
*Meru .. .. .	34	14	48
*Indian School, Naivasha .. .. .	32	14	46
*Ngong .. .. .	8	8	16
*Nyeri .. .. .	26	12	38
Sotik .. .. .	4	10	14
Voi .. .. .	20	8	28
*Yala .. .. .	15	9	24
Joseph Christian's, Mombasa .. .. .	81	1	82
*Khalsa Girls, Nairobi .. .. .	..	117	117
*Khalsa Boys, Nairobi .. .. .	28	..	28
*Khoja Shia Isna Ashari, Mombasa .. .. .	46	61	107
Landies School Mkupa, Mombasa .. .. .	12	14	26
*Madressae Burhania, Mombasa .. .. .	79	96	175
*Muslim Girls', Nairobi .. .. .	..	101	101
*Shri Sanatana, Nairobi .. .. .	..	75	75
Solanki Gujerat School, Mombasa.. .. .	34	..	34
Visa Oswar Balmandir, Nairobi .. .. .	25	2	27
Total	1,427	2,108	3,535

\* Receives a grant-in-aid.

**TABLE IX.**

**DISTRIBUTION OF MISSION SCHOOLS, PUPILS, Etc.**

MISSION	Number of Assisted Schools		Number on Roll				Number of Unassisted Schools		Number on Roll				Total of Schools	Total on Roll		
	Central	Bush	Central		Bush		Central	Bush	Central		Bush			Boys	Girls	Total
			Boys	Girls	Boys	Girls			Boys	Girls	Boys	Girls				
1. Africa Inland Mission ..	5	7	379	286	262	164	8	30	633	345	780	187	50	2,054	982	3,036
2. Alliance High School ..	1	..	109	..	..	..	..	..	..	..	..	..	1	109	..	109
3. Bible Churchmans Society ..	..	..	..	..	..	..	2	1	110	..	9	21	3	131	12	143
4. Church Missionary Society ..	14	75	2,395	1,398	6,570	2,153	1	273	30	80	12,126	5,085	363	21,121	8,716	29,837
5. Church of God Mission ..	1	11	165	96	271	156	1	56	32	22	1,358	1,129	69	1,826	1,403	3,229
6. Church of Scotland Mission ..	3	76	872	339	5,159	1,723	..	1	..	..	23	9	80	6,054	2,071	8,125
7. Friends Africa Mission ..	2	12	139	36	1,412	734	..	259	..	..	10,083	11,555	273	11,634	12,325	23,959
8. Gospel Missionary Society ..	2	5	142	89	205	81	..	14	..	..	335	129	21	682	299	981
9. Methodist Mission ..	1	..	109	52	..	..	1	35	86	37	2,409	338	37	2,604	427	3,031
10. Neukerchen Mission ..	..	..	..	..	..	..	1	16	35	19	266	214	17	301	233	534
11. Nilotic Independent Mission ..	..	..	..	..	..	..	1	8	147	103	210	190	9	357	293	650
12. Pentecostal Assemblies ..	..	4	..	..	170	110	1	21	138	210	559	436	26	867	756	1,623
13. R.C. Consolata Mission ..	9	1	836	517	38	2	12	46	550	345	1,034	266	68	2,508	1,130	3,638
14. R.C. Holy Ghost Mission ..	7	7	993	646	313	62	5	69	577	332	2,163	706	88	4,046	1,746	5,792
15. R.C. Mill Hill Mission ..	10	19	1,366	641	1,008	647	..	85	..	..	2,491	854	114	4,865	2,142	7,007
16. Salvation Army ..	..	..	..	..	..	..	4	23	163	94	1,044	488	27	1,207	582	1,789
17. Seventh Day Adventist M. ..	2	10	34	16	475	212	..	83	..	..	2,023	1,098	95	2,532	1,326	3,858
18. Independent Schools ..	..	7	..	..	534	154	..	26	..	..	1,352	437	33	1,886	591	2,477
<i>Total</i> ..	57	234	7,539	4,116	16,417	6,198	37	1,046	2,501	1,596	38,327	23,124	1,374	64,784	35,034	99,818

TABLE X

## TEACHER TRAINING INSTITUTIONS.

*A.—EUROPEAN—NIL. B.—INDIAN—NIL. C.—ARAB—NIL.**D.—AFRICAN :*

NAME OF SCHOOL	Organization	No. in training
Jeanes School .. .. .	Government ..	28
African School		
Kabianga .. .. .	Government ..	8
Kapsabet .. .. .	Government ..	7
Machakos .. .. .	Government ..	24
African Inland Mission		
Litein .. .. .	Africa Inland Mission ..	16
Kijabe .. .. .	"    "	17
Alliance High School .. .. .	Alliance of Protestant Missions ..	9
Bunyore Central School .. .. .	Church of God Mission ..	11
Catholic Mission		
Eregi .. .. .	Mill Hill Mission ..	10
Kibabi .. .. .	"	18
Kibuye .. .. .	"	22
Nyabururu .. .. .	"	14
Rang'ala .. .. .	"	21
Yala .. .. .	"	8
Bura .. .. .	Holy Ghost Mission	22
Kabaa .. .. .	"	34
Nyeri .. .. .	Consolata Mission	20
Church Missionary Society		
Butere .. .. .	Church Missionary Society ..	47
Kahuhia .. .. .	"	18
Kabete .. .. .	"	26
Kaloleni .. .. .	"	39
Maseno .. .. .	"	14
Ng'ya .. .. .	"	9
Church of Scotland Mission, Kikuyu ..	Church of Scotland Mission ..	12
Church of Scotland Mission, Tumutumu	"	62
Methodist Mission, Meru .. .. .	Methodist Missionary Society	15
Nyangori Mission .. .. .	Pentecostal Assemblies of Canada	11
	Total ..	544

TABLE XI

## EXPENDITURE 1934

SUB-HEADS	Actual Expenditure	
	£	<i>Sb. cts.</i>
<b>ADMINISTRATION—</b>		
Personal Emoluments .. .. .	11,713	13 69
Contingencies .. .. .	86	14 15
Passages .. .. .	1,090	5 67
Local Transport and Travelling .. .. .	848	17 27
Travelling Allowance .. .. .	71	0 75
Telephones and Telegrams .. .. .	92	6 31
Colony's share of cost of Advisory Committee to Colonial Office .. .. .	0	0 00
<b>Total Administration .. £</b>	<b>13,902</b>	<b>17 84</b>
<b>EUROPEAN EDUCATION TUITION—</b>		
Personal Emoluments .. .. .	23,571	16 04
Maintenance and Purchase of Materials .. .. .	562	8 02
Passages .. .. .	1,234	1 05
Local Transport and Travelling .. .. .	289	5 29
Travelling Allowance .. .. .	1	1 00
Contingencies .. .. .	38	12 32
Contributions to Schools .. .. .	192	14 57
Overseas Scholarships Scheme .. .. .	0	0 00
Expenses of Committees .. .. .	41	7 00
Books, Stationery and Equipment .. .. .	750	1 48
Life Insurance Premium of Donation Governor, Christ's Hospital .. .. .	19	16 25
Telephones and Telegrams .. .. .	183	14 40
Carriage of Goods .. .. .	79	16 93
Expenses of Overseas Examinations .. .. .	215	4 92
<b>Total European Education Tuition .. £</b>	<b>32,179</b>	<b>19 27</b>
<b>EUROPEAN EDUCATION BOARDING—</b>		
Personal Emoluments .. .. .	3,608	11 27
Maintenance and Purchase of Materials .. .. .	1,420	5 34
Passages .. .. .	164	10 75
Transport and Travelling .. .. .	22	5 75
Travelling Allowance .. .. .	0	0 00
Contingencies .. .. .	5	1 00
Equipment .. .. .	192	3 24
Boarding Expenses .. .. .	5,727	5 60
Grant to Private Hostels .. .. .	599	9 48
Carriage of Goods .. .. .	91	2 16
<b>Total European Education Boarding .. £</b>	<b>11,830</b>	<b>14 59</b>
<i>Carried forward .. £</i>	<b>57,913</b>	<b>11 70</b>

TABLE XI—(Contd.)

## EXPENDITURE

SUB-HEADS	Actual Expenditure		
	£	Sh.	cts.
<i>Brought forward</i> .. £	57,913	11	70
<b>INDIAN AND GOAN EDUCATION—</b>			
Personal Emoluments .. .. .	23,228	4	38
Maintenance and Purchase of Materials ..	432	18	70
Passages .. .. .	859	18	66
Local Transport and Travelling .. .. .	315	4	97
Travelling Allowance .. .. .	2	0	80
Grants-in-Aid (Indian Education) .. .. .	5,536	12	92
Grants-in-aid (Goan Education) .. .. .	577	3	20
Expenses of Committees .. .. .	60	18	09
Telephones and Telegrams .. .. .	50	16	75
Books, Stationery and Equipment .. .. .	940	10	35
Contingencies .. .. .	14	13	86
Boarding Expenses .. .. .	1,112	5	18
Carriage of Goods .. .. .	68	12	98
Expenses of Overseas Examinations .. .. .	617	15	33
<b>Total Indian and Goan Education</b> .. .. £	<b>33,817</b>	<b>16</b>	<b>17</b>
<b>ARAB EDUCATION—</b>			
Personal Emoluments .. .. .	4,792	3	05
Maintenance and Purchase of Materials ..	172	12	39
Passages .. .. .	419	4	75
Transport and Travelling .. .. .	52	10	71
Travelling Allowance .. .. .	1	10	00
Boarding Expenses .. .. .	388	4	06
Contingencies .. .. .	5	8	26
Books, Stationery and Equipment .. .. .	198	8	88
Telephones .. .. .	15	0	00
Carriage of Goods .. .. .	47	13	81
Expenses of Overseas Examinations .. .. .	31	3	68
<b>Total Arab Education</b> .. .. £	<b>6,123</b>	<b>19</b>	<b>59</b>
<b>AFRICAN EDUCATION—</b>			
Personal Emoluments .. .. .	27,161	5	66
Maintenance and Purchase of Materials ..	2,528	0	55
Passages .. .. .	1,493	7	14
Hut and Poll Tax .. .. .	354	13	00
Grants-in-Aid to Missions .. .. .	33,808	6	94
Grants-in-Aid towards Jeanes Teachers' Salaries	1,743	2	27
Expenses of Committees .. .. .	41	13	73
Local Transport and Travelling .. .. .	1,297	9	28
Travelling Allowances .. .. .	29	17	00
Boarding Expenses .. .. .	2,412	19	65
Contingencies .. .. .	39	4	44
Tools .. .. .	450	12	74
Books, Stationery and Equipment .. .. .	407	13	62
Telephones .. .. .	66	6	45
Expenses of Local Examinations .. .. .	9	5	42
Colonial Share of Fees of Boys at Makerere ..	0	0	00
Carriage of Goods .. .. .	581	8	88
<b>Total African Education</b> .. .. £	<b>72,15</b>	<b>6</b>	<b>77</b>
<b>TOTAL EDUCATION DEPARTMENT</b> .. .. £	<b>170,270</b>	<b>14</b>	<b>23</b>



TABLE XII

TUITION COST—EUROPEAN

Number of Pupils .. .. .	1933		1934	
	1,113		1,136	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	503,051	42	516,554	86
Clerical .. .. .	4,320	00	2,160	00
Reliefs .. .. .	23,033	36	40,362	43
African Domestic and Grounds Staff	11,289	65	10,858	75
<b>Total Personal Emoluments ..</b>	<b>541,694</b>	<b>43</b>	<b>569,936</b>	<b>04</b>
Passages .. .. .	30,680	71	25,733	81
Local Transport and Travelling ..	4,569	13	5,897	24
Travelling Allowance .. .. .	45	00	21	00
Books, Stationery and Equipment ..	15,113	39	15,499	27
Maintenance .. .. .	9,184	54	10,815	72
Contingencies .. .. .	678	93	770	99
Carriage of Goods .. .. .	831	81	1,607	39
Telephones and Telegrams .. .. .	3,599	76	2,137	34
<b>Total Expenditure .. .. .</b>	<b>606,397</b>	<b>70</b>	<b>632,419</b>	<b>40</b>
<b>Gross Cost per Pupil .. .. .</b>	<b>544</b>	<b>83</b>	<b>556</b>	<b>71</b>
<b>Total Fees Collected .. .. .</b>	<b>81,937</b>	<b>00</b>	<b>88,836</b>	<b>12</b>
<b>Total Net Cost .. .. .</b>	<b>524,460</b>	<b>70</b>	<b>543,583</b>	<b>28</b>
<b>Net Cost per Pupil .. .. .</b>	<b>471</b>	<b>21</b>	<b>478</b>	<b>51</b>

TUITION COST—EUROPEAN—PRIMARY & SECONDARY  
1934

Number of Pupils .. .. .	Primary		Secondary	
	909		227	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers .. .. .	326,598	72	189,956	14
Clerical .. .. .	900	00	1,260	00
Reliefs .. .. .	25,093	44	15,268	99
African Domestic and Ground Staff ..	6,206	12	4,652	63
<b>Total Personal Emoluments ..</b>	<b>358,793</b>	<b>28</b>	<b>211,137</b>	<b>76</b>
Passages .. .. .	16,203	01	9,530	80
Local Transport and Travelling ..	4,561	14	1,336	70
Travelling Allowance .. .. .	21	00	..	..
Books, Stationery and Equipment ..	8,309	45	7,189	82
Maintenance .. .. .	6,954	90	3,860	82
Contingencies .. .. .	608	93	162	06
Carriage of Goods .. .. .	1,325	32	282	07
Telephones and Telegrams .. .. .	1,444	01	693	33
<b>Total Expenditure .. .. .</b>	<b>398,226</b>	<b>04</b>	<b>234,193</b>	<b>36</b>
<b>Gross Cost per Pupil .. .. .</b>	<b>438</b>	<b>09</b>	<b>1,031</b>	<b>69</b>
<b>Total Fees Collected .. .. .</b>	<b>52,908</b>	<b>95</b>	<b>35,927</b>	<b>17</b>
<b>Total Net Cost .. .. .</b>	<b>345,317</b>	<b>09</b>	<b>198,266</b>	<b>19</b>
<b>Net Cost per Pupil .. .. .</b>	<b>379</b>	<b>89</b>	<b>873</b>	<b>42</b>

TABLE XII.—*Contd.*

## TUITION COST—INDIAN SCHOOLS

	1933		1934	
Number of Pupils .. .. .	2536		2830	
	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers, European .. .. .	57,385	00	32,883	33
Teachers, Indian .. .. .	369,739	24	407,232	16
Clerical .. .. .	1,800	00	1,800	00
Reliefs .. .. .	9,282	47	13,219	92
African Domestic and Grounds Staff	8,570	63	9,258	85
<b>Total Personal Emoluments ..</b>	<b>446,777</b>	<b>34</b>	<b>464,394</b>	<b>26</b>
Passages, .. .. .	16,071	06	18,098	95
Local Transport and Travelling ..	4,807	05	6,348	95
Travelling Allowance .. .. .	25	00	43	80
Books, Stationery and Equipment ..	26,330	98	24,917	81
Maintenance .. .. .	7,849	28	8,550	51
Contingencies .. .. .	550	35	246	69
Carriage of Goods .. .. .	1,895	09	1,188	00
Telephones and Telegrams .. .. .	1,016	50	1,016	75
<b>Total Expenditure .. .. .</b>	<b>505,322</b>	<b>65</b>	<b>524,805</b>	<b>72</b>
<b>Gross Cost per pupil .. .. .</b>	<b>199</b>	<b>26</b>	<b>185</b>	<b>44</b>
<b>Total Fees Collected .. .. .</b>	<b>110,220</b>	<b>00</b>	<b>130,096</b>	<b>00</b>
<b>Total Net Cost .. .. .</b>	<b>395,102</b>	<b>65</b>	<b>394,709</b>	<b>72</b>
<b>Net Cost per pupil .. .. .</b>	<b>155</b>	<b>80</b>	<b>139</b>	<b>47</b>

TABLE XII—(Contd.)  
TUITION AND BOARDING COSTS.  
AFRICAN SCHOOLS.

	<i>African</i>			
	1933		1934	
Number of Pupils .. .. .	3,335		3,827	
Teachers, European .. .. .	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Teachers, African .. .. .	305,147	99	317,415	03
Stipends of Apprentices in Training ..	96,700	39	102,673	05
Clerical .. .. .	18,050	00	20,207	18
Reliefs .. .. .	14,654	66	8,982	86
Motor Drivers, Menials and Porters ..	17,042	82	11,620	42
	16,679	02	25,822	71
Total Personal Emoluments	468,274	88	486,926	25
Passages .. .. .	26,650	71	29,406	40
Local Transport and Travelling ..	23,016	69	25,650	90
Books, Stationery and Equipment ..	21,613	78	15,260	48
Maintenance .. .. .	50,044	17	55,841	87
Contingencies .. .. .	328	18	1,362	14
Tools .. .. .	10,626	71	10,763	79
Hut and Poll Tax .. .. .	7,092	00	7,093	00
Carriage of Goods .. .. .	10,146	58	14,130	97
Boarding Expenses .. .. .	140,419	20	99,463	67
Telephones and Telegrams .. .. .	1,037	60	999	65
Travelling Allowance .. .. .	428	00	372	00
Total Expenditure ..	759,718	50	747,291	12
Gross Cost per pupil .. .. .	227 80		195 27	
Tuition Cost per pupil .. .. .	185 69		169 28	
REVENUE :—				
Fees .. .. .	.. ..		2,927	75
Sale of Produce .. .. .	.. ..		935	31
Reimbursements .. .. .	12,797	43	1,787	00
From L.N.C.'s	108,452	28	*113,009	14
„ Loan P.W.D.	} (Direct		.. ..	3,429
„ Missions	} Expenditure)		.. ..	1,124
TOTAL REVENUE .. .. .	121,249	71	123,212	74
TOTAL NET GOVT. EXPENDITURE ..	638,468	79	624,078	38

\*Of this amount, Sh. 8,831.00 contributed indirectly through L.N.C. Extraordinary Expenditure.

JEANES SCHOOL, KABETE

	1933		1934	
	Number of Pupils .. .. .	92		84
Total Expenditure .. .. .	<i>Sh.</i>	<i>cts.</i>	<i>Sh.</i>	<i>cts.</i>
Revenue .. .. .	98,611	60	78,170	47
Net Expenditure .. .. .	26,262	29	528	00
Average Cost per Pupil .. .. .	72,349	31	77,642	47
	786	40	924	32

**TABLE XIII**  
**AFRICAN EDUCATION—GRANTS-IN-AID TO SCHOOLS, 1934**

	Central Province	Nyanza Province	Coast Province	Rift Valley Province	Total
	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
<b>ELEMENTARY AND PRIMARY EDUCATION</b>					
Church Missionary Society ..	104,535 65	95,188 66	55,758 33	175 00	255,657 64
Church of Scotland Mission ..	151,434 07	—	—	—	151,434 07
Friends' Africa Mission ..	—	27,992 00	—	—	27,992 00
Methodist Missionary Society..	19,830 00	—	1,110 00	—	20,940 00
Seventh Day Adventists' Mission ..	—	10,591 08	—	—	10,591 08
Gospel Missionary Society ..	2,320 00	—	—	—	2,320 00
Pentecostal Assemblies Mission	—	1,200 00	—	—	1,200 00
Salvation Army .. ..	320 00	—	—	—	320 00
Africa Inland Mission.. ..	1,200 00	1,921 99	—	—	3,121 99
Church of God Mission .. ..	—	720 00	—	—	720 00
Roman Catholic Mission of the :					
Mill Hill Fathers .. ..	—	80,315 34	—	—	80,315 34
Holy Ghost Fathers.. ..	43,200 00	—	2,440 00	—	45,640 00
Consolata Fathers .. ..	15,539 00	—	—	—	15,539 00
Nairobi Municipality .. ..	358 09	—	—	—	358 09
<b>Total Elementary and Primary Education ..</b>	<b>338,736 81</b>	<b>217,929 07</b>	<b>59,308 33</b>	<b>175 00</b>	<b>616,149 21</b>
<b>SECONDARY EDUCATION</b>					
*Alliance High School, Kikuyu (Protestant) .. ..	—	—	—	—	65,000 00
*Catholic High School, Kabaa (Roman Catholic) .. ..	—	—	—	—	30,000 00
<b>Total Secondary Education</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>95,000 00</b>
					<b>711,149 21</b>

\*The above schools are established for the whole Colony.

**TABLE XIV**  
L.N.C. EXPENDITURE, 1934  
RECURRENT

LOCAL NATIVE COUNCILS	Grants to Mission Schools	Grants to Independent Schools	Grants to Government Schools	Scholarships		Total	Revenue	Net Total
				Makerere	Secondary			
	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
North Kavirondo .. .. .	17,600 00	—	21,488 18	300 00	600 00	39,988 18	2,342 75	37,645 43
Central Kavirondo .. .. .	28,470 00	—	—	300 00	612 50	29,382 50	—	29,382 50
South Kavirondo (Luo-Abasuba) ..	6,965 00	—	*798 17	—	—	7,763 17	—	7,763 17
South Kavirondo (Kisii Bakoria) ..	5,000 00	—	†607 37	—	—	5,807 37	—	5,807 37
Kitui L. N. C. .. .. .	—	—	4,828 88	—	100 00	4,928 88	—	4,928 88
Machakos .. .. .	4,000 00	—	11,591 88	—	2,000 00	17,591 88	—	17,591 88
Embu .. .. .	2,700 00	—	9,000 00	—	377 00	12,077 00	—	12,077 00
South Nyeri .. .. .	—	—	11,900 97	—	760 00	12,660 97	585 00	12,075 97
Fort Hall .. .. .	11,960 00	1,345 00	—	14 00	775 00	14,114 00	—	14,114 00
Kiambu .. .. .	2,300 00	1,500 00	—	1,500 00	1,540 00	6,840 00	—	6,840 00
Meru .. .. .	—	—	—	—	125 00	—	—	125 00
Nandi .. .. .	—	—	8,102 23	—	100 00	8,202 23	—	8,202 23
Teita .. .. .	2,000 00	—	—	—	121 00	2,121 00	—	2,121 00
Kajiado .. .. .	600 00	—	13,089 81	300 00	—	13,969 81	935 31	13,054 50
Narok .. .. .	—	—	2,647 17	—	—	2,647 17	—	2,647 17
Digo .. .. .	—	—	1,043 79	—	—	1,043 79	—	1,043 79
West Suk .. .. .	—	—	2,499 62	—	—	2,499 62	—	2,499 62
Elgeyo .. .. .	—	—	6,360 47	—	—	6,360 47	—	6,360 47
South Lumbwa .. .. .	—	—	10,019 60	—	—	10,019 60	—	10,019 60
Total Recurrent .. .. .	Sh. 81,615 00	2,845 00	104,178 14	2,414 00	7,130 50	198,182 64	3,863 06	194,319 58

\*Sh. 685 03 on Deposit Unspent.    †Sh. 685 03 on Deposit Unspent.

TABLE XIV—(Contd.)  
I.N.C. EXPENDITURE, 1934  
NON-RECURRENT

LOCAL NATIVE COUNCILS	Grants to Mission Schools	Grants to Independent Schools	Grants to Government Schools	Scholarships		Total	Revenue	Net Total
				Makerere	Secondary			
	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>	<i>Sh. cts.</i>
North Kavirondo .. .. .	2,000 00	—	5,263 40	—	—	7,263 40	—	7,263 40
Kitui .. .. .	—	—	283 50	—	—	283 50	—	283 50
Machakos .. .. .	—	—	9,983 39	—	—	9,983 39	—	9,983 39
Kajiado .. .. .	—	—	3,368 69	—	—	3,368 69	—	3,368 69
Nandi .. .. .	—	—	168 00	—	—	168 00	—	168 00
Kiambu .. .. .	—	—	*27,185 26	—	—	27,185 26	—	27,185 26
Fort Hall .. .. .	—	—	†27,185 27	—	—	27,185 27	—	27,185 27
South Kavirondo (Luo-Abasuba) ..	—	—	47,937 30	—	—	47,937 30	—	47,937 30
South Kavirondo (Kisii Bakoria) ..	—	—	59,996 60	—	—	59,996 60	—	59,996 60
Total Non-recurrent ..	2,000 00	—	181,371 41	—	—	183,371 41	—	183,371 41

\*Sh. 29,814 74 on Deposit, Unspent.    †Sh. 29,814 73 on Deposit, Unspent.

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