Government of his highness the Maharaja of Mysore.

GENERAL AND REVENUE DEPARTMENTS.

G. O. No. E. 202-261—Edn. 206-32-5, dated 15th July 1933.

Report on Public Instruction in Mysore.

Reviews the —— for the year 1931-32.

READ—

The Report on Public Instruction in Mysore for the year 1931-32, submitted by the Director of Public Instruction in Mysore, with his letters Nos. G. 2-1033-1111 of 32-33, dated 8th December 1932 and Gl. 1033-11 of 32-33, dated 10th December 1932.

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Recorded.

2. *Direction.*—Mr. N. S. Subba Rao, M.A., (Cantab.), Bar.-at-Law, was in charge of the Department during the year.

Dr. S. Paul Chinnappa, M.A., L.T., Ph.D., continued as Deputy Director, Headquarters, till 11th April 1932, when he was posted as Deputy Director of Public Instruction, Bangalore Division, *vice* Mr. M. Sultan Mohiyuddin, M.A., LL.B., M.Ed., whose services were temporarily placed at the disposal of the Hon'ble the Resident in Mysore for employment as Inspector of Schools, Coorg and Bangalore. Mr. R. Jagannatha Rao, B.A., L.T., Secretary to the Local Examinations Boards, was appointed Office Assistant against Dr. Chinnappa's post. Mr. K. T. Sudarsanam Iyengar, B.A., continued as Personal Assistant to the Director till 9th September 1931, when the post was abolished as a measure of retrenchment, and Mr. V. Naraniengar continued as the Financial Assistant to the Director. The post of Lady Assistant to the Director was also abolished and the Headquarters of the Deputy Director, Shimoga Division, were transferred to Bangalore.

3. *Touring and Inspection.*—The Director toured for 110 days, and visited 250 Offices and institutions. He, also, attended 130 meetings and conferences. The touring and inspection of the Deputy Directors and the District Educational Officers were, on the whole, satisfactory. Owing to the reduction in the allotment for travelling allowances, some relaxation in the rules regarding the amount of touring and inspection work of these officers was permitted. It is reported that the District Educational Officer, Mysore (Mr. M. S. Rajagopala Rao, M.A.), left thirteen Middle Schools and two offices under his direct charge uninspected, owing to the heaviness of his charge, and that the inspections and visits of the District Educational Officer, Tumkur, (Mr. Mahomed Davood, B.A.) were rather hurried at times. Government trust that better progress will be shown by these officers in future.

As a measure of retrenchment, the posts of the Assistant Inspectresses of Kannada Girls' Schools were abolished and their work transferred to the Assistant Inspectors.

The work of the Assistant Inspectress of Urdu Girls' Schools showed an improvement over that of the previous year. The reason given, however, for Miss M. Yusuf Ali, the Assistant Inspectress of the Mysore Division, not having inspected 11 schools, *viz.*, that she did not tour for three months owing to the restricted travelling allowance, is not satisfactory.

4. *Statistics.*—The total number of educational institutions of all kinds under the control of the Director of Public Instruction and the University and their strength

on 31st March 1932, as compared with the corresponding figures for the previous year were as follows :—

Particulars	1930-31		1931-32		Remarks
	Number	Strength	Number	Strength	
Government ..	5345	2,38,850	371* (Local Bodies)	39,240	*Due to the transfer of all Government Primary Schools to Local Bodies under the Elementary Education Regulation.
Public: Municipal ..	94	11,625	4892	1,99,591	
Aided ..	1644	53,248	1426	51,429	
Unaided ..	8	829	9	486	
Total ..	7091	3,04,562	0698	2,90,746	
Private ..	1224	18,484	1216	19,042	
Grand Total ..	8315	3,23,046	7914	3,09,788	

The large decrease in the number of schools is reported to be due to the amalgamation of some of the Girls' Primary Schools and Adikarnatakas' schools with general schools, the abolition of a large number of languishing schools, especially the Adult Night Schools and the amalgamation of the Incomplete Middle Schools with Primary Schools. The decrease in the number of scholars is attributed to the unprecedented economic depression which compelled parents to withdraw their children from schools and utilise their labour, the removal from the rolls of the names of pupils who were very irregular in attendance and the correction of the tendency on the part of the teachers in village schools to keep on the rolls the names of children under school age.

The percentage of boys and girls at school to the population of school-going age, calculated at 15 per cent of the total population according to the census of 1931 was 32·2 as compared with 36·75 in 1930-31; that of boys only to the male population of school-going age was 50·7 as compared with 58·05 and that of girls only to the female population of school-going age was 12·7 as compared with 14·62 in the year previous. Though there has been a decrease in the number of pupils attending schools for reasons stated above, the decrease is however not so great as the comparison with the previous year's figures would imply, as those figures were based on the census of 1921, whereas the figures of the year under report are based on the census of 1931 which showed a large increase of population. The average daily attendance was 76·82 per cent of the average monthly number on the rolls as compared with 75·89 in the previous year.

On an average, there was one school for every 3·7 square miles of area and 812 persons of the total population; and one out of every 3·1 of the population of school-going age was under instruction. The proportion of pupils to the total population was 1 in 20·7 as compared with 1 in 19·94 in the previous year. The percentage of boys under instruction to the total male population was 7·6, that of girls to the total female population 1·9 and that of both boys and girls under instruction to the total population 4·8. The respective figures for the previous year were 8·7, 2·12 and 5·51, but for reasons explained above, these percentages having been based on the Census of 1921, do not provide an accurate criterion of the state of education in the year under report. The percentage of pupils in each stage of education to the total number of pupils was as follows :—

		Boys.	*Girls*
1.	University ..	.. 1·3	·20
2.	High Schools ..	.. 2·9	1·45
3.	Middle Schools ..	.. 12·8	3·57
4.	Primary Schools ..	.. 80·7	93·73
5.	Special Schools ..	.. 2·3	1·05
		100·0	100·0

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5. *Expenditure.*—The total expenditure, both direct and indirect on public instruction met from the several sources noted on the margin was Rs. 69,01,850 or Rs. 6,598 less than that of the previous year. Of this, a sum of Rs. 13,29,142 was spent on University Education. The direct expenditure, *i.e.*, excluding cost of direction, inspection, equipment, etc., amounted to Rs. 50,46,526 which represents approximately 73·1 per cent of the total and this was spent on the following grades of education:—

	Rs.		
1. State Funds ...	53,12,771	or	77 per cent.
2. Local Funds ...	5,79,564	or	8 ,,
3. Municipal Funds	69,682	or	1 ,,
4. Fees ...	6,68,927	or	9·6 ,,
5. Other sources (mainly contributions from aided agencies) ...	2,70,916	or	4·4 ,,
	69,01,850		100

	Rs.	Percentage
1. University	7,87,956	11·4
2. Oriental Colleges (non-University)	53,971	0·8
3. Training Institutions	2,02,375	2·9
4. High Schools	6,84,592	9·9
5. Middle Schools	8,47,380	12·3
6. Primary Schools	22,07,125	32·0
7. Technical Institution	2,63,127	3·8
Total ..	50,46,526	73·1

Consequent on the transfer of control over Primary Education to the Local Education Authorities constituted under the Elementary Education Regulation of 1930, the Education Cess Fund accounts of the several districts were closed and the balances remitted to the respective treasuries to form the nuclei of the Elementary Education Funds of the several Local Education Authorities. The total amount thus remitted was Rs. 7,56,563-7-5. Including the Government grants and other receipts, these funds aggregated to Rs. 27,48,281 during the year under report. It is observed from the statement of expenditure that the funds of the Shimoga and Chitaldrug Local Education Authorities had minus balances at the end of June 1932. These authorities should take early steps to improve their financial position and adjust their budgets. In the review of the report for 1930-31, the Director was requested to report the reason for the fall in the education cess collections of certain districts, including the above two. This report has not been received till now. The Director's attention is once more invited to the matter and he is requested to submit the report without further delay.

The average cost of education per head of population was Re. 1-1-2 as compared with Re. 1-2-10 in the previous year. Of this, a sum of Re. 0-13-3 was met from State Funds as against Re. 0-15-1 in 1930-31. A saving of Rs. 1,62,768 was effected out of the sanctioned budget grants of the Department, chiefly under measures of economy necessitated by the adverse financial position of the State.

A large number of local benefactions was, as usual, made to supply the pressing need for suitable accommodation for schools. The more important of these are the following:—

(1) Dharmadurandhara Sahucar Maralu Siddappa of Halkur donated a building worth about Rs. 15,000 for Local Middle School.

(2) Messrs. Devegowda and Lingegowda, sons of the late Mr. Kuntalagowda of Kothanaghatta, Channarayapatna Taluk, constructed a building worth about Rs. 2,500.

(3) Mr. Moganna Setty, Patel, Kellengar, Arsikere Taluk, constructed a building worth about Rs. 2,000.

(4) The Village Panchayets of Chikkopal and Ankanahalli in the Yedatore Taluk, constructed buildings worth Rs. 5,000 and Rs. 2,500, respectively.

6. *Secondary Education of Boys.*—As in the previous year, there were 29 High Schools for boys but their strength increased from 6,528 to 6,596 pupils. The increase was, however, not uniform. Some schools showed a considerable increase while others were the reverse. Among the latter, the decrease in the Government High Schools at Kolar and Tiptur was most marked due, it is said, to the prevalence of plague and cholera. Of the 29 High Schools, 17 were Government, 6 Municipal, and 6 Aided. In addition, there were two unaided High Schools, one the S. L. N. Institute, Bangalore and the other at Goribidnur.

The High Schools were generally maintained in a satisfactory condition. The results of the S.S.L.C. Examination were satisfactory, except in the Government High

Schools at Channapatna, Chikmagalur, Nanjangud, the Maharani's High School, Mysore and the Municipal High School, Malvalli. The reason given for the poor results in the High Schools at Channapatna, Kolar and Tiptur is that the work was dislocated on account of the prevalence of epidemics. The schools at the other places mentioned above had no such handicap. The condition of the High School at Nanjangud appears to be unsatisfactory and requires careful attention of the Department. Some of the schools are said to be in need of extra accommodation, furniture and appliances. These will have to be provided as funds permit.

Government are glad to note that the Municipal High Schools continued to progress. The strength of the school at Malvalli, however, is still too poor for a High School, being only 63. The S.S.L.C. Examination results were also unsatisfactory in this school. Government trust that the authorities concerned will take steps to improve the position. The school at Bowringpet has been provided with a building of its own and it is reported that active steps are being taken to do the same at Chintamani and Hole-Narsipur also. The other schools are said to be badly in need of suitable accommodation. Most of the Municipal Schools are also said to be handicapped by the want of play grounds. Government desire that early steps be taken to remedy these drawbacks.

Much attention was, as usual, paid to the extra-curricular activities of the High Schools. Except in a few places which were handicapped by epidemics or the lack of play grounds, outdoor games were regularly played. Scouting was a common feature of almost all the schools, and in a few, ambulance training was also given. Mental recreation was provided in the shape of Debating Societies, Literary Unions and the publication of School Magazines. Some schools had Parent-Teachers' Associations and some also maintained Co-operative Societies. The "House" system which is in vogue in the London Mission and the Wesleyan Mission Schools, is said to have been useful in fostering the team spirit and a keen sense of individual responsibility among the students while the problem of school discipline was rendered easier by the Panchayet System introduced in the latter institutions. Government would like to see these systems introduced in as many of the other institutions as possible. It is observed that a few schools have established Poor Boys' Funds. Government expect the Department to see to it that the collections and distribution of these funds are in the hands of properly constituted committees.

The Dalton Plan of teaching was continued in one section of the V and VI Forms only of the Maharaja's High School. The Director reports that the scheme has proved successful and deserves to be made a permanent feature or at least the period of the experiment extended for another three years. As this is a question of funds, Government would be glad to consider any feasible proposal submitted by the Director for meeting the cost. The experiment of holding only one session of the classes in the morning was tried in Chikballapur, Nanjangud and the National High Schools, but had to be given up as it was found unsatisfactory.

Another experiment that was introduced during the year was the introduction of Kannada as the medium of instruction in the IV Form in History and Geography in a few select High Schools. The Government are glad to find that this system is proving successful.

The total number of candidates registered for the S. S. L. C. Public Examination of 1932 was 2,852, of whom 2,458 were ordinary candidates and 394 passed candidates seeking supplementary certificates for admission to the University or to special groups of study in the Intermediate class. Out of the 2,458 ordinary candidates registered, 2,422 were examined and 1,394 were declared "passed", the percentage of passes to the number examined being 57·5 against 61·3 in the year previous. Out of the 1,934 candidates declared "passed", 773 were declared eligible for admission to college course of study by the University of Mysore, the percentage to the number passed being 55 against 54 in the year previous. Of the 394 candidates registered for supplementary certificates, 388 sat for the examination and 208 were declared eligible for admission to the college course of study, giving a percentage of 55·7 compared with 32 per cent of the candidates who appeared for the first time. The results of the private candidates were as usual, far from satisfactory, the percentage of passes being only 22 against the State average of 58.

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The results of the Vernacular Upper Secondary Examination were again poor. Only 65 candidates passed out of 218 that were examined, giving a percentage of 30 against 33 in 1931 and 38 in 1930. The Director is requested to examine the causes for this deterioration and take steps to remedy any defects observable.

Under the auspices of the Mysore Secondary Education League, the Conference of the All-India Federation of Teachers' Associations was held at Bangalore in December 1931 along with an All-India Educational Exhibition.

7. *Middle School Education of Boys.*—The number of Middle Schools for boys increased from 284 to 290 and their strength from 28,633 to 29,899 pupils. Of the 290 schools, 262 were Government Institutions, 25 aided and three unaided. The rules for the Middle School and the Lower Secondary Examinations were revised during the year.

All the Incomplete Middle Schools were abolished, the more promising ones having been developed to Complete Middle Schools and the remainder reduced to the status of Primary Schools with Lower Secondary classes attached to them.

The percentage of passes in the Middle School and the Lower Secondary Examinations was 40·0 and 30·9 against 34·6 and 29·5 in the previous year.

The report again draws attention to the urgent need that exists for improving the staff and accommodation of Middle Schools. In connection with the remarks of Government regarding this matter in their last review, the Director has reported that the question of accommodation is being attended to as far as funds permit. As regards staff, he has submitted proposals which are under the consideration of Government. In the Report under review, he says that "with a view to provide Middle School Education with less cost until the financial conditions improve, the aim should be to develop the Vernacular Lower Secondary classes in Primary Schools and if there be a demand for English Education in these places, an English hand might be appointed to coach passed Lower Secondary candidates for the Middle School Examination instead of opening fresh Middle Schools." Government agree in the view that education of the Vernacular Lower Secondary grade should be provided in as many of the Primary Schools as possible, and that for the benefit of those who have passed the Lower Secondary Examination and wish to proceed to English Schools, Special English Classes may be opened. These should, however, be attached to High Schools and not to Vernacular Schools.

8. *Practical Instruction.*—The number of Practical Instruction classes actually working in Middle Schools, Adikarnataka Boarding Houses and Adikarnataka Primary Schools was 95 against 96 in the previous year. Of these, 89 were in boys' and 6 in girls' institutions. Government are glad to learn that though many of them are said to have been hampered for lack of accommodation or funds, the work of the Practical Instruction classes was, on the whole, satisfactory, and that the non-official members of the supervising committees co-operated whole-heartedly in the work. Another hopeful feature is the fact that the Instructors of these classes are themselves striving after self-improvement and undergoing further training at their own cost.

It is reported that the Practical Instruction classes suffer for want of proper co-ordination between the Middle and the High Schools. In the last Review, the Director was requested to examine the whole scheme of Practical Instruction as early as possible, with a view to see how far it has helped in giving a vocational bias to education. His report is awaited.

9. *Primary Education.*—In accordance with the Elementary Education Regulation of 1930, the administration of all Government Primary Schools, Village Aided Schools, Adult Night Schools, etc., numbering in all 6,109, was transferred to the Local Education Authorities with effect from 1st July 1931. Owing to financial stringency, however, a separate inspectorate was not instituted. Rules were issued for the proper working of the Regulation and the amounts payable to the Elementary Education Fund of each Local Education Authority were fixed. Government are glad to note that the School Boards are evincing keen interest in the working of the schools, co-operating with the Executive. The programmes of Expansion of Elementary Education on a voluntary basis which were due at the end of the year under review have not yet been received from any of the Local Education Authorities. The time for

submission of the programmes has been extended. The Department should give every assistance to Local Education Authorities and School Boards to prepare the schemes correctly and in a satisfactory manner.

The number of Primary Schools for boys on 31st March 1932, was 5,676 with a strength of 2,10,944 pupils, including 23,482 girls, against 5,857 schools with a strength of 2,22,816 pupils, including 25,980 girls, during the year previous. Of the 5,676 schools, 10 were Government ones, 4,424 were under the control of the Local Education Authorities, and 1,242 were aided schools. In addition, there were 1,216 village indigenous schools, *i.e.*, schools neither recognised by, nor receiving any grants from Government, with a strength of 19,042 pupils (including 2,010 girls) as against 1,224 with a strength of 18,484 pupils (including 1,968 girls) in the previous year.

The percentage of boys in the Primary Classes to the total male population of school-going age, calculated at 15 per cent of the male population according to the Census of 1931, was 42·82 against 49·75 in the previous year. The decrease is said to be due to the fall in the number of pupils in the Primary Classes and also to the fact that the present figure is based upon the population as given in the Census Report of 1931, which is greater than that of the 1921 Census on which the previous years' figure was based. The percentage of pupils in the First Year Primary Class was 52·42 against 54·57 in 1930-31. Though the percentage is still high, it is reported that there is a steady decrease in the retardation of pupils in the class owing to the adoption of such remedial measures as the insistence on periodical admission, the removal of the names of irregular pupils from the rolls, the reduction in the number of "single teacher" schools, the employment of trained teachers, the adoption of rational methods of teaching, etc.

There were 69 schools for the education of adults with a strength of 1,729 pupils, against 282 schools with a strength of 6,333 pupils in 1930-31. The decrease is due to the abolition of a large number of schools either on account of inefficiency or as a measure of economy. The Director, however, states that in view of the importance of Adult Education in preventing a lapse into illiteracy and in making the citizen fit to shoulder his responsibilities in the rapidly progressive political field, the whole position in regard to such education will have to be examined when funds permit. Government agree in this view.

10. *Special Institutions.*—There were ten institutions for the training of men teachers, including the three grades of training in the Government Training College, Mysore. Of these, nine were Government institutions and one was an unaided institution. The total strength of all these institutions was 657 as compared with 688 in 1930-31. The results of the Teachers' Certificate Examination were satisfactory, except, as usual in the Lower Secondary Grade. Orders have since been passed by Government (in Government Order No. Camp E. 5-6—Edn. 305-32-3, dated 7th June 1933) sanctioning the proposals of the Director for the revision of L. S. T. C. Course. As a measure of economy, no teacher was selected to undergo training for the B. T. Course of the University.

The work of the School of Engineering continued to be satisfactory. Out of 133 candidates who appeared for the Technical Board Examinations in April 1932, 99 passed. In addition to its usual work the school also conducted certain vocational classes for High School students and a Draftsmen's Class for the Public Works and other Engineering Departments.

As regards commercial schools, there were six in all—one Government, two aided and three unaided—with a total strength of 646 students. The working of these institutions was on the whole satisfactory, but a perceptible deterioration in the examination results is noticed in the case of the Champion Metropolitan College of Commerce, Mysore. It is hoped that this institution will show better progress in future. A course of Banking for training bank clerks for the Associates' Examination of the Indian Institute of Bankers was opened in July 1932 at the Government Institute of Commerce and Accountancy, Bangalore. Bangalore was also made a centre for the G. D. A. Examination of Bombay, tentatively for two years.

The management of the Central Institute for Defectives at Mysore, was reorganised during the year and the Institute was made a non-vacation institution in view of the fact that the inmates forget what they have learnt during the summer vacation. The

strength of the Institute was 75 as against 86 during the year previous. The decrease was due to the transfer of seven deaf girls to the Vocational Institute for Women at Mysore and to a few pupils having been withdrawn after the completion of the course. Of the 75 pupils, 32 were deaf mutes and 43 blind children. The usual practice of teaching music to all the blind pupils was given up and this subject was restricted to those who had an aptitude for it, the others being taught some suitable industry. Gardening was newly introduced and it is reported that the institute grew all the vegetables required for the inmates. Adequate attention was also paid to physical culture, diet and health. The work of the Institute during the year was quite satisfactory under the enthusiastic guidance of Sir Charles Todhunter and his Committee who have spared no pains to ensure the welfare of the inmates.

The number of Sanskrit Patasalas was 79 with a strength of 1,734 pupils including 115 girls, as against 77 with a strength of 1,846 pupils including 161 girls, during 1930-31. The orders regarding the systematisation of studies in these Patasalas were given effect to in full during the year and the common examination prescribed for the final year course of the Primary Section of all the Patasalas held for the first time in October 1931. Out of the 184 candidates that sat for the examination, 120 are said to have passed and it is interesting to note that a lady candidate topped the list of successful candidates

11. *Women's Education.*—The number of women's educational institutions of all grades was 566, including two colleges, five English High Schools, two Industrial and three Training Schools, with a strength of 34,401 pupils (including 503 boys) as against 624 with a strength of 34,892 pupils during the year previous. Besides these, there were 24,064 girls studying in boys' schools, bringing the total number of girls under instruction to 57,962 as against 61,110 in 1930-31.

The work of the English High Schools was on the whole satisfactory, except in the Maharani's High School, Mysore. The results of the S.S.L.C. Examination however were poorer than in the year previous, the percentage of passes being only 50 as against 55·7. As regards Vernacular High School Education of girls, the Women's Training College is the only institution where Kannada Upper Secondary Classes are maintained, but Government regret to note that the results of the examination were, again, unsatisfactory. The Director is requested to investigate into the causes and bring about an improvement in the position.

In regard to Training Institutions, it is reported that there is no adequate response from private candidates for admission to the L. S. T. and U. S. T. classes in the Women's Training College, Mysore, in spite of the number of stipends offered. It is also regrettable to note that the results of the examination in this institution, as well as in the Zenana Normal School, Mysore, were unsatisfactory. Government trust that better progress will be shown in future.

There were 30 Middle Schools for girls with a strength of 2,158 pupils as against 28 with a strength of 1,860 in the previour year. The percentage of passes in the Middle School and the Lower Secondary Examinations was 46·4 and 32·1 as against 41·4 and 23·6 in the previous year. Government are glad to note that Middle School Education for girls is becoming popular.

As regards Primary Education, there were 523 schools for girls (313 Kannada and 210 Urdu) with a strength of 31,297 pupils as against 538 with a strength of 31,443 in 1930-31. The decrease is due to the amalgamation of several girls' schools with boys' schools.

There were two Industrial Schools for girls with a strength of 386 pupils. In order to encourage the education of women in vocational subjects, Government sanctioned a grant of two scholarships of Rs. 15 per mensem each out of the education cess funds of the Chitaldrug District, for a period of two years to girls of the District undergoing training in the Government Weaving Factory, Bangalore.

The total direct expenditure on women's education (including the University) was Rs. 6,51,471 against Rs. 6,62,983 in 1930-31. There is no mention in the report about the working of the Domestic Science Class which was opened in the year previous as an experimental measure. Government desire to know what progress it has made.

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12. *Education of Muslims.*—The number of Urdu Schools of all grades both for boys and girls was 849 with a strength of 34,814 pupils, including 13,221 girls, as against 963 schools with a strength of 35,956 pupils in the previous year. The decrease is due to the abolition of Incomplete Middle Schools and other inefficient institutions. There were also 6,171 Muslims, including 128 girls, studying in other schools, making a total of 40,985 Muslim pupils (27,636 boys and 13,349 girls) under instruction. Taking the population of school-going age at 15 per cent of the total Muslim population, according to the Census of 1931, the percentage of Muslim boys and girls at School to the total Muslim population of school-going age was 93·1 and 51·73, respectively. To encourage High School education among Muslims, more scholarships have been awarded and conveyance allowance has also been granted under certain conditions, to Muslim girls studying in High School classes and in Aided Institutions where there are no Government High Schools.

It is reported that not much progress has been made in improving the accommodation, equipment and staff of Urdu Schools owing to the financial stringency. Steps are, however, said to have been taken to improve the efficiency of these schools by closer supervision and inspection. Honorary Lady Visitors have been appointed in the Cities of Bangalore and Mysore for the inspection of Urdu Girls' Schools. Government would like to see this reform introduced in the moffusil also. In their last Review, Government desired that early steps should be taken to provide teachers of a higher qualification than the L. S. T. for the Urdu Girls' Schools. The Director is requested to report what action has been taken in the matter. He is also requested to consider the suggestions of the Deputy Director of Public Instruction, Mysore, for the avoidance of the waste of time now involved by grown up Muslim pupils attending Kannada Primary Schools with the object of proceeding to the Kannada Middle Schools in places where there are no Urdu Middle Schools. It is gratifying to learn that owing to the progress made in the higher education of Muslim women, the much needed qualified staff will be available in the near future for opening Middle Schools for Muslim girls in important centres.

The total expenditure incurred by Government on educational institutions specially intended for Muslims was Rs. 5,45,530 against Rs. 5,80,475 in the year previous. A sum of Rs. 4,770 was spent in the award of scholarships to Muslim students.

13. *Education of the Backward and the Depressed Classes.*—In order to encourage education among the children of these classes, a sum of Rs. 76,325 was spent in the award of scholarships excluding the Muslim scholarships already referred to above. In addition, a sum of Rs. 1,500 was spent in supplying clothing to the girls of the Depressed Classes who were not awarded scholarships. Candidates belonging to the Depressed Classes were also exempted from the payment of examination, admission and class fees for a further period of three years from 1932.

During the year, Government ordered the recovery of boarding charges from such of the boarders of the Sri Narasimharaja Hostel as were able to pay and also the reduction of expenditure under certain items in the Adikarnataka Boarding Homes. The boys of the latter Homes were required to contribute towards their maintenance by manual labour or otherwise. The rules for the calculation of grants to be paid to Aided Hostels for the Depressed Classes were also revised.

There were 607 special schools for the education of the Depressed Classes with a strength of 15,620 pupils (including 2,223 girls) as against 630 schools with a strength of 16,717 (including 2,604 girls) in the previous year. The several Adikarnataka Institutions were maintained in a satisfactory condition, but the general tone of the Boarding Home at Tumkur, is stated to be not satisfactory. The results of the Middle School Examination were also satisfactory in all these institutions, except in the Boarding Homes at Hassan and Tumkur. The Director is requested to see that these two Homes show better progress in future.

The Director is of opinion that while there is no question of either reducing or putting a limit on State assistance to the education of the Depressed Classes, yet in order to prevent the demoralisation which is apt to set in by constant spoon-feeding and to teach these classes to stand on their own legs, it is necessary to limit the number and magnitude of Free Boarding Homes and encourage the establishment of Aided

Hostels. Government generally agree with this view. The Director also states that the system of vocational education needs revision if it is to be of any practical use. The proposals submitted by the Director in this regard, are under consideration.

14. *Text Books, Publications and Libraries.*—The manuscripts of the three sets of books in Kannada on the History, Geography, Royal Family, Institutions, etc., of Mysore, are said to be under print, while the Urdu translation of the three parts of the Kannada History of India have been printed and published. Including the latter, seventeen books were published by the Department, during the year. The Departmental Kannada Readers were also revised, but the syllabuses in Moral Instruction, including Civics, drafted in 1930-31, by the Special Committee, appointed for the purpose, are reported to be still under consideration. The Director is requested to see that the matter is expedited.

In regard to the encouragement of authors, contributions were paid for three Books and four Journals, and 37 Kannada and Sanskrit manuscripts and books competed for the Devaraja Bahadur Charity Fund Literary Prizes.

The Central Book Depôt was transferred to the Government Press and placed under the Superintendent of the Press. Including the two Libraries at Bangalore and Mysore, there were altogether twenty Urban and Rural Libraries under the control of the Department, during the year. Government are glad to note that the work of these Libraries was satisfactory.

There were 111 Printing Presses, excluding the two Government Presses at Bangalore and Mysore, against 117 in the previous year, and excluding the Mysore Government and the Police Gazettes, there were nine newspapers (one in English) and 59 periodicals (25 English) against 15 (two in English) and 44 (17 in English), respectively in 1930-31.

15. *Scholarships and Endowments.*—As a measure of retrenchment, the rates of the different kinds of scholarships were reduced. The total amount spent on scholarships, excluding those of the University was Rs. 1,22,667, of which, as stated above, sums of Rs. 4,770 and Rs. 76,325 were spent exclusively on Muslims and the Backward and the Depressed Classes respectively. In addition, a sum of Rs. 14,613 was spent on scholarships and prizes from the proceeds of endowments, against Rs. 14,118 in 1930-31.

16. *Hostels.*—Including the five hostels attached to the University; there were in all 98 hostels (30 Government and 68 Aided) with a strength of 3,978 against 97, with a strength of 3,516 in the year previous.

17. *The Scout Movement.*—Government are glad to note that Scouting continued to be popular and is making good progress. There were 238 scout troops, 59 cub packs, and 15 crews with a total membership of 8,973 spread over 312 ranks against 6,310 members spread over 308 ranks in the previous year. The chief event during the year was the deputation of a party of 12 scouters to attend the Rally at Trivandrum in November 1932, in connection with the investiture of His Highness the Maharaja of Travancore with ruling powers.

The Girl Guide movement was revived and an influential committee formed with Lady Mirza Ismail as Chief Commissioner and Chairman. The Girl Guides of the State were also affiliated to the All-India Organisation and through it, to the World Organisation. A number of ladies were deputed for training at the Girl Guide camp at Ootacamund, during the summer vacation.

18. *Medical Inspection.*—This has become an integral part of the State system of education. The scheme was continued in the Cities of Bangalore and Mysore with a common agency for the University and the Department, and in the 15 Taluk Headquarters where the scheme is self-supporting. Government trust that proper attention is being paid to the curative treatment of the ailments discovered without which mere inspection is of little use.

19. *General.*—The most important event of the year in the matter of education was the transfer of the administration of Elementary Education to the local bodies. The Director, however states that the main object of such transfer, *viz.*, the improvement and expansion of Elementary Education, is not likely to be realised in the near future owing to the lack of funds. Government agree with the Director in the view that

No. E. 202-261—Edn. 206-32-5, dated 15th July 1933.

Primary Education must be the abiding concern of the community and a first charge on its improved resources, and they trust that the various Local Education Authorities will rise to the occasion and exercise the powers given to them under the Elementary Education Regulation to raise extra funds for the purposes of the Regulation.

Government are glad to record that the work of the Department during the year was on the whole satisfactory. Their thanks are also due to the several non-officials who co-operated with the Department and generously supplemented the efforts of Government in the cause of education.

S. N. APPANNA IYENGAR,
Secretary to Government,
General Department.

To—The Director of Public Instruction in Mysore.
The other Heads of Departments.
The Deputy Commissioners of Districts.

Exd.—C. K.

W D 110 - GPB—675—19-7-33

REOPRT ON PUBLIC INSTRUCTION IN MYSORE FOR THE YEAR ENDING 30TH JUNE 1932.

CHAPTER I.

The following are the important events of the year, most of which are referred to again in the Chapters connected therewith.

Under the auspices of the Mysore Secondary Education League, the Conference of the All India Federation of Teachers' Association was held in Bangalore during the month of December 1931 and arrangements had also been made for holding an All India Educational Exhibition.

Government were pleased to sanction a sum of Rs. 500 towards the expenses for the State Conference of Primary and Middle School Teachers which was to have been held in Bangalore during December 1931, but the Conference was postponed.

Sanction has been accorded for a period of two years to the deputation annually of not more than three Lady delegates from the Mysore State Ladies' Conference to the All India Women's Conference.

As the working of the special schemes, such as Dalton Plan in the Maharaja's High School, Mysore, Dr. Gopalaswamy's Experimental School at Mysore and Special English Classes in Mahilaseva Samaj, Bangalore, was found to be satisfactory, Government were pleased to sanction the continuance of these schemes at a total cost of Rs. 3,879 both recurring and non-recurring.

Government have passed orders sanctioning the Scheme of Examinations in Music for a further period of five years.

1. *Number of pupils.*—There was a considerable decrease in the number of pupils under instruction in Public Institutions from 3,04,562 in the previous year to 2,90,746 at the end of March 1932.

2. *Expenditure.*—The total expenditure on Public Instruction including University Education amounted to Rs. 69,01,850 or Rs. 6,598 less than that of the previous year. The cost of education per head of population was Rs. 1-1-2 against Rs. 1-2-10 in the previous year.

3. *Direction.*—I continued to be the Director throughout the year under report.

The posts of the Personal Assistant and the Lady Assistant to the Director of Public Instruction were abolished to effect retrenchment in expenditure.

The Special Section formed in connection with the transfer of control over Primary Education to Local Bodies was ordered to continue till the end of September 1931 since there were still some important questions relating to the Elementary Education Regulation which required attention and the section was abolished with effect from 1st October 1931.

The Government Book Depot which was under the control of the Department was transferred to the control of the Superintendent, Government Printing, Bangalore.

During the year under report, the following additional powers were given to the Director :—

(1) to depute qualified graduate teachers from Middle Schools to work in High Schools from which the services of temporary Science teachers have been ordered to be terminated as a measure of retrenchment,

(2) to order the retirement of superannuated officers whose pay or maximum pay is below Rs. 100, and

(3) to allow the admission of Adikarnataka students, not exceeding six in number, who have failed at the S. S. L. C. Examination, as free-students to the morning classes opened in some of the High Schools for giving instruction to failed candidates and where other students are required to pay fees.

4. *Inspection.*—The Head-quarters of the Deputy Director, Shimoga Division, were transferred to Bangalore.

Owing to the reduction of allotment in travelling allowances in the case of Deputy Directors by twenty-five per cent as a measure of retrenchment and to the balance of the allotment being insufficient to cover the usual work of touring, the number of days on tour was reduced by twenty per cent.

In view of the fact that the fixed travelling allowance of touring officers was reduced by twenty per cent as a measure of economy, the number of touring days for these officers has been reduced from 180 to 144 days in a year distributed over the four quarters.

The Assistant Inspectors having 120 schools or more under their charge, were permitted to leave out 15 per cent of the schools uninspected, if found absolutely necessary, the schools left over in one year being inspected next year by preference.

The number of days spent by the Inspecting Officers who are also the School Board Officers in attending the School Board meetings has been ordered to be counted as days spent on tour.

The period of attendance of the Inspecting Officers and teachers at the annual sessions of the Mysore Secondary Education League has been ordered to be counted as days spent on tour and on duty, respectively.

The Assistant Inspectors are empowered to grant exemption, in deserving cases, to pupils of primary schools from payment of re-admission fee of annas eight.

As a measure of retrenchment, the offices of the Assistant Inspectresses of Kannada Girls' Schools were abolished with effect from 1st July 1931 and the work of inspection of Kannada Girls' Schools was transferred to the Assistant Inspectors.

The posts of third clerks in the offices of the Assistant Inspectors were retrenched with effect from 1st August 1931 and the posts on Rs. 25, temporarily sanctioned to these offices.

5. *Secondary Education.*—Government ordered the opening of a morning class in the High School at Malleswaram on a strictly self-supporting basis for candidates who failed at the S. S. L. C. Examination.

As it is expected that in a few years' time, the strength of Municipal High Schools will increase resulting in a large fee income, Government have fixed the grants to these schools at half the net expenditure subject to a maximum of Rs. 50 per Form.

Municipal High Schools are treated as Grant-in-aid Institutions having the benefit of Aided Schools Provident Fund Scheme. The teachers of these High Schools have also the privilege of insuring their lives in the Public Branch of the State Life Insurance.

Government have, in their order Nos. L. 5746-50—M. 125-30-21, dated 16th February 1932 and L. 7448-51—Ml. 28-31-7, dated the 5th May 1932 sanctioned the construction of a building for the Municipal High School at Chintamani, and at Hole-Narsipur, respectively.

The continuance of the payment of an allowance of Rs. 25 per mensem to the Hindi teacher of the Government High School, Shimoga, has been ordered.

Sanction has been accorded empowering the Heads of High Schools to admit into the Fourth Form, persons who have passed Sanskrit Kavya Examination obtaining in the English Group of papers 40 per cent or more marks.

As the revised rules for the Pandits and Moulvis' Examinations do not provide for English being offered as a subject for the public examination and as it is considered desirable that Pandits and Moulvis should possess some knowledge of English, Government have passed orders permitting a candidate who has passed in full the Sanskrit Vidwat Examination in any branch conducted by the Bangalore or the Mysore Sanskrit Boards, or the Pandits' or Moulvis' examination conducted by the Local Examination Board to appear for the S. S. L. C. Examination in English only.

In view of the fact that the minimum qualification for the candidates seeking admission to the Shorthand Classes in Commercial Schools was raised and that

those who have not passed the S. S. L. C. Examination cannot derive much benefit from a course of Shorthand, Government have ordered the deletion of Shorthand from the list of additional subjects provided for study for the S. S. L. C. Examination with effect from the examination of 1934.

The syllabus in Domestic Science for the S. S. L. C. course was revised during the year.

Sanction has been accorded to the introduction of teaching of Translation as part of work in English in the High School classes and for a slight modification in the scope of different papers set in English at the S. S. L. C. Public Examination.

Two more High Schools came into existence, one attached to the S. L. N. Institute, Bangalore and the other at Goribidnur. Both were unaided institutions. Recognition was granted to these with permission to open the Fourth Form only during the year.

As an experimental measure, Kannada was made the medium of instruction in History and Geography in a few selected High Schools.

The "Dalton Plan" continued to be tried during the year in one section of the V and VI Forms of the Maharaja's High School, Mysore.

6. *Middle and Incomplete Middle Schools.*—During the year under report, the rules for the Middle School and Lower Secondary Examinations have been revised.

All the Incomplete Middle Schools were either developed into complete Middle Schools or converted into privileged Primary Schools, that is to say the six classes continued to be retained, with the privilege of sending up candidates for the Lower Secondary Examination.

7. *Primary Education.*—The control over Primary Education was transferred to the Local Education Authorities. School Boards were created and the executive responsibility of managing Primary Education was vested in them.

Orders have been passed regarding the maintenance of accounts of school boards and of the manner of paying moneys out of the Elementary Education Fund. Government have passed orders fixing the amounts payable to the Local Education Authorities under the Elementary Education Regulation.

The Aided Schools in the Kolar Gold Fields Sanitary Board Area, managed by recognised bodies have been transferred to the control of the Kolar Gold Fields Sanitary Board (Local Education Authority) under the Elementary Education Regulation of 1930.

Sanction has been accorded for levying Education Cess by the Kolar Gold Fields (Local Education Authority) at six pies in the rupee on all items of State Revenue on which the Local Cess is levied.

Consequent on the abolition of Incomplete Middle Schools, the first and the second year classes of these schools have become the fifth and sixth year classes of the Primary Schools and no admission fee is to be levied for any of these classes, but a sum of eight annas may be charged as re-admission fee to any of the six classes. Exemption from payment of this fee in deserving cases is also permitted.

Sanction has been accorded for the opening of twenty-five Village Panchayet Grant-in-aid Schools in the Mysore District at a total recurring cost of Rs. 2,500.

Government have, in their Order No. E. 1246—Edn. 325-30-14, dated the 19th September 1931, passed orders fixing the period of vacation in Primary Schools uniformally at one month.

8. *Training Institutions.*—As a measure of retrenchment, the District Normal School at Kolar was abolished with effect from the academic year 1931-32 and the teachers of the school were distributed among the District Normal Schools at Bangalore and Tumkur, and the Training College, Mysore, and extra hands were retrenched.

As a measure of retrenchment, Government have passed orders reducing the number and rate of stipends sanctioned to private candidates studying in the Training Institutions.

Sanction has been accorded for conducting the inspection of the Urdu Section of the Training College, Mysore, on a lumpsum remuneration of Rs. 100 per annum by a specialist. Mr. Mohamed Abbas Shustery, Professor of Persian, Maharaja's College, Mysore, inspected the section.

Sanction has been accorded for the deputation for training to the B. T. Examination in the Maharaja's College, Mysore, during 1932-33 of six graduate teachers, three from Bangalore Division and three from Mysore Division, one of them being a lady graduate.

9. *Special Instruction.*—The Superintendent, School of Engineering is empowered to place orders himself for articles of store excluding those which are common with other departments up to a limit of Rs. 200 individually or in a lot.

The employees in the Government School of Engineering were allowed the benefit of the pension rules from the commencement of their services in the school.

Owing to the difficulty of securing suitable candidates for the posts of draftsmen, Government have sanctioned two scholarships of Rs. 6 per mensem each, tenable for ten months with free-ships attached to them.

Bangalore was made a centre for holding the G. D. A. Examination of Bombay tentatively for two years for the convenience of candidates who had appeared for the examination from the Mysore State. More than sixty candidates attended the examination held in March 1932.

Government have passed orders linking up curative agencies with medical inspection of pupils in schools.

Government have sanctioned the continuance of the scheme of medical inspection of pupils in the Cities of Bangalore and Mysore and in some other places on a self-supporting basis during the current year.

In view of the fact that Sanskrit is being taught as an optional subject for the Middle School Examination in some of the Middle Schools, Government have sanctioned the payment of the grant of six allowances of Rs. 5 each for ten months to the Adyakshas of Pathasalas who continued to teach Sanskrit out of school hours in the Middle Schools at Belur, Goribidnur, Hossur, Nanjangud, Manchenahalli and Narasimharajpura and a similar grant of allowance has recently been made for work by Adyakshas in 19 more Middle Schools.

The reorganisation of the staff of the Central Institute for the Defectives, Mysore has been sanctioned.

Government have, in their Order No. E. 803—Edn. 431-30-2, dated 17th August 1931, defined the powers and functions of the Committee for the supervision of the Central Institute for the Defectives and the Hostel attached to it.

In view of the fact that boys of the Central Institute for the Defectives forget what they have learnt and lose much in health and weight during the summer vacation, Government have ordered the abolition of the summer vacation and the Institute has been ordered to be treated as a non-vacation one with effect from 1932.

Government have, in their Order No. E. 1173—Edn. 55-31-4, dated the 23rd September 1931, sanctioned the levy of special fees, such as, admission fee, etc., in the G. D. A. Classes in the Government Institute of Commerce and Accountancy, Bangalore in addition to the tuition fee of Rs. 100 per student per year.

Government have, in their Order No. E. 2251-2—Edn. 159-31-2, dated the 12th December 1931, accorded sanction for introducing with effect from June 1932 in the Government Institute of Commerce and Accountancy, Bangalore, a course of Banking for training Bank Clerks for the Associates' Examination held by the Indian Institute of Bankers. The following subjects of junior grade are proposed to be taught in the first instance during the first year :—

1. Elementary Practice and Law of Banking.
2. Elementary Economics.
3. English Composition.
4. Elementary Accounts and Commercial Arithmetic.
5. Commercial Geography.

10. *Women's Education.*—The syllabuses for the teaching of Needle-work in the several grades of Girls' Schools were revised.

In view of the fact that the results at the Proficiency Examination in Sewing were not encouraging and only very few candidates take the examination and since Needle-work and sewing have been made additional subjects for the S.S.L.C. Examination, the holding of the examination has been ordered to be discontinued.

To encourage education of women in vocational subjects, Government have sanctioned the grant of two scholarships of Rs. 15 per mensem each, out of the education cess funds of the District for a period of two years, to girls of the Chitaldrug District for undergoing training in weaving.

"Bhimana Amavasya" has been ordered to be treated as a full holiday in all Kannada Primary Girls' Schools in the Bangalore City.

Sanction has been accorded for the deputation of eleven ladies for training in the Girl Guide Movement at Ooty during 1931-32.

Government have passed orders extending the period of casual leave from 10 to 30 days in a year in the case of Hindu women employees of the Department.

11. *Education of Muslims.*—The Mahomedan Education Advisory Committee met during February 1932 when several questions relating to the Education of Mahomedans were discussed. Some of the important questions were:—

To appoint a qualified Mahomedan Officer as District Educational Officer in each of the Divisions.

To appoint a Mahomedan Assistant Master in every large High School.

To sanction the purchase of a sewing machine to all Urdu Girls' Schools.

Sanction has been accorded for payment of conveyance allowance under certain conditions to Muslim girls studying in High School classes, as also to Muslim girls studying in Aided Institutions where there are no Government High Schools.

With a view to facilitating recruitment of Mahomedan Graduates in the Department Government have passed orders sanctioning as an inducement the continuance, for a further period of five years, of starting them on Rs. 65 in grade Rs. 50—5—75.

Since pupils from Urdu Middle Schools are permitted to offer Kannada as an optional language for the Middle School Examination, Government have sanctioned provision for teaching Kannada in Urdu Middle Schools at Nagamangala, Tiptur and Chicknaikanhalli, in addition to 24 Urdu Middle Schools where provision for teaching Kannada had already been made.

Thursdays are declared as half-holidays instead of Saturdays in the case of Urdu Boys' and Girls' Institutions except such schools as utilise weekly half-holidays on Shandy days and the Practising Urdu Middle and Primary Schools attached to the Training College, Mysore.

To encourage High School education among Muslim students, Government have accorded sanction for instituting more scholarships for a period of three years.

The Birthday of the Prophet Mohamed is observed as a General Holiday in all Educational Institutions.

12. *Scholarships and Endowments.*—Government have, in their Order No. E. 1075-76—Edn. 318-30-22, dated the 8th September 1931 sanctioned the reduction in the value of the different kinds of scholarships as a measure of retrenchment.

Orders have been passed by Government in the matter of giving compensation to Aided High Schools on account of admission of students of certain communities who enjoy fee concessions.

The number of free-studentships to be given to Ursu and Komar pupils studying in High and Technical Schools was fixed at 50 and 10, respectively.

13. *Grant-in-aid.*—Government have, in their Order No. E. 2823-21—Edn. 211-31-5, dated the 18th January 1932, sanctioned the revision of grants to depressed class hostels.

The grants to hostels attached to Government Institutions have been revised.

Revised rules for the management of and sanction of grants to Anathalayas, Orphanages and Asylums have been issued.

14. *Encouragement of Sanskrit and Kannada Studies.*—Two prizes one of the value of Rs. 500 and the other of Rs. 200 were awarded out of the Devaraja Bahadur Charity Funds for works of literary merit as adjudged by a Committee appointed for the purpose.

15. *Boy Scouts.*—Scouting has continued to be popular and is making very good progress. There were on 31st March 1932, 238 scout troops, 59 cub packs and 14 crews with a total membership of 8,973.

16. *Buildings.*—During the year under report, an allotment of Rs. 1,47,000 was sanctioned for buildings, *viz.*, Rs. 1,17,000 for original works and Rs. 30,000 for repairs. Of the total amount, a sum of Rs. 90,000 was met from State Funds and Rs. 57,000 from the Elementary Education Fund.

17. *Education Cess.*—Consequent on the transfer of control over Primary Education to the Local Education Authorities constituted under the Elementary Education Regulation of 1930, the Education Cess fund accounts of the several Districts were ordered to be closed and the balance at credit of the accounts remitted to the Treasury concerned to form the nucleus of the Elementary Education Fund.

CHAPTER II.

STATISTICS.

1. *Schools and Scholars.*—The total number of both public and private institutions on 31st March 1932 was 7,914 with a strength of 3,09,788 pupils as against 8,315 institutions with a strength of 3,23,046 pupils on the corresponding date of the previous year. The number of public institutions was 6,698 with a strength of 2,90,746 pupils as against 7,091 institutions with a strength of 3,04,562 pupils in the previous year. The number of private institutions was 1,216 with a strength of 19,042 pupils. There was a fall both in the number of public and private institutions as well as in the number of scholars in public institutions. The decrease in the number of schools and scholars in public institutions was due to the amalgamation of girls and Adikarnataka schools with general schools, the abolition of a large number of languishing schools especially Adult Night Schools and of Incomplete Middle Schools and amalgamating them with the local Primary Schools, and to the unprecedented economic depression which compelled some parents to withdraw their children from school and to utilise their labour. The fall in number was also partly due to the removal of names of pupils who were very irregular in attendance from the rolls, and to the check on the tendency on the part of the teachers in village schools to keep on the rolls names of children under school age by efficient supervision.

Of the 6,698 public institutions, 371 were Government Institutions with a strength of 39,240 pupils, 4,892 institutions under the control of Local Bodies with a strength of 1,99,591 pupils, 1,426 aided institutions with a strength of 51,429 pupils and 9 unaided institutions with a strength of 486 pupils.

The following table shows the number of schools and scholars in them for the year 1931-32 under different grades of institutions as compared with similar figures for 1930-31.

Comparative statement of Schools and Scholars for 1930-31 and 1931-32.

Particulars	No. of Institutions		No. of Scholars	
	1930-31	1931-32	1930-31	1931-32
PUBLIC INSTITUTIONS.				
University Education—				
English Colleges for men ...	2	2	695	744
Do for women ...	1	1	32	35
Oriental Colleges for men ...	4	4	497	522
Training do ...	1	1	34	26
Engineering College for men ...	1	1	201	148
Medical do ...	1	1	78	88
Total ...	10	10	1,537	1,563
Intermediate Colleges for men ...	4	4	1,585	1,635
Do for women ...	1	1	48	46
Total ...	5	5	1,633	1,681
Grand Total ...	15	15	3,170	3,244
Secondary Education—				
High Schools, English for boys ...	29	29	6,528	6,596
Do Kannada do ...	3	3	236	227
Do English for girls ...	5	5	342	383
Do Kannada do ...	1	1	21	24
Total ...	38	38	7,127	7,230
Middle Schools—				
Middle Schools for boys ...	284	290	28,633	29,899
Incomplete Middle Schools for boys ...	162	...	3,464	...
Middle Schools for girls ...	28	30	1,860	2,158
Incomplete Middle Schools for girls ...	45	...	676	...
Total ...	519	320	34,633	32,057
Primary Schools—				
Primary Schools for boys ...	5,857	5,676	2,22,816	2,10,944
Do for girls ...	538	523	31,443	31,297
Total ...	6,395	6,199	2,54,259	2,42,241
School Education (Special)—				
Training Schools for Masters ...	11	10	688	657
Do Mistresses ...	3	3	93	72
Industrial Schools for men ...	18	18	1,168	1,546
Do women ...	2	2	377	386
Sanskrit Schools ...	77	79	1,846	1,734
Schools for the Defectives ...	3	2	108	108
School of Engineering ...	1	1	303	330
Agricultural Schools ...	4	4	115	126
Commercial Schools ...	4	6	551	854
Medical Schools ...	1	1	124	161
Total ..	124	126	5,373	5,974
Total of Public Institutions ...	7,091	6,698	3,04,562	2,90,746
Private do ...	1,224	1,216	18,484	19,042
Grand Total ...	8,315	7,914	3,23,046	3,09,788

From the above comparative statement it is evident that there was a fall in the number of schools and scholars under Secondary Education, due mainly to the abolition of all the Incomplete Middle Schools and their being classed as Primary

Schools. There was also a considerable fall in the number of schools and scholars in them under Primary Education, the causes of which have been set forth at the beginning of this Chapter. But it is gratifying to note that the decrease under "Primary Education" has not affected the efficiency in Primary Schools as can be seen from the average daily attendance in these schools both in 1930-31 and 1931-32.

2. *Percentage of scholars to population of the school going age.*—The percentage of boys and girls at school to the population of school going age calculated at 15 per cent of the total population according to the census of 1931 was 32·2 as against 36·75 in 1930-31, that of boys only to the male population of school going age was 50·7 as against 58·05 and that of girls only to the female population of school going age was 12·7 as against 14·62 in the previous year. There is a fall in the percentage of pupils at school to the population of school going age which is calculated at 15 per cent of the total population. This figure is only nominal to a large extent. The percentages during 1930-31 were calculated on the census population of 1921 as against the census population of 1931 on which the present figures are based. The population according to the Census of 1931 was 64,23,189 or greater by 5,63,237 than that of the year 1921, and there was also a slight decrease in the strength of pupils as noted above.

3. *Average monthly and daily attendance in Public Institutions.*—The average monthly number of pupils on the rolls in all public institutions was 2,89,998 as against 3,00,344 in the previous year and the average daily attendance was 2,22,784 as against 2,27,561 or 76·82 per cent of the average monthly number on the rolls as against 75·89 in the previous year. Though there is a considerable decrease in the numbers on the rolls, the average daily attendance is practically the same in absolute numbers and there is a slight increase in the percentage.

4. *Proportion of schools and scholars to area and population.*—On an average there was one school for every 3·7 square miles of area and 812 persons of the total population. One out of every 3·1 of the population of the school going age was under instruction and the proportion of pupils to the total population was one in 20·7 as against one in 19·94 in the previous year.

The percentage of boys under instruction to the total male population was 7·6, that of girls to the total female population was 1·9 and that of both boys and girls under instruction to the total population was 4·8. The corresponding figures during 1930-31 were 8·7, 2·12 and 5·51, respectively. The great difference in the figures for 1930-31 and 1931-32 was as already explained due to a fall in the number of pupils under instruction and to a large increase in the population according to the Census of 1931.

5. *Distribution of scholars between the different grades of institutions.*—The following statement shows the percentage of pupils in each grade of schools to the total number of pupils.

Grade of schools	Percentage of	
	Boys	Girls
1. Colleges	1·3	·20
2. High Schools	2·9	1·45
3. Middle Schools	12·8	3·57
4. Primary Schools	80·7	93·73
5. Special Schools	2·3	1·05
Total ..	100·0	100·00

6. *Expenditure on Public Instruction.*—The classified statement given on the next page shows the total expenditure, direct and indirect, on the different grades of institutions and the sources of expenditure. The total expenditure both direct and indirect, including that on University Education, *viz.*, Rs. 13,29,142 amounted to Rs. 69,01,850 or Rs. 6,598 less than that of the previous year.

Classified Statement of Expenditure on Education.

Institution	State funds	Local funds	Municipal funds	Fees	All other expenditure	Total expenditure	Percentage	Number of institutions	Average daily attendance	Average expenditure per institution	Average expenditure per student	No. examined	No. passed	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				Rs.	Rs.			
1. College—University Education ...	5,88,121	...	...	1,65,009	34,826	7,87,956	11·4	11	2,511	71,632	314	1,076	772	71·8
2. Oriental Colleges for Boys ..	46,799	5,405	...	...	1,767	53,971	0·7	4	882	13,493	141	39	8	20·5
3. High Schools for Boys—English ...	3,71,656	7,523	7,073	1,34,408	48,630	6,64,290	8·2	29	5,976	19,458	94	2,320	1,343	57·9
4. Do Kannada ...	55,905	...	...	23	4	55,932	0·9	3	227	18,644	246	128	58	...
5. Middle Schools for Boys—Kannada.	5,88,880	5,926	65	10.785	34,540	6,40,146	9·2	261	22,607	2,453	28	5,309	2,170	48·7
6. Do Urdu ...	1,01,366	...	...	696	125	1,02,189	1·6	29	1,420	3,524	72	408	158	38·7
7. Primary Schools for Boys ..	14,06,565	3,40,827	53,287	203	21,267	18,22,149	26·3	5,676	1,60,228	321	11	1,468	426	29·0
8. High Schools for Girls—English...	54,180	...	...	2,970	7,220	64,370	0·9	5	885	12,874	192	102	51	50·0
9. Do Kannada	...	...	...	...	...	...	...	1	21	...	...	10	...	...
10. Middle Schools for Girls—Kannada	74,576	...	...	1,843	16,387	92,806	1·3	26	1,699	3,569	55	328	166	50·6
11. Do Urdu ...	12,239	...	...	...	...	12,239	0·2	4	190	3,060	64	32	14	43·5
12. Primary Schools for Girls ...	2,30,230	1,86,687	4,696	9	13,154	3,84,976	5·6	523	22,495	736	17	267	93	34·8
13. Technical Schools for Boys ...	3,63,460	12,630	...	27,645	16,686	4,20,441	7·1	121	4,495	3,475	94	1,203	430	35·7
14. Do for Girls ...	41,612	...	...	185	3,264	45,061	0·7	5	348	9,012	130	65	15	2·3
Total (Direct Expenditure) ...	39,35,559	5,09,196	65,121	3,43,778	1,92,870	50,46,526	74·1	6,698	2,22,784	...	...	...	...	...
Buildings including University ...	2,45,800	57,000	...	...	...	3,02,300	4·4	...	...	...	...	...	...	...
Furniture and apparatus ...	98,544	...	...	...	..	98,544	1·4	...	...	...	...	...	...	...
Direction including University ...	3,33,229	6,900	...	...	...	3,40,129	5·0	...	...	...	...	...	...	...
Inspection ...	2,47,929	...	...	...	...	2,47,929	3·6	...	...	...	...	...	...	...
Scholarships including University...	1,97,895	...	...	...	...	1,97,895	2·7	...	...	...	...	...	...	...
Miscellaneous ...	2,54,315	6,456	4,561	3,25,149	78,046	6,68,527	8·8	...	...	...	...	...	...	...
Total (Indirect Expenditure) ...	13,77,212	70,356	4,561	3,25,149	78,046	18,55,324	25·9	...	...	...	...	...	...	...
Grand Total ...	53,12,771	5,79,554	69,682	6,68,927	2,70,916	69,01,850	100·0	...	...	...	...	...	...	...

Of the total amount of Rs. 69,01,850 spent on Education, Rs. 25,35,555 were spent on institutions managed by Government, Rs. 20,34,402 on institutions managed by Local Bodies, Rs. 4,76,569 on institutions aided by Government and Rs. 3,02,300 on buildings, Rs. 98,544 on equipment and furniture, and Rs. 14,54,480 under the Head "General" which includes the cost of direction, inspection and scholarships and miscellaneous charges, such as, Book Depot, Examinations, Travelling Allowances, Scout movement charges, charges on account of hostels and boarding homes, etc. The direct expenditure amounted to Rs. 50,46,526 or 73·1 per cent of the total expenditure. Of this expenditure a sum of Rs. 7,87,956 or 11·4 per cent was spent on University Education, Rs. 53,971 or 0·8 per cent on Oriental Colleges not forming part of the Mysore University, Rs. 2,02,375 or 2·9 per cent on training schools for men and women including the Training College, Rs. 6,84,592 or 9·9 per cent on High School Education, Rs. 8,47,380 or 12·3 per cent on Middle Schools, Rs. 22,07,125 or 32 per cent on Primary Education for boys and girls and Rs. 2,63,127 or 3·8 per cent on Technical Schools (Engineering, Commercial, Industrial, Agriculture, etc.).

Of the total expenditure amounting to Rs. 69,01,850, a sum of Rs. 53,12,771 or 77 per cent was contributed from State Funds, Rs. 5,79,554 or eight per cent from Local Funds, Rs. 69,682 or 1·0 per cent from Municipal funds, Rs. 6,68,927 or 9·6 per cent from fees and Rs. 2,70,916 or 4·4 per cent from other sources, mainly contributions by aided agencies.

7. *Expenditure under the Elementary Education Fund.*—Consequent on the transfer of control over Primary Education to the Local Education authorities constituted under the Elementary Education Regulation of 1930, the Education Cess fund accounts of the several Districts were closed and the balances at the credit of the account remitted to the Treasuries concerned to form the nucleus of the Elementary Education Fund.

The total amount credited to the Fund by the several District Boards was Rs. 7,56,563-7-5, the details of which are given in the following statement:—

District	Accumulated balances credited	Month when it was credited
	Rs. a. p.	
1. Bangalore	57,629 12 0	May 1932.
	14,389 14 6	June 1932
2. Kadur	24,624 0 5	September 1931.
3. Chitaldrug	8,662 13 11	January 1932.
4. Kolar	2,14,075 5 1	Do
5. Mysore	1,65,004 10 6	December 1931.
6. Shimoga	143 10 0	Do
7. Tumkur (a)	57,139 3 9	April 1932.
8. Hassan	1,39,565 2 0	September 1931.
	321 6 11	October 1931.
	75,000 0 0	November 1931.
	7 8 4	June 1932.
Total ..	7,56,563 7 5	

(a) A further sum of Rs. 42,622 was credited in August 1932 towards adjustment of the account.

The total receipts under the fund inclusive of the accumulated balances transferred to the fund during the year under report and of the Government grant and other receipts amounted to Rs. 27,48,281, the details of which are shown in the following statement:—

Name of the Local Education Authority	Cess collections inclusive of accumulated balances credited	Government grant	Other receipts	Total
	Rs.	Rs.	Rs.	Rs.
1. Bangalore District ...	1,34,935	2,17,344	338	3,52,617
2. Mysore „	2,77,295	2,77,140	1,850 (a)	5,56,285
3. Hassan „	2,78,957	1,40,892	268	4,20,117
4. Tumkur „	97,492	1,93,404	547	2,91,443
5. Shimoga „	58,808	1,71,444	598	2,30,850
6 Kolar „	2,86,275	1,88,484	247	4,75,006
7. Kolar Gold Fields Area School Board	8,000	10,000	5	18,005
8. Chitaldrug District ...	57,303	1,75,992	166	2,33,461
9. Kadur „	70,320	99,732	445	1,70,497
10. Bangalore City	Elementary Education Fund is not yet formed.			
11. Mysore City				
12. Tumkur Town				

(a) Of this, Rs. 1,495 represents contribution from Village Panchayets on account of Village Panchayet Schools.

The actual expenditure from 1st July 1931 to 30th June 1932 and the balances available under the fund are given in the undermentioned statement :—

Name of the Local Education Authority	Total amount available for expenditure during 1931-32	Expenditure during 1931-32 including buildings	Balance on 1st July 1932	Remarks
	Rs.	Rs.	Rs.	
1. Bangalore District ...	3,52,617	2,95,530	57,087	
2. Mysore „	5,56,285	4,80,275(a)	76,010	
3. Hassan „	4,20,117	2,01,984	2,18,133	
4. Tumkur „	2,91,443	2,59,604	31,839	
5. Shimoga „	2,30,850	2,46,043	—15,193	
6. Kolar „	4,75,006	4,07,960(b)	67,046	
7. Kolar Gold Fields Area School Board.	18,005	10,088	7,917	
8. Chitaldrug District.. ...	2,33,461	2,45,300	—11,839(c)	
9. Kadur „	1,70,497	1,48,225	22,272	
10. Bangalore City	Elementary Education fund is not yet formed. Transactions are still being accounted for under Municipal Funds.			
11. Mysore City				
12. Tumkur Town				

(a) Includes of Rs. 1,00,000 (one lakh) invested. (b) Includes of Rs. 1½ lakh invested.

(c) Since adjusted in July and August 1932.

8. *Fees.*—The receipts from fees amounted to Rs. 6,68,927 as against Rs. 4,76,600 in the previous year. The receipts under each grade of institution are shown in the appended statement. The fee income shown under Primary and Middle Schools for boys and girls is derived mostly from admission and penal fees. The fee income shown under "Miscellaneous" includes fees on account of S.S.L.C., Technical, University, Medical and other examinations.

No.	Institutions	1930-31	1931-32	Decrease	Increase
		Rs.	Rs.	Rs.	Rs.
1	Colleges—University ...	1,40,000	1,65,009	...	25,009
2	Oriental Colleges for men ...	38	...	38	...
3	English High Schools for boys ...	1,41,694	1,34,431	7,263	...
4	Middle Schools for boys ...	13,475	11,483	1,992	...
5	Primary Schools for boys ...	1,049	203	846	...
6	English High Schools for girls ...	4,847	2,970	1,877	...
7	Middle Schools for girls ...	1,916	1,843	73	...
8	Primary Schools for girls ...	77	9	68	...
9	Special Schools ...	26,872	27,830	...	958
10	Miscellaneous ...	1,46,632	3,25,149	...	1,78,517*

* The difference is due to inclusion of Examination fees under this heading, while it was shown under Provincial revenues last year. Of the fees realised Rs. 2,12,351 were credited to State Funds Rs. 2,32,400 to the University and Rs. 2,28,176 to Private Funds.

9. *Average cost per head of population.*—The average cost of education per head of population was Rs. 1-1-2 against Rs. 1-2-10 in the previous year. Of this, a sum of Rs. 0-13-3 was met from State Funds as against Rs. 0-15-1 in 1930-31.

10. The average cost per student in each grade of institution (Government and Aided) is given in the statement appended to para 6. The subjoined statement shows the average cost per student in Government Institutions according to the total number on the rolls. But it does not show indirect expenditure, such as, on Direction, Inspection, Buildings, Scholarships, etc.

Average annual cost per head of the number of pupils on the rolls in the different grades of boys' and girls' Institutions (Government schools only).

No.	Kind of institution	Number of institutions	Number on the rolls	Annual expenditure	Cost per institution	Average cost per pupil
		Rs.	Rs.	Rs.	Rs.	
1	University Education ..	12	2,883	7,87,956	65,663	273·3
2	Oriental Colleges for boys ...	3	456	48,529	16,176	106·2
3	English High Schools for boys.	17	4,423	3,89,692	22,923	88·1
4	Vernacular High Schools for boys.	3	227	55,932	18,644	246·3
5	Middle Schools for boys ...	262	25,854	6,70,354	2,559	25·93
6	Primary Schools for boys ...	10	927	17,585	1,759	18·96
7	English High Schools for girls.	3	300	49,667	16,556	165·5
8	Vernacular High Schools for girls.	1	24	...	...	...
9	Middle Schools for girls ..	21	1,355	74,731	3,559	55·16
10	Primary Schools for girls ...	5	373	4,321	864	11·58
11	Technical Schools for boys (inclusive of Training institutions).	32	2,365	3,97,486	12,421	168·1
12	Technical Schools for girls ...	2	53	39,302	19,651	741·5
	Total ...	371	39,240	25,35,555	6,834	64·62

11. *Aided Institutions.*—The total expenditure on Aided Institutions was Rs. 5,53,032 of which a sum of Rs. 2,85,758 was contributed from State Funds, Rs. 5,515 from Local Funds, Rs. 58,283 from Municipal Funds, Rs. 47,746 from fees, and Rs. 1,55,730 from all other sources. Of the State grant, a sum of Rs. 72,923 was allotted to High Schools (boys and girls) and Oriental Colleges not forming part of the University, Rs. 49,593 to Middle Schools for boys and girls, Rs. 86,353 to Primary Schools (boys and girls) Rs. 12,740 to Sanskrit Schools and Rs. 64,147 to special institutions.

12. *Buildings and other lumpsum grants to Aided Schools and Hostels.*—A sum of Rs. 27,612-5-6 was spent from State Funds towards building and equipment grants to Aided Institutions. The more important of the items for which such grants were given are as shown in the subjoined statement:—

	Name of the institution	Object of grant	Total estimated cost	Total grant sanctioned	Grant paid during 1931-32
			Rs.	Rs.	Rs. a. p.
1.	Vokkaligar Hostel, Krishnarajapete	Construction of a building.	14,000	7,000	2,000 0 0
2.	Banumiah's High School, Mysore	Construction of a Workshop	6,500	3,200	1,700 0 0
3.	Anathalaya, Mysore .	Do	7,250	3,625	1,161 0 0
4.	Seva Ashram, Malleswaram ...	Construction of a shed.	225	112½	112 8 0
5.	Vokkaligar Hostel, Hassan ...	Construction of a building.	14,000	7,000	4,000 0 0
6.	Do Melkote ...	Do ...	7,855	3,000	1,000 0 0

13

Name of institution	Object of grant	Total estimated cost	Total grant sanctioned	Grant paid during 1931-32
		Rs.	Rs.	Rs. a. p
7. Sarada Niketan Hostel, Mysore ...	Construction of a building.	40,000	10,000	920 0 0
8. Public Library, Tumkur ...	Do ...	13,866	4,620	1,500 0 0
9. Nadar Community Hostel at Tirthahalli.	Do ...	9,437	4,719½	1,500 0 0
10. Veerasaiva Hostel, Davangere ...	Do ...	31,000	15,500	1,500 0 0
11. Karnataka Sahitya Parishat, Bangalore.	Do ...	30,000	15,389	5,000 0 0
12. Joshyar's Primary Boys' School, Mysore.	Do ...	12,000	4,000	1,707 9 0
13. Banumiah's High School, Mysore.	Repairs ...	2,000	1,000	1,000 0 0
14. Grant paid for the construction of village school buildings undertaken by the people.	...	...	...	2,898 15 0
1. Municipal High School, Bowringpet	Equipment grant.	...	...	1,562 6 6
2. Seva Ashram, Malleswaram, Bangalore.	Do ...	...	...	50 0 0
Total ...	...	..	...	27,612 5 6

13. *Expenditure on Educational Buildings for* 1931-32.—During the year under report, a total expenditure of Rs. 85,624 was incurred on buildings excluding those under the University.

There were in all 71 Original Works proposed to be taken up for construction. Out of these 34 were incomplete works of previous years. The remaining 37 works were fresh works and they are in several stages of completion.

The following statement shows the expenditure incurred on Educational Buildings under "26 Education": 11 (A) Buildings :—

Head of service	Allotment in the budget	Expenditure
I. ORIGINAL WORKS.	Rs.	Rs.
(1) High Schools	...	3,976
(2) Middle Schools (*a*) Kannada	18,500	16,648
(*b*) Special communities	9,500	5,128
(3) Primary Schools (*a*) Kannada	52,500	26,817
(*b*) Special communities	21,500	7,724
(4) Other Schools	10,000	3,299
For acquisition of lands and unforeseen items	5,000	..
Total Original works ...	1,17,000	63,592
(ii) Repairs	30,000	22,032
Grand Total ...	1,47,000	85,624

A sum of Rs. 85,624 including contributions paid by villagers was spent on buildings as against an allotment of Rs. 1,47,000 in the Education Budget sanctioned for the year, the details of which are given below :—

	Rs.
1. State Funds	90,000
2. Elementary Education Fund	57,000
Total ...	1,47,000

Of this amount, Rs. 63,592 were spent on original and improvement works, and Rs. 22,032 on repairs. In addition to this, a sum of Rs. 5,505 was spent on a grant-in-aid basis towards the construction of school buildings undertaken by the people in village areas.

The following statement shows the principal works undertaken by the Public Works Department during 1931-32 and the expenditure incurred on each item during the year :—

	Name of work	*Expenditure* Rs.
1.	Extending the Middle School, Gudibanda	401
2.	Extending the Girls' School at Tirthahalli	408
3.	Constructing a Middle School at Kantharajapura, Channarayapatna Taluk...	1,577
4.	Improving the Middle School at Arasikere	2,336
5.	Constructing a building for the Middle School at Gudemaranahalli, Magadi Taluk	1,679
6.	Constructing a building for the Urdu Girls' School at Kolar	1,289
7.	Constructing a building for the Urdu Boys' School at Hole-Narasipur ...	3,569
8.	Constructing a Primary Boys' School, Chamarajanagar	5,583
9.	Extending the School building at Hiresave, Channarayapatna Taluk ...	2,009
10.	Constructing a Primary Boys' School at Grama, Hassan Taluk.. ...	900
11.	Constructing a Primary Boys' School at Narasandra, Magadi Taluk ...	1,108
12.	Constructing a Primary Boys' School at Singatagere, Kadur Taluk ...	1,478
13.	Constructing a Primary School at Kandikere, Chiknayakanahalli Taluk ..	639
14.	Constructing a compound wall for the Vani Vilas and Urdu Girls Schools at Hassan	912
15.	Constructing Warden' and Servants' quarters in the compound of the Central Institute for Defectives at Mysore	2,989

14. *Equipment of Government Schools.*—A total grant of Rs. 98,544 was allotted for the equipment of all kinds of schools (this figure includes a sum of Rs. 93,485 being the expenditure incurred towards equipment by the University).

15. *Budget and Outlay.*—The sanctioned budget of the Department for the year provided for an expenditure of Rs. 49,30,100 exclusive of the State Grant to the University and the expenditure on Industrial Schools. Excluding also an allotment of Rs. 1,87,000 for educational buildings, which was transferred to the control of Public Works Department, the budget provided for a grant of Rs. 47,43,100. Owing to the transfer of control over Primary Education to Local Education Authorities, the expenditure on Primary Education hitherto met from Education cess funds was charged off finally to Elementary Education Fund and consequently there was no recovery of the contribution to the extent of Rs. 6,28,000. The Budget thus provided for a net grant of Rs. 41,15,100. The actual outlay according to the audited accounts was Rs. 39,52,332 resulting in a saving of Rs. 1,62,768 chiefly due to amounts saved owing to need for economy.

CHAPTER III.

CONTROLLING AGENCIES.

A. Direction.

1. *The Director.*—I continued as Director of Public Instruction throughout the year under report. I toured for 110 days and visited 250 offices and institutions. A considerable portion of my time was taken up in attending 130 meetings and conferences.

2. *The Deputy Director.*—Dr. S. Paul Chinnappa, M.A., L.T., Ph.D., continued as Deputy Director, Headquarters, till 11th April 1932, when he was posted as Deputy Director of Public Instruction, Bangalore Division, as the services of Mr. M. Sultan Mohiyuddin, M.A., LL.B., M.Ed., Deputy Director, Bangalore Division, were placed at the disposal of the Hon'ble the Resident in Mysore for employment for seven months as the Inspector of Schools, Coorg and Bangalore. Mr. R. Jagannatha Rao, B.A., L.T., Secretary, Local Examinations Boards, was appointed Office Assistant against the post of the Deputy Director of Public Instruction and he continued as such throughout the year under report.

3. *The Personal Assistant.*—Mr. K. T. Sudarsana Iyengar, B.A., continued as my Personal Assistant till the 9th September 1931 when the post was abolished as a measure of retrenchment.

4. *The Secretary, Local Examinations Boards.*—Mr. L. Koneri Rao, B.A., L.T., continued as Secretary till the end of September 1931 when Mr. R. Jagannatha Rao, B.A., L.T., who was appointed as Special Officer in connection with the Elementary Education Regulation of 1930 reverted to his place on the termination of the special work and the latter continued as Secretary, Local Examinations Boards, till the 11th April 1932 when he was appointed as Office Assistant to the Director. Mr. M. A. Narayana Iyengar, B.A., Curator, Central Book Depot, Bangalore, was appointed as Secretary, Local Examinations Boards, from 11th April 1932 and he continued in the post during the remaining part of the year under report.

5. The Government Book Depot was transferred to the control of the Superintendent, Government Printing, Bangalore.

6. *The Financial Assistant to the Director.*—Mr. V. Naraniengar continued as Financial Assistant to the Director during the year under report.

The accompanying statement furnishes information regarding receipts, disposal and pendancy relating to corresdondence both in the Administration and Financial Branches of the Office.

Statement of pending papers for the year 1931-32.

N.B.—The returns furnished hereunder are according to cases or currents and not according to individual papers.

Number	Description	Number pending at the begining of the year	Number received during the year	Total	Number finally disposed of during the year	Number pending in the Office	Number pending outside	Total pending
1	Currents	1,671	6,311	7,982	6,454	424	1,104	1,528
2	Petitions	89	1,437	1,526	1,482	38	6	44
3	Periodical returns ...	1	169	170	166	3	1	4
4	N. R. Papers	6	2,226	2,232	2,219	7	6	13
5	Special Registers ...	144	325	469	337	7	125	132
	Total ...	1,911	10,468	12,379	10,658	479	1,242	1,721

Letters and Bills received in the Financial Branch during 1931-32 (1st July 1931 to 30th June 1932).

Particulars	Balance on 1st July 1931	Received during the year	Total	Disposed	Balance on 30th June 1932
1. Letters	24	5,145	5,169	5,155	14
2. Bills	34	8,586	8,620	8,595	25
3. Un-official Files ...	3	1,316	1,319	1,310	9

Condition of the Stock Registers.—The Stock Registers of articles of furniture in the Office of the Director of Public Instruction are maintained satisfactorily. Those in the subordinate offices and institutions are reported to have been maintained satisfactorily and periodical verification of stock conducted and suitable action taken regarding the adjustment of deficiencies.

Suitable action was taken in regard to the discrepancies in the articles of furniture as entered in the stock register of the Vani Vilas Institute, Bangalore, and

as found in the school during 1930-31. The question of discrepancies noticed during the course of audit of the accounts of the Government High School, Malleswaram, is under correspondence.

B. Inspecting Agency.

1. *Deputy Director of Public Instruction, Bangalore Division.*—Mr. M. Sultan Mohiyuddin, M.A., LL.B., M.Ed., was in charge of the office of the Deputy Director of Public Instruction up to 11th April 1932 when his services were lent to the British Resident in Bangalore, where he was appointed as Inspector of Schools, Bangalore and Coorg. Dr. S. P. Chinnappa, M.A., L.T., Ph.D., was appointed Deputy Director of Public Instruction, Bangalore Division. He relieved Mr. M. Sultan Mohiyuddin on the afternoon of 11th April 1932.

Mr. M. Sultan Mohiyuddin inspected all the direct charge institutions and four out of five offices. In addition, he inspected 18 schools which were under the charge of subordinate officers. The inspection reports and tour notes relating to all these institutions and offices have been submitted to the Head Office, and action has been taken to give effect to the observations made during inspection and to see that suggestions given are carried out.

As in the previous year, a considerable part of his time was claimed by Departmental Committees connected with the development of Education. As Vice-President of the Mysore Secondary Education League, he attended the annual Conference held under the auspices of the League. He served as Chairman and Convenor of the Sub-Committee of the Mahomedan Education Advisory Committee until his relief. He took an active part in the All-India Educational Conference and presided over one of the sectional meetings which dealt with the question of "Psychology" and "Present Education." In all, he attended 25 meetings of the Departmental Committees and toured for 127 days.

During his period of charge, Dr. S. P. Chinnappa toured for 21 days and inspected one office left over by his predecessor, and 24 schools under the charge of the subordinate Officers. He also presided over the Kolar District Teachers' Conference held at Srinivaspur. He attended six meetings of other Departmental Committees.

2. *Deputy Director of Public Instruction, Mysore Division.*—Mr. K. Srinarasimhaiya, M.A., L.T., was in charge of the Division during the whole year. He was on tour for 160 days including 54 days spent on inspection of head quarter schools and inspected all the 16 High Schools, 2 Training Colleges, 4 Offices of the District Educational Officers, the Central Adikarnatakas Institute, the Central Institute for Defectives and all the Hostels under his direct charge. No direct charge institution was left uninspected during the year. He also visited or inspected 53 Middle Schools; 181 Primary Schools and 13 Offices of the School Board Assistants and attended 30 meetings. All the inspection reports of his direct charge schools as well as his detailed tour notes have been promptly submitted. Owing to the retrenchment in travelling allowance allotment, he could not inspect the interior schools to the same extent as he used to do in previous years. He was able to tour in detail in only one district, *viz.*, Mysore District.

As in previous years, he took particular care to see that the suggestions or instructions contained in his inspection reports or tour notes were followed up by the subordinate Inspecting Officers or schools concerned not only by calling for and scrutinising the reports of action taken but also comparing at each inspection the results shown on the observations made at the previous inspections.

THE DISTRICT EDUCATIONAL OFFICERS.

1. *District Educational Officer, Bangalore District.*—Mr. S. Srinivasa Rao, M.A., L.T., was in charge of the District up to 10th September 1931, when he was transferred as Head Master, Government High School, Kolar. Mr. K. T. Sudarsana Iengar, B.A., succeeded him. He took charge of the office of the District Educational Officer on 10th September 1931 and continued in charge of the District for the rest

of the year. During his charge, Mr. S. Srinivasa Rao toured for 43 days and inspected nine direct charge schools and visited sixteen Primary Schools. He assisted the Deputy Director in the inspection of four High Schools in the District.

Mr. K. T. Sudarsaniengar toured for 138 days and inspected 40 of the remaining direct charge schools. The other direct charge institutions inspected by him were 13 in number (six Range Offices and seven Hostels). He also visited 97 Primary schools and attended eight meetings of the School Board as *exofficio* School Board Officer. He also attended a few meetings of the Parent Teachers' Associations and Teachers' Associations. Consequent on the reduction in the number of days to be toured, all the Middle Schools in the District could not be inspected by Mr. Sudarsaniengar. He left only four Middle Schools uninspected.

The itineration and inspection of both Mr. S. Srinivasa Rao and Mr. K. T. Sudarsaniengar were satisfactory. Bangalore being a heavy Educational District and the staff sanctioned to the Office of the District Educational Officer being quite inadequate, the work of the Office is found to be very onerous.

2. *District Educational Officer, Kolar District.*—Mr. M. A. Narayana Iyengar, M.A., B.L., was in charge of the District throughout the year except for a period of one month from 11th November 1931 when he was on privilege leave. During this period, Mr. B. Lakshminarayana Rao acted as District Educational Officer. Mr. Narayana Iyengar toured for 184 days and inspected all the 32 direct charge Middle Schools and 5 Offices of the Assistant Inspectors. He re-inspected 13 of the Middle Schools and inspected also all the Branch Book Depots in the District and a few agencies. In addition, Mr. Narayana Iyengar attended all the five District Board Meetings and 12 School Board Meetings along with all the meetings of the District Scout Council and Local Scout Meetings except two. A number of Teachers' Association meetings were presided over by him. He was present at the District Primary School Teachers' Conference at Srinivaspur. He attended the All-India Educational Conference held at Bangalore under the auspices of the Mysore Secondary Education League. He also visited a large number of Sanskrit Patasalas, Hostels and Practical Instruction classes in the District. He assisted the Deputy Director of Public Instruction in the inspection of four High Schools in the Kolar District.

Mr. M. A. Narayana Iyengar has organised his office very efficiently and has done much to raise the level of efficiency in the Middle Schools in his District. Both his itineration and inspection were very good. He has submitted all the Inspection Reports.

3. *District Educational Officer, Shimoga District.*—Mr. K. Venkataswamy Iyer, B.A., continued to be in charge of the District throughout the year. He toured for 196 days, *viz.*, 53 days in excess of the limit prescribed by the retrenchment order. All the direct charge schools, hostels and offices and eight Book Depots were inspected by him in addition to the re-inspection of one Middle School and inspection of 291 Primary Schools. He assisted the Deputy Director in inspecting the High Schools at Shimoga and Tirthahalli. All the Inspection Reports have been submitted by him. In all, Mr. Venkataswami Iyer attended 22 meetings, was present at the All-India Educational Conference organised at Bangalore by the Mysore Secondary Education League and presided over one Teachers' Conference, one Teachers' Association Meeting, one School Day Celebration and one School Opening Ceremony.

Mr. Venkataswamy Iyer has done much to improve the Middle Schools in Shimoga District and to organise office work on an efficient basis. Both his inspection and itineration were quite satisfactory.

4. *District Educational Officer, Kadur District.*—Mr. G. S. Subba Rao, B.A., remained in charge of the Kadur District throughout the year, but for two very short breaks of 8 and 15 days during which period Mr. H. S. Krishna Rao, M.A., (Hons.), Assistant Inspector of Education, Chikmagalur, was in charge of the current duties of the Office. Mr. G. S. Subba Rao toured for 153 days, inspected all the 23 direct charge schools and re-inspected 12 of them. He also inspected one Practical Instruction Class, one Adikarnataka Hostel, four Range Offices, two Branch

Book Depots and 134 Primary Schools. He attended four meetings of the District Board, two of the local Education Authority, five of the Chikmagalur Town Municipal Council, one of the Industrial School Advisory Committee, one of the Taluk *Ad-Hoc* Scholarship Committee and all the seven meetings of the School Board in addition to a few meetings in connection with the Local Examinations Boards. He also presided over a number of Teachers' Association Meetings.

Mr. G. S. Subba Rao has been evincing very great interest in the improvement of Middle School Education and his Circulars known as the "Middle School Improvement series" and the "Record work sheets" calling upon the teachers to record their work in respect of all kinds of activities in the school deserve special mention.

The itineration and inspection of Mr. G. S. Subba Rao were quite satisfactory.

5. *The District Educational Officer, Mysore.*—Mr. M. S. Rajagopala Rao, M.A. (Hons.), was in charge of the Mysore District during the whole year. He toured for 169 days and inspected 45 Middle Schools, seven Assistant Inspectors' Offices, 32 Primary Schools, seven Hostels and nine Practical Instruction classes attached to Middle and Primary Schools. Thirteen Rural Middle Schools under his direct charge were not inspected by him but were inspected by the Assistant Inspectors only. He re-inspected one Middle School and visited 11 Middle Schools and 18 Primary Schools. He attended 44 meetings. Thirteen Middle Schools out of 73 such direct charge schools and two offices were left uninspected. The volume of correspondence pertaining to this large District as well as the new work devolving upon him as the Secretary of the School Board stood in the way of completing the inspection of all the Middle Schools in the District. Mr. Rajagopala Rao was also Hon. Secretary of the Central Institute for Defectives, Mysore, till 16th April 1932 and continued as a Member of the Committee thereafter. His touring and inspection work may be, in the special circumstances of the district, considered to be satisfactory.

6. *The District Educational Officer, Tumkur.*—Mr. Mohamed Davood, B.A., was in charge of the Tumkur District throughout the year. He toured for 175 days and inspected all the 48 Middle Schools, 6 Range Offices, the District Normal and Vernacular High School, Tumkur, as well as the Hostel attached to it and the Adikarnataka boarding Home, Tumkur. He also visited 242 schools in charge of Assistant Inspectors and attended 82 meetings. He continued to be the Chairman of the Urdu Sub-Committee of the Text Book Committee besides holding a membership on the English Sub-Committee of the Text Book Committee and attended the meetings in this connection. He also assisted the Deputy Director in the inspection of the High Schools at Tumkur and Madhugiri. His inspection and visits were rather hurried at times. There was considerable increase in the work of his office after the institution of the District School Board. His touring and office work were satisfactory.

7. *The District Educational Officer, Hassan.*—Mr. S. Sundara, M.A., B.T., M.Ed. (Leeds), was in charge of the Hassan District throughout the year except for a period of 25 days when he was on privilege leave during which period Mr. M. Sridharamurti, B.A., Assistant Inspector of Education, Arsikere Range, was in charge. Mr. Sundara toured for 152 days and inspected 24 Middle Schools and five Offices of the Assistant Inspectors and four hostels. He also visited 76 Primary Schools under the direct charge of the School Board Assistants. He attended the District Board and Municipal meetings and School Board meetings, and the meetings of the Hole-Narsipur High School. He presided over 13 Teachers' Associations and delivered addresses on Educational Principles and Problems connected with teaching of school administration. He organised the Teachers' Conference at Kantarajapura. Mr. Sridharamurti toured for 13 days and inspected two Middle Schools and visited two other Middle Schools and seven Primary Schools. The touring and inspection work of both the officers were satisfactory.

8. *District Educational Officer, Chitaldrug.*—Mr. P. Ananthasubba Rao, B.A., L.T., was in charge of the Chitaldrug District till 29th September 1931, *i.e.*, for 90 days. He toured for 48 days and inspected nine Middle Schools, one District Normal School and 26 Primary Schools and attended eight meetings. He was permitted to retire from service from 29th September 1931 after a long period of useful

service in the department. He handed over charge to Mr. H. P. Ramanna, Assistant Inspector who was in charge of the district till 14th October 1931 when he was relieved by the permanent District Educational Officer, Dr. K. R. Ramaswami.

Dr. K. R. Ramaswami, M.A., M.Ed., D.Litt., was in charge of the district for 260 days and toured for 113 days and inspected 22 Middle Schools, five Offices, four Hostels, 62 Primary Schools and four Branch Book Depots. He also assisted the Deputy Director of Public Instruction in the inspection of the High Schools at Chitaldrug and Davangere. Six Middle Schools were also re-inspected. He also attended 31 meetings and three School Day functions. His inspection reports and tour notes were detailed and contained useful suggestions. He is also issuing a cyclostyled magazine every month for the use of Middle School Teachers of the Chitaldrug District and this experiment seems to be promising of real educational benefit to the teachers concerned. His touring, inspection and office work were very satisfactory.

Assistant Inspectors of Education.

There was no change in the total number of Assistant Inspectors. There were, as in the previous year, 39 Assistant Inspectors for the inspecton of Kannada Schools including one for Sanskrit Schools and eight for Urdu Schools.

The Assistant Inspectors have been empowered to grant in deserving cases to pupils of Primary Schools exemption from payment of re-admission fee of annas eight.

Assistant Inspectresses of Urdu Girls' Schools.

There were two Assistant Inspectresses for Urdu Girls' Schools as in the previous year.

1. *The Assistant Inspectress of Urdu Girls' Schools, Bangalore Division.*—Sri Leelavathy Bai, M.A. (Hons.), remained in charge of the Office of the Assistant Inspectress throughout the year. She toured for 153 days, and inspected in addition to her regular work the instruction in needle work in nine Kannada Girls' Middle Schools. She inspected 118 of her direct charge schools and re-inspected four of them. She also visited a number of Girls' as well as Boys' Schools and wherever possible held Teachers' meetings to discuss the methods of teaching, school hygiene, etc. Advantage was taken of such meetings to urge the need of education for Muslim girls.

In addition to the inspection work, Sri Leelavathy Bai attended the Mahomedan Advisory Committee meeting and convened three meetings of the Board of Honorary Lady Visitors for Urdu Girls' Schools, Bangalore.

It will be noticed that the lady inspected all the schools in her charge except six schools. As regards these six schools, four were closed for plague at the time of the visit, while the fifth was closed the day being Shandy day, and in the case of the sixth school, the permanent Head Mistress had been sent for training and the substitute had not taken charge. Last year, Government were pleased to remark that her inspection was unsatisfactory, but I had pointed out in my report that the lady had been considerably hampered for want of facilities in respect of transport and places to stay in, and that, in view of Government sanction of a special allowance to enable her to keep a car, much better results might be expected during the current year. The figures submitted above show that my expectations have been fully realised. The Officer has sent a carefully drawn up report of her inspection, some features of which are noticed elsewhere.

2. *The Assistant Inspectress of Urdu Girls' Schools, Mysore Division.*—Miss Yusuf Ali was in charge of the Office of the Assistant Inspectress of Urdu Girls' Schools throughout the year except for a short period of ten days when she was on privilege leave and Mr. Syed Ahmed, Assistant Inspector, Urdu Schools, Mysore District, was placed in charge of her Office. She was on tour for 119 days and inspected 69 out of 84 schools under the direct charge and visited three other schools. Out of the 15 uninspected schools, four schools which were single teacher schools had remained closed temporarily as the mistresses were on leave at the time of her visit and she could not inspect the remaining 11 schools as she did not tour for three months due to the restricted travelling allowance allotment.

Statement of work done by the several Inspecting Officers of the Department of Public Instruction during the year 1931-32.

Number	District or Range	Name of Officer	Number of days in charge of District or Range	Number of days on tour	Number of direct charge schools	Number of schools inspected	Number of schools uninspected	Number of schools re-inspected	Number of schools visited	Number of schools inspected or visited	Number of Offices inspected	Remarks
		DEPUTY DIRECTORS OF PUBLIC INSTRUCTION.										
1	Bangalore Division.	Mr. M. Sultan Mohiyuddin, M.A., LL.B., M. Ed.	286	127	20	20	...	..	18	38	4	
		Dr. S. P. Chinnappa, M.A., L.T., Ph.D.	80	21	...	...	...	...	24	24	1	
2	Mysore Division.	Mr. K. Srinarasimhaiya, M.A., L.T.	366	160	16	18	...	...	234	252	13	
		DISTRICT EDUCATIONAL OFFICERS.										
1	Bangalore ...	Mr. S. Srinivasa Rao, M.A., L.T.	72	43	53	9	...	...	16	25	...	
		Mr. K. T. Sudarsaniengar, B.A.	294	138	...	40	4	..	97	137	6	
2	Kolar ...	Mr. M. A. Narayaniengar.	336	184	32	32	...	13	218	268	5	
		,, B. Lakshminarayana Rao.	30	...	...	...	...	...	...	...	...	
3	Tumkur ...	Mr. Mohamed Davood, B.A.	366	175	49	49	...	...	242	291	6	
4	Mysore ...	,, M. S. Rajagopala Rao, M.A. (Hons).	336	169	74	46	28	1	29	76	7	
5	Hassan ...	Mr. S. Sundara ...	341	152	23	24	...	...	76	100	5	
		,, M. Sridharamurthi ...	25	13	...	2	...	...	9	11	...	
6	Kadur ...	Mr. G. S. Subba Rao, B.A.	341	153	24	24	...	...	179	203	4	
		,, H. S. Krishna Rao ...	25	...	...	...	...	...	...	...	...	
7	Shimoga ...	,, K. Venkataswamier, B.A.	366	196	33	33	...	1	290	324	6	
8	Chitaldrug ...	Mr. P. Ananthasubba Rao, B.A., L.T.	90	48	32	10	...	...	26	36	...	
		Mr. H. P. Ramanna ...	16	...	...	...	...	...	...	...	...	
		Dr. K. Ramaswami ...	260	113	...	22	...	6	62	90	5	
		ASSISTANT INSPECTRESSES OF URDU EDUCATION FOR GIRLS.										
1	Bangalore ...	Sri. Leelavathy Bai, M.A. (Hons).	366	153	124	118	6	4	15	137	...	Four schools were closed an account of plague, one closed an account of shandy day and one school was closed as the Head Mistress was under training and the substitute had not taken charge.
2	Mysore ...	1. Miss. Yusuf Ali ...	356	119	84	69	15	...	3	72	...	Four schools were closed at the time of inspection as the mistresses were on leave.
		2. Mr. Syed Ahamed ...	10	..	...	...	...	...	...	...	...	
		ASSISTANT INSPECTORS OF URDU EDUCATION.										
1	Bangalore ...	Mr. Ahamed Hussain ...	366	176	156	156	...	5	24	185	...	
2	Kolar ...	,, Abdul Khuddus ...	366	196	152	152	...	14	62	228	...	
3	Tumkur ...	,, Syed Abdul Razak ...	351	165	94	94	...	33	74	201	...	
		,, C. R. Madhava Rao ...	15	...	...	..	...	...	...	...	...	
4	Mysore ...	,, Syed Ahamed ...	23	11	131	6	14	...	...	6	...	
		,, A. R. K. Mumtaz ...	333	186	...	110	...	...	...	110	...	
		,, A. R. K. Tareen ...	10	1	...	1	...	...	...	1	...	
5	Hassan ...	,, Hussein Ali Khan ...	366	162	52	52	...	5	144	201	...	
6	Kadur ...	,, H. Abdul Gaffoor ...	361	151	53	53	...	36	100	189	...	
		,, H. S. Krishna Rao ...	5	..	...	...	...	...	...	...	...	
7	Shimoga ...	,, Mohamed Burhan ...	306	178	79	65	14	4	32	101	..	
		,, H. K. Mallappa ...	60	...	...	...	...	...	...	...	...	
8	Chitaldrug ...	,, M. J. Sheriff ...	366	178	53	53	...	13	6	71	...	
		ASSISTANT INSPECTORS OF EDUCATION AND ASSISTANTS TO SCHOOL BOARD OFFICERS.										
1	Bangalore City.	Mr. D. Vyasa Rao ...	300	165	124	97	15	16	...	113	...	
		,, M. Srinivasan ...	47	19	...	12	...	4	...	16	...	
		,, H. Sitharamaiya ...	19	...	...	...	...	...	...	...	...	
2	Anekal ...	,, G. R. Rangaswamy ...	351	180	120	104	16	...	39	143	...	
		,, K. T. Sudarsaniengar.	15	...	..	...	...	...	...	...	...	
3	Nelamangala ...	,, D. Sivaramiya ...	366	176	141	141	...	7	52	200	...	
4	Dodballapur ...	,, K. Sundarasadu ...	366	172	138	137	1	...	49	186	...	
5	Chennapatna ...	,, B. Dasappa ...	366	188	164	120	44	...	...	120	...	
6	Kolar ...	,, B. Lakshminarayana Rao.	366	201	131	131	...	47	27	205	...	
7	Bowringpet ...	,, K. Srinivasa Rao ...	330	194	191	169	10	...	...	169	...	
		,, B. Ramaswamy ...	36	19	...	12	...	...	6	18	...	
8	Chintamani ..	,, D. Suryanarayana Rao	351	165	149	145	4	...	35	180	...	
		,, B. Lakshminarayana Rao.	15	...	...	...	...	...	...	...	...	

Number	District or Range	Name of Officer	Number of days in charge of District or Range	Number of days on tour	Number of direct charge schools	Number of schools inspected	Number of schools uninspected	Number of schools re-inspected	Number of schools visited	Number of schools inspected or visited	Number of Officers inspected	Remarks
9	Chikballapur ...	Mr. B. Krishna Rao ...	366	176	169	155	14	...	30	185	...	
10	Tumkur ...	,, C. R. Madhava Rao ...	366	186	160	159	1	71	123	353	...	One school was not working.
11	Madhugiri ...	,, D. S. Venkatesaiya ...	366	165	131	129	2	10	94	233	...	
12	Chiknaikanahalli.	,, B. Cheluvaiengar ...	19	...	...	...	...	...	...	...	...	
		,, K. H. Gundu Rao ...	341	151	127	127	...	20	86	233	...	
		,, D. Srinivasamurthy ...	6	...	...	...	...	...	...	...	...	
13	Sira ...	,, D. V. Venkatasubbiah	343	161	158	110	32	25	44	179	...	
		,, Y. K. Ananda Rao ...	23	13	...	16	...	...	10	26	...	
14	Gubbi ...	,, B. G. Shankarish ...	360	175	181	179	2	1	45	225	..	Two schools were not working.
		,, C. R. Madhava Rao ...	6	...	...	...	...	...	...	...	...	
15	Mysore. ...	,, A. Srikantaiya ...	366	209	142	142	...	...	61	203	...	
16	Chamarajanagar.	,, C. Ranganna ...	347	152	131	108	15	...	84	192	...	
		,, G. K. Hiranaiya ...	5	...	...	...	...	...	...	...	...	
		,, K. Veeraswami Naidu.	14	11	...	8	...	...	5	13	...	
17	Nanjangud ...	,, G. R. Srinivasalu Naidu.	351	186	164	146	18	...	95	241	...	
		,, P. Krishna Rao ...	15	...	...	...	...	...	...	...	...	
18	Mandaya ...	,, M. Subba Rao ...	366	161	148	148	...	...	32	180	...	
19	Hunsur ...	,, K. Ramaswamiah ...	358	162	161	151	10	...	...	151	...	
		,, K. Puttappa ...	8	...	...	...	...	...	...	...	...	
20	Krishnarajpete.	,, H. Nagappa ...	366	165	168	152	16	...	84	236	...	
21	Malavalli ...	,, K. Veerasamy Naidu...	347	164	166	145	11	...	92	237	...	
		,, B. Basappa ...	15	9	...	10	...	...	...	10	...	
		,, G. Venkoba Rao ...	4	...	...	...	...	...	...	...	...	
22	Nagamangala...	,, B. Basappa ...	347	157	162	125	20	...	47	172	...	
		,, B. V. Rama Rao ...	10	...	...	...	...	...	...	...	...	
		,, C. Ranganna ...	9	7	...	7	...	...	...	7	...	
23	Hassan ...	,, K. Krishnaswamiengar	366	153	151	129	22	...	31	160	...	
24	Holenarsipur ...	,, B. Cheluvaiengar ...	356	159	151	144	7	38	...	162	...	Three schools were not working.
25	Arsikere ...	,, M. Sridharamurthy ...	366	164	148	147	1	...	56	203	...	One school was not working.
26	Saklespur ...	,, M. Krishniengar ...	366	154	118	114	4	36	...	150	...	Four schools were temporarily closed
27	Kadur ...	,, L. Swami Rao ...	2	...	...	...	...	...	...	...	...	
		,, V. S. Ramachandra Rao.	364	165	122	112	10	...	90	202	...	Four schools were temporarily closed.
28	Chikmagalur ..	Mr. H. S. Krishna Rao ...	366	170	161	155	6	...	17	172	...	
29	Narasimharajapura.	,, Y. K. Ananda Rao ...	107	37	116	104	12	...	45	149	...	
		,, H. Malhari Rao ...	259	118								
30	Shimoga ...	,, H. K. Mallappa ...	366	155	136	135	1	9	22	166	...	One school was not working.
31	Chennagiri ...	,, K. H. Gundu Rao ...	271	106								
		,, L. Krishna Rao ...	9	...	123	112	11	29	1	142	...	Six schools were not working.
		,, H. Malhari Rao ...	82	38								
		,, H. G. Ramaiya ...	4	2								
32	Sagar ...	,, C. P. Narayan ...	349	167	157	141	16	2	21	164	...	Sixteen schools were not working.
		,, A. Subbaraya ...	17	...	...	...	...	...	...	...	...	
33	Thirthahalli ...	,, L. Raghavachar ...	352	160	124	113	11	...	79	192	...	Eight schools were not working.
		,, H. Raghavendra Rao ..	14	...	...	...	...	...	...	...	...	Five schools were not available for inspection.
34	Shikarpur ...	,, B. Hutchu Rao ...	366	159	171	142	29	...	35	177	...	
35	Chitaldrug ...	,, H. P. Ramanna ...	366	164	137	132	5	56	4	192	...	
36	Hiriyur ...	,, T. V. Rachappa ...	366	159	85	85	...	59	...	144	...	
37	Challakere ...	,, C. B. Puttaswamy ...	366	159	104	102	2	40	...	142	...	Two schools were not working.
38	Davangere ...	,, B. Ranga Rao ...	366	173	130	130	...	51	...	181	...	Assisted the District Educational Officer in the inspection of five Middle Schools.
39	Sanskrit Schools.	,, S. B. Krishnamurthy.	366	126	79	60	19	10	...	70	...	

C. Village School Committees.

Most of the schools are reported to have been served by the school committees which rendered services by offering useful suggestions. They functioned fairly satisfactorily except in places where party factions prevailed. There were a few instances of needless interference by laymen in matters purely administrative but they resulted in no obstruction for work in schools. Now that primary Schools are transferred to local bodies, it is hoped that under the influence of the members of the Local Education Authorities, the committees will take keener interest in the affairs of the schools and strive to secure local benefactions to construct school buildings or teachers' quarters and also see that people take full advantage of the schools by sending their children regularly to the schools.

The following are among the important benefactions during the year and thanks of the Department are due to the donors :—

Hassan District.—1. Messrs. Deve Gowda and Lingegowda, sons of the late Mr. Kuntala Gowda of Kothanaghatta, Channarayapatna Taluk, have constructed a school building worth about Rs. 2,500.

2. Mr. Moganna Setty, Patel, Kellengar, Arsikere Taluk, constructed a school building worth about Rs. 2,000.

3. The villagers of Godhu, Saklespur Taluk, built a school house at a cost of about Rs. 1,000.

4. Mr. Shanta Malle Gowda of Bellur in Saklespur Taluk constructed a school building at a cost of about Rs. 1,200.

5. The villagers of Kesavathur in Arkalgud Taluk constructed a school building worth about Rs. 600.

6. The villagers of Maravalalu, Arakalgud Taluk, have erected a building worth about Rs. 600.

7. *Dharmadhurandhara* Sahukar Maralusiddappa of Halkur has donated to the local Middle School a building worth about Rs. 15,000.

Tumkur District.—Mr. Shevagar Range Gowda of Kaidala, Tumkur Taluk, has constructed a school building at a cost of about Rs. 1,600.

Mysore District.—1. The Village Panchayet, Chikkopal, Yedatore Taluk, have constructed a building at a cost of Rs. 5,000.

2. The villagers of Haradanahalli, Yedatore Taluk, have constructed a building worth Rs. 800 for the school and the quarters for the teachers.

3. The Village Panchayet, Ankanahalli, Yedatore Taluk, have constructed a school building of Type Design No. 11 at a cost of nearly Rs. 2,500.

4. The Village Panchayet Munganahalli, Yedatore Taluk, have constructed a building worth Rs. 1,200 for the school.

5. The Village Panchayet of Chickkaiyanahalli have constructed a building at a cost of Rs. 1,500.

6. The villagers of Hosur, Yedatore Taluk, have constructed a Katcha building for the school at a cost of Rs. 500.

7. The people of Chickahanasoge, Yedatore Taluk, have constructed a school house costing Rs. 800.

8. The residents of Murukanahalli, Krishnarajpete Taluk, have completed the construction of a building worth about Rs. 1,000.

Kadur District.—The villagers of the following places have constructed buildings for schools :—

1. Mallaghatta.
2. Niduvalli
3. Somanahalli.
4. Kanchugal.
5. Dandur.
6. Bidre.
7. Dayamballi.
8. Lakshmisagara.

Cost of the Building Constructed.

	Bangalore District.			Rs.
1	People of Bilekhalli, Bangalore Taluk	...	...	2,000
2	Do Karpur, Hoskote Taluk	...	...	1,500
3	Do Bommasandra, Hoskote Taluk	...	...	1,000
4	Do Doddagattiganabbe do	..	...	1,500
5	Do Devangondi (additional hall to the present school building was constructed).			200
6	Do Thaggikuppe, Magadi Taluk	...	....	500
7	Do Kaleri do	...	...	1,000
8	Do Baragur, Nelamangala Taluk	...	...	2,000
9	Do Billinakote do	...	...	600
10	Do Machanahalli do	...	...	1,500
11	Do Kolur, Dodballapur Taluk	...	...	1,000
12	Do Bijjahalli, Kankanhalli Taluk	...	...	1,500
13	Do Archakarahalli, Closepet Taluk	...	...	1,200
14	Do Katamanadoddi do	...	...	1,500

	Kolar District.		Rs.
1	People of Battahalli, Chintamani Taluk	... ...	1,000
2	Do Kanchepalli do	... ...	500
3	Do Hirekyataganahalli do	... ...	400
4	Do Yenugadale, Chintamani Taluk by Mr. R. Venkataramanna	...	500
5	Do Doddabommanahalli do by Mr. Rudrappa	...	500
6	Do Devaramallur, Siddlaghatta Taluk by Mr. K. Naranappa	...	1,500
7	Do Kottanur do by Mr. Venkatasami Reddi	...	400
8	Do Manivala, Goribidnur Taluk	... ...	500
9	Do Abbani, Kolar Taluk	... ...	200
10	Do Ammanallur do	... .	500
11	Do Annehalli do	.. ...	300
12	Do Honnenahalli do	.. ..	300
13	Do Kamandahalli do	.. ...	500
14	Do Kembodi do	... .	500
15	Do Muduvadi do	... ...	400
16	Do Naganala do	... ...	300
17	Do Rajakalhalli do	.. ...	500
18	Do Settikottanur do	... ...	300
19	Do Sulur do	.. ..	200
20	Do Guntapalli do	... ...	250
21	Do Kasettihalli do	... ...	300
22	Do Kornehalli do	... ..	300
23	Do Pagalapalli, Srinivasapur Taluk	... ...	300
24	Do Volagernahalli do	.. ...	200
25	Do Ternahalli do	.. ..	500
26	Do Yechampalli do	.. ...	500

D. Visits of Revenue and other Officers.

The following table shows the number of visits to Educational Institutions by Revenue and other non-departmental officers of the State during the year 1931-32.

Officers	Bangalore	Kolar	Tumkur	Mysore	Hassan	Kadur	Shimoga	Chitaldrug	Total
1. Deputy Commissioners ...	...	8	15	9	9	8	23	10	82
2. Sub-Division Officers and Assistant Commissioners.	...	20	36	47	18	6	64	64	255
3. Amildars and Deputy Amildars.	...	45	123	167	43	54	108	155	695
4. Others ...	...	10	63	184	59	32	47	68	463
Total ...	...	83	237	407	129	100	242	297	1,495

CHAPTER IV.

COLLEGIATE EDUCATION—(ORIENTAL).

The number of Colleges for the study of Oriental Languages was four as in the previous year, the total strength in all the Institutions being 522 as against 497 in the previous year. The Sanskrit College at Mysore continued to be under the control of the Palace and the Aided Sanskrit College at Melkote under the Muzrai Department. The Chamarajendra Sanskrit College at Bangalore and the Pandits' and Moulvis' Classes attached to the Government Training College, Mysore, are under the control of the Department. As selections for admission to the Pandits' and Moulvis' Courses are made twice in three years, there was no final year class, and no Public Examination was held during the year under report. There were 13 students in the Pandits' class of whom one was a lady, and eight in the Moulvis' Class on the 31st March 1932. The strength of the Chamarajendra Sanskrit College, Bangalore, including the Primary Classes was 100 including four girls as against 102 in the previous year. Classified according to communities, there were 60 Brahmins, 9 Vaisyas, 30 Lingayets and one Viswakarma.

As the revised rules for the Pandits' and Moulvis' Examinations do not provide for English being offered as a special subject for the public examination and as it is desirable to have some Pandits and Moulvis possessing a working knowledge of English, Government have passed orders permitting candidates who have passed the Sanskrit Vidwat Examination in any branch conducted by the Bangalore or the Mysore Sanskrit Boards or the Pandits' or Moulvis' or Munshis' Examination conducted by the Local Examinations Boards, in full, to take the S. S. L. C. Examination in English only.

The following statement shows the results at the Sanskrit Examinations held in September 1931 by the Board for Sanskrit Education and Examinations, Bangalore.

No.	Examination	Number appeared	Number passed in full	Number passed in Groups
1	Kavya	24	2	15
2	Champu Nataka	8	2	5
3	Madhyama or Inter—Sahitya	3	1	1
4	Vidwat Final or Uttama—Sahitya Examination ..	4	3	No group system.

CHAPTER V.

SECONDARY EDUCATION.

NOTE.—This Chapter deals only with Boys' Schools. Information regarding the Secondary Education for girls is given in Chapter VIII relating to Women's Education.

A. High Schools for Boys.

Administrative measures.—As desired by Government in their review of last year's report, the causes of decline in the results at the S. S. L. C. Public Examination of 1931 in the High Schools of Malleswaram, Chikballapur, Nanjangud, Hassan and Davangere were investigated and it was found that this decline was only a particular instance of annual variations. As the table appended at the end of this chapter will show results in most schools vary from year to year, which can only be explained by reference to variation in the quality of students.

The experiment of holding only one session of the classes in the morning in the Government High Schools at Nanjangud and Chikballapur and the National High School, Bangalore, was discontinued as the results were not satisfactory.

Government ordered the opening of a morning class in the High School at Malleswaram on a self-supporting basis for candidates who failed at the S. S. L. C. Examination.

Sanction has been accorded empowering the Heads of High Schools to admit into the Fourth Form persons who have passed Sanskrit Kavya Examination obtaining in the English Group of papers 40 per cent or more marks.

In view of the fact that the minimum qualification for candidates seeking admission to the Shorthand Classes in Commercial Schools was raised and that those who have not passed the S. S. L. C. Examination cannot derive much benefit from a course of Shorthand, Government have ordered the deletion of Shorthand from the list of Additional subjects prescribed for study for the S. S. L. C. Examination, with effect from the examination of 1934.

The syllabus in Domestic Science for the S. S. L. C. Course was revised during the year under report.

Sanction has been accorded to the introduction of Translation as part of English in the High School classes and for a slight modification in the scope of the papers set in English at the S. S. L. C. Public Examination.

As it is expected that in a few years time the strength of Municipal High Schools will increase resulting in a large fee income, Government have fixed the grants to these schools at half the net expenditure subject to a maximum of Rs. 50 per Form.

Municipal High Schools are treated as Grant-in-aid Institutions having the benefit of Aided Schools Provident Fund Scheme.

Government have sanctioned the construction of a building for the Municipal High School at Chintamani and also at Hole-Narsipur.

The "Dalton Plan" was continued to be tried during the year in one Section of each of the V and VI Forms of the Maharaja's High School, Mysore, and from the experience of the past three years as well as the results at the S. S. L. C. Public Examination of 1932, the experiment may be pronounced as a definite success. The plan was ordered to be worked in only one section of VI Form on account of financial strigency. The plan deserves to be made a permanent feature at least in one section of each of the Forms, as soon as finances permit.

As an experimental measure, Kannada was made the medium of instruction in the IV Form in History and Geography in a few select High Schools and the reports of the Head Masters indicate that pupils have been able to grasp the subject matter as well as to express themselves better.

English High Schools for boys.— During the year under report, there were 29 High Schools with a strength of 6,596 pupils as against the same number of schools with a strength of 6,528 pupils in the previous year. Of these 29 High Schools, 17 were Government schools, six Municipal High Schools and six Aided Schools. In addition, there were two unaided High Schools—one at the S. L. N. Institute, Bangalore and the other at Goribidnur.

During the year 1931-32, a small body of enthusiasts in Goribidnur opened a private High School with slender financial resources. Temporary Departmental recognition has, however, been granted to this school up to May 1933 with a view to study how far there is real need for a High School at the place and also to afford the organisers an opportunity to enlist local support.

The S. L. N. Charities opened the IV Form Section at the Doddanna Hall and since the financial resources of the charities are very good, recognition of the Department has been granted to this school. The school appears to have been started with a view to encourage High School education among the Jyotinagara Vaisya Community (Nagarthar) which is considered to be educationally backward. Tuition imparted to students of this community is free in this school.

The strength of each of the High Schools and the average daily attendance during 1931-32 are given below :—

No.	Name of School	Number on roll on 31st March 1932	Average daily attendance during 1931-32
1	Government High School, Fort, Bangalore ..	721	669
2	Do Malleswaram ...	374	344
3	Do Channapatna ..	237	209
4	Do Kolar ...	199	182
5	Do Chikballapur ...	141	135
6	Do Tumkur ...	389	350
7	Do Tiptur ...	189	166
8	Do Madhugiri ...	134	125
9	Do Mysore ...	482	440
10	Do Nanjangud ...	99	92
11	Do Hassan ...	231	200
12	Do Chikmagalur ...	160	155
13	Do Shimoga ...	296	272
14	Do Thirthahalli ..	46	42
15	Do Chitaldrug ..	252	227
16	Do Davangere ..	222	189
17	Government Marimallappa's High School, Mysore ...	251	230
	Total ..	4,423	4,027

No.	Name of School	Number on roll on 31st March 1932	Average daily attendance during 1931-32
	AIDED SCHOOLS.		
18	London Mission High School, Bangalore ...	282	258
19	Wesleyan Mission High School, Bangalore ...	410	359
20	Do Mysore ..	200	186
21	Banumiah's High School, Mysore ...	287	249
22	National High School, Bangalore ...	260	230
23	Sarada Vilas High School, Mysore ..	217	208
24	Municipal High School, Dodballapur ...	101	91
25	Do Sagar ...	71	64
26	Do Chintamani ..	69	58
27	Do Bowringpet ...	113	107
28	Do Malavalli ...	63	56
29	Do Hole-Narsipur ...	100	83
	Total .	2,173	1,949
	Grand Total ..	6,596	5,976

1. *Government High School, Fort, Bangalore City.*—Mr. G. Sridhara Murti B.A., assumed charge of the school early in July 1931, Mr. B. K. Venkatarama Iyengar, B.A., B.L., the first Assistant Master having been in charge of the school till then after the retirement of Mr. B. Vasudeva Rao, M.A. During the course of the year, the staff of the school was changed to a considerable extent and with the exception of a few members, the whole staff of the school was replaced.

The average daily attendance during the year was 95 per cent of the total strength as against 89·06 per cent in the previous year.

Out of 283 ordinary candidates registered for the S. S. L. C. Examination of 1932, 278 sat for the examination and 157 were declared "passed," with 16 in the first class, the percentage of passes being 56, and 89 were declared eligible for admission to College course of study, the percentage being 32. Out of 42 supplementary candidates registered, 42 sat for the examination and 28 were declared eligible for College course of study. Though the results as a whole were satisfactory, there was a fall in the percentage of eligibles for College course of study. As in the previous year, the Scout Troops worked satisfactorily under Messrs. Gundu Rao, N. Narayana Rao, K. Ethirajulu Naidu and Syed Abdul Razack. Physical Drill to the students in general and Jujutsu to some selected students were taught by Mr. Syed Abdul Razack, the Physical Instructor of the school. The sports activities of the school were vigorous. The School took part in several tournaments and maintained its reputation for proficiency in games by winning a number of trophies.

Ambulance classes were conducted as usual and a large number of students attended the classes and received instruction. Medical inspection of the pupils was conducted and intimation cards of the result of medical examination were sent to the parents.

The School is in need of further extension of the building and the problem of accommodation is acute. Some provision will have to be made in spite of the present financial strigency.

This is the largest High School in the State and its management calls for great energy, and resourcefulness on the part of the Head Master. The school was maintained in a fairly satisfactory condition by Mr. Sridhara Murti.

2. *Government High School, Malleswaram, Bangalore.*—Mr. M. Abdul Wahab, M.A., Bar-at-Law, continued to be Head Master throughout the year. There were a few changes in the staff of the school. The strength of the school appears to have fallen slightly. It was 374 as against 385 in the previous year and 413 in 1929-30. The average daily attendance was 344 as against 335 in the previous year. Out of 123 ordinary candidates registered for the S. S. L. C.

Examination of 1932, 122 sat for the examination and 88 were declared "passed", with 8 in the first class, the percentage of passes being 72, and 58 were declared eligible for admission to College course of study, the percentage being 48. Out of 14 supplementary candidates registered, 14 sat for the examination and 12 were declared eligible for admission to College Course of study. The results indicate a striking improvement on those of last year.

The sports activities of the School continued to be quite satisfactory. There was provision for foot-ball, cricket, and volley-ball. The school competed for the cricket Tournament at Mysore during the Dasara festivities and reached the runners up stage in the final match. The school also competed for the Silver Jubilee Sports held at Bangalore and won the Dewan's Shield with the highest number of points. In like manner, the school carried away the Olympic Shield at the Olympic games. Messrs. T. V. Subbaraya Iyer, and D. Visveswaraiya were the Sports Secretaries.

There were three Scout Troops and one Rover troop with a total strength of 120 scouts and Messrs. D. Visveswaraiya, S. Krishnappa, T. V. Subbaraya Iyer and B. Ramaswamaiya were the scout masters. The last named Scout Master had been deputed to Travancore on the occasion of the installation of His Highness the Maharaja of Travancore. Ambulance classes were held in this school also and a number of students attended the class out of whom ten secured certificates after a written examination.

The school building requires to be extended immediately. It is also very badly in need of furniture and appliances, but on account of financial stringency, these wants, though urgent, could not be satisfied.

The condition of the school is very good under the management of Mr. Abdul Wahab.

3. *Government High School, Channapatna.*—Mr. P. V. Narasinga Rao, M.A., (Hons.) continued to be Head Master during the year, except for three months and 14 days from 9th September to 23rd December 1931 when he was on leave. During this period, Mr. Y. Vedavyasachar, B.A., First Assistant Master of the school, was in charge of the school from 9th September to 22nd October 1931 on which date Mr. D. Vyasa Rao, B.A., joined duty as Acting Head Master and continued till the 23rd December 1931.

The strength of the school showed some improvement during the year. It was 237 as against 216 in the previous year. Out of 81 ordinary candidates registered for the S. S. L. C. Examination of 1932, 77 sat for the examination and 33 were declared "passed" with two in the first class, the percentage of passes being 43, and 20 were declared eligible for admission to College course of study, the percentage being 26. Out of nine supplementary candidates registered, nine sat for the examination and four were declared eligible for admission to College course of study. The results during the year were not quite satisfactory. This was mainly due to the dislocation of school work on account of prevalence of plague and cholera for a considerable period during the year at Channapatna, when the school had to be closed for a time and even when it reopened, attendance was very low for sometime.

There does not appear to have been much activity in respect of Sports and Physical Culture in the school, presumably due to the prevalence of plague for a long time. The Debating Society of the school is said to have held five meetings and the Teachers' Association four.

The want of accommodation has been felt very keenly in this school also, but in view of the present financial situation of the State, no steps can be taken to remedy this.

The condition of the school was fair.

4. *Government High School, Kolar.*—Mr. S. Srinivasa Rao, B.A., was in charge of the school till 17th August 1931 on which date he retired from service, after a long and useful service of over thirty years. He was relieved on 17th August 1931 by Mr. M. V. Sundaresan, First Assistant Master of the school, who continued in charge of the school, until the afternoon of 14th September 1931, when Mr.

S. Srinivasa Rao, M.A., L.T., District Educational Officer, Bangalore, assumed charge of the school.

There was a fall in the strength of this school during the year under report, and it is attributed to the prevalence of plague at Kolar for many months. On account of this, several boys of the IV and V Forms migrated to Chintamani, Bowringpet, Bangalore and Mysore. The total strength was 199, of whom two were girls, as against 243 of the previous year. The average attendance was 91·46 as compared with 95·4 of the previous year. Out of 72 ordinary candidates registered for the S. S. L. C. Examination of 1932, 72 sat for the examination and 34 were declared "passed" with six in the First Class, the percentage of passes being 47 and 17 were declared eligible for admission to College course of study, the percentage being 24. Out of nine supplementary candidates registered, nine sat for the examination and four were declared eligible for admission to College course of study. In view of the condition prevailing at Kolar during the year, the results may be considered to be fair.

The sports activities of the school could not be vigorously pursued on account of the prevalence of plague for more than three months. Provision has been made for foot-ball, cricket, volley-ball and badminton. Mr. G. V. Sampathu was the Sports Secretary as in the previous year. On his transfer to Bangalore, his place was taken by Mr. B. C. Pichamuthu who returned from Calcutta after under going a course of training in Physical Culture successfully there.

The Teachers' Association and the Literary Union worked fairly well. The former held eight meetings and the latter ten. The Hostel attached to the school had 27 boarders and was managed fairly satisfactorily. The Co-operative Society attached to the school ceased working and a sub-committee has been appointed by the Head Master to go into the question of its revival or winding up.

The school building with its new extension has enough accommodation, but the want of a latrine and a tap is keenly felt, and arrangements have recently been made for the construction of a latrine.

The condition of the school was satisfactory under the guidance of Mr. S. Srinivasa Rao.

5. *Government High School, Chikballapur.*—Mr. B. Rajeevalochanam, M.A., (Hons.) was Head Master throughout the year. The experiment of holding the classes during the mornings from 7-15 to 11-15 A.M., was continued during the year up to March 1932. Since the experiment was found to be inconvenient to students and not satisfactory academically, it was discontinued from 8th June 1932. The strength of the school was 141 as against 142 during the previous year.

Out of 56 ordinary candidates registered for the S. S. L. C. examination of 1932, 56 sat for the examination and 30 were declared "passed" the percentage of passes being 54, and 19 were declared eligible for admission to College course of study, the percentage being 34. Out of six supplementary candidates registered, six sat for the examination and four were declared eligible for admission to College course of study.

The results, though fair, do not show any improvement over those of the previous year. No vocational subject has yet been introduced into the school, though there is a fairly good demand for Commercial subjects. Since Electricity has been carried into Chikballapur there is a demand for electric-wiring and fitting as vocational subject.

The problem of accommodation remains the same as before, but the difficulty is not so keenly felt since the strength of the school has not increased. The school is in urgent need of furniture and appliances and during the year under report, the demand in this direction could not be met for obvious reasons. Steps are, however, being taken to see that, as far as possible, a supply is made very early.

The sports activities of the school were fair, provision having been made for foot-ball, volley-ball, cricket and badminton in addition to Drill. But for want of adequate playgrounds, the scope was very much restricted. There is one Scout Troop as in the last year with Messrs. N. D. Venkatesaiya and C. Nanjundappa, Drawing Master and Drill Instructor of the school respectively, as Scout Masters.

Ambulance classes were arranged for and Mr. A. B. Renu, M.B.B.S., Assistant Surgeon, undertook the work of imparting instruction.

The Literary and Debating Society of the School held eight meetings. Mr. J. M. Narasimhalu was the Secretary. The Teachers' Association held four meetings, Mr. K. Krishnaswamy Rao being the Secretary.

The Poor Boys' Fund of the school is administered by a Committee consisting of three non-officials and a few members of the staff and during this year, the total collections came to Rs. 379-8-0, out of which Rs. 201-3-0 were distributed among 20 poor students of the school. The Committee held nine meetings in the year and the administration of the fund was satisfactory.

An attempt was made during the year by the school staff to supervise the life of the students who were not living either with their parents or guardians or in the Hostel, and to watch their educational progress. Mr. M. S. Ramachandran, B.A., L.T., was of much help in this work.

There was co-operation among the members of the staff and the management of the school was satisfactory.

6. *Government High School, Chikmagalur.*—Dr. K. R. Ramaswamy, M.A., D.Litt., M.Ed., was Head Master of the school until the end of the first term when he was transferred as District Educational Officer, Chitaldrug, and Mr. S. Sivaraman, M.A., L.T., succeeded him from the Marimallappa's High School, Mysore. Mr. Sivaraman took charge of the institution at the beginning of the second term. The total strength of the school was 150 as against 174 during the previous year. Out of 52 ordinary candidates registered for the S. S. L. C. Examination of 1932, 52 sat for the examination and 22 were declared "passed" with two in the first class, the percentage of passes being 42, and 10 were declared eligible for admission to College course of study, the percentage being 19. Out of four supplementary candidates registered, four sat for the examination and four were declared eligible for admission to College course of study. The percentage of passes showed a great fall during the year under report.

The sports activities of the school were satisfactory. The Scout and Rover troops functioned as usual. The Teachers' Association and the School Debating Society worked well. There is a co-operative stores attached to the school, which turned out good business during the year.

The High School Hostel contained 18 boarders and its management was fairly satisfactory

The school is showing signs of considerable activity under the guidance of Mr. Sivaraman.

7. *Government High School, Shimoga.*—Mr. R. K. Sangameswaran, M.A., L.T., was Head Master throughout the year. The strength of the school has slightly risen from 280 in the previous year to 296. Out of 100 ordinary candidates registered for the S. S. L. C. Examination of 1932, 99 sat for the examination and 53 were declared "passed" with four in the first class, the percentage of passes being 54, and 24 were declared eligible for admission to College course of study, the percentage being 24. Out of seven supplementary candidates registered, seven sat for the examination and six were declared eligible for admission to College course of study. The results indicate a slight fall in the percentage.

Hindi is provided as a second language in addition to the other Vernaculars usually provided for in the High Schools in the State, but the language has been ordered to be included among the additional subjects, and its place in the second language group is temporary.

Weaving is very popular in the school. Thirty-five pupils have taken up the subject from both the classes. Seven looms are said to be active and three others idle for want of room. The Weaving shed is in urgent need of extension to provide facilities for carding and class-work.

The sports activities of the school continued to be satisfactory. In addition to the usual team games, a gymnasium has been opened for the use of students during the current year. The members of the staff took keen interest in supervising the games of the pupils. There are a large number of teachers on the staff of the

school who have received training in Scouting, *viz.*, seven and the number of Scouts in the school is 80. The number of Scouts has decreased by 20 as compared with last year, but though the quality of training is said to have improved, there is evidently much scope for increased activity on the part of the trained teachers. The Head Master reports that the work of the school Scouts was very much appreciated during the gracious visit of His Highness the Maharaja of Mysore to Shimoga during the year.

The Hostel attached to the School had 30 boarders on its roll. The average monthly cost was Rs. 7-8-0 and the management of the hostel was satisfactory. But the Hostel building is in need of repairs.

The Poor Boys' Fund is managed by a Committee. During the year under report, a sum of Rs. 388-6-0 was collected by subscription and a portion of this has been formed into a reserve fund with a view to place the fund on a permanent basis. The Head Master reports that a larger number of poor boys were helped during the year than in the previous year.

Some additions to the school building appear to be very urgent. The Weaving shed attached to the school needs extension and an additional room to serve as a retiring room for the girl pupils of the school is quite necessary as the number of these is increasing year by year. The present strength of girls in the school is eight. The compound wall put up recently towards the south of the school requires extension on the eastern side up to the Kutcha building at least to prevent the trespassers making a thoroughfare of the school compound, between the main and Kutcha buildings and disturb the quiet work of the school.

Mr. Sangameswaran kept the school in a satisfactory condition.

8. *Government High School, Tirthahalli.*—Mr. C. Pir Sahib Miyan, B.A., continued as Head Master practically till the end of the year. He was transferred as Head Master, Government High School, Nanjangud and Mr. S. M. Abu Yunus, B.Sc., was posted in his place. Mr. Pir Sahib Miyan handed over charge to Mr. T. Shamachar, First Assistant Master, on 28th June 1932.

Out of ten ordinary candidates registered for the S. S. L. C. Examination of 1932, ten sat for the examination and six were declared "passed" with one in the first class, the percentage of passes being 60, and four were declared eligible for admission to College course of study, the percentage being 40. One supplementary candidate registered, one sat for the examination and he was declared eligible for admission to College course of study.

The sports activities were restricted for want of suitable play ground and hence provision was made for a few in-door games. But this cannot appear to be a substitute for out-door games. The Debating Society worked satisfactorily.

The condition of the school was satisfactory under Mr. C. Pir Sahib Miyan.

9. *Maharaja's High School, Mysore.*—Mr. R. Kasturiraj Chetty, B.A., B.L., continued to be Head Master of the school during the year. The strength of the school on 31st March 1932 was 482 as against 443 on the corresponding date of the previous year and the average daily attendance was 440, the percentage of attendance being 98. For the S. S. L. C. Examination of 1932, 159 pupils were sent up of whom 126 passed, 73 being declared eligible for admission to College course of study with ten in the first class. Eighteen out of 27 supplementary candidates were declared eligible for admission to College course of study. There were two scout troops and both of them did fairly active work. The sports activities were also satisfactory, the school winning two silver cups one in the Dasara Tournament and another in the Silver Jubilee Tournament. The school made an excursion to the West Coast visiting many important places such as Calicut, Tellicherry, Mercara, Cannanore, etc. The Dalton Plan was continued in the V and VI Forms only. The plan has proved itself successful and the pupils trained under it have shown superiority in the rate of progress, command of English, grasp of details, and capacity for self-effort. The scheme deserves to be made a permanent feature or the period of the experiment extended for another three years at least. The school on the whole is maintained in a satisfactory condition.

10. *Marimallappa's High School, Mysore.*—Mr. S. Sivaraman, M.A., L.T., was Head Master till 8th October 1931 when he was relieved by Mr. L. Koneri

Rao, B.A., L T. The strength of the school on 31st March 1932 was 251 as against 236 on the corresponding date of the previous year. The average attendance was 230. For the S. S. L. C. Examination of 1932, 84 students were sent up of whom 58 students passed with five in the first class, 33 being declared eligible for admission to College course of study. Also seven out of ten supplementary candidates were declared eligible for admission to College course of study. The results were a decided improvement on those of the previous years. The Scout troop under the Scout Master Mr. N. S. Sitaramaiya worked actively. The Scouts rendered useful service at the Dasara Exhibition. The sports activities continued to be satisfactory, the pupils taking part in cricket, foot-ball, volley-ball, badminton and hockey. The school cricket team won the trophy in the Amature Cricket Tournament. Due attention was paid to indigenous games also, and a large number of boys practised wrestling and Yogasanams. The Form Societies did useful work and Mr. Sivaraman organised a General Society. The School Co-operative Society is working satisfactorily. The condition of the school on the whole is satisfactory and its tone decidedly better than in the previous years.

11. *Government High School, Nanjangud.*—Mr. S. M. Abu Yunus, B.Sc., was in charge of the school during the year. The strength of the school on 31st March 1932 was 99 as against 121 on the corresponding date of the previous year. There was a fairly large decrease in the strength. The average daily attendance was 92. Out of 34 candidates that were sent up for the S. S. L. C. Examination of 1932, 12 passed, with two in the first class, six of them being declared eligible for admission to College course of study. Also, outof four supplementary candidates who were sent up, all the four candidates were declared eligible for admission to College course of study. The results continued to be poor. Games and Drill were made compulsory and there was also a scout troop. Mr. Abu Yunus while he was Head Master made earnest efforts to promote the literary and other activities and to improve the efficiency of the school. The experiment of holding only one session of the classes in the morning in the High school was tried but it was given up during the year under report after a trial of three years. The condition of the school, on the whole, requires careful attention.

12. *Government High School, Tumkur.*—Mr. C. Ramanuja Iyengar, M.A., L.T., continued to be Head Master during the year. The strength of the school on 31st March 1932 was 389 as against 392 on the corresponding date of the previous year and the average daily attendance was 350. One hundred and five pupils appeared for the S.S.L.C. Examination of 1932 of whom 50 passed with three in the first class, 31 of them being declared eligible for admission to the College course of study. Also, out of 19 supplementary candidates registered, nine were declared eligible for admission to College course of study. The results were not very satisfactory. The Teachers' Association was fairly active. The activities of the Form Societies and of the general debating society of the school were not considerable. The School Journal called "School Folk" continued to be popular and had a wide circulation as in the previous years. It is pleasing to note that it completed the 13th year of its career in March 1932. Owing to financial stringency, the Departmental grant of Rs. 50 per year which it was getting since 1927-28 was withdrawn during the year. There were two Scout Troops with 52 scouts and they did systematic work during the year. The usual games were regularly played by the boys and several matches were arranged both with moffusil and local teams. A Physical Culture class was organised by Mr. T. K. Ananthanarayana, Weaving Instructor, and "Lathi" drill "Yoga Asanams" and other Western and Eastern systems of physical culture were tried. The school, on the whole, was maintained in a satisfactory condition.

13. *Government High School, Tiptur.*—Mr. M. Venkataramaiya, B.A., Head Master was retired from service on 4th August 1931 and Mr. B. K. Venkatarama Iyengar, B.A., B.L., took charge of the school on 10th September 1931. The number of pupils on the rolls on 31st March 1932 was 189 as against 230 on the corresponding date of the previous year. The average daily attendance was 166 during the year. There were 124 pupils who had come from places outside Tiptur as against 154 during the year 1930-31. This accounts largely for the decrease. Sixty-two students were sent up for the S.S.L.C. Examination of 1932 of whom 35 passed, 15 of them being declared eligible for admission to the College course of study.

Also, out of seven candidates registered for the supplementary course, three candidates were declared eligible for admission to the College course of study. The results with regard to eligibility for admission to the College course of study are not satisfactory. The school work is reported to have been disturbed for about a month on account of Plague and Cholera. The games and scouting activities were well organised. The school won a silver cup in the foot-ball trophy conducted at Tiptur. Mr. B. K. Venkatarama Iyengar, acting Head Master had taken pains to organise and supervise the work of the school during the year.

14. *Government High School, Madhugiri.*— Mr. H. P. Narayana Rao, M.A., (Hons.) continued to be Head Master of the school. The strength of the school on 31st March 1932 was 134 as against 138 during the year 1930-31, but the average daily attendance was 125 as against 123 during the year 1930-31. Out of 46 students sent up for the S.S.L.C. Examination of 1932, 22 passed of whom eight were declared eligible for admission to College course of study. Also the one supplementary candidate who came up for the examination was declared eligible for admission to College course of study. The results were not satisfactory. The literary and sports activities showed a marked improvement and almost all the graduate teachers as well as the Moulvi of the school took an active part in them. Scouting continued to be satisfactory.

15. *Government High School, Chitaldrug.*—Mr. M. Raja Rao, M.A., (Hons.) continued to be in charge of the school during the year. The strength of the school on 31st March 1932 was 252 including four girls as against 226 including three girls during the year 1930-31. The average daily attendance was 227. The school sent up 66 pupils for the S. S. L. C. Examination of 1932 of whom 37 passed, 18 of them being declared eligible for admission to College course of study. Also of the 13 supplementary candidates, six candidates were declared eligible for admission to College course of study. The results pertaining to eligiblity for admission to College course of study are not satisfactory.

The school Debating Society and the Teachers' Association held several meetings. The usual games were played, Indian clubs, dumb-belis and wands were taught by Mr. K. Krishnamurti, B.A., Drill Instructor. The school maintained a Scout Troop which continued to be active. On the whole, the school is in a fairly satisfactory condition.

16. *Government High School, Davangere.*—Mr. N. Puttannasastry, B.A., L.T., continued to be in charge of the school during the year. The strength of the school on 31st March 1932 was 222 and it stood at the same figure on the corresponding date of 1931. The average daily attendance was 189. Out of 71 candidates sent up for the S. S. L. C. Examination of 1932, 49 passed, with one in the first class of whom 33 were declared eligible for admission to College course of study. Also of the five supplementary candidates, four were declared eligible for admission to College course of study. The results were satisfactory. Weaving continued to be a popular vocational subject in this school. The usual games of cricket, foot-ball, hockey, volley-ball and basket-ball were regularly played and indigenous and other games such as lezzin, quoits, putting the shots, kokkoo, gudugudu, Indian Gymnasium, etc., were also practised. There were four scout troops which did fairly active work during the year. The general condition of the school, on the whole, is satisfactory.

17. *Government High School, Hassan.*—Mr. K. Srinivasaraghavachar, B.A., L.T., was in charge of the school during the year. The strength of the school on 31st March 1932 was 231 including eight girls as against 257 on the corresponding date of the previous year. Out of 68 candidates that appeared for the S. S. L. C. examination of 1932, 37 passed with one in first class, 21 of them being declared eligible for admission to the College course of study. Also, out of nine supplementary candidates, four were declared eligible for admission to the College course of study. The results were not quite satisfactory. The low percentage of passes is attributed by the Head Master to the poor material which the teachers had to handle, the absence of the Biology teacher during the greater part of the year and the holding of public re-examination in certain subjects. Both the pupils and the teachers took active part in games. Several pupils were instructed in Indian Gymnastic exercises by the School Gymnastic Instructor. Some students are reported to have considerable practice at " Yogasanams." Indigenous games also were practiced during drill periods. There were two Scout Troops which did active

work during the year. Both participated in the District Scout Rally, in which they secured two shields. The literary activities also were satisfactory, the school Debating Society as well as the Teachers' Association having held several meetings. The Registers and accounts of the school which were rather in a confused condition are now being systematised. The school is showing good signs of improvement under the present Head Master Mr. K. Srinivasaraghavachar.

Aided High Schools for Boys.

18. *D. Banumaiya's High School, Mysore.*--Mr. G. Ranganna, B.A. L.T., continued to be in charge of the school during the year. The strength of the school on 31st March 1932 was 287 as against 329 on the corresponding date of the previous year. There was thus a fall in strength by 42 pupils. Out of 115 ordinary candidates registered for the S. S. L. C. Examination of 1932, 114 sat for the examination and 86 were declared "passed" with eight in the first class, the percentage of passes being 75, and 62 were declared eligible for admission to College course of study, the percentage being 54. Out of 12 supplementary candidates registered, 11 sat for the examination and nine were declared eligible for admission to College course of study. The results were very satisfactory. Due attention was paid to Physical culture activities, the school having won the cricket shield in the Inter High School competitions connected with the Silver Jubilee Tournament. Games and physical exercises were made compulsory in the case of every pupil. The school Scout Troop, as usual, did useful service during the Dasara Exhibition and other public occasions. During the year the Government of India was pleased to bestow the title of "Rao Bahadur" on *Dharmaprakhasha* Sowcar D. Banumaiya, the donor and the President of the Institution. Under the guidance of the Trustees, and the paternal care of the President, the school continued in an efficient condition.

19. *The Sarada Vilas High School Mysore.*--Mr. M. S. Ramaswamy, M.A., continued as Head Master of the school and Mr. S. Rama Rao, B.A. was the Principal and Secretary. The strength of the school on 31st March 1932 was 217 pupils as against 226 on the corresponding date of the previous year. The slight decrease is reported to be due to strict enforcement of the rules relating to the award of freeships and the collection of fees. Out of 82 ordinary candidates registered for the S. S. L. C. Examination of 1932, 79 sat for the examination, 48 were declared "passed" with three in the first class, the percentage of passes being 61, and 37 were declared eligible for admission to College course of study, the percentage being 47. Out of eight supplementary candidates registered, seven sat for the examination and six were declared eligible for admission to the College course of study. The results were satisfactory. The literary and sports activities were also fairly satisfactory. The Principal and the Head Master have earnestly endeavoured to raise the tone of the school and the staff have heartily co-operated with them. The condition of the school is quite satisfactory. It has since been shifted to its own new building, which is partly constructed.

20. *The Wesleyan Mission High School, Mysore.*—The Rev. R. W. Boote, B.Sc., (London) was in charge of the institution throughout the year. The strength of the school on 31st March 1932 was 200 as against 212 on the corresponding date of the previous year. The average daily attendance was 186. Out of 78 ordinary candidates registered for the S. S. L. C. examination of 1932, 76 sat for the examination, 47 were declared "passed" with one in the first class, the percentage of passes being 62, and 30 were declared eligible for admission to the College course of study, the percentage being 39. Out of eight supplementary candidates registered, eight sat for the examination and two were declared eligible for admission to College course of study. The results were fairly satisfactory. Foot-ball, cricket, volley-ball, badminton and scouting received due attention. The school won the volley-ball and Atheletic Sports Trophies in the Inter School Silver Jubilee contests and also carried off cups in two Badminton tournaments. The non-availability of play grounds nearer the school is a great drawback which it shares with some of the City Schools. The Form societies were fairly active during the year. Religious and moral instruction continued to have a regular place in the school curricula. The institution was maintained in a satisfactory condition.

21. *The London Mission High School, Bangalore.*—Mr. A. T. Kolandavelu, B.A., L.T., acted as Principal of the school throughout the year. The total strength of the High School section was 282 as compared with 273 of the previous year. Out of 87 ordinary candidates registered for the S. S. L. C. Examination of 1932, 85 sat for the examination, 53 were declared "passed" with four in the first class, the percentage of passes being 62, and 23 were declared eligible for admission to the College course of study, the percentage being 27. Out of 20 supplementary candidates registered, 20 sat for the examination and 14 were declared eligible for admission to the College course of study. There was a fall in the percentage of eligible for admission to the College course of study.

As in the previous year, the pupils attended the Aided Commercial High School for the commercial subjects.

The House system continued to work in respect of the school games. League matches were held between the several houses in the school and the school took part in the Inter High School competition. The Scout troop was run by Mr. Jagadeesan.

The Literary Association of the school and the Karnataka Vangmaya Sangha were active as before and three issues of the school magazine were published during the year. There was a Dramatic Association attached to the school which enacted a Kannada Prose Drama "Krishna Kumari" in aid of the Poor Boys' Fund of the school.

The School Day celebrations were conducted in the month of December 1931 under the presidency of V. P. Madhava Rao, Esq., B.A., C.I.E., who had been connected with the institution as a teacher long ago. On this occasion, an educational exhibition had been arranged.

The school was maintained on an efficient condition during the year.

22. *Wesleyan Mission High School, Bangalore.*—The Rev. Mr. R. H. Howie, M.A., B.D., continued to be Principal of the school during the year. The High School section of the school contained a strength of 410 as against 419 in the previous year. Out of 130 ordinary candidates registered for the S. S. L. C. examination of 1932, 129 sat for the examination, 71 were declared "passed" with one in the first class, the percentage of passes being 55, and 29 were declared eligible for admission to the College course of study, the percentage being 22. Out of 34 supplementary candidates registered, 34 sat for the examination and 29 were declared eligible for admission to the College course of study.

The atheletic activities of the school were on high level of efficiency. The school teams won cricket and hockey cups at the Dasara Tournaments in Mysore and Hindu Atheletic Tournaments at Bangalore, and Y. M. C. A. Inter-High School Foot-ball Tournament. In volley-ball, the school won the "runners up" cup. As in the London Mission High School, the House system is very largely responsible for this high standard of sports in the school as it has fostered a good team spirit and a keen sense of individual responsibility. As in the last year one Scout troop was run

The School Panchayet system continued to be successful and it has made a good contribution to the life of the school and also made the question of school discipline very easy.

The Hostel attached to the school worked successfully during this year under the Wardenship of Mr. S. V. Pichmuthu, B.A.

Under the guidance of the Rev. Mr. R. H. Howie, the school continued to be in an efficient condition.

23. *The National High School, Bangalore.*—Mr. K. Sampathgiri Rao, M.A., continued to be Head Master throughout the year. The total strength of the school was 260 as against 285 in the previous year. Out of 91 ordinary candidates registered for the S. S .L. C. examination of 1932, 90 sat for the examination, 69 were declared "passed" with 2 in the first class, the percentage of passes being 77, and 37 were declared eligible for admission to College course of study, the percentage being 41. Out of seven supplementary candidates registered seven sat for the examination and all the seven were declared eligible for admission to the College course of study.

The experiment of holding the school in one session during the mornings only continued during the greater part of the year under report. But since this did not obviate classes being held in the afternoons on certain week days, the experiment was not found to work satisfactorily and was discontinued from June 1932.

During the year, a Middle School section was added on to this school to remove congestion in a few of the local Middle Schools. Permission was also granted by Government for collection of fees in these classes. Only the third and fourth year classes have been permitted to be opened. The classes are very popular and the rush of students is very great in spite of the levy of fees. The management had to employ extra staff in connection with the classes and a good feature was that the members of the High School classes also did some work in the Middle School classes.

Special classes were held for coaching pupils in Hindi to qualify them to sit for the Hindi Examination held by the Dakshina Bharat Hindi Prachar Sabha, Madras. One hundred and twenty-seven students were medically examined and the defects discovered by the Medical Inspector were intimated to the parents or guardians.

Physical Culture activities of the school continued to be as efficient as ever. Provision was made for playing foot-ball, hockey, cricket, volley-ball and basket-ball.

The National School Magazine was conducted as usual. The Poor boys' fund was administered by a committee. Six boys were permanently fed during the year. The celebration of the Great Men's days was arranged for as usual. The All-India Educational Exhibition was held in the school.

The school building is adequate and accommodation is very satisfactory.

The management undertook to run Intermediate coaching classes as in the previous year with the help of twenty three honorary workers, with a view to supplement the finances of the school. It is represented that the withdrawal of the special grant of Rs. 82 per month and the further cut in the ordinary grant has very adversely affected the finances of the school.

Mr. K. Sampathgiri Rao and his colleagues maintained the school in an efficient condition.

24. *The Municipal High School, Sagar.*—Mr. G. V. Bharadwaj, B.Sc., was Head Master of the school throughout the year. The strength of the school was 71 as against 73 in the previous year. Out of 22 ordinary candidates registered for the S. S. L. C. Examination of 1932, 22 sat for the examination, 12 were declared "passed" with two in the first class, the percentage of passes being 55, and 6 were declared eligible for admission to the college course of study, the percentage being 27. Out of two supplementary candidates registered, two sat for the examination and none were declared eligible for admission to College course of study. There is a fall in the percentage of passes as compared with the previous year.

The sports activities of the school are restricted as usual in scope for want of a suitable play ground. During the rainy season a few in-door games were provided which included Ping Pong and exercise with Indian clubs and at other times foot-ball, volley-ball and Badminton were played, the members of the staff also taking part in these games. The School Debating Society worked satisfactorily during the year and a Co-operative Society was started in the school with a membership of 16 students. It was registered on 8th December 1931. The Society is said to be working fairly successfully. As in last year, the Scout Troop consisted of pupils of the High and Middle schools.

The school worked satisfactorily during the year.

25. *The Municipal High School, Dodballapur.*—Mr. B. Venkataramiah, M.A., B.T., continued to be Head Master of the school throughout the year. The strength of the school is steadily rising. It was 101 during the year under report as compared with 87 of the previous year, and four of these are girls. Out of 38 ordinary candidates registered for the S. S. L. C. examination of 1932, 38 sat for the examination, 22 were declared "passed" with one in the first class, the percentage of passes being 58, and 11 were declared eligible for admission to the College course of study, the percentage being 29. Out of three supplementary candidates registered three sat for the examination and none were declared eligible for admission to the college course of study.

As regards sports, provision has been made for foot-ball, volley-ball, cricket and badminton and also a few in-door games but the scope for sports activities is very much restricted for want of adequate play-grounds. The pupils of the High School have been making use of the Middle School play-ground for games. There was only one Scout Troop in the school under the Scoutmastership of Mr. B. Sreenivasa Rao.

The School Debating Society worked satisfactorily as usual and the Students' Co-operative Society turned out good business with a capital fund of Rs. 100. The total turn-over during the year was to the extent of Rs. 200, which realised a total profit of Rs. 20.

At present, the school is housed in a rented building. The want of a building for the school is very keenly felt. Proposals to put up a building at a cost of Rs 12,000 are now before the Government with the necessary plans and estimates. A site has been selected and it is hoped that ere long a decent building will be constructed.

The equipment of the school also needs to be supplemented as the furniture and laboratory appliances are said to be very inadequate at present within the limitations indicated. The school was maintained in an efficient condition.

26. *The Municipal High School, Chintamani.*—Mr. M. Ramachandra Rao, M A , B T., was Head Master of the school during the year. The total strength of the school was 75 at the commencement of the year but towards the end it fell to 69, the fall being due to the prevalence of plague at Chintamani for more than two months. On the 30th June 1932, it was 89. The corresponding strength at the close of the previous school year was 63. Out of 13 ordinary candidates registered for the S. S. L. C. Examination of 1932, 13 sat for the examination, 10 were declared "passed" with one in the first class, the percentage of passes being 77, and five were declared eligible for admission to college course of study, the percentage being 38. No supplementary candidates were registered. Though the total number of passes showed an improvement over that of the previous year, there was a fall in the percentage of eligible for admission to college course of study.

The complaint of absence of suitable play grounds common to all Municipal High Schools applies to this school. Yet, cricket, foot-ball, volley-ball and badminton had been provided for. Yogic system of Physical exercises has been introduced into the school and Mr. Siddabasavaradhya, Vice-President of the Municipality, arranged for these exercises and financed them. No permanent Drill Instructor is employed by the Management of the school. There was a Scout-Troop of three Patrols in the school.

The Debating Society of the school turned out good work having met fifteen times in the year Poor boys were arranged to be fed freely by some philanthropic Vaisya gentlemen :—

The Town Co-operative Society has been helping some poor students with fees. These arrangements have contributed to draw a large number of pupils to this school. The Dewan laid the foundation stone of the new building in May and steps are being taken to complete the building early. The demand for Agriculture as a Vocational subject is growing and deserves consideration.

The condition of the school was satisfactory during the year.

27. *Municipal High School, Bowringpet.*—Mr. H. A. Krishna Murthy, M.A., B.T., continued to be Head Master of the school throughout the year. The strength of the school has risen to 113 from 84 in the previous year. This is indicative of the demand for High School education in the area. Out of 27 ordinary candidates registered for the S. S. L. C. Examination of 1932, 26 sat for the examination, 22 were declared "passed" the percentage of passes being 85 and eight were declared eligible for admission to College course of study, the percentage being 31. Out of two supplementary candidates registered, two sat for the examination and one was declared eligible for admission to College course of study. The results were good but the pass percentage of the eligibility for admission to College course of study is not so satisfactory as compared with the previous year.

The Union activities of the school continued to be satisfactory. Inter High School debates were arranged, one in English and the other in Kannada, which were attended by representatives from the National High School, Bangalore, Government

High School, Kolar, and Municipal High School, Chintamani. As an adjunct to the Union activities, certain Great Men's days were celebrated. The Prophet Mahomed's Birthday and Sri Krishna Jayanthi were the most notable of these.

Provision was made for foot-ball, cricket and badminton in addition to a few in-door games. But owing to insufficient play grounds, difficulty was experienced in meeting the growing demand of the boys. In addition to the field sports, students and the staff of the school took a course of training in the Yogic system of Physical Culture from Prof Krishnamacharya. This system of exercises is becoming very popular in the school. There is a Scout Troop run by Mr. M. R. Venkatanarayan.

In this school also, the Poor Boys' fund has been initiated with Mr. H. N. Ramakrishnappa as Secretary. The fund is managed by a committee consisting of four teachers and two leading townsmen. The amount collected was Rs. 58-14-0, out of which a sum of Rs 36 was paid to poor boys and a reserve fund of Rs. 22-14-0 formed.

The school has secured a building of its own. The Traveller's Bungalow at Bowringpet was purchased by the management for Rs. 10,000 and improvements to the extent of Rs. 1,000 have been effected. The school was shifted to the new building in September 1931.

Mr. H. A. Krishnamurthy and his assistants have maintained the school in a satisfactory condition.

28. *The Municipal High School, Hole-Narsipur*.—Mr. K. J. Venkobachar, M.A., B.T., remained in charge of the school till 29th July 1931 when he was reverted to the Education Department and his place was taken by Mr. S. Subramanyam, M.A., B.T. The strength of the school on 31st March 1932 was 100 as against 87 on the corresponding date of the previous year. Out of 26 ordinary candidates registered for the S.S.L.C. Examination of 1932, 26 sat for the examination, 16 were declared "passed" the percentage of passes being 62, and ten were declared eligible for admission to College course of study, the percentage being 38. Out of two supplementary candidates registered, two sat for the examination and two were declared eligible for admission to College course of study. The results were fairly satisfactory. The Medical examination of the pupils was conducted by the local Sub-Assistant Surgeon during the year. The Physical Culture activities were satisfactory, the boys and the teachers regularly playing cricket, foot-ball, badminton and volley-ball. "Suryanamaskaram" exercises were made compulsory. Want of suitable play grounds near the school continued to be a great handicap. The High School Debating Society was fairly active, it having held seven meetings during the year. The school, on the whole, was maintained in a satisfactory condition. A suitable building with a big play ground is the need of this school and active steps are being taken to provide them.

29. *The Municipal High School, Malvally*.—Mr. M. V. Krishnamurti, M.A., B.T. continued to be in charge of the school during the year. The strength of the school on 31st March 1932 was 63 as against 59 on the corresponding date of the previous year. The average daily attendance was 57. The strength is still too poor for a High School and this is perhaps due to want of Hostel facilities but it is stated that there is no effective demand for it by paying boarders. Out of 18 ordinary candidates registered for the S.S.L.C. examination of 1932, 18 sat for the examination and seven were declared "passed" the percentage of passes being 39, and three were declared eligible for admission to College course of study, the percentage being 17. No supplementary candidates were registered. The results were unsatisfactory. The Physical Culture activities were satisfactory though the school was handicapped for want of adequate play grounds. Foot-ball, volley-ball and hockey were regularly played. Boys were also trained in indigenous exercises. The school has organised a Literary Association, a science club, and a Karnataka Sangha. Provision has been made for supervision of studies of the pupils, a building and adequate play grounds are the imperative needs of the school. The school, on the whole, was maintained in a fairly satisfactory condition in spite of the above handicaps.

The following statement shows the different additional subjects that were taught in the several High schools during 1931-32.

Name of School	Additional subjects taught
1. Government High School, Fort, Bangalore.	1. Drawing, 2. Composing and Printing or Binding, 3. Shorthand and Typewriting, 4. Commercial Accounts and Book-keeping, 5. Mensuration with Surveying and Draughtsmanship, 6. Electric wiring and fitting, 7. Pattern-making and Foundry work, 8. Additional Mathematics, 9. Business Correspondence, Simple Precis and Typewriting, 10. Additional Persian, 11. Additional Sanskrit.
2. Government Maharaja's High, School, Mysore.	1. Additional Mathematics, 2. Mensuration with surveying and Draughtsmanship, 3. Business correspondence, simple precis and Typewriting, 4. Book-keeping and Commercial Accounts, 5. Additional Persian, 6. Mechanical shop and Fitter's work, 7. Additional Sanskrit, 8. Drawing, 9. Composing and Printing or Binding.
3. Government High School, Tumkur	1. Drawing, 2 Business correspondence, simple precis and Typewriting, 3. Book keeping and Commercial Accounts, 4. Weaving, 5 Additional Mathematics, 6. Additional Persian, 7. Additional sanskrit.
4. Do Shimoga	1. Additional Mathematics, 2. Book-keeping and Commercial Accounts, 3. Drawing, 4. Weaving.
5. Government High School, Malleswaram, Bangalore	1. Additional Mathematics, 2. Book-keeping and Commercial Accounts, 3. Drawing, 4. Mensuration with Surveying and Draughtsmanship, 5. Electric Wiring and Fitting, 6. Pattern making and Foundry work, 7. Composing, Printing or Binding.
6. Government High School, Channapatna.	1. Drawing, 2. Book-keeping and Commercial Accounts, 3. Additional Mathematics.
7. Government High School, Kolar.	1. Book-keeping and Commercial Accounts, 2. Drawing, 3. Additional Mathematics, 4. Additional Sanskrit, 5. Additional Persian.
8. Do Chikballapur.	1. Additional Mathematics, 2. Drawing, 3. Additional Sanskrit, 4. Additional Persian.
9. Government High School, Chitaldrug.	1. Drawing, 2. Additional Mathematics.
10. Government High School, Davangere.	1. Drawing, 2. Weaving, 3. Book keeping and Commercial Accounts, 4. Additional Mathematics.
11. Government High School, Tirthahalli.	1. Drawing, 2. Additional Mathematics.
12. Government High School, Tiptur.	1. Drawing, 2. Book-keeping and Commercial Accounts, 3. Additional Mathematics, 4. Business Correspondence, Simple Precis and Typewriting, 5. Additional Persian.
13. Do Madhugiri.	1. Drawing, 2. Additional Mathematics, 3. Additional Sanskrit, 4. Additional Persian.
14. Government High School, Nanjangud.	1. Additional Mathematics, 2. Book-keeping and Commercial Accounts, 3. Drawing, 4. Additional Sanskrit, 5. Additional Persian.
15. Government High School, Hassan	1. Additional Mathematics, 2. Drawing, 3. Book-keeping and Commercial Accounts, 4. Additional Sanskrit, 5. Additional Persian.
16. Do Chikmagalur.	Do do

	Name of School	Additional subjects taught
17.	Vani Vilas Institute, Bangalore ...	1. Additional Mathematics, 2. Drawing, 3. Music 4, Needle work, etc.
18.	Maharani's High School, Mysore.	Do do
19.	Marimallappa's High School, (Govt.), Mysore.	1. Drawing, 2. Additional Mathematics, 3. Mensuration with Surveying and Draughtsmanship, 4. Book-keeping and Commercial Accounts, 5. Composing and Printing or Binding, 6. Mechanical shop and Fitter's work, 7. Business Correspondence, Simple Precis and Typewriting 8. Shorthand and Typewriting.
	Aided High Schools—	
1.	London Mission High School, Bangalore.	1. Drawing, 2. Book-keeping and Commercial Accounts, 3. Business Correspondence, Simple Precis and Typewriting(Boys are attending the Aided Commercial High School, Bangalore, in commercial subjects), 4. Additional Mathematics.
2.	Wesleyan Mission High School, Bangalore.	1. Drawing, 2. Additional Mathematics, 3. Book-keeping and Commercial Accounts, 4. Business Correspondence, Simple Precis and Typewriting (boys are attending the Aided Commercial High School, Bangalore, in commercial subjects).
3.	Wesleyan Mission High, School, Mysore.	1. Drawing, 2. Additional Mathematics, 3. Book-keeping and Commercial Accounts, 4. Business Correspondence, Simple Precis and Typewriting, 5. Shorthand and Typewriting, 6. Additional Sanskrit and 7. Additional Persian.
4.	Banumaiya's High School, Mysore.	1. Drawing, 2. Additional Mathematics, 3. Additional Sanskrit, 4. Book-keeping and Commercial Accounts 5. Additional Persian.
5.	National High School, Bangalore.	1. Drawing, 2. Additional Mathematics, 3. Additional Sanskrit, 4. Book-keeping and Commercial Accounts, 5. Business Correspondence, Simple Precis and Typewriting.
6.	Sarada Villas High School, Mysore	1. Drawing, 2. Book-keeping and Commercial Accounts, 3. Additional Mathematics, 4. Additional Sanskrit, 5. Additional Persian, 6. Business correspondence, Simple Precis and Typewriting.
7.	M.E. Mission Girls' High School, Kolar.	1. Additional Mathematics.
8.	London Mission Girls' High School, Bangalore.	1. Domestic Science, 2. Music.
	Municipal High Schools—	
1.	Municipal High School, Sagar ...	1. Additional Mthematics, 2. Drawing.
2.	Do Dodballapur	1. Additional Mathematics, 2. Drawing, 3. Book-keeping and Commercial Accounts.
3.	Do Chintamani	1. Additional Mathematics, 2. Drawing, 3. Book-keeping and Commercial Accounts, 4. Business Correspondence, Simple Precis and Typewriting, 5. Additional Persian.
4	Hole-Narsipur	1. Additional Mathematics, 2. Drawing, 3. Book-keeping and Commercial Accounts, 4. Business Correspondence Simple Precis and Typewriting.
5.	Do Malvalli ...	1. Additional Mathematics, 2. Drawing.
6.	Do Bowringpet.	1. Additional Mathematics, 2. Drawing, 3. Book-keeping and Commercial Accounts, 4. Additional Persian.

B. Efficiency in High Shools.

About the efficiency in High Schools, the Deputy Director of Public Instruction, Mysore, writes as follows:—

"The efficiency of High Schools as reported in detail last year is well kept up. My Inspection Reports as well as instructions issued at Conferences with teachers at the close of each inspection and in circulars are followed up by the Headmasters and the staff of High Schools with earnestness. Their teaching efficiency stands at a high level and when compared to what it was 7 or 8 years back, is highly progressive. The Enlarged School committees have worked satisfactorily. Progress cards are regularly issued and terminal reports of work done by the Headmasters and Assistant Masters duly submitted and reviewed. The general activities of the pupils are also progressively efficient. With higher qualifications and wider outlook on the part of the High School staff, this result has been achieved and it is hoped that the tone of the High Schools would go on steadily rising hereafter also.

I may be permitted to quote here from my last report my remarks about the need for a reform of the present system of High School Education.

"(1) The Vocational subjects introduced in the High Schools are popular and they need to be co-ordinated fully with the regular technical institutions outside the University and with the technological courses intended to be opened in the University. Unless the problem is solved satisfactorily, the lower minima in the S.S.L.C. Public Examination which give a higher percentage of mere passes, without eligibility for admission to College course and a steady increase in the number and strength of the present literary type of High Schools consequent upon the spread of the lower grades of education, might present serious economic and social problems difficult to solve. Mere vocational bias given in the general schools is not of much avail at present, as there are no ready made careers open to young men in our country, where Agriculture on a small scale is still the main occupation of the people and there are few large industries. The popular demand for High school as well as Middle school education is steadily increasing, which is no doubt, a very healthy sign, but the need for its direction into fruitful channels is becoming more and more urgent."

On the same subject, the Deputy Director of Public Instruction, Bangalore, writes as follows:—

"*Expansion of High School Education.*—The total strength in High Schools during the year under report has shown a slight improvement. Whether this increase is likely to grow further is a point which has to be examined with reference to the numbers of the current year also.

Accommodation.—On account of financial stringency the general inadequacy of accommodation in the High Schools has not been solved. The need for the extension of the building at Chikballapur, Channapatna, Chikmagalur, Fort, Bangalore, and the Vani Vilas Institute Bangalore, is quite urgent, particularly in the last named institution. But this is a question which has to await for satisfactory solution, the restoration of the financial stability of the State.

Staff.—As regards the adequacy of the school staff and the distribution of the periods of work per week between the Head Master and the Assistant Masters, conditions scheduled by me last year continue to prevail. The percentage of trained teachers in High Schools is steadily rising and the scheme of deputation of departmental teachers for training in education in the University which had been suspended last year has been revived this year and this assures improvement in the percentage of trained teachers in the High Schools.

Teaching Work.—There is a genuine endeavour on the part of the teachers to raise the general level of teaching by enriching their professional equipment. But methods of teaching certain subjects, *viz.*, English, Geography, have yet to improve. Efforts are, however, being made in this direction.

Extra curricular activities.—Though a large number of High Schools have not spacious play grounds, the best use of these grounds is being made and the demand

for out-door games is growing rapidly and it is a gratifying feature to find that invariably members of the staff mix with the pupils not merely to supervise their conduct at play but to set them a high standard of play and to develop a healthy team spirit. In a few institutions, particularly, in the Kolar District, a new form of Physical Culture has been introduced, *viz.*, the Yogic system of Physical Culture according to which a few *asanas* are taught which are conducive to the all-round growth of the body. This kind of exercise is getting very popular. Unfortunately, the system of Suryanamaskara exercise has not been tried further during the year under report. The Olympic games have in no small part been contributing to the popularity of field sports, thereby fostering the growth of Physical strength and skill."

C. Vernacular High Schools.

Upper Secondary classes are maintained in the following institutions:—

1. The Training College for Men, Mysore.
2. District Normal and Vernacular High School, Tumkur.
3. Do do Shimoga.
4. The Women's Training College, Mysore.

The strength of the classes on 31st March 1932 was 115, 65, 47 and 24 respectively. Of the total strength, 40 were Mahomedans.

D. Results of Public Examinations.

S. S. L. C. Examination.—The total number of candidates registered for the S. S. L. C. Public Examination of 1932, was 2,852. Of these, 2,458 were registered as ordinary candidates and 394 as candidates seeking supplementary certificates. It may be explained in this connection that candidates who having been declared to have "passed" in the examination once come up for the examination once again, with a view to improve their certificates for the purpose of qualifying for admission to the University or having already been so qualified appear once more for the purpose of qualifying for or taking up special groups in Intermediate Class are all classed as candidates seeking "supplementary certificates" and all others as "ordinary" candidates. Out of 2,458 ordinary candidates registered, 2,422 were examined and 1,394 were declared "passed" the percentage of passes being 57·5 to the number examined as against 51·3 in the previous year. Of these 1,394 that were declared "passed," 773 were declared eligible for admission to College course of study by the University of Mysore, the percentage to the number passed being 55 as against 54 in the previous year. Out of 1,394 that were declared "passed," 865 were Brahmins, 66 Mahomedans, 38 Christians, 11 Jains, 414 other Hindus. Out of 102 girl candidates examined, 51 were declared "passed" and of these, 28 were declared eligible for admission to college courses.

Thirty-four schools including five Girls' High Schools presented candidates for the S. S. L. C. Examination of 1932, the performance of the Municipal High School, Bowringpet, Maharaja's High School, Mysore, National High School, Bangalore, Municipal High School, Chintamani, Empress Girls' High School, Tumkur, D. Banumaiya's High School, Mysore and M. E. Mission Girls' High School, Kolar, were excellent. Ten schools did well with percentage of passes varying between 58 and 72, while 17 schools secured less than the State average of passes, *viz.*, 58 per cent. Among the Government schools, Maharaja's High School, Mysore, did very well having secured 80 percentage of passes. The results of the Government High Schools, Channapatna, Chikmagalur, Maharani's High School, Mysore, Nanjangud and the Municipal High School, Malavalli, were not satisfactory, the percentage of passes being 43, 42, 41, 34 and 39 respectively.

The results of the private candidates are very far from satisfactory, the percentage of passes being 22 which is far below the State average of passes *viz.*, 58.

Out of 394 candidates who had "passed" in previous years and were registered for the examination during the year under report as supplementary candidates, 388 candidates presented themselves for the Examination and 208 were declared eligible for admission to College courses of study by the Mysore University, the percentage being 53·7, whereas of those who appeared for the examination for the first time, only 32 per cent were found eligible for University courses.

A statement showing the number of candidates sent up from each school for the S. S. L. C. Examination of 1932 and the number that "passed" is appended herewith.

Analysis of the S. S. L. C. Public Examination of 1932.

No.	Name of school	Ordinary							Supplementary		
		No. registered	No. examined	No. passed	No. declared eligible for College course	Percentage of passes	Percentage declared eligible for College course	No. of first class passes	No. registered	No. examined	No. declared E. C.
1	Government High School, Fort, Bangalore ...	283	278	157	89	56	32	16	42	42	28
2	Do Channapatna ...	81	77	33	20	43	26	2	9	9	4
3	Do Chikballapur ...	56	56	30	19	54	34	...	6	6	4
4	Do Chikmagalur ...	52	52	22	10	42	19	2	4	4	4
5	Do Chitaldrug ...	66	66	37	18	56	27	...	13	13	6
6	Do Davangere ...	71	71	49	33	69	46	1	5	5	4
7	Do Hassan ...	68	68	37	21	54	31	1	9	9	4
8	Do Kolar ...	72	72	34	17	47	24	6	9	9	4
9	Maharaja's High School, Mysore	159	158	126	73	80	46	10	27	27	18
10	Maharani's Do	32	32	18	7	41	22	...	4	4	1
11	Government High School, Malleswaram ...	123	122	88	58	72	48	8	14	14	12
12	Marimallappa's Govt. High School, Mysore ...	84	82	58	33	71	40	5	10	10	7
13	Government High School, Madhugiri ...	46	46	22	8	49	18	...	1	1	1
14	Do Nanjangud ...	34	34	12	6	34	18	2	4	4	4
15	Do Shimoga ...	100	99	53	24	54	24	4	7	7	6
16	Do Tumkur ...	105	105	50	31	48	30	3	19	19	9
17	Empress Girls' High School, Tumkur ...	4	4	3	2	75	50	2	...	...	...
18	Government High School, Tiptur	62	62	35	13	57	21	...	7	6	3
19	Do Tirthahalli ...	10	10	6	4	60	40	1	1	1	1
20	Vani Vilas Institute, Fort, Bangalore	26	26	17	8	65	31	4	13	13	4
21	D. Banumiah's High School, Mysore	115	114	86	62	75	54	8	12	11	9
22	London Mission High School, Bangalore ...	87	85	53	23	62	27	4	20	20	14
23	London Mission Girls' High School, Bangalore ...	11	11	6	4	55	36	1	...	...	...
24	M. E. Mission Girls' High School, Kolar ...	8	8	6	4	75	50	...	...	...	...
25	National High School, Bangalore	91	90	69	37	77	41	2	7	7	7
26	Sharada Vilas High School, Mysore	82	79	43	37	61	47	3	8	7	6
27	Wesleyan Mission High School, Bangalore ...	186	129	71	29	55	22	1	34	34	29
28	Do Mysore ...	78	76	47	30	62	39	1	8	8	2
29	Municipal High School, Bowringpet	27	26	22	8	85	31	...	2	2	1
30	Do Chintamani	13	13	10	5	77	38	1	...	...	...
31	Do Dodballapur	38	38	22	11	58	29	1	3	3	...
32	Do Holenarsipur	26	26	16	10	62	38	...	2	2	2
33	Do Malvalli	18	18	7	3	39	17	...	...	...	...
34	Do Sagar	22	22	12	6	55	27	2	2	2	...
35	Private candidates	178	168	37	10	22	6	1	92	89	14
	Total ...	2,458	2,422	1,394	773	57·5	32*	92	394	388	208
1	Total for the Government Institutions	1,534	1,519	882	494	58	33	67	204	203	124
2	Do Municipal do	144	143	89	43	62	30	4	9	9	3
3	Do Aided do	602	592	386	226	65	38	20	89	87	67
4	Do Private candidates	178	168	37	10	22	6	1	92	89	14

* N. B.—32 is the percentage declared eligible for the College courses to the number examined and 55 is the percentage declared eligible for College course to the number passed.

Vernacular Upper Secondary Examination of 1932.—For the Vernacular Upper Secondary Examination of 1932, 229 candidates were registered, and 218 were examined. Of the latter, 65 candidates passed in full, the percentage of passes being 30·0 against 33·0 in 1931. In addition to these, 20 candidates passed in A group only and 21 in B group only. Out of the 65 successful candidates, 36 were Brahmins, 11 Mahomedans, 5 Lingayets, one Vokkaliga, one Native Christian, one Kunchitiga, two Kurubas, two Washermen, one Mahratta, one Ganiga, one Voddar, one Devanga, one Beda and one Satani.

Analysis of the results of the candidates at the Vernacular Upper Secondary Examination of 1932 of Government Institutions:—

No.	Institutions	Number		Number passed		
		Registered	Examined	I and II Class	B group	A group
1	District Normal and Vernacular High School, Tumkur.	34	34	7 plus 15	2	2
2	District Normal and Vernacular High School, Shimoga.	26	26	2 ,, 7	2	1
3	Government Training College, Mysore.	64	63	5 ,, 22	5	4
4	Maharani's Women's Training College, Mysore.	10	10	..	2	1

E.—Middle Schools.

Information regarding Middle Schools for girls is given in the Chapter on Women's Education. The number of Middle Schools for boys increased from 284 to 290 and their strength from 28,633 pupils to 29,899 pupils. Of the total number of Middle Schools, 262 were Government Institutions, 25 Aided and three were Unaided. Classified according to languages, 29 were Urdu Middle Schools, four Tamil schools, one "English" Middle School and the remaining 256 were Kannada Middle Schools.

During the year under report, the rules for the Middle School and Lower Secondary Examinations were revised.

About the increase in the number of pupils in Middle Schools as well as demand for more such schools, the Deputy Director of Public Instruction, Mysore, writes as follows.—"Middle School Education continued to be popular but there was a large set back in the efficiency of these schools owing to inadequate staff and accommodation in most of the schools. The demand for Middle School Education is increasing everywhere whereas the existing resources are already quite over taxed. This aspect of the question is causing considerable anxiety to the Inspecting Officers and Head Masters of Middle Schools." With a view to provide Middle School Education with less cost until the financial conditions improve, the aim should be to develop the Lower Secondary Classes in Primary schools and if there be a demand for English Education in these places, an English hand might be appointed to coach passed Lower Secondary candidates for the Middle School Examination instead of opening fresh Middle Schools.

F. Incomplete Middle Schools.

All the Incomplete Middle Schools which were in existence on 31st March 1931 were abolished, the more promising ones being developed into complete Middle Schools and the rest being converted into Primary Schools with Lower Secondary Classes attached to them.

G. Results of the Middle and Lower Secondary Examinations of 1932.

Nine thousand, three hundred and fifty-six candidates were registered for the Middle School and Lower Secondary Examinations of 1932. Out of 6,530 candidates registered for the Middle School Examination 6,424 were examined and 2,611 passed giving a percentage of 40·6 (41·3 for School candidates, 29·7 for private candidates) as against 34·6 (34·7 and 29·9 respectively in the year previous).

Out of 2,826 registered for the Lower Secondary Examination, 2,730 were examined and 746 passed, giving a percentage of 30·9 (30·2 for School candidates, 21·9 for private candidates) as against 29·5 (31·6 and 26·6 respectively in the year previous.)

The corresponding figures for 1931 were as follows :—

Total No. registered for the Examinations ..	...	9,829
Do examined for the Middle School Examination	..	6,296
Do examined for the Lower Secondary Examination	..	3,276
No. passing the Middle School Examination ...	..	2,177
Percentage of passes	...	34·6
No. passing the Lower Secondary Examination	..	965
Percentage of passes	..	29·5

Of the 2,611 who passed the Middle School Examination, 1,295 were Brahmins, 78 Kshatriyas, 92 Vaisyas, 252 Lingayets, 178 Vokkaligas, 36 Devangas, 63 Christians, 16 Jains, 181 Mahomedans, three Anglo-Indians, 78 Adikarnatakas and Adidravidas and 339 other Hindus.

Out of 746 who passed the Lower Secondary Examination, 169 were Brahmins, 10 Kshatriyas, 8 Vaisyas, 141 Lingayets, 97 Vokkaligas, 13 Devangas, 10 Christians, one Jain, 176 Mahomedans, 30 Adikarnatakas and Adidravidas, and 91 other Hindus.

H. Practical Instruction.

The following are the subjects under Practical Instruction taught in Government Middle Schools, Adikarnataka Boarding Homes for boys and girls and in the Adikarnataka Primary Schools in the State :—1. Carpentry; 2. Tailoring; 3. Brass Work; 4. Lacquer work; 5. Blacksmithy; 6. Weaving; 7. Rattan work; 8. Agriculture; 9. Sericulture; 10. Leather work; 11. Mat-making; 12. Charka.

The first 10 subjects are offered as optional subjects for the Middle School Examination. Mat-making is confined to Adikarnataka Primary Schools. Charka is treated more as a subject of occupation than as a regular examination subject. In all these 10 subjects, there is a regular theoretical and practical examination (except in the case of Agriculture and Sericulture in which there is an examination in theory only). The number of students that offered Practical Instruction as optional subjects for the Middle School Examination of 1932 was 219 as against 181 in the previous year.

The following table furnishes information regarding the names of schools where the different subjects under Practical Instruction were taught during the year under report :—

Carpentry.

Bangalore District	...	Government Middle School, Mamoolpet, Bangalore.
		Do Sultanpet, do
		Do Anekal.
Shimoga do	...	Do Shimoga.
Kadur do	...	Adikarnataka Boarding Home, Chikmagalur.
Mysore do	...	Practising Middle School, Mysore.
		Urdu Middle School, Gargeswari.
		Siddalingappa Middle School, Kabbahalli.
		Chikdasappa do Kodiyala.
		Central Adikarnataka Institute, Mysore.
Tumkur do	...	Middle School, Tumkur.
		Do Bellavi.
		Adikarnataka Boarding Home, Tumkur (since amalgamated with Middle School).
Hassan do	...	Adikarnataka Boarding Home, Hassan.

Tailoring.

Bangalore District	...	Government Middle School, Viswesvarapuram, Bangalore.
		Do Hoskote.
Mysore do	...	Central Adikarnataka Institute, Mysore.
		Middle School, Nagamangala.
Tumkur do	...	Adikarnataka Boarding Home, Tumkur (since amalgamated with Middle School, Tumkur).
		Urdu Middle School, Madhugiri.

Brass Work.

Bangalore District	...	Government Middle School, Magadi.
Kadur do	...	Adikarnataka Boarding Home, Chickmagalur.

Black Smithy.

Shimoga District	...	Government Middle School, Bhadravathi.
Kadur do	...	Adikarnataka Boarding Home, Chickmagalur.
Mysore do	...	Central Adikarnataka Institute, Mysore.
Hassan do	...	Middle School, Arsikere.

Weaving.

Bangalore District	...	Government Middle School, Anekal.
		Do Sarjapur.
		Adikarnataka Girls' Boarding Middle School, Basavangudi.
		Do Primary School, Closepet.
Kolar do	...	Do do Goribidnur.

		Kolar District Adikarnataka Girls' Boarding House,	Srinivaspur.
		Do do	Mulbagal.
Shimoga District	...	Do do	Salur, Shikarpur Taluk.
Mysore do	...	Government Middle School,	Mandya.
		Do	Kikkeri.
		Do	Sargur.
		Adikarnataka Primary School,	Malvalli.
		Do	Bannur.
		Do	Sargur.
		Central Adikarnataka Institute,	Mysore.
Tumkur District	...	Government Middle School,	Chiknaikanhalli.
		Do	Hoskote, Pavagada Taluk.
		Adikarnataka Primary School,	Hebbur.
Chitaldrug do	...	Do	Bommagondanahalli, Molakalmuru Taluk

Rattan Work.

Bangalore do	...	Adikarnataka Girls' Boarding Middle School, Basavangudi, Bangalore.
Shimoga do	...	Government Middle School, Agumbe.
Mysore do	...	Central Adikarnataka Institute, Mysore.

Agriculture.

Bangalore District	...	Government Middle School,	Harohalli.
		Do	Attibele.
		Do	Kudur, (Magadi Taluk).
Kolar do	...	Do	Kagati.
Shimoga do	...	Do	Tirthahalli.
		Do	Santhebennur.
		Do	Kumsi.
Mysore do	....	Do	Bannur.
		Do	Bellur.
		Do	Maddur.
		Do	Hanavadi.
		Do	Mirle.
		Do	Periyapatna.
		Do	Halagur.
Tumkur do	...	Do	Amrutur.
Hassan do	...	Do	Basavapatna.
Chitaldrug do	...	Do	Mayakonda.
		Do	Malebennur.

Sericulture.

Mysore District	...	Government Middle School,	Malvalli.
		Do	Kuderu.
Tumkur do	...	Do	Hebbur.
Hassan do	...	Do	Grama.

Leather Work.

Mysore District	...	Central Adikarnataka Institute,	Mysore.
		Adikarnataka Primary School,	Malvalli.
Tumkur do	...	Do	Kortagere (to be transferred to Gubbi).
		Do	Tiptur.
		Do	Tumkur (amalgamated with Middle School)
Hassan do	...	Adikarnataka Boarding Home,	Hassan (since abolished).

Mat Making.

Mysore do	...	Adikarnataka Primary School,	Chamarajnagar.
		Do	Gundlupet.
		Do	Sosale.

Charka.

Bangalore District	...	Government Middle School,	Dodbelavangala.
		Do	Kankanhalli.
		Girls' Middle School,	Chamarajpet, Bangalore.
		Municipal Primary School,	Kilari Road (boys), Bangalore.
		Do do	(girls) do
Kolar do	...	Government Middle School,	Manchenahalli.
		Do	Gudibanda.
Shimoga do	...	Do	Nyamati.
Kadur do	...	Middle School,	Ajjampura.
		Do	Kadur.

Mysore District	...	Middle School Terkanambi.
		Do Saligrama.
		Primary Girls' School, Saligrama.
Tumkur do	...	Middle School, Kadaba.
		Do Sira.
Hassan do	...	Do Konanur.
Chitaldrug do	...	Do Mayakonda.
		Primary Girls' School, Holalkere.
		Middle School, Jagalur (work under suspension pending transfer to Turuvanur).

The following table gives in detail the number of Practical Instruction classes actually working in the Middle Schools, Adikarnataka Boarding Homes and Adikarnataka Primary Schools :—

District	Carpentry	Tailoring	Brass work	Lacquer work	Blacksmithy	Weaving	Rattan work	Shoe-making	Mat-making	Charka	Agriculture	Sericulture	Total
BANGALORE DIVISION.													
Bangalore	3	2 *a*	1	2	...	4	1	...	...	5 *a*	3	...	21
Kolar	...	...	...	...	...	3	...	...	...	1 *c*	1	...	5
Kadur	1	...	...	...	1	...	1	...	...	1 *a*	...	...	4
Shimoga	1	...	...	...	1	1	1	... *c*	...	1 *f*	...	...	5
Total ...	5	2	1	2	2	8	3	...	...	8	4	...	35
MYSORE DIVISION.													
Mysore	5	2	...	...	1	7	1	2	3	3	7	2	33
Tumkur	3	2 *g*	1	...	...	3	...	3	...	2	1	1	16
Hassan	1	...	...	...	1	...	...	.. *h*	...	1	1	1	5
Chitaldrug	..	...	...	...	...	1	...	...	...	3	2	...	6
Total ...	9	4	1	...	2	11	1	5	3	9	11	4	60
Grand Total ...	14	6	2	2	4	19	4	5	3	17	15	4	95

a As per Government Order No. 4140-1—Edn. 411-31-1, dated 9—11th April 1932, the Tailoring classes attached to the Aryabalikapatasala, Middle Section, Sultanpet, Bangalore City, Girls' Middle Schools, Malleswaram and Chamarajpet, Bangalore City were abolished.

b Charka classes in Middle Schools were opened at Kankanhalli and Girls' Middle School, Chamarajpet, Bangalore City.

c & *d* Charka class newly opened at Gudibanda and Kadur.

e For want of a suitable centre to which the Bhadravati Shoe-making class provision should be transferred, the provision remained unutilised.

f The work of the Charka class at Nyamathi was under suspension but has been revived since the return of a teacher from Bangalore duly trained in Charka.

g The Tailoring classes attached to the Empress Girls' School (Middle), Tumkur, and the Girls' Middle School, Madhugiri, were abolished as per G. O. No. 4140-1—Edn. 411-31-1, dated 9—11th April 1932.

h The Shoe-making class attached to the Adikarnataka Boarding Home, Hassan, was abolished as a measure of retrenchment.

At Chikmagalur, the arrangement of the Adikarnataka Boarding Home boys attending the local Industrial School of the Department of Industries and Commerce continued, the work of the boys being subject to annual inspection by the Department of Public Instruction.

The work of the Practical Instruction classes as far as the syllabus of studies prescribed is concerned, was satisfactory. The boys worked with great zeal, over and above the periods provided.

The non-official members of the Committee to look after the affairs of Practical Instruction classes were reported to have taken great interest in these classes and to have in certain places rendered great help in personally superintending the Practical Examination in connection with the Public Examinations.

As reported last year, Mr. H. Sreenivasa Rao, the local gentleman who undertook to train teachers at the Charka, trained successfully 24 teachers, and the summer session of this training class terminated with a public gathering of ladies and gentlemen under the presidency of Mr. M. Venkatesa Iyengar, M.A., in whose

presence the certificates signed by the members of an approved committee were granted to 18 teachers, two of whom were women-teachers. It is reported that a few officers of the Agricultural Department took great interest in the Training Class and delivered lectures on varieties of cotton and allied subjects. One of the interesting features of the function was that the teachers and the public were able to witness demonstration given by a lady from Cocanada who was recipient of a Gold Medal from the All-India Spinners' Association and who spun yarn averaging 400 counts.

All the teachers underwent training at their own cost and of the 8 charka classes remaining to be organised as reported last year, there are only two left to be still organised. This was due chiefly to want of teachers not coming forward from the two centres Anavatti and Halebid, the centres selected for starting two more classes. It is, however, expected that these two classes will start work soon.

The Government Orders Nos. D. 1535-37—Edn. 1105-29-2, dated 5th August 1930 and D. 4983-84—Edn. 1105-29-4, dated 7th November 1930, raising the pay of Practical Instruction teachers to Rs. 35 per mensem and revising the contingent grants were given effect to, except in the case of the Mysore District as the District Board of Mysore did not agree to the proposal. There is thus a great difficulty in respect of the contingent grants to the Practical Instruction classes in the Mysore District which are very inadequate.

The following statement shows the distribution of the 95 Practical Instruction classes in the different grades of schools :—

Boys' Kannada Middle Schools	Boys' Urdu Middle Schools	Girls' A. K. Boarding Homes	Boys' A. K. Boarding Homes	Adikarnataka Primary Schools	Girls' Primary Schools	Boys' Primary Schools	Girls' Kannada Middle Schools	Total
54 *d*	4 *b*	2	13 *a*	16	3	2 *c*	1	95

a Three Practical Instruction classes of the Adikarnataka Boarding Home are now amalgamated with the Kannada Middle School, Tumkur.

b The two Lacquer work classes and one tailoring class have been thrown open to the Kannada Middle School boys also.

c The Brass work class is under suspension pending its removal to a Middle School.

d Carpentry classes at Sultanpet, Bangalore City and Practising Middle School (Kannada) and the Tailoring class at Nagamangala are open to Urdu Middle School boys.

The Superintendent of Practical Instruction (Mr. David A. Nagavkar, L.M.E. attached to this office) inspected all the Practical Instruction classes (other than Agriculture and Sericulture) including the vocational classes attached to three High Schools at Tumkur, Shimoga and Davangere and also the Weaving class attached to the Vocational Institute for Women, Mysore. In many Practical Instruction classes the inconvenience felt for want of suitable accommodation still continues.

This year again, the Department participated in the Educational Exhibition held in Bangalore in December 1931 under the auspices of the Seventh All-India Educational Conference and the exhibits are reported to have attracted the attention of many distinguished visitors and educationists, who evinced great interest in our educational policy of allowing students to offer Industrial subjects as optional and additional subjects for the Middle School and S. S. L. C. Public Examinations.

As reported last year, Instructors are striving at self-improvement and during April and May 1932, five Weaving Instructors from Adikarnataka Primary Schools at Malvalli, Bannur, Mulbagal, Srinivaspur and Goribidnur and the Weaving Instructress of the Vocational Institute for Women, Mysore underwent a regular course in Weaving at Sri Lakshmi Narasimha Institute, Fort, Bangalore City, at their own cost.

The following table gives in detail the number of Practical Instruction classes in Agriculture actually working in the Middle Schools during the year:—

District	No. of practical Instruction classes in Agriculture actually working	Remarks
BANGALORE DIVISION.		
Bangalore	3	
Kolar	3	
Kadur	...	
Shimoga	3	Opened for work during the year.
Total ...	9	
MYSORE DIVISION.		
Mysore	7	
Tumkur	1	
Hassan	1	
Chitaldrug	2	
Total ...	11	
Grand Total ...	20	

The three Agricultural Classes reported last year to be under organisation, started work during the year, thus bringing the total number of these classes already opened to 18. The year witnessed for the first time the working of all the centres sanctioned by Government.

The year under report has been particularly unfavourable for the instruction. There was an unexpected set back to the activities of the classes which having been opened on a good footing, were well on their way under the scheme. The difficulty was due to retrenchment of funds in the Department. Funds of a non-recurring nature amounting to Rs. 9,000 sanctioned by local District Boards from the Education Cess balances of previous years were no longer available. The Department was hardly in a position to compensate for this withdrawal owing to cuts in its own allotment with the result that the work which had progressed steadily so far had to suffer a good deal. It may, however, be stated that the raiyats in rural parts continued to evince interest in the instruction and were urging for its expansion.

In regard to the purely agricultural side of the work, it may be added that the produce of the school farms found a ready and rapid sale. The raiyats purchased seed ragi and paddy for sowing purposes. Instructions were given in improved methods of cultivation, etc.

The Senior Agricultural Inspector attached to this office (Mr. M. S. Ramachandra Rao, L.Ag.) inspected all the schools (except two) and they were reported to be working fairly satisfactorily. The want of suitable accommodation and equipment was keenly felt. The four Practical Instruction classes (one at Grama, one at Hebbur, and two in the Mysore District) have continued to be under the technical supervision of the Sericultural Department (*vide* Government Order No. 4351—L. B. 47-26-42, dated 7th January 1927).

The number of pupils that offered the subject of Agriculture during the year was 98. The number is steadily rising and in many schools, admission is restricted for want of accommodation.

The Supervisory Advisory Committee referred to in the previous report worked fairly satisfactorily during the year.

In respect of Practical Instruction, the Deputy Director of Public Instruction, Mysore, writes as follows:—

"The Practical Instruction classes suffer for want of proper co-ordination between Middle Schools and High Schools. Except Weaving, none of

Practical Instruction class subjects is taught in the High School classes and as a result, the little that is learnt in Middle Schools is soon forgotten in the High Schools in which further instruction in these subjects is not provided for. Even a Vocational "bias" cannot be created in the pupils as the period of three years is too short and besides instruction in vocational subjects is given for only four periods a week during these years."

(I) Hostels.

Administrative Measures.—As a measure of retrenchment, the posts of Educational Supervisors of Hostels were suspended from 1st October 1931 as a result of which the responsibility of educational supervision devolved on the management of the Hostels. The grants payable towards the pay of the Warden or Manager was fixed at Rs. 7-8-0 per mensem uniformly for all hostels. The basis on which grants are paid to the Depressed Class Hostels was revised during the year.

There were 98 hostels with a strength of 3,978 boarders as against 97 hostels with a strength of 3,516 boarders. Of these 98 hostels, 30 hostels were Government and 68 Aided. Of the total number of hostels, five were attached to the Colleges under University, eight were attached to Government High Schools, three to Aided High Schools, five to District Normal Schools, three to the Training College for men, four to Adikarnataka Boarding Schools, one to the Maharani's High School, Mysore, one to the Vani Vilas Institute, Bangalore, one to the Vocational Institute for Women, one to the Central Institute for Defectives and one to a Middle School for boys, 58 hostels were communal hostels, three for Brahmins, 15 for Lingayets, 11 for Vokkaligars, two for Ursus, six for Muslims, one for Vaisyas, two for Kunchitigas, one for Reddis, one for Mahrattas, three for Banajaras, one for Naiks, one for Jains, two for Christians, and nine for Depressed Classes.

(J) Physical Culture.

The Boy Scouts of Mysore.—Scouting has continued to be popular and is making very good progress. There has been a perceptible increase in the number of trained scouters and consequently a striking increase in the number of boys undergoing training in all the branches of scouting. There were, on the 30th June 1932, 238 scout troops, 59 cub-packs and 15 crews with a total membership of 8,973 spread over 312 ranks as against 6,310 members spread over 308 ranks in the previous year.

The chief events of the year under report were :—

1. The 13th Annual meeting of the State Council was held at Mysore during the last Dasara under the presidency of Dr. E. P. Metcalfe, D.Sc., Vice-Chancellor, Mysore University.
2. A party of Rover scouts competed for the All-India Ambulance Brigade Competition held at Lahore by the St. John Ambulance Association and came out first among the successful teams and was presented with a valuable Rolling Shield besides a cash prize of Rs. 100 and four individual medals.
3. Quite a large number of Rallies were held in different places in the State under the auspices of the various District Scout Councils.
4. Five training camps for scouters and cubbers were conducted by the District Scout Councils of Kolar, Bangalore, Mysore, Shimoga and Chitaldrug and one camp for cubbers at Tumkur.
5. The Scout Headquarters held an Advanced Training Camp for Scout Masters at Sree Ramadevaru Dam with a Commissioners' Conference.
6. A training camp for Rover Scout-heads, the first of its kind in the State, was held at Bale-Honnur under the joint auspices of the Kadur District Scout Council and the Boy Scout Headquarters.
7. A party of twelve scouters was deputed to attend the Scout Rally held at Trivandrum in November 1932 during the celebrations connected with the investiture of His Highness the Maharaja of Travancore with ruling powers.

Publications.—During the year under report, the Scout Headquarters published its monthly journal 'the Mysore, Scout,' the Kannada counter-part of which is published as the *Mysore Makkalu* from Mysore. The Headquarters brought out two books "Scout-class and First Class Scout Tests in Kannada and a revised edition of the Policy, Organisation and Rules. A few of the older publications were

reprinted with the active sympathy of the Scout Headquarters. Mr. Sri Kasyap, a young Cub-Master, brought out a book on cubbing in Kannada called " Marigala Koogu " dedicated by permission graciously granted to Prince Jayachamarajendra Wadayar, the Chief Cub of Mysore.

Girl Guides.—The Girl Guide Movement was revived during the year and an influential Committee was formed with Lady Mirza Ismail as Chief Commissioner and Chairman, and Lady Puttanna Chetty, Mrs. Anantaraman, Dr. Miss M. C. Albuquerque and Mrs. Srinivasaraghavachari, among others, as members. An important event of the year was the affiliation of the State to the All-India Organisation and through it to the World Organisation. Government sanctioned for the following year a liberal provision of Rs. 2,800 and it is hoped that the year 1932-33 will show considerable expansion of the movement. A number of ladies were deputed in the summer vacation for training at the Girl Guide camp at Ootacamund.

Physical Education.

Though a great number of High Schools have no spacious play grounds, the best use of the grounds available was made for out-door games. Cricket, Foot-ball, Volley-ball, Hockey and Badminton were regularly played by the pupils of High Schools, and Cricket, Foot-ball and Badminton were the chief games played in Middle Schools. It is gratifying to note that teachers took active part in games along with their pupils. Some High Schools have made Physical Exercise compulsory in addition to Drill. " Suryanamaskaram " and " Yogasanams " are practised in several High Schools and are becoming very popular. Wrestling and Indian Gymnastic exercises were taught in several High Schools. Indigenous games continued to be popular in Middle Schools.

Medical Inspection.

During the year under report, medical inspection was continued in the Cities of Bangalore and Mysore under a common agency for the students in the University and in the Departmental schools and also in 15 Taluk Headquarters where the scheme is self-supporting. In regard to medical inspection in Mysore City, it is reported that the Medical Inspector inspected almost all the schools.

Tabular statement of defects and diseases of various schools in the centres of Medical Inspection during the year 1931-32.

No.	Name of schools	Total strength of boys on the roll of the school	Number examined	Number absent or not examined	Malnutrition	Defective teeth	Diseases of the eye, nose and throat including adenoide and tonsils.	Diseases of the eye and its appendages	Diseases of the skin	Deformities (congenital and acquired)	Other diseases and defects (genito urinary) most of them are operable cases	Diseases of the Lymphatic glands (submaxillary and cervical glands.	Health diseases	Enlarged spleen and Malaria	Hook-worm	Number not vaccinated	Phimosis	Number treated for minor ailments in Local Fund Dispensaries	Number treated for special diseases in special Hospitals	Number treated by Medical
1	Colleges, High and Middle Schools, Bangalore.	4,773	3,678	1,095	800	900	421	723	50	167	16	18	19	16	..	319	...	116	150	..
2	Primary Schools, Bangalore.	4,381	3,592	789	327	1,240	1,495	376	344	229	22	70	8	11	...	304	...	1,709	44	..
3	Schools in Mysore ...	3,915	3,113	802	914	1,210	1,515	139	126	232	17	...	40	150	...	550	...	...	...	
4	Do Dodballapur.	561	523	38	21	49	21	30	60	...	2	9	2	50	...	...	5	...	17	2
5	Do Magadi ...	468	308	160	1	9	20	38	49	1	...	...	1	3	...	...	2	...	9	1
6	Do Kankanhalli.	268	242	26	4	7	29	14	7	3	28	2	2	7	...	...	2	..	9	
7	Do Devanahalli..	436	335	101	...	...	8	14	10	...	...	...	14	...	...	..	4	89	...	
8	Do Sira ...	414	276	138	...	7	27	9	9	1	3	...	3	19	..	9	...	...	10	
9	Do Chiknaikanahalli.	357	283	74	21	6	101	4	8	...	2	...	...	18	...	27	...	...	2	1
10	Do Kunigal ...	436	436	...	10	57	. 4	7	4	6	5	...	1	...	...	47	...	...	...	
11	Do Holenarasipur	294	187	107	8	42	4	14	3	...	...	2	2	13	...	1	...	...	9	
12	Do Arsikere ...	No	inspe	ction	was	condu	cted	during	g th	e year										
13	Do Bhadravati ...	105	98	7	5	45	6	...	12	3	...	...	...	25	2	5	...	...	15	
14	Do Harihar ...	475	305	170	38	29	16	34	13	...	...	6	...	5	...	9	...	...	11	1
15	Do Jagalur ...	286	208	33	3	1	5	4	1	...	2	...	...	23	...	25	...	...	11	
16	Do Bowringpet...	204	189	15	6	2	19	5	...	...	...	...	...	...	...	2	...	...	16	
17	Do Chintamani..	282	181	101	3	20	13	..	1	1	...	...	...	3	...	14	6	...	18	
18	Do Sidlaghatta	504	201	303	3	36	16	...	7	...	...	...	...	...	...	15	...	...	23	
	Total ...	18,099	14,150	3,949	2,164	3,660	3,720	1,426	709	637	100	107	96	358	2	1,327	19	1,914	339	1,0

Analysis of results of the Mysore S.S.L.C. Public Examination of each High School, for the Quinquennium ending 1932.

Number	Name of School	Year	Ordinary candidates						Supplementary candidates		
			Number registered	Number examined	Number passed	Number declared eligible for College Course	Percentage of passes	Percentage of passes declared E. C.	Number registered	Number examined	Number declared E. C.
1	Wesleyan Mission High School, Bangalore.	1928	196	193	87	41	45	21	20	20	5
		1929	185	182	75	34	41	19	19	19	11
		1930	133	130	86	62	66	48	14	14	12
		1931	136	134	79	32	59	24	10	10	5
		1932	130	129	71	29	55	22	34	34	29
2	Government High School, Fort, Bangalore.	1928	158	155	102	67	66	43	1	1	1
		1929	265	259	136	76	53	29	37	37	25
		1930	289	282	176	105	62	37	42	41	27
		1931	256	249	169	105	68	42	48	46	26
		1932	283	278	157	89	56	32	42	42	28
3	Government High School, Tumkur.	1928	140	139	69	42	50	30	12	12	6
		1929	121	118	68	40	58	34	16	16	10
		1930	183	98	50	30	51	31	18	18	11
		1931	112	112	84	39	75	35	11	11	10
		1932	105	105	51	31	49	30	19	19	9
4	Maharaja's High School, Mysore.	1928	188	134	84	44	63	33	12	12	8
		1929	189	137	107	79	79	58	25	24	23
		1930	157	154	131	87	85	56	18	18	11
		1931	145	142	113	81	80	57	31	31	20
		1932	159	159	126	73	80	46	27	27	18
5	Government High School, Malleswaram, Bangalore.	1928	123	123	61	30	50	24	6	6	2
		1929	133	129	86	44	67	34	11	11	11
		1930	129	128	83	48	65	37	13	13	8
		1931	117	116	68	27	58	23	15	15	9
		1932	123	122	88	58	72	47	14	14	12
6	Banumaiya's High School, Mysore.	1928	117	115	91	44	79	38	3	3	...
		1929	99	98	71	26	76	28	19	18	16
		1930	87	87	52	23	60	26	22	22	13
		1931	110	110	61	27	55	25	21	21	14
		1932	115	114	86	62	75	54	12	11	9
7	Government High School, Kolar.	1928	103	100	68	41	68	41	5	5	2
		1929	94	94	47	33	79	35	9	9	7
		1930	106	106	47	25	45	24	18	18	8
		1931	97	96	57	26	59	27	7	7	6
		1932	72	72	33	17	46	22	9	9	4
8	Sharada Vilas High School, Mysore.	1928	103	102	57	26	56	25	5	5	1
		1929	102	100	57	24	57	24	13	13	5
		1930	82	82	37	25	45	30	10	10	6
		1931	70	68	42	26	62	38	6	6	6
		1932	82	79	48	37	61	47	8	7	6
9	London Mission High School, Bangalore.	1928	100	99	42	23	42	23	5	5	2
		1929	99	96	63	29	66	30	6	5	3
		1930	84	81	54	24	67	30	12	12	4
		1931	77	77	55	31	71	40	17	17	17
		1932	87	85	53	23	62	27	20	20	14
10	National High School, Bangalore.	1928	83	78	41	21	53	27	5	5	1
		1929	78	76	53	30	70	39	...	...	...
		1930	86	85	45	28	53	33	6	6	5
		1931	90	90	67	31	74	34	8	8	6
		1932	91	90	69	37	77	41	7	7	7
11	Government High School, Shimoga.	1928	72	69	38	18	55	26	8	8	2
		1929	97	95	73	42	77	44	11	11	7
		1930	104	104	65	48	63	46	...	...	...
		1931	98	96	62	29	65	30	7	7	3
		1932	100	99	53	24	53	24	7	7	6
12	Government High School, Channapatna.	1928	66	67	46	34	69	51	6	6	1
		1929	69	69	45	27	65	39	2	2	1
		1930	63	63	39	23	62	37	5	5	1
		1931	76	75	42	23	56	31	5	5	1
		1932	81	77	34	20	44	26	9	9	4
13	Wesleyan Mission High School, Mysore.	1928	66	66	38	20	58	30	8	8	2
		1929	76	74	47	16	63	22	10	10	4
		1930	71	69	31	16	45	23	11	11	9
		1931	70	69	42	28	61	41	7	7	7
		1932	78	76	47	30	62	39	8	8	2
14	Marimallappa's Government High School, Mysore.	1928	61	59	26	12	44	20	5	4	2
		1929	63	62	44	25	71	40	15	14	10
		1930	87	84	46	21	55	25	6	6	3
		1931	78	78	45	21	58	27	5	5	3
		1932	84	82	58	33	70	40	10	10	7
15	Government High School, Davangere.	1928	61	60	31	23	52	38	1	1	1
		1929	65	64	36	23	56	36	1	1	1
		1930	62	61	40	22	66	36	...	...	...
		1931	76	76	38	25	50	33	8	8	5
		1932	71	71	49	33	69	46	5	5	4

Analysis of results of the Mysore S.S.L.C. Public Examination of each High School for the Quinquennium ending 1932—*contd.*

Number	Name of School	Year	Ordinary candidates						Supplementary candidates		
			Number registered	Number examined	Number passed	Number declared eligible for College Course	Percentage of passes	Percentage of passes declared E. C.	Number registered	Number examined	Number declared E. C.
16	Government High School, Chikballapur.	1928	56	56	27	12	48	21	1	1	...
		1929	56	56	38	18	68	32	5	5	5
		1930	53	53	38	12	72	23	3	3	3
		1931	53	52	32	22	62	42	4	4	2
		1932	56	56	30	19	54	34	6	6	4
17	Government High School, Hassan.	1928	53	53	43	29	81	55	5	5	2
		1929	56	56	39	20	70	36	5	5	4
		1930	71	71	57	35	80	49	4	4	4
		1931	81	79	46	20	58	25	6	6	6
		1932	68	68	37	21	54	31	9	9	4
18	Government High School, Chikmagalur.	1928	52	52	33	18	63	35	4	4	...
		1929	42	42	25	17	60	40	5	5	4
		1930	51	51	35	18	69	35	6	6	5
		1931	68	67	43	28	64	42	7	7	6
		1932	52	52	32	10	62	19	4	4	4
19	Government High School, Chitaldrug.	1928	52	52	39	27	75	52	3	3	3
		1929	42	42	34	20	81	47	1	1	1
		1930	49	49	31	15	63	31	2	2	2
		1931	83	82	47	20	57	24	5	4	4
		1932	66	66	37	18	56	27	13	13	6
20	Government High School, Tiptur.	1928	41	40	27	18	68	45	1	1	...
		1929	68	66	48	27	73	41	1	1	1
		1930	54	54	36	24	67	44	8	8	7
		1931	86	86	61	25	72	29	3	3	3
		1932	62	62	35	13	56	21	7	6	3
21	Government High School, Nanjangud.	1928	40	39	26	15	67	38	...	...	...
		1929	29	29	21	12	72	41	5	5	4
		1930	35	35	19	9	54	26	4	4	1
		1931	36	35	14	6	40	17	5	5	3
		1932	34	33	12	6	36	18	4	4	4
22	Maharani's High School, Mysore.	1928	17	17	10	6	59	35	1	1	1
		1929	22	22	14	11	64	50	4	4	2
		1930	31	31	18	6	58	19	3	3	2
		1931	26	25	12	8	48	32	5	5	1
		1932	32	32	13	7	41	22	4	4	1
23	Government High School, Tirthahalli.	1928	14	13	9	6	69	46	...	...	...
		1929	12	12	8	5	67	42	1	1	1
		1930	14	13	11	7	85	54	1	1	...
		1931	8	8	6	4	75	50	2	2	2
		1932	10	10	6	4	60	40	1	1	1
24	London Mission Girls' High School, Bangalore.	1928	11	11	11	8	100	73	...	...	...
		1929	11	11	9	3	82	27	1	1	1
		1930	6	6	6	5	100	83	2	2	1
		1931	18	17	14	9	82	53	...	...	...
		1932	11	11	6	4	54	36	...	...	...
25	Vani Vilas Institute, Bangalore.	1928	9	9	6	4	67	44	1	1	...
		1929	16	16	15	14	94	88	3	3	2
		1930	23	23	15	11	65	48	2	2	1
		1931	46	46	31	15	67	33	4	4	1
		1932	26	26	17	8	65	31	13	13	4
26	M. E. Mission Girls' High School, Kolar.	1928	3	3	2	1	67	33	...	...	...
		1929	5	5	5	2	100	40	...	...	...
		1930	6	6	6	2	83	33	...	...	...
		1931	2	2	1	1	50	50	...	...	...
		1932	8	8	6	4	75	50	...	...	...
27	Empress Girls' High School, Tumkur.	1928	Nil—The School was started in 1929-30.								
		1929									
		1930									
		1931									
		1932	4	4	3	2	75	50	...	...	...
28	Government High School, Madhugiri.	1928	...	...	...	...	...	...	...	...	...
		1929	17	17	15	5	88	29	...	...	...
		1930	36	35	19	13	54	37	2	2	2
		1931	46	46	27	18	59	39	4	4	4
		1932	46	45	22	8	49	18	1	1	1
29	Municipal High School, Dodballapur.	1928	...	...	...	...	...	...	...	...	...
		1929	...	...	...	...	...	...	...	...	...
		1930	15	15	10	6	67	53	1	1	1
		1931	29	29	18	14	62	48	2	2	2
		1932	38	38	22	11	58	29	3	3	...
30	Municipal High School, Sagar	1928	...	...	...	...	...	...	...	...	...
		1929	...	...	...	...	...	...	...	...	...
		1930	6	6	6	5	100	83	1	1	...
		1931	27	25	20	11	80	44	...	...	...
		1932	22	22	12	6	55	27	2	2	...

Analysis of results of the Mysore S.S.L.C. Public Examination of each High School for the Quinquennium ending 1932—*concld.*

Number	Name of School	Year	Ordinary candidates						Supplementary candidates		
			Number registered	Number examined	Number passed	Number declared eligible for College Course	Percentage of passes	Percentage of passes declared E. C.	Number registered	Number examined	Number declared E. C.
31	Municipal High School, Bowringpet.	1928	...	...	...	...	...	...	...	...	...
		1929	...	...	...	...	...	...	...	...	...
		1930	...	...	...	...	...	...	...	...	...
		1931	21	21	17	11	81	52	1	1	1
		1932	27	26	22	6	88	31	2	2	1
32	Municipal High School, Chintamani.	1928	Nil.								
		1929									
		1930									
		1931	15	15	8	7	53	43	1	1	1
		1932	13	13	10	5	77	38	...	...	...
33	Municipal High School, Hole-Narsipur.	1928	Nil.								
		1929									
		1930									
		1931	23	23	18	13	78	57	3	3	3
		1932	26	26	16	10	61	38	2	2	2
34	Municipal High School, Malvalli	1928	Nil.								
		1929									
		1930									
		1931	11	11	7	2	64	18	...	...	...
		1932	18	18	7	3	39	17	...	...	...

CHAPTER VI.

PRIMARY EDUCATION.

I. *Administration.*—The transfer of control over Primary Education in the State to the Local Education Authorities during the year under report under the Mysore Elementary Education Regulation of 1930 is an important event in the annals of Primary Education. In accordance with this Regulation, the administration of all Government Primary Schools, Village Aided Schools, and Adult Night Schools passed into their hands with effect from 1st July 1931.

In view of financial stringency and other difficulties, a separate Inspectorate under the Local Education Authorities was not instituted. For the administration and inspection of Elementary Education, the District Educational Officers and Assistant Inspectors were appointed *ex-officio* School Board Officers and School Board Assistants, respectively, in addition to their present duties. The Superintendent of Municipal Schools in the Bangalore City became the School Board Officer in that area. The Assistant Inspectors in charge of Primary Education in the Mysore City and the Tumkur Town became, in addition to their duties, the School Board Officers in those areas, and similarly, the Assistant Inspector of Education, Bowringpet, School Board Officer for the Kolar Gold Fields Sanitary Board Area. The Aided Schools in the Kolar Gold Fields Sanitary Board Area managed by recognised bodies were transferred to the control of the Kolar Gold Fields Sanitary Board (Local Educaion Authority) under the provisions of the Elementary Education Regulation.

Government have issued rules for carrying on correspondence between the Local Education Authorities and officers of the Department as well as rules relating to the working of School Boards, the maintenance of accounts of School Boards, and the manner of paying moneys out of Elementary Education Fund. The amounts payable to this fund have been fixed under the Regulation.

Sanction was accorded for levying Education Cess by the Kolar Gold Fields Sanitary Board (Local Education Authority) at six pies in the rupee on all items of State Revenue on which the Local Cess is levied, for the purpose of improving the scales of pay as well as enhancing the pay of the staff of certain schools in the area.

Twenty-five Village Panchayet Grant-in-aid Schools were opened during the year in the Mysore District at a total recurring cost of Rs. 2,500 per annum and a

similar sum was also sanctioned under non-recurring cost out of the cess funds of the District.

Government have, in their Order No. E. 1246—Edn. 325-30-14, dated the 19th September 1931, passed orders fixing the period of vacation in Primary Schools uniformly at one month for all Primary Schools.

Consequent on the abolition of Incomplete Middle Schools, the first and the second year classes of these schools became the fifth and sixth year classes of the Primary Schools, which are designated "Privileged Primary Schools" and permitted to prepare and present candidates for the Lower Secondary Examination. No admission fee is levied for any of these classes, but a fee of annas eight is charged as re-admission fee to any of the six classes. Exemption from payment of this fee in deserving cases can be granted.

The following statement shows the number of schools transferred to the Local Education Authorities under the Elementary Education Regulation of 1930.

Statement showing the number of Primary Schools transferred to the control of the 12 Local Education Authorities.

District	Government Primary Schools			Village Aided schools	Panchayet schools	Night schools	Miscellaneous	Total
	Boys	Girls	Adikarnataka					
Bangalore	540	88	43	107	...	14	1	793
Kolar	521	58	46	84	33	6	1	748
Tumkur	426	53	41	250	...	32	3	805
Mysore	718	80	195	193	69	11	...	1,266
Hassan	450	38	45	90	...	3	...	626
Kadur	342	25	37	45	...	...	...	449
Shimoga	534	48	28	163	...	1	...	774
Chitaldrug	317	27	42	37	23	2	...	508
Bangalore City	27	24	1	...	...	1	1	54
Mysore City	24	17	5	...	...	6	...	52
Tumkur Town	7	3	...	...	...	1	...	11
Kolar Gold Fields	18	2	...	1	1	...	...	22
Total ...	3,984	463	482	970	126	77	6	6,108

Working of School Boards.—During the year under report, Mr. B. S. Puttaswamy, B.A., B.L., President of the District Board, Mysore and Chairman of the School Board, Mysore District, went on an European tour and Mr. S. C. Mallaiya was appointed Chairman in his stead. Mr. G. Channappa, B.A., B.L., President, District Board, Chitaldrug was the Chairman of the School Board, Chitaldrug District. Mr. B. Ramaswamiah, B.A., B.L., Advocate, Hassan, was the Chairman of the School Board of the Hassan District throughout the year. Mr. K. Krishna Rao was the Chairman, City School Board, Mysore City, throughout the year. Mr. C. Krishna Rao who was Chairman of the School Board (to start with) Tumkur District, resigned, and Mr. D. S. Mallappa was appointed instead. Mr. H. Venkataramiah continued to be the Chairman of the Tumkur Town School Board throughout the year. The Rev. P. C. Brunt was Chairman of the School Board, Shimoga, and Mr. L. Vema Reddy. President of the District Board, Kolar, was also the Chairman of the School Board, Kolar. Mr. D. Venkataramiah was the Chairman of the School Board, Bangalore, and Mr. Sylvester Pais of the School Board, Kadur District. For the Kolar Gold Fields Sanitary Board Area and Bangalore City Municipal Area, Messrs. Ralph Nye and D. S. Ramachandra Rao were the Chairmen, respectively, and on their resignation, Messrs. W. T. Hudson and Belur Srinivasa Iyengar, respectively, were appointed in their places.

The following statement shows the number of times each School Board met in the year:—

Bangalore District	11
Bangalore City Municipal Area	18
Kolar District	11
Kolar Gold Fields Sanitary Board Area	11
Simoga District	10
Kadur do	11
Hassan do	7
Chitaldrug do	6
Mysore do	7
Mysore City	13
Tumkur Town	5
Tumkur District	11

At all these Board Meetings, the members took keen interest in the working of the schools. It is gratifying to note that there was perfect harmony between the School Board Officers and the School Boards.

Early in the year, I arranged to tour in the Province in order to meet the several School Boards and discuss with them, matters relating to the working of the Regulation and such difficulties as might have arisen and misunderstandings as to the rules that might have arisen. I was able to meet all the School Boards except that of Hassan, and we had a friendly discussion. At Hassan, I met the Chairman of the School Board, and the President of the Local Educational Authority with whom I had discussions.

II. *Number and Strength of Primary Schools.*—The number of Primary Schools for boys on 31st March 1932 was 5,676 with a strength of 2,10,944 pupils including 23,482 girls as against 5,857 schools with a strength of 2,22,816 pupils, of whom 25,980 were girls. Of the 5,676 schools, ten were Government schools, 4,424 schools were under the Local Educational Authorities and 1,242 aided schools. Classified according to languages, there were 5,066 Kannada Schools, 605 Urdu Schools, one Tamil School, two Telugu Schools, one Mahratta School and one Malayalam School. (Figures relating to Primary schools for girls are given on page 68.)

The percentage of boys in the Primary classes to the total male population of the school-going age, calculated at fifteen per cent of the male population, according to the Census of 1931, was 42·82 as against 49·75 in the previous year. The decrease in the percentage is due to the fall in the number of pupils in the Primary classes from 2,22,816 to 2,10,944 and also to the fact that this figure is based upon the Census population of 1931 which is greater than that of 1921, on which the figure of the previous year was based.

The subjoined table shows the strength of the Primary Boys' Schools by classes :—

Classes	Strength	Percentage to the total strength
1. Lower Secondary classes	3,355	1·59
2. Primary IV	21,901	10·38
3. Do III	30,676	14·54
4. Do II	44,448	21·07
5. Do I	110,564	52·42

There is an increase in the percentage of pupils in the Lower Secondary classes from ·83 in the previous year to 1·59 during the year under report. This is due to the increase in the number of pupils in the Lower Secondary classes owing to the abolition of Incomplete Middle Schools and their conversion to Primary Schools with Lower Secondary classes attached to them. The percentage of pupils in the first year Primary classes was 54·57 in 1930-31 and it was 52·42 during the year under report. Though this percentage was still high, there is a steady decrease in the retardation of pupils in the class. The Deputy Director, Mysore, says that "this decrease in the retardation was on account of remedial measures taken, such as insistence on periodical admissions, removal of the names of irregular pupils, reduction in the number of single teacher schools, employment of trained teachers, and adoption of rational methods of teaching, etc. Now that the schools are transferred to Local bodies which are taking a keen interest in the spread of Primary Education, and the application of compulsion would come into force after a period of ten years, the retardation is likely to diminish further considerably."

Adult Education.—On 31st March 1932, there were 69 schools for the education of adults with a strength of 1,729 as against 282 schools with a strength of 6,333 pupils in the previous year. The decrease in the number of schools and in the strength was due to the abolition of a large number of such schools as were in a languishing condition as well as a measure of economy.

CHAPTER VII.

SPECIAL INSTRUCTION.

The Institutions in which instruction of a special nature is imparted are classified under the following heads :—

I. Institutions for the Training of Teachers.
II. School of Engineering.
III. Industrial Schools.
IV. Commercial Schools and
V. Special schools, such as the Central Institute for the Defectives, Sanskrit Schools.

I. Institutions for Training of Teachers.

Administrative Measures.—(1) As a measure of retrenchment, Government have passed orders reducing the number and rate of stipends sanctioned to private candidates studying in the Training Institutions.

(2) Sanction has been accorded for conducting the inspection of the Urdu Section of the Training College, Mysore, by a Specialist this year also. Mr. Mohamed Abbas Shustery, Professor of Persian, Maharaja's College, Mysore, inspected the section.

(3) Sanction has been accorded for the deputation for training in the Maharaja's College, Mysore, for the B.T. Degree Examination during 1932-33 of six graduate teachers, three from Bangalore Division and three from Mysore Division, one of them being a lady graduate.

(4) Disciplinary action has been ordered to be taken in the case of teachers who were deputed to undergo training at the expense of Government but who failed to get through at the Public Examinations, with a view to make such teachers take the Public Examinations in subsequent years and thus complete the course.

2. *Number and Strength.*—During the year under report, there were ten Institutions for the training of men teachers, the three grades of training in the Government Training College, Mysore, being treated as separate Training Institutions for this purpose. Of these ten institutions, nine were Government Institutions, and one unaided institution. Each District Headquarter except Kolar and Chikmagalur has a Normal School, the Training College answering the purpose of a Normal School at Mysore. The Maharaja's College, Mysore, trains candidates for the B.T. Course, but as a measure of economy, no teacher was selected to undergo training. One teacher from the High School at Tumkur was granted leave to undergo the training during the year. In addition, there are the Women's Training College, Mysore, the Wesleyan Mission Normal School for Women, Bangalore, and the Zenana Normal School, Mysore, for the training of Mistresses. The total strength of all these institutions was 729 pupils as detailed below (657 men and 72 women as against 781 (688 men and 93 women) during 1930-31.

	Institutions for Men.	*Strength.*
1.	Government Training College, Mysore—	
	(*a*) Secondary Grade	37
	(*b*) Upper-Secondary Grade	33
	(*c*) Lower Secondary Grade	119
2.	District Normal School, Tumkur	141
3.	Do Bangalore ...	93
4.	Do Shimoga ...	70
5.	Do Hassan	69
6.	Do Chitaldrug ...	84
7.	Wesleyan Mission Normal School, Tumkur ...	11
	Total ...	657

[See P. P. 66–8 for figures relating to Women's Institutions.]

The total number of stipends available in the several Training Institutions for the various grades and sections of training was 234 as detailed below :—

No.	Institution	U.G.T.		U.S.T.		L.S.T.		Ver. U.S.	
		Men	Women	Men	Women	Men	Women	Men	Women
1	Training College for Men	..	..	..	..	28	..	12	..
2	Do Women	..	2	..	5	..	9	..	35
3	Government Zenana Normal School, Mysore.	..	..	..	..	..	7	..	...
4	All District Normal Schools	..	..	..	..	108	..	28	...
	Total ...	..	2	..	5	136	16	40	35

The following table shows the results of the Teachers' Certificate Examinations of 1932 by institutions and by grades.

No.	Institutions	Number registered	Number examined	Number passed in full	Remarks
	Government Training College, Mysore—				
1	Secondary Grade	37	37	20	20 full, 4 theory only.
2	Upper Secondary Grade (Kannada) ...	27	27	17	17 full, 9 theory
3	Do (Urdu) ...	6	6	3	3 „ 2 „
4	Lower Secondary Grade (Kannada) ...	38	38	5	5 „ 9 „
5	Do (Urdu) ...	21	21	5	5 „ 1 „
	Lower Secondary Grade—				
1	District Normal School, Bangalore ...	45	45	20	20 „ 2 „
2	Do Tumkur ...	51	51	13	13 „ 9 „
3	Do Shimoga ...	43	43	15	15 „ 5 „
4	Do Hassan ...	35	35	8	8 „ 9 „
5	Do Chitaldrug ...	45	45	13	13 „ 9 „
6	Wesleyan Mission Normal School, Tumkur.	5	5	3	3 „ 1 „

3. *Government Training College, Mysore.*—Dr. M. Siddalingaiah, M.A.,B.T.,Ph.D., (Columbia) continued to be in charge of the Institution during the year. The strength of the College was 325 as against 339 in 1931. Of these, 136 belonged to the general section and 189 to the Training Section. Of the total strength, 139 were Brahmins, 19 Lingayets, two Kshatriyas, two Vaisyas, 94 Mahomedans, five Christians and 64 other Hindus. There were four Practising Schools attached to the College. The College has four Hostels for the benefit of its pupils, two for Hindus, one for Mahomedans and one for Adikarnataka pupils.

The following table shows the results of the Training College, Mysore, in the various Examinations.

No.	Examination	Number registered	Number examined	Number passed	Percentage of passes	Remarks
1	Vernacular Upper-Secondary Examination (Kannada).	42	41	17	41·5	17 Full 5 A. Group 1 B. Group
2	Vernacular Upper Secondary Examination (Urdu).	22	22	10	45·4	10 Full 3 B. Group
3	Teachers' Certificate Examinations (Secondary Grade).	37	37	20	64·0	20 Full 4 Theory only
4	Teachers' Certificate Examinations (Upper Secondary Grade—Kannada.)	27	27	17	63·0	17 Full 9 Theory

No.	Examination	Number registered	Number examined	Number passed	Percentage of passes	Remarks
5	Teachers' Certificate Examinations (Upper Secondary Grade—Urdu).	6	6	3	50·0	3 Full 2 Theory
6	Teachers' Certificate Examinations (Lower Secondary Grade—Kannada).	38	38	5	13·2	5 Full 9 Theory
7	Teachers' Certificate Examinations (Lower Secondary Grade—Urdu).	21	21	5	24·0	5 Full 1 Theory

The results of the Teachers' Certificate Examinations except in the Lower Secondary Grade—both Kannada and Urdu—were satisfactory.

The Training Institutions for Women are dealt with separately under Women's Education.

4. *District Normal Schools.*—On 31st March 1932, there were ten District Normal Schools, the Lower Secondary Training class attached to the Training College answering the purpose of a Normal School at Mysore. Of these, seven are for men and three are for women. The total strength of all the Normal Schools was 659 (587 men and 72 women).

5. *Hostels attached to Training Institutions.*—Each Normal School had a Hostel attached to it and some of them had two or three sections according to the number of communities among the boarders. There were five Hostels attached to the District Normal School at Bangalore, Shimoga, Chitaldrug, Hassan and Tumkur at the rate of one each and four Hostels were attached to the Training College for men, *viz.*, the Adikarnataka Hostel, the Mahomedan Hostel and two Hindu Hostels. The total number of boarders in all the Hostels was 278 as against 280 in the previous year. Of these, 45 were Mahomedans. The Mistresses under training in the Women's Training College were accommodated in the Maharani's Women's Hostel. There was also a hostel attached to the Wesleyan Mission Normal School for Women, Bangalore.

Analysis of the results at the Teachers' Certificates Examinations of 1932 (Preliminary Examination of March 1932 and Practical Examination of July 1932).—

No.	Examination			Full Examination				Practical Examination only		
				Number registered	Number examined	Number passed		Number registered	Number examined	Number passed
						Full examination	Theory only			
1	Secondary Grade	...	Men ...	40	40	20	5	3	3	...
2	Do	...	Women	5	5	3	...	...	...	...
3	Upper Secondary Grade—									
		(Kannada)	Men ...	31	31	19	11	4	4	...
4	Do	do	Women	4	4	2	1	...	...	...
5	Do	(Urdu)	Men ...	6	6	3	2	2	2	...
6	Do	do	Women	...	...	...	...	1	1	...
7	Lower Secondary Grade—									
		(Kannada)	Men ...	267	267	79	46	25	20	1
8	Do	do	Women	19	19	1	5	3	3	3
9	Do	(Urdu)	Men ...	30	29	9	1	1	...	...
10	Do	do	Women	19	18	3	...	2	1	1

II. Industrial Schools.

The Industrial Schools are under the control of the Department of Industries and Commerce. There were in all 20 Industrial Schools including two for girls with a total strength of 1934 pupils.

III. The School of Engineering, Bangalore.

Mr. M. K. Govinda Pillai, B.Sc., continued to be the Superintendent of the School throughout the year under report. The Managing Committee of the School met five times during the year. The Chief Engineer, Krishnarajasagara Works was appointed an additional member of the Committee.

Strength.—The total strength of the regular classes was 330 on 31st March 1932 as against 303 in the previous year. Of these, 114 were Brahmins, and 216 belonged to backward and other communities, the distribution being as follows:—

22	Mahomedans,	15	Vokkaligas,
17	Christians,	89	Other Hindus,
6	Anglo-Indians,	21	Depressed class pupils,
3	Kshatriyas,	1	Jain, and
12	Vysyas,	14	Others.
16	Lingayets,		

Vocational Classes. The classes in Electric Wiring and Fitting and Pattern Making and Foundry Work were conducted as usual in the School at a cost of Rs. 3,424-6-0. The number of students from High Schools attending the classes was 72 as given below:—

	Electric Wiring and Fitting.	Pattern Making and Foundry work.
Government High School, Fort, Bangalore—		
V Form ...	12	9
VI „ ...	15	12
Government High School, Malleswaram, Bangalore—		
V Form ...	6	6
VI „ ...	6	6
Total ...	39	33
	or 72 on the whole.	

Draftsmen's Class.—There were 20 students in the second and third year classes. The expenditure incurred in this behalf amounted to Rs. 3,065-1-0.

Technical Board Examinations.—The Technical Board Examinations for the Mechanical, Electrical and Civil Engineering students and for the Draftsmen's classes were held in April 1932. One hundred and thirty-three candidates appeared for all the sections and 99 came out successful. Five were permitted to appear in the groups in which they had failed.

The details of the Examinations are given below:—

	Number appeared	Number passed
Mechanical Engineering, Higher grade ...	13	12
Do Lower „ ...	19	14
Electrical Engineering, Higher „ ...	42	35
Do Lower „ ...	21	19
Civil Engineering ...	28	11
Draftsmen's Class ...	10	8
Total ...	133	99

The Third Year Mechanical and Electrical Engineering Higher Grade students were taken on excursions to Kolar Gold Fields, Sivasamudram, Mettur, Trichinopoly and Madras and Lower Grade students to Kolar Gold Fields, Sivasamudram, Mysore, Bhadravati and Shimoga. The Second Year Civil Engineering students were taken to Madras, Trichinopoly, Mettur and Tanjore. The Draftsmen's class students were taken to various works in the State. The total cost incurred in this behalf came to Rs. 1,438 for students and Rs. 570 for the staff.

The Superintendent, School of Engineering has been empowered to place order himself for articles of store for the use of the School excluding those which are common with other Departments up to a limit of Rs. 200 individually or in a lot.

The employees of the School were allowed the benefit of the pension rules from the commencement of their service in the school.

Owing to the difficulty of securing suitable candidates for the posts of draftsmen, Government have sanctioned two scholarships of Rs. 6 per mensem each tenable for ten months with freeships attached to them.

IV. Commercial Schools.

1. *The Government Institute of Commerce and Accountancy.*—Mr. T. R. Aiengar, M.A., B.Com., (Edin.) continued to be Superintendent during the year under report. There were 85 pupils in the Commercial Section and 105 pupils in the G. D. A. Sections. Thus the total strength of the Institute was 190 pupils as against 165 in the previous year. The increase in strength was due to the addition of a fresh batch of Junior G. D. A. pupils during the year. Calculated by subjects studied, the strength was 382.

The institution conducted tutorial classes for senior class students with the materials available. The Institute Union served a very useful purpose in the extra school life of the students. Interesting lectures by competent and well known people and debates on literary and commercial problems were the special feature of the Union. The work of the Union Journal was receiving appreciation of a large number of subscribers from among the students as well as leading commercial institutes in India and a few Government High Schools in the State. A very great impetus was given to the development of sports among the students of the Institute, several of whom participated in the Olympic Games of 1931 and one of them got three medals.

Bangalore was made a centre for holding the G. D. A. Examination of Bombay tentatively for two years for the convenience of the candidates who had appeared for the examination from the Mysore State. About sixty candidates appeared for the examination held in March 1932 and 17 came out successful. Forty-nine candidates appeared from the Institute and 14 came out successful. Government have sanctioned the levy of special fees, such as admission fee, etc., in the G. D. A. classes of the Institute in addition to the tuition fee of Rs. 100 per student per year.

In accordance with the accepted policy of Government to increase steadily the scope and usefulness of the Institute, in view of the growing need for properly equipped young men to participate in the economic development of the country, the course of Banking for training Bank clerks for the Associates' Examination held by the Indian Institute of Bankers was opened in July 1932. The following subjects of the Junior grade were proposed to be taught in the first instance during the first year:—

1. Elementary Practice and Law of Banking.
2. Elementary Economics.
3. English Composition.
4. Elementary Accounts and Commercial Arithmetic.
5. Commercial Geography.

The following statement shows the results of the Government Institute of Commerce and Accountancy in the several Public Examinations of 1932.

No.	Subject	Grade	Number registered	Number examined	Number passed	Percentage of passes
1	Accountancy ...	Senior	15	15	6	40
	Do ...	Junior	39	37	17	46
2	Banking ...	Senior	14	14	7	50
	Do ...	Junior	24	23	11	48
3	Law and Practice of Commerce ...	Senior	13	13	10	77
	Do ...	Junior	39	37	21	56
4	Shorthand ...	Proficiency	..	..	..	..
	Do ...	Senior	3	3	1	33
	Do ...	Junior	41	38	4	11
5	Type-writing ...	Proficiency	..	...	..	..
	Do ...	Senior	15	15	2	13
	Do ...	Junior	55	55	14	25
6	Economic Geography ...	Senior	5	5	3	60
	Do ...	Junior	5	5	3	60
7	Principles and Practice of Co-operation.	Senior	4	4	..	..
	Do ...	Junior	7	6	1	17
8	English Composition ...	Senior	8	8	3	38

(2) *The Aided Commercial High School, Bangalore.*—The Aided Commercial High School, Bangalore is managed by Mr. G. C. L. Naranayya. The strength of the school was 152 as against 172 in the previous year. The strength has decreased slightly.

The Institution is in receipt of a monthly grant of Rs. 40 from Government.

Statement showing the results of the Aided Commercial High School, Bangalore, in the several Commercial Examinations of 1932.

Subject	Grade	Number sent up	Number examined	Number passed	Percentage
Type-writing ..	Senior	3	3	2	66·6
Do ..	Junior	11	11	5	46
Shorthand ..	Senior	2	2	..	..
Do ..	Junior	11	11	..	..
Accountancy ..	Senior	4	3	..	..
Do ..	Junior	6	6	4	66·6
Banking ..	Senior	4	3	..	...
Do ..	Junior	5	5	3	60
Practice of Commerce ..	Senior	4	3	2	66·6
Do ..	Junior	7	7	4	58
Economic Geography ..	Senior	1	1	..	...
Do ..	Junior	3	3	3	100
Co-opertion ..	Senior	1	1	..	..
Do ..	Junior	2	2	..	..

The results cannot be termed satisfactory.

2. *The Champion Metropolitan College of Commerce, Mysore.*—Mr. P. Subbarayasastri, M.A., continued to be in charge of the Institution during the year. This is the only Aided Commercial Institution in the Mysore Division. The strength of the school on 31st March 1932 was 128 as against 101 on the corresponding date of the previous year. The following subjects are taught in this Institution:—

1. Accountancy.
2. Banking.
3. Commerce.
4. Shorthand.
5. Typewriting.
6. English Composition.
7. Co-operation.
8. Geography.

The grant which was raised from Rs. 100 to Rs. 150 temporarily for two years from 1st July 1930 was permitted to be continued at the enhanced rate for a further period of three years with the usual ten per cent cut. The accounts and registers which were not in a satisfactory condition during the previous year were maintained in a fairly systematic condition during this year. Steps are being taken by the Principal to organise the institution on a permanent basis, the institution now being run only on a proprietory basis.

The following statement shows the results of the various Public Examinations of 1932:—

No.	Subject	Grade	Number sent	Number passed
1	Type-writing	Senior	8	2
2	Shorthand	Do	1	...
3	Book-keeping	Do	...	...
4	Commerce	Do	11	6
5	Banking ...	Do	12	1
6	Geography	Do	6	2
7	English	Do	2	...
8	Accountancy	Do	10	4
9	Co-operation	Do	...	...
10	Accountancy	Junior	25	10
11	Banking	Do	11	3
12	Commerce	Do	15	12
13	Geography	Do	9	5
14	Shorthand	Do	26	4
15	Type-writing	Do	41	8
16	Co-operation	Do	18	1

The results were satisfactory in Commerce (Senior), Commerce (Junior), Geography (Junior), fairly satisfactory in Accountancy (Senior) Geography (Senior), Accountancy (Junior), and unsatisfactory in Banking (Senior), English (Senior) Type-writing (Junior), and Co-operation (Junior). On the whole, there is preceptible deterioration in the Examination results from those of the previous year. There were two inspections of the Shorthand classes during the year, by Mr. N. Deva Rao who was specially deputed for this work by the Department.

3. *The Brighto Institute of Commerce, Mysore.*—This unaided recognised institution continued to be managed by Mr. K. Sitharama Rao, B.A. The strength of the school on 31st March 1932 was 75 as against 68 during the previous year. The following subjects were taught :—

1. Shorthand. 2. Type-writing. 3. Accountancy and Auditing.

The following are the results of the Public Examination of 1932 :—

No.	Subject	Grade	Number sent up	Number passed
1	Type-writing ...	Senior	4	1
2	Shorthand ...	Do	2	1
3	Accountancy and Auditing ...	Do	2	1
4	Type-writing ...	Junior	11	5
5	Shorthand ...	Do	4	3 one in 1st class.
6	Accountancy and Auditing ...	Do	3	2 do

The institution is in a satisfactory condition.

The results were satisfactory in all subjects except type-writing senior. The institute is doing satisfactory work.

4. *Vasanta Shorthand and Type-writing Institute, Mysore.*—This Institution was started in July 1929 and worked as a private institution till July 1931 when it was recognised by the Department provisionally for a period of two years. The strength of the school on 31st March 1932 was 37 as against 42 during the previous year. Shorthand and Type-writing were the subjects taught in this school.

The following statement shows the results of the Public Examination of 1932 :—

Subject	Grade	Number sent up	Number passed
Type-writing	Junior	9	1
Do	Senior	4	3
Shorthand	Junior	1	1

Except in Type-writing (Junior) the results were satisfactory.

The Institution is maintained in a fairly satisfactory condition.

5. *The Mysore Type-writing Institute.*—The Institution received temporary recognition last year. Instruction in Book-keeping, Shorthand and Type-writing was given. It had a strength of 64 individual students, most of them being part-time students. It had only one Instructor Mr. Ramaswami Iyer who was also the Proprietor of the Institution. The staff needs improvement.

V. Other Special Schools.

1. *The Central Institute for Defectives, Mysore.*—During the year under report, Government have defined the powers and functions of the Committee for the supervision of the Central Institute for the Defectives and the Hostel attached to it. The different departments of the Institution are placed under the charge of Assistant Masters. Two general teachers were appointed in place of the Music teachers whose places were abolished. The whole institute is placed under the general supervision and control of the Honorary Secretary. The Institute is open to all communities, without restriction to caste or creed, not only of the Mysore State but also of other Provinces in India. During the year, three pupils were admitted to the Institute, one from Bellary, another from Coorg, and a third from Civil and Military Station, Bangalore.

In view of the fact that boys of the Central Institute for Defectives forget what they have learnt and lose much in weight during the summer vacations, the Institute is treated as a non-vacation one with effect from 1932-33.

The strength of the Institution on 31st March 1932 was 75 as against 86 during the previous year. During the year, seven deaf girls were transferred to the Vocational Institute, Mysore and a few pupils were withdrawn after the completion of the course. Of the 75 pupils, 32 were deaf and 43 were blind children. Classified according to communities, there were 24 Brahmins, and 51 belonging to Backward communities, the detailed distribution being as follows :—

6 Lingayets.	2 Mahomedans.
2 Vaisyas.	2 Christians.
2 Kshatriyas	4 Gold-Smiths.
20 Vokkaliga.	1 Washerman and
1 Kuruba.	11 Other High Caste Hindus.

The pupils of the Deaf Section were taught the three R's with articulation and lip reading in addition to an Industrial occupation, such as Rattan-work, Weaving, Spinning or Gardening.

The pupils of the Blind Section, were at different stages of Instruction—Literary, Vocational, Music-Vocal or Instrumental-Veena, Harmonium, Tabala, cane-work and Weaving were secondary occupation. The Committee for the management, after a long consideration whether all the blind children should be taught music came to the conclusion on a recommendation of Dr. Gopalaswamy, that music should be taught only to those who had the necessary aptitude for music and others, Rattan-work, weaving or some other industry suited to them.

Systematic Physical excercises, such as Physical drill, games, running, etc., were given to both the deaf and the blind pupils. During the year under report, gardening was introduced and it is proving very useful in as much as it has been able to supply all the vegetables required by the boarders. One of the most important things which engaged the attention of the Committee was the devising of a suitable and adquate exercise for the blind; special recreational facilities, such as the slide, merry-go-round and running trials were provided for their health. These arrangements have been found very useful as the exercises improved their health.

The Committee consisting of several leading gentlemen of the City with Sir Charles Todhunter, K.C.S.I., J.P. as President, have been taking very great interest regarding the welfare of the defective children and their progress in all directions, such as health, education, industries and physical development. Arrangements were made to take the deaf-mutes to Cinema Shows and the blind to Musical Concerts, Band stands, etc. Every effort was made to make the life of these unfortunates as happy as possible.

There was regular daily inspection of the health of the boarders by a Sub-Assistant Surgeon. The health of the boarders was much better than in previous years. An evening prayer was conducted every day.

The strength of the Hostel attached to the Institute was 62 as against 61 in the previous year. The strength could not be increased owing to paucity of funds. On the recommendation of Dr. Gopalaswamy, a balanced diet as per table set forth by Dr. Col. Maccarison, Director of Nutritional Research was introduced.

A sum of about Rs. 1,000 was sanctioned for the establishment and contingencies towards the braille printing work. Four books have been completed. The Committee has under its consideration, the question of improving the usefulness of this branch of the Institute.

(2) *Sanskrit Schools.*—The number of Sanskrit Patasalas on 31st March 1932 was 79 with a strength of 1,734 pupils as against 77 institutions with a strength of 1846, pupils in the previous year. Of the total number of pupils 1,619 were boys and 115 girls. Of these, 1,239 were Brahmin boys, 106 Brahmin girls, one Kshatriya boy, 40 Vaisya boys and 2 Vaisya girls, 25 Vokkaligar boys, one Vokkaliga girl, 212 Lingayet boys, one Lingayet girl, 72 Jain boys, 30 other High caste Hindu boys and 5 other High Caste Hindu girls.

Besides these, there were 2,530 pupils reading Sanskrit in the general schools. Thus, there were 4,264 pupils including those in Colleges reading Sanskrit on the 31st March 1932 as against 6,700 pupils in the previous year

During the year under report, orders regarding the systematisation of studies in Sanskrit Patasalas were given effect to in full. The common examination prescribed for the final year course of the Primary section in all the Sanskrit Patasalas was held for the first time in October 1931. Out of 184 candidates that sat for the examination, 120 candidates came out successful. It is gratifying to note that one girl candidate topped the list of successful candidates

There are only three communities which have Sanskrit Patasalas for the benefit of their own community pupils. The Lingayet community stood foremost in this respect. They had Institutions at Siddaganga, Tiptur and Mysore. The school at Siddaganga has been turning out very good work. The Jain and Vysya communities have also their own Patasalas.

CHAPTER VIII.

WOMEN'S EDUCATION.

1. *Administration.*—There was no change in the constitution of the women's Inspectorate during the year under report. As before, there were only two Assistant Inspectresses for the inspection of Urdu Girl's Schools, with jurisdiction over four districts each.

Details regarding touring and inspection work of the Assistant Inspectresses of Urdu Education are given in Chapter III.

During the year under report, the following administrative measures were introduced :--

The syllabus for the teaching of Needle Work in the several grades of girls' schools was revised.

In view of the fact that the results at the Proficiency in sewing examination were not encouraging, the number taking the examination was very small and that Needle work and sewing have been made additional subjects for the S.S.L.C. examination, the holding of the examination has been ordered to be discontinued.

To encourage education of women in vocational subjects, Government have sanctioned the grant of two scholarships of Rs. 15 per mensem each out of the education cess funds of the District for a period of two years to girls of the Chitaldrug District undergoing training in Weaving in the Government Weaving Factory, Bangalore

Bhimana Amavasya has been ordered to be treated as a full holiday in all Kannada Primary Girls' Schools in the Bangalore City.

Sanction was accorded for the deputation of 11 ladies for training in the Girl Guide Movement at Ooty during 1931-32.

The period of casual leave in the case of Hindu Women employees in the Department has been extended from 10 to 30 days in a year.

The Fourth Year Middle School class was opened in the Adikarnatka Girls' Boarding Home, Bangalore with provision to admit ten more pupils to the First Year Class.

The London Mission Girls' Middle School at Cubbonpet was recognised as a Middle School during the year under report.

Recognition has been granted to St. Theresa's Girls' Middle School at Chamarajpet

2. *Number of Schools and Scholars.*—On 31st March 1932, there were 566 Girls' Schools of all grades with a strength of 34,401 pupils (of whom 503 were boys) as against 624 Girls' Schools with a strength of 34,892 pupils in the previous year. Besides these, 24,064 girls were reading in Boys' Schools. The total number of girls under instruction in all schools was thus 57,962 as against 61,110 in the previous year. The fall in numbers in the schools has been already explained. Of

the total number of institutions for girls, two were Colleges, five English High Schools, 30 Middle Schools, 523 Primary Schools, three Training Schools for Mistresses and two Industrial Schools for Women. Of the 566 institutions, 36 were Government Institutions, 66 Aided Institutions, 461 Municipal Institutions and those under Local Educational Authorities, and three unaided institutions.

3 Each Girls' School had a Committee to look after the progress of Girls' Education. Those in the urban areas discharged their duties satisfactorily. The work of those in the rural areas leaves much to be desired.

4 *High Schools.*—On 31st March 1932, there were five English High Schools for girls (three Government Schools and two Aided Schools) with a strength of 383 pupils as against the same number of schools with a strength of 342 pupils in the previous year. The Kannada High School attached to the Women's Training College, Mysore had a strength of 20 pupils as against 21 pupils in the previous year.

A. English High Schools.

1. *Vani Vilas Institute, Bangalore.*—Miss Lazarus, B.A., L.T., continued to be in charge of the Institute throughout the year under report. The strength of the Institute on 31st March 1932 was 169 as against 163 in the previous year. Of these, 84 were Brahmins, 7 Lingayets, 4 Vokkaligars, 13 Mahomedans, 25 Christians, 1 Depressed Class and 35 other High caste Hindus. There were two sections in the IV Form, one in the V Form and two in the VI Form. There was no change in the list of additional subjects, *viz.*, 1. Mathematics, 2. Needle work, 3. Music and 4. Drawing taught in the institution. Out of 26 candidates examined at the S. S. L. C. Examination of 1922, 17 were declared "passed" with 4 in the first class, the percentage of passes being 65 and 8 were declared Eligible for College Course, the percentage being 31. Also 4 out of 13 supplementary candidates were declared Eligible for College Course.

Debates in English and Kannada were held regularly in the school and lectures were also delivered. Dramas were enacted not only in Kannada but also in Sanskrit and English. The Institute organised a variety entertainment in connection with the All India Educational Conference held at Bangalore. The students won prizes and certificates of merit for embroidery, drawn thread work, etc., at the All India Educational Exhibition and also at the Dasara Exhibition at Mysore.

In respect of Sports, and Physical Culture, students have been provided with facilities for Tennis, Badminton, Volley Ball, Basket Ball, Deck Tennis and other team games. The School won the Silver Jubilee Shield and the Olympic Shield. The students were taken on excursions to Hessarghatta and Davarayandrug. They visited the Central Jail and the Mental Hospital and entertained the inmates with Vocal and instrumental Music.

The Domestic Science classes were continued for some of the girls outside the school hours.

The School Magazine "Lotus" has been favourably received not only by the girls of the Institute but also by the Public.

The general condition of the Institution was good.

2. *The Maharani's High School, Mysore.*—Sri Nagamma, M.A., L.T., continued to be in charge of the school throughout the year under report.

The strength of the school on 31st March 1932 was 113 as against 91 in the previous year. It is gratifying to note that the strength of the Institute has been steadily increasing year by year. Insufficiency of accommodation is felt keenly. Of the 113 pupils, 59 were Brahmins, 1 Anglo Indian, 14 Indian Christians, 7 Kshatriyas, 5 Lingayets, 10 Mahomedans and 17 other High Caste Hindus. Of the 32 candidates that were sent up for the S. S. L. C. Examination of 1932, 13 girls secured passes and out of these, 7 girls were declared eligible for the College Course of study. Also 1 out of 4 supplementary candidates was declared eligible for College Course. The results were not satisfactory. As usual both the lady teachers and the students took very keen interest in the games such as Tennis, Badminton and Volley Ball and other allied games. A debating society, a games club, and a guide club were maintained in the Institution and were attended by girls of all communities. The general condition of the school was fairly satisfactory.

3. *The Empress Girls' High School, Tumkur.*—Sri A. T. Lakshamma, M.A., L.T., continued to be in charge of the Institution throughout the year under report. There were a few changes in the staff of the school during the year.

The strength of the school on 31st March 1932 was 18 against 12 in the previous year. The VI Form was opened during the year and the first batch of students was sent up for the S. S. L. C. examination of 1932. Out of 4 students that sat for the examination, three secured a pass. Out of the three, two were declared eligible for College Course of study, both of them securing a pass in the first class. The results were satisfactory.

Provision is made for teaching Drawing and Mathematics as additional subjects.

As regards sports, students have been provided with facilities for Badminton, Dodge Ball, Carrom, Draughts and Allied games. Full justice could not be done to sports for want of a good play-ground.

The school was also used as a centre for the Local Ladies' Association. The institution on the whole worked satisfactorily during the year and showed signs of future promise.

The teachers' Association as well as the students' Union was fairly active. The Union arranged for three music socials during the year as propaganda work.

4. *London Mission Girls' High School, Bangalore.*—Miss M. L. Butler continued to be the Principal of the School until June 1932 when her place was taken up by Miss Mathai. The strength of the school was 62 as against 54 in the previous year. Eleven girls were sent up for the S. S. L. C. Examination of whom six passed with one in first class and 4 were declared eligible for College Course. The results were satisfactory. The total percentage of passes was 54·5 and that of E.C.'s 36·3 as against 82 and 53, respectively, in the previous year. There is a considerable fall in the percentage of passes during the year. As usual, Music and Needle-work continued to be taught as additional subjects.

The sports activities of the school are good. Provision has been made for basket ball, tennis and badminton. The school took part in the Inter-High School sports for girls and won in badminton.

The accommodation is satisfactory. There is a hostel with a strength of 59 boarders and eight resident teachers. Its management was very efficient.

The condition of the school was satisfactory during the year.

5. *M. E. Mission Girls' High School, Kolar.*—Miss M. M. Bugby was the Principal of the school throughout the year. The strength of the school is rather small, being 21 as against 22 in the previous year. Eight students were sent up for the S. S. L. C Examination of 1932 of whom six passed, four of whom were declared eligible for College Course. The results were good.

B. Vernacular High Schools.

1. The Women's Training College, Mysore is the only institution where Kannada Upper Secondary Classes for women are maintained. The strength of these classes on 31st March 1932 was 24 as against 21 in the previous year. Of the 10 pupils that sat for the Upper Secondary Examination of 1932, none got through in full, two having passed in A group and one in B Group. The results were very unsatisfactory.

V. Women's Training Institutions.

There were three training institutions for the training of school mistresses of which two were Government Institutions and one was aided.

These were the Women's Training College, Mysore, the Zenana Normal School, Mysore and the Wesleyan Mission Normal School for Girls, Bangalore. The total strength of the training classes of these schools was 72. The total strength of the Zenana Normal School in all the sections was 31.

1. *The Maharani's Women's Training College, Mysore.*—Sri Indiramma, M.A., (Leeds) was in charge of the institution during the whole year except for a short period of 11 days from 20th June 1932 when she was on leave. The

strength of the College on 31st March 1932 was 63 as detailed below as against 55 during the previous year.

Class	Strength on 31st March 1932	Strength on 31st March 1931
Secondary grade	5	3
Upper Secondary grade	4	2
Lower Secondary Training (Senior)	14	14
Do (Junior)	16	15
Upper Secondary Senior	10	11
Do Junior	14	10
Total ...	63	55

There is still no adequate response from private candidates for admission to the Lower Secondary Training and Upper Secondary classes in spite of the availability of a good number of stipends. The number, however, was better than that of the previous year.

The following statement shows the results of the various Public Examinations of 1932 :—

Name of examination	Number appeared	Number passed	Percentage of passes	Remarks
1. Secondary Grade Training ...	5	3	60 per cent	
2. Upper Secondary do ...	4	3	75 ,,	
3. Lower Secondary do ..	14	5	35 ,,	
4. Upper Secondary Examination ...	10	...	...	2 passed in A Group and one in B Group.

The results of the Secondary Grade Training and Upper Secondary Training Examination were satisfactory, those of the Lower Secondary Training were fairly satisfactory, but the results at the Upper Secondary Examination were very poor. The Students' Association of the College held eight meetings. The students took active part in the inter-Collegiate debates that were arranged in the Men's Training College. The Teachers' Association was also fairly active, and Badminton, Volley Ball and Rounders were provided for. The Institution was maintained in a satisfactory condition during the year.

The Training College had two Practising Schools attached to it, *viz.*, Krishnaraja Balika Middle School and Krishnaraja Balika Primary School, the latter of which also prepared candidates for the Kannada Lower Secondary Examination. The strength of the Middle School on 31st March 1932 was 63 as against 49 during the previous year. Nine candidates appeared for the Middle School Examination of 1932 of whom only two passed. The results continued to be unsatisfactory. The strength of the Krishnaraja Balika Primary School on 31st March 1932 was 173 as against 159 during the previous year. Ten girls appeared for the Lower Secondary Examination of 1932 but none of them passed. The results were very unsatisfactory.

2. *The Zenana Normal School, Mysore.*—This is the only institution of the kind for the training of Urdu Mistresses of the Lower Secondary Grade, Miss J. G. Prasad was in charge of the Institution throughout the year. The number of Mistresses under training on 31st March 1932 was 14 in the Junior Lower Secondary Training Class and 17 in the Senior Lower Secondary Training Class as against 32 in both classes during the previous year. The fall in the Junior class was due to the restricted budget of last year. All the 17 candidates appeared for the Lower Secondary Training Examination of 1932 but only three passed. The results were very unsatisfactory.

The strength of the Urdu Practising Primary School attached to this institution was 79 on 31st March 1932 as against 86 during the previous year. Of the 79

pupils, one girl was an Indian Christian and one a Brahmin and the remaining 17 were Musalmans.

3. *The Wesleyan Mission Normal School for Women, Bangalore.*—This is an aided Training School for women run by the Wesleyan Mission Authorities. The school was under the charge of Miss J. Haworth, Principal of the school. The strength and attendance were 19 and 17, respectively. The accommodation and furniture were quite satisfactory. There is a small garden maintained by the pupils for nature study. Only three pupils appeared by private study for the Lower Secondary Training Examination. The school is maintained well by its energetic Principal, Miss Haworth.

VI. Middle Schools for Girls.

There were 30 Middle Schools for girls on 31st March 1932 with a strength of 2,158 pupils as against 28 Middle Schools with a strength of 1860 pupils in the previous year. Of the 30 Middle Schools 20 were Government Kannada Middle Schools, three were Urdu Middle Schools, six aided Kannada Middle Schools and one aided English Middle School. Middle School Education for girls is becoming popular.

VII. Primary Schools for Girls.

There were 523 schools for girls on 31st March 1932 with a strength of 31,297 pupils as against 538 Primary Schools with a strength of 31,443 pupils in the previous year. The decrease in the number of schools was due to amalgamation of girls' schools with boys' schools. Of the 523 schools 313 were Kannada Schools and 210 were Urdu Schools for girls.

VIII. Results of the Public Examination.

The following table shows the number of girls that appeared for the several examinations of 1932 and the number that passed in each :—

Examinations	Number Registered	Number Examined	Number passed	Europeans	Native Christians	Mahomedans	Hindus	Others
Teacher's Certificates Examinations—	—							
Secondary Grade —								
Full Examination .	5	5	3	...	3	..	...	..
Theory only ..	...	...	..	..	..	...	...	...
Practical ...	..	...	...	...	...	...	...	...
Upper Secondary Grade —								
Full Examination ...	4	4	2	..	1	...	1	...
Theory only ..	..	...	1	...	...	..	1	...
Practical ...	1	1	1	...	...	...	1	...
Lower Secondary Grade —								
Full Examination ..	38	...	4	...	..	3	1	..
Theory only ...	..	..	5	...	..	...	5	...
Practical ..	5	..	4	...	2	1	1	...
Special Sewing Examination—								
Theory only ...	2	2	2	..	1	...	1	...
Full ..	12	12	2 full 3 Prac. 1 Theory	...	5	...	1	...
Vernacular Upper Secondary Examination.	13	13	3	...	...	..	3	...
Middle School Examination.	439	425	197	3	33	16	145	...
Lower Secondary Examination.	419	395	127	...	6	69	51	1
S. S. L. C. Examination.	102	102	51	..	16	1	34	...

IX. Industrial Schools for Girls.

There were two Industrial Schools for girls as in the previovs year. These were:—(1) The Wesleyan Mission Orphanage, Hassan, where 40 pupils were receiving instruction in industrial subjects and (2) the St. Mary Economic Industrial and Middle School, Bangalore, which had a strength of 346 pupils.

X. The following table furnishes information about the number of institutions for girls, their attendance, expenditure, etc., in the different grades of schools:—

Institutions	Number of institutions	Average daily attendance	Average annual expenditure	Average annual expenditure per institution	Average expenditure per pupil
			Rs.	Rs.	Rs.
English Colleges for Women ...	2	73	52,019	26,010	713
English High Schools	5	335	64,370	10,728	180·8
Kannada do	1	21			
Middle Schools	30	1,889	1,05,045	3,502	56
Primary do	523	22,495	3,84,976	736	17
Technical do	5	348	45,061	9,012	129
Total ...	...	...	6,51,471	...	...

XI. The total expenditure (direct expenditure only) on the education of girls including University Education during 1931-32 was Rs. 6,51,471 and was met out of the different sources as noted below, (exclusive of Scholarships, Buildings and Equipment):—

		Rs.
1.	State Funds	4,64,441
2.	Local Funds	1,36,887
3.	Municipal Funds	4,696
4.	Fees	5,007
5.	Other sources	40,440
	Total ...	6,51,471

CHAPTER IX.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

On the 31st March 1932, there were three schools for the education of Europeans and Anglo-Indians. These were (1) The European School, Oorgaum, (2) St. Joseph's Convent School, Champion Reefs and (3) The Convent English Girls' Middle School, Mysore. There were Middle School and Primary Sections both in St. Joseph's Convent School and the Convent Girls' Middle School. The total strength of all these institutions was 257 of whom 160 were girls as against 316 in the previous year. All these were mixed schools. Out of 257 pupils, 126 were Europeans or Anglo-Indians and 131 others. These schools were kept in a very flourishing condition. They were all staffed with efficient teachers and well equipped. There were 24 Europeans reading in other schools. Of the 11 candidates that appeared for the Senior Cambridge Examination from the European schools, five were reported to have passed.

Out of 12 candidates registered for the Middle School Examination of 1932, 11 sat for the examination and eight were declared to have passed, of whom one was an European. These schools received aid from Government aggregating to Rs. 6,066.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

1. *Administration and Administrative Measures.*—As in the previous year, there were eight Assistant Inspectors for the administration and inspection of Urdu schools, one for each District and two Assistant Inspectresses for the inspection of Urdu Girls' Schools, one for each division. Details regarding their touring and inspection work are given in Chapter III.

With a view to employing a larger number of Mahomedan graduates in the Department, Government have passed orders sanctioning the continuance for a further period of five years, of starting them on Rs. 65 in grade Rs. 50-5-75. The number of applications received for posts in the department from Mahomedan graduates is increasing and it will probably not be necessary to renew the concession.

To encourage High School Education among Muslim students, more scholarships for a period of three years have been instituted.

Sanction has been accorded to payment of conveyance allowance, under certain conditions to Muslim girls studying in High School classes as also to Muslim girls studying in Aided Institutions in localities where there are no Government High Schools for Girls.

Thursdays are declared as half-holidays instead of Saturdays in the case of Urdu Boys' and Girls' Institutions, except in such schools as utilise weekly half-holidays on Shandy days and in the Practising Urdu Middle and Primary Schools attached to the Training College, Mysore.

The birthday of the Prophet has been ordered to be observed as a General Holiday in all Educational Institutions.

2. *Schools and pupils.*—The number of Urdu Schools both for boys and girls on 31st March 1932 was 849 with a strength of 34,814 pupils including 13,221 girls as against 963 schools with a strength of 35,956 pupils in the previous year. For boys, there were one Vernacular High School, attached to the Training College, Mysore with a strength of 56 pupils, one Vernacular Collegiate Institution, namely, Training College, Mysore, where Moulvis and training classes were maintained with a strength of 8 and 50 pupils, respectively, 29 Middle Schools with a strength of 1,872 pupils and 605 Primary Schools with a strength of 19,626 pupils. For girls there were, one training school for Urdu Mistresses with a strength of 31 pupils, three Middle Schools with a strength of 191 pupils and 210 Primary Schools with a strength of 12,999 pupils. There were also 6,171 Mahomedan pupils including 128 girls reading in schools other than those in which the medium of instruction was Urdu, making a total of 40,985 Mahomedan pupils under instruction in all the schools (27,636 boys and 13,349 girls).

Taking the population of school-going age at the conventional figure of 15 per cent of the total Muslim population according to the Census of 1931, the percentage of Musim boys at school to the total Muslim population of the school-going age was 93·1 as aginst 115·12 and that of girls to the total number of Muslim girls of school-going age was 51·73 as against 60·01 and that of boys and girls to the total Muslim population of school-going age was 73·8 as against 89·5 in the previous year. The large decrease in the percentage of pupils at school during the year is nominal to a large extent, the percentages during the year 1930-31, being calculated on the census figures of 1921 as against the census figures of 1931 on which the present figures are based. The Muslim population in 1921 was less by 46,059 than that of 1931. There was also an actual decrease in the strength of pupils in Urdu schools in common with other schools.

3. *Training Schools for teachers.*—There were two training institutions for the training of Urdu teachers. Urdu teachers are trained in the Government Training College, Mysore, for Undergraduates Training, Upper Secondary Training and Lower Secondary Training Examinations, and Urdu Mistresses are trained in the Zenana Normal School, Mysore, for the Lower Secondary Training Examination.

The following table shows the strength of Urdu teachers under training in the various classes on 31st March 1932.

Under-graduates Training	3
Upper Secondary Training	6
Lower Secondary Training for men	41
Do for women	31

Besides these, there were general classes attached to the Training College for Men preparing candidates for the Moulvis and Vernacular Upper Secondary Courses. The number of students taking these courses during the year was eight and 36, respectively.

4. *Urdu Middle Schools for boys.*—On 31st March 1932, there were 29 Middle Schools for boys with a strength of 1,872 pupils as against 26 Middle Schools in the previous year. The largest Middle School is the Model Middle School at Bangalore with a strength of 281 pupils.

5. *Urdu Middle Schools for girls.*—On 31st March 1932, there were three girls' Middle Schools with a strength of 191 pupils as against two schools in the previous year.

6. *Urdu Primary Schools for boys.*—There were 605 Urdu Primary Schools for boys with a strength of 19,626 pupils on 31st March 1932.

7. *Urdu Primary Schools for girls.*—There were 210 Primary Schools with a strength of 12,999 pupils.

The Deputy Director of Public Instruction, Mysore writes as follows in respect of Urdu Schools for boys and girls.

" In several places, where there are no Urdu Middle Schools but there are Kannada Middle Schools, it was found that grown up Mahomedan pupils attended the Kannada Primary Schools to learn Kannada, and proceeded to the Kannada Middle Schools. In order to avoid this waste of time on the part of the pupils and also to enable them to proceed to Middle School Education in their own locality, as they can rarely afford to go to an Urdu Middle School centre, it is desirable to provide either one year's special Kannada course to bring up rapidly to the Fourth Year Primary standard or provide for the teaching of Kannada on a voluntary basis in the III and IV year classes of Urdu Primary Schools for five or six periods a week by suitable adjustment of the curricula and of working hours. The decrease both in the number of schools and strength is due to abolition of all Incomplete Middle Schools and some of the languishing schools which were not working satisfactorily. The girls' schools continued to remain in an inefficient condition owing to lack of public interest as well as effective supervision over their working and on account of the " Purdah " system under which these schools have to work. There are Committees of male members in connection with each girls' school but even these have no opportunity of looking into the inner working of the schools. Most of the members of these committees are themselves not sufficiently enlightened to give any useful guidance to the Mistresses. Recently, the department has been pleased to appoint certain enlightened ladies as honorary visitors of Urdu Girls' Schools in the Mysore City. It is expected that under their supervision, the schools in the Mysore City would improve considerably in tone in the near future. Such appointments in mofussil places are also quite desirable but the difficulty is to get enlightened ladies to serve as Honorary visitors.

If the public opinion of the Mahomedans would allow of it, the best means for securing the efficiency of these schools would be to amalgamate the I and II year primary classes for girls with those of boys in the same locality as far as possible and allow the mistresses to have only III and IV year primary classes with Lower Secondary Classes whenever necessary. This would be possible particularly in all smaller towns and villages with small Urdu schools.

The provision for training Muslim ladies for the Upper Secondary and Upper Secondary Training Examination is *sine qua non* for the success of the Lower Secondary classes."

The Deputy Director of Public Instruction, Bangalore writes as follows regarding efficiency in Urdu Girls' Schools :—

"As regards the general conditions of the Urdu Schools in respect of equipment, furniture, facilities of accommodation and nature of staff, there does not appear to be much progress made in improving conditions during this year particularly in view of the financial stringency and the need for retrenchment. As regards methods of instruction imparted in these schools, steps are being taken to improve them and check the indifference of teachers by a closer supervision and inspection. In respect of improving the condition of the Girls' Schools, attempts are being made to adopt the proposal of the Mahomedan Advisory Committee for the appointment of lady visitors, wherever it is possible. In Bangalore City, a Committee of Honorary visitors has been formed to supervise the work of local Urdu Schools including the Urdu Girls' Middle School, with Sri Leelavathy Bai, M.A. (Hons.) as convener and Mrs. Zahiruddin Mecci, Mrs. Sultan Mohiyudin, Mrs. Syed Taj Peeran and Mrs. Mohamed Sheriff, as members. The committee held three meetings and visited two Urdu Girls' Schools."

8. *The Mahomedan Education Advisory Committee.*—The Mahomedan Education Advisory Committee met during February 1932 when several questions relating to the education of Mahomedans were discussed. Some of the important questions were :—

1. To appoint an Urdu graduate experienced in Urdu Education as District Educational Officer in each of the Divisions, Bangalore and Mysore.
2. To appoint a Muslim Assistant Master in every High School.

The following table shows the results at the various public examinations of 1932 so far as they relate to Mahomedan Education :—

Examinations	Boys			Girls		
	No. Regd.	No. Exd.	No. Passed	No. Regd.	No. Exd.	No. Passed
T. C. Examinations.						
1. Secondary Grade—						
Full	3	3	1	...	..	..
Theory	...	...	..	..	..	..
Practical	3	..	...	...	...	..
2. Upper Secondary Grade—						
Full	6	6	3	..	..	...
Theory	...	...	2	..	...	..
Practical	2	2	1	1	1	1
3. Lower Secondary Grade—						
Full	30	29	9	19	13	3
Theory	...	...	1	..	..	...
Practical	...	...	...	2	1	1
4. Vernacular Upper Secondary Examination.	37	35	11	..	..	..
5. Special Sewing Examination ...	...	...	...	...	..	..
6 Middle School Examination—						
School pupils	419	408	158	32	32	14
Private pupils	30	29	7	14	12	2
7. Lower Secondary Examination —						
School pupils	293	290	94	114	111	47
Private pupils	50	47	13	86	74	22
8. S.S L C. Examination	166	162	65	6	6	1

10. The total expenditure incurred by Government on Educational Institutions specially intended for pupils of the Mahomedan community was Rs. 5,45,530, details of which are given below :—

		Rs.
1.	Middle Schools for boys	64,848
2.	Middle Schools for girls	13,333
3.	Primary Schools for boys (Elementary Education Fund) ..	2,10,892
4.	Primary Schools for girls do ..	1,48,937
5.	Technical Schools	13,122
6.	Hostels	5,520
7.	Inspectorate	28,228
8.	Buildings	34,648
9.	Scholarships (exclusive of those in High and Middle Schools)	26,002
	Total ..	5,45,530

CHAPTER XI.

SCHOLARSHIPS AND ENDOWMENTS.

The following additions and modifications in the rules for the administration of scholarships were made during the year under report :—

(*a*) Institution of Rajasabhabhushana Karpur Srinivasa Rao's Educational Endowment of Rs. 1,000 for awarding two prizes in the Sri Chamarajendra Sanskrit College, Bangalore.

(*b*) Acceptance of an endowment of Rs. 250 offered by Mr. M. Raghavendra Rao of Madhugiri for awarding a prize at the Government High School, Madhugiri.

The total amount spent on scholarships excluding those in the University during the year under report was Rs. 1,22,167.

The following table shows the number and rates of scholarships administered by the Department, the amount available for each kind of scholarship and the number or amount utilised during 1931-32. As a rule, all scholarships are available for 10 months in the year.

Number	Scholarships	Number or amount available	Value	Class in which tenable	Number awarded in 1931-32 or value	Amount unutilised during the year	Remarks (To whom awarded and for what period)
						Rs.	
1	Pollegar Scholarships.	Rs. 400 (lumpsum).	Varying from Rs. 3 to 6 per mensem.	All High School and Lower Classes.	12 or Rs. 400.	...	The children of Pollegar pensioners.
2	Scholarships for Women.	300 or Rs. 11,510.	Varying from Rs. 1½ to Rs. 9 per mensem.	Middle and High School classes and Privileged Primary Schools.	Rs. 11,510.	...	
3	(i) Scholarships for Mahomedans.	76 or Rs. 4,020.	Varying from Rs. 3 to Rs. 6 per mensem	Middle and High School classes.	76 or Rs. 4,020.	...	The Muslim boys.
	(ii) do ...	Rs. 750.	Rs. 25 per mensem.	M. A. O. College, Aligarh.	3 or Rs. 750.	...	Do
4	Military Scholarships.	A lumpsum of Rs. 3,420 and Rs. 4,125	Varying from Rs. 3 to Rs. 6 per mensem.	High and Middle School classes.	174 or Rs. 7,020.	525	(Out of the unspent balance, a sum of Rs, 195 was utilised for awarding a consolidated special scholarship to the children of the late Mr. T. Nagappa, *vide* G.O. No. 3458-70 Edn. 6131-95, dated 29th February 1932.)
5	B. C. Scholarships	1181 or Rs. 52,980	Varying from Rs. 3 to Rs. 6 per mensem.	Do ...	1127 or Rs. 50,280.	2,700	
6	D. C. Scholarships for boys.	372 or Rs. 16,970.	Varying from Rs. 2½ to Rs 7½ per mensem.	Do ...	372 or Rs. 16,970.	...	
7	D. C. Scholarships for boys.	113 or Rs. 3,390.	3 per mensem.	Primary V and VI classes.	and 3,390.	...	
8	D. C. Scholarships for girls.	Rs. 3,750 (lumpsum).	Do ...	All classes.	Rs. 3,750.	...	
9	Mainad scholarships.	69 or Rs. 2,250.	Varying from Rs. 3 to Rs. 6 per mensem.	Middle and High School classes.	69 or Rs. 2,250.	...	*(Out of this allotment a sum of Rs. 500 was utilised for awarding five technical scholarships to Adi-karnataka students of the Govt. Weaving Factory *vide* G. O. No. E. 4610—11 Edn. 6-31-10, dated 20th May 1932.)
10	Khadayata scholarships.	Rs. 4,380.	Varying from Rs. 10 to Rs. 40 per mensem.	For students of the Khadayata community in the Colleges in the Bombay Presidency.	23 or Rs. 4,380.	...	
11	Special scholarships.	Rs. 7,172.	Varying from Rs. 3 to Rs. 25 per mensem.	All classes.	Rs. 7,172	...	

Number	Scholarships	Number or amount available	Value	Class in which tenable	Number awarded in 1931-32 or value	Amount unutilised during the year	Remarks (To whom awarded and for what period)
12	Scholarships in the Sanskrit College, Bangalore.	Rs. 3,225.	Varying from Re. 1 to Rs. 12 per mensem.	Primary and High School and College Department	Rs. 3,225.	...	
13	Kagathi Agricultural scholarships.	12 or Rs. 720.	Rs. 6 per mensem.	Agricultural Middle School, Kagathi.	12 or Rs. 720	..	
14	Technical scholarship for the School of Engineering, Bangalore.	70 or Rs. 4,200.	Rs. 6 per mensem.	School of Engineering Bangalore.	7 or Rs. 4,200	...	
15	Scholarships to Minor Backward class pupils.	Rs. 1,000 (lumpsum).	Varying from Rs. 3 to Rs. 6 per mensem.	High School and Middle School classes.	18 or Rs. 810	190	
16	Adikarnataka scholarships in the School of Engineering.	15 scholarships.	Rs. 7½ per mensem.	School of Engineering, Bangalore,	15 or Rs. 1,125	...	

2. *Foreign Scholarships.*—(*a*) Government in their Order No. E. 547-50 Uni. 190-30-11, dated 3rd August 1931, sanctioned a sum of £250 out of Damodar Funds to Mr. S. Raja Iyengar, Medical Inspector of Schools who was already in England.

(*b*) Government in their Order No. 2244-6 Uni. 83-31-5, dated 11th December 1931, sanctioned a loan of £250 to Mr. P. H. Nagappa to complete his M.Sc. Examination at the London University.

(*c*) Government in their Order No. E. 3409-11 Edn. 307-31-2, dated 26th February 1932, sanctioned a loan of Rs. 3,000 to Mr. A. N. Narasimhaiya, Secretary, Text-Book Committee to prosecute his studies in England.

(*d*) Government in their Order No. 4517-19—Edn. 77-31-28, dated 8—10th May 1932, sanctioned a loan of Rs. 2,000 to Mr. E. A. Bhaskar Rao Malurkar to prosecute his studies in Germany.

3. *Free-Studentships.*—During the year under report, out of 6,812 students in the High School classes, 1,044 held fee concessions on account of their being either recipients of scholarships or being exempted from the payment of fees as belonging to certain specified communities. In addition, 213 freeships and 1,630 half-freeships, or 1,008¼ in the aggregate in the terms of full-freeships, were granted to other than scholarship-holders in the High School classes.

The following statement shows the distribution of freeships among the chief communities :—

Distribution of freeships in High Schools among the several communities (excluding Adikarnataka and Adidravidas) during 1931-32 : —

No.	Community	Total strength	Scholarship-holders or others exempted from payment of fees	Strength for calculation of freeships	No. in terms of full-freeships actually awarded
1	Brahmins	3,478	24	3,454	680
2	Lingayets ...	599	152	447	66
3	Vokkaligas	441	150	291	63·5
4	Mahomedans	544	86	229	24·75
5	Christians	135	59	76	26
6	Other Hindus	1,212	260	952	134·5
	Total ...	6,409	731	5,449	994·75

It will be seen that out of 3,478 Brahmin students in High Schools, 704 students received free education, *i.e.*, 20 per cent while out of 2,931 students belonging to backward communities, 1,021 students received free education, *i.e.*, 35%. This calculation does not take into account the fact that all the Mahomedan students only paid the fees at half the rates.

4. A statement showing the amount spent during the year 1931-32 on scholarships and prizes from the interest on the several endowments made in the Education Department is furnished below :—

No.	Endowment	Amount of Endowment			Amount spent out of interest realised		
		Rs.	a.	p.	Rs.	a.	p.
1	Rao Bahadur Arcot Narayanaswamy Mudaliar's endowment.	1,53,200	0	0	6,410	0	0
2	Marimallappa's Charities fund	30,000	0	0	1,050	0	0
3	Khan Bahadur Mahomed Badruddin Sahib's prize ..	1,000	0	0	15	0	0
4	Sravanabelagola Poor Scholar's fund	3,700	0	0	147	12	0
5	Sri Krishnaraja Educational Association prize fund ..	500	0	0	17	8	0
6	His Highness the Maharaja's Scholarship fund ..	7,100	0	0	288	0	0
7	Mr. L. S. Iyengar's endowment	10,000	0	0	534	0	0
8	Aparanji Khadar Khan's prize fund	250	0	0	10	0	0
9	Davood Khan's prize fund	500	0	0	17	0	0
10	Major Kensington's prize fund	700	0	0	15	0	0
11	Chitaldrug High School prize fund	300	0	0	10	0	0
12	Empress Girl's School prize fund	11,550	0	0	140	0	0
13	Kanle Devappa's endowment	4,275	0	0	150	0	0
14	Ponna Janakamma's prize fund	300	0	0	18	0	0
15	Lingayet's Education Association fund and P. M. Basappa's Memorial fund.	25,000	0	0	1,250	0	0
16	Nanjangud Jubilee Patasala fund	4,000	0	0	50	0	0
17	Maradani Gaib's Annual prize	466	0	0	28	12	0
18	S. R. Nanjundiah's Memorial fund	1,500	0	0	90	0	0
19	Bandi Rangamma's fund	2,000	0	0	117	8	0
20	Sulugodu Sankariah's endowment	1,200	0	0	80	0	0
21	Mr. N. Gopala Iyengar's prize fund	175	0	0	6	0	0
22	Mr. Y. Aswathnarayana Rao's fund	125	0	0	8	0	0
23	Sri Bhagirthamma's endowment	3,730	0	0	144	0	0
24	Mr. K. Siddaramappa's prize fund	112	0	0	7	0	0
25	Karemane Chandrappa's endowment	10,000	0	0	500	0	0
26	Mr. B. Venkatavarada Iyengar's endowment ...	500	0	0	25	0	0
27	Dr. P. R. Subba Rao's endowment	85	0	0	...		
28	Mr. K. Sanjiva Chetty's prize fund	125	0	0	7	13	0
29	Samandur Village School fund	250	0	0	9	8	0
30	Mr. D. Venkataramiah's prize fund	200	0	0	4	0	0
31	,, Nama Venkatappa's prize fund	100	0	0	4	8	0
32	,, Bangere Gurumurthaiah's prize fund	100	0	0	4	0	0
33	,, Amir Hussain's endowment (a building worth about Rs. 15,000).		...		...		
34	The Vokkaligara Sangha endowment	3,000	0	0	..		
35	Arcot Srinivasacharlu's endowment	4,000	0	0	200	0	0
36	Sri Sivabhinavaswami prize fund	500	0	0	20	0	0
37	Tumkur District Teachers' Association prize fund ..	802	11	1	35	0	0
38	Mr Gangadhar Rao and Sri Kaveri Bai's prize fund ..	500	0	0	15	0	0
39	Mr. Gurusanthappa's endowment	20,000	0	0	1,250	0	0
40	,, S. Padmarajiah's prize fund	100	0	0	5	0	0
41	,, Kantharajapura Nanjappa's endowment ...	10,000	0	0	500	0	0
42	Muslim Planters' Association prize fund	600	0	0	15	0	0
43	Mr. K. Chandrappa's endowment	6,577	0	0	250	0	0
44	,, Sitharamiah's endowment	250	0	0	15	0	0
45	Messrs. Sringeri Subbanna Setty and Mysore Krishna Setty.	7,500	0	0	375	0	0
46	H. H. the Yuvaraja's endowment fund	1,000	0	0	60	0	0
47	Messrs. V. Subrahmanya Iyer and H. R. Krishna Murthi endowment fund.	700	0	0	35	0	0
48	Kagodu Sivalingappa endowment fund	250	0	0	10	0	0
49	Girls' School Committee, Chitaldrug endowment fund ...	275	0	0	17	3	0
50	Chiradoni Siddappa	250	0	0	10	0	
51	Nallur Halappa's endowment fund	300	0	0	Interest not utilised.		
52	Gudibanda Balakrishna Rao's prize	50	0	0	2	8	0
53	M. K. Tirmalachar's prize fund	23,310	0	0	10	0	0
54	Mr. Shikarpur Honnasettra Channappa's prize fund ...	250	0	0	10	0	0
55	Sri Seethamma's prize fund	250	0	0	12	0	0

No.	Endowment	Amount of Endowment	Amount spent out of interest reaalised
		Rs. a. p.	Rs. a. p.
56	Mr. A. G. King Memorial fund	100 0 0	5 0 0
57	,, Basavanagar Krishna Rao memorial fund ..	100 0 0	5 0 0
58	,, M. N. Krishnamurthy Memorial fund... ...	60 0 0	3 0 0
59	Kagathi Appaji Reddy's endowment scholarships ...	10,000 0 0	160 0 0
60	Seshammal's prize	...	50 0 0
61	Training College prize fund	500 0 0	25 0 0
62	Educational Endowment of the late Mr. Abdulla Sahib of Kyatasandra.	7,300 0 0	365 0 0
63	Saligrama Narayana Rao's educational fund ...	225 0 0	13 12 0
64	Madhugiri Raghavendra's Rao's endowment ..	250 0 0	10 0 0
65	*Rajasabhabhushana* Karpur Srinivasa Rao's educational endowment.	1,000 0 0	...
66	Chintamani Karpokalu Suriah Chetty's prize fund ..	250 0 0	...

CHAPTER XII.

EDUCATION OF THE BACKWARD AND DEPRESSED CLASSES.

Administrative Measures.—On the representation of certain members of the "Srec Kurneker" or Kanaka Pillay community, Government have ordered, for purposes of awarding scholarships, the inclusion of this community under group XII which comprises certain specified, unspecified and unclassified minor communities.

"Iruliga" community was ordered to be removed from the list of backward classes and included among the depressed classes.

Pupils of the "Mochi" community have been granted all the privileges open to depressed class pupils with effect from the school year 1932-33.

Government have passed orders in the matter of recovering Boarding charges from such of the boarders of the Sri Narasimharaja Hostel, Bangalore as are able to pay and whose parents are considered as well-to-do or fairly well-to-do. Poor boarders are maintained free of cost.

The expenditure on account of boarding and other charges of the Adikarnataka Boarding Homes was found to be very heavy. Government have ordered the reduction of expenditure under travelling allowance, industrial charges and books and clothing. To further reduce the expenditure, the boys are required to contribute something towards their maintenance by doing gardening, shoe making, carpentry, weaving and the like and measures are under consideration to enforce such contribution.

Government have sanctioned the levy of half the usual re-admission fee from the depressed class pupils in the several stages of Primary and Middle School Education.

Five scholarships of Rs. 10 each have been sanctioned to five Adikarnataka students who are undergoing training in Weaving in the Government Weaving Institute, Bangalore.

Candidates belonging to the Depressed Classes are exempted from payment of examination, admission and class fees for a further period of three years from 1932. The concession of exempting them from the payment of sports and reading room fees hitherto allowed was ordered to be discontinued.

Government in their order No. E. 951-52—Edn. 59-30-52, dated 31st August 1931, sanctioned revised rules for the calculation of grants to Aided Hostels for the Depressed class pupils.

To encourage education among the children of Backward and Depressed classes by way of scholarships a provision of Rs. 81,860 was made in the Departmental Budget. Excluding an allotment of Rs. 4,770 for the award of scholarships to Muslim boys which is administered separately, the balance is awarded as scholarships to other backward communities and is administered by the several *Ad-Hoc* committees. Details regarding the award of these scholarships are given in Chapter XI.

During the year under report, 1,127 scholarships of the total value of Rs. 50,280 were awarded under the Backward Scholarship Scheme, 79 scholarships of the total of Rs. 4,770 under the Mohamedan Scholarship Scheme and 916 scholarships of the total value of Rs. 24,110 under the Depressed Scholarships Scheme including scholarships to depressed class girls.

A sum of Rs. 1,500 for the supply of clothing for Depressed class girls who were not awarded scholarships was utilised during the year and a sum of Rs. 1,000 was provided for scholarships to backward class pupils belonging to minor groups, of which a sum of Rs. 810 was utilised.

The following table shows the number of students belonging to different backward communities under instruction in the various grades on 31st March 1932.

Statement of number of pupils belonging to the different Backward communities under Instruction in the various Grades of Schools on 31st March 1932.

No.	Grade of Schools	Mahomedans		Christians		Lingayets		Vokkaligars	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	English Colleges ...	148	5	51	32	167	3	108	1
2	Colleges, Oriental ...	8	...	...	...	33	...	...	1
3	Do Teaching ...	...	...	1	...	2	...	...	...
4	Do Engineering ...	3	..	2	...	3	...	4	...
5	Do Medical ...	1	...	1	1	3	...	1	...
	Total ...	160	5	55	33	208	3	113	2
6	English High Schools ...	536	24	123	86	575	6	478	8
7	Kannada do ...	40	...	4	6	64	...	9	...
8	Middle Schools ...	2,607	116	587	328	4,210	98	3,758	94
9	Primary Schools ...	24,179	13,178	1,526	577	34,349	8,799	41,969	5,987
	Total ...	27,362	13,318	2,240	997	39,198	8,903	46,214	6,089
10	Training Schools ...	70	31	15	7	137	2	43	1
11	Industrial do ...	165	...	127	40	17	...	80	5
12	Sanskrit do ...	...	...	1	...	212	1	25	1
13	Commercial do ...	10	...	10	...	18	...	18	...
14	Engineering School ..	22	...	17	...	16	...	15	...
15	Agricultural Schools ...	5	...	2	...	9	...	10	...
16	Schools for the Defectives ...	2	...	2	...	8	2	17	3
17	Medical Schools ...	10	...	4	11	10	1	8	...
	Total ...	274	31	178	58	427	6	216	19
	Grand Total ...	27,796	13,354	2,473	1,088	39,833	8,912	46,543	6,101

No.	Grade of Schools	Vaisyas		Jains		Other Hindus		Depressed Classes		Grand Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	English Colleges ...	61	...	20	...	201	14	44	...	800	55
2	Colleges, Oriental ...	9	...	...	...	1	...	...	...	51	1
3	Do Teaching ...	...	...	...	...	1	...	...	...	4	...
4	Do Engineering ...	3	...	...	...	6	...	...	...	21	...
5	Do Medical ...	2	...	...	...	5	1	1	...	14	2
	Total ...	75	...	20	...	214	15	45	...	890	58
6	English High Schools ...	210	1	47	39	670	32	221	...	2,860	196
7	Kannada do ...	2	1	2	1	30	6	13	...	164	14
8	Middle Schools ...	1,196	46	317	21	4,875	180	1,582	69	19,132	952
9	Primary Schools ..	3,100	2,042	992	1,322	42,768	8,186	14,813	2,640	1,63,686	43,731
	Total ...	4,508	2,090	1,358	1,383	48,343	8,404	16,629	2,709	1,85,852	44,893
10	Training Schools ...	4	...	3	...	92	7	40	...	404	48
11	Industrial do ...	6	...	3	...	222	...	164	3	774	48
12	Sanskrit do ...	40	2	72	...	29	5	...	...	379	9
13	Commercial do ...	17	.	2	...	73	8	6	...	154	8
14	Engineering School ...	12	...	1	...	89	...	21	...	193	...
15	Agricultural Schools ...	1	...	1	...	6	...	2	...	38	...
16	Schools for the Defectives ...	4	2	..	...	18	2	...	...	51	5
17	Medical Schools ...	8	...	2	...	24	1	1	...	62	13
	Total ...	87	4	84	...	555	23	234	3	2,055	135
	Grand Total ...	4,670	2,094	1,462	1,383	49,112	8,442	16,908	2,712	1,88,797	45,086

Number and strength of schools for Depressed Classes.—There were on 31st March 1932, 607 special schools in all for the education of the depressed classes with a strength of 15,620 pupils as against 630 schools with a strength of 16,717 pupils in the previous year. Of these, four were Government Schools, 525 were under the control of Local Education Authorities, 72 were aided schools, and six special schools. Of the total strength 2,223 were girls as against 2,604 girls in the previous year.

Central Adikarnataka Institute, Mysore.—The strength of the school on 31st March 1932 was 222 with an average daily attendance of 202 as against 224 pupils during the previous year. Fifty-three boys appeared for the Middle School Examination of 1932 of whom 27 passed with one in First Class. The results were satisfactory and showed considerable improvement over those of previous year during which only nine passed out of 48 pupils.

Training in the undermentioned Practical Instruction subjects was given as usual each boy having to take two hours course in one of the subjects every day :—

1. Blacksmithy.
2. Carpentry.
3. Weaving.
4. Tailoring.
5. Leather work.
6. Rattan work.

The candidates appearing for the Middle School Examination offered them as optional subjects instead of Hygiene. The Institution secured a Gold Medal and certificate at the Dasara Exhibition of 1931 for the exhibits sent from the Industrial Section.

There was a Scout Troop of 32 boys. Regular Physical instruction was given. Foot-ball, Volley ball and basket ball were the chief games provided for. Every pupil was compelled to participate in Physical Exercises, garden work and games. The Institution maintained a Students' Literary Association which held regular meetings. Training in Bharata reading was given to 15 boys by a part-time teacher. Weekly Bhajanas were held as usual and readings from Ramayana were conducted once a fortnight. The extra curricular activities were satisfactory.

The average number of boarders in the Boarding Home during the year 1931-32 was 197 against 189 during the previous year. There were nine day scholars and one paying boarder. The average boarding charge per boy was Rs. 4-6-8 per mensem as against Rs. 5-1-2 during the previous year. Apart from actual cooking, all the other facilities of the home were conducted with the participation of the boarders as part of their routine duties. The health of the boarders was on the whole fairly satisfactory. There were, however, more cases of sickness during the year than in the previous year, due to heavy incidence of fever cases in the months of November and December. Six boarders were admitted to the Sri Krishnarajendra Hospital as inpatients and all of them were discharged cured. The condition of the institution was much more satisfactory than during the previous year and credit is due to the Superintendent, Mr. S. Dorai Raj, B.A., B.T., for the earnest efforts made by him to improve the tone and efficiency of the Institution. The Committee of management and its President, Lokahitaishi H. Nanjundaraj Urs took keen interest in the working of the institution.

Adikarnataka Boarding Home, Hassan.—The Middle School Classes attached to this school were abolished during the year and were amalgamated with the local Kannada Boys' Middle School. The leather work class attached to the school was also abolished as it was not popular. The institution became a pure Boarding Home for the Adikarnatakas with a carpentry class attached to it for giving vocational instruction in Carpentry to the boarders. The strength of the Home on 31st March 1932 was 59 as against 60 during the previous year. Nine Boarders appeared for the Middle School Examination of 1932 from the local Kannada Middle School but only three passed. The results are not satisfactory particularly for a residential Boarding Home. The average cost of boarding per head is reported to have worked at Rs. 4-0-2 per month during the year as against Rs. 6-2-0 during the previous year. This is a good feature. The Committee of management met only twice during the year. The institution on the whole, worked fairly satisfactorily during the year.

Adikarnataka Boarding Home, Tumkur.—This is purely a Boarding Home for the Adikarnataka pupils studying in the local Middle School with some industrial classes attached to it. It is under consideration to transfer the Industrial classes also to the Middle School. The strength of the Home on 31st March 1932 was 69 as against 80 during the previous year. Seven pupils were struck off the rolls in November 1931 owing to irregular attendance and this largely accounted for the decrease during the year. The boarders were given vocational instruction in Carpentry, Tailoring and leather work in addition to general instruction in the local Kannada Middle School. Eighteen Boarders were sent up for the Middle School Examination but only three passed. The results were very unsatisfactory for any institution and particularly for a Boarding Home where every facility for education was given free of charge. Medical inspection of pupils was provided for, and instruction in Music was also given in the evenings. The average cost per boarder per annum worked at Rs. 77-14-5 including the amount spent on industrial education. The general tone of the institution was not quite satisfactory. It was under consideration at the end of the year to replace the part time Superintendent by a full time Warden so that he might have effective supervision over the working of the Home and the conduct of the boarders. This has since been sanctioned. It is hoped that the tone as well as educational efficiency of the Home will improve under the present arrangement.

Adikarnataka Girls' Boarding Middle School, Bangalore.—Provision was made in this school for the opening of the IV year class from June 1932. The strength has gone up to nearly 50, the average attendance being 43. The school was shifted from its original building to a more commodious one. The rent was reduced from Rs. 100 to Rs. 80. Weaving and Rattan work are taught in addition to the general course of studies. The need for an institution of this kind for Adikarnataka Girls was felt for a long time and the progress of the school from year to year, and proficiency attained by the pupils attest to its usefulness. As the entire cost of maintenance of both the Boarding and Teaching sections is met by the Government the chief means of minimising the cost by securing the services of the pupils in the Kitchen and Kitchen garden and on the loom, are under examination. While the money equivalent of such labour will be treated as the pupils' contribution towards the cost of the school, the training which they get in the operations involving their labour, is expected to enable them to earn an independent living after they leave the institution. The school is making good and rapid progress under its energetic Head Mistress, Sri Bhama Bai.

The Sri Narasimharaja Hostel, Bangalore.—The Hostel continued to be managed by a Committee of officials and non-officials and under the direct control of the Director. On the resignation of Rao Sahib H. Channaiya, Dr. S. P. Chinnappa, Deputy Director (Headquarters) was appointed President of the Hostel Committee with effect from 30th February 1932.

The total number of boarders in the Hostel at the end of March 1932 was 151 as against the sanctioned strength of 154. The average rate of Boarding charges worked out at Rs. 7-0-0 per mensem per boarder while the sanctioned rate was Rs. 7-8-0 per boarder per mensem. It was Rs. 7-8-0 per mensem per boarder last year.

The results of the S. S. L. C. Examination were satisfactory as nearly 50 per cent secured passes, one taking a first class.

The Adikarnataka Hostel, Chikmagalur.—The strength of the Hostel was 40 as against the same number in the previous year. In the selection of boarders to the Hostel, preference was given to pupils coming from Districts where there were no special facilities for the pupils of the community.

The expenditure in the Hostel during the year 1931-32 was at an average cost of Rs. 105-3-4 per year per pupil.

The Depressed Class Mission Hostel, Robertsonpet.—This Hostel was getting a grant of Rs. 85 per mensem from the Department and it had a strength of 15 boarders. The condition of the Hostel was satisfactory.

Schools for Banajaras and Hill Tribes.—On 31st March 1932, there were 32 schools for the Banajaras with a strength of 633 pupils, one for the Hill Tribes with

a strength of 18 p pils, four for Voddars with a strength of 68 pupils, and five or Kunbis with a strength of 40 pupils.

The following table shows the results at the Middle School- and Lower Secondary and other Examinations of 1932 of the Adikarnataka and Adidravida pupils.

Statement showing the results of Adikarnataka and Adidravida candidates at the several Local Examinations of 1932.

No.	S.S.L.C.						Middle School Examination						Lower Secondary Examination					
	Adikarnataka			Adidravida			Adikarnataka			Adidravida			Adi-karnataka			Adi-dravida		
	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed
1. Bangalore ...	50	47	14	26	25	18	23	21	4	10	9	4	22	22	6	3	...	...
2. Kolar ...	...	...	...	...	...	...	9	9	1	18	16	11	6	4	...	...	...	...
3. Kadur ...	...	...	...	...	...	...	8	8	2	...	...	...	...	...	...	...	...	...
4. Shimoga ...	...	...	...	...	...	...	1	1	...	...	...	...	1	1	...	...	...	...
5. Mysore ...	8	6	...	...	...	...	107	104	45	...	...	...	114	93	16	...	...	...
6. Tumkur ...	...	...	...	...	...	...	32	31	4	1	1	...	15	15	8	1	1	...
7. Hassan ...	...	...	...	...	...	...	12	11	5	...	...	...	...	...	...	...	...	...
8. Chitaldrug ...	1	...	...	...	...	...	11	11	2	1	1	...	22	18	5	1	1	..
Total ...	59	53	14	26	25	18	203	196	63	30	27	15	180	153	30	5	2	...

Statement showing the results of Adikarnataka and Adidravida candidates at the several Local Examinations of 1932.

No.	Vernacular Upper Secondary Examination						Teachers Certificates Examination						Commercial Examinations					
	Adikarnataka			Adidravida			Adikarnataka			Adidravida			Adi-karnataka			Adi-dravida		
	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed	Number registered	Number examined	Number passed
1. Bangalore ...	1	1	...	...	...	...	4	4	2	...	...	...	3	3	...	11	11	8
2. Kolar ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Kadur ...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	..	...
4. Shimoga ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5 Mysore ...	3	3	1	...	...	...	12	12	1	...	...	...	...	...	...	...	...	...
6. Tumkur ...	1	1	...	...	...	...	3	3	...	3	3	...	...	...	...	...	...	...
7. Hassan ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Chitaldrug ...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...
Total ...	5	5	1	...	...	...	20	20	8	3	3	...	3	3	...	11	11	8

CHAPTER XIII.

VILLAGE INDIGENOUS SCHOOLS.

These are schools started and managed by private enterprise and the Department depends entirely on the Revenue authorities for any statistics relating thereto. According to the figures furnished by the Revenue Department, there were, on 31st March 1932, 1,216 schools with a strength of 19,042 pupils as against 1,224 schools with a strength of 18,484 pupils in the previous year. Of the total number of pupils, 2,010 were girls. Most of these schools are of the Primary standard. English, Kannada, Sanskrit, Telugu, Urdu and Arabic were the languages taught in them. These schools serve the purpose of imparting primary education to children in rural areas where there are no Government or Aided Institutions. These schools are not subject to departmental supervision and they receive no aid either from Government or from any private agency.

CHAPTER XIV.

PUBLICATION AND LIBRARIES.

1. *The Text Book Committee.*—There was no change in the personnel of the Text Book Committee. The Director of Public Instruction continued as President, the Deputy Director of Public Instruction, Headquarters as Vice-President (till 11th April 1932 when he was transferred as Deputy Director of Public Instruction, Bangalore) and there were 79 members nominated by the Director to the several Sub-Committees of which Mr. A. N. Narasimhiah, M.A., L.T., continued as Secretary, till 3rd October 1931 when he went abroad on leave for study, and Mr. M. N. Gopala Iyer, B.A., was appointed in his place. The Committee met once during the year under report on 5th December 1931 when the work done during the previous year was reviewed and several important questions were discussed.

2. *Publication Work.*—Books under preparation or printing.—

(*a*) The manuscripts of the three sets of books in Kannada on the History, Geography, Royal Family, Institutions, etc., of Mysore mentioned in the report of last year have been sent to the Press for printing.

(*b*) The first two parts of the Urdu version of the Hindu Desada Charitre have been printed and the books have been made available for sale to the public.

(*c*) The following manuscripts are also under print and it is expected that they will be ready for sale shortly :—

1. Electricity and Magnetism.
2. Elementary Text Book on Agriculture.
3. Urdu Geography of the World.
4. Maqzanal Hisab, Part I.

(*d*) The revision Committee appointed to revise the Departmental Kannada Readers has completed its work, and it is expected that the books will be ready for the Press by the end of 1932.

3. *Books published.*—The following statement shows the number of books published by the Department during the year under report :—

	Names of Books.	No. of copies.
1.	S. S. L. C. Kannada Text 1933	2,300
2.	Middle School Kannada Text 1933	14,000
3.	S. S. L. C. Sanskrit Text 1933	750
4.	Middle School Sanskrit Text 1933	750
5.	Hindu Charitre, Part II	35,000
6.	Saralarogyapata	25,000
7.	Arogyasastra	10,000
8.	Savitri Charitre	25,000
9.	Ankaganitha, Part I	10,000
10.	Do II	15,000
11.	Upadhyayara Kaipidi	500
12.	Manual of Hygiene (Urdu)	2,000
13.	Ankaganita do	2,000
14.	Brief History of Mysore do	2,000
15.	Indian History Part I do	2,500
16.	Do II do	2,500
17.	Tariq-us-sehat do	2,000

4. The syllabuses in Moral Instruction including Civics for the Middle and High School classes are still under consideration.

5. *Encouragement to Authors.*—Payments have been made for the following books and journals out of the provision of Rs. 2,000 for Encouragement to Authors during the year under report and copies were distributed among schools and libraries.

BOOKS.

		Rs.	a.	p.
1.	The Mahabharata—The Bhandarkar Oriental Research Institute, Poona (Subvention) ...	500	0	0
2.	Prose selections for the Kannada Lower Secondary Text of 1926 (Honorarium)	109	0	0
3.	Upadhyayara Karabhushana by Mr. G. S. Subba Rao (Subvention)	300	0	0

	JOURNALS.	Rs.	a.	p.
1.	The Maharaja's Sanskrit College Magazine (Subscription) ...	18	12	0
2.	The Mythic Society Journal (Subscription including arrears) ...	120	0	0
3.	The Mysore Elementary Education League Journal (Subvention)	100	0	0
2.	Prabhudha Karnataka, Karnataka Sangha, Central College, Bangalore (Subvention)	100	0	0

6. *Encouragement to Kannada and Sanskrit.*—The following statement shows the number of books and manuscripts received in response to this office Notification D. No. 67 of 30-31, dated 18th April 1931 inviting authors to compete for the Devaraja Bhadur Charity Fund Literary Prizes :—

		Rs
1.	Kannada Manuscripts	22
2.	Sanskrit do	1
3.	Kannada books	14
4.	Sanskrit do	..
	Total ...	37

A Committee consisting of the following gentlemen were appointed to award the prizes for 1932:—

1. Mr. T. S. Venkannaiya, M.A., (Chairman).
2. ,, D. V. Gundappa.
3. ,, M. S. Basavalingaiya, M.A., B.L.
4. ,, K. V. Puttappa, M.A.
5. Sahitya Ratnam Pandit K. R. Chakravarti.
6. Mr. M. N. Gopala Iyer, B.A., (Secretary).

The following prizes have been awarded:—

1. "Bhasa Kavi—Kavi Vichara and Kavya Vimarse" by Mr. A. R. Krishna Sastri, M.A.
   First Prize ... Rs. 500
2. "Veni Samhara" by Asthana Vidwan Pandit M. Sitarama Sastri,
   Second Prize ... Rs. 200

7. *The Government Central Book Depot, Bangalore City.*—As per Government Order No. E. 3696-99—Edn. 317-31-3, dated 14th March 1932, the Depot has been shifted to the Government Press buildings and ordered to work under the control of the Superintendent, Government Press. The following statement gives the statistical information about the quantity of work turned out in the Depot during the year under report.

Sl. No.	——	1930-31	1931-32
1	Number of Agencies and Branch Book Depots ...	157	166
2	Total value of stock on hand on 30th June at the Depot Agencies and Branch Book Depots including the unadjusted balances of issues in suspense.	Rs. 2,73,852	Rs. 2,85,734
3	Value of books and maps purchased during the year.	1,70,206	87,749
4	Net amount realised by sale at the Government Central Book Depot.	11,700	7,111
5	Net amount realised by the Agencies and the Branch Book Depots.	57,241	42,855
6	Commission paid to wholesale purchasers at the Central Book Depot.	852	349
7	Commission paid to Agents and Branch Depot Keepers.	9,200	7,595
8	Value of books supplied free of cost to various departments and Educational Institutions.	86,958	10,993
9	Establishment charges, travelling allowance and contingencies.	10,235	7,714

As usual, the Depot stocked for sale all the Educational Publications of the Department, official publications of Government and the several Departments, some University and Palace Publications and the High Court Reports.

The annual stock verification of the Depot was conducted by Mr. M. N. Gopala Iyer, B.A., Manager of the Office of the Director of Public Instruction during February 1932. Action is being taken on the lines indicated in the order on the report of stock verification.

8. *Libraries—A. Education Library.*—The number of volumes in the Education Library attached to the Office of the Director of Public Instruction on 30th June 1932 was 4,003 and the number in the Office Library was 1,237 as against 3,957 and 515 respectively in the previous year. Forty-six volumes mostly on Education were added during the year to the Education Library as against 328 in the previous year. The accessions to the Office Library were only 23 being mainly office reports as against 15 in the previous year.

The number of books lent out of these libraries during the year under report was 306 as against 1,534 in the previous year.

As in the previous year, the Department continued to subscribe for the following Educational Journals, and arranged for their circulation among the District Educational Officers so that they might be acquainted with educational activities abroad :—

1. The Times Educational Supplement (London).
2. The Progress of Education (Bombay).
3. The Educational Review (Madras).

B. The Public Library, Bangalore.

The following statement gives an idea of the usefulness of the Library :—

No.	Particulars	1930-31	1931-32
1	Number of members	1,091	1,169
2	Amount of subscription	Rs. 8,642	Rs. 8,179
4	Total income	„ 14,250	„ 15,519
5	Expenditure	„ 14,865	„ 15,349
6	Balance	„ 185	„ 270
7	Total number of books	17,561	18,768
8	Accessions	1,785	1,207
9	Number of books issued	75,545	74,348
10	Do missing and written off ...	217	...
	Periodicals subscribed.—Indian	86	74
	Foreign ...	63	64
11	Total number of visitors	88,232	88,261

The strength of the Vernacular Home circulating section for Ladies was 118 at the close of the year under report, the net increase over the previous year's figures being 9.

The third volume of the classified catalogue of the Library covering all the English books added to the Library during the six years ending 31st December 1931 was published during the year and made available to the members and the public during the early part of 1932.

C. The Public Library, Mysore.

The following tabular statement gives an idea of the usefulness of the Library during 1931-32 :—

No.	Particulars	1930-31	1931-32
1	Number of Members	139	148
2	Amount of subscription	Rs. 1,562	Rs. 1,712
3	Total income	„ 7,036	„ 5,179
4	Total expenditure	„ 6,036	„ 4,929
5	Balance	„ 1,000	„ 250
6	Total number of books	9,284	9,384
7	Accessions	155	168
8	Number of books issued	30,863	36,904
9	Periodicals subscribed for—		
	(*a*) Indian	55	27
	(*b*) Foreign	21	10
10	Total number of visitors	1,33,030	1,39,416

It is a matter of gratification that there has been considerable improvement in the working of the Institution in every respect as compared with the previous year. The number of visitors is larger. The number of books issued is also larger. The membership has also increased.

D. Rural and Urban Libraries.

The number of Libraries working under the control of the Department and the grants-in-aid bills of which are being countersigned by the Department is 20 of which 19 stocked English and Kannada books; 10 English, Kannada and Urdu books; eight English and Sanskrit books; five English and Telugu books; two English and Tamil books; and the two Public Libraries at Bangalore and Mysore stocked in addition some Hindi and Mahrathi books also.

In accordance with the general reduction of grants-in-aid by 25 per cent, grants to the following libraries were paid during the year under report at the reduced rates only :—

		Rs.	a.	p.
1.	Library and Reading Room attached to the Central Mahomedan Association	300	0	0
2.	Do Sreenivasamandiram	336	12	0
3.	Do Mythic Society, Bangalore	300	0	0
4.	Free Reading Room and Library, Chamarajpet, Bangalore City ..	240	0	0
5.	Public Library, Bangalore	4,362	8	0
6.	Reading Room and Library, Attibele, Anekal Taluk	7	8	0
7.	Anekal Library	10	0	0
8.	Reading Room and Library, Channagiri	7	8	0
9.	Do Nelamangala	15	0	0
10.	Do Thyamagondlu	11	4	0
11.	District Library, Tumkur	90	0	0
12.	Friends Union, Gubbi	7	8	0
13	Tilak Memorial Hall, Madhugiri	11	4	0
14.	Free Reading Room and Library, Turuvekere	7	8	0
15.	Do Chiknaikanhalli	7	8	0
16.	Do Kunigal	11	4	0
17.	Public Library, Mysore .. .	2,900	0	0
18.	Sreekrishnaraja Public Library, Nanjangud	15	0	0
19.	Sreekrishnarajendra Library, Gundlupet	10	0	0
20.	Alur Taluk Library	10	0	0

Printing Presses.

On 31st March 1932, there were 111 Printing Presses in the State excluding the two Government Presses at Bangalore and Mysore against 117 in the previous year. Of these, 42 were in the Bangalore District, 14 in Kolar, 10 in Tumkur, 23 in Mysore, four in Hassan, seven in Shimoga; three in Kadur and eight in the Chitaldrug District.

Newspapers and Periodicals.

Excluding the Mysore Government Gazette which is published by the Government and the Police Gazette which is published by the Police Department, there were nine Newspapers and fifty-nine periodicals published in the State during the year 1931-32. Of the nine Newspapers, one was in English and one in Urdu and the rest in Kannada. Of the fifty-nine periodicals, three were both in English and Kannada, twenty-five in English, one in Tamil and the rest in Kannada. One was published yearly, four quarterly, eight, weekly and the rest, monthly. One was a comic journal, eleven dealt with scientific topics, five with Religion and Philosophy and the rest with literature, Education, Temperance, Economics and other miscellaneous topics.

CONCLUDING REMARKS.

It now remains to bring the Report to a close with a few general observations and indications as to the lines of future development. Such a review and a forecast of a programme are specially called for, since financial stringency has not only called

for a halt in development, but even for some measure of retrenchment. It is desirable to assure ourselves, if possible, that there has been no appreciable set back, and to plan, in the absence of scope for immediate expansion, lines of advance as soon as conditions improve, and the Department is called upon once again to make a forward move.

The abolition of the post of the 3rd clerk with the Assistant Inspectors has given rise to considerable difficulty, specially in view of the additional work thrown on the Officers by the transfer of the control of Primary Education to local bodies, and the opinion of departmental officers is unanimous that the post will have to be revived as soon as financial conditions permit. Similarly, the Offices of the District Educational Officers require considerable strengthening as work connected with School Board administration of Primary Education has increased very considerably.

Primary Education was transferred to the control of Local Education Authorities during the year, and although one year is too short a period to generalise on the effects of the transfer, enough experience has been gained to know that the transfer, which was inevitable in any case and has only brought Mysore into line with British India, has produced no untoward results. The effectiveness of the transfer has been affected by two limitations. In the first place, it was not found possible to transfer a separate Inspecting Staff to work entirely under the direction of the School Boards, since financial stringency made it necessary that District Educational Officers and Assistant Inspectors should act in a dual capacity and serve as School Board Officers and Assistants to the School Board Officers respectively. This dual position has its own difficulties and delicacies, but on the whole, close co-operation and cordial relationship have subsisted between the officers and the representatives of the people. Another factor that has affected the situation is the shortage of finance which made it difficult to meet the requisitions of the Local Education Authorities for immediate additions to the staff, etc. It is a duty imposed on the Local Education Authorities to submit a programme of expansion of Primary Education, but it is doubtful as things are, whether it will be possible either for the Local Education Authorities to meet their own share of the increasing expenditure or for the State to contribute its quota in the near future. The economic blizzard has blighted many a hope of development and expansion, and nowhere is the disappointment so great or so disastrous in its effects as in the Department of Primary Education.

There have been no appreciable additions to the number of Primary Schools since the year 1929-30, when Government sanctioned a sum of half a lakh of rupees for starting additional schools. The consequence is that the absence of fresh schools coupled with amalgamation of existing ones has resulted in a reduction in the number of schools in the State as compared with the preceding years. A reduction in the number of schools need not lead to a reduction in the number of pupils on the rolls, and the reduction which is seen from statistics to exist is explained partly by the fact that a certain number of languishing Adult Schools were abolished. The fact remains, however, that Primary Education does not show the expansion it ought to show from year to year, and when we remember that barely half the number of children of school-going age are on the rolls, while the stagnation and the falling off between classes are considerable so that the contribution of the Primary Schools to literacy is comparatively small, the need for a powerful forward policy in respect of Primary Education is imperative. It need hardly be said that a forward policy implies not merely increase in the number of Schools or of the pupils in them, but also improvement in quality in respect of the qualifications of the staff and the equipment provided in Schools to say nothing of the adoption of up-to-date methods. The needs of Primary Education must be the abiding concern of the community and a first charge on its improved resources.

The demand for Middle Schools continues to be great, and a number of localities where Middle Schools can be profitably established whether for boys or girls have been listed, and in several cases recommendations made to Government. What is equally important is the need of the existing Middle Schools for additional accommodation and increased staff. In a number of cases, the accommodation is altogether inadequate, and the Inspecting Officers have been urging the imperative need for additions to the staff. The needs of Middle School Education are a serious

problem before the Department, which can be solved only by additional provision. Complaints are frequent that admission of qualified students is refused, but though investigation has shown that on the whole, there has been no serious grievance in this respect, it has to be admitted that the increase in Middle School accommodation has not kept pace with the increase in recent years in Primary Education and the consequent demand for Middle School Education. It is a matter for serious consideration whether in the immediate future the community's needs in respect of education of this stage cannot be met by provision of special classes in English at suitable centres, or attached to High Schools or to centrally situated Middle Schools so that children may be encourged to complete a six year course of Primary Education, and after passing the Vernacular Lower Secondary Examination, may study English for two years, and thus qualify themselves for admission to the High Schools.

It is a noticeable feature of High School Education that the numbers have been practically stationary in the past year or two. It is not easy to find an explanation for this unless it be that some classes in society, who were readily resorting to High School Education, are finding the cost beyond their means. The quality of the work done in High Schools has been good, but there has been the usual complaint from the side of the University that the attainment of the pupils in respect of English is not up to the standard required for a profitable pursuit of studies in the University. Whether this problem has to be solved by further attention to English in the High Schools, or by vernacularisation of studies in the University, remains to be seen. The movement all over India is in the direction of vernacularisation of studies in High Schools under the belief that a study of subjects, like History, Geography, and the Sciences through the medium of the Vernacular involves less effort, and releases more time for the study of English as a language. There is also the fact that not all that enter a High School are fit to go to the University, and it is not necessary for them to attain proficiency in English of the same degree as those whose bent of mind and aptitude fit them for the University. This is a matter on which there is serious difference of opinion, but the position has to be faced immediately that Secondary Education is not meant to serve merely as an avenue to the University. A considerable number of pupils, either by talent or by resources, will not be able to enter the University, and their needs have to be met by provision of courses suitable for their aptitudes, and it follows that these courses must have an appropriate terminus in professedly Vocational Institutions.

This takes us to the question of Vocational Education now engaging the attention not merely of this country but of most countries in the world. Vocational Institutions of different grades, namely, Post-Primary and Post-Secondary, already exist in Mysore in the shape of Industrial, Commercial, Agricultural, Medical and Engineering Schools, and the problem is to divert at suitable points, pupils not qualified for University studies to these lines of study by appropriate links between the general schools and the vocational ones, while provision in the Vocational Schools has to be rendered adequate. This is a matter that requires fuller examination and the department will formulate a programme for orders of Government at an early date.

A large sum is spent on training of teachers and the greater part of the expenditure is in respect of training of Primary School teachers, but the poor results of the examination for the certificate during the past five years show that either the initial equipment of the persons selected for training is hopelessly inadequate or the standard of attainment expected of them is too high. It is the general belief that the former is the cause, and therefore, while the standard of proficiency at the Vernacular Lower Secondary Examination should be maintained, it is no less necessary to recast the Training Courses. It is felt that instead of two separate Vernacular courses, a single course of three years, two years of which are given to general subjects, would be an improvement. Proposals in this respect are being worked up and will be submitted to Government early. Such a rise in the standard of the attainments of teachers is specially necessary in the case of teachers in Urdu Girls' Schools.

It has been remarked that if it is the purpose of Education to give a "good start in life," "one of the most precious of all kinds of 'good starts' is that of a sound, slowly matured, normally grown physical body, and especially those parts or

components of that body which we somewhat differentiate as the nervous system affecting and affected by, our more emotionalized and intellectualised experiences." The needs of this side of education have been recognised in the provision of facilities for games and physical culture, as well as of medical inspection. There has been a gratifying increase in recent years in the attention paid to, and interest taken in, the needs of the body both by the students and the teachers. Games of the Western type are expensive and the officers of the Department have been on the look out for simpler and no less effective methods of physical development and important experiments are being made and their results watched; in particular the Yogic system of Asanas and the system of Physical Culture formulated by the Y.M.C.A are attracting much attention. It is also a matter for satisfaction that a number of private institutions for Physical Culture are working in the cities, and are very popular.

Medical inspection of pupils has been introduced in a number of places and a link with curative agencies is in operation in Mysore and Bangalore. Though it is too soon to appraise the results of medical inspection, partly because its operation has been interrupted by the suspension of the scheme for a time, medical inspection has now become an integral part of the State system of education, and as conditions improve, its effectiveness and field of operation can be extended.

Adult Education was a prominent feature of the work of the Department some years ago, but during the past five years, there has been a progressive reduction in the number of Adult Schools, which are mostly night schools, and the expenditure on this branch of the activities of the Department has fallen from Rs. 39,180 in the year 1927-28 to Rs. 8,034 in 1931-32, and the number of institutions from 406 in the year 1927-28 to 69 in the year 1931-32 and the number of pupils from 9,140 in the year 1927-28 to 1,769 in the year 1931-32. The setback to the movement is more apparent than real, because in a large number of cases, it was found that the Schools in receipt of grants were in a languishing condition, and it was a real economy to abolish them in the sense it prevented wastage.

Adult Education is one important means not only of equipping with the tools of learning, the grown-ups who had no opportunities of going to school in their time, but it is also a necessary method of preventing a lapse into illiteracy of the products of the primary stage. As soon as the financial position improves, the Department will have again to examine the position with regard to the expansion of Adult Education. When the country is making rapid progress in the political field, it is quite essential that the voters should be educated so as to discharge their duties as citizens, and it will be recalled that the Hartog Committee was an important adjunct to the Indian Statutory Commission. Adult Education has sometimes been given a narrow connotation, and is merely intended to equip adults with the two R's, but a more comprehensive content will have to be given, and instruction provided in Personal Hygiene, Sanitation, and elementary principles of Co-operation. The methods of teaching will have also to be improved and the powerful aid of the Cinema, and in the near future, the Radio, enlisted in the cause of the education of the adults.

Women's Education has been attracting much attention in the popular assemblies, and a special body of the Women's Education Advisory Committee, has been created to advise the Department in regard to education of women. Although a considerable sum is spent on the education of girls, it cannot be said that more than the fringe of the problem of the education of women, either in respect of quantity or content, has been touched. The proportion of girls of school-going age, who are in the schools of the State, is very small, much smaller than in the case of boys, while the curricula have yet to be adjusted to the needs of the girls, it being understood that whether they will marry and settle down as wives and mothers, or whether they prefer to seek independent employment, they will have, in the great majority of cases, to attend to domestic duties themselves. Domestic Science, though it forms one of the subjects that girls may offer at the Middle School Examination, cannot be taught in a number of such institutions for want of qualified hands, while the subject has no great attraction for girls in High Schools because it does not lead on to a higher course in the same subject in the University, which the great majority of girls in our High Schools aspire to join. The problem

that is facing the Department is the diversification of courses in the High School stage for girls so as to provide courses, such as Domestic Science, Music, etc., but this cannot be solved unless there are cognate courses in the University, since, otherwise, the courses will not be popular with the girls. It is not suggested that girls any more than boys will be acting prudently if they enter the University in the expectation of suitable jobs at the end of the course, for unemployment among women with degrees is already prevalent, and while an increase in the number of girls with degrees is welcome from a broad social point of view, it is a matter for apprehension if girls expect, as most of them do, a suitable post with an adequate salary in Government service. It is, therefore, imperative that the studies for women in the University and the High School stage should be so framed that they may have a social value in addition to chances of earning a livelihood.

The problem of the education of Mahomedan girls requires separate mention. There has been in recent years a gratifying increase in the number of young ladies of this community who are studying in our High Schools and Colleges, but the number is yet very small in relation to the needs of the community. Till recently, it was not possible to find qualified hands for starting Middle Schools, but this obstacle is now disappearing with the appearance of Mahomedan lady graduates, and it is expected that the supply in the next few years will be quite adequate to enable the Department to start the much needed Middle Schools for Mahomedan Girls at important centres like Channapatna, Kolar and Shimoga.

The condition of the Primary Schools for Mahomedan girls leaves much to be desired with regard to accommodation, equipment and qualified teachers. In her Report for the year, the Assistant Inspectress of Urdu Girls' Schools, Bangalore Division, reported adversely on the well-known conditions of the buildings in which the Girls' Schools for Mahomedans are located. As she says, the greater number of these Schools are in rented buildings (96 in the Bangalore Division, out of 124 Schools), and the majority of them are dark, "ill ventilated, unhygienical and ill-suited for the purpose, and they are also without play-grounds." It is said that in some cases, the buildings are in a dangerous condition. Both the Assistant Inspectresses report on the inadequacy of the equipment, and they were asked to furnish a list of the needed items, and the list has been circulated to the several School Boards for necessary action. A great majority of teachers in these schools are untrained, while a good many of them are too old to benefit by the training courses. It is to be hoped that with the revision of the training courses and with the increase in the number of Mahomedan ladies both competent and willing to work as teachers, a greater number of those at work will be qualified for the purpose.

Music was mentioned above as one of the subjects for women students, but it is also desirable to give Music a prominent place also in the Schools for boys. The Departmental examinations in Music instituted some time ago may be expected to stimulate the study of Music, but with conditions as they are in our country, the position of Music can be improved only if it forms one of the subjects for study in the general schools. There are also a number of boys with a special aptitude for Music who would do justice to themselves in the examinations if they were allowed to offer Music as one of the optional subjects. Recently, the Senate passed a proposition in favour of Music being an optional subject in the University, and if this is supported by the provision of instruction in Music, in a few High Schools, an important step will have been taken in the direction of filling a prominent gap in our system of education as well as in meeting the varying aptitudes of our boys and girls.

Problems relating to the education of the Depressed Classes were actively engaging the attention of the Department in the year. Two problems call urgently for effective treatment. The first is whether any limit should be placed on the amount and form of State assistance to the education of the children of these communities. A generous number of Scholarships, free boarding and lodging, free supply of clothing and school requisities, have been conspicuous features of the policy of the State in regard to the education of the Depressed Classes. Some economies were effected recently in regard to scholarships in the primary stage, supply of free clothing and travelling allowances, and the policy has already been followed in encouraging aided hostels supported by Government on generous terms

in lieu of increasing either the number of Free Boarding Homes or increasing the accommodation in such Free Homes as already exist. The number of boys and girls belonging to the Depressed Classes in our schools is about 16,000, and the great majority of these are in Primary Schools. Therefore, there can be no question of either reducing, or putting a limit on, State assistance to the education of the children of these classes, but in view of the increasing resort to education by this community, it is a matter for investigation whether the form of assistance should not be altered so as to call forth a certain measure of self-help. The generosity of Government in the past years has made the community reluctant to bear even slight burdens, as the unwillingness to pay even the small fees in respect of Reading Room and Sports has shown. Further, the availability of free assistance without a corresponding sense of obligation on the part of the recipients is apt to demoralise them, and efforts are consequently being made to obtain from the members of the community in Government Hostels some measure of payment either in money or in kind, but so far the response has not been encouraging. The lines of future progress seem to consist, therefore, in strictly limiting the number and magnitude of Free Boarding Homes, and encouraging the growth of Aided Hostels.

A second problem with regard to these communities, which is only the counterpart of a much wider problem common to the entire community, is that of giving a direction in the educational institutions to the future career of the youth gathered into them. In common with the rest of the school population in the country, the eyes of the youth are set towards the University, and professional and office occupations. Although the numbers that are in the High Schools and in the Colleges are comparatively small, already in view of the shortage of appointments, the problem of unemployment is also affecting the educated youth of this community. Provision has indeed been made for giving Vocational Training in addition to general education both in the Middle School as well as in the High School stage, and opportunities are offered for study in the Technical institutions like the School of Engineering. Two things have, in my opinion, so far stood in the way of a larger number turning away from higher literary studies to vocational pursuits. There is always the glamour of government service, and what are known in the West as "the black-coated occupations," and the ambitious youths of these communities have legitimate ambitions for a proper share of posts in government service as well as in the professions. Another reason why the vocational subjects have not encouraged the diversion to corresponding occupations is that there is no intimate co-ordination between vocational work in the different stages, and no link has been established between successful completion of vocational subjects in the general schools and further work in corresponding institutions either in the State or outside. Leather-work is a case in point. Although a certain number of inmates of several Boarding Homes for Adikarnataka pupils are given training in Leather-work, the subject is dropped as soon as the Middle School stage is passed, because there is no corresponding subject in the High schools, while no attempt has been to induce such pupils as have shown proficiency in the subject in the Middle School stage to proceed to vocational institutions where further training of a professional character is given. The subject has been engaging the attention of the Department, and proposals are before Government.

While it is important that this community should not be encouraged to make the same mistake as others of concentrating their attention on general education and the obtaining of a University Degree, any attempt to divert them alone to Vocational Training is bound to fail as the result of suspicion that their natural ambitions are thwarted, unless such a diversion is part of a general scheme intended not for any one community but for all, with a view to prevent undue supply of finished products of one kind, and to provide education suited to the varying aptitudes in order that persons with different natural gifts and capacities might equip themselves for posts in life other than those in Offices, whose numbers are limited and an unbalanced increase in which cannot but be a social disaster.

To conclude.—The lines of advance as soon as conditions improve are clear. A forward policy in Primary Education in increasing the supply of School places as well as in improving the quality of work is clearly indicated. The work in Primary Schools can be improved in quality only if the Normal Courses are placed on a

better footing, and if the usual duration of the Primary stage is one of six years, and this calls for an increase in the number of privileged Primary Schools and their satisfactory equipment in respect of staff and the implements of instruction. Without attempting to recast anew the Primary and Middle School stages, it is believed that the interests of sound education call, not for an increase in the number of Middle Schools, but for institution of special classes in English either as auxiliary to privileged Primary Schools or attached to High Schools. Above all, a radical reform of the High School is called for with a view to making the High Schools sorting houses of the youthful talent of the country and this can be done only if the High School course is extended by a year so that the first two years can be given to general studies common to all, and the subsequent two years either to further general studies leading to admission to the University, or to more realistic studies, which may also lead to the University when the University is in a position to offer Vocational Training, but till then to vocational studies in Institutions like the School of Engineering, etc. Since for some years to come a large number of children will drop off after the Primary stage, it is essential that an intimate link should be established between the work in Primary Schools and the work in Industrial Schools. These are some of the developments for which the Department has to hold itself in readiness with carefully prepared schemes for being put into operation when conditions are more favourable.

N. S. SUBBA RAO,
Director of Public Instruction.

EDUCATION, GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Mysore State at the end of the official year 1931-32.

(For details, see General Table III.)

Area and population: Total area in square miles	Area and population: No. of Towns and Villages	Area and population: Population	.....	Public Institutions: University Education: Arts Colleges	Public Institutions: University Education: Professional Colleges	Public Institutions: School Education, General: Secondary Schools	Public Institutions: School Education, General: Primary Schools	Public Institutions: School Education, Special: Training Schools	Public Institutions: School Education, Special: All other Special Schools	Public Institutions: Total of Public Institutions	Private Institutions: Advanced	Private Institutions: Elementary	Grand Total	Percentage of	Remarks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
29,312	Towns ... 107 Villages ... 16,483 Total ... 16,590	Males 3,284,554 Females 3,138,635 Total 6,423,189	Institutions ... For males ...	10	3	322	5,676	10	111	6,132	...	1,216	7,348	Institutions to No. of towns and villages.	4·77
			For females...	2	...	36	528	3	2	566	...	...	566		
			Total ...	12	3	358	6,199	13	113	6,698	...	1,216	7,914		
			Scholars ... Males ...	2,871	257	36,376	1,67,879	655	4,711	2,32,749	...	17,032	249,781	Male scholars to male population of school-going age† 50·7.	School-going population. 4,92,683
			Females ...	111	5	2,911	54,362	74	584	57,997	...	2,010	60,007	Female scholars to female population of school-going age† 12·7.	4,70,795
			Total ...	2,982	262	39,287	2,42,241	729	5,245	2,90,746	...	19,042	3,09,788	32·2	9,63,478

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population should be entered as a town.
† The population of school-going age is taken at 15 per cent of the whole population.

EDUCATION, GENERAL

Abstract Return of Expenditure on Public Instruction in the Mysore

	Total Direct Expenditure on Public Instruction*						
	University Education		School Education, General		School Education, Special		Total
	Art Colleges	Professional Colleges	Secondary Schools	Primary Schools	Training Schools	All other special schools	
1	2	3	4	5	6	7	8
Institutions ... For males ...	Rs. 8,41,927		Rs. 13,62,557	Rs. 18,22,149	Rs. 4,20,441		Rs. ...
Institutions ... For females ...			1,69,415	3,84,976	45,061		
Total ...	8,41,927		15,31,972	22,07,125	4,65,502		50,46,526
2. (a) Percentages† of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	11·9		23·68	30·80	76·25		74·06
(b) Percentages† of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·93		2·31	82·43	2·75		87·84
(c) Percentages† of Municipal Expenditure included in columns 2—7 to Total Municipal Expenditure on Public Instruction.	.....		10·24	83·22	.....		93·46
(d) Percentages† Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	12·20		22·19	31·91	6·75		93·11
3. Average Annual Cost‡ of educating each pupil in—	Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
Government Institutions ... Cost to Provincial Revenues ...	.....		...	...	.....		...
Government Institutions ... Cost to Local and Municipal Funds	.....		...	...	.....		...
Total ...	.....		...	...	.....		...
Local Fund Schools ... Cost to Provincial Revenues ...	.....		...	...	.....		...
Local Fund Schools ... Cost to Local Funds ...	.....		...	...	.....		...
Total ...	.....			...	.....		...
Municipal Schools§ ... Cost to Provincial Revenues ...	.....		...	...	.....		...
Municipal Schools§ ... Cost to Municipal Funds ...	.....		...	...	.....		...
Total ...	.....		...	...	.....		
Institutions in Native States ... Cost to Native State Revenue ...	.....		...	...	.....		...
Institutions in Native States ... Cost to Local and Municipal Funds	.....		...	...	.....		...
Total ...	.....		...	...	.....		...
Aided Institutions ... Cost to Provincial Revenue ...	.....		...	...	.....		...
Aided Institutions ... Cost to Local and Municipal Funds	.....		...	...	.....		...
Total ..	.....		...	...	.....		...
Unaided Institutions, Total ..	.....		...	...	.....		...
All Institutions ... Cost to Provincial Revenues ..	.....		...	...	.....		...
All Institutions ... Cost to Local and Municipal Funds	.....		...	...	.....		...
Total ...	.....		...	...	.....		...

TABLE II.

State for the official year 1931-32. (For details, see General Table IV.)

Total Indirect Expenditure on Public Instruction *								Total Expenditure on Public Instruction	Remarks
University	Direction	Inspection	Scholarships	Building	Special grants for furniture and apparatus	Miscellaneous	Total		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,33,811	1,06,318	2,47,929	1,97,895	3,02,300	98,544	6,68,527	...	...	
2,33,811	1,06,318	2,47,929	1,97,895	3,02,300	98,544	6,68,527	18,55,824	69,01,850	
4·101	1·871	4·667	3·724	4·616	18·55	4·786	2·592	100·00	
...	1·191	...	9·835	...	...	1·114	12·14	100·00	
...	...	...	...	...	...	6·546	6·546	100·00	
4·101	1·540	4·667	3·724	4·380	18·55	9·687	26·88	100·00	

* Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

† The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from figures given in columns 27, 28, 29, respectively of General Table IV.

‡ The annual cost is calculated in the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

§ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

EDUCATION, GENERAL

Return of Colleges, Schools and Scholars in the Mysore State

Class of institutions	Public							
	Under Public Management							
	Managed by Government				Managed by Local Fund and Municipal Boards			
	Number of institutions	Number of scholars on the rolls on 31st March 1931	Average number on the rolls monthly during the year	Average daily attendance	Number of institutions	Number of scholars on the rolls on 31st March 1931	Average number on the rolls monthly during the year	Average daily attendance
1	2	3	4	5	6	7	8	9
ARTS COLLEGES.								
University Education — English — For Men	6	2,379	2,284	2,203	...	...	...	...
University Education — English — For Women	2	81	79	73	...	...	...	...
University Education — Oriental College	3	456	451	333				
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
University Education — Medical College	1	86	69	73	...	...	...	...
University Education — Engineering College	1	148	140	138	...	...	...	...
University Education — Teaching	1	26	26	24	...	...	...	...
University Education — Agricultural	...	...	...	...	...	...	...	...
Total	14	3,178	3,049	2,844	...	...	...	...
SECONDARY SCHOOLS.								
School Education, General — For boys — High schools — English	17	4,423	4,338	4,027	6	517	520	459
School Education, General — For boys — High schools — Vernacular	3	227	230	227	...	...	...	...
School Education, General — For boys — Middle schools — English	262	25,854	26,830	20,539	...	...	...	...
School Education, General — For boys — Middle schools — Vernacular	...	...	...	...	...	...	...	...
School Education, General — For girls — High schools — English	3	300	318	267	...	...	...	...
School Education, General — For girls — High schools — Vernacular	1	24	24	21	...	...	...	...
School Education, General — For girls — Middle schools — English	21	1,355	1,443	1,186	...	...	...	...
School Education, General — For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...
Total	307	32,183	33,183	26,267	6	517	520	459
PRIMARY SCHOOLS.								
School Education, General — For boys	10	927	930	803	4,424	173,759	169,742	127,800
School Education, General — For girls	5	373	378	275	461	25,295	26,528	18,824
Total	15	1,300	1,308	1,078	4,885	199,054	196,270	146,624
SCHOOLS FOR SPECIAL INSTITUTIONS.								
Special Education, Special — Medical Schools	1	161	144	144	...	...	...	...
Special Education, Special — Training schools for masters	9	646	660	618	...	...	...	...
Special Education, Special — Do mistresses	2	53	53	51	...	...	...	...
Special Education, Special — Schools for the deaf, mutes and the blind	1	88	81	63	1	20	19	18
Special Education, Special — Agricultural schools	4	126	126	111	...	...	...	...
Special Education, Special — Sanskrit schools	...	...	...	...	...	...	...	...
Special Education, Special — Engineering and Surveying schools	1	330	330	207	...	...	...	...
Special Education, Special — Industrial schools — Boys	16	984	1,028	819	...	...	...	...
Special Education, Special — Industrial schools — Girls	...	...	...	...	...	...	...	...
Special Education, Special — Other schools—Commercial Schools	1	191	195	170	...	...	...	...
Total	35	2,579	2,640	2,186	1	20	19	18
Total for Colleges and Schools of Public Instruction	371	39,240	40,180	32,365	4,892	199,591	196,809	147,101

TABLE III.

for the official year 1931-32.

Institutions												
Under Private Management												
Aided by Government or Local Education Authorities				Unaided						Number of Suject scholars (on the 31st March 1931) learning		
Number of institutions	Number of scholars on the rolls on 31st March 1931	Average number on the rolls monthly during the year	Average daily attendance	Number of institutions	Number of scholars on the rolls on 31st March 1931	Average number on the rolls monthly during the year	Average daily attendance	Grand Total of Public Institutions	Grand Total of Scholars on 31st March 1931	English	Classical language *	Vernacular language
10	11	12	13	14	15	16	17	18	19	20	21	22
...	...	...	...	...	...	...	...	6	2,379	2,379	35	2,344
...	...	...	...	...	...	...	...	2	81	81	17	64
1	66	65	49	...	...	...	...	4	*522	72	437	13
...	...	...	...	...	...	...	...	1	*88	88	...	...
...	...	...	...	...	...	...	...	1	*148	148	...	...
...	...	...	...	...	...	...	...	1	26	26	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1	66	65	49	...	...	...	...	15	3,244	2,794	489	2,421
6	1,656	1,578	1,490	...	...	...	...	29	6,596	6,596	1,083	5,563
...	...	...	...	...	...	...	...	3	227	37	75	227
25	3,788	3,780	3,187	3	257	275	201	290	29,899	29,899	2,453	27,451
...	...	...	...	...	...	...	...	...	...	...	...	...
2	83	80	78*	...	...	...	...	5	383	383	102	281
...	...	...	...	...	...	...	...	1	24	8	16	24
8	783	760	663	1	20	20	20	30	2,158	2,158	...	1,966
...	...	...	...	...	...	...	...	...	...	...	...	...
41	6,310	6,198	5,438	4	277	295	221	368	39,287	39,081	3,679	35,512
1,242	86,258	37,471	31,625	...	...	...	...	5,676	210,944	...	3,327	207,617
56	5,606	5,590	3,873	1	23	26	23	523	31,297	...	445	31,297
1,298	41,864	43,061	34,998	1	23	26	23	6,199	242,241	...	3,772	238,914
...	...	...	...	...	...	...	...	1	161	161	...	...
..	...	...	...	1	11	11	11	10	657	37	12	608
1	19	19	18	...	...	...	...	3	72	5	...	67
...	...	...	...	...	...	...	...	2	108	23	...	85
...	...	...	...	...	...	...	...	4	126	...	...	126
79	1,734	1,734	1,359	...	...	...	...	79	1,734	10	928	796
...	...	...	...	...	...	...	...	1	330	330	...	...
2	562	548	480	...	...	...	...	18	1,546	...	...	1,546
2	886	870	279	...	...	...	...	2	386	...	...	386
2	488	501	332	3	175	181	160	6	854	854	...	...
86	3,199	3,172	2,468	4	186	192	171	126	5,974	1,420	940	3,614
1,426	51,429	52,496	42,953	9	486	513	415	6,698	290,746	43,295	8,880	80,461
Private Institutions — 1. Advanced, teaching—(a) Arabic or Persian								...	...	...	...	...
(b) Sanskrit								...	...	...	...	...
(c) Any other oriental classic								...	...	...	...	...
2. Elementary, teaching vernacular only or mainly — For boys								1,216	19,042	...	...	..
For girls								...	...	...	...	...
3. Elementary, teaching the Koran — For boys								...	...	...	...	...
For girls								...	...	...	...	...
4. Other schools not conforming to departmental standards — For boys								...	...		...	...
For girls								...	...	...	...	...
Total								1,216	19,042	...	...	...
Grand Total								7,914	309,788	43,295	8,880	80,461

* The term *Classical language* in column 21 includes European and Oriental Classical languages.

EDUCATION, GENERAL TABLE III—*concld.*

	Class of institutions	* Classification of scholars on 31st March 1931 according to race or creed					Number of girls in Boys' Schools	Number of boys in Girls' Schools	Remarks
		Europeans and Eurasians	Indian Christians	Hindus	Mahomedans	Parsis and others			
		23	24	25	26	27	28	29	30
	ARTS COLLEGES.								
University Education.	English { For men	...	51	2,178	148	2	25	...	
	English { For women	...	32	44	5	...	..	...	
	Oriental College	...	...	514	8	...	5	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
	Medical College	...	2	85	1	...	5	...	
	Engineering College	...	2	143	3	...	...	...	
	Teaching	...	1	25	...	...	...	...	
	Agricultural	...	...	...	...	...	...	...	
	Total ...	...	88	2,989	165	2	35	...	
	SECONDARY SCHOOLS.								
School Education, General.	For boys ... High schools ... English ...	2	128	5,773	586	157	22	...	
	For boys ... High schools ... Vernacular ...	...	5	171	40	11	1	...	
	For boys ... Middle schools. English ...	4	601	25,690	2,607	1,097	409	...	
	For boys ... Middle schools. Vernacular ...	...	...	...	...	..	...	...	
	For girls ... High schools ... English ...	1	81	276	24	1	...	...	
	For girls ... High schools ... Vernacular ...	...	5	19	...	...	...	...	
	For girls ... Middle schools. English ...	63	314	1,630	116	35	...	86	
	For girls ... Middle schools. Vernacular ...	...	...	...	...	...	...	...	
	Total ...	70	1,134	33,459	3,323	1,301	432	86	
	PRIMARY SCHOOLS.								
	For boys	80	1,658	174,570	24,422	10,214	23,482	...	
	For girls	...	445	17,379	13,936	538	...	417	
	Total ...	80	2,103	191,949	37,357	10,752	23,482	417	
	SCHOOLS FOR SPECIAL INSTITUTIONS.								
Special Education, Special.	Medical Schools	...	15	136	10	...	17	...	
	Training schools for masters	...	17	570	70	...	2	...	
	Training schools for mistresses	...	5	36	31	...	...	...	
	Schools for the deaf, mutes and the blind ...	...	2	104	2	...	16	...	
	Agricultural schools	...	2	119	5	...	...	...	
	Sanskrit schools	...	1	1,733	...	...	115	...	
	Engineering and Surveying schools ...	...	17	291	22	...	...	...	
	Industrial schools ... boys ...	...	127	1,188	155	76	...	...	
	Industrial schools ... girls ...	...	40	346	...	...	...	57	
	Other schools—Commercial schools ...	...	10	834	10	...	...	...	
	Total ...	...	236	5,357	305	76	250	...	
	Total for Colleges and Schools of Public Instruction.	150	3,561	233,754	41,150	12,131	24,199	503	
Private Institutions.	1. Advanced, teaching—(a) Arabic or Persian ...	...	...	...	...	...	...	...	
	(b) Sanskrit ...	...	...	...	...	...	...	...	
	(c) Any other oriental classic.	...	...	...	...	...	...	...	
	2. Elementary, teaching vernacular only or mainly ... For boys ...	...	...	...	...	...	2,010	...	
	2. Elementary, teaching vernacular only or mainly ... For girls ...	...	...	...	...	...	...	...	
	3. Elementary, teaching the Koran. For boys ...	...	...	...	...	...	...	...	
	3. Elementary, teaching the Koran. For girls ...	...	...	...	...	...	...	...	
	4. Other schools not conforming to Departmental standards. For boys ...	...	...	...	...	...	...	...	
	4. Other schools not conforming to Departmental standards. For girls ...	...	...	...	...	...	...	...	
	Total ...	...	...	...	...	...	2,010	...	
	Grand Total ...	150	3,561	233,754	41,150	12,131	26,209	503	

* The sub-divisions of columns 23-27 regarding races or creeds will vary according to circumstances.

EDUCATION, GENERAL TABLE IV.

Return of Expenditure on Public Instruction in Mysore State for the official year 1931-32.

Objects of Expenditure	Public Institutions						
	Under Public Management						
	Managed by Government						
	State Fund	District Boards Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Oriental	41,357	5,405	..	...	...	1,716	48,529
COLLEGES OR DEPARTMENTAL COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — English, Law, Medicine, Engineering, Teaching, Agriculture	5,71,899	...	...	1,58,524	...	34,826	7,65,249
Total	6,13,256	5,405	...	1,58,524	...	36,542	8,13,778
SECONDARY SCHOOLS.							
School Education, General. — For boys — High schools — English	3,01,311	...	...	87,988	393	...	3,89,692
High schools — Vernacular	55,905	...	...	23	4	...	55,932
Middle schools — English	6,53,111	5,812	65	10,869	...	497	6,70,354
Middle schools — Vernacular	...	...	...	...	...	...	...
For girls — High schools — English	48,635	...	...	387	645	...	49,667
For girls — Middle schools — English	74,307	...	...	327	...	97	74,731
For girls — Middle schools — Vernacular	...	...	..	...	...	...	...
Total	11,38,269	5,812	65	99,589	1,047	594	12,40,376
PRIMARY SCHOOLS.							
For boys	17,585	...	...	...	...	...	17,585
For girls	4,321	...	...	...	...	...	4,321
Total	21,906	...	...	...	...	...	21,906
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training schools for masters	1,47,745	9,569	...	...	...	...	1,57,314
Training schools for mistresses	39,302	...	...	...	...	...	39,302
Schools of Art	30,521	1,385	...	...	...	13,677	45,581
Law schools	...	...	..	...	...	...	...
Medical schools	16,222	...	...	6,485	...	...	22,707
Engineering and Surveying schools	62,428	...	...	10,169	...	...	72,597
Industrial schools	59,000	...	...	...	...	...	59,000*
Sanskrit schools	...	...	...	...	...	...	...
Other schools	47,951	...	...	13,951	...	1,092	62,994
Total	4,03,169	10,952	...	30,605	..	14,769	4,59,495
Buildings	2,45,300	57,000	..	...	...	...	3,02,300
Furniture and apparatus (Special grants only)	98,544	...	...	..	...	...	98,544
Total	8,43,844	57,000	...	...	...	...	4,00,844
Scholarships held in — University	...†	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	..	.	...
Arts colleges	...	...	...	...	...	.	...
Professional colleges	...	...	...	...	...	...	.
Secondary schools	...	...	...	..	...	...	
Primary schools	...	...	...	...	...	...	
Special schools other than Training schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...		...	...	..
Total*	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	25,15,444	79,169	65	2,88,718	1,047	51,956	29,36,399

* Revised estimate for 1931-32. A. Chamarajendra Technical Institute's budget figures. B. Budget figures

† Revised estimate for 1930-31. ‡ Detailed book figures.

Objects of Expenditure	Public Institutions						
	Under Public Management						
	Managed by Local Fund and Municipal Boards						
	State Funds	District Board Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total
	9	10	11	12	13	14	15
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTAL COLLEGES FOR PROFESSIONAL TRAINING.							
English	...	...	...	...	...	...	...
Law	...	.	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
SECONDARY SCHOOLS							
School Education, General — For boys ... High schools ... English ...	8,409	8,800	7,073	8,672	...	...	27,954
High schools ... Vernacular ...	...	...	...	...	...	...	...
Middle schools English ...	...	...	...	...	...	...	...
Middle schools Vernacular ...	...	...	...	...	...	...	...
For girls ... High schools ... English ...	..	...	...	...	...	...	...
Middle schools English ...	...	...	...	...	...	...	..
Middle schools Vernacular ...	...	...	...	...	...	...	...
Total ...	8,409	8,800	7,073	8,672	...	...	27,954
PRIMARY SCHOOLS.							
For boys	13,17,597	3,40,827	...	191	...	...	16,58,615
For girls	2,10,939	1,36,887	...	7	...	...	3,47,833
Total ...	15,28,536	4,77,714	...	198	...	...	20,06,448
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special — Training schools for masters	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...
Sanskrit schools	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...
Furniture and apparatus (Special grants only) .	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Scholarships held in — University	...	...	..	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts colleges	...	...	...	...	...	...	...
Professional colleges	..	...	...	...	...	...	...
Secondary schools	..	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Special schools other than Training schools ...	...	...	...	...	...	...	...
Miscellaneous							
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	15,36,945	4,81,514	7,073	8,870	...	...	20,34,402

TABLE IV—*contd.*

Public Institutions										
Under Private Management										
Aided by Government or by Local Fund or Municipal Boards							Unaided			
State Fund	District Board Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total	Fees	Subscriptions	Endowments and other sources	Total
16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,442	...	...	...	...	...	5,442	...	...	...	...
			...	...			..	...	...	...
...	...	...			...	...				
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
5,442	...	...	...	...	...	5,442	...	...	...	...
61,996	3,723	...	37,753	...	43,992	1,46,644	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
37,085	114	...	614	...	34,168	71,981	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
5,545	...	...	2,593	...	6,575	14,703	...	...	...	...
12,508	...	...	1,516	...	16,290	30,314	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
1,17,074	3,837	...	42,466	...	1,00,965	2,63,642	...	...	...	...
71,383	...	5,3987	12	...	21,267	1,45,949	...	...	...	...
14,970	...	4,696	2	...	13,154	32,822	...	...	...	...
86,353	...	57,983	14	...	34,421	1,78,771	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
2,310	...	...	185	...	3,264	5,759	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
815	1,678	...	...	...	192	2,685	...	...	...	...
12,740	...	...	...	...	...	12,740	...	...	..	...
61,024	...	300	5,081	...	17,588	83,993	...	...	...	...
76,889	1,678	300	5,266	...	21,044	1,05,177	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..
2,85,758	5,515	58,283	47,746	...	1,55,730	5,53,032	...	...	...	...

EDUCATION, GENERAL TABLE IV—*concld.*

Objects of Expenditure	Total expenditure from						Remarks
	State Funds	District Board Funds	Municipal Funds	Fees	All other sources	Grand Total	
	27	28	29	30	31	32	33
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
University Education. Oriental	46,799	5,405	...	..	1,767	53,971	
COLLEGES OR DEPARTMENTAL COLLEGES FOR PROFESSIONAL TRAINING.							
English	...	...	...	...	...	...	
Law	...	...	...	..	...	...	
Medicine	...	...	...	...	...	...	
Engineering	5,71,899	...	...	1,58,524	34,826	7,65,249	
Teaching	...	...	...	...	...	...	
Agriculture	...	...	...	...	...	...	
Total ...	6,18,698	5,405	...	1,58,524	36,593	8,19,220	
SECONDARY SCHOOLS.							
School Education, General. For boys ... High schools ... English	3,71,656	7,523	7,078	1,84,408	43,630	5,64,290	
Vernacular... ...	55,905	...	...	23	4	55,932	
Middle schools. English	6,90,196	5,926	65	11,483	34,665	7,42,335	
Vernacular... ...	...	...	...	...	...	...	
For girls ... High schools	54,180	...	...	2,970	7,220	64,370	
Middle schools. English	86,815	...	...	1,843	16,387	1,05,045	
Vernacular... ...	...	...	...	...	...	...	
Total ...	12,58,752	13,449	7,138	1,50,727	1,01,906	15,31,972	
PRIMARY SCHOOLS.							
For boys	14,06,565	3,40,827	53,267	208	21,267	18,22,149	
For girls	2,30,230	1,36,887	4,696	9	13,154	3,84,976	
Total ...	16,36,795	4,77,714	57,963	212	34,421	22,07,125	
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training schools for masters	1,47,745	9,569	...	...	...	1,57,314	
Training schools for mistresses	41,612	...	...	185	3,264	45,061	
Schools of Art	30,521	1,383	...	...	13,677	45,581	
Law schools	...	...	...	...	...	...	
Medical schools	16,222	...	...	6,485	...	22,707	
Engineering and Surveying schools	62,428	..	...	10,169	...	72,597*	
Industrial schools	59,815	1,678	...	...	192	61,685	
Sanskrit schools	12,740	...	...	...	...	12,740	
Other schools	1,08,975	...	300	19,032	18,680	1,46,987	
Total ...	4,80,058	12,630	300	35,871	35,813	5,64,676	
Buildings	2,45,300	57,000	...	...	...	3,02,300*	
Furniture and apparatus (Special grants only) ..	98,544	...	...	...	...	98,544	
Total ...	3,43,844	57,000	...	...	...	4,00,844	
Scholarships held in: University	2,33,811	...	...	...	...	2,33,811	
Direction	99,418	6,900	...	...	...	1,06,318	
Inspection	2,47,929	...	...	...	...	2,47,929	
Arts colleges	74,000	...	...	...	...	74,000	
Professional colleges	13,476	...	...	...	...	13,476	
Secondary schools	88,920	...	...	...	...	88,920	
Primary schools	943	...	...	...	...	943	
Special schools other than Training schools ...	20,556	...	...	...	...	20,556	
Miscellaneous	1,95,571	6,456	4,261	3,23,598	62,183	5,92,064	
Total ...	9,74,624	13,356	4,261	3,23,598	62,183	18,78,017	
Total Expenditure on Public Instruction ...	53,12,771	5,79,564	69,682	6,68,927	2,70,916	69,01,860	

*Revised figure for 1931-32.

EDUCATION, GENERAL TABLE V.

Return of the stages of instruction of pupils in Public Schools for General Education in the Mysore State at end of the official year 1931-32.

Class of Schools			Number of schools	Number of pupils on the rolls on 31st March	High Stage: Comprising all pupils who have passed beyond the Lower Secondary Middle Stage, but have not passed the Matriculation Examination.		
					1		
					Boys	Girls	Total
SECONDARY SCHOOLS.							
For boys	Departmental	English	279	30,277	4,406	17	4,423
		Vernacular	3	227	226	1	227
	Local Fund	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Municipal	English	6	517	512	5	517
		Vernacular	...	...	...	...	...
	Native States	English	..	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	31	5,444	1,656	...	1,656
		Vernacular	..	...	...	...	...
	Unaided	English	...	...	...	...	...
		Vernacular	3	257	249	8	257
	Total		322	36,722	7,049	31	7,080
For girls	Departmental	English	24	1,655	...	1,655	1,655
		Vernacular	1	24	..	24	24
	Local Fund	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Municipal	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Native States	English	...	...	...	...	...
		Vernacular	...	..	...	...	...
	Aided	English	10	866	85	781	866
		Vernacular	...	...	...	...	...
	Unaided	English	1	20	1	19	20
		Vernacular	...	...	...	...	...
	Total		36	2,565	86	2,479	2,565
	Total Secondary Schools		358	39,287	7,125	2,510	9,645
PRIMARY SCHOOLS.							
For boys	Departmental		10	927	...	...	...
	Local Fund		...	...	..	...	...
	Municipal		4 424	1,73,759	...	...	...
	Native States		...	...	...	...	...
	Aided		1,242	36,258	...	...	...
	Unaided		...	...	...	...	...
	Total		5,696	2,10,944	...	...	...
For girls	Departmental		5	373	...	...	...
	Local Fund		...	...	...	...	...
	Municipal		461	25,295	...	...	...
	Native States		...	...	...	...	...
	Aided		56	5,606	...	..	..
	Unaided		1	23	...	...	...
	Total		523	31,297	...	...	
	Total Primary Schools		6,199	2,42,241	...	...	..
	Grand Total		6,557	2,81,528	7,135	2,510	9,645

Class of Schools				Middle Stage			Upper Primary Stage		
				Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage			Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage		
				2			3		
				Boys	Girls	Total	Boys	Girls	Total
SECONDARY SCHOOLS.									
For boys	Departmental	English		25,475	379	25,854	...	...	...
		Vernacular		..	...	...	...	...	...
	Local Fund	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Municipal	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Native States	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Aided	English		3,766	22	3,788	...	...	...
		Vernacular		...	...	...	...	...	...
	Unaided	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Total			29,241	401	29,642	...	...	...
For girls	Departmental	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Local Fund	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Municipal	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Native States	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Aided	English		...	...	...	...	...	...
		Vernacular		...	...	...	...	...	...
	Unaided	English		...	...	...	...	...	...
		Vernaculer		...	...	..	...	...	...
	Total			...	...	...	...	...	...
Total Secondary Schools				29,241	401	29,642	...	...	...
PRIMARY SCHOOLS.									
For boys	Departmental			...	...	...	...	...	...
	Local Fund			...	...	...	...	...	...
	Municipal			...	...	...	...	...	...
	Native States			...	...	...	...	...	...
	Aided			...	...	...	...	...	...
	Unaided			...	...	...	...	...	...
	Total			...	...	...	...	...	...
For girls	Departmental			...	...	...	...	..	...
	Local Fund			...	...	...	...	...	...
	Municipal			...	...	...	...	...	...
	Native States			...	...	...	...	...	...
	Aided			...	...	...	...	...	...
	Unaided			...	...	...	...	...	...
	Total			...	...	...	...	...	...
Total Primary Schools				...	...	...	...	...	...
Grand Total				29,241	401	29,642	...	...	...

TABLE V—*concld.*

Lower Primary Stage						Total			Remarks
Comprising all pupils who have not passed beyond the Lower Primary Stage									
Reading Printed Books			Not Reading Printed Books						
4			5						
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
...	..	...	...	...	...	29,881	396	30,277	
...	...	...	...	...	...	226	1	227	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	512	5	517	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	5,422	22	5,444	
...	...	...	...	...	...	...	...	..	
...	...	..	...	...	...	...	...	...	
...	...	..	...	...	...	249	8	257	
...	....	...	...	...	...	36,290	492	36,722	
..	...	...	...	...	...	...	1,655	1,655	
...	...	...	...	...	..	...	24	24	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	85	781	866	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	1	19	20	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	86	2,479	2,565	
...	...	...	...	...	...	36,376	2,911	39,287	
814	113	927	...	...	...	814	113	927	
...	...	...	...	...	...	...	...	...	
1,58,203	15,556	1,73,759	...	...	..	1,58,203	15,556	1,73,759	
...	..	...	...	...	...	...	...	...	
28,445	7,813	36,258	...	...	...	28,445	7,813	36,258	
...	...	...	...		...	...	...	...	
1,87,462	23,482	2,10,944	...	...	...	1,87,462	23,482	2,10,944	
...	373	373	...	...	...	...	373	373	
...	...	..	...	...	...	...	...	...	
21	25,274	25,295	...	...	...	21	25,274	25,295	
..	...	...	...	...	...	...	...	...	
396	5,210	5,606	...	...	...	396	5,210	5,606	
...	23	23	...	...	...	...	23	23	
417	30,880	31,297	...	...	...	417	30,880	31,297	
1,87,879	54,362	2,42,241	...	...	...	1,87,879	54,362	2,42,241	
1,87,879	54,362	2,42,241	...	...	...	2,24,255	57,273	2,81,528	

Note—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in General, Forms I and III Mixed Schools should be entered as boys' schools or girls' schools according as the number of boys or of girls is greater.

Return showing the results of Prescribed Examinations in

Nature of Examination	Number of Institutions sending Examinees				Number of		
	Institutions under Public Management	Aided Institutions	Other Institutions	Total	Institutions under Public Management	Aided Institutions	Other Institutions
1	2	3	4	5	6	7	8
ARTS COLLEGES.							
1. Master of Arts Degree	2	...	...	2	42	...	...
2. B. T. Theory	1	...	...	1	26	...	...
3. B. T. Practical	...	...	...	...	22	...	...
4. B. A. Degree (Old) Part I	...	...	...	...	...	...	...
5. Do Part II	...	...	...	...	...	...	...
6. B. A. Degree (Pass) (New) Part I	3	...	...	3	69	...	...
7. Do Part II	...	...	...	...	69	...	...
8. Do Part III	...	...	...	...	161+ 13 girls.	...	...
9. B. A. Degree (Hons.) Preliminary, Part I (English)	...	...	...	...	29	...	...
10. Do Part II Second Language	...	...	...	...	29	...	...
11. B. A. Do Part III Optional Subjects	...	...	...	...	29	...	...
12. B. A. (Honours) Final	...	...	...	...	45	...	...
13. B.Sc. Degree Part I	...	...	...	...	12	...	...
14. Do Part II	...	...	...	...	12	...	...
15. Do Part III	...	...	...	...	155	...	...
16. B.Sc. (Honours) Preliminary Part I (English)	...	...	...	...	4	...	...
17. Do Part II Second Language	...	...	...	...	4	...	...
18. Do Part III Subsidiary Subjects	...	...	...	...	47	...	...
19. B.Sc. (Honours) Final	...	...	...	...	33	...	...
20. B.Sc. Degree (Old Rules)	...	...	...	...	19	...	...
SCHOOLS FOR GENERAL EDUCATION.							
S. S. L. C. Examination — Boys	17	6	6	29	1,452	573	141
S. S. L. C. Examination — Girls	8	2	...	5	67	19	2
Middle School Examination — Boys	255	25	4	284	4,806	864	47
Middle School Examination — Girls	16	11	2	29	202	151	7
Lower Secondary do — Boys	227	2	...	229	1,477	23	...
Lower Secondary do — Girls	41	9	1	51	232	52	1
Upper Secondary Examination — Boys	3	...	...	3	121	...	...
Upper Secondary Examination — Girls	1	...	...	1	13	...	...
Lower Primary Examination — Boys	...	...	...	...	...	...	...
Lower Primary Examination — Girls	...	...	...	...	...	...	...
Public Service Certificate Examination — English	...	...	...	...	...	...	...
Public Service Certificate Examination — Vernacular	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.							
1. Training School Examination for Masters — Upper	1	...	...	1	33	...	...
1. Training School Examination for Masters — Lower	6	...	...	6	273	6	...
2. Training School Examination for Mistresses — Upper	1	...	...	1	4	...	...
2. Training School Examination for Mistresses — Lower	2	1	...	3	31	...	...
3. School of Arts Examination	...	...	...	...	...	...	...
4. Medical Examination	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...
6. T. C. Examination for Men (Secondary Grade)	1	...	...	1	37	...	...
7. Do for Women do	1	...	...	1	5	...	...
8. Commercial Examination for Boys	4	5	...	9*	294	348	...
9. Do for Girls	...	...	...	...	...	2	...
10. Special Sewing Examination for Girls	...	1	...	...	...	7	...

Note.—Any other special examination, such as, Intermediate, or other examinations of

* There are two Schools attached to the Government Presses at Bangalore and Mysore and one to the Government H. S., Tiptur.

TABLE VI.

Mysore State during the official year 1931-32.

Examinees		Number passed					Race or creed of passed scholars					
Private students	Total	Institutions under Public Management	Aided Institutions	Other Institutions	Private students	Total	Europeans and Eurasians	Native Christians	Hindus	Mahomedans	Others	Remarks No. Eligible for Degree
9	10	11	12	13	14	15	16	17	18	19	20	21
8	50	32	...	...	3	35	...	...	34	1	...	35
11	37	22	...	...	8	30	...	2	28	...	...	32
8	30	16	...	...	8	24	...	2	22	..	...	
78	78	...	...	...	38	38	...	1	33	4	...	68
102	102	...	...	...	47	47	...	1	39	7	...	
12	81	62	...	...	10	72	...	...	67	5	...	45+8 girls.
9	78	61	...	...	8	69	...	1	60	8	...	
14	175+ 18 girls.	110+ 8 girls.	...	...	...	110+ 8 girls.	...	2+1 girl.	102	6+1 girl.	6 girls.	
9	38	28	...	...	9	37	...	...	36	1	...	
2	31	24	...	...	2	26	...	...	25	1	...	
...	29	28	.	...	...	28	...	...	27	1	...	
...	45	45	...	...	...	45†	...	2	41	2	...	
...	12	9	...	...	...	9	...	...	8	1	...	
..	12	12	...	...	...	12	...	...	11	1	...	
2	157	81	...	...	1	82	...	2	76	3	1	
...	4	...	...	...	...	4	...	...	4	...	...	
...	4	...	...	...	...	4	...	...	4	.	...	
...	47	...	...	...	...	45	...	...	45	...	..	
...	33	33	...	...	...	33	...	1	31	1	...	
...	19	14	...	...	...	14	...	1	12	1	...	
154	2,320	848	374	88	33	1,343	...	22	1,256	65	...	
14	102	34	12	1	4	51	...	16	34	1	...	
292	5,999	1,936	362	30	86	2,414	...	80	2,202	165	17	
65	425	102	74	4	17	197	3	33	145	16	...	
836	2,335	431	8	...	180	619	...	4	508	107	...	
110	395	84	15	.	28	127	...	6	51	69	1	
89	210	58	...	...	7	65	...	1	50	11	3	
6	19	...	...	. .	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
4	37	20	...	...	2	22	...	1	16	3	2	
12	291	78	4	...	2	84	...	4	59	9	12	
...	4	2	...	...	...	2	...	1	1	...	...	
7	38	3	...	...	1	4	...	1	...	3	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	
3	40	20	...	...	...	20	..	1	17	1	1	
...	5	3	...	...	...	3	...	3	...	...	...	
158	795	106	120	...	59	285	...	1	794	...	...	
2	4	...	2	...	2	4	1	...	2	...	1	
7	14	...	...	...	2	2	...	2	...	...	...	

the Punjab University, may be added to his list.

† Of which 2 are B. A. Pass Degree.

EDUCATION, GENERAL

Return showing the distribution of District Board Municipal expen-

	Object of Expenditure	Expenditure of District Boards on Public Instruction													
		In institutions managed by Local Fund Boards											In institutions managed by		
		Number of institutions	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants	Local Funds	Municipal grants	Fees	Subscriptions	Endowments and other sources	Total	Government	Municipal Boards	Private persons or associations
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	ARTS COLLEGES.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	..	...	...	5,405	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
	Law	..	..	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	..	...	...	...	...	...	...	..	...
	Teaching	...	...	...	..	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	..	...	...	5,405	...	...
	SECONDARY SCHOOLS.														
School Education, General.	For boys — High Schools — English	...	...	...	...	8,409	3,800	7,073	8,672	...	...	27,954	3,793	...	...
	For boys — High Schools — Vernacular	...	...	...	..	...	...	...	...	...	...	...	...	...	...
	For boys — Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	5,877	...	114
	For boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	..	...	...	...	...	...	...
	For girls — High Schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — High Schools — Vernacular	...	...	..	..	...	...	...	...	...	...	...	...	...	...
	For girls — Middle Schools — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...	...	...	..	...	...
	Total ...	...	...	...	..	8,409	3,800	7,073	8,672	...	...	27,954	9,600	...	114
	PRIMARY SCHOOLS.														
	For boys	...	...	...	...	...	3,40,827	...	...	..	...	3,40,827	53,287	...	...
	For girls	...	..	...	...	..	1,36,887	...	...	...	...	1,36,887	4,696	...	...
	Total ...	...	...	...	...	..	4,77,714	...	...	..	...	4,77,714	57,983	...	...
	SCHOOLS FOR SPECIAL INSTRUCTIONS.														
School Education, Special.	Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	9,569	...	...
	Training schools for mistresses	...	...	...	...	...	...	...	..	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...	...	...	...	...	1,383	...	...
	Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying schools	...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other schools	...	...	...	...	...	...	...	...	...	...	...	1,678	...	...
		...	...	...	...	...	...	...	...	...	...	...	...	300	...
	Total ...	...	...	...	..	...	...	...	...	...	...	...	12,630	300	...
	Buildings	...	...	...	...	...	...	...	...	...	...	...	57,000	...	...
	Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	..	...	...	...	...	...	...	...	...	...	57,000	...	...
	Direction	...	...	...	...	...	...	...	...	...	...	...	6,909	...	...
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Professional Colleges...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in — Special schools other than Training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneou	...	...	...	...	...	...	...	...	...	...	...	6,456	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	13,365	...	...
	Grand Total ...	...	...	...	...	8,409	4,81,514	7,073	8,672	...	...	5,05,668	1,55,974	300	114

TABLE VII.

diture on Public Instruction in Mysore for the Official year 1931-32.

Total Local Fund expenditure on Public Instruction	Expenditure of Municipal Boards (Local Education authorities on Public Instruction														Total Municipal expenditure on Public Instruction	Total expenditure of District Boards, Village Panchayets, on Municipal Boards, on Public Instructions
	In institutions managed by Municipal Boards											In institutions managed by				
	Number of institutions	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants	Municipal rates	Local Funds	Fees	Subscriptions	Endowments and other sources	Total	Government	Local Fund Boards	Private persons or associations		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,405	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	5,405
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5,405	...	...	...	...	...	...	...	...	...	..	...	..	...	...	...	5,405
7,523	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,073	14,596
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5,991	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	5,991
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
13,514	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,073	20,587
3,94,114	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,94,114
1,41,583	...	...	...	...	...	...					...	...	...	...	...	1,41,583
5,35,697	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,35,697
9,569	...	...	...	...	...	.	...	...	...	...	...	...	...	..	...	9,569
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,383	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,383
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,678	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,678
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
300	...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	300
12,930	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	12,930
57,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57,000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
57,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57,000
69,00	...	...	...	...	..	...	...		...	...	...	...	...	...	...	6,900
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,261	10,717
6,900	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,261	17,617
6,37,302	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,334	6,49,236

EDUCATION, GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels and Boarding Houses in the State for the official year 1931-32.

Class of Hostel or Boarding House	Number of		Number of Boarders who are students of							Expenditure					
	Hostels or Boarding Houses	Boarders	Arts Colleges	Colleges for professional training	Secondary Schools: High Schools	Secondary Schools: Middle Schools	Secondary Schools: Vernacular Lower Secondary Classes	Primary schools	Special and other schools	State Funds	District Board Funds	Municipal Funds	Subscriptions and endowments	Fees	Total expenditure
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
FOR BOYS.										Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government	21	1,098	15	77	296	423	69	5	181+42	51,362	3,788	...	4,111	79,665	1,38,926
2. Managed by District or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	60	1,901	279	...	558	668	14	198	63+126	22,944	2,668	362	42,950	45,539	1,14,463
4. Unaided...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	81	2,999	294	77	854	1,096	73	198	244+168	74,306	6,456	362	47,061	1,25,204	2,53,389
FOR GIRLS.															
1. Managed by Government	4	124	22	...	20	56	...	4	18+3	3,789	...	...	...	7,791	11,580
2. Managed by District or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	8	549	6	...	38	121	38	209	105+33	8,273	...	...	6,075	6,985	21,336
4. Unaided	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Total ...	12	673	28	...	58	177	38	213	123+36	12,062	...	...	6,075	14,779	32,916
Grand Total ...	93	3,672	322	77	912	1,268	111	411	367+204	86,368	6,456	362	53,136	1,39,983	2,86,305

Five Hostels attached to the University with a strength of 306 boarders.

WD 1284—GPB—450—10-5-33

LITERACY IN INDIA

With Statements giving population, the numbers of literate and English knowing people and their percentages in all the Provinces, Districts and States of India, according to the census of 1931

PREPARED BY

THE ALL-INDIA MUSLIM EDUCATIONAL CONFERENCE, ALIGARH

PRINTED
by
M. MUQTADA KHAN SHERWANI
at
THE MUSLIM UNIVERSITY PRESS, ALIGARH
1934

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LITERACY IN INDIA

(1 The necessity of Education—its Charts

The object of education – in olden days—used to be either the acquisition of the knowledge of religion or the refinement of social manners. But now it has all changed, and today education is an essential condition precedent for efficiency in every occupation of life and in all arts and crafts. The first thing that any rising nation does for the development of its industries, agriculture and other crafts is to provide education to its masses so that it may produce expert engineers and skilled work men who can manufacture fine goods, scientists and farmers who can produce fine and abundent crops which may successfully compete in the markets of foreign countries. India, with all its handicaps, has also been doing something in this direction for some time past. For the last 60 years the various communities of India have been through various societies and institutions, trying to educate Indians, and to increase the number of educated people by establishing schools and colleges. For realising our present position and laying out future programmes, it is, therefore, necessary that we should from time to time take stocks of our progress and find out as to how much remains to be done. The Decennial censuses of India provide a good opportunity for this purpose, as it then becomes easy to get relevant facts and figures. The All-India Muslim Educational Conference began this work of stock taking by utilising figures of the census of 1921. It prepared educational charts and published them in the form of a booklet. From these charts one could easily find out the total population as well as the respective population of Hindus and Muslims, the number of literate people ; and that of English knowing persons ; the percentage of literates and English knowing persons amongst Hindus and Muslims ; not only in the Native States and Provinces but in the various Districts also. These charts were well received in the Country. Now that the figures of the Census of 1931 have been published we have again prepared charts showing the various percentages and are publishing them with the hope that the members of the various communities of India will study them and will make renewed efforts to increase literacy in India.

2) Test of Literacy.

There is some difference of opinion regarding the test of literacy. The education department, naturally, insists on a very high standard of primary education, while the majority of non-official opinion in this country seems to be satisfied with an elementary instruction in the 3 Rs. I need not enter into the arguments advanced by each party but I think that situated as we are, we should be content with the little that we can achieve and gradually tighten the test in proportion to the success we gain in reducing the enormous percentage of illiteracy.

The easiest and the best test is "the ability to read and write a short letter." This definition of literacy is accepted by the Census Department of this country and obtains in most foreign countries. Evidently the adoption in actual practice of this test by the Indian Education Department will render easier the task of combating illiteracy and make the scheme of mass education cheaper and within the reach of the financial resources of Provincial Governments.

3 Position of India in Literacy.

In respect of the vastness of its area or immensity of its population our country may rank with other big countries of the world but as far as literacy goes it is unfortunately the most backward.

In Bulletin No. 4 of 1929 issued by the Department of Education in the United States of America the various political divisions of the world, which are 68 in number, have been grouped under ten heads. The first group consists of the countries with a literacy

between 90 and 100 per cent and includes England and Japan, while India falls in the category of the last group with a literacy below 10 %.

It is a pity that England, the native land of our rulers should top the list of the first group with a literacy of 99·66 per cent while India with its part of a century's British rule should stand last in the list with a bare 7·3 % literacy.

(4) Progress of Japan & India Compared.

Even the Central Islands of Japan which had their political awakening in recent years, enjoy the pride of a position in the first group and boast of a literacy of 99·12 per cent. It is remarkable that in that country, of all the children of school-going age

80 per cent were in schools in 1900
97 „ „ „ 1910
and 99 „ „ „ 1922

Let us compare the above figures of Japan with those of our country.

18·5 per cent of our children were in schools in 1917.
19·6 „ „ „ 1922
26·3 „ „ „ 1927

It is remarkable that while Japan had sent 99 per cent or nearly all its children to schools by 1922, we could not send more than 26·3 %, even so late as 1927, when the new Reforms had been introduced long ago.

(5) The rate of our Progress.—

I will now try to show the progress of literacy in our country in general, which includes men and women of all ages.

In 1881, the literacy of India was 3·5 per cent.
In 1891, it rose to 4·6 „
In 1901, it rose to 5·3 „
In 1911, it rose to 5·9 „
In 1921, it rose to 7·3 „
In 1931, it rose to 8·0 „

In other words, the literacy of our country rose from 3·5 to 8 per cent in the long period of 5 decades or at the rate of one per cent in one decade.

Converting literacy figures of India into illiteracy figures we find that there are still 92·7 per cent illiterates here and at the speed by which we have been progressing it will take us another 1000 years, or about 10 centuries to come up to the standard of the central Islands of Japan.

This calculation may, somewhat, be effected by a rise in the percentage of scholars to total population owing to the impetus given to education by the introduction of Reforms in 1921, but as has been said above, even that has not raised the percentage of scholars to any appreciable number.

(6) The System of Education in olden days.—

In the pre-British days the whole machinery of education used to be run by the subject themselves; no doubt big people, Nawabs and Rajahs from time to time endowed large estates for the purpose, but they were all managed by private persons as Mutawallis and not by the State. Some historians have given details of this system in their writings; for example Dr. Leitner who was a well known officer of the Punjab Educational Department said that the management of every village was complete in itself. Just as every village had a Mukhia or Head for the settlement of disputes, a clerk for writing accounts, a watchman to ward off and

trace thefts and dacoities generation after generation, in the same way it had its Mulla or Pundit for teaching the children of the village community. According to Ludlow (who has been referred to by Dr. Leitner) when this organisation of the village community was broken to peices, the village Schools also vanished with it.

The old system of education was based mainly on religions instruction and the few Provinces and Native States where it still survives, are even today more advanced in literacy than the rest. We may in this connection quote the example of Burmah which was the last to be annexed to the British Empire. The percentage of literacy in Burmah is 31·7 per cent or in other words it is as much as four times the average literacy of the whole of India. It may be answered that this is probably due to the large population of Buddhists in Burmah, as it is a sacred duty of every Buddhist to give religious education to his children. But this is not a fact as it is not only the Buddhist who have got a higher percentage of literacy but even the Muslims of Burmah have got literacy as high as 24 per cent, which is higher than can be found in the Mohammadans of any other province. Similarly we find that in the following Native States who retain the old systems of education to a certain extent, the percentage of literacy in the various classes is higher than elsewhere.

Name of State	Literacy in 1921	in 1931
Travancore	25·7 per cent	29·1 per cent
Cochin	21·6 ,,	28·1 ,,
Baroda	14·4 ,,	17·8 ,,

Our great misfortune is that the educational policy of the Government has led to the replacement of the indigenous system of education which was conducted by the people themselves, by a lifeless, and uncongenial system based on mannerism and departmentalism. Under the old system every man of ordinary means considered it his pious duty to teach any children he could get hold of. Even the Emperor Shahjahan after his dethronement occupied himself with teaching work, a fact which clearly indicates the tendency of that age. Thus in addition to public institutions financed from public funds almost every residential house was a sort of regular school. Every village had its maktab, madresah, or patshala supported by the people or the Punchayat.

(7) The Present System of Education :—

But what do we see to-day? Private teaching and educational institutions have ceased to be recognised by the Government and their products are banned as incompetent and unqualified for the pettiest posts. On the other hand the Middle passed men with but a smattering of knowledge and unable to write even correct vernaculars are preferred to the best Arabic, Sanskrit and vernacular scholars, who have not had the misfortune or good fortune of going through the curriculum of non-descrip middle schools. For instance in the vernacular schools of U.P. an Oriental scholar of whatever qualifications cannot get more than 12 per mensem rising up to a maximum of Rs. 14, whereas a middle passed trained teacher would start with Rs. 17 rising up to Rs. 50. The natural result of this is that the whole structure of indegenous education has come to the ground and all private enterprise in this direction has been brought to an end. This fact has been testified in the writings of the late Dr. Leitner of the Punjab fame in the following words:—

"That the action of the Educational Department of the Punjab, in spite of constant reminders, tended to destroy the indigenous schools whilst neglecting its own primary schools."

Thus when it is clear that due to the activities of the educational department the old system of education has been absolutely ruined. it becomes the bounden duty of the

Government that it must realize its responsibility and propagate education on a large scale amongst the masses. Now that in every civilized country, the imparting of primary education to every child of the nation is regarded as one of the first duties of the State, and when in England the Govt. has gone even further and has undertaken the responsibility of even arranging for the secondary education of the nation from 1918, the duty of the Indian Government becomes still more clear especially in view of the fact that the ignorance of Indians is adversely affecting them in every walk of life, which fact has been fully realized by the Agricultural Commission and the Banking Enquiry Commission—whose reports were published long ago—and who have for this reason made strong recommendations in favour of general education so that this country may rise from its present depth of degradation.

(8) Literacy in various Provinces :—

Since the introduction of the Primary Compulsory Education by the late Mr. Gokhale in 1913, efforts are being made in various Provinces of India to pursuade the Government to take up the question of mass education in earnest, but hitherto with no substantial result. The following figures would show the state of literacy in the various Provinces of India.

		1921	1931
(1)	Burma ...	... 27·7 per cent	31·7 per cent.
(2)	Coorg ...	... 12.6 „	15·5 „
(3)	Delhi ...	... 10·7 „	14·4 „
(4)	Ajmer & Marwar ...	... 10·0 „	10·0 „
(5)	Bengal ...	... 9·1 „	9·4 „
(6)	Madras ...	... 8·6 „	9·2 „
(7)	Bombay ...	... 8·3 „	9·2 „
(8)	Assam ...	... 6.2 „	7·5 „
(9)	N. W. Frontier ...	... 4·7 „	4·1 „
(10)	Baluchistan ...	... 4·7 „	4·1 „
(11)	Behar and Orissa ...	... 4·5 „	4·5 „
(12)	C. P. ...	... 4·1 „	5·6 „
(13)	Punjab ...	... 3·8 „	5·3 „
(14)	U. P. ...	... 3·7 „	4·7 „

(9 The Rate of Progress in U. P. :—

It is clear from the above that U. P. has been the most backward Provincet in the Country. Now let us see its progress from decade to decade in the las 50 years: —

1881	3·0 per cent.
1891	3·2 „
1901	3·1 „
1911	3·4 „
1921	3·7 „
1931	4·7 „

These figures show that in a long period of 50 years the literacy of our Province rose from 3 per cent to 4·7 per cent or by 1·7 per cent. A little calculation will show that if we go on at this rate we will not be able to root out the evil of illiteracy in less than 2800 years.

In the year 1930 the Legislative Council of the United Provinces passed a resolution, moved by myself, for the spread of literacy and a Committee was appointed to

draw up a scheme for making every boy and girl literate within a specified period. The committee chalked out a scheme to provide educational facilities for all boys of school-going age within a period of 15 years and for girls within a period of 10 years. It also recommended that the Government should relieve the Local Boards of the burden of Primary Education and take the whole responsibility upon itself. The additional recurring expenditure estimated was about Rs. 80 laks a year.

But what a pity that nothing has been done in this direction during all these five years. It is necessary that the attention of the Government be drawn to this matter and the members of the Councils of other provinces may also impress upon their Governments the necessity of taking steps in this direction.

Similarly it is necessary for all the educational bodies and associations of all classes of India that they should urge the Government by resolutions passed in their meetings to spend as large a sum of money as possible on primary education and thus do their best to raise the status of India in respect of literacy in the eyes of the world.

TOFAIL AHMAD.

22nd March, 1934.

A NOTE ABOUT ENTRIES IN CHARTS.

(1) The percentage of literates of all religions in 1921 was 7·3 ; in 1931 it rose to 8 *i. e.* it has risen by ·7 p. c. in the last decade. Likewise the percentage of English literates of all religions in 1921 was ·8 ; in 1931 it rose to 1. That is, it rose by ·2 p. c. in the last decad.

In 1921 literate Muslims were 4·6 p. c. ; in 1931 they rose to 5·4 p. c., *i. e.*, they rose by ·8 p. c. in the last 10 years. Literate Hindus in 1921 were 7·9 p. c. ; in 1931 their percentage fell by ·7 p. c. to 7·2.

In 1921, English literacy amongst Muslims was ·46 p. c. ; in 1931 it rose by ·25 to ·71 p. c.

In 1921 English literacy amongst Hindus was ·76 p. c. ; in 1931 it rose by ·21 to ·97 p. c.

(2) There is no uniformity in the arrangement of All-India and provincial Census Reports of 1931 for example the figures for British territory and the states have been given seperately in the Provinces but not in All-India Report, likewise the total number of Hindus is given in the All-India Report, whereas no such total is given in the provinces and sub-divisions of Hindus namely, Brahmanic Hindu, Brahmu-Samaj, Arya-Samaj, and Jains are given separately, and in the case of districts only the numbers of .....Brahmanic Hindus are given.

(3) From the perusal of the provincial charts of the All-India Report it appears that the percentage of literary in Agencies and independent tribes territories ..... is the highest namely 36·7, which is probably due to military population.

(4) The next province highest in literacy is Burma where the percentage is 31·7. The reason probably is that Budhists regard it a religious duty to send their children to school, and the same appears to be the case with Mulims and Hindus who are almost equally literate, their literacy being 26·2 p. c. and 24·8 p. c. respectively.

(5) The percentage of English literates is highest in Delhi Province, being 5·25. This is evidently due to Government offices.

Though the total percentage of English literates in Burma is not the highest, but the number of English knowing Hindus and Muslims is the highest, being 4·11 for the Hindus and 2·61 for the Muslims.

(6) The highest literacy amongst the states is that of Cochin, that being 28·1 and the same is the case with English literacy there which is 3·07 p. c. Likewise literate Hindus and Muslims are 24·6 and 13·8 p.c. respectively being the highest. Even English literate Hindus are highest in this State, being 2·97 p. c. while English literate Muslims are the most in Mysore being 1·68 p. c.

(7) In Behar and Orissa the figures for the Muslims have not been given and the same is the case with Baroda, Sikkim, the States and Agencies of western India, Bengal States, and all the States of Madras Province except Travancore, Mysore, N. W. F. agencies and .....in which only the total numbers are given and the figures about Hindus and Muslims separately have been left out.

BengaL.

The highest number of literates in the province is in Calcutta District, which for ordinary literacy is 39·8 p. c. and for English literacy is 19 p.c. ; literate Muslims are 29·4 p. c. and literate Hindus 41·4 p. c. ; English knowing Muslims are 9·5 p. c. and Hindus 20·01 p. c.

Madras.

The highest number of both literates and English literates in this province is in Madras District. The total literacy there is 30·9 p. c. Literacy of Muslims is 24·5 p. c. that of Hindus 29·2 p. c. Total English literacy 14·89 p. c., English literacyof Muslims 9·38 p. c. and that of the Hindus 12·7 p. c.

Behar & Orissa.

The highest number of both literates and English literates in this province is in Patna district which is as follows :—Total literates 9·6 p. c , Literate Muslims 13·9, literate Hindus 9·0. Total English literates 1·3 p. c. English literate Muslims 3·01 and Hindus ·37 p.c. The percentage of literate and English knowing Muslims is the highest in Sambhalpur district, where they are 17·8 p.c. literates and 3·93 p. c. English literates.

Literate Hindus are the most in Patna where they are ·9 p. c. and English knowing Hindus are the most in Sang Bhoom district, being 1·5 p. c.

United Provinces.

Though there are 5 Universities in this province and it is the centre of knowledge and culture, but in literacy it is one of the most backward provinces of the country. The total literacy is 4·7 p. c. The literacy of Muslims is 4·9 p. c. of Hindus is 4·4 p. c. Total English literacy is ·55 p. c. English literacy of Muslims is ·69 p.c. and that of the Hindus is ·4 p. c.

Amongs the districts, Dehradun is the most advancing in the whole province. The total literacy there is 12·1 p.c. : Muslims 10·4 p. c. and Hindus 10·5 p. c. Likewise English literacy is the highest in this district which is 3·25 p. c. Literate Muslims are the most in Almora district, they being 23·6 p. c. The same is the case with the English literacy of Muslims, being 3·39 p. c. It is worth noting that this district is a Sanatarium and the population of Muslims here is only ·5 p. c.

Bombay.

The highest number of both literates and English knowing people in this province is in the City of Bombay and its suburbs, where there are 21·1 p.c. literates and 11·61 p. c. English literates. Literate Muslims are 18·9 p. c. and Hindus are 17·6 p. c. English literate Muslims are 4·87 p. c. and Hindus 7·29 p. c.

The number of literate Muslims is highest in Surat district, which is 25·9 p. c.

Burma.

Burma is the most advanced province in respect of literacy in the whole of India. Amongst the districts of this province Rangoon has the highest literacy which is 46·8 p. c. The literacy of Muslims in Rangoon is 53·2 p. c. that of Hindus 19·9 p. c. English literacy is also highest in Rangoon district, being 13·8 p. c., Muslims being 7·52 p. c. and Hindus 7·46 p.c.

The percentage of literate Muslims is highest in Rangoon, that of Hindus in Akyab district, being 33. The percentage of English literate Muslims is highest in Rangoon district as has been shown above while that of Hindus is in Insein which is 7·52.

Assam.

The highest literacy in this province is in Loshai district which is 10·7 p. c. The highest literacy of Muslims is in Sibsagar, being 15·4 p. c. and that of Hindus in Sylhet district being 14·2 p. c.

The highest English literacy is in Lakhimpur district being 1·65 p. c. That of Muslims in the same district being 3·54 p. c. and that of Hindus in Sylhet being 1·82 p. c.

North Western Frontier Provinces.

The highest literacy in the province is in Dera Ismail Khan being 5·6 p. c. That of Muslims is highest in Peshawar being 2·5 p. c. The English literacy of Muslims is highest in Kohat being ·66 p. c. Both literate and English knowing Hindus are the most in Peshawar district where they are 26·3 p. c. literates and 5·31 p. c. English literates.

In North Western Frontier Provinces the percentage of literates and English literates is highest in Outposts which is 36·8 and 12·41 p. c. respectively. The literate Muslims, here, are 16·7 p. c. and Hindus 41·5 p. c. English literate Muslims 5·01 and Hindus 3·41 p. c. This higher percentage is due to military camps.

Delhi Province.

Both literate and English knowing persons are the most in New Delhi being 26·6 p. c. and 23·5 p. c. respectively. Literate Muslims are 13·6 and Hindus 22·4 p. c. English literate Muslims are 7·61 p. c., Hindus 10·75 p. c.

Andaman and Nicobar.

The percentage of literate and English literate persons is higher in Andaman than in Nicobar, being 18·9 p. c. and 4·91 p. c. respectively. Literate Muslims are 15·7 p. c. Hindus. 21 p. c., English literate Muslims are 2·72 p. c. while the Hindus are 6·33 p.c.

TABLES

STATEMENT NO. A

All-India and Provinces and States 1931).

Name of Province	Hindus هندو						Muslims		
	في صد per cent	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
Total India	'97	23,12,663	7'2	1,72,51,135	68'2	23,91,79,877	'77	5,98,163	5'4
Provinces.									
1 Bengal	3'42	7,36,661	14'0	30,13,687	43'0	2,15,70,407	'96	2,63,847	5'7
2. United Provinces ...	'42	1,71,904	4'5	18,23,849	84'5	4,09,05,568	'69	49,392	5'0
3. Madras	1'05	4,35,268	8'8	36,42,343	88'3	4,12,77,410	'98	32,269	10'4
4. Behar & Orissa	'38	1,35,199	4'5	15,94,294	83'1	3,51,99,144	'56	24,013	4'7
5. Punjab	1'61	1,01,905	8'8	5,56,636	26'8	63,28,588	'61	81,341	3'0
6. Bombay	1'26	2,09,274	9'0	14,83,319	76'2	1,66,16,819	'72	31,735	6'3
7. Central Provinces ...	'47	62,239	5'4	7,17,668	86'0	1,33,38,223	1'61	11,004	13'3
8. Burma	4 11	23,249	26'2	1,48,143	3'9	5,65,609	2'61	10,366	24.8
9. Assam	1'31	67,941	9'3	4,82,354	56'3	52,04,650	'61	16,897	5'6
10. N. W. Provinces... ...	...	...	...	...	...	...	'41	9,122	2'0
11. Baluchistan	...	...	...	...	...	...	...	...	...
12 Delhi	...	...	...	...	...	...	...	...	...
13. Ajmer & Mewar	...	...	...	...	...	...	...	...	...
14. Andaman	...	...	...	...	...	...	...	...	...
15. Coorg	...	...	...	...	...	...	...	...	...
States & Agencies.									
1. Hyderabad State	'33	40,200	3'3	4,05,614	84'3	1,21,76,727	1'26	19,275	10'4
2. Rajputana Agency ...	'22	21,315	3'0	2,83,769	85'3	95,78,805	'30	3,242	3'5
3. Central India Agency ...	'33	19,632	4'0	2,31,914	88'2	58,22,204	1'10	4,131	10'1
4. Mysore State	1'08	65,149	8'1	4,87,828	91'9	60,15,880	1'68	6,711	9'4
5. Trawancore State ...	1'33	41,704	22'4	7,03,440	61'3	31,34,888	'45	1,608	11'8
6 Behar & Orissa States ...	'19	8,034	3'4	1,43,732	90'2	41,94,878	...	...	...
7. Punjab Agencies	'51	9,573	4'7	92,100	42'2	18,87,229	'28	4,372	1'7
8. Bombay States	'51	19,823	5'5	2,15,380	87'9	39,20,786	'36	1,521	0'4
9. Western India States & Agencies ...	...	...	...	...	...	...	...	...	...
10. Jammu & Kashmir States. ..	1'93	14,202	9'4	69,306	20'2	7,36,222	'15	4,168	1'1
11. Gwalior State	'45	10,688	3'5	1,13,753	92'9	32,71,576	'89	1,800	8'3
12. C. P. States	'09	1,554	2'2	39,143	72'0	17,88,401	1'10	275	15'1
13. Baroda State	...	...	...	...	...	...	...	...	...
14. Kochin State	2'97	23,193	24'6	1,92,320	64'8	7,80,484	'69	602	15'3
15. States of Bengal	...	...	...	...	...	...	...	...	...
16. Sikkim State	...	...	...	...	...	...	...	...	...
17. Other States of Madras Province ...	...	...	...	...	...	...	...	...	...
18. U. P. States	'23	2,185	4'5	42,581	78'8	9,50,724	'20	507	2'7
19. Punjab States	...	...	...	...	...	...	...	...	...

نقشه نمبر الف
تمام هندوستان و صوبه‌جات و رياستيں ۱۹۳۱

نام صوبه	جمله اقوام All Religions						مسلمان		
	آبادي Population.	خواندہ Literate	في صد per cent.	انگوريزي داں Literate in English.	في صد per cent.	آبادي Population.	في صد per cent.	خواندہ Literate.
کل هندوستان ...	35,05,17,086	2,81,38,856	8·0	36,51,350	1·0	7,74,82,490	2·1	41,98,913
صوبجات								
۱ — بنگال	5,01,14,002	46,93,713	9·4	10,58,978	2·07	2,74,97,624	5·9	15,72,607
۲ — صوبه متحده	4,84,08,763	22,59,638	4·7	2,66,176	·55	71,81,927	1·4·8	3,57,674
۳ — مدراس ...	4,67,90,107	43,18,880	9·2	5,79,364	1·24	33,05,938	7·1	3,43,528
۴ — بهار و اڑيسه ..	4,23,29,853	18,53,094	4·4	1,78,701	·42	42,84,306	10·0	2,00,301
۵ — پنجاب ...	2,35,80,852	12,47,757	5·3	2,49,607	1·06	1,33,32,460	56·5	3,93,659
۶ — بمبئي ...	2,18,01,745	20,03,385	9·2	3,70,840	1·71	44,14,048	20·2	2,79,182
۷ — صوبه متوسط و برار ..	1,55,07,723	8,67,765	5·6	91,273	·59	6,82,854	4·4	90,515
۸ — برهما ...	1,46,47,497	46,46,088	31·7	1,61,690	1·10	3,96,594	2·7	98,384
۹ — آسام ...	92,47,857	6,97,498	7·5	94,835	1·03	27,80,514	30·1	1,56,650
۱۰ — صوبه سرحدي ...	24,25,076	1,00,336	4·1	25,717	1·06	22,27,303	91·8	44,496
۱۱ — بلوچستان ..	8,68,617	40,775	4·7	11,588	1·33	...	...	...
۱۲ — دهلي ..	6,36,246	89,472	14·1	33,185	5·25	...	...	...
۱۳ — اجمير ميرواڑه ...	5,60,292	59,261	10·5	12,900	2·30	...	...	...
۱۴ — انڈمن و نکوبار ...	27,943	4,149	14·8	961	3·48	...	...	...
۱۵ — کورگ ...	1,63,327	25,336	15·5	3,982	2·44	...	...	...
رياستيں و ايجنسياں								
۱ — رياست حيدر آباد ...	1,44,36,148	5,95,633	4·1	72,848	·50	15,34,666	10·6	1,58,859
۲ — راجپوتانه ايجنسي ...	1,12,25,712	4,06,146	3·6	29,796	·27	10,69,325	9·5	37,341
۳ — سنٹرل انڈيا ايجنسي ...	66,32,790	2,94,117	4·4	29,663	·45	3,76,637	5·7	28,176
۴ — رياست ميسور ...	65,57,302	5,91,526	9·1	91,460	1·40	3,98,628	6·1	37,332
۵ — رياست ٹراونکور ...	50,95,973	12,17,924	24·1	80,651	1·58	3,55,274	7·0	41,907
۶ — رياستهائے بهار و اڑيسه ...	46,52,007	1,49,288	3·2	8,767	·19	...	...	...
۷ — ايجنسي رياستهائے پنجاب ...	44,72,218	1,58,315	3·6	17,180	·38	15,56,591	34·8	26,414
۸ — رياستهائے صوبه بمبئي ...	44,59,944	2,66,074	6·0	23,823	·53	4,14,921	9·3	28,096
۹ — ايجنسي و رياستهائے مغربي هندوستان ...	39,98,416 ...	4,21,329	10·5	36,394	·91	...	...	...
۱۰ — رياست جموں و کشمير ...	36,46,243 ...	1,23,885	3·4	19,496	·53	28,17,636	77·9	45,619
۱۱ — رياست گواليار ...	35,23,070 ...	1,41,323	4·0	13,614	·39	2,04,297	5·8	16,927
۱۲ — رياستهائے صوبه متوسط ...	24,83,217 ...	49,663	2·0	2,363	·09	23,254	·9	3,065
۱۳ — رياست ريوڑه ...	24,43,067 ...	4,34,734	17·8	32,022	1·31	...	...	...
۱۴ — رياست کوچين ...	12,05,016 ...	3,39,214	28·1	36,975	3·07	87,902	7·3	12,041
۱۵ — رياستهائے صوبه بنگال ...	9,73,336 ...	49,568	5·1	6,829	·70	...	...	...
۱۶ — رياست سکم	1,09,888 ...	3,277	3·0	279	·25	...	...	...
۱۷ — کوچين اور ٹراونکور کے علاوه صوبه مدراس کي ديگر رياستيں	4,53,495	48,665	10·7	3,987	·88	...	...	...
۱۸ — رياستهائے صوبه متحده ...	12,06,070 ...	49,720	4·1	2,769	·23	2,52,131	20·9	6,724
۱۹ — رياستهائے پنجاب ...	4,37,787 ...	15,870	3·6	1,681	·38	...	...	...
۲۰ — صوبه سرحدي کي ايجنسياں								

STATEMENT No. 1.

Districts of Bengal

Names of Districts.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
Total Bengal	3·34	7,42,184	13·7	30,51,391	43·9	2,22,12,069	·95	2,64,877	5·7
Br. Districts of Bengal. ...	3·42	7,36,671	14·0	30,13,687	43·0	2,15,70,407	·96	2,63,847	5·7
Kooch Behar State	·81	3,076	7·5	28,414	64·3	3,80,073	·30	622	4·8
Tripura State	·93	2,437	3·6	9,290	68·4	2,61,589	·39	408	1·1
Details of British Districts.									
1 Howrah	5·44	46,819	19·4	1,67,048	78·3	8 60,440	1·61	3,772	11·8
2. 24 Parganas	2·97	51,604	12·9	2,25,393	64·2	17,42,387	·81	7,517	7·2
3. Calcutta	2·64	1,64,515	41·4	3,40,637	60·4	8,22,293	9·5	29,657	29·4
4. Nadia	3·18	18,230	11·1	63,900	37·5	5,74,045	·48	4,499	2·6
5. Murshidabad	2·44	14,304	8·5	50,097	43·0	5,89,551	·46	3,495	2·8
6. Jessore	2·80	17,747	11·3	71,895	37·9	6,34,230	·51	5,317	3·7
7. Khulna	2·84	23,204	11·1	90,888	50·2	8,16,620	·81	6,555	5·6
8. Rajshahi	2·83	9,213	11·1	36,146	22·8	3,26,018	·62	6,696	5·3
9. Dinajpur	·96	7,650	5·5	43,083	45·2	7,93,832	·58	5,157	7·4
10. Jalpai-Guri	·88	5,830	4·3	28,288	67·5	6,64,015	·92	2,179	7·0
11. Darjeeling	1·43	3,376	10·2	24,088	74·1	2,36,913	4·05	340	17·8
12. Rangpur	1·70	12,699	8·5	63,341	28·7	7,46,546	·54	9,846	4·6
13. Bogra	3·37	5,991	13·2	23,477	16·3	1,77,629	1·24	11,242	8·3
14. Pabna	4·42	14,692	13·5	44,883	23·0	3,32,367	·75	8,339	3·9
15. Malda	·92	4,078	4·3	19,040	42·2	4,44,406	38	2,185	2·5
16. Dacca	4·47	50,226	15·4	1,73,659	32·8	11,24,893	1·25	28,731	5·5
17. Mymen-Singh	3·02	35,411	12·1	1,42,465	22·9	11,74,328	1·73	42,190	4·6
18. Faridpur	3·13	26,478	13·1	1,11,646	35·9	8,47,064	·91	13,747	4·5
19. Bakar-Ganj	4·58	37,213	24·6	2,00,273	27·7	8,12,585	·72	15,155	6·9
20 Tippera	3·13	23,471	20·0	1,50,131	24·1	7,50,724	·87	20,524	3·7
21. Nawakhali	3·42	12,513	17·8	65,359	21·5	3,66,391	1·00	13,327	8·8
22. Chittagong	4·43	17,387	16·7	65,590	21·8	3,92,352	·86	11,382	6·0
23. Pahari Chittagong ..	1·47	537	8·5	3,111	17·3	36,776	...	...	

نقشه نمبر ۱
اضلاع بنگال

	All Religions. جملہ اقوام						
خواندہ Literate.	فی صد Per cent.	آبادی Poplation.	فی صد Per cent.	انگریزی داں Literate in English.	فی صد Per cent.	خواندہ Literate.	آبادی Population.	نام ضلع
15 83,710	54'4	2,78,10,100	2'09	10,65,807	9'3	47,43,281	5,10,87,338	.. کل صوبہ بنگال ...
13 72,607	54'9	2,74,97,624	2'07	10,58,978	9'4	46,93,713	5,01,14,002	.. بنگال برطانی اضلاع ...
9,936	35'3	2,08,756	'63	3,742	6'6	38,707	5,90,886	.. ریاست کوچ بہار ...
1,167	27'1	1,03,720	'81	3,087	2'8	10,861	3,82,450	.. ریاست تریپورہ ...
								برطانی اضلاع کی تفصیل
27,636	21'3	2,33,698	4'84	53,241	18'0	1,97,736	10,98,867	.. ۱ — ڈھاکہ ...
65,686	33'6	9,13,233	2'30	62,412	10'9	2,96,701	27,13,874	... ۲ — چوبیس پرگنہ
91,540	26'0	3,11,155	19'0	2,27,858	39'8	4,73,589	11,96,734	.. ۳ — کلکتہ ...
24,605	61'8	9,44,915	1'53	23,418	5'9	90,134	15,29,632	.. ۴ — ندیا ...
21,241	55'5	7,61,582	1'32	18,032	5'2	71,952	13,70,677	.. ۵ — مرشد آباد ...
38,594	61'9	10,35,371	1'35	23,149	6'6	1,10,624	16,71,164	.. ۶ — جیسور ...
45,100	49'5	8,04,909	1'84	29,929	8'4	1,36,801	16,26,148	.. ۷ — کھلنا ...
57,604	75'8	10,83,105	1'12	16,025	4'5	64,076	14,29,018	... ۸ — راج شاہی ...
65,216	50'5	8,86,723	'75	13,224	6'2	1,09,358	17,55,432	... ۹ — دیناج پور ...
16,537	24'0	2,35,951	'89	8,782	4'8	47,123	9,83,357	... ۱۰ — جلپائی گوڑی ...
1,498	2'6	8,391	2'07	6,610	10'7	34,344	3,19,635	... ۱۱ — دارجلنگ ...
84,182	70'8	18,36,840	'89	23,130	5'7	1,49,060	25,94,785	.. ۱۲ — رنگ پور ...
77,347	83'4	9,05,638	1'60	17,355	9'3	1,01,173	10,86,419	... ۱۳ — بوگرا ...
89,760	76'9	11,11,712	1'64	23,700	5'9	84,990	14,45,654	.. ۱۴ — پٹنہ ...
14,097	54'3	5,71,943	'60	6,287	3'2	33,268	10,53,766	.. ۱۵ — مالدہ ...
1,32,512	66'8	22,93,396	2'33	79,980	9'0	3,09,364	34,32,577	... ۱۶ — ڈھاکہ ...
1,81,380	76'7	39,27,552	1'53	78,485	6'4	3,27,607	51,30,262	- ۱۷ — میمن سنگھ...
66,985	63'8	15,07,157	1'75	40,566	7'6	1,79,934	23,62,215	.. ۱۸ — فرید پور ...
1,44,764	71'6	21,05,184	1'81	53,140	12'0	3,51,514	29,39,050	.. ۱۹ — باقر گنج ...
87,725	75'8	23,56,609	1'42	44,239	7'6	2,38,300	31,09,735	.. ۲۰ — ٹپرہ ...
1,17,236	78'5	13,39,055	1'52	25,938	10'7	1,82,805	17,06,719	. ۲۱ — نواکھالی ...
80,491	73'8	13,26,208	1'74	31,284	8'6	1,55,249	17,97,038	.. ۲۲ — چٹاگانگ ...
...	...	...	'48	1,024	4'1	8 696	2,12,922	... ۲۳ — علاقہ پہاڑی چٹاگانگ

STATEMENT No. 2.

Districts of United Provinces.

Name of Districts.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
Total United Provinces ...	·39	1,63,744	4·4	18,10,675	83·7	4,15,34,981	·67	49,899	4·9
British Districts	·40	1,61,581	4·4	17,67,883	83·8	4,05,85,338	·69	49,392	5·0
Total States	·23	2,163	4·5	42,792	78·7	9,49,643	·20	507	2·6
Details of British Districts.									
1. Dehradun	1·72	3,230	10·5	19,645	81·6	1,87,930	2·39	1,808	10·4
2. Saharanpur	·53	3,351	3·8	25,258	62·9	6,33,462	·57	2,005	4·5
3. Muzaffarnagar	·37	2,135	3·8	22,099	67·3	5,81,696	·32	821	3·2
4. Meerut	·67	7,707	5·2	59,585	71·3	11,42,104	·80	2,991	4·7
5. Bulandshahr	·46	4,077	4·5	39,677	77·8	8,84,307	·41	886	4·1
6. Aligarh	·48	4,778	5·5	54,180	83·4	9,77,412	1·72	2,663	6·4
7. Muttra	·55	3,308	7·5	44,657	89·7	5,97,392	·80	363	4·3
8. Agra	·92	8,140	6·8	59,964	84·2	8,83,186	1·94	2,656	8·1
9. Mainpuri	·24	1,693	4·6	32,189	92·3	6,91,797	·78	316	7·1
10. Etah	·27	1,989	3·5	27,145	83·4	7,47,187	·40	380	4·5
11. Bareilly	·65	4,883	3·4	25,564	70·1	7,52,510	·75	2,200	4·5
12. Bijnore	·35	1,683	3·5	17,159	58·4	4,86,883	·55	1,733	4·2
13. Budaun	·18	1,482	2·3	18,157	79·8	8,05,950	·46	834	3·9
14 Moradabad	·54	3,968	3·5	26,347	58·1	7,45,669	·49	2,331	3·9
15. Shahjahanpur	·29	2,208	3·3	24,864	83·5	7,56,127	·64	930	5·2
16 Pilibhit	·34	1,199	2·4	8,399	79·1	3,55,258	·34	296	3·7
17. Farrukhabad	·42	3,219	5·2	39,369	86·5	7,58,009	·64	703	6·2
18 Etawah	·45	3,107	5·2	36,404	93·0	6,93,758	1·04	475	7·0
19 Cawnpore	·80	8,557	6·8	72,548	88·4	10,71,943	1·67	2,221	10·4
20. Fatehpur	·18	1,047	5·2	31,278	86·5	5,96,240	·57	471	7·5
21. Allahabad	1·01	12,973	5·0	64,274	85·6	13,77,457	2·0	4,084	9·5
22 Jhansi	·53	3,364	5·2	33,607	91·9	6,34,532	2·43	957	14·0
23 Jalon	·25	1,009	7·0	27,860	93·1	3,96,547	·26	74	5·8
24. Hamirpur	·15	689	5·1	24,071	93·3	4,68,922	·58	190	8·2
25. Banda	·22	1,286	4·8	28,421	94·1	5,88,102	·90	330	7·3
26. Benaras	1·61	14,513	9·5	58,831	88·7	9,02,601	1·38	1,296	9·0
27. Mirzapur	·33	2,430	5·3	37,486	93·8	7,39,562	·89	394	7·2
28. Jaunpur	·23	2,633	4·8	53,823	90·9	11,24,141	·76	842	7·4
29. Ghazipur	·27	2,020	5·6	41,721	90·4	7,45,792	·89	700	10·6
30. Ballia	·28	2,386	5·4	46,283	93·2	8,51,487	1·10	649	11·6
31. Gorakhpur	·12	3,770	3·5	97,351	89·4	31,89,069	·14	533	2·1
32. Basti	·19	3,300	3·3	56,845	82·7	17,15,576	·16	593	2·7

نام ضلع	آبادي Population.	خواندہ Literate.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	آبادي Population	في صد Per cent	خواندہ Literate
	جملہ اقوام All Religions.					مسلمان		
کل صوبہ متحدہ ...	4,96,14,833	23.09,358	4'7	2,68,936	'54	74,34,058	15'0	3,64,398
انگريزي علاقہ ...	4,84,08,763	22,59,638	4'7	2,66,167	'55	71,81,927	14'8	3,57,764
رياستيں ...	12,06,070	49,720	4'1	2,769	'23	2,52,131	21'0	6,724
برطاني اضلاع کي تفصيل								
۱ — دهرہ دون ...	2,30,247	27,867	12'1	7,490	3'25	33,787	14'7	3,521
۲ — سہارنپور ...	10,43,920	47,534	4'5	7,465	'71	3,53,168	33'0	15,911
۳ — مظفر نگر ...	8,49,662	37,968	4'4	3,971	'47	2,57,075	30'3	8,336
۴ — ميرٹھہ ...	16,01,918	93,039	5'8	15,847	'99	3,72,454	23'2	17,688
۵ — بلند شہر ...	11,36,885	52,948	4'6	5,748	'51	2,15,078	18'9	8,899
۶ — علي گڈہ ...	11,71,745	69,185	5'9	8,426	'71	1,54,493	13'2	9,900
۷ — متهورا ...	6,68,074	49,731	7'4	4,611	'69	58,200	8'7	2,520
۸ — آگرہ ...	10,48,316	80,448	7'7	14,957	1'42	1,37,151	13'1	11,127
۹ — مين پوري ...	7,49,633	38,211	5'1	2,472	'33	40,466	5'4	2,889
۱۰ — ايٹہ ...	8,90,478	34,059	3'8	2,674	'30	94,599	10'6	4,216
۱۱ — بريلي ...	10,72,379	43,523	4'0	9,369	'87	2,94,031	27'4	13,211
۱۲ — بجنور ...	8,35,469	35,389	4'2	3,815	'45	3,14,056	37'6	13,325
۱۳ — بدايون ...	10,10,180	27,750	2'7	2,817	'28	1,79,736	17'8	7,003
۱۴ — مراد آباد ...	12,84,108	50,319	3'9	7,906	'62	4,78 847	37'3	18,828
۱۵ — شاهجهاں پور	9,05,131	33,770	3'7	3,703	'41	1,45,320	16'0	7,612
۱۶ — پيلي بهيت ...	4,48,838	12,712	2'8	1,678	'37	86,771	19'3	3,237
۱۷ — فرخ آباد ...	8,77.392	48,052	5'5	4,446	'51	1,08,999	12'3	6,753
۱۸ — اٹاوہ ...	7,46,005	41.844	5'6	4,338	'58	45,848	6'1	3,487
۱۹ — کان پور ...	12,12,253	90,847	7'5	14,289	1'18	1,32,952	10'9	13,850
۲۰ — فتح پور ...	6,88,789	39,242	5'8	1,730	'25	82,910	12'0	6,176
۲۱ — اله آباد ...	14,91,913	90,309	6'1	22,727	1'52	2,04,778	13'7	19,457
۲۲ — جهانسي ...	6,90,413	46,467	6'7	7,324	1'06	39,404	5'7	5,528
۲۳ — جالون ...	4,26,022	29,817	7'0	1,168	'27	28,883	6'8	1,688
۲۴ — همير پور ...	5,02,689	27,162	5'4	981	'19	32,795	6'5	2,677
۲۵ — باندہ ...	6,25,771	31,611	5'1	1,769	'27	36,503	5'8	2,679
۲۶ — بنارس ...	10,16,378	97,081	9'5	16,659	1'65	1,10,224	10'8	9,939
۲۷ — مرزا پور ...	7,88,409	41,791	5'3	3,266	'41	46,825	5'9	3,362
۲۸ — جون پور ...	12,36,071	62,598	5'0	3,632	'29	1,10,385	8'9	8,155
۲۹ — غازيپور ...	8,24,971	50,378	6'1	2,888	'34	78,268	9'5	8,303
۳۰ — بليا ...	9,13,090	53,689	5'9	3,172	'35	58,845	6'4	6,819
۳۱ — گورکهپور ...	35,67,961	1,07,518	3'0	5,862	'16	3,73,592	10'5	7,898
۳۲ — بستي ...	20,78,024	66,902	3'2	4,086	'20	3,61,489	17'4	9,590

Name of Province.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population	في صد per cent	انگريزي داں Literate in English.	في صد per cent.
33. Azamgarh	·17	2,277	3·9	54,115	87·6	13,76,854	·50	950	7·5
34 Nanital	1·11	2,269	10·4	21,224	73·4	2,05,033	·39	202	4·7
35. Almora	·40	2,290	7·2	41,701	98·5	5,24,768	3·39	107	23·6
36. Garhwal	·40	2,106	7·1	37,609	98·8	5,27,315	·90	41	9·2
37. Lucknow	1·78	10,771	6·0	36,046	74·9	6,05,612	2·91	4,918	6·3
38. Unao	·21	1,673	4·0	31,051	90·9	7,77,859	·60	464	6·0
39. Rai-Barelly	·18	1,557	3·1	27,451	90·6	8,82,972	·52	468	4·7
40. Sitapur	·26	2,570	2·5	24,954	84·5	9,86,688	·35	616	3·3
41. Hardoi	·19	1,888	3·0	29,772	88·5	9,97,385	·57	710	4·6
42. Khiri	·16	1,305	2·4	18,901	84·2	7,95,280	2·5	373	2·6
43. Faizabad	·33	3,554	3·4	36,272	88·6	10,67,355	·76	1,019	6·6
44. Gonda	·18	2,417	2·6	34,150	82·0	12,92,516	·28	791	2·7
45. Bahraich	·16	1,438	2·5	21,817	78·1	8,87,516	·21	519	2·7
46. Sultanpur	·13	1,212	2·9	27,149	88·1	9,26,988	·28	350	3·6
47. Partabgarh	·14	1,144	2·7	22,101	88·7	8,03,657	·37	377	4·5
48. Barabanki	·13	1,177	2·4	21,339	82·3	8,74,958	·43	752	4·2
Details of the States.									
1. Rampur State	·90	219	1·1	2,778	52·4	2,43,838	·15	327	2·3
2. Garhwal	·22	759	5·8	20,207	99·4	3,47,503	·65	13	6·5
3. Benares	·33	1,185	5·5	18,807	91·6	3,58,302	·51	167	5·0

مسلمان			All Religions جملہ اقوام					نام صوبہ
خواندہ Literate.	فی صد per cent.	آبادی Population.	فی صد per cent.	انگریزی داں Literate in English.	فی صد per cent.	خواندہ Literate.	آبادی Population.	
14,294	12'1	1,90,505	'22	3,490	4'4	69,617	15,71,577	۳۳ — اعظم گڈھ ...
2,460	18'7	51,900	1'14	3,166	9'2	25,510	2,77,286	۳۴ — ٹینی تال ...
744	'5	3,158	'50	2,930	7'3	43,554	5,83,302	۳۵ — الموڑہ ...
421	'9	4,572	'47	2,502	7'3	38,664	5,33,885	۳۶ — گڑھوال ...
10,590	21'5	1,69,277	2'93	23,102	7'0	55,035	7,87,472	۳۷ — اکبرپور ...
4,615	9'1	77,354	'26	2,269	4'2	35,916	8,55,700	۳۸ — اناؤ ...
4,304	9'3	90,772	'22	2,115	3'3	31,915	9,74,127	۳۹ — رائے بریلی ...
5,862	15'2	1,77,906	.31	3,626	2'7	31,911	11,67,139	۴۰ — سیتا پور ...
5,846	11'2	1,26,027	'23	2,885	3'3	37,019	11,27,626	۴۱ — ہردوئی ...
3,819	15'5	1,46,022	'21	1,902	2'5	23,551	9,44,479	۴۲ — کھیری ...
8,870	11'2	1,34,506	'49	5,893	3'9	47,166	12,04,789	۴۳ — فیض آباد ...
7,536	17'9	2,82,135	'22	3,518	2'7	42,399	15,76,003	۴۴ — گونڈہ ...
6,677	21'7	2,46,533	'19	2,156	2'6	29,076	11,36,348	۴۵ — بہرائچ ...
4,521	11'8	1,23,875	'15	1,629	3'8	31,866	10,51,284	۴۶ — سلطان پور ...
4,590	11'3	1,02,021	'18	1,632	3'0	26,889	9,06,233	۴۷ — پرتاب گڈھ ...
7,891	17'6	1,87,372	'19	2,066	2'8	29,794	10,63,779	۴۸ — بارہ بنکی ...
								ریاستوں کی تفصیل
4,958	44'6	2,17,297	'13	584	1'7	7,883	4,65,225	۲ — ریاست رامپور ...
130	'6	1,999	'23	791	5'8	20,374	3,49,523	۶ — ریاست ٹہری گڑھوال ...
1,636	8'4	32,835	'36	1,394	5'5	21,508	3,91,272	۳ — ریاست بنارس ...

STATEMENT No. 3.

Districts of Madras.

Districts.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Leterate	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
Madras Province	1·04	4,38,747	8·8	36,84,643	88·3	4,16,85,188	·98	32,484	10·4
British Territories	1·05	4,35,268	8·8	36,42,343	88·3	4,12,77,410	·98	32,269	10·4
States	·85	3,479	10·4	42,300	89·9	4,07,778	·82	215	14·4
Details of British districts									
1. Ganjam Agency	·30	195	7·2	4,736	18·4	66,067	3·16	3	27·4
2. Ganjam District	·54	10,918	5·8	1,18,326	99·0	20,19,349	4·32	237	18·0
3. Vizagapatam Agency ...	·32	1,649	2·8	14,399	44·3	5,18,704	3·47	78	15·2
4. Distt. Vizagapatam ...	·63	15,075	3·6	86,857	98·1	23,97,474	2·39	560	9·2
5. Eastern Godavari Ageney ...	·27	606	2·5	5,637	94·6	2,27,584	1·07	34	13·0
6. Eastern District Godavari ...	1·09	17,715	8·0	1,30,749	96·9	16,27,855	2·99	797	17·1
7. Western Godavari	·96	10,850	8·7	98,638	92·8	11,34,560	1·95	499	14·3
8. Kistana	1·37	14,885	9·6	1,04,456	86·9	10,89,523	1·49	937	9·4
9. Guntur	·88	14,399	8·0	1,13,730	80·6	16,39,834	·62	992	5·5
10. Nellore	·48	6,264	4·8	63,749	88·6	13,17,420	·89	916	5·0
11. Cuddapah	·45	3,549	6·5	51,194	83·3	7,88,192	·50	623	6·4
12. Kurnool	·39	3,162	5·7	45,712	78·5	8,05,032	·85	1,241	5·4
13. Bellary	·72	6,139	6·4	54,826	88·4	8,57,425	·88	909	6·3
14. Anmantpur	·61	5,799	5·8	54,432	89·8	9,43,768	·77	758	8·7
15. Madras	12·7	66,246	29·2	1,51,358	80·4	5,20,176	9·38	6,568	24·5
16. Chaingleput	1·29	20,294	9·8	1,54,633	95·2	15,76,137	2·87	1,061	18·6
17. Chittor	·58	7,822	5·3	71,456	93·7	13,56,384	·69	555	6·8
18. Northen Arcot	·63	13,096	8·1	1,68,222	91·7	20,78,222	1·55	2,104	16·1
19. Salem	·55	12,992	5·3	1,24,991	96·5	33,48,325	·16	998	14·4
20. Coimbatore	·87	20,479	8·0	1,87,556	95·8	23,41,667	1·95	1,101	19·3
21. Southern Arcot	·67	15,417	9·6	2,21,003	93·4	23,01,513	1·22	927	14·2
22. Tanjore	1·77	37,710	13·6	2,92,161	90·0	21,48,043	1·18	1,722	17·1
23. Trichnapoly	1·29	22,394	9·1	1,73,483	90·8	17,37,105	1·93	1,400	19·2
24. Madura	·95	19,107	10·4	2,10,312	92·1	20,21,336	1·34	1,220	18·3
25. Ramnad	·79	12,844	11·7	1,90,048	88·1	16,19,743	·43	522	14·2
26. Tinnevelly	1·05	17,853	12·8	2,17,192	83·0	16,98,950	·94	1,132	18·4
27. Nilgiris	2·40	3,147	8·8	11,602	77·4	1,31,053	3·35	367	19·1
28. Malabar	1·76	40,625	17·1	3,94,297	65·2	23,03,754	·28	3,300	7·5
29. Southern Kanara	1·32	14,027	10·1	1,07,716	77·3	1,61,187	·39	708	7·3
Details of the States.									
1. Pudukkotai	·87	3,208	10·8	39,558	91·7	3,67,540	·51	77	21·3
2. Bangana Palli	·28	83	6·3	1,825	74·4	29,176	1·43	123	5·4

نقشہ نمبر ۳
اضلاع صوبہ مدراس

نام ضلع	All Religions. جملہ اقوام						مسلمان		
	آبادي Population.	خواندہ Leterate	فيصد per cent.	انگريزي داں Literate in English.	فيصد per cent.	آبادي Population.	خواندہ Literate	فيصد per cent.
صوبہ مدراس ...	4,71,93,602	43,67,545	9·3	5,83,342	1·24	33,32,158	3,47,375	7·1
انگريزي علاقہ ...	4,67,40,107	43,18,880	9·2	5,79,364	1·24	33,05,938	3,43,528	7·1
رياستيں ...	4,53,495	48,665	10·7	3,978	·88	26,220	3,847	5·8
تفصيل برطاني اضلاع:—								
۱ — گنجام ايجنسي ...	3,58,238	6,598	1·8	261	·07	95	26	·03
۲ — ضلع گنجام ...	20,53,381	1,20,616	5·9	11,687	·57	5,485	1,036	·27
۳ — وزيگا پٹم ايجنسي ...	11,64,998	16,973	1·1·1	2,014	·17	2,250	343	·19
۴ — ضلع وزيگا پٹم	24,42,950	42,140	1·7	17,447	·71	23,684	2,186	·9
۵ — شرقي گوداوري ايجنسي ...	2,40,529	6,687	2·8	695	·29	3,165	411	1·3
۶ — شرقي ضلع گوداوري ...	16,80,053	1,40,673	8·3	20,810	1·24	26,677	4,551	1·6
۷ — غربي گوداوري ...	12,23,056	1,09,274	8·9	12,461	1·02	25,602	3,671	2·1
۸ — کيستنا ...	12,54,208	1,17,749	9·4	18,045	1·44	63,067	5,895	5·0
۹ — گنتور ...	20,35,660	1,52,668	7·5	17,824	·88	1,57,546	8,597	7·7
۱۰ — نيلور ...	14,86,222	74,629	5·0	9,142	·62	1,03,192	5,121	6·9
۱۱ — کڈاپہ ...	9,49,397	61,980	6·5	4,636	·49	1,24,481	7,979	13·1
۱۲ — کرنول ...	10,24,961	58,121	5·7	5,667	·55	1,45,561	7,835	14·2
۱۳ — بلاري ...	9,69,774	63,796	6·6	8,154	·84	1,03,804	6,532	10·7
۱۴ — انڈنپور ...	10,50,411	65,148	6·2	7,435	·71	98,954	8,584	9·3
۱۵ — مدراس ...	6,47,230	1,99,870	30·9	96,357	14·89	70,031	17,151	10·8
۱۶ — چنگلپٹ ...	16,55,115	1,72,368	10·6	27,007	1·63	37,005	6,899	2·2
۱۷ — چتور ...	14,47,103	79,362	5·5	9,579	·66	80,048	5,436	5·5
۱۸ — شمالي ارکاٹ ...	22,66,089	1,99,392	8·8	18,521	·82	1,36,035	21,892	6·0
۱۹ — سليم ...	24,33,972	1,38,155	5·7	15,955	·66	61,882	8,938	2·5
۲۰ — کوئمبٹور ...	24,45,064	2,11,058	8·7	26,025	1·06	56,364	10,924	2·3
۲۱ — جنوبي ارکاٹ ...	24,54,507	2,42,794	9·8	19,096	·78	76,050	10,816	3·1
۲۲ — تنجور ...	23,85,920	3,31,670	13·9	43,134	1·81	1,45,620	24,858	6·1
۲۳ — ترچناپلي ...	19,13,245	2,06,961	10·8	30,054	1·57	72,506	13,933	3·8
۲۴ — مدوار ...	21,95,747	2,45,246	11·2	26,599	1·22	90,587	16,778	4·1
۲۵ — رام ناڈ ...	18,38,955	2,21,223	12·0	15,745	·86	1,21,251	17,193	6·6
۲۶ — تناولي ...	20,46,907	3,03,978	14·8	30,178	1·47	1,20,335	22,093	6·0
۲۷ — نيلگريز ...	1,69,330	24,110	14·2	9,858	5·82	10,958	2,089	6·2
۲۸ — ملابار ...	35,33,944	5,09,051	14·4	51,821	1·47	11,63,453	87,694	3·3
۲۹ — جنوبي کنارہ ...	13,72,241	1,46,524	10·7	23,147	1·7	1,80,210	13,416	13·1
رياستوں کي تفصيل :—								
۱ — رياست پدوکوٹائي ...	4,00,694	45,230	11·3	3,540	·88	15,194	3,269	3·8

STATEMENT NO. 4

Districts of Behar and Orrisa

Name of District.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
Total Behar & Orissa ...	·38	1,35,199	4·5	15,94,294	83·1	3,51,99,144	·56	24,013	4·7
Divisional Behar and Orissa ...	·41	1,27,566	4·7	14,52,130	82·4	3,10,11,474	...	...	...
Orrisa States	·18	7,440	3·4	1,38,577	91·1	40,67,176	...	...	...
Chhota Nagpur States ...	·47	594	4·0	5,155	68·4	1,27,702	...	...	...
Details of British Districts.									
1. Patna	·37	6,098	9·0	1,47,796	87·9	16,39,829	3·01	6,098	13·9
2. Gaya	·23	4,864	4·8	1,04,491	89·3	21,33,541	·60	1,512	5·9
3. Shahabad	·41	7,437	5·1	93,290	92·2	18,38,862	·89	1,350	7·9
4. Saran	·27	5,969	3·6	79,208	87·5	21,76,984	·36	1,103	3·8
5. Champaran	·24	4,319	2·9	51,575	83·3	17,87,274	·16	551	2·7
6. Muzzaffarpore	·29	7,276	4·1	1,05,577	86·7	25,49,096	·31	1,225	3·3
7. Darbhanga	·24	6,555	4·0	1,09,393	86·0	27,25,427	·28	1,222	3·3
8. Monghyr	·31	6,360	3·3	68,119	89·6	20,49,192	·57	1,306	4·2
9. Bhagalpore	·44	8,635	3·6	71,799	88·7	19,80,262	·58	1,446	3·8
10. Purnea	·43	5,500	4·3	55,551	58·8	12,85,314	·28	2,539	4·4
11. Santhal Pargana... ...	·87	8,211	4·8	45,130	46·3	9,49,193	·74	1,648	3·4
12. Cuttack	·53	11,146	7·4	1,55,342	96·8	21,06,830	1·33	877	8·8
13. Balasore	·42	4,004	8·3	78,527	95·1	9,44,681	·91	289	7·1
14. Angol	·23	381	4·3	7,013	73·5	1,63,563	...	...	...
15. Puri	·41	4,190	6·5	65,150	97·6	10,11,079	·70	157	6·8
16. Sambhalpore	·25	2,202	4·4	38,428	98·8	8,70,178	3·93	150	17·8
17. Hazaribagh	·37	4,455	2·6	31,084	79·6	12,08,099	·29	492	2·8
18. Ranchi	·32	2,794	2·6	22,917	55·7	8,69,492	·33	220	3·9
19. Man Bhum	·70	11,130	4·8	76,583	87·9	15,92,527	·77	855	4·8
20. Sang Bhum	1·30	6,903	6·1	28,021	49·5	4,60,075	2·31	619	12·2
21. Pala Man	·18	1,176	2·6	17,136	81·8	6,69,961	·17	129	2·9

نقشه نمبر ۳

اضلاع بہار و اڑیسہ

مسلمان			All religions			جملہ اقوام		نام ضلع
خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent	انگریزي داں Literate in English.	في صد per cent.	خواندہ Literate.	آبادي Population.	
2,00,301	10·0	42,84,306	·42	1,78,701	4·4	18,53,094	4,23,39,583	.. کل صوبہ بہار و اڑیسہ
...	...	...	·45	1,69,934	4·5	17,03,866	3,76,77,576	... ڈویژن بہار و اڑیسہ
...	...	...	·18	8,095	3·2	1,43,538	44,65,385	.. ریاستہائے اڑیسہ
...	..	...	·36	672	3·0	5,690	1,86,622	.. ریاستہائے چھوٹا ناگپور
								برط في اضلاع کي تفصیل
28,152	10·9	2,02,655	1·23	22,934	9·6	1,78,909	18,64,474	... ... ۱—پٹنہ
14,914	10·6	2,53,560	·28	6,747	5·0	1,20,104	23,88 462	.. ... ۲—گیا
11,946	7·6	1,51,368	·46	9,155	5·3	1,05,921	19,93,489	.. ... ۳—شاہ آباد
11,774	12·4	3,09,005	·29	7,317	3·7	91,311	24,86,468	.. ... ۴—سارن
9,794	16·5	3,54,235	·25	5,394	2·9	62,360	21,45,687	... ... ۵—چمپارن
13,102	13·3	3,91,191	·30	8,921	4·1	1,19,136	29,41,025	... ... ۶—مظفرپور
14,371	13·9	4,40,037	·26	8,104	3·9	1,24,040	31,66,094	... ... ۷—دربھنگہ
9,490	10·0	2,28,497	·39	8,886	3·5	78,976	22,87,154	... ... ۸—مونگیر
9,444	11·2	2,49,436	·47	10,487	3·7	82,063	22,34,632	... ... ۹—بھاگلپور
38,889	40·5	8,86,368	·38	8,342	4·3	95,140	21,86,543	... ... ۱۰—پورنیا
7,561	10·9	2,23,702	·53	10,911	2·9	59,499	20,51,472	... ... ۱۱—سنتھال پرگنہ
5,841	3·0	66,104	·59	12,869	7·5	1,63,124	21,76,707	.. ... ۱۲—منگ
2,239	3·2	31,735	·46	4,586	8·2	81,532	9,90,600	.. ... ۱۳—بالاسور
...	...	...	·22	483	3·4	7,622	2,22,736	... ... ۱۴—انگول
1,549	2·2	22,518	·42	4,376	6·5	67,472	10,35,154	.. ... ۱۵ - پوري
680	·43	3,813	·28	2,534	4·5	39,603	8,80,945	... ... ۱۶—سنبھلپور
4,863	11·3	1,71,694	·39	5,812	2·5	38,009	15,17,357	... ... ۱۷—ھزاري باغ
2,582	4·2	66,047	·36	5,697	2·8	43,386	15,67,149	... ... ۱۸—رانچي
5,342	6·1	1,11,377	·75	13,545	4·7	84,548	18,10,890	... ... ۱۹—مان بھوم
3,266	2·8	26,754	1·19	11,021	4·4	41,136	9,29,802	... ... ۲۰—سنگ بھوم
2,165	9·1	74,501	·18	1,433	2·4	19,875	8,18,736	... ... ۲۱—پالامئو

STATEMENT No. 5.

Districts of the Punjab.

Name of Districts.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
Province of the Punjab ...	1·31	1,12,818	7·7	6,62,547	30·2	85,99,720	·58	85,894	2·8
British Districts	1·61	1,01,905	8·8	5,56,636	26·8	63,28,588	·61	81,341	3·9
States	·48	10,913	4·7	1,05,911	46·3	22,71,132	·28	4,553	1·7
Details of the British Districts.									
1. Hissar	·35	2,061	3·8	21,998	64·9	5,83,420	·29	731	1·6
2. Rohtak	·39	2,536	3·3	21,721	81·4	6,55,963	·57	785	3·1
3. Gorgaon	·40	1,999	3·7	18,296	66·6	4,93,174	·28	689	2·1
4. Karnal	·44	2,462	3·3	18,680	66·3	5,65,286	·44	1,255	2·8
5. Ambala	1·46	4,862	7·0	24,111	46·7	3,46,711	1·05	2,428	4·7
6. Simla	5·20	1,489	17·5	5,013	77·9	28,661	8·56	498	19·5
7. Kangra	·46	3,334	5·1	37,419	91·2	7,31,215	·66	243	3·3
8. Hoshiarpur	1·14	4,729	7·4	30,796	40·1	4,14,353	·50	1,650	3·3
9. Jallindhar	2·83	4,375	13·5	20,916	16·5	1,55,242	·85	3,581	4·1
10. Lodhiana	3·67	3,762	16·3	16,674	15·2	1,02,441	1·08	2,552	4·9
11. Firozpur	2·26	4,720	12·4	25,804	18·0	2,08,426	·38	1,943	2·1
12. Lahore	6·80	17,639	18·8	48,699	39·1	5,28,209.	2·51	20,532	7·4
13. Amritsar	3·12	5,450	15·4	26,896	15·6	1,74,392	1·16	6,075	4·7
14. Gurdaspur	1·20	2,997	7·0	17,409	25·4	2,49,404	·57	2,790	3·1
15. Sialkot	1·58	3,259	5·1	10,601	21·1	2,06,395	·46	2,839	3·1
16. Gujranwala	4·08	3,791	18·1	16,748	12·6	92,762	·31	1,638	3·1
17. Shekhupura	2·12	1,487	14·3	10,065	10·1	70,146	·23	1,040	1·7
18. Gujrat	3·82	2,766	18·4	13,269	7·7	72,346	·33	2,384	2·3
19. Shahpur	3·57	3,175	20·1	17,856	10·8	88,970	·36	2,421	2·9
20. Jhelam	4·55	1,640	24·7	8,921	6·7	36,068	·42	2,024	5·8
21. Rawalpindi	10·61	6,311	29·2	17,356	9·4	59,485	1·68	8,885	4·8
22. Attock	2·75	863	20·2	6,355	5·6	31,932	·25	1,358	2·1
23. Mianwali	2·36	1,177	19·5	9,532	12·1	49,794	·21	747	1·4
24. Lyalpur	3·54	4,289	18·9	23,124	10·6	1,22,626	·52	3,776	2·7
25. Mont Gomri	2·08	2,510	13·7	16,562	12·1	1,20,694	·24	1,981	1·7
26. Jhung	1·77	1,810	17·4	17,912	15·5	1,02,924	·22	1,236	2
27. Multan	2·58	4,567	18·1	32,110	15·1	1,77,102	·34	3,214	1·8
28. Muzaffargarh	·87	631	16·6	12,073	12·3	72,577	·09	474	1·7
29. Dehra Ghazi Khan ...	2·31	1,240	16·8	9,621	11·0	57,390	·15	674	1·5

نقشه نمبر ۵

اضلاع پنجاب

مسلمان			All Religions. جمله اقوام					
خواندہ Literate.	فیصد Per cent.	آبادي Poplation.	فی صد Per cent.	انگریزي داں Literate in English.	فی صد Per cent.	خواندہ Literate.	آبادي Population.	نام ضلع
4,21,209	52·5	1,49,29,896	·94	2,69,098	5·0	14,21,942	2,84,90,857	صوبہ پنجاب ... ...
3,93,659	56·3	1,33,32,460	1·06	2,49,607	5·3	12,47,757	2,35,80,852	برطانی اضلاع ...
27,550	32·5	15,97,436	·40	19,491	3·5	1,74,185	49,10,005	ریاستیں ...
								تفصیل برطانی اضلاع
4,137	29·1	2,53,784	·36	3,291	3·3	30,091	8,99,479	۱ — ضلع حصار ...
4,387	17·1	1,37,880	·45	3,615	3·5	27,890	8,05,601	۲ — رہتک ...
5,066	32·7	2,42,357	·40	2,986	3·3	24,601	7,40,163	۳ — گوڑ گاؤں ...
7,252	30·4	2,59,730	·47	4,041	3·3	27,938	8,52,614	۴ — کرنال ...
11,311	31·1	2,30,837	1·55	11,519	6·7	49,504	7,42,902	۵ — انبالہ ...
1,135	15·8	5,810	7·65	2,813	20·4	7,318	36,786	۶ — شملہ ...
1,373	5·0	40,483	·48	3,831	4·0	39,899	8,01,312	۷ — کانگڑا ...
11,013	31·8	3,28,078	·78	8,061	5·7	59,016	10,32,187	۸ — ہوشیار پور ...
17,092	44·5	4,19,556	1·13	10,666	5·5	52,263	9,43,721	۹ — جالندھر ...
10,875	35·1	2,35,598	1·78	11,999	9·9	66,554	6,72,494	۱۰ — لدھیانہ ...
10,726	44·6	5,15,430	·90	10,405	4·9	56,822	11,56,732	۱۱ — فیروز پور ...
60,121	58·8	8,15,820	3·53	48,692	9·7	1,32,883	13,78,570	۱۲ — لاہور ...
23,723	46·9	5,24,676	1·56	17,422	6·7	75,026	11,17,120	۱۳ — امرتسر ...
15,169	50·8	4,93,216	·77	7,500	4·3	41,443	9,70,898	۱۴ — گورداس پور ...
19,419	62·2	6,09,633	·94	9,220	4·0	39,419	9,79,670	۱۵ — سیال کوٹ ...
15,790	70·8	5,21,343	·97	7,052	5·4	39,503	7,36,138	۱۶ — گوجرانوالا ...
8,308	64·0	4,45,996	·51	3,535	3·8	26,868	6,96,732	۱۷ — شیخوپورہ ...
17,870	85·3	7,86,750	·81	7,968	4·5	44,620	9,92,427	۱۸ — گجرات ...
16,216	82·1	6,79,546	·86	7,113	5·5	45,284	8,21,490	۱۹ — شاہ پور ...
18,200	89·1	4,83,097	·87	4,693	6·3	34,062	5,41,076	۲۰ — جہلم ...
25,267	82·7	5,24,965	3·94	24,968	9·6	61,068	6,34,357	۲۱ — راولپنڈي ...
10,824	94·3	5,31,793	·54	3,030	4·1	23,036	5,63,960	۲۲ — اٹک ...
4,835	86·8	3,57,109	·53	2,172	3·8	15,450	4,11,539	۲۳ — میانوالي ...
20,898	62·6	7,20,996	·94	10,888	5·6	64,421	11,51,351	۲۴ — لائل پور ...
11,299	69·9	6,97,524	·64	6,466	4·0	40,407	9,99,772	۲۵ — منٹگومري ...
10,968	83·2	5,52,853	·49	3,265	4·6	30,499	6,64,833	۲۶ — جھنگ ...
18,357	80·2	9,42,937	·79	9,268	4·9	57,321	11,74,900	۲۷ — ملتان ...
5,088	86·7	5,13,265	1·91	1,159	3·1	18,267	5,91,375	۲۸ — مظفرگڑھ ...
6,401	88·8	4,19,888	1·07	1,159	3·1	18,267	5,91,375	۲۹ — ڈیرہ غازي خان ...

STATEMENT No. 6.

Districts of Bombay Province

Names of Districts.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
The whole Province of Bombay,	1·11	2,29,097	8·2	16,98,699	78·1	2,05,39,219	·69	33,256	6·4
British Districts	1·26	2,09,274	8·9	4,83,319	76·2	1,66,18,157	·72	31,735	6·3
States and Agencies ...	·51	19,823	5·5	2,15,380	84·0	39,21,062	·37	1,521	6·9
Detail of British Districts.									
1. Ahmedabad	1·03	8,034	11·3	87,747	84·3	7,78,500	1·18	1,368	5·6
2. Broach	·96	2,434	15·5	39,380	76·0	2,54,054	·72	576	22·9
3. Kaira	·85	5,384	11·7	73,796	85·4	6,33,241	·49	364	12·8
4. Panch Mahal ...	·61	1,831	7·8	23,175	65·5	2,97,761	·87	307	21·5
5. Surat	1·15	7,061	14·1	86,338	88·4	6,12,935	2·83	1,672	25·9
6. Thana	1·13	8,492	6·8	52,246	91·0	7,51,306	1·37	518	19·8
7. Ahmadnagar ...	·45	3,984	4·8	42,949	89·7	8,86,152	·09	456	10·5
8. Eastern Khandesh ...	·63	6,676	8·9	94,996	88·4	10,65,641	·49	625	8·3
9. Western Khandesh ...	57	4,097	5·2	37,189	92·8	7,16,795	1·28	508	13·8
10. Nasik	·73	6,763	6·8	63,069	92·6	9,26,424	1·66	937	14·2
11. Poona	2·20	23,494	9·5	1,02,942	92·2	10,78,463	3·81	2,098	17·9
12. Sitara	·48	5,365	6·0	66,689	94·6	11,16,522	·86	360	12·8
13. Sholapur	·69	5,464	6·3	51,643	90·4	7,93,434	·69	502	9·2
14. Subarban of Bombay District.	7·29	8,876	17·6	21,497	67·9	1,21,783	4·87	1,041	18·9
15. Belgaum	·69	5,608	5·4	49,875	86·2	9,27,723	·61	567	7·4
16 Bijapur	·42	3,204	6·5	49,609	87·3	7,59,23	·29	301	5·7
17. Dharwar	1·04	9,592	10·5	97,075	83·8	9,24,563	·52	827	7·7
18. Kanara	·21	3,345	9·4	34,713	83·2	3,68,38[illegible]	·85	263	13·9
19. Kolaba	·02	146	6·0	36,246	91·3	5,92,65[illegible]	·96	297	14·2
20. Ratnagari	·50	6,024	6·3	75,956	92·6	12,06,495	·45	390	9·3
21. Hyderabad Sindh ...	3·05	6,064	13·6	27,131	30·0	1,98,694	·18	826	2·5
22. Kolhapur	·66	5,685	5·9	50,981	90·5	8,66,648	·75	313	9·6
23. Karachi	8·21	13,317	24·7	39,942	24·9	1,62,111	·83	3,887	3·3
24. Larkana	1·44	1,625	16·1	18,149	16·3	1,13,046	·09	559	1·7
25. Nawab Shah	1·25	1,445	13·4	16,081	23·3	1,15,899	·16	611	1·7
26. Sukkur	2·32	4,112	18·9	33,596	28·4	1,77,467	·25	1,111	2·7
27. Thar and Parkar ...	·40	871	4·6	10,141	46·8	2,18,850	·18	435	2·1
28 Northern Frontier of Sindh.	1·02	297	13·8	4,018	10·0	29,174	·05	122	1·10
29. Khambat (Cambay) ...	·83	609	12·4	9,184	84·1	73,797	1·54	159	16·9
States and Agencies.									
1. Mahi Kantha Agency ...	·22	1,071	5·3	25,447	92·3	4,78,084	·30	65	14·7
2. Idar	·11	267	3·7	9,227	94·5	2,48,081	·16	17	14·4
3. Remaining Agency of Mahi Cantha	·35	804	7·1	16,220	90·0	2,30,003	·42	48	14·1

نقشه نمبر ٦

اضلاع صوبه بمبئی

مسلمان			All Religions. جمله اقوام					نام ضلع
خواندہ Literate.	في صد Per cent	آبادي Population	في صد Per cent.	انگریزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	آبادي Population.	
3,07,878	18·4	48,28,990	1·50	3,94,663	8·7	22,69,459	2,62,71,784	کل صوبہ بمبئي ...
2,79,182	20·2	44,14,059	1·71	3,70,840	9·2	20,03,385	2,18,03,388	برطاني اضلاع ...
28,696	8·9	4,14,931	·51	23,823	5·7	2,66,074	46 68.396	صوبہ بمبئي کي رياستيں و ايجنسياں
								تفصيل برطانی اضلاع
18,059	12·8	1,15,859	1·32	12,201	12·9	1,19,397	9,24,033	١ — احمدآباد ...
18,452	24·1	80,502	1·16	3,877	18·5	61,896	3.34,170	٢ — بروچ ...
9,545	10·0	74,482	·89	6,526	12·4	91,691	7,41,650	٣ — کيرا ...
7,632	7·8	35,486	·58	2,655	7·4	33,511	4,54,526	٤ — پانچ محال ...
15,282	8·5	59,057	1·75	12,076	16·6	1,14,940	6,93,613	٥ — سورت ...
7,480	4·5	37,741	1·42	11,905	7·9	65,960	8.36,625	٦ — تھانہ ...
5,309	5·6	50,622	·72	7.072	6·2	59,475	9,88,206	٧ — احمد نگر ...
10,513	10·5	1,27,102	·72	8,659	9·2	1,10,474	12,06,035	٨ — خاندیش شرقي ...
5,457	5·1	39.604	·65	5,013	5·9	45.280	7,71,794	٩ — خاندیش غربي ...
7,999	5·6	56,409	1·13	11,272	7·8	78,897	10,00,048	١٠ — ناسک ...
9,844	4·7	54,997	3·10	36,279	11·0	1,28,709	11.69,798	١١ — پونہ ...
5,475	3·6	42,765	·56	6,568	6·6	77,432	11,79,712	١٢ — ستارا ...
6,667	8·3	72,483	1·07	9,383	7·2	62,906	8,77,520	١٣ — شولاپور ...
4,036	11·9	21,361	11·61	20,848	21·1	37,994	1,79,524	١٤ — مضافات ضلع بمبئي ...
6,942	8·7	93,224	·75	8,087	6·0	64,232	10,76,701	١٥ — بلگام ...
6,048	12·1	1,05,499	·42	3,640	6·5	56,909	8,69,220	١٦ — بيجاپور ...
12,141	14·4	1,58,431	1·10	12,128	10·4	1,14,765	11,02,677	١٧ — دھارواڑ ...
3,931	7·3	39,637	1·02	4,268	9·7	40,732	4 17,835	١٨ — کنارا ...
4,426	4·0	31,006	·11	699	6·7	42,450	6,28,721	١٩ — کولابہ ...
8,050	6·7	86,746	·51	6.641	6·5	85,093	13,02,527	٢٠ — رتناگوي ...
11,626	69·5	4,60.920	1·11	7,356	6·0	39,675	6,62,924	٢١ — حيدرآباد سندہ ...
4,017	4·4	41,865	·72	6,852	6·6	68.115	9 57,137	٢٢ — کولہا پور ...
17,492	71·0	4,65,785	4·06	26,424	10·7	69,578	6,50,240	٢٣ — کراچي ...
9,646	83·3	5.77,899	·33	2,300	4·1	28,218	6,93,735	٢٤ — لرکانہ ...
6,553	76·1	3,77,746	·43	2.159	4 7	23,123	4,96,612	٢٥ — نواب شاہ ...
12,071	70·6	4,40,148	·97	6,035	7·5	46,197	6,23,779	٢٦ — سکھر ...
5,205	52·3	2,45,964	·30	1,417	3·4	16,009	4,68,044	٢٧ — تھر و پرکھر ...
2,837	89·9	2,62,338	·15	436	2·4	6.919	2,91,740	٢٨ — بالائے سرحد سندہ ...
1,720	11·6	10,295	1·23	901	14·4	12,614	87,761	٢٩ — کھمبات ...
								رياستيں و ايجنسياں
3,180	4·2	21,669	·25	1,333	6·3	32,911	5,18,164	١ — ماہي کنتھا ايجنسي ...
1,512	4·0	10,502	·14	364	4·8	12,332	2,62,660	٢ — ايدر ...

Name of Province.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
4. Rewa-Kantha Agency ...	·27	2,274	4·4	37,096	85·0	8 44,305	·42	142	17·6
5. Raj Pipla	·51	996	7·7	15,080	95·1	1,96,370	·49	39	20·9
6. Chota Udaipur ...	·17	244	2·4	3,395	97·1	1,40,264	·48	18	22·5
7. Deogad Baria ...	·19	296	1·7	2,660	98·0	1,56,309	·55	16	18·3
8 Luna Wada	·27	240	5·5	4,947	94·2	89,669	·66	34	17·8
9 Balasinor	·43	200	5·5	2,585	89·0	46,729	·29	10	14·9
10. Sanb	·06	49	2·2	1,801	97·3	81,325	...	...	25·2
11. Sankhed Mewas ..	·25	130	5·3	2,796	89·4	52,682	·35	12	13,7
12 Remaining Agencies of Rewa Kantha	·15	119	4·7	3,832	92·5	80,957	·42	13	16.0
13. Jawhar	·09	49	1·6	889	99·0	56,668	·75	4	26·4
14. Janjera	·49	398	5·2	4,248	83·4	81,480	·02	4	20·8
15. Bhor	·46	637	3·4	4,776	98·5	1,39,431	·26	4	6·1
16. Aundh	·59	431	4·5	3,298	95·5	72,827	·41	14	6·5
17. Phaltan	·57	321	3·6	2,036	95·9	56,372	·54	8	7·8
18. Akalkat	·51	402	6·2	4,899	85·0	78,631	·32	46	6·8
19. Sawant Wadi ...	·67	1,469	7·0	15,308	66·4	2,19,386	1·61	81	11·1
20. Kurundwad Senior ...	·56	205	4·3	1,572	82·8	36,493	·18	8	5·4
21. Kurundwad Junior ..	·55	177	5·3	1,729	81·9	32,416	·18	8	4·0
22. Meraj Senior... ..	·95	742	7·2	5,671	83·7	78,516	1·03	109	9·3
23. Meraj Junior... ...	·52	192	5·9	2,163	90·8	36,960	·08	2	0·6
24. Jamkhandi	·90	891	7·1	7,041	84·8	98,869	·56	7	1·6
25. Mudhol	·38	221	3·6	2,095	92·6	58,199	·20	9	2·3
26. Ramdurg	·56	186	8·5	2,773	91·2	32,488	·14	4	6·3
27. Sangli	1·16	2,634	8·3	18,851	87·6	2,26,427	·33	63	7·2
28. Wadi-ghagir	·11	2	4·5	71	96·3	1,641	...	...	18·8
29. Jath	·18	154	2·0	1,688	93·2	84,928	·03	2	2·6
30. Bansda	·75	356	3·4	1,620	97·1	47,436	·83	9	21·9
31. Dharampur	·19	208	1·8	2,021	98·4	1,10,223	·07	15	19·3
32. Sachin	·47	88	17·8	3,399	80·4	19,105	·73	19	20·4
33. Dangsi	·17	36	1·3	276	62·8	21,203	·59	4	44·4
34. Khairpur	·74	296	12·9	5,161	17·6	39,894	·21	408	1·8
35. Surgana	·33	5	·8	121	99·0	15,105	...	...	5·4
36. Savanur	·62	84	7·1	963	56·6	13,545	·21	14	5·0

مسلمان			All Religions جملہ اقوام					نام صوبہ
خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent.	انگریزي داں Literate in English.	في صد per cent.	خواندہ Literate.	آبادي Population.	
5,903	3·7	33,559	30	2,652	5·1	44,901	8,88,086	۴ — ریواکنتھا ایجنسي
1,643	3·8	7,855	·56	1,150	8·5	17,566	2,06,114	۵ — راج پیپلا ...
846	2·3	3,762	·18	304	3·1	4,447	1,44,640	۶ — چھوٹا اودے پور
532	1·8	2,914	·21	334	2·1	3,303	1,59,429	۷ — دیوگڈہ بیریا
909	5·4	5,118	·31	293	6·4	6,041	95,162	۸ لونا دادا ...
497	6·4	3,343	·41	215	6·1	3,184	52,525	۹ — بلسي ٹور ...
514	2·4	2,034	·06	53	2·9	2,392	83,531	۱۰ — سانتھہ ...
473	5·9	3,461	·26	152	5·7	3,394	59,139	۱۱ — سنکھیڈا میواس
491	3·5	3,072	·17	151	5·2	4,574	87,546	۱۲ — باقي ماندہ ریواکنتھا ایجنسي
140	·9	531	·10	56	1·8	1,055	57,261	۱۳ — جواهر ...
3,336	16·3	16,004	·51	495	8·1	7,943	98,296	۱۴ — جنجیرا ...
95	1·1	1,558	46	653	3·5	5,015	1,41,546	۱۵ — بھور ...
224	4·5	3,442	·59	452	4·7	3,586	76,507	۱۶ — ڈونڈہ ...
116	2·5	1,480	·64	376	4·3	2,501	58,761	۱۷ — پھالٹن ...
919	14·6	13,484	·54	492	6·5	6,047	92,605	۱۸ — عاقل کوٹ ...
558	1·5	5,030	·49	1,629	4·9	16,259	3,30,589	۱۹ — ساونت واڑي
246	16·3	4,572	·52	229	4·7	2,089	44,204	۲۰ — کورنڈ واڑ سینیر
177	11·3	4,456	·50	196	5·2	2,060	39,583	۲۱ — کورنڈ واڑ جونیر
1,014	11·1	10,861	1·24	1,163	8·1	7,589	93,838	۲۲ — معراج سینیر
163	6·0	2,484	·49	199	6·3	2,562	40,684	۲۳ — معراج جونیر
203	10·9	12,496	80	911	6·5	7,402	1,14,270	۲۴ — جم کھنڈي
102	7·1	4,438	·37	231	3·5	2,235	62,832	۲۵ — ڈھول ...
183	8·2	2,923	·54	191	8·4	2,977	35,454	۲۶ — رام درگ ...
1,361	7·4	19,121	1·14	2,952	8·6	22,116	2,58,442	۲۷ — سانگلي ...
8	2·5	43	·12	2	4·8	82	1,704	۲۸ — راڑي چاگیر
154	6·4	5,823	·17	158	2·1	1,882	91,099	۲۹ — چاتھہ ...
232	2·2	1,080	·81	397	4·1	2,008	48,839	۳۰ — بانسدہ ...
299	1·4	1,552	·24	268	2·2	2,506	1,12,031	۳۱ — دھرم پور ...
543	12·0	2,663	·66	145	18·7	4,139	22,107	۳۲ — سیچین ...
30	·2	68	·18	60	1·3	422	33,748	۳۳ — ڈانگر ...
3,428	82·1	1,86,577	·32	724	3·9	8,619	2,27,183	۳۴ — خیر پور ...
6	·73	111	·5	8	·91	138	15,245	۳۵ — سورا گنا ...
337	33·2	6,746	·48	98	6·4	1,301	20,320	۳۶ — سارا نور ...

STATEMENT NO. 7

Districts of C P. and Berar

Name of District.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
C. P. and Berar	·42	63,793	5·0	7,56,811	84·1	1,51,26,624	1·60	11,279	13·3
British Districts	·46	62,239	5·4	7,17,668	86·0	1,33,38,223	1·61	11,004	13·3
States	·09	1,554	2·2	39,143	72·0	17,88,401	1·18	275	13·2
Details of British Districts.									
1. Saugor	·37	1,762	5·2	24,782	88·2	4,80,120	1·68	433	11·8
2. Damoh	·30	806	6·0	15,861	87·0	2,65,708	1·58	166	13·5
3. Jubbulpore	·82	5,712	7·1	49,803	90·1	6,97,355	3·66	1,742	18·9
4. Mandla	·38	910	4·5	10,702	53·2	2,37,934	2·74	188	17·8
5. Seoni	·28	613	5·9	12,779	54·8	2,15,865	·92	171	12·3
6. Narsinghpur... ...	·39	1,024	7·8	20,712	82·2	2,64,233	1·07	191	13·4
7. Hoshangabad ...	·75	3,112	8·3	34,179	84·9	4,13,303	2·15	505	16·0
8. Nemar	·65	2,427	7·6	28,283	79·8	3,72,583	1·32	673	10·2
9. Betul	·29	804	4·2	11,487	67·7	2,75,093	2·23	157	19·0
10. Chhindwara... ..	·33	1,165	5·8	20,171	61·0	3,49,600	1·30	263	13·9
11. Wardah	·72	3,245	6·9	31,064	87·6	4,52,285	1·21	262	13·1
12. Nagpur	1·63	13,873	8·3	71,794	91·8	8,62,519	2·59	1,391	16·5
13. Chanda	·28	1,788	3·6	22,711	83·0	6,30,517	1·38	197	17·7
14. Bhandara	·27	1,590	3·8	29,449	93·1	7,67,373	1·29	199	18·1
15. Balaghat	·18	873	4·4	21,036	85·7	4,81,520	1·47	163	18·2
16. Raipur	1·88	2,633	2·8	39,723	91·9	14,03,879	3·32	653	21·5
17. Bilaspur	·16	2,050	2·8	37,273	93·3	13,06,899	2·14	399	18·2
18. Drug	·09	701	2·6	20,619	97·2	7,91,949	...	...	...
19. Amraoti	·74	6,219	8·7	72,706	88·7	8,35,409	1·16	1,001	11·1
20. Akolah	·63	4,882	7·4	57,742	88·8	7,78,451	·84	746	9·4
21. Buldana	·46	3,169	7·4	51,554	90·0	6,89,152	66	473	8·3
22. Yeotmal	·38	2,881	4·3	33,274	89·3	7,63,475	1·75	917	11·2

نقشه نمبر ۷

صوبه متوسط و برار

مسلمان			جملہ اقوام All Religions.					نام ضلع
خواندہ Literate	فی صد per cent.	آبادی Population.	فی صد per cent.	انگریزی داں Literate in English.	فی صد per cent.	خواندہ Literate	آبادی Population.	
93,580	3·9	7,06,108	·52	93,936	5·1	9,13,428	1,79,90,937	صوبہ متوسط و برار ...
90,515	4·4	6,82,854	·59	91,273	5·6	8,67,765	1,55,07,723	انگریزی علاقہ ... ...
3,065	·9	23,254	·10	2,363	1·9	45,663	24,83,214	ریاستیں ... ...
								تفصیل برطانی اضلاع
3,074	4·7	25,746	·55	3,002	6·3	34,277	5,44,589	۱—ساگر ... ...
1,420	3·4	10,516	·36	1,093	6·6	20,087	3,05,568	۲—دمو ... ...
8,982	6·2	47,614	1·64	12,702	8·8	67,799	7,73,811	۳—جبل پور ... ...
1,225	1·9	6,866	·27	1,220	3·0	13,238	4,45,766	۴—منڈلا ... ...
2,276	4·7	18,506	·23	938	4·3	16,889	3,93,732	۵—سیونی ... ...
1,526	3·5	11,404	·41	1,232	7·3	23,533	3,21,481	۶—نرسنگھپور ... ...
3,767	4·8	23,475	·90	4,365	8·2	40,134	4,86,630	۷—ہوشنگ آباد ... ..
6,199	10·9	50,925	·76	3,550	7·7	36,271	4,66,931	۸—تیماز ... ...
1,338	1·7	7,037	·28	1,152	3·4	13,846	4,06,252	۹—بیتول ... ..
2,807	3·5	20,183	·30	1,748	4·4	25,051	5,73,272	۱۰—چھندواڑہ ... ..
2,736	4·1	20,928	·74	3,816	6·8	34,972	5,16,266	۱۱—وردھا ... ...
8,903	5·7	53,809	2·21	20,646	9·4	88,380	9,40,049	۱۲—ناگپور ... ..
2,403	1·8	13,556	·30	2,311	3·5	26,621	7,59,695	۱۳—چاندا ... ...
2,801	1·9	15,484	·22	1,976	4·1	33,435	8,24,495	۱۴—بھنڈارا ... ..
2,028	2·0	11,121	.22	1,197	4·4	24,704	5,61,602	۱۵—بالاگھاٹ ... ..
4,296	1·3	19,992	·27	4,021	3·2	47,700	15,27,573	۱۶—رائپور ... ...
3,398	1·33	18,673	·25	3,513	3·1	43,374	14,00,248	۱۷—بلاسپور ... ...
...	...	...	·11	927	2·8	22,983	8,17,924	۱۸—درگ ... ...
9,639	9·2	86,498	·83	7,806	9·0	85,012	9,41,604	۱۹—امراوتی ... ..
8,431	10·2	89,185	·69	6,087	7·9	68,921	8,76,362	۲۰—اکولہ ... ..
5,930	9·4	71,765	·51	3,870	7·7	59,346	7,65,584	۲۱—بلڈانہ ... ...
6,195	6·1	52,231	·47	4,001	4·8	41,192	8,57,288	۲۲—یوتمال ... .

STATEMENT No. 8.

Districts of Burmah.

Districts.	Hindus هندو						Muslims مسلمان					
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Leterate	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد Per cent.	آبادي Poplation.
Burmah Province ...	4·11	23,249	26·2	1,48,143	3·9	5,65,609	2·61	10,386	24·8	98,384	2·7	3,96,594
Divisional Burmah ...	4·14	22,106	26·1	1,40,401	4·1	5,38,650	2·57	10,084	24·6	96,159	3·0	3,91,558
Eastern States ...	4·24	1,143	28·7	7,742	1·7	26,959	4·25	214	18·9	950	·33	5,036
Details of British Districts.												
1. Akyab ...	4·09	695	33·0	5,612	2·7	16,949	·78	1,527	6·7	12,950	30·2	1,92,647
2. Arakan ..	...	...	...	...	...	...	...	...	...	...	...	...
3. Kyauk-piyue ...	...	...	...	...	...	...	...	...	...	...	...	...
4. Sandoway ...	...	...	...	...	...	...	...	...	...	...	...	...
5. Rangoon ...	7·46	10,485	19·9	28,001	35·1	1,40,458	7·52	4,369	53·3	30,656	14·4	57,535
6. Pegu ..	1·45	595	22·5	9,252	8·4	41,053	1·44	134	37·8	3,526	1·9	9,325
7. Tharrawady ...	2·62	238	28·0	2,578	1·8	9,067	...	...	...	...	...	...
8. Hanthawady ..	·55	288	23·4	12,226	12·8	52,208	1·04	106	38·7	3,941	2·5	10,189
9. Insein ...	7·52	2,343	29·6	9,231	9·4	31,153	...	...	...	...	...	...
10 Bassein ...	1·19	186	18·3	2,858	2·7	15,642	...	...	...	...	...	...
11. Henzada ...	...	...	...	...	...	...	...	...	...	...	...	...
12. Miyawng Miya ...	...	...	...	...	...	...	3·15	421	18·7	2,498	3·0	13,352
13. Muwhein ...	...	...	...	...	...	...	...	...	...	...	...	...
14. Pyapone ...	·92	207	25·9	5,810	6·7	22,395	...	...	...	...	...	...
15. Salween ...	...	...	...	...	...	...	...	...	...	...	...	...
16. Thaton ...	·85	191	11·9	2,692	4·2	22,611	...	...	...	...	...	...
17. Amherst ...	2·52	621	19·4	4,785	4·8	24,626	5·85	842	37·3	5,371	2·8	14,397
18. Tavoy ..	...	...	...	...	...	...	...	...	...	...	...	...
19. Mergui ..	...	...	...	...	...	...	...	...	...	...	...	...
20. Toungoo ...	...	...	...	...	...	...	..	...	...	...	...	...
21. Thayet Mayo ...	...	...	...	...	...	...	...	...	...	...	...	...
22. Minbu ...	...	...	...	...	...	...	...	...	...	...	...	...
23. Magwe ...	...	...	...	...	...	...	...	...	...	...	...	...
24. Pakokku ..	...	...	...	...	...	...	...	...	...	...	...	...
25. Chin Hills ...	...	...	...	...	...	...	...	...	...	...	...	...
26. Mandalay ...	9·51	2,361	36·5	9,073	6·7	24,823	6·01	475	44·2	3,496	2·1	7,900
27. Kyaukse ...	...	...	...	...	...	...	...	...	...	...	...	...
28. Prome ...	...	...	...	...	...	...	...	...	...	...	...	...
29. Meiktila ...	...	...	...	...	...	...	...	...	...	...	...	...

All Religions. جملہ اقوام			
في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	آبادي Population.
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1·10	1,61,690	31·7	46,45,088	1,46,47,497
1·20	1,56,930	34·2	44,84,704	1,31,02,048
·07	1,143	10·4	1,61,381	15,45,449
·83	5,293	20·6	1,31,393	6,37,580
·18	39	4·7	1,006	21,418
·28	623	23·7	52,274	2,20,297
1·21	1,570	27·8	35,974	1,29,245
13·8	55,682	46·8	1,87,733	4,00,415
8·18	4,011	43·3	2,12,021	4,89,969
·86	4,395	43·7	2,22,099	5,08,319
·74	3,039	45·4	1,85,501	4,08,831
2·50	8,326	3·9	13,011	3,31,452
·88	5,000	39·9	2,27,932	5,71,043
·58	3,555	38·1	2,36,399	6,13,280
·82	3,655	42·4	1,88,618	4,44,784
·62	2,292	39·7	1,47,561	3,71,509
1·01	3,345	45·3	1,51,293	3,34,158
·61	326	8·4	4,446	53,186
·46	2,470	20·6	1,09,960	5,32,628
1·70	8,778	21·9	1,12,193	5,16,233
1·07	1,928	30·8	55,442	1,79,964
·88	1,426	28·6	46,014	1,61,987
1·36	5,843	32·5	1,38,458	4,28,670
·32	884	35·4	96,996	2,74,177
·37	1,042	36·8	1,02,152	2,77,876
·80	3,989	36·7	1,83,461	4,99,573
·23	1,163	32·3	1,61,348	4,99,181
·11	181	1·5	2,645	1,71,237
3·36	12,497	45·4	1,68,898	3,71,636
·49	735	34·4	52,036	1,51,320
·69	2,820	40·7	1,67,093	4,10,651
·33	1,009	31·0	96,106	3,09,999

نقشہ نمبر ۸
اضلاع برھما

نام اضلاع	
صوبہ برھما	...
ڈویژنل برھما	...
شرقی ریاستیں	...
تفصیل برطانی اضلاع	
۱ — اکیاب	...
۲ — اراکان	...
۳ — کیاک پیو	...
۴ — مینبرے	...
۵ — رنگون	...
۶ — پیگو	...
۷ تھارا واڈی	...
۸ ھانتھا واڈی	...
۹ انسین	...
۱۰ — بسین	...
۱۱ — ھینزاڈا	...
۱۲ — میاگ میا	...
۱۳ — موبین	...
۱۴ — پیاپون	...
۱۵ — سالوین	...
۱۶ — تھاٹون	...
۱۷ — امہوسٹ	...
۱۸ — تورئی	...
۱۹ — مرگوئی	...
۲۰ — ٹانگو	...
۲۱ — تھایت میو	...
۲۲ — منہو	...
۲۳ — ماگوے	...
۲۴ — پگو لو	...
۲۵ — چن ہلز	...
۲۶ — مانڈلے	...
۲۷ — کیاکسی	...
۲۸ — پروم	...
۲۹ — میک تیلا	...

Name of Districts.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
30. Myingyan ..	...	...	...	...	...	...	...	...	...
31. Yame Thin ...	...	...	...	...	...	...	...	...	...
32. Bhamo ...	...	...	...	...	...	...	...	...	...
33. Myitkyina ...	2·82	398	24·8	3,504	8·2	14,109	...	...	...
34. Shwebo ...	...	...	...	...	...	...	...	...	...
35. Sagaing ...	...	...	...	...	...	...	...	...	...
36. Katha ...	...	...	...	...	...	...	...	...	...
37. Lower Chindwin ...	...	...	...	...	...	...	...	...	...
38. Upper Chlndwin ...	...	...	...	...	...	...	...	...	...
States.									
1. Northern Shan States ...	4·78	829	29·0	5,023	2·8	17,337	...	...	...
2. Southern Shan States ...	...	...	...	...	...	...	...	...	...
3. Karenni ...	...	...	...	...	...	...	...	...	...

نام اضلاع		جملہ اقوام All religions				مسلمان		
		آبادي Population.	خواندہ Literate.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent	خواندہ Literate.	آبادي Population.
۳۰ — منگلان	...	4,72,557	1,55.809	33'0	1,045	'22	...	...	...
۳۱ — پاستھن	...	3,90,820	1,30,082	33'3	2,567	'66	...	...	...
۳۲ — بھامو	...	1,21,193	21,985	18 1	602	'50	...	...	...
۳۳ — مٹکینا	...	1,71,524	31,184	18'2	879	'51	...	...	...
۳۴ — شوئیبو	...	4,46,790	1,54,484	34'6	1,360	'30	...	...	...
۳۵ — ساکنگ	...	3,55,965	1,16,071	32'6	1,488	'42	...	...	...
۳۶ — کاتھا	...	2,54,170	81,404	32'0	1,182	'46	...	...	...
۳۷ — تشیبي چندرن	...	3,83,434	1,23,068	32'1	1,311	'34	...	...	...
۳۸ — بالائی چندرن	..	2,04,982	63,557	31'0	580	'28	...	...	...
ریاستیں									
۱ — شمالي شان ریاستیں	..	6,16,458	54,758	8'9	2,630	'42	...	...	...
۲ — جنوبي شان ریاستیں	—	8,70,230	1,02,559	11'8	2,003	'23	...	...	...
۳ — کریني	..	58,761	4,064	6'9	127	'22	...	...	...

STATEMENT No. 9.

Districts of Assam.

نقشه نمبر ۹
اضلاع آسام

Names of Districts.	Hindus هندو						Muslims مسلمان			All Religions. جمله اقوام						نام ضلع
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English	في صد per cent.	خواندہ Literate	آبادي Population.	
Province of Assam ...	1·31	67,769	9·3	4,82,090	56·3	52,04,190	·61	16,897	5·6	1,56,650	30·1	27,80,514	1·03	94,835	7·5	6,97,498	92,47,857	... صوبہ آسام
1. Cachar ...	1·28	4,765	10·5	37,989	45·4	3,59,238	·52	1,029	10·1	19,732	34·4	1,96,196	1·7	6,316	9·0	51,692	5,70,531	... ۱ — کچھار
2. Khassia & Jaintia Hills ...	...	...	...	...	...	...	...	...	...	...	...	...	1·58	1,734	9·2	10,106	1,09,926	... ۲ — کھاسیا و جینتیا پہاڑیاں
3 Naga Hills ...	...	...	...	...	...	...	...	...	...	...	...	...	·30	530	1·8	3,310	1,78,844	... ۳ — ناگا پہاڑیاں
4. Lushai Hills ...	...	...	...	...	...	...	...	...	...	...	...	...	·68	847	10·7	13,320	1,24,404	... ۴ — لوشائی پہاڑیاں
5. Goalpara ...	1·12	4,253	9·3	35,997	43·4	3,85,877	·36	1,358	3·5	13,829	43·9	3,87,709	·72	6,369	6·2	55,044	8,82,748	... ۵ — گوالپاڑہ
6. Kamrup ...	1·13	8,043	9·3	66,324	72·7	7,09,960	·56	1,350	4·6	11,056	24·6	2,40,422	1·02	9,927	8·2	79,896	9,76,746	... ۶ — کامروپ
7. Durang ...	·85	3,893	5·9	26,757	77·9	4,55,623	·62	418	5·0	3,396	11·5	67,503	·82	4,769	5·4	31,739	5,84,817	... ۷ — درنگ
8. Nowgaon ...	·89	2,888	8·4	27,245	57·9	3,25,710	·44	784	4·7	7,532	31·6	1,77,762	·70	3,957	6·4	36,111	5,62,581	... ۸ — نوگاؤں
9 Sibsagar ...	1·26	10,638	7·5	63,343	90·1	8,41,035	3·55	1,578	15·4	6,747	4·7	43,907	1·40	13,051	7·7	71,558	9,33,326	... ۹ — سب ساگر
10. Lakhimpur ...	1·43	9,492	6·6	44,058	91·3	6,61,680	...	...	...	...	...	...	1·65	11,945	7·2	52,407	7,24,582	... ۱۰ — لکھیم پور
11. Garo Hills ..	·50	140	4·5	1,245	14·7	27,946	...	...	...	...	...	...	·27	516	2·7	5,059	1,90,911	... ۱۱ — گارو پہاڑیاں
12. Balipara	·81	31	10·5	399	74·0	3,811	...	...	...	...	...	...	·74	38	9·3	484	5,148	... ۱۲ — بالي پاڑہ
13. Sadiya ...	·65	169	9·1	2,360	48·7	26,002	...	...	...	...	...	...	·47	249	5·6	2,964	53,345	... ۱۳ — سدیا
14. Manipur ...	·54	1,383	4·5	11,561	56·6	2,57,255	...	...	...	...	...	...	·46	2,072	3·2	14,495	4,45,606	... ۱۴ — منی پور
16. Sylhet ...	1·82	20,076	14·2	1,57,423	46·5	11,13,354	·53	8,525	5·8	93,988	58·9	16,03,805	1·08	29,315	9·3	2,52,626	27,24,342	... ۱۵ — سلہٹ

STATEMENT No. 10.

Districts of North-West-Frontier Provinces.

نقشه نمبر ۱۰
اضلاع صوبه سرحدي

Name of Province	Hindus هندو						Muslims مسلمان			All Religions جمله اقوام						نام صوبه
	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.	خواندہ Literate.	آبادي Population.	
North West Frontier Province ...	4·41	7,397	25·9	41,271	6·5	1,57,628	·45	10,280	2·7	48,395	91·1	22,50,389	1·27	31,515	4·7	1,17,438	24,71,527	... کل صوبہ سرحدي ...
British Districts	4·85	6,931	24·9	35,608	5·9	1,42,977	·41	9,122	2·5	44,496	91·8	22,27,303	1·06	25,717	4·1	1,00,366	24,25,076	... برطاني اضلاع ...
Out Posts	3·41	466	41·5	5,663	29·4	13,651	5·01	1,158	16·1	3,899	49·7	23,086	12·46	5,798	36·8	17,072	46,451	.. بيروني چوکيات ...
Details of British Districts.																		**تفصيل برطاني اضلاع**
1. Hazara	2·38	602	27·1	7,102	3·7	25,260	·15	976	1·3	9,254	95·0	6,36,794	2·75	1,950	2·7	17,899	6,70,117	... ۱ — هزاره ...
2. Peshawar	7·53	3,175	26·3	11,153	4·3	42,321	·56	5,048	2·3	22,818	92·2	8,98,083	1·60	15,402	4·8	47,256	9,74,321	... ۲ — پشاور ...
3. Kohat	5·31	711	27·3	3,623	4·2	13,393	·66	1,453	2·9	4,402	92·5	2,18,445	1·44	3,391	4·3	10,061	2,36,273	.. ۳ — کوهاٹ ...
4. Bannu	2·85	745	16·5	4,308	9·7	26,181	·23	549	1·3	2,959	87·9	2,37,674	·63	1,714	3·6	9,696	2,70,301	.. ۴ — بنوں ...
5. Dera-Ismail Khan ...	4·45	1,698	26·3	9,422	13·1	35,822	·46	1,096	2·3	5,063	85·9	2,35,707	1·19	3,250	5·6	15,454	2,74,064	... ۵ ڈیرہ اسماعیل خان

STATEMENT NO. 11.

Districts of Delhi Province.

Name of District.	Hindus هندو						Muslims		
	في صد per cent.	انگريزي داں Literate in English	في صد per cent.	خواندہ Literate.	في صد per cent.	آبادي Population.	في صد per cent.	انگريزي داں Literate in English.	في صد per cent.
Province of Delhi	4·49	17,966	12·7	50,819	63·0	3,99,863	3·59	7,432	12·8
1. Delhi Town	5·79	10,785	17·3	32,230	50·9	1,86,232	3·86	5,992	13·6
2. New Delhi	10·75	5,491	22·4	11,435	69·4	51,097	7·61	1,140	23·5

STATEMENT NO. 12.

Districts of Andaman & Nicobar Islands.

Name of District.	Hindus هندو						Muslims		
	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندہ Literate.	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.
Andamans & Nicobar ...	...	...	...	...	..	...	...	...	...
1. Andamans	6·33	418	21·0	1,390	34·4	6,607	2·72	152	15·7
2. Nicobar	7·69	1	38·5	5	...	13	1·56	4	21·1

نقشه نمبر ۱۱
اضلاع صوبه دهلي

مسلمان			All Religions. جمله اقوام					نام ضلع
خواندة Literate	في صد Per cent.	آبادي Population.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندة Literate.	آبادي Population.	
26,490	32·5	2,06,960	5·32	33,185	14·1	89,472	6,36,246	صوبه دهلي ...
22,056	44·5	1,62,696	5·63	20,578	16·6	60,765	3,65,527	۱ — شهر دهلي ...
3,524	20·3	14,977	13·54	9,974	26·6	19,595	73,653	۲ — نئي دهلي ...

نقشه نمبر ۱۲
اضلاع جزائر انڈمن و نکوبار

مسلمان			All Religions. جمله اقوام					نام اضلاع
خواندة Literate.	في صد Per cent.	آبادي Poplation.	في صد Per cent.	انگريزي داں Literate in English.	في صد Per cent.	خواندة Literate.	آبادي Population.	
...	...	...	3·43	961	14·8	4,149	27,943	انڈمن و نکوبار ...
875	29·0	5,581	4·91	944	18·9	3,642	19,223	۱ — انڈمن ...
54	2·5	256	·17	17	1·8	183	10,244	۲ — نکوبار ...

زیادہ اوسط ضلع اکیاب میں ہے جو ۳۳ فی صد ہے۔ انگریزی داں مسلمانوں کا سب سے زیادہ اوسط رنگون میں ہے جو اوپر درج کر دیا گیا۔ انگریزی داں ہندوؤں کا سب سے زیادہ اوسط ضلع انسین میں ہے۔ جو ۵۲ ر۷ فی صد ہے۔

صوبۂ آسام

اس صوبہ کے ضلع وار اعداد دیکھنے سے ظاہر ہوتا ہے کہ خواندہ اشخاص سب سے زیادہ ضلع لوشائی میں ہیں جن کا اوسط ۷ ر۱۰ فی صد ہے۔

خواندہ مسلمانوں کا سب سے زیادہ اوسط ضلع سب ساگر میں ہے جو ۴ ر۱۵ فی صد ہے۔ خواندہ ہندوؤں کا سب سے زیادہ اوسط ضلع سلہٹ میں ہے جو ۲ ر۱۴ فی صد ہے۔

انگریزی داں اشخاص کا اوسط سب سے زیادہ ضلع لکھیم پور میں ہے جو ۶۵ ر۱ فی صد ہے۔ مسلمان انگریزی داں بھی سب سے زیادہ اسی ضلع میں ہیں جنکا اوسط ۴ ۵ ر۳ فی صد ہے۔

سب سے زیادہ انگریزی داں ہندو ضلع سلہٹ میں ہیں جن کا اوسط ۲ ۸ ر۱ فی صد ہے۔

صوبہ سرحدی

اس صوبہ کے اضلاع کی تفصیل سے معلوم ہوتا ہے کہ سب سے زیادہ خواندہ اشخاص ضلع ڈیرہ اسمٰعیل خاں میں ہیں جہاں پر اُن کا اوسط ۶ ر۵ فی صد ہے۔ خواندہ مسلمانوں کا اوسط پشاور میں زیادہ ہے جو ۵ ر۲ فی صد ہے۔ ضلع کوہاٹ میں انگریزی داں مسلمان زیادہ ہیں جن کا اوسط ۶۶ ر فی صد ہے۔

خواندہ اور انگریزی داں ہندو ضلع پشاور میں زیادہ ہیں جہاں پر خواندہ ہندو ۳ ر۲۶ اور انگریزی داں ہندو ۳۱ ر۵ فی صد ہیں۔

صوبہ سرحدی میں خواندہ اور انگریزی داں اشخاص کا اوسط سب سے زیادہ بیڑی چوکیات میں ہے کیونکہ وہاں پر خواندہ ۸ ر۳۶ فیصد اور انگریزی داں ۱۴ ر۱۲ فیصد ہیں۔ یہاں پر خواندہ مسلمان ۷ ر۱۶ فیصد اور خواندہ ہندو ۵ ر۱۴ فیصد ہیں۔ انگریزی داں مسلمان ۱۰ ر۵ فیصد اور انگریزی داں ہندو ۱۴ ر۳ فیصد ہیں اسکی خاص وجہ یہ معلوم ہوتی ہے کہ اس علاقہ میں زیادہ تر سرکاری فوجیں رہتی ہیں۔

صوبۂ دہلی

خواندہ اور انگریزی داں اشخاص کا اوسط نئی دہلی میں زیادہ ہے چنانچہ وہاں پر خواندہ ۶ ر۲۶ فیصد اور انگریزی داں ۵ ر۲۳ فیصد ہیں۔ خواندہ مسلمان ۶ ر۱۳ فیصد اور خواندہ ہندو ۴ ر۲۲ فیصد ہیں۔ مسلمان انگریزی داں ۶۱ ر۷ فیصد اور ہندو انگریزی داں ۵ ر۷۵ فیصد ہیں۔

صوبہ انڈمان ونکوبار

اس صوبہ کے دو حصے انڈمان ونکوبار ہیں۔ انڈمان میں خواندہ اور انگریزی داں کا اوسط نکوبار سے زیادہ ہے۔ وہاں پر خواندہ ۹ ر۱۸ فیصد اور انگریزی داں ۹ ر۴ فیصد ہیں۔ خواندہ مسلمان ۷ ر۱۵ فیصد اور خواندہ ہندو ۲۱ فیصد ہیں۔ مسلمان انگریزی داں ۷۲ ر۲ فیصد اور ہندو انگریزی داں ۳۳ ر۶ فیصد ہیں۔

صوبہ متحدہ

اس صوبہ میں اگرچہ پانچ یونیورسٹیاں ہیں اور سارے ہندوستان کا دماغ اور تمدن و شائستگی کا مرکز ہونے کے باوجود اس صوبہ میں کُل ۷ ر۴ فی صدی خواندہ ہیں۔ خواندہ مسلمان ۹ ر۴ اور خواندہ ہندو ۴ ر۴ فی صد ہیں۔ کل انگریزی داں ۵۵ ر۰ فی صد۔ مسلمان ۹۶ ر۰ فی صد اور ہندو ۴ ر۰ فیصد انگریزی داں ہیں۔

اضلاع کی تفصیل کے مطالعہ سے معلوم ہوتا ہے کہ خواندہ اشخاص کا اوسط سب سے زیادہ ضلع دہرہ دون میں ہے جہاں پر ۱ ر۱۲ فی صد خواندہ ہیں۔ اس ضلع میں مسلمان ۴ ر۱۰ اور ہندو ۵ ر۱۰ فی صد خواندہ ہیں۔ انگریزی داں جملہ اقوام کا اوسط بھی اسی ضلع میں سب سے زیادہ ہے جو ۲۵ ر۳ فی صد ہے۔

خواندہ مسلمانوں کا سب سے زیادہ اوسط ضلع الموڑہ میں ہے جو ۶ ر۲۳ فی صد ہے۔ انگریزی داں مسلمانوں کا اوسط بھی اسی ضلع میں سب سے زیادہ ہے جو ۳۹ ر۳ فی صد ہے۔ یہ بھی ملحوظ خاطر رہے کہ یہ پہاڑی مقام اور تفریح گاہ ہے اور اس ضلع میں مسلمانوں کی آبادی صرف ۵ ر۰ فی صد ہے۔

صوبہ بمبئی

اس صوبہ کے ضلع وار اعداد و دیکھنے سے ظاہر ہوتا ہے کہ شہر اور مضافات بمبئی میں خواندہ اور انگریزی داں اشخاص کا اوسط سب سے زیادہ ہے جہاں پر ۱ ر۲۱ فی صد خواندہ اور ۱ ر۶ ۱۱ فی صد انگریزی داں ہیں۔

خواندہ مسلمان ۹ ر۱۸ اور خواندہ ہندو ۶ ر۱۷ فی صد ہیں۔ انگریزی داں مسلمان ۸۷ ر۴ اور انگریزی داں ہندو ۲۹ ر۷ فی صد ہیں۔

خواندہ مسلمانوں کا اوسط سب سے زیادہ ضلع سورت میں ہے جو ۹ ر۲۵ فی صد ہے۔

انگریزی داں مسلمان اور ہندوؤں کا اوسط شہر اور مضافات بمبئی میں سب سے زیادہ ہے جو اوپر درج کر دیا گیا ہے۔

صوبۂ برہما

صوبہ برہما میں خواندہ اشخاص ہندوستان کے سب صوبوں سے زیادہ ہیں۔

اس صوبہ کے اضلاع کی تفصیل کے مطالعہ سے معلوم ہوتا ہے کہ خواندہ اشخاص کا اوسط سب سے زیادہ ضلع رنگون میں ہے جو ۸ ر۶ ۴ فی صد ہے۔ اس ضلع میں مسلمان ۲ ر۵۳ فی صد اور ہندو ۹ ر۱۹ فی صد خواندہ ہیں۔ انگریزی داں بھی ضلع رنگون ہی میں سب سے زیادہ ہیں جن کا اوسط ۸ ر۱۳ فی صد ہے۔ مسلمان ۲ ر۵۷ اور ہندو ۴۶ ر۷ فی صد انگریزی داں ہیں۔

خواندہ مسلمانوں کا اوسط سب سے زیادہ رنگون میں ہے جو اوپر درج کر دیا گیا۔ خواندہ ہندوؤں کا سب سے

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زیادہ ہے چنانچہ مسلمان انگریزی داں کا اوسط ۱۶ ، ۲ فیصد ہندو انگریزی داں کا اوسط ۱۱ ، ۴ فی صد ہے

(۶) ریاستوں میں کوچین میں سب سے زیادہ خواندہ ہیں جن کا اوسط ۱ ، ۲۸ فی صد ہے اور اسی ریاست میں انگریزی داں زیادہ ہیں جن کا اوسط ۷۰ ، ۴ فی صد ہے۔ خواندہ مسلمان اور خواندہ ہندو بھی اسی ریاست میں زیادہ ہیں چنانچہ خواندہ مسلمان ۸ ، ۳۱ فی صد اور خواندہ ہندو ۶ ، ۲۴ فی صد ہیں۔ انگریزی داں ہندو بھی اس ریاست میں زیادہ ہیں جن کا اوسط ۹۷ ، ۲ فی صد ہے۔ انگریزی داں مسلمان ریاست میسور میں زیادہ ہیں جن کا اوسط ۶۸ ، ۱ فی صد ہے۔

(۷) ریاستہائے بہار و اڑیسہ میں مسلمانوں کے اعداد نہیں دکھائے گئے ہیں نیز ریاست بڑودہ۔ سکم۔ مغربی ہندوستان کی ریاستیں و ایجنسیاں۔ ریاستہائے بنگال۔ صوبہ مدراس کی ٹراونکور اور میسور کے علاوہ دیگر ریاستیں۔ صوبہ سرحدی کی ایجنسیاں ورقبہ آزاد قبائل میں صرف جملہ اشخاص کے اعداد دیے گئے ہیں۔ ہندو اور مسلمانوں کے اعداد ترک کر دیے گئے ہیں۔

صوبہ بنگال

اس صوبہ کے اضلاع کے اعداد دیکھنے سے معلوم ہوتا ہے کہ سب سے زیادہ خواندہ اور انگریزی داں کلکتہ میں ہیں۔ چنانچہ اس ضلع میں خواندہ ۸ ، ۳۹ فی صد اور انگریزی داں ۱۹ فی صد ہیں۔ خواندہ مسلمان ۴ ، ۲۹ فی صد خواندہ ہندو ۴ ، ۴۱ فی صد انگریزی داں مسلمان ۵ ، ۹ فی صد اور انگریزی داں ہندو ۱۰ ، ۲۰ فی صد ہیں۔

صوبہ مدراس

اس صوبہ کے اضلاع کے اعداد دیکھنے سے معلوم ہوتا ہے کہ ضلع مدراس میں خواندہ اور انگریزی داں سب سے زیادہ ہیں۔ اس ضلع میں کل خواندہ ۹ ، ۳۰ فی صد۔ خواندہ مسلمان ۵ ، ۲۴ فی صد اور خواندہ ہندو ۲ ، ۲۹ فی صد ہیں۔ کل انگریزی داں ۸۹ ، ۴۱ فی صد۔ انگریزی داں مسلمان ۳۸ ، ۹ فی صد اور انگریزی داں ہندو ۷ ، ۱۲ فی صد ہیں۔

صوبہ بہار و اڑیسہ

اس صوبہ کے ضلع وار اعداد دیکھنے سے معلوم ہوتا ہے کہ ضلع پٹنہ میں خواندہ اور انگریزی داں سب سے زیادہ ہیں۔ چنانچہ کل خواندہ ۶ ، ۹ فی صد۔ خواندہ مسلمان ۹ ، ۱۳ فی صد اور خواندہ ہندو ۰ ، ۹ فی صد ہیں۔ کل انگریزی داں ۲۳ ، ۱ فی صد۔ انگریزی داں مسلمان ۱۰ ، ۳ فی صد اور انگریزی داں ہندو ۳۷ ، ۰ فی صد ہیں۔ خواندہ اور انگریزی داں مسلمانوں کا اوسط سب سے زیادہ ضلع سنتھل پرگنہ میں ہے۔ جہاں پر ۸ ، ۷ فی صد خواندہ اور ۹۳ ، ۳ فی صد انگریزی داں مسلمان ہیں۔

خواندہ ہندو پٹنہ میں زیادہ ہیں جن کا اوسط ۹ فی صد ہے۔ اور انگریزی داں ہندوؤں کا اوسط ضلع سنگ بھوم میں سب سے زیادہ ہے جو ۵۰ ، ۱ فی صد ہے۔

یادداشت بابت اندراجات نقشہ جات

کل ہندوستان

(۱) ۱۹۲۱ء کی رپورٹ مردم شماری میں ہندوستان کی جملہ اقوام کے خواندہ اشخاص کا اوسط ۳ء۷ فی صد تھا اور ۱۹۳۱ء میں ۰ء۸ فی صد ہو گیا یعنی ۱۰ سال میں ۷ء۰ فی صد کی بیشی ہوئی۔

۱۹۲۱ء میں انگریزی داں لوگوں کا اوسط ۸ء۰ فی صد تھا اور ۱۹۳۱ء میں ایک فی صد ہو گیا یعنی ۱۰ سال میں ۲ء۰ فی صد کی بیشی ہوئی۔

۱۹۲۱ء میں خواندہ مسلمان ۶ء۴ فی صد تھے ۱۹۳۱ء میں ۴ء۵ فی صد ہو گئے یعنی ۸ء۰ فی صد ترقی ہوئی۔

خواندہ ہنود ۱۹۲۱ء میں ۹ء۷ فی صد تھے ۱۹۳۱ء میں ۲ء۷ فی صد رہ گئے یعنی ۷ء۰ فی صد کی کمی ہو گئی۔

۱۹۲۱ء میں انگریزی داں مسلمان ۶ء۴ فی صد تھے ۱۹۳۱ء میں ۱ء۷ فی صد ہو گئے یعنی ۲۵ء۰ فی صد ترقی ہوئی۔

۱۹۲۱ء میں انگریزی داں ہنود ۶ء۷ فی صد تھے ۱۹۳۱ء میں ۹ء۷ فی صد ہو گئے یعنی ۲۱ء۰ فی صد ترقی ہوئی۔

(۲) ۱۹۳۱ء کی رپورٹ بابتہ کل ہندوستان اور صوبہ وار رپورٹوں کی ترتیب میں یکسانیت کا لحاظ نہیں کیا گیا ہے مثلاً کل ہندوستان کی رپورٹ میں انگریزی علاقہ اور ریاستوں کے اعداد علٰحدہ علٰحدہ نہیں دکھلائے گئے ہیں حالانکہ صوبہ وار رپورٹوں میں یہ اعداد علٰحدہ علٰحدہ موجود ہیں۔

کل ہندوستان کی رپورٹ میں سب ہندوؤں کی مجموعی تعداد درج ہے۔ صوبہ وار رپورٹوں میں سب ہندوؤں کی مجموعی تعداد نہیں درج کی گئی ہے کل صوبہ کے اعداد میں برہمنی ہندو۔ برہمو سماج۔ آریہ سماج اور جینی ہندوؤں کے اعداد علٰحدہ علٰحدہ درج کئے گئے اور پھر جب یہ اعداد ضلع وار دئے گئے ہیں تو اس میں صرف برہمنی ہندوؤں کی تعداد دکھائی گئی ہے۔

(۳) کل ہندوستان کی رپورٹ کے صوبہ وار اعداد کے مطالعہ سے معلوم ہوتا ہے کہ صوبہ سرحد کے علاقہ یخبیاں وآزاد قبائل میں خواندہ اشخاص کا اوسط سب سے زیادہ یعنی ۷ء۶ فی صد ہے اس کی خاص وجہ یہ معلوم ہوتی ہے کہ اس علاقہ میں زیادہ تر سرکاری فوجیں رہتی ہیں۔

(۴) اس کے بعد صوبہ برہما کا نمبر ہے جہاں پر ۱ء۳ فی صد خواندہ ہیں۔ اس کی خاص وجہ یہ ہے کہ جس طرح شریف ہندو اور شریف مسلمانوں میں بچہ کو ۴ - ۵ سال کی عمر میں پڑھانا شروع کر دینے کا رواج ہے اسی طرح برہما میں بڈھے لوگوں میں یہ دستور ہے کہ جب بچہ ۴ سال کا ہو جاتا ہے اُسے پڑھنے کے واسطے پاٹھ شالہ میں بھیج دیتے ہیں۔ اسی صوبہ میں خواندہ ہندو اور خواندہ مسلمانوں کا اوسط سب سے زیادہ ہے چنانچہ خواندہ ہندو ۲ء۶ فی صد اور خواندہ مسلمان ۸ء۴ فی صد ہیں۔

(۵) انگریزی داں اشخاص کا اوسط سب سے زیادہ صوبہ دہلی میں ہے جو ۲۵ء۵ فی صد ہیں اور اس کی وجہ یہ ہے کہ جملہ امپیریل وفاتر دہلی میں ہیں۔

اگرچہ صوبہ برہما میں جملہ اشخاص انگریزی داں زیادہ نہیں ہیں لیکن صوبہ برہما کے ہندو اور مسلمان انگریزی داں کا اوسط سب سے

جو تعلیم و تمدن کا گہوارہ ہے اور جس میں اعلیٰ تعلیم کے لئے اس وقت پانچ یونیورسٹیاں ہیں۔ ذیل کے اعداد سے گذشتہ پچاس سال کے خواندوں کے اعداد معلوم ہوں گے۔

۱۸۸۱ء میں	۰٫۳ فی صدی	یا	۳۰ فی ہزار
۱۸۹۱ء میں	۲٫۳ ″	″	۳۲ ″
۱۹۰۱ء میں	۱٫۳ ″	″	۳۱ ″
۱۹۱۱ء میں	۴٫۳ ″	″	۳۴ ″
۱۹۲۱ء میں	۷٫۳ ″	″	۳۷ ″
۱۹۳۱ء میں	۷٫۴ ″	″	۴۷ ″

ان اعداد سے ظاہر ہوتا ہے کہ پچاس سال میں صوبہ متحدہ میں خواندوں کی تعداد ۳ فی صدی سے بڑھکر ۴٫۷ فی صدی تک پہونچی۔ پس اگر ہم اپنا مطمح نظر متمدن اور تعلیم یافتہ ممالک کی طرح تناسوے فی صدی رکھیں تو اس درجہ تک پہونچنے کے لئے ہمیں ۲۸۰۰ سال لگیں گے۔

اس انتہائی تنزل کی حالت کو محسوس کرکے راقم الحروف نے ۱۹۲۹ء میں صوبہ متحدہ کی کونسل میں ایک تجویز اس بارہ میں پیش کی تھی جس پر ایک کمیٹی مقرر کی گئی تھی۔ اس کمیٹی نے ایک مفصل اسکیم بنائی تھی جس کی رو سے تمام صوبہ میں تعلیم پانے کی عمر کے کل لڑکے ۱۰ سال کے عرصہ میں اور کل لڑکیاں ۵ سال کے عرصہ میں اسکولوں میں پہونچائی جاسکتی ہیں اس تجویز پر عملدرآمد کرنے کے لئے گورنمنٹ پر اسّی لاکھ سالانہ کا مزید خرچہ پڑتا۔ مگر افسوس کہ اس قرارداد کو پانچ سال کا عرصہ گذر چکا اور ہنوز روز اوّل ہے۔ ضرورت ہے کہ گورنمنٹ کو اس اہم مسئلہ کی طرف توجہ دلائی جائے اور دیگر صوبجات کے ممبران کونسل بھی اس قسم کی تجاویز اپنی اپنی کونسلوں میں پیش کرکے گورنمنٹ کو اس طرف متوجہ کرتے رہیں

اس کے علاوہ ہندوستان کی ہر قوم کی تعلیمی انجمنوں اور جماعتوں کے لئے ضروری ہے کہ اپنے اجلاسوں میں بذریعہ رزولیوشنوں کے گورنمنٹ کو متوجہ کرتی رہیں کہ وہ ابتدائی تعلیم پر زیادہ سے زیادہ خرچ کرکے خواندوں کی تعداد کے اعداد کے اعتبار سے ہندوستان کا درجہ بلند کرنے میں پوری کوشش کرے۔

طفیل احمدؔ

۲۲۔ مارچ ۱۹۳۴ء

اپنی ذمہ واری کو محسوس کرکے عوام الناس میں تعلیم کی اشاعت وسیع پیمانہ پر کرے۔ اب تو تمام مہذب ممالک میں گورنمنٹ ہی کا یہ فرض اوّلین سمجھا جاتا ہے کہ وہ اپنی رعایا کے ہر بچہ کو ابتدائی تعلیم کی منازل سے گذاروے اور انگلستان میں تو ۱۸۷۰ء سے ثانوی درجات تک کی تعلیم کی ذمہ داری گورنمنٹ نے اپنے اوپر لے لی ہے۔ بالخصوص اس وجہ سے کہ اہل ہند کی جہالت کا اثر اس زمانہ میں تمام پیشوں پر پڑ رہا ہے۔ چنانچہ زراعتی کمیشن اور بنکوں کی تحقیقات کے کمیشنوں نے جن کی رپورٹیں کئی سال ہوئے شائع ہو چکی ہیں اس بات پر زور دیا ہے کہ عوام الناس کو خواندہ بنایا جائے تاکہ ملک کی مالی حالت بہتر ہو۔

مختلف صوبجات میں خواندوں کی تعداد

یوں کہنے کو تو گورنمنٹ نے ۱۹۱۳ء سے ابتدائی لازمی تعلیم کے اصول کو تسلیم کر لیا جبکہ مسٹر گوکھلے نے لازمی تعلیم کا مسودہ قانون وائسرائے کی کونسل میں پیش کیا تھا۔ مگر عمل کے اعتبار سے کہا جا سکتا ہے کہ ابھی کچھ بھی نہیں ہوا۔

ذیل کے اعداد سے معلوم ہوگا کہ مختلف صوبجات میں گذشتہ دو مردم شماریوں کے وقت لکھے پڑھے لوگوں کی تعداد کس نسبت سے تھی۔

نمبر ترتیبی	نام صوبہ	خواندوں کی تعداد ۱۹۲۱ء میں		۱۹۳۱ء میں	
۱	برہما	۲۷٫۷	فی صدی	۳۱٫۷	فی صدی	برہما
۲	کورگ	۱۲٫۶	״	۱۵٫۵	״	کورگ
۳	دہلی	۱۰٫۷	״	۱۴٫۴	״	دہلی
۴	اجمیر میرواڑھ	۱۰٫۰	״	۱۰٫۰	״	اجمیر میرواڑھ
۵	بنگال	۹٫۱	״	۹٫۴	״	بنگال
۶	مدراس	۸٫۶	״	۹٫۲	״	مدراس
۷	بمبئی	۸٫۳	״	۹٫۲	״	بمبئی
۸	آسام	۶٫۲	״	۷٫۵	״	آسام
۹	صوبہ سرحدی	۴٫۷	״	۴٫۱	״	صوبہ سرحدی
۱۰	بلوچستان	۴٫۷	״	۴٫۷	״	بلوچستان
۱۱	بہار اڑیسہ	۴٫۵	״	۴٫۴	״	بہار اڑیسہ
۱۲	صوبہ متوسط	۴٫۱	״	۵٫۶	״	صوبہ متوسط
۱۳	پنجاب	۳٫۸	״	۵٫۳	״	پنجاب
۱۴	صوبہ متحدہ	۳٫۷	״	۴٫۷	״	صوبہ متحدہ

صوبہ متحدہ میں تعلیمی ترقی کی رفتار

اب ہمیں یہ دیکھنا ہے کہ ہر صوبہ میں گذشتہ دس سال میں اشاعت تعلیم میں کس قدر ترقی ہوئی۔ ان صوبجات میں سے بالخصوص صوبہ متحدہ میں ابتدائی تعلیم کی ترقی کی رفتار قابل ملاحظہ ہے

تعداد ۱۹۳۱ء کی مردم شماری کی رو سے ۷ر۳۱ فی صدی ہے جو کل ہندوستان کے اوسط سے چار گنا ہے بعض لوگ کہتے ہیں کہ برہما میں چونکہ بدھوں کی تعداد زیادہ ہے اور اُن میں ہر بچہ کو پڑھانا مذہباً لازمی ہے اس لئے وہاں خواندوں کی تعداد بڑھی ہوئی ہے مگر اس کا کیا جواب ہو سکتا ہے کہ وہاں مسلمان خواندوں کی تعداد بھی ۴ر۲ فی صدی ہے جو سب جگہ کے مسلمانوں سے بدرجہا زیادہ ہے۔ اسی طرح حسب ذیل ریاستوں میں کل اقوام کے خواندوں کی تعداد زیادہ ہے۔

نام ریاست	خواندوں کی تعداد ۱۹۲۱ء میں	۱۹۳۱ء میں
ٹریونکور	۷ر۲۵ فی صدی	۱ر۲۹ فی صدی
کوچین	۶ر۲۱ "	۱ر۲۸ "
بڑودہ	۴ر۱۴ "	۸ر۱۷ "

ہماری بڑی بدبختی یہ ہے کہ موجودہ تعلیمی پالیسی نے دیسی نظام تعلیم کو جسے عوام الناس اپنی خوشی سے چلاتے تھے توڑ کر اس کی جگہ ایک بیجان اور غیر موزوں نظام قائم کر دیا ہے جو محض ضوابط و قواعد سے جکڑا ہوا ہے۔ پرانے نظام میں ہر اولیٰ اور اعلیٰ شخص بچوں کو خود پڑھانا ایک ثواب کا کام سمجھتا تھا حتیٰ کہ شاہجہاں بادشاہ جب تخت سے اُتار دیا گیا تو وہ بھی بچوں کو پڑھایا کرتا تھا۔ پہلے زمانہ میں سب سے بڑے ہندوستانی عہدہ دار سب جج اور ڈپٹی کلکٹر تھے۔ یہ لوگ بالعموم طلباء کو خود پڑھاتے اور بعض تو اپنے پاس سے کھانا اور کپڑا بھی دیتے تھے اور جو نہ پڑھاتے تھے وہ اپنے گھر پر ایک مکتب رکھتے تھے جس میں ہر امیر و غریب کا بچہ پڑھ سکتا تھا۔ اس رواج کی وجہ سے علاوہ باضابطہ درسگاہوں کے ہر شخص کے رہنے کا گھر ایک قسم کا مکتب یا مدرسہ ہوتا تھا۔

موجودہ نظام تعلیم برخلاف اس کے آج کیا حالت ہے؟ اب نجی تعلیم کسی شمار میں نہیں رہی اور غیر منظور شدہ درسگاہوں کے تعلیم یافتوں کو کوئی اولیٰ ملازمت بھی نہیں مل سکتی۔ برخلاف اس کے مڈل پاس لڑکوں کو جو صحیح املا بھی نہیں لکھ سکتے عربی اور سنسکرت اور دیسی زبانوں کے علماء اور فضلاء پر جنھوں نے سرکاری مدرسوں میں نہیں پڑھا ترجیح دی جاتی ہے۔ مثلاً صوبہ متحدہ میں بڑے سے بڑے عالم و فاضل کو سرکاری مدرسوں میں جو تنخواہ زیادہ سے زیادہ مل سکتی ہے وہ بارہ روپیہ سے چودہ روپیہ تک ہے۔ درانحالیکہ مڈل پاس ٹرینڈ کو سترہ روپیہ سے پچاس روپیہ ماہوار تک ملتے ہیں جو علماء کے مقابلہ میں کسی زبان اور ادب میں مہارت نہیں رکھتا۔

پرانے تعلیم یافتوں کی ناقدری کا نتیجہ یہ ہوا ہے کہ دیسی تعلیمات کی تمام عمارت منہدم ہو گئی اور اس بارہ میں عوام الناس کی کوششوں کا خاتمہ ہو گیا۔

ڈاکٹر لائٹنر موصوف نے اس کے متعلق لکھا ہے کہ

"سررشتہ تعلیم پنجاب کے طرز عمل نے باوجود مسلسل تقاضوں کے دیسی مدرسوں کو برباد کر دیا اور اپنے قائم کردہ ابتدائی اسکولوں کی جانب سے غفلت کی۔"

پس جب مسلّم طور پر سررشتہ تعلیم کے طرز عمل سے قدیم نظام تعلیم پاش پاش ہو چکا تو اب گورنمنٹ کا فرض ہے کہ وہ

مندرجہ بالا اعداد میں یہ امر قابل لحاظ ہے کہ جبکہ جاپان میں ۱۹۲۲ء میں ۹۹ فی صدی بچے اسکولوں میں پہنچ چکے تھے، ہندوستان کے مدرسوں میں اُس کے پانچ سال بعد ۱۹۲۷ء میں کُل ۲۶ر۳ فیصدی اسکولوں میں تھے۔

ہماری ترقی کی رفتار

یہ تو اسکولوں کی حالت ہوئی۔ اب ہمیں یہ دیکھنا ہے کہ پچاس سال قبل ہندوستان میں خواندہ مردوں اور عورتوں کی کیا تعداد تھی اور ہر مردم شماری میں کس نسبت سے تدریجی ترقی ہوئی۔ اُسکا اندازہ حسب ذیل اعداد سے ہوگا:

۱۸۸۱ء میں	خواندوں کی تعداد	۵ر۳ فی صدی یا ۳۵ فی ہزار ہوئی۔
۱۸۹۱ء میں	" "	۶ر۴ " یا ۴۶ فی ہزار ہوئی۔
۱۹۰۱ء میں	" "	۳ر۵ " یا ۵۳ فی ہزار ہوئی۔
۱۹۱۱ء میں	" "	۹ر۵ " یا ۵۹ فی ہزار ہوئی۔
۱۹۲۱ء میں	" "	۳ر۷ " یا ۷۳ فی ہزار ہوئی۔
۱۹۳۱ء میں	" "	۳۰ر۸ " یا ۸۰ فی ہزار تک پہونچی

بالفاظ دیگر پچاس سال میں ہماری تعداد ۵ر۳ سے ۸ فی صدی تک بڑھی یعنی ہر دس سال میں ایک فی صدی سے بھی کم بڑھی۔ اس کے معنے یہ ہوئے کہ اب تک ہمارے ملک میں ۹۲ فیصدی جاہل ہیں اور ملک کی جہالت دُور کرکے جاپان کے مرکزی جزائر کے مرتبہ پر پہونچنے کے لئے ہمیں موجودہ رفتار کے حساب سے ایک ہزار سال کے قریب لگیں گے۔

۱۹۲۱ء میں جب جدید اصلاحات کا نفاذ ہوا اور صیغۂ تعلیم ہندوستانی وزراء کے ہاتھوں میں دے دیا گیا تو اُمید تھی کہ تعلیمی رفتار میں غیر معمولی ترقی ہوگی۔ مگر افسوس کہ ترقی کی رفتار میں کوئی نمایاں تبدیلی نہیں ہوئی۔

زمانہ سابق میں نظام تعلیم

پچھلی تاریخ سے معلوم ہوتا ہے کہ زمانہ سابق میں اشاعت تعلیم کا کام رعایا کے ہاتھوں میں تھا اگرچہ اُس کے لئے اُمراء اور والیانِ ملک کی طرف سے بڑی بڑی جائدادیں وقف ہوتی رہتی تھیں مگر ان کا انتظام بھی متولیوں کے ہاتھوں میں ہوتا تھا نہ کہ حکام سلطنت کے۔ اکثر مورخین اور مصنفین نے اس امر کو تفصیل کے ساتھ لکھا ہے جن میں سے ایک صاحب ڈاکٹر لائٹنر پنجاب کے مشہور تعلیمی افسر گذرے ہیں اُنہوں نے تحریر فرمایا ہے کہ "ہندوستان کے ہر گاؤں کا نظام مکمل تھا۔ جس طرح ہر گاؤں میں ایک مکھیا یا سردار معاملات طے کرنے کے لئے ایک محاسب حسابات لکھنے کیلئے ایک نگران چوریوں وغیرہ سے حفاظت اور ان کی سُراغ رسانی کے لئے رعایا کی طرف سے نسلاً بعد نسلٍ چلا آتا تھا اسی طرح سے ایک میاں جی یا پنڈت بھی بچوں کو پڑھانے کے لئے مقرر ہوتا تھا۔" مگر بقول مورخ لڈلو کے جن کا حوالہ ڈاکٹر لائٹنر نے دیا ہے، جب مواضعات کا نظام ٹوٹا تو اُسی کے ساتھ دیہاتی مکاتیب بھی غائب ہوگئے۔

البتہ جن صوبوں یا ریاستوں میں پرانا نظام تعلیم جس کی بنیاد مذہب پر قائم تھی، اب تک باقی رہا، وہاں خواندوں کی تعداد دیگر صوبجات سے اب بھی زیادہ ہے۔ چنانچہ صوبہ برہما جس کا الحاق سب سے آخر میں ہوا ہے وہاں خواندوں کی

۴

خواندہ ہونیکا معیار

خواندہ ہونے کے معیار کے بارہ میں کچھ اختلاف ہے۔ سررشتہ تعلیم کا اصرار تو اس پر ہے کہ ابتدائی تعلیم کا معیار زیادہ بلند ہونا چاہئے مگر ملک کی اکثریت کا یہ خیال ہے کہ سرِدست ہر شخص کو لکھنا پڑھنا اور حساب کے چند قاعدے بتا دینا کافی ہوگا۔ بہرحال اس بحث میں پڑنے کی ہمیں چنداں ضرورت نہیں۔ بلکہ ملک میں جس نسبت سے علم کا چرچا بڑھے گا اسی نسبت سے خواندہ ہونے کا معیار بلند ہونا جائے گا۔ موجودہ حالت میں محکمہ مردم شماری نے خواندہ ہونے کا جو معیار مقرر کیا ہے وہ یہ ہے کہ جو شخص ایک چھوٹا سا خط لکھ اور پڑھ سکتا ہے وہ خواندہ ہے۔ اور یہی معیار اکثر دیگر ملکوں نے اختیار کر رکھا ہے اور اس کے اختیار کرنے سے یہ سہولت ہے کہ اس بارہ میں ہر لکھا پڑھا آدمی اپنی امکانی کوشش سے ایک حد تک ملک کا قدم آگے بڑھانے میں کچھ نہ کچھ امداد کر سکتا ہے۔

خواندہ ہونیکے اعتبار سے ہندوستان کا درجہ

آبادی کے اعتبار سے تو ہندوستان دنیا بھر کے ممالک میں اوّل درجہ میں ہے۔ مگر بدقسمتی سے خواندوں کی تعداد کے اعتبار سے سب سے آخری درجہ میں ہے۔ امریکہ کے سررشتہ تعلیم سے جو سالانہ بلیٹن کے نام سے شائع ہوتا ہے اس کے نمبر ۱۹ سنہ ۱۹۲۹ء میں دنیا کے ۶۸ ممالک قرار دیکر انہیں دس درجوں میں تقسیم کیا گیا ہے ان میں سے پہلے درجہ کے وہ ملک ہیں جن میں خواندوں کی تعداد ۹۰ اور ۱۰۰ کے درمیان ہے۔ چنانچہ انگلستان اور جاپان دونوں درجہ اوّل کے زمرہ میں آتے ہیں۔ برخلاف اس کے ہندوستان دسویں یعنی سب سے آخر درجہ میں ہے جس میں خواندوں کی تعداد دس فی صدی سے کم ہے۔

جاپان اور ہندوستان کی ترقی کا مقابلہ

پچاس ساٹھ سال قبل جاپان کی حالت تعلیم کے اعتبار سے ہندوستان سے کچھ بہت زیادہ بہتر نہ تھی مگر اس ملک کے لوگوں نے جہالت کو مٹانے کا تہیہ کر لیا تھا اس لئے تھوڑے عرصہ میں وہاں کا یا پلٹ کر دی۔ اور اب اس کے مرکزی جزائر میں ۹۹٫۱۲ فی صدی اشخاص خواندہ ہیں جس کے معنے یہ ہوئے کہ وہاں ایک ہزار آدمیوں میں سے صرف چار آدمی ناخواندہ ہیں۔ یہ ترقی کس رفتار سے ہوئی اس کا اندازہ حسب ذیل اعداد سے ہوگا۔ یعنی جن بچوں کی عمریں چھ اور گیارہ سال کے درمیان تھیں اور اس لئے وہ اسکول میں جانے کے قابل تھے اُن میں سے

سنہ ۱۹۰۰ء میں ۸۰ فی صدی لڑکے اسکولوں میں پڑھتے تھے۔

سنہ ۱۹۱۰ء میں ۹۷ " "

اور سنہ ۱۹۲۲ء میں ۹۹ " "

گویا کہ سنہ ۱۹۲۲ء میں اوسطاً ایک سو لڑکوں میں سے صرف ایک لڑکا ایسا تھا جو اسکول میں داخل نہ تھا۔ اس کے مقابلہ میں ہمارے ملک ہندوستان کی ابتدائی تعلیم کی حالت کا اندازہ فرمائیے جو حسب ذیل ہے:

سنہ ۱۹۱۷ء میں ۱۸٫۵ فی صدی بچے اسکولوں میں پڑھتے تھے۔

سنہ ۱۹۲۲ء میں ۱۹٫۶ " "

سنہ ۱۹۲۷ء میں ۲۶٫۳ " "

اشاعت تعلیم کی ضرورت اور اُس کے نقشے

زمانہ سابق میں علم کو یا تو تہذیب نفس کا ذریعہ سمجھکر حاصل کیا جاتا تھا یا مذہبی امور سے واقفیت حاصل کرنے کے لئے مگر اب ہر پیشہ اور ہر ہنر کے لئے علم کا حاصل کرنا ضروری ہو گیا ہے۔ بقول مولانا حالی

ضرورت علم و دانش کی ہے ہر فن اور صناعت میں
نہ چل سکتی ہے اب بے علم نجاری نہ معماری

جہاں علم تجارت میں نہ ماہر ہوں گے سوداگر
تجارت کی نہ ہوگی تا قیامت گرم بازاری

اگر چاہیں گے کرنی آدمی گھوڑوں کی سائیسی
تو دینا ہوگا اُن کو امتحانِ علم بیطاری

نہ مستغنی بکاول علم سے ہے اب نہ باورچی
ہوا ہے مدرسوں سے مطبخوں تک فلسفہ جاری

یقیں جانو کہ آیندہ ملے گی درسگاہوں میں
گرآٹا پیسنے کو چاہئے گی اک پسنہاری

کوئی پیشہ نہیں اب معتبر بے تربیت ہرگز
نہ فصادی، نہ جراحی، نہ کحالی، نہ عطاری

یہی وجہ ہے کہ جب کوئی ملک ترقی کے ارادہ سے اُٹھتا ہے تو سب سے اوّل وہ عوام الناس میں علم پھیلانے کی کوشش کرتا ہے تاکہ ہر طبقہ کے لوگ حتیٰ کہ کاریگر اور کاشتکار اپنے علم کے زور سے عمدہ مال تیار کرکے اور زیادہ غلہ پیدا کرکے دیگر ممالک سے صنعت و تجارت میں بازی لے جائیں۔ ہندوستان میں بھی عرصہ سے یہی کوشش اور اسی قسم کی کشاکش جاری ہے۔ ساٹھ، ستّر سال سے ہر قوم و مذہب کے لوگ انجمنوں اور سبھاؤں، اسکولوں اور کالجوں کے ذریعہ سے تعلیم یافتوں اور لکھے پڑھوں کی تعداد بڑھانے کی جان توڑ کوشش کر رہے ہیں۔ اب ضرورت اس بات کی ہے کہ وقتاً فوقتاً یہ اندازہ کیا جائے کہ یہ منزل کس قدر طے ہو گئی اور کتنی طے کرنی باقی ہے اس اندازہ کے لئے بہترین وقت مردم شماری کا ہوتا ہے۔ جو ہر دس سال بعد ہوتی ہے۔ چنانچہ آل انڈیا مسلم ایجوکیشنل کانفرنس نے ۱۹۲۱ء کی مردم شماری کی رپورٹوں سے تعلیمی اعداد و شمار کے نقشے مرتب کرکے ایک کتاب کی شکل میں شائع کئے تھے جن سے کل صوبوں اور ریاستوں اور صوبوں اور ریاستوں کے ہر ہر ضلع کی نسبت معلوم ہو سکتا تھا کہ اُن میں کل ہندوستانیوں اور کل ہندو اور مسلمانوں کی کس قدر مردم شماری ہے۔ کتنے اشخاص خواندہ اور کتنے انگریزی داں ہیں۔ نیز یہ کہ اپنی اپنی تعداد کے اعتبار سے کتنے فی صدی خواندہ اور کتنے فی صدی انگریزی داں ہیں۔ اُس وقت ان نقشوں کی ملک میں بہت قدر ہوئی۔ اس لئے اب ۱۹۳۱ء کی مردم شماری کی جدید رپورٹوں سے جو ۱۹۳۳ء میں شائع ہوئی ہیں۔ اُسی قسم کے اعداد و شمار کے نقشے مرتب کرکے اور ہر قسم کے اعداد کی فی صدی نکال کر شائع کئے جاتے ہیں اُمید کہ ان نقشوں کو مطالعہ کرکے ہر قوم و مذہب کے لوگ ہر ممکن طریقہ سے اشاعت تعلیم میں کوشش کرینگے۔

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خواندوں کی تعداد ہندوستان میں

یعنی

ایک مفید رسالہ جس میں خواندوں اور انگریزی دانوں کی تعداد اور نسبت

جملہ صوبہ جات، اضلاع، اور ریاستوں کے متعلق

سنہ ۱۹۳۱ء کی مردم شماری کے مطابق دیگئی ہے

مرتبہ

آل انڈیا مسلم ایجوکیشنل کانفرنس علی گڑھ

باہتمام محمد مقتدیٰ خاں شروانی

مسلم یونیورسٹی پریس علی گڑھ میں چھپا

۱۹۳۴ء ۱۳۵۲ھ

1935.

LEGISLATIVE COUNCIL,

FIJI.

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COUNCIL PAPER, No. 25. F. 62/47. Pt. 2.

Department of Education

(REPORT FOR THE YEAR 1934.)

Laid on the Table, 1 *November*, 1935.

3

THE DIRECTOR OF EDUCATION to THE HON. THE COLONIAL SECRETARY.

Education Office,
Suva, 22nd May, 1935.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1934.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Prior to 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accordance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all secular schools and teachers.

GOVERNMENT SCHOOLS.

European.—Previous to 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

(*a*) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(*b*) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

In 1924, owing to the difficulties encountered by the Department in recruiting competent assistants, the Governments of Fiji and New Zealand agreed to a scheme of co-operation under which the New Zealand Education Department selects and seconds teachers for appointments in Government schools in Fiji. The New Zealand syllabus with slight modification has been adopted in Government European schools and these are reported on by an Inspector detailed by the New Zealand Education Department.

Although the schools still retain the title of "Grammar" schools, they are in fact primary schools with secondary departments. The Girls' Grammar School has in addition an infant department in which boys as well as girls are enrolled and a commercial class for the senior girls. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school. Very many of the pupils do not speak English on admittance.

Correspondence Classes were begun in 1923 to provide facilities for those children living in remote places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School for Fijians was erected in 1906, approximately £1,000 being provided by native contributions. The school was at first partly maintained by contributions from each province, but in 1918 these contributions were discontinued and each pupil was required to pay a fee of £6 per annum. Six exhibitions tenable at this school are awarded annually on the results of a competitive examination, to Fijian boys between the ages of twelve and fourteen. Pupils are prepared for entrance to the Central Medical School and to the Teachers' Training School and a few are appointed to vacancies in Government service each year.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by Government and became one of a number of Provincial Schools that were located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kandavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they are still required to contribute annually a sum of £4,350 which is approximately fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood-work and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natambua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu Schools in 1930. Vatuwangga Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natambua Primary School.

Training of Teachers.

European.—No provision has been made for the training of teachers for European schools. Vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natambua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 for board and £6 for pocket money for each approved student.

The Roman Catholic Mission commenced to train Fijian students in a separate institute at Thawathi in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala, Ovalau, for training teachers.

Central Medical School.

In 1873, the Chief Medical Officer commenced training native students in medicine at the Colonial Hospital. Most of the training was of a practical nature given in the wards of the hospital. In 1900 a lecture room and students' quarters were built, diagrams and apparatus obtained and courses of lectures developed. During this period the number of students remained at eight and the number of Native Medical Practitioners in the field at about twenty.

In 1913 three students from the Gilbert Islands were admitted to the School; two of these qualified and returned to practise in their own islands; the other joined His Majesty's Forces. The work done by these and by the Fijian Native Practitioners proved of such great value that when the new Colonial War Memorial Hospital was opened in 1923, the idea of transforming the Fiji Medical School into a Central Medical School catering for the medical training of students from the various South Pacific dependencies was developed. The scheme of co-operation between the various South Pacific administrations for maintaining the present school is due in no small measure to the energy and zeal of Dr. Lambert of the Rockefeller Foundation.

This school is attached to the Colonial War Memorial Hospital and students, on graduation after a four years' course, are granted a diploma to practise medicine and surgery. It was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, the Fiji Government £2,472 and the Administrations of Samoa, Tonga, the Cook, Solomon, Gilbert and Ellice Islands and the New Hebrides £3,406. There is accommodation for forty boarders, half of which is reserved for Fijian students. In 1933 arrangements were completed to accept two trainees from Eastern Samoa (U.S.A.).

The school is controlled by an Advisory Board of which the Chief Medical Officer is the Chairman and the representative of the Rockefeller Foundation a member. There is a whole time tutor and a staff of fourteen honorary lecturers.

Methodist Mission.

In the Department's Annual Report for 1932 a comprehensive review of the educational work of the Methodist Mission of Australasia was published. This Mission from the day of the landing in the Colony of the first two missionaries in 1835 has placed secular education in the forefront of its work. It provided the Fijian with an alphabet, reduced his language to writing,

thereby standardising it, and translated the Bible and other works into Fijian. Within twenty years 151 schools had been established with 6,628 pupils and by 1909 there was a school in practically every village. The total enrolment was estimated at 17,000. The standard of scholastic attainment of these village schools was not high but the pupils were taught to read, write, calculate with simple numbers and to be sanitary in their habits. A higher standard of schooling was provided in Central Schools under the direct supervision of European Missionaries. Technical and Agricultural education was not neglected. At Davuilevu, which is situated on the right bank of the Rewa River, and twelve miles from the capital, the Mission has a large educational institution comprising primary schools for boys and girls, a Teachers' Training School, a Technical School and a Native Theological College. Four miles further up the river is the Mission's Agricultural School in which a practical training is given to 100 students.

ROMAN CATHOLIC MISSION.

The following is a summary of a report on the educational work of the Roman Catholic Mission which was published in full in the Annual Report for 1933.

The first Catholic Missionaries arrived in the Colony in 1844 and shortly after commenced schools for the uplifting and enlightenment of the Fijian race. The Mission has as a rule concentrated its efforts on establishing central schools in which a number of boys from the surrounding districts were taught by native catechists under the direct supervision of the Priest. Most of the pupils were boarders and grew their own food. In 1887 Marist Brothers were appointed to schools in Fiji. A set of reading books for primary schools written in the Fijian language was published in 1932.

Commencing in 1882 central schools for the education of Fijian girls were established. These schools had the great advantage of being staffed by European ladies belonging to the Orders of St. Joseph de Cluny and of Mary. An Order of native nuns has also been established and its members are emulating their white sisters in devoting themselves to the welfare of their people.

The Mission soon extended its activities to include the education of Indians and Europeans. In 1930 two teacher training schools, one for Fijian men and the other for Fijian women, were commenced.

SEVENTH DAY ADVENTIST MISSION.

The following has been contributed by Pastor R. W. Lane, Acting Superintendent of the Fiji Mission of Seventh Day Adventists:—

Very soon after the arrival of the Seventh Day Adventist Missionaries in Fiji an educational programme for the Fijians was commenced, and from that time has steadily grown.

In the year 1905 the property of Buresala situated on the island of Ovalau, was purchased for the purpose of training Fijians to fill the positions of teachers and evangelists to their own people. The school was under the headmastership of Pastor Carr for the years 1905–1908 followed by Pastor A. G. Stewart, G. E. Marriott and H. C. White respectively. In the year 1914 Pastor H. R. Martin took charge of the school and during his regime an industrial department was organised. The industrial department was later made much more efficient under the able leadership of Mr. H. R. Sprengel, at which time a saw-mill and joinery machinery were installed. It has been at all times the object of the school to give the students training in intellectual, spiritual, and manual studies.

In the year 1920 an intermediate school was established on the Wainibuka River for the training of younger pupils of both sexes. This school has been conducted under the leadership of Pastors Branster, Steed, Wilkinson and Dyason, respectively. At times there have been as many as 130 pupils in attendance at this school.

In the year 1933 a second intermediate school was organised at Butha Bay, Vanua Levu. This school has proved very successful indeed under the able leadership of Pastor Steed and Mr. Wilkinson respectively.

During this period the Mission has also endeavoured to establish village schools to work as feeders to the aforementioned schools. There are now in existence four schools in Tholo North, three on the Wainimbuka, two in Lau, one in Suvavou, and one in Namosi district.

In addition to the work the Mission is doing for the Fijians it also has a training school for Indians, established at Samambula and three feeder schools one at Nakaulevu, Navua, one at Rambulu, Tavua, and one at Dreketi, Vanua Levu.

One feature of interest is the fact that only five schools being operated by the mission receive any financial aid from the Government which of course means that the Mission has been, and is prepared to appropriate quite a substantial sum each year in order that the Fijians might have the advantage of an education. The objective of the Mission is to train the pupils firstly to gain a better knowledge of God, and of His saving grace. Secondly that they might attain to a standard of education that will enable them to gain a livelihood, and last but by no means least to train the pupils to be true and loyal subjects of the British Empire under which magnanimous rule we enjoy such peace and prosperity.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

There were no outstanding events to chronicle during the year. Steady progress has been made in the quality of the work done in assisted primary schools. The Department however is seriously understaffed and the Director's time is so fully occupied with administrative details that he has practically no time to spare for more important work directly concerned with education. The position was improved by the retention of Mr. Phillips' services at headquarters after my return from leave on April 10th, during which time he had been acting as Director of Education, until his departure on August 28th to study Health Education in the United States of America under the auspices of the Rockefeller Foundation. The services of the Inspector of Indian Schools are utilised to such an extent for extra duties not necessarily connected with education that the time he has left for administrative work in the Department is negligible.

The amount voted for grants-in-aid to assisted primary schools was not sufficient to pay grants in full. They were accordingly reduced by five per cent. and no efficiency grants were paid.

The grants-in-aid system continues to work well. A few schools may close each year but this is not due to a defect in the scheme but to dissensions among the committee. The majority of Managers are deserving of every praise for the time and in some cases money that they expend on their schools. The relations between the Department and Managers grow more cordial each year. Reductions of grants are not conducive to good results. As a rule the loss is borne by individual teachers who are naturally disappointed when their salaries are reduced through no fault of theirs.

The draft scheme of re-organisation of Fijian schools under Provincial Education Committees mentioned in the last Annual Report has been abandoned. It was found that conditions varied so much from Province to Province that the scheme proposed was not applicable to all. The provisions of the Ordinance relating to Managers are sufficiently elastic to allow many types of control. There is nothing to prevent any Provincial Council setting up an advisory committee on education to assist the Manager who is usually but not always the Provincial Commissioner.

School attendances were affected by an epidemic of whooping cough in certain districts during the first half of the year and of mild influenza towards the end of the year.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

The Education Rating Ordinance 1934, which repealed that of 1929, was enacted on 31st October. The Ordinance provides for the levying of a special educational rate by the Town Councils in the municipalities of Suva and Levuka to cover half the net cost incurred in maintaining Government schools within their boundaries. The rate is not levied on any persons other than a company incorporated under the Companies Ordinance 1913 who belongs to a race, members of which are not admitted to a Government school, in the municipality which levies the rates. The calculation of the net cost is in the discretion of the Governor in Council whose decision is final. Any under or over payment is adjustable when the Colony's accounts are completed.

The Regulations for the Registration, Recognition and Classification of Teachers were altered. The most important changes are as follows:—The age limits for persons desiring to be trained as teachers were changed from 15 and 25, to 16 and 19 respectively. The appointment of male probationers in schools was abolished. To be eligible for classification in Grade V men are now required to complete two years' service in a training school for teachers. Owing to the shortage of women teachers the appointment of girls to be probationers is still allowed. All applicants are required to pass a qualifying examination.

Regulations for Correspondence Classes, Government Indian Primary Schools, and for the Secondary Department Natambua Indian School, were made by the Board of Education. The regulation governing the payment of fees at the Grammar Schools was amended. The sections dealing with fees will be found in Appendix VIII.

The regulations for the making of grants-in-aid to assisted primary schools were amended. The extension of the school-age in assisted schools for boys or for girls only was amended to allow the Director to extend the age limit in individual cases in any school. The Director was also given power to change the age limit in individual schools when he was satisfied that the staff was insufficient to teach the numbers that would normally attend. The school hours were fixed at 4¼ hours per day in Classes I and 2, and 4¾ hours in the remaining classes. The Director was given power to exclude any pupil who failed to attend regularly.

The Board of Education met on eight occasions. A summary of the most important business in addition to the making of various regulations is as follows:—

Grants totalling £14,692 4s. 2d. were allocated.

Schools.—Approval was given for the establishment of eighteen new schools. Twenty-three were registered and six recognised. Twenty-one schools which had ceased to function were struck off the register.

Teachers.—The certificates of three teachers were cancelled and their names struck off the registers.

Two organising teachers for Fijian schools assumed duty at the beginning of the year. Mr. Parr organised schools in Tholo East, Tholo North and Ra, and Esala Delana Kama those in Tailevu.

In addition to advising the teachers, they devoted much time to discussing school matters with Fijian committees. As a result of their work there has been an increase in efficiency in the schools and the people are taking a more intelligent interest in them.

CHAPTER III.—FINANCE.

In the following, corresponding figures for 1933 are given in parenthesis. The gross expenditure on education from Colonial revenue was £46,367 12s. 2d. (£47,944 17s. 11d.) out of a total expenditure of £595,460 6s. 6d. (£569,983 14s. 3d.) a decrease of £1,577 5s. 9d. Included in these sums is an amount of £12,356 6s. 8d. (£13,755 4s. 3d.) representing payments for educational services credited to general revenue and made up as follows:—

Native Contribution to Provincial Schools	£4,045	3	11
Contributions to Central Medical School	1,339	13	5
Education Rate, Municipalities of Suva and Levuka ..	2,476	0	0
Sale of Books	521	8	3
Boarding Fees	2,747	6	8
Tuition Fees	1,132	14	7
Examination Fees	93	19	10
Total ..	£12,356	6	8

After deducting this amount from both totals the net expenditure on education is £34,011 5s. 6d. (£34,189 13s. 8d.) from a net expenditure from Colonial revenue of £583,103 19s. 10d. (£556,228 10s.). The percentage of net expenditure on education to net expenditure from Colonial revenue was 5·84 (6·15) and the net cost per head of the population 3s. 5·34d. (3s. 6·46d.).

In General Table II expenditure from "other sources" is included for the first time. As only 108 schools furnished information the amount shown is not the full amount spent on education in the Colony from "other sources."

A summary of an analysis of expenditure from Colonial revenue is:—

	Gross expenditure.	Recoveries.	Net expenditure.
	£ s. d.	£ s. d.	£ s. d.
1. Administration	2,495 19 1	360 8 3	2,135 10 10
2. European Education ..	10,437 19 9	5,511 10 11	4,926 8 10
3. Fijian Education ..	23,034 18 11	5,695 13 10	17,339 5 1
4. Indian Education ..	10,228 3 5	788 13 8	9,439 9 9
5. Chinese Education ..	170 11 0	....	170 11 0
Total ..	£46,367 12 2	£12,356 6 8	£34,011 5 6

In addition to the above a sum of £3,000 being a building grant to Ballantine Memorial School was expended from loan funds.

CHAPTER IV.—PRIMARY EDUCATION MALE AND FEMALE.

European Schools.

There are thirteen schools which enrol children of European descent. Of these three are Government schools, nine are assisted by Government and one is unassisted. Of the assisted schools four are controlled by the Colonial Sugar Refining Company, three by the Roman Catholic Mission and the remaining two by local committees. The unassisted school, St. Joseph's Convent, is in Suva.

Under a scheme of co-operation between the Education Department of New Zealand and the Government of Fiji, the Boys' and Girls' Grammar Schools in Suva are wholly and the Levuka Public School partly staffed by teachers selected by the New Zealand Department of Education. These teachers usually remain in the Colony for from three to six years. Their superannuation rights in New Zealand are safeguarded and the Government of Fiji pays a contribution of 80 per cent of the teachers' contributions to the New Zealand Teachers Superannuation Fund. To ensure that their absence from New Zealand does not prejudice their position, an Inspector of the New Zealand Education Department visits Fiji annually to grade them. A copy of his reports for 1934 will be found in Annexure I. The syllabus of instruction in all Government and assisted schools is in general that used in New Zealand schools. Pupils may enter for the New Zealand Proficiency, Intermediate or University Entrance Examinations.

In the Grammar schools, arrangements were made to teach Hindi. Very few availed themselves of the opportunity. At the beginning of the depression the majority of the girls that had completed the primary course took the commercial course which included book-keeping, shorthand and commercial practice. The general secondary course is now once more in favour.

The two Grammar Schools are comparatively small and the number on the staff renders it necessary for each teacher in the primary division to teach two classes. In the Secondary Departments one teacher in each school has to teach four forms in all subjects. The question of amalgamating the two schools with a view to lessening the burden on the teachers particularly those in the Secondary Departments is under consideration.

St. Joseph's Convent prepares pupils for the Cambridge Local Examination and gives a commercial course also.

Approximately half of the cost of the maintenance of the Government schools is met from Colonial revenue and half from fees and a special education rate levied on property in the Municipalities of Suva and Levuka. The scale of fees will be found in Appendix VIII. The Governor has power to remit wholly or in part any fees payable and in 1934 remitted in Tuition Fees, £26 7s. 8d.; and in Hostel Fees, £30 0s. 10d.

European children that cannot conveniently attend a school may be enrolled in the Governr ment Correspondence Classes. This course follows as closely as possible that in the Gramma-Schools with a view to enabling pupils to enter them without unnecessarily interrupting their studies. The large increase from 40 to 56 is an indication of the financial stringency due mainly to the low price of copra.

A number of European children leave the Colony each year to complete their education in England, Australia or New Zealand usually on completing the Primary Course.

The number on the rolls of European schools and the tuition costs of Government schools will be found in Appendixes III, IV and V.

A sum of £904 14s. was paid to assisted European schools as grants-in-aid or as special grants.

Scholarships.

Three grades of European Scholarships, tenable for three years, may be awarded by the Board of Education on the results of competitive examinations.

(1) The Junior Country Scholarships provide for free tuition at one of the Suva European schools and a monetary grant of £20 a year to country children under twelve years of age. The standard of the examination is that which is required for entry into the fourth standard of a New Zealand primary school.

(2) The Senior Scholarships, one for boys and one for girls, under fourteen years of age, provide free tuition in the secondary departments and a monetary grant of £5 or £20 according to whether the scholar is or is not resident in Suva. The standard of the examination is that which is required for entry into Form III (New Zealand).

(3) The Fiji Scholarship, of an annual value of £120 and tenable for three years at an approved university or training institution in one of the neighbouring Dominions, is awarded on the results candidates obtain in the Entrance Examination of the University of New Zealand.

For financial reasons no scholarships were awarded in the three years prior to 1933, but provision was made for the award of two Junior and two Senior Scholarships in 1934. No provision for an award of a Fiji Scholarship was made.

Owing to the financial stringency and the policy of the Government not to increase education facilities in the Colony, it is probable that no more scholarships will be awarded.

General.

The following applies to English, Fijian and Indian Schools:—

Attendance is not compulsory although provision has been made in the Education Ordinance 1929 to enable the Governor to apply compulsion in such districts and to such children of a particular age, sex, class or race as he may deem fit. In districts where schools are conveniently placed and particularly in boarding schools under European supervision the attendance is good. In others however where children have to walk a long distance to school the attendance may be poor particularly during the wet season.

In assisted schools grants are based on the average attendance of children between the ages of six and fourteen during the months of March, April, May and June.

In assisted schools for boys or for girls only, pupils may remain at school until the end of the school year in which the sixteenth birthday is attained. In mixed schools the age limit is fifteen. The Director has power to extend the age limit in individual cases. Power was also given to him in 1934 to raise the age of entry or lower the age of leaving in any school when he is satisfied that the staff is insufficient to teach the number normally attending.

In assisted primary schools the minimum school hours are 4¾ exclusive of recesses except in Classes 1 and 2 where they may be reduced to 4¼. The Director has power to order that the school shall be taught in two divisions each for not less than 2½ hours a day.

The minimum number of school days on which the school should be open is 380. The school terms are as follows:—

First term.—Fourteen weeks—Commencing on the fourth Monday in January.

Second term.—Fourteen weeks—commencing on the fourth Monday in May.

Third term.—Thirteen weeks—commencing on the third Monday in September.

Provided that in approved schools the Manager may vary the dates of the terms in any one year to permit of vacations amounting to not less than eight and not more than thirteen weeks in all. Boarding schools find that the two term year is more satisfactory.

English Schools.

An English school is one in which English is the medium of instruction in all classes. Where the school caters for children of mixed races it would be difficult to use either Hindi or Fijian as the medium. In other English schools the tendency is to use the vernacular as the medium of instruction for the first few years. As a knowledge of the vernacular is required in all examinations it is not neglected in any of the schools.

Of the sixteen English schools listed in Appendix III eight are controlled by Government, one by the Methodist Mission, three by the Roman Catholic and two by the Anglican Mission.

Of the eight Government schools seven are boarding schools for Fijians. The most advanced is Queen Victoria School situated five miles from Suva on a property of 173 acres. The school is intended to be the most advanced one for Fijians and enrols pupils between the ages of 12 and 14 that have passed an entrance examination of the standard of Class 4 of an assisted primary school. English is a subject in the examination.

The course includes book-keeping, agriculture and wood-work. In 1934 two youths were trained in type-writing and stenography. The pupils produce food and milk for their own use. The greater number of the pupils eventually become teachers, medical students or clerks in Government service.

Six Government scholarships tenable for three years and entitling the holders to free board and tuition are awarded annually on the results of a competitive examination open to all Fijian boys between the ages of twelve and fourteen.

The provincial schools draw a limited number of boys from one or more provinces. Up to date the pupils enrolled have had practically no education. In consequence the schools have had to do lower primary work although the average age in enrolment is approximately eleven. Each school produces food and milk for its own use and farm work is an important part of the curriculum. Academic studies occupy from 20 to 25 hours a week and from 20 to 15 are devoted to outdoor work. The pupils are required to do all the work except cooking, even to washing and ironing their own clothes. Three of the six head teachers (European) are selected by the New Zealand Department of Education. If possible arrangements are made for their schools to be examined by an Inspector of the New Zealand Department of Education. Reports of two such inspections will be found in Annexure I.

Natambua School which is also under Government control comprises three departments, Indian Primary, Secondary, and Teachers' Training School respectively (more than half of the teachers in training are Fijians). Details of fees will be found in Appendix VIII and costs in Appendixes IV and V. A sum of £1,816 10s. 3d. was paid as grants-in-aid to the assisted English schools.

FIJIAN SCHOOLS.

(i) *Assisted Schools.*—If the 146 Registered and 116 Recognised schools, 113 were assisted by grants-in-aid—an increase of eight. The amount paid to these schools was £9,568 0s. 10d. The total enrolment at these schools was 8,663 (7,954) of whom 4,880 (4,477) were boys and 3,783 (3,477) were girls. These figures include a few children of other races. The schools are as a rule still understaffed. A few employ uncertificated teachers for whom no grant is paid in addition to certificated teachers on whose behalf grants are paid.

The medium of instruction in assisted schools is Fijian. English conversation lessons may be given in Classes 1 and 2, the total time being about 120 minutes a week. In Classes 3 and 4 English reading and writing may be added, the total time devoted to English being from 5–6 hours. After Class 4, Fijian is no longer compulsory and the time devoted to English may increase to 8–9 hours a week. The usual school subjects are taught. Handwork is required but the subject is as yet not developed. Teachers are encouraged to give instruction in local crafts but in many cases material is not readily available. The making of sinnet, baskets, brooms, handles for tabuas, &c., by the boys and mat and fan making by the girls is spreading each year. Many schools have comparatively large areas under cultivation. The work done has very little, if any, educational value. In some cases the proceeds have been kept by the teacher. The system has survived from the days when teachers were not paid in cash but by the proceeds of the children's labour.

In many schools especially where uncertificated teachers are employed, one hour a week is spent by all children in the teachers' food plantations. Health education is not as well carried out as it should be. The Course of Instruction avoids physiology for schools altogether and the syllabus for Teachers' Examinations reduces it to a minimum. The prescribed book, Thompson's Hygiene, in English and translated into Fijian, deals exclusively with Fijian conditions. The teachers are expected to put its teachings into practice but few do so. The pupils, however, are required to keep the school and its surroundings clean and sanitary and to this extent are doing practical work.

(ii) *Unassisted Schools.*—There are 142 unassisted Fijian schools. A number have been closed because of financial difficulties due to the fall in the price of copra. A number of others are still struggling on but it is increasingly difficult for the villagers to find a man who is willing to work for nothing or the pittance which they can give him. In these circumstances, the schools are with a few exceptions most inefficient. Returns were received from 69 of these schools giving the number on the roll as 3,757. No attempt has been made to estimate the number in the other schools. This accounts for the reduction of the number of Fijians under instruction as given in General Table 1 from 15,098 in 1933 to 13,392 in 1934.

(iii) *Age and Classification.*—In Appendix VI will be seen the age and classification of the pupils enrolled in 109 assisted primary schools on September 30th. The greatest number of boys is in the 13 year old group and of girls in the 12 year old group. The percentage of children over fourteen has fallen from 14·7 to 10·86. The number of children under ten years of age has increased from 33 to 36 per cent. of the total. One-third of the children is still enrolled in Class 1 and the age range is from 5–16. The establishment of new schools which would naturally enrol pupils of all ages in Class 1 would account for a small part of the huge number. The enrolment during the year of new pupils that would not be fit for promotion to Class 2 at the end of a few months would account for a few more. The principal reason for the retardation must be that teachers neglect the lower classes.

INDIAN SCHOOLS.

(i) *Assisted Schools.*—At the end of the year there were 62 registered and nine recognised schools for Indians exclusive of Government and English schools. The total roll according to the returns submitted was 4,637. Of these schools 51 (45) were assisted by grants-in-aid amounting to £4,757 13s. The grant-in-aid system is still working well in that new schools are built or old buildings replaced each year. The supply of buildings tends to out-run the number of certificated teachers available and the amount available for grants-in-aid lags still further behind. The management of a few of the non-Mission schools is still most inefficient. Many of them are, however, conducted most efficiently by Indian societies and local committees. Many of the latter have been wise enough to secure the services of a sympathetic European, usually an officer of the Colonial Sugar Refining Company, as Manager. One of the most encouraging features during the last four years has been the general increase in the efficiency of school management and the increased cordiality of relations between Indian Managers and the Department.

Hindustani is the medium of instruction in the first four classes. Unfortunately the non-Hindi elements of the population while recognising that Hindustani is the lingua franca of the Indian population are demanding that their particular language should be put on the same footing as Hindustani. Permission has been given for the teaching of certain of these languages in various schools for one hour a day.

In a number of schools young children are being taught two or three languages. It is quite certain that school work in general must suffer, particularly as those teaching the extra language are as a rule most inefficient. It would be advisable to postpone the teaching of the second Indian language until the last two years of the school course.

The desire to learn English is universal. English conversation may be taught in Classes 1 and 2 and reading and writing for four hours a week in Classes 3 and 4. After Class 4 the time devoted to English may be increased to 8–9 hours.

In general, teachers are taking greater care in the keeping of registers and records. Arithmetic is still rather slovenly and careless. Writing in both Hindi and English is improving. Geography, drawing, gardening and handwork, especially the latter, are weak. History is disconnected. The teaching of hygiene is good. Indian teachers, however well intentioned themselves, have racial customs to contend with. Their teaching however has helped to break down

superstition born of ignorance which of itself will make intelligent co-operation with health authorities possible.

The standard of Hindi is not as high as it should be. In general it is taught because the Department insists on it. Pupils, teachers and many parents would prefer to devote their full time to English.

(ii) *Unassisted Schools.*—There are 21 unassisted Indian schools of which six submitted returns. The roll of these six was 189 boys and 39 girls a total of 228.

From General Table I it will be seen that there are 3,882 (3,507) boys and 1,183 (1,078) girls in all schools. The figures for 1934 show an increase of 375 boys and 105 girls over those for 1933.

(iii) *Age and Classification.*—From the Age and Classification of Indian pupils given in Appendix VII it will be seen that the eight year old group of boys and girls is the greatest. The numbers show the greatest drop between eleven and twelve for boys and between ten and eleven for girls. In interpreting these figures, it should be remembered that the returns from Government and English schools are not included. Indians in these schools stay at school longer. The figures really represent the ages in rural districts.

The number enrolled in Class 1 is still far too high, over 41 per cent. of the total number of children being in this class. It is apparent that not enough attention is being paid to the younger children.

School Fees.

The fees charged in Government schools will be found in Appendix VIII. It is impossible to give definite figures for assisted schools owing to the wide variation. The greater number of Fijian schools and many Indian schools make no charge. There is no uniformity amongst those that collect fees. They may be charged by the term, month or week.

The fees in European schools are usually at the rate of 1s. a week. In non-European schools the amount charged varies from 3d. to 6d. a week. Reductions are given when two or more from the same family attend. In some cases any over three are admitted free. A higher rate is occasionally charged in upper classes and in at least one case children over fourteen for whom no grants are paid are charged double. In cases of poverty exemptions are freely given.

Primary School Leaving Certificate.

An examination open to all non-European pupils in primary schools was held for the first time. Papers were set in Arithmetic, English, Vernacular and General Knowledge (including History, Geography and Hygiene) the standard being that of Class 8. Forty-one candidates of whom one was a girl entered and 12 passed. To prevent cramming, schools that do not pay attention to the other subjects in the syllabus may be refused permission to enter candidates.

CHAPTER V.—SECONDARY EDUCATION—MALE AND FEMALE.

Secondary education is given to European pupils in the Secondary Departments of the Grammar Schools, St. Felix College and St. Joseph's Convent and to Indian pupils in the Secondary Department, Natambua. The syllabus of instruction in Government schools is in general that given in New Zealand High Schools and pupils are prepared for the New Zealand University Entrance Examination. Provision is made for a commercial course in the Girls' Grammar School and book-keeping may be taken by pupils at the Boys' Grammar School. The number of pupils taking the commercial course is decreasing. No candidates entered for the examination in commercial subjects which the Suva Chamber of Commerce was prepared to hold.

St. Joseph's Convent prepares pupils for the Cambridge Local Examinations. Results of all examinations will be found in Appendix II.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

No universities or colleges (post secondary) exist. Residents in Fiji may take advantage of the facilities offered to extra mural students and enter for the term examinations of Auckland University College and the degree examination of the University of New Zealand. Arrangements are made by the Department to conduct the examinations in Fiji. In 1934, six students sat for the terms and seven for the degree examinations. Arrangements are also made when required for holding the University of London examinations.

The only institution for professional training is the Central Medical School controlled by the Central Medical School Advisory Board. During 1934 there were 36 students. The average cost per pupil was £69 18s.

CHAPTER VII.—TRAINING OF TEACHERS.

A qualifying examination for entrance to all teacher training schools and the Central Medical School was held to select new students for 1935. Papers were set in Vernacular (Hindi or Fijian) English, Arithmetic and General Knowledge which included questions on History, Geography and Hygiene. The syllabus was that of Class 7 of a non-European primary school. Candidates had to be between the ages of 16 and 19 on 31st December of the year in which the examination was held. Two hundred and seventeen men and 24 women entered. Of these 66 men and three women scored 60 per cent. or over of the total marks. The new students (men) for 1935 were selected from these.

The system of paying grants to men probationers in schools was abolished. Experience proved that principally because their previous preparation was inadequate very few qualified for certificates.

The Teachers' Certificate Examinations were held in November. Of the 248 candidates presenting themselves, 45 passed, 80 were given partial passes and 123 failed. The percentage of passes was 18. Detailed results are given in Appendix II.

As only 18 per cent. of the candidates passed, it is hardly necessary to state that many should never have entered. As candidates for the Teachers' examinations will in future have passed the qualifying examination and trained for at least a year in an approved school, the majority of these will be eliminated.

RESULTS OF TRAINING INSTITUTIONS.

Examination.	Institution.	Entered.			Passes.			Partial Passes.			Failures.		
		F.	I.	T.	F.	I.	T.	F.	I.	T.	F.	I.	T.
Grade V	Government ..	10	9	19	5	5	10	4	4	8	1	..	1
	Methodist ..	17	3	20	10	1	11	6	2	8	1	..	1
	Catholic	11	..	11	2	..	2	6	..	6	3	..	3
	Seventh Day Adventist ..	3	..	3	..	..	..	..	..	..	3	..	3
Grade IV	Government ..	5	2	7	1	1	2	2	..	2	2	1	3
	Methodist ..	11	..	11	2	..	2	3	..	3	6	..	6
Grade III	Methodist ..	6	..	6	..	..	..	1	..	1	5	..	5
Total ..	.....	63	14	77	20	7	27	22	6	28	21	1	22

F=Fijian. I=Indian, T=Total.

TEACHERS' CONFERENCE.

The fourth annual conference of the Fiji Teachers' Union was held in Suva from May 8th to May 10th. The Director of Education opened the conference and gave a short account of his tour through Ceylon, Malaya and the Philippine Islands. In addition to routine business the conference discussed questions of importance to teachers such as grants-in-aid, quarters, superannuation, &c. Lectures on various subjects dealing with education were given by Mr. A. H. Phillips, B.Sc., Mr. W. E. Donnelly, Miss A. M. Griffin, B.A., Miss N. Beckett, Mr. J. G. C. Campbell, B.Sc., Dip Bact., and Mr. H. W. Simmonds, F.E.S.

CHAPTER VIII.—FEMALE EDUCATION.

As the majority of primary schools in Fiji are co-educational, the information given in Chapter IV applies to girls as well as boys. Except in Suva, the largest town, there is not a sufficient number of pupils of each sex to warrant the establishment of two schools. Many Indian parents do not attach any importance to the education of girls. They either do not send their daughters to school or withdraw them at about the age of nine, especially if the school enrols pupils of both sexes. In face of such opposition, it is extremely difficult to make provision for the education of Indian girls. The prejudice however appears to be breaking down although very slowly.

The Fijians are not opposed to co-education. Out of 8,424 pupils in 109 assisted schools whose classification is shown in Appendix VI, 44 per cent. are girls. It is probable that the percentage of girls will increase as time goes on. Outside of the Mission schools for girls, very little specific training is given. The obvious remedy would be to train Fijian and Indian women to be teachers. A start was made in this direction in 1934 when an extra IV grade teacher was appointed to each of four girls' schools to enable the European ladies in charge to devote more time to the teacher training. A grant of £3 per annum was also paid to each of twenty approved girls. As the following table which includes all women candidates shows, the results were not very satisfactory.

Examination.	Entered.			Passes.			Partial Passes.			Failures.		
	E.	F.	I.	E.	F.	I.	E.	F.	I.	E.	F.	I.
Grade V	2	25	16	1	4	1	..	7	8	1	14	7
Grade IV	1	4	4	..	..	..	1	1	3	..	3	1
Grade III	2	..	..	..	..	..	..	..	..	2	..	..
Total ..	5	29	20	1	4	1	1	8	11	3	17	8
Grand total ..		54			6			20			28	

E=European. F=Fijian. I=Indian.

The failure of so many candidates is due to the poor preparation received in early years. Unless a girl enters school at about the age of six and remains there until the age of sixteen she cannot hope to reach even the low standards required for teachers in Fiji. The results of the qualifying examination show how girls compare with boys in an examination based on the syllabus of Class 7 of a non-European primary school. In this examination 25·4 per cent. of the boys qualified and only 12·5 per cent. of the girls.

Even if a number of Indian women teachers were trained, the difficulty of making satisfactory arrangements for their board and lodging in country districts would have to be overcome. The custom that keeps girls away from schools also keeps young Indian women from teaching.

There are not the same difficulties with Fijians. In 1935, three certificated women teachers who had received an excellent training in Methodist Mission schools were appointed to country schools. Local Fijian committees are anxious to have women appointed to their schools. Their appointment would ensure that young children as well as older girls would receive more attention. The Ballantine Memorial School for Fijian girls opened in 1934. This school is residential and has attracted a large number of girls from country districts. There are three European ladies on the staff and the school is specialising in home crafts. Its usefulness will be impaired by the fact that the average age of the boarders is high and they have had little if any previous education.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—Medical Inspection and Teaching of Hygiene.

Arrangements have been made whereby pupils in all registered schools may be inspected by School Medical Officers. No officers have been appointed specially as such but all Government medical men are given the power of entering schools for the purpose of inspections. Indians and Fijians are entitled to free medical treatment.

Hygiene forms part of the curriculum in all Government and assisted schools and is a compulsory subject in teachers' examinations. The subject is intended to be practical with sufficient theoretical work to ensure that the older pupils understand the reasons for what is done. In practically all schools all cleaning of the school and grounds is done by the pupils themselves.

Whether the credit is due to the Medical Department, Child Welfare Work or the schools, or as it is most likely, to all three, there has been a noticeable reduction in skin diseases in schools. It is disquieting however to find that there is an increase in dental caries amongst Fijians. This was due to the substitution of rice and bread for their customary food which was mainly taro and yams. The depression has done some good in that it has caused the Fijians to use more of their native foodstuffs.

B.—Games.

Physical training normally forms part of the curriculum in all schools. The standard varies from poor to very good. Every year sees an increase in the attention paid to organised games and athletics. The Indian teachers of Nadi formed a small association and conducted a very successful sports meeting. His Excellency the Governor, Sir Murchison Fletcher, presented a cup for competition in association football between Indian schools in Ra province and an inter-school competition has been arranged. Until recently Association football was almost universally played throughout the country districts of Fiji and a competition between provinces was held annually. The high standard which has been attained by the Fijians in Rugby football in Suva and their success against Tonga has led to an increase in the popularity of Rugby throughout the group. The Fijian has a natural aptitude for Rugby and if efficiently coached plays remarkably well. Both codes have their advantages and disadvantages as school games and European teachers and others have not yet decided which should be adopted.

Fijian dances are encouraged in schools and are a most valuable part of the curriculum.

The teachers in Indian girls' schools are handicapped by the parents' objections to games.

C.—Hostels.

Government maintains two hostels for European children, one for boys and one for girls, for the accommodation of country children attending the Grammar schools. At the end of the year there were 20 girls and 32 boys in residence, a reduction of four and seven respectively since 1933. The Methodist Mission and St. Joseph's Convent have hostels for girls in Suva.

The Anglican Mission incurred a loss of £140 in conducting a hostel at Levuka during 1934. This amount was met from Colonial revenue. Owing to lack of support it was decided to close the hostel in 1935.

The seven Government schools for Fijians and the Teachers' Training School are residential. The fee at Queen Victoria School is £6 per annum. Students in training as teachers are given free board and lodging. The boarding costs at provincial schools are covered by native contributions. The hostel at the Government Teachers' Training School admits pupils from the secondary department. Separate dormitories are provided and all mess together.

Government also provides £10 per annum to cover the boarding costs of students in training at the Methodist Mission Teachers' Training Insitution, being part of the £1,000 grant to that institution. Most of the Roman Catholic, Seventh Day Adventist and Methodist Mission schools are residential. The schools are largely self-supporting and because of the necessity of growing their own food, the average age of the pupils tends to be unduly high for the standard of work done. A number of Fijian schools also maintain boarding establishments. The Department discourages the practice preferring that children who cannot attend daily from their homes should live with relatives in nearby villages. The system of self-supporting boarding schools which was an excellent one in the early days of the Colony is responsible for the neglect shown to the education of young children.

Costs of all Government hostels will be found in Appendix V and scales of fees in Appendix VIII.

D.—Arrangement for Delinquent Children.

The Probation Officer for Suva, Mr. A. W. McMillan, Inspector of Indian Schools, reports that nine juvenile offenders were brought before the Chief Police Magistrate and twelve were discharged from the detention camp at Makaluva. Contact was maintained with each boy until he obtained suitable employment.

During the year a Board of Visitors consisting of the Chief Medical Officer, the Director of Public Works and the Director of Education was constituted to visit and report on places of detention. The only place of detention proclaimed is Makaluva a low lying sandy island about nine acres in area and approximately eight miles from Suva wharf. It is one of the quarantine stations for the group. The caretaker is in charge of the juvenile offenders detained there and in this capacity is responsible to the Superintendent of Prisons who is also Superintendent of Places of Detention.

At the time of the Board's visit there were five Indian and three Fijian boys aged from ten to sixteen on the island. Although no intelligence tests were made it is practically certain that they range in intelligence from imbecile to normal. They had had from a few months to six years at school. Their knowledge of their own language and of English varied considerably. In such

circumstances the officer in charge found it extremely difficult to arrange a practicable curriculum. He teaches English, Arithmetic, Geography, Drawing and Physical Drill and utilises the services of the more advanced boys to teach vernacular to the others.

On the Board's recommendation tools were provided in order that the inmates might be trained in rough carpentry and arrangements were made to provide an area for gardening on an adjacent island.

The Board was of the opinion that any attempt at reformatory treatment was doomed to failure unless the delinquents were committed for at least one year.

CHAPTER X.—MISCELLANEOUS.

A.—Co-operation with other Departments.

The Qualifying Examination mentioned on page 8 was also taken by 32 candidates, 16 Indians and 16 Fijians, who wished to become students in the Central Medical School. One Indian and four Fijians were selected from these by the Central Medical School Advisory Board.

The Department is indebted to the Medical Department for examining and treating pupils and reporting on the sanitary conditions of schools; to the Agricultural Department whose Field and Veterinary Officers have responded freely to all requests for advice and assistance from schools; to the Public Works Department for maintaining government schools and approving plans and issuing progress payments for schools that have received building grants; to District Commissioners for the great assistance they have rendered not only in managing many assisted schools but also in advising on all matters connected with education in their districts.

B.—Co-operation with other Bodies.

Four Christian Missions, the Methodist Mission, the Roman Catholic Mission, the Anglican Mission and the Seventh Day Adventist Mission are interested in education in Fiji.

In addition to the Navuso Agricultural School which received a grant of £300 from funds controlled by the Director of Agriculture, a Teachers' Training Institute which received a grant of £1,000 and twenty-five assisted primary schools for Fijians and Indians which received grants totalling £3,225 4s. 9d. the Methodist Mission conducts a Technical School, a Primary School and a Theological School at Davuilevu for which it receives no assistance.

In addition to a Teachers' Training School which received a special grant of £400 a year the Roman Catholic Mission controls 42 assisted primary schools for children of all races. Grants-in-aid totalling £4,501 16s. 9d. were paid to these schools.

The Anglican Mission controls three Indian, one Melanesian and one Chinese school for which it received grants-in-aid totalling £435 0s. 5d. In addition it received a building grant of £60 towards the cost of erecting a new Indian school in Mathuata. It also controlled a hostel for pupils attending the Levuka Public School. £140, being the loss sustained on the year's working, was provided by Government.

The Seventh Day Adventist Mission controls a training school for teachers and four assisted primary schools for Fijians and Indians for which grants-in-aid totalling £301 12s. 6d. were paid.

The Colonial Sugar Refining Company is interested in the education of its children and tenants. It controls and maintains with the assistance of grants amounting to £392 13s. 6d. five European and two Indian schools. In addition it paid £130 to three privately controlled Indian schools through this Department as well as further sums to others and assists local Indian committees to obtain sites and to build schools. A number of schools controlled by Indian committees has enlisted the services of Colonial Sugar Refining Company employees as managers and they render excellent service.

C.—Boy Scouts and Girl Guides.

(1) *Boy Scouts.*—Census returns for 1934 from the various Local Associations were not available. It is believed however that the numbers are increasing. The Suva and Rewa Associations held an Annual Rally at Nukulau which was well attended. The principal event of the year was the raising of funds to send a contingent of eight Fijians, seven Europeans and five Indians to the Australian Jamboree. Their activities evoked a letter of appreciation from Lord Baden Powell. A grant of £100 was paid to the Association by Government.

(2) *Girl Guides.*—On 30th September the Fiji Association consisted of one Ranger Company, nine Guide Companies and two Brownie Packs with a total of 21 Guiders, 203 Rangers, Guides and Brownies. While there have been no outstanding activities all have been working steadily and a number of proficiency badges have been awarded. Funds are being raised for a headquarters building to be erected on a site given by Government. The sum of £25 was voted from Colonial revenue towards the expenses of the Association which closed the year with assets amounting to £232 2s. 1d.

D.—Adult Education.

The following brief statement on the work of the Womens' Guilds has been contributed by their leader, Mrs. R. A. Derrick:—

The Fijian Womens' Guilds, known to the Fijian people as the Mataveitathini Vakamarama, are also known as the " Qele ni Ruve " and the members are called " Ruves." This name originated more or less facetiously from the nom-de-plume adopted by the leader " Andi Ruve."

The " Qele ni Ruve " was founded in 1924, and has remained since that time under the leadership of " Andi Ruve " (whose functions are shared by Mr. and Mrs. R. A. Derrick). Although the headquarters are at the Davuilevu Technical School, the Guilds are open to women of all denominations and creeds, and are purely educational and social in outlook.

There are upwards of 140 branches of the Guild throughout Fiji, each branch being self-governing within the limits of the Constitution of the Guild. District combined branches are organised in all important districts.

An Annual Conference is held in Suva, attended by delegates from the branches and any members able to reach Suva. The usual attendance is from 250 to 300.

The aim of the Guilds is to do something constructive for the practical education of women and girls over school-age, and to improve their social conditions and mental outlook. The Guilds seek to widen their interests by providing activities and projects in which they may engage, and topics for discussion.

With these aims in view, the Guilds seek to foster native handicrafts, to teach mothercraft, needlework, cooking, &c., and to improve home conditions. Classes are organised for the teaching of these subjects, and local exhibitions of work, baby shows, &c., are encouraged.

At the annual conference, demonstrations of handwork are arranged, and talks on subjects of value to the women are given by experts. The Suva Show provides an incentive to many of the women, and has resulted in improved standards of work in weaving, needlework, and cooking. The activities are many and varied. They include—

(*a*) A Fijian Cookery Book (in the vernacular) which is published by the Guilds. Methods of preparing native foods and newer items in the native diet (green vegetables, tomatoes, egg fruit and ripe fruit) are explained in simple terms.

(*b*) Members are encouraged to make their own jam, and their own soap, and full instructions for these and similar projects are issued from time to time.

(*c*) A Paper Pattern Service is in operation, and a wide range of suitable patterns is supplied free. Patterns for crochet work and fancy work are also supplied.

(*d*) A Handbook on Child Welfare has been printed, and has already gone through one edition, the second edition, making 1,500 copies, is now being completed. This book has been prepared in co-operation with the Child Welfare Committee. The full cost of publication is being borne by the Guilds, and the printing is being done at the Guild office at Davuilevu.

(*e*) *Scholarships for Girls.*- Several years ago a Scholarship Fund was set up, and about 50 girls were sent to a good Girls' School during the currency of the scheme. Last year the women decided to endow one or more scholarships at the Muanikau School for Girls, and at present the sum of £150 is set apart for this purpose. This money was all contributed by the women.

(*f*) Monthly meetings are held in the branches. At these a monthly circular, sent out by "Andi Ruve", is read and discussed. In this circular, topics for discussion are suggested, together with projects for branch activity, and news of more general character is circulated.

The officers and staff of the Qele ni Ruve work in an honorary capacity, with the exception of a Fijian clerical assistant, who also does the duplicating of printed matter for the Guilds.

The members contribute 2s. each per annum towards the general working expenses of the organisation, and complete financial statements are presented to the annual conferences, and, after approval, are forwarded to every branch.

Agricultural Instruction of Fijians.

The Department of Agriculture trains selected Fijian boys at the Navuso Experimental Farm. On completion of the training they are appointed to country districts for service under senior native assistants who are in turn supervised by the European staff of the Department of Agriculture. Their duties include the encouragement and supervision of the planting and care of export crops grown in their area, the selection of land and planting material, advice and assistance in the training of pupils in agricultural methods at the schools, the maintenance of food gardens and instruction in the handling and packing of produce for export. They also act as advisers to the village agricultural clubs where these exist. A club is formed by the men of a village having a chairman and secretary-treasurer and is really a co-operative society for cultivating and marketing products.

JAMES RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

Boys' Grammar School.

Organisation.—In the Primary Department the classification of the pupils is satisfactory, but in the Secondary Division boys have been promoted into Forms IV and V before their standard of attainment justified such promotion. The general organisation and distribution of duties among the staff is satisfactory.

Accommodation and Buildings.—The floor space is adequate for the present roll number. Two matters which have been reported upon in previous years must again be mentioned. Without doubt the acoustic properties of the classrooms are poor and necessitate on the part of both masters and pupils such increased and sustained attention as must ultimately be harmful. While it is realised that little can be done to remedy this weakness, which is inherent in the structure

of the building, much good would accrue if a separate detached woodwork room were provided. The present woodwork room is in too close proximity to the classrooms. Until such time as the new woodwork room can be provided and sufficient time (2 hours per week) can be given to woodwork, I recommend that instruction in this subject be discontinued.

Discipline and Tone.—The working spirit of the boys is very good indeed, and their general responsiveness most pleasing. In manners and in conduct they deserve the highest praise. It was noted that a sympathetic relationship exists between the boys and the masters. The head-teacher pays due regard to the beneficial and disciplinary effect of physical drill and morning assembly, both of which are of high standard.

Health and Sports.—Physical Drill is allotted 1 hour 15 minutes, swimming 30 minutes per week, and both subjects are taken regularly. The usual sports activities are properly organised and have claimed the keen participation of the boys.

Environment.—The well-tended and delightfully laid out grounds and the tidy, orderly classrooms play no small, though unconscious part, in the cultural education of the boys. All books and records are carefully stored, and special attention is devoted to the arrangement and care of the woodwork tools.

Staffing.—Re-organisation of the staffing arrangements, as discussed with the Director, is recommended.

Teaching.—The head teacher and his assistants are giving wholehearted and most conscientious service. Teaching methods are generally up-to-date and effective and aim at the development of initiative and self-reliance. Such details as the careful correction of all exercises, and the daily preparation of work, are attended to.

Primary Division.—In this division both English and Arithmetic are very strong subjects. The library facilities are generous and adequate. Writing could be improved and, in Standards 1, 2, 3, and 4 drawing is not up to standard. Adequate prescriptions in history and in geography have been covered, while revision has been thorough. Handwork does not receive the time and attention which its importance warrants. In Standards 1 and 2, some provision is made for this subject including paper cutting and plasticine modelling. In Standards 3 and 4 no handwork at all is included in the curriculum and in Forms I and II one hour per week is allotted to woodwork. It is recommended that, in Forms I and II, at least two hours per week be allocated to woodwork the minimum period necessary to make the instruction profitable. A course in light woodwork might be prepared for Standard 4 but, in any case, some provision should be made for handwork in the middle division.

It was noted that Agriculture has been excluded from the curriculum. If the special circumstances make such exclusion advisable, there is the greater need for a comprehensive and scientific course in Nature Study or Science. Familiarity, through careful observations, of the plant, bird, insect, &c., is an undoubted acquisition.

Secondary Department.—Good progress, in all subjects, has been made by Form III, but Forms IV and V are weak, particularly in English. One course, academic, is provided but it is doubtful whether the choice of subjects for this course and the times allotted to each subject are satisfactory. No provision is made for the non-academic pupil. A thorough re-organisation of this department, taking into consideration the special needs of the boys, is recommended.

Conclusion.—In general, the work of the school is carefully supervised by the head teacher and it is with great pleasure that I have to report the conscientious and valuable service being rendered by each member of the staff.

Girls' Grammar School

Organisation.—The present organisation, which is framed to take advantage of the specialist training of three teachers, has much to commend it but its weakness lies in the difficulty of drawing up class time-tables and in allocating to some subjects, such as handwork, sufficient time per week. It is doubtful whether the quality of the instruction in the special subjects, sewing, singing, and drawing, warrants the disorganisation of class teaching which such an arrangement necessitates. The head teacher keeps in close contact with every aspect of the school work, and has built up an excellent school tone and working spirit.

Buildings.—The detached classroom is unsuitable for infant work which requires space for movement and games. The lighting of the standard classrooms (other than that in the pavilion) is poor, and the suitability of many of the desks is questionable.

Grounds.—The grounds were in good order, and very attractive in appearance.

Teaching Methods.—In the main, teaching methods are proving effective, but I am of the opinion that the traditional method of class-teaching is over-emphasised to the detriment of individual and group work. Little originality was noticed. Group and project methods which develop the reliance and originality of the child, are recommended.

Curriculum—Primary.—The Infant Division is weak. Both rooms were short of home-made teaching apparatus and material. The use of the blackboard in writing up additional reading lessons, word-building, &c., was poor. In all primer classes word reading was fairly common, and indicated a lack of appreciation by the teachers of the use of phrase flash cards and other devices to develop eye-span.

The treatment of number is very formal, and, in this subject Primer 4 is weak. It is doubtful whether many of the girls in this class will be fit for promotion at the end of the year.

In the Standards the quality of the instruction and the standard of attainment is good. Too much time per week is allocated to Arithmetic, the maximum period for which should be four hours. The handwork in all classes receives only cursory treatment and is taken for one hour per week. Systematic and graded hand-work schemes should be prepared by all teachers.

Form II compositions are weak, in vocabulary, in arrangement and in variety of sentence structure. Standards 3 and 4 compositions were very good indeed—as were those of Standards

1 and 2. In all classes, greater opportunities for practice in speaking should be provided. In this connection dramatic work, both formal and informal, is recommended. History stories should also be retold and played.

The written work in all classes was commendably neat and scrupulously corrected. Drawing has progressed under the new arrangement, but the weakness in the sewing is the lack of graded progression in its treatment, and the small period per week allotted to it. In singing, the tone is sweet and a number of songs have been learnt. The children have very little ability to read at sight the Tonic Sol-fa notation.

To sum up—the Primer Division is weak. The Standard Division, good in the English subjects and in Arithmetic but weak in handwork.

A carefully prepared course in Nature Study, planned to arouse interest in and appreciation of the world around us, is strongly recommended.

Secondary Division.—Two courses are provided:—

(*a*) *General.*—English, Arithmetic, History, Geography, Algebra, Geometry, French, Latin, Home Science—13 girls.

(*b*) *Commercial.*—English, Arithmetic, History, Geography, Shorthand, Bookkeeping, Typewriting, Commercial Principles—8 girls.

The courses are planned to meet the requirements of the School Leaving Certificate Examination. In both courses good progress has been made. The second year commercial girls showed marked ability to take dictation in shorthand and their typing was good.

Good dramatic work in all forms.

Levuka Public School.

Organisation.—Satisfactory, under present staffing conditions. The head teacher carefully supervises every school activity, and pays a due regard to detail.

Buildings.—All classrooms were very clean, attractive and tidy. Special attention has been paid to the storage of library books and other teaching equipment and deserves commendation.

Discipline and Tone.—The control exercised by the head teacher is kindly but firm. The morning assembly provides a sound disciplinary training and the general tone of the school appears to be excellent.

Teaching Methods.—In regard to written work, the teaching methods are, in general, satisfactory and effective. In such a school as this much greater emphasis should be placed on the development of fluent, confident oral expression in English. At present, this aspect of English training is weak. In addition, the teaching methods could be better devised to encourage self-reliance and initiative. At present the children rely overmuch upon the teacher for instruction and guidance in small matters. They definitely lack the ability to attack with spirit and confidence an unusual problem, or one presented in an unusual manner.

Various suggestions and demonstrations were made in order to add variety to and to improve the general efficiency of the methods at present in use in the Infant Room.

Woodwork.—The teacher in charge of this subject has spared no pains to make his teaching effective. New benches have been built, and the tools carefully overhauled and sharpened. The piles of the woodwork room are in poor condition, many of them requiring renewal.

General.—The head teacher and his staff are to be complimented upon their enthusiasm and wholehearted interest in their work. Written composition, throughout the school, is good. Greater insistence upon neat writing at all times is advisable. Oral expression is weak, and various methods to improve were discussed or demonstrated.

In the Lower Standards oral reading is marred, in many instances by word reading. Some of the reading material in use is too difficult.

Recitations were well rendered, with spirit and confidence absent in the other oral work. In most classes mechanical arithmetic and tables were good, but difficulty was experienced with the written problem work. In this as well as in such subjects as geography, &c., teaching methods should be more practical.

Story telling and dramatisation devices which should be strong in such a school as this, were scarcely exploited. Particularly in history, the children should have the ability to retell and to play many history stories. Drawing was very fair to very good, and handwork satisfactory. Singing is exceptionally well taught, proper attention being paid to the development of a good, sweet tone. A good school, but a formal one, in many respects.

Provincial School Eastern, Londoni.

The Londoni Provincial School provides a training eminently suitable for its Fijian pupils. The head teacher has reached a pleasing balance between the demands of a literary and a practical training while the government and organisation of the school is well devised to develop self-reliance and self-confidence, two traits usually weak in the native character.

The general health of the boys is carefully supervised, and their cleanliness marked and worthy of special mention. It was noted that there was little skin disease.

Every school activity, both in the school and on the farm, is carefully supervised by the head teacher, and this regard for detail is in no small measure responsible for the success of the school. In addition, pupil participation in school government is fully exploited and has justified its innovation.

The school is definitely agricultural in bias, more than half the time of the boys being spent in such practical activities as ploughing, harrowing, growing food crops, &c. A further uncultivated area has been brought into profit.

The farm equipment is fairly adequate, suitably tended, and of undoubted educational benefit. It must be remembered that it is in only such an institution as the Londoni Provincial School that the Fijian boy can be introduced into the practical use of modern implements and the care of farm animals. The school is equipped with four pairs of working bullocks and one

plough horse. Two ploughs, two harrow trees, one cultivator (ridging plough), one disc, one clod crusher, one konaki, and two sledges. The school has a milking herd of 16 cows and 12 other head of dry stock. A strong point is made of the care and treatment of animals.

The equipment of the woodwork room is good, but instruction in this subject suffers, due to the weakness and inexperience in teaching of the woodwork instructor.

The literary curriculum is, in the main, satisfactory but it is suggested that drawing be included in all classes. The reliance on oral drills for the formation of good speech habits in English is commended, and this practice should be continued. At present, there is too much reliance upon the book and upon written work to the detriment of free, informal oral expression, in which confidence and fluency can be developed. The ability of the boys to speak English is fair only.

In all classes speech-training drill is advisable and necessary. Mechanical and practical arithmetic and number are very good indeed, and it was delightful to experience the speedy response to oral questioning. Writing is good. Handwork is strong and physical drill active and precise in movement. The morning assembly is worthy of special mention.

Provincial School Southern, Sawani.

The relieving head teacher has made few alterations in the original organisation of this school, which, in most respects, may be considered satisfactory. The work of the assistants and boys demands constant supervision by the head teacher and, to some extent, this could be more thorough.

The health of the boys is good, and the cleanliness of the buildings and grounds is commendable.

During the last few weeks a fair area of ground has been planted in food crops but, at this school the agricultural activities should be increased and more modern methods encouraged and demonstrated. At present it appears that the agricultural work consists chiefly in the growing of food crops.

There is a decided tendency for the curriculum to become too literary and abstract. The relieving head teacher has already noted this trend. In Class 6, arithmetic is carried further than is required, and courses in some of the other subjects would be more suitable for a European school. The importance of practical methods cannot be over-emphasised, and the necessity to proceed slowly, consolidating carefully and ensuring that comprehension is intelligent and thorough, is essential. Mere rote memorisation, divorced from intelligence and mental activity by the boy is of little value.

Various devices for the practice in the improvement of oral expression were demonstrated, and these should be given a trial. In my opinion, fluency in the speaking of English should be the main aim, correctness of speech can be obtained by regular drills in the use of irregular verbs, number, tenses, &c., devised to build up good speech habits.

Daily speech training drill should be commenced immediately. Such sounds as the "s," "th," "l," "p," &c., are proving of great difficulty to the Fijian.

Except in Class 6, the written English is much below the standard of what could be expected. Recitations were marred, to a considerable extent by an unwise choice of poems, in which the thought and emotional content were too abstract in nature. Oral reading was very fair in most classes. Arithmetic is a strong subject at this school, tables and mechanical number being very fair. Here also, drills and games are indispensable if speed and accuracy are required.

The formal memorisation of history notes is not recommended, but rather should the ability to retell and to play these stories be developed. Geography is very good; Drawing fair to very fair. The boys thoroughly enjoy their singing, but the harshness of the tone was very noticeable. The Handwork Scheme (cardboard modelling) in unsuitable.

Great attention has been paid to the storage of the woodwork tools, and good instruction in woodwork is being given by the native assistant. While the tone of the school appeared to be satisfactory, there was a slowness in responding to the bell and to the word of command which must be considered a serious weakness in such a school as this. The school may be graded fair.

Kandavu Provincial School.

Organisation.—Satisfactory.

Environment.—The school grounds are the most beautifully laid out and attractive grounds it has been my privilege to see. The buildings are kept scrupulously clean, but the class-room accommodation is barely adequate.

Health.—The boys were free from skin trouble. Physical drill and games are regular daily activities.

General.—Supervision by the head teacher of every aspect of the school work is thorough. The staff co-operate very loyally, but special mention must be made of Jacob whose teaching ability is very good.

In the lower classes, English and Reading are not strong. In the latter subject, most of the boys are word readers. Comprehension is poor. If more reliance were placed upon the retelling and the telling of stories, class questioning by pupils, conversations, &c., oral expression would soon improve. The special language drills given in the text books are excellent and should be frequently taken orally.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR, 1934.

Population.	Particulars.	Controlled Institutions.								Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.						
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.	Total.		Controlled Institutions.	Controlled and Non-Controlled Institutions.
		1	2	3	4	5	6	7	8	9	10	11	12
Estimated population, 31/12/34:— 197,449.	Institutions—												
	For males—												
	European	..	..	2	..	2	..	..	..	..	2	..	..
	Non-European	..	1	1	33	35	2	2	4	..	39	..	..
	For females—												
	European	..	..	..	..	..	..	..	..	..	..	..	..
	Non-European	..	..	..	17	17	..	..	..	..	17	..	..
	Mixed—												
	European	..	..	2	10	12	..	..	..	..	12	..	..
	Non-European	..	..	..	210	210	2	..	2	..	212	..	..
	Total ..	..	1	5	270	276	4	2	6	..	282	..	..
	Pupils enrolled—												
	Males—												
4,354	European	..	..	270	400	670	1	..	1	..	671	15·41	..
53,862	Fijian, Rotuman & others.	..	34	2	7,607	7,643	129	243	372	..	8,015	14·93	..
48,748	Indian	..	2	77	3,772	3,851	31	..	31	..	3,882	7·96	..
1,332	Chinese	..	..	..	61	61	..	..	..	..	61	4·57	..
	Females—												
4,126	European	..	..	275	380	655	1	..	1	..	656	15·89	..
50,332	Fijian, Rotuman & others.	..	..	..	5,373	5,373	4	..	4	..	5,377	10·68	..
34,541	Indian	..	..	8	1,171	1,179	4	..	4	..	1,183	3·42	..
154	Chinese	..	..	..	28	28	..	..	..	..	28	18·18	..
197,449	Total ..	..	36	632	18,792	19,460	170	243	413	..	19,873	10·06	..

GENERAL TABLE II.

ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.									
	University Education.		School Education, General.		School Education, Vocational.												
	Arts and Science Colleges.	Colleges for Professional Training.	Combined Secondary & Primary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction and inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous	Total.	Total expenditure on Education.	Total expenditure from Colonial Revenues.	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.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Colonial Revenue ..	..	(1) 2,516 8 7	8,143 19 11	28,123 13 7	2,395 17 11	300 0 0	41,480 0 0	..	3,354 10 1	139 11 10	(2) 1,045 18 3	347 12 0	4,887 12 2	(3) 46,367 12 2	595,460 6 6	7.7	4 8·4	4 8·4
Local Public Funds.	..	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....
Other sources ..	..	....	320 5 0	11,719 0 5	....	1,053 15 1	13,093 0 6	..	....	....	2,903 17 4	....	2,903 17 4	15,996 17 10	....	....	....	1 7·4
Total ..	..	2,516 8 7	8,464 4 11	39,842 14 0	2,395 17 11	1,353 15 1	54,573 0 6	..	3,354 10 1	139 11 10	3,949 15 7	347 12 0	7,791 9 6	62,364 10 0	595,460 6 6	7.7	4 8·4	6 3·8

Notes.—(1) Central Medical School.
(2) On account of maintenance of buildings and fencing Queen Victoria School.
(3) Expenditure on boarding establishments is included.

GENERAL TABLE III.

COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR, 1934.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on September 30 under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
University & Collegiate Education:														
(a) Arts and Science	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(b) Colleges for Professional training	1	M. 36	36	..	..	..	..	..	..	..	..	..	1	M. 36
Total ..	1	36	36	..	..	..	..	..	..	..	..	..	1	36
School Education—General—														
Secondary Schools														
(a) General	3	M. 272	M. 231	..	..	..	1	M. 71	M. 54	1	M. 12	9	..	M. 355
		F. 187	F. 159	..	..	..	..	F. ..	F. ..	1	F. 90	87	5	F. 277
(b) Training Schools	1	M. 27	M. 26	..	..	..	2	M. 74	M. 74	..	M. 60	60	4	M. 161
	..	F. ..	F. ..	..	..	..	..	F. 5	F. 5	..	F. 4	4	..	F. 9
Total ..	4	486	416	..	..	..	3	150	133	2	166	160	9	802
Primary Schools—														
(a) General.	15	M. 1,105	M. 960	..	..	..	180	M. 8,759	M. 6,985	75	M. 1,970	..	270	M. 11,834
		F. 192	F. 166	..	..	..	..	F. 5,275	F. 4,327	..	F. 1,491	..	..	F. 6,958
(b) Vocational	..	..	..	..	..	..	1	M. 113	M. 100	1	M. 130	..	2	M. 243
		..	..	..	..	..	..	F. ..	F. ..	..	F. ..	..	..	F. ..
Total ..	15	1,297	1,126	..	..	..	181	14,147	11,412	76	3,591	..	272	19,035
Total of Colleges and Schools ..	20	1,819	1,578	..	..	..	184	14,297	11,545	78	3,757	..	282	19,873

APPENDIX I.

STAFF OF THE EDUCATION DEPARTMENT, 1934, (EUROPEAN APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Remarks.
1. *Headquarters*—			
The Hon. James Russell, M.C., B.A.,, Director of Education	24/2/33	10/4/34	
Mr. A. W. McMillan, Inspector of Indian Schools	20/12/34	....	Probation Officer and Editor of Hindi School Journal.
Miss Marian Forster, Clerk	12/4/34	1/6/34	
Miss B. A. Browne, Clerk	5/5/33	9/2/34	
Miss M. R. Anderson, Clerk	....	....	
2. *Queen Victoria School*—			
Mr. A. H. Phillips, B.Sc., Head Master	28/8/34	....	Acting Director 24/2/33 to 9/4/34.
Mr. H. H. Hickling, Assistant	....	....	Acting Head Master, Provincial School Southern.
3. *Provincial Schools*—			
Mr. B. W. Taylor, Head Master	20/12/34	....	
Mr. T. Mason, B.Sc.,(Agric.), Head Master	12/8/32	26/4/33	
Mr. L. O. Morgan, M.M., Head Master	....	....	Acting Head Master, Queen Victoria School, 24/12/34.
Mr. P. E. Warner, J.P., Head Master	8/5/34	....	Officer in Charge, Kadavu.
Mr. W. J. E. Eason, M.A., Head Master	25/11/33	9/3/34	
Mr. G. McC. Thomson	20/12/34	....	Temporary Relieving Teacher.
Mr. C. S. Sharp, B.A., Head Master	20/12/34	....	
4. *Teachers' Training and Indian Secondary School*—			
Mr. G. Arthur, B.A., Acting Principal	....	....	
Mr. L. Russell, M.A., Assistant	....	....	Acting Head Master, Lau Provincial School, 5/12/33.
5. *Correspondence Classes*—			
Mrs. H. J. Hoodless, M.A., Supervisor	31/7/34	....	
6. (a) *Boys' Grammar School*—			
Mr. A. S. de Montalk, Head Master	....	....	Also Manager, Boys' Hostel.
Mr. J. A. Ferguson, M.A., Dip. Ed., Assistant	....	....	
Mr. W. A. D. Cole, Assistant	....	....	
Miss G. E. Atherton, Assistant	16/12/33	27/9/34	
Mrs. A. de Montalk, Matron, Boys' Hostel	....	....	
6. (b) *Girls' Grammar School*—			
Miss E. D. French, M.A., Head Mistress	....	....	Also Manager, Girls' Hostel.
Miss C. M. Wilkins, Secondary Assistant	....	....	
Miss K. McCormick, Assistant	....	....	
Miss C. J. McDonald, Assistant	....	....	
Mrs. L. Bailey, Assistant	....	....	
Miss V. E. Steel, Assistant	....	....	
Miss I. Berndtson, Assistant	....	....	
Miss M. Wright, Matron, Girls' Hostel	....	....	
Miss S. Fitzherbert, Assistant Matron	....	....	
6. (c) *Levuka Public School*—			
Mr. L. G. Usher, Head Master	....	....	
Mr. H. W. Buddle, Assistant	....	....	

(Teachers in the Grammar Schools and the Levuka Public School are nominated by the Director of Education, New Zealand, under a Scheme of Co-operation between the Department of Education, New Zealand, and the Government of Fiji.)

APPENDIX II.

PUBLIC EXAMINATIONS, 1934.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.		*No. passed.*		*No. partial passes.*	
Fifth Grade—						
Male	112		31		44	
Female	43		6		15	
	—	155	—	37	—	59
Fourth Grade—						
Male	60		8		12	
Female	9				5	
	—	69	—	8	—	17
Third Grade—						
Male	22				4	
Female	2					
	—	24	—		—	4
Total		248		45		80

APPENDIX——II

QUALIFYING EXAMINATION FOR ENTRANCE TO TEACHERS' TRAINING SCHOOLS OR CENTRAL MEDICAL SCHOOL.

	No. of Candidates.		Passed.	
Male	217		66	
Female	24		3	
Total ..	—	241	—	69

PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION.

	No. of Candidates.		Passed.	
Male	40		12	
Female	1		..	
Total ..	—	41	—	12

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
St. Joseph's Convent	2	1	3	3	4	4
St. Felix College	..	..	..	..	1	..
Total ..	2	1	3	3	5	4

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1934.

School.	Candidates entered.		Candidates awarded Certificates of Proficiency.		Candidates awarded Certificates of Competency.	
	1933.	1934.	1933.	1934.	1933.	1934.
Boys' Grammar School	17	15	12	15	5	..
Girls' Grammar School	17	10	17	10	.	.
Correspondence Classes	..	1	.	1	.	.
Levuka Public School	4	10	2	7	1	1
St. Felix College	7	9	6	6	.	.
Ratawai	2	..	1	..	..	.
St. Thomas's Lautoka	..	3	..	3	..	.
Marist Convent, Levuka	2	2	1	.	1	.
Total ..	49	50	39	42	7	1

INTERMEDIATE EXAMINATION.

School.	Candidates entered.	Candidates Passed.
Girls' Grammar School	3	3
Total ..	3	3

NEW ZEALAND UNIVERSITY EXAMINATION.

School.	Candidates entered.	Candidates passed.
Natambua Secondary	4	1
Total ..	4	1

APPENDIX III.

ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1934.		Totals	
					1934.	1933.
European Schools.			Boys.	Girls.		
Boys' Grammar School, Suva ..	148	134	152	..	152	148
Girls' Grammar School, Suva ..	213	185	40	179	219	220
Levuka Public School	117	107	73	49	122	115
Rarawai, C.S.R. Company's ..	34	29	20	17	37	39
Lautoka ,, ..	37	33	19	18	37	45
Nausori ,, ..	34	32	21	13	34	37
Lambasa ,, ..	37	31	17	21	38	38
Penang ,, ..	8	7	5	1	6	13
Kasavu	48	40	26	24	50	43
Savusavu East	28	25	19	9	28	47
Marist Convent, Levuka	35	31	9	22	31	40
St. Felix College, Suva	61	53	71	..	71	60
St. Joseph's Convent, Suva ..	102	96	12	90	102	85
Total ..	902	803	484	443	927	930
Correspondence Classes	..	..	26	30	56	46
English Schools.						
Queen Victoria School, Nasinu ..	87	83	88	..	88	84
Lau Provincial School	86	78	88	..	88	94
Kandavu Provincial School ..	79	76	76	..	76	74
Provincial School Northern ..	98	94	100	..	100	95
Provincial School Eastern ..	99	93	97	..	97	100
Provincial School Western ..	85	79	90	..	90	79
Provincial School Southern ..	82	78	85	..	85	78
Marist Brothers', Suva	290	246	324	..	324	260
Toorak Boys', Suva	335	269	349	..	349	334
St. Anne's, Suva	209	177	37	119	156	199
St. Joan of Arc, Singatoka ..	83	76	52	43	95	104
St. Thomas, Lautoka	157	138	109	61	170	125
St. Paul's, Suva	30	27	16	8	24	30
St. John's Suva	57	34	50	3	53	27
Sacred Heart, Levuka	114	103	65	44	109	110
Natambua (Primary & Secondary)	82	69	80	8	88	78
Total ..	1,973	1,720	1,706	286	1,992	1,771

APPENDIX IV.

TUITION COSTS, GOVERNMENT SCHOOLS, 1934.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natambua Secondary School.	Total.	
Average Roll	148	213	117	56	534	87	530	617	517	28	545	27
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries, &c., Teachers	1,710 2 10	2,503 14 7	919 8 2	320 2 10	5,453 8 5	965 12 10	3,959 13 1	4,925 5 11	2,350 17 10	326 12 10	2,677 10 8	650 19 0
Salaries, Servants	60 0 0	48 0 0	41 0 0	.....	149 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,770 2 10	2,551 14 7	960 8 2	320 2 10	5,602 8 5	965 12 10	3,959 13 1	4,925 5 11	2,350 17 10	326 12 10	2,677 10 8	650 19 0
Contributions Superannuation Fund	40 9 0	50 5 0	19 2 8	.....	109 16 8	4 18 8	44 2 9	49 1 5	.....	10 9 0	10 9 0	.....
Passages and Local Transport	96 14 0	40 12 4	33 17 6	1 5 8	172 9 6	3 11 8	128 17 5	132 9 1	16 10 7	1 7 4	17 17 11	10 7 4
Books, Stationery, Equipment &c.	121 9 0	148 12 3	55 17 0	28 10 8	354 8 11	125 16 2	145 17 3	271 13 5	131 3 10	27 17 0	159 0 10	27 17 1
Inspector (N.Z.)	30 10 0	53 7 1	15 5 0	.....	99 2 1	.....	15 5 0	15 5 0	.....	7 12 6	7 12 6	.....
Incidentals	21 6 4	26 7 1	16 0 5	0 17 0	64 10 10	18 19 6	8 10 4	27 9 10	16 6 8	4 2 6	20 9 2	4 2 6
Maintenance, Public Works Department	55 18 6	25 3 1	123 19 10	.....	205 1 5	28 13 7	193 19 8	222 13 3	40 15 0	28 15 0	69 10 0	28 15 0
Total Expenditure	2,136 9 8	2,896 1 5	1,224 10 7	350 16 2	6,607 17 10	1,147 12 5	4,496 5 6	5,643 17 11	2,555 13 11	406 16 2	2,962 10 1	722 0 11
Gross Cost per Pupil	14 8 9	13 11 11	10 9 4	6 5 3	12 7 6	13 3 10	8 9 8	9 2 11	4 18 10	14 10 7	5 8 9	26 14 6
Recoveries—												
Fees	259 19 10	296 17 0	20 0 10	93 9 0	670 6 8	.....	.....	.....	255 14 7	206 13 4	462 7 11	.....
Local Bodies	779 0 0	1,121 0 0	576 0 0	.....	2,476 0 0	.....	*939 4 5	939 4 5	.....	.....	.....	.....
Sale of Books	51 7 10	80 15 11	27 9 8	22 13 2	182 6 7	.....	.....	.....	50 8 11	22 4 4	72 13 3	.....
Total Recoveries	1,090 7 8	1,498 12 11	623 10 6	116 2 2	3,328 13 3	.....	939 4 5	939 4 5	316 3 6	228 17 8	535 1 2	.....
Net Cost to Government	1,046 2 0	1,397 8 6	601 0 1	234 14 0	3,279 4 7	1,147 12 5	3,557 1 1	4,704 13 6	2,239 10 5	177 18 6	2,427 8 11	722 0 11
Net Cost per Pupil	7 14 11	6 11 3	5 2 9	4 3 10	6 2 10	13 3 10	6 14 3	7 12 6	4 6 8	6 7 1	4 9 1	26 14 6

* Balance of Native Contributions.

APPENDIX V.

BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	32	20	84	498	33
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Food	671 4 4	273 16 3	473 12 3	2,043 0 2	408 10 4
Repairs	21 18 0	1 4 0	0 12 9	39 13 11	4 2 6
	....	....	*191 19 10	....	....
Equipment	111 1 4	6 6 9	45 2 9	340 9 11	35 5 6
Light	13 4 7	17 4 2	12 6 3	60 14 5	5 11 11
Incidentals	17 16 7	5 18 11	17 8 10	129 14 5	32 15 5
Laundry	175 6 3	34 1 11	....	....	....
Wages and Allowances	390 4 8	374 0 0	194 3 9	179 17 6	259 8 0†
Maintenance (Public Works Dept.)	55 18 6	20 11 11	28 13 7	193 19 9	28 15 0
Transport	1 14 7	....	47 4 2	118 9 5	2 8 0
Total Expenditure	1,458 8 10	733 3 11	1,011 4 2	3,105 19 6	776 16 8
Gross Cost per Pupil	45 11 6	36 13 2	12 0 9	6 4 9	23 10 10
Recoveries, Fees, &c.	1,435 1 11	747 15 9	385 5 0	3,105 19 6	179 4 0
Net Cost	23 6 11	Cr. 14 11 10	625 19 2	....	597 12 8
Net Cost per Pupil	0 14 7	....	7 9 0	....	18 2 2

*£191 19s. 10d. Fencing. †£143 included, allowances to students.

APPENDIX VI.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 109 ASSISTED FIJIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1934.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	110 103	272 199	324 269	291 248	199 196	176 101	94 74	46 41	23 16	11 15	5 4	3 2	1,554 1,268	2,822	33·50
2	.. ..	20 19	40 60	132 106	175 155	171 198	179 145	124 120	124 85	63 49	21 11	14 5	1,066 951	2,019	23·97
3	.. ..	.. ..	.. 1	17 16	44 46	106 91	129 117	193 152	161 149	155 104	78 43	54 21	937 740	1,677	19·91
4	.. ..	.. ..	.. ..	8 0	14 8	19 29	81 47	100 93	131 82	144 95	102 43	119 56	718 453	1,171	13·90
5	.. ..	.. ..	.. ..	.. ..	.. ..	9 3	10 11	24 24	42 38	66 38	42 30	64 29	257 173	430	5·10
6	.. ..	.. ..	.. ..	.. ..	1 ..	.. ..	4 2	10 3	23 15	27 20	22 31	21 33	108 104	212	2·52
7	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. 3	2 0	7 0	2 4	6 2	31 11	48 17	65	0·77
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. 4	.. 4	.. 5	3 1	4 4	7 21	28	0·33
T.	110 103	292 218	364 330	448 370	433 405	481 422	497 399	499 437	511 389	471 330	279 165	310 161	4,695 3,729	8,424	
?	213 2·53	510 6·05	694 8·24	818 9·71	838 9·95	903 10·72	896 10·64	936 11·11	900 10·68	801 9·51	444 5·27	471 5·59	.. ..	.. ..	.. ..

APPENDIX VII.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 55 ASSISTED INDIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1934.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	55 58	266 156	287 114	278 88	169 22	100 10	62 13	34 1	10 0	1 0	1 0	.. ..	1,263 462	1,725	41·45
2	.. 2	20 11	52 49	121 55	108 59	97 26	81 8	47 4	20 2	4 1	.. ..	.. ..	550 217	767	18·43
3	.. ..	3 3	16 10	54 27	90 39	100 32	96 17	61 7	28 4	5 3	2 3	1 ..	456 145	601	14·44
4	.. ..	1 ..	1 ..	8 9	42 21	62 44	74 23	59 20	52 3	13 5	6 0	.. ..	318 125	443	10·64
5	.. ..	.. ..	.. ..	2 2	19 5	26 22	50 16	40 22	48 5	18 1	14 4	1 1	218 78	296	7.11
6	.. ..	.. ..	.. ..	.. ..	1 ..	15 1	31 2	29 4	35 16	20 8	10 2	5 3	146 36	182	4·37
7	.. ..	.. ..	.. ..	.. ..	1 ..	3 ..	8 1	8 4	17 9	18 1	8 7	7 2	70 24	94	2·26
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	2 0	4 1	8 0	8 1	10 3	10 7	42 12	54	1·30
T.	55 60	290 170	356 173	463 181	430 146	403 135	404 80	282 63	218 39	87 20	51 19	24 13	3,063 1,099	4,162	..
?	115 2·76	460 11·05	529 12·71	644 15·47	576 13·84	538 12·93	484 11·63	345 8·29	257 6·17	107 2·59	70 1·68	37 ·88	.. ..	.. ..	.. ..

APPENDIX VIII.

FEES—GOVERNMENT SCHOOLS.

The following are the regulations governing the payment of fees in Government Schools:—

(1) Grammar Schools.

Tuition Fees.

4.—(*a*) The tuition fee for a pupil in the Primary Classes shall be fourteen shillings per term, provided that no tuition fees shall be paid in respect of a pupil whose parents reside in property within the Municipality of Suva and on which the Education Rate is levied.

(*b*) The tuition fee for a pupil in the Secondary Classes shall be two pounds ten shillings per term, provided that this fee shall be reduced to two pounds per term for those who would under the proviso of the preceding subclause have been eligible for free tuition in the Primary Classes.

(*c*) A charge of two shillings per term shall be paid by pupils taking the cookery course.

(*d*) In the event of a pupil being enrolled after half term or leaving the school before half term the tuition fee shall be half the full amount.

(*e*) If a parent or guardian pays the tuition fees for two or more of his children or wards, respectively, who attend the same department, the tuition fee for each child shall be two-thirds of the full fee. (Grammar School (Amendment) Regulations 1934.)

Hostel Fees.

5.—(1) The hostel fee, which shall include laundry, shall be at the rate of £50 per annum, payable in advance to the manager by three term instalments of £16 13s. 4d.

(2) Subject to due notice being given to the manager, a reduction of fifteen per cent. on the hostel fees payable under these Regulations shall be made in the case of boarders who regularly spend their week-ends at home.

(7) When more than one child of the same parents attend either or both of these schools the rates of the hostel fees and refunds shall be reduced by fifteen per cent. for two, twenty per cent. for three and twenty-five per cent. for more than three boarders. (Grammar School (Hostels) Regulations 1929.)

(2) Levuka Public School.

Tuition Fees.

4.—(*a*) No tuition fee shall be paid in respect of a pupil whose parents reside in property within the Municipality of Levuka on which the Education Rate is levied.

(*b*) A tuition fee of fourteen shillings per term shall be paid in respect of a pupil whose parents do not pay the Education Rate.

(*d*) Tuition fees shall be reduced by one-third for two or more members of the same family attending the school (Levuka Public School Regulations 1929.)

(3) Correspondence Classes.

4. There shall be two terms a year, the first shall in general be from the middle of February to the end of June and the second from the middle of July to the end of November.

5.—(*a*) A tuition fee of £1 per term or part of a term shall be paid in advance to the Supervisor in respect of each pupil provided that this fee shall be reduced to 15s. in the case of two or more members of the same family attending the classes or one of the Grammar Schools. (Correspondence Classes Regulations 1934.)

(4) Secondary Department, Natambua Indian School.

Tuition Fees.

2.—(1) A tuition fee of £2 10s. a term shall be paid in respect of each pupil, provided that in the event of a pupil being enrolled after half term or leaving school before half term, the tuition fee shall be one-half of the full amount, and provided further that if a parent pays the tuition fees of two or more of his children, the tuition fee for each of his children attending the school shall be two-thirds of the full amount.

Hostel Fees.

3.—(1) The hostel fee shall be at the rate of £24 per annum payable in advance by three terminal instalments of £8 to the Principal who shall give an official receipt therefor.

(2) In the event of a boarder being admitted after the first fortnight of term, the hostel fee shall be thirteen shillings per week or part of a week for the remainder of the term, and shall be payable in advance.

(3) When two or more children of the same parents are boarding at the hostel, the fee shall be reduced by 15 per cent. for two, 20 per cent. for three and 25 per cent. for more than three boarders. (Natabua Indian Secondary School Regulations, 1934.)

(5) GOVERNMENT INDIAN PRIMARY SCHOOLS.

Tuition Fees.

10.—(*a*) The tuition fee for pupils shall be in accordance with the following scale:—

For pupils in Classes 1, 2, 3, and 4—four shillings a term.

For pupils in Classes 5 and 6—eight shillings a term.

For pupils in Classes 7 and 8—twelve shillings a term.

Provided that in the event of a pupil being enrolled after half term or leaving school before half term the tuition fee shall be half the full amount and that if the parent or guardian pay the tuition fees of two or more of his children or wards, respectively, the tuition fee for each of his children or wards attending the school shall be two-thirds of the full amount.

(*b*) All tuition fees shall be paid in advance to the head teacher and no child shall be admitted unless this condition is complied with except in such cases as the Director may deem fit to permit otherwise, provided that the Governor may, as he shall deem fit, remit wholly or in part any fees payable under these Regulations.

(*c*) The head teacher may with the consent of the Director require each pupil to pay to him a sports fee not exceeding one shilling per term. (Government Indian Primary Schools Regulations, 1934.)

(6) QUEEN VICTORIA SCHOOL.

Fees.

6.—(*a*) A school fee of two pounds per term shall be paid, in advance, to the head master, who shall give an official receipt therefor.

(*b*) When two or more pupils of the same parents are in the school and paying fees, the fees for each pupil after the first shall be one pound six shillings and eight pence per term.

(*c*) The fees for each pupil from Administrations other than Fiji shall be ten pounds per term. (Queen Victoria School Regulations 1931.)

By Authority: J. J. McHUGH, Government Printer, Suva.—1935.

1936.

LEGISLATIVE COUNCIL,

FIJI.

COUNCIL PAPER, No. 13. F. 62/47.

Department of Education

(REPORT FOR THE YEAR 1935.)

Laid on the Table, 24 June, 1936.

THE DIRECTOR OF EDUCATION to THE HON. THE COLONIAL SECRETARY.

Education Office,
Suva, 1st May, 1936.

Sir,

I have the honour to submit a report on Education in Fiji for the year 1935.

PART I.

GROWTH OF EDUCATION DEPARTMENT.

Before 1916, Government exercised very little control over education. The Education Ordinance of that year provided for the appointment of a Superintendent of Schools and of other officers necessary for carrying into effect the provisions of the Ordinance, the more important of which brought a number of existing schools directly under Government control and provided a system by which grants could be made to other schools. The Board of Education as established by this Ordinance consisted of the Governor, the members of the Executive Council and four other members appointed by the Governor.

In accorance with the recommendations of the Education Commission of 1926, the Education Ordinance 1929 repealed the Education Ordinance 1916 and constituted the Department of Education, the officers being the Director of Education, the Assistant Director of Education and such Inspectors and other officers as the Governor might appoint. The Board of Education was reconstituted, the members being the Director of Education and eight others to be appointed by the Governor.

The Ordinance has given greater control over all matters pertaining to education, particularly in regard to the registration or recognition of all secular schools and teachers.

GOVERNMENT SCHOOLS.

European.—Before 1916 there were no Government Schools for Europeans, the schools in Suva and Levuka being maintained by School Boards whose expenses were paid from—

(*a*) a capitation grant on the average attendance on a scale fixed by the Governor in Council;

(*b*) a supplementary contribution raised by the rating authority of each district.

By the Education Ordinance 1916, the Grammar Schools in Suva and the Public School in Levuka were deemed to be Government schools established under the provisions of the Ordinance, provision however being made whereby one-half of the total expenses of the schools was to be recovered by a special rate levied by the Town Council of each town.

In 1918 a new school and boarding establishment was completed, in which was housed the Boys' Grammar School, which catered for the education of all boys above the primers. The old Public School then became the Girls' Grammar School.

In 1929 a hostel was erected by Government at a cost of £13,539 to accommodate the increasing number of girls from country districts.

Although the schools still retain the title of " Grammar " Schools, they are in fact primary schools with secondary departments' The Girls' Grammar School has in addition an infant department, in which boys as well as girls are enrolled, and a commercial class for the senior girls. Secondary subjects are introduced in Form I. A normal child that has attended school since the age of five or six will as a rule qualify for promotion to Form I at the age of eleven. There will however always be a number over that age in the standards.

The Levuka Public School continues to function as a primary school. Emphasis is placed on practical work as the majority of the pupils do not proceed to a secondary school. Very many of the pupils do not speak English on admittance.

Under a scheme of co-operation between the Education Department of New Zealand and the Government of Fiji, the Boys' and Girls' Grammar Schools in Suva are wholly and the Levuka Public School partly staffed by teachers selected by the New Zealand Department of Education. These teachers usually remain in the Colony for from three to six years. Their superannuation rights in New Zealand are safeguarded and the Government of Fiji pays a contribution of 80 per cent. of the teachers' contributions to the New Zealand Teachers' Superannuation Fund. To ensure that their absence from New Zealand does not prejudice their position, an Inspector of the New Zealand Education Department visits Fiji annually to grade them. A copy of his reports for 1934 will be found in Annexure I. The syllabus of instruction in all Government and assisted schools is in general that used in New Zealand schools. Pupils may enter for the New Zealand Proficiency, Intermediate or University Entrance Examinations.

Correspondence Classes were begun in 1923 to provide facilities for those children living in remote places who could not conveniently board away from home.

Fijian.—The Queen Victoria Memorial School was erected in 1906, approximately £1000 being provided by native contribution. The Fijians have since then contributed large sums for a sports pavilion and a laboratory erected in memory of the first Governor of Fiji, Sir Arthur Gordon, afterwards Lord Stanmore. The school was at first partly maintained by contributions from each Province, but in 1916 a school fee of £6 was substituted for them. Six Government exhibitions, tenable for three years, are awarded annually, to boys between the ages of 12 and 14, on the results of a competitive examination. Some of the Provinces also give scholarships tenable at this school. The course includes typewriting, book-keeping, agriculture and wood-work, as well as the usual school subjects. Pupils from this school qualify by means of the Qualifying Examination for entrance to the Central Medical School or Teachers' Training School, some become clerks-in-training. There are 173 acres of land attached to the school. The pupils grow root crops for their own use and a dairy herd is milked by them.

The natives of Lau had maintained a boarding school since 1909, Government being responsible for the salary of the Head Master. In 1916 this school was taken over by the Government and became one of a number of Provincial Schools located to serve as upper primary schools for every part of the Colony. In pursuance of this programme, Provincial School Northern was completed in 1921, Provincial School Eastern and Kandavu Provincial School in 1923, Provincial School Western and Provincial School Southern in 1926. More than half the capital cost of these schools was provided by the Fijians and they are still required to contribute annually a sum of £4,350 which is approximately fifty per cent. of the cost of maintenance. All these schools are residential. Every effort is made to ensure that the pupils are fitted for life in the villages. Wood-work and agriculture are taught and every pupil takes part in the activities of the school farm, the produce of which is used in the boarding establishment. Pupils are given a certain amount of instruction in native customs and are encouraged to perform native ceremonies properly.

Indian.—The first Government school for Indians was established at Natambua in 1919. Samabula School was taken over from a local committee in 1929, and Andrews and Votualevu Schools in 1930. Vatuwangga Indian Girls' School was built in 1930 and Karavi and Wainikoro Schools in 1931.

In September, 1930, a secondary department was added to the Natambua Primary School.

Training of Teachers.

European.—No provision has been made for the training of teachers for European schools. Vacancies are filled by teachers trained in New Zealand and selected by the Department of Education, New Zealand.

Non-European.—In 1929 a Teachers' Training School was established at Natambua for both Fijian and Indian students. These are selected by competitive examination and receive free tuition and board and an allowance of six pounds per annum.

The Methodist Mission has been training teachers for more than sixty years. In 1918 the Davuilevu Teachers' Training Institute was established to train teachers to the standard required by regulations. Fijian and Indian students are accepted. A grant of £600 is made by Government in addition to an allowance of £10 for board and £6 for pocket money for each approved student.

The Roman Catholic Mission began to train Fijian students in a separate institute at Thawathi in 1931 and received a grant of £100 from Government.

The Seventh Day Adventist Mission have a Training Institute at Buresala, Ovalau, for training teachers.

Central Medical School.

In 1883, the Chief Medical Officer commenced training native students in medicine at the Colonial Hospital. Most of the training was of a practical nature given in the wards of the hospital. In 1900 a lecture room and students' quarters were built, diagrams and apparatus obtained and courses of lectures developed. During this period the number of students remained at eight and the number of Native Medical Practitioners in the field at about twenty.

In 1913 three students from the Gilbert and Ellice Islands Colony were admitted to the School; two of these qualified and returned to practice in their own islands, and the other joined His Majesty's Forces. The work done by these and by the Fijian Native Practitioners proved of such great value that when the new Colonial War Memorial Hospital was opened in 1923, the idea of transforming the Fiji Medical School into a Central Medical School catering for the medical training for students from the various South Pacific dependencies was developed. The scheme of co-operation between the various South Pacific administrations for maintaining the present school is due in no small measure to the energy and zeal of Dr. Lambert of the Rockefeller Foundation.

This School is attached to the Colonial War Memorial Hospital, and students, on graduation after a four years' course are granted a diploma to practice medicine and surgery. It was erected in 1928 at a cost of £7,878, to which the Rockefeller Foundation contributed £2,000, the Fiji Government £2,472 and the Administrations of Samoa, Tonga, the Cook, the Solomon, the Gilbert and Ellice Islands and the New Hebrides £3,406. There is accommodation for forty boarders, half of which is reserved for Fijian students. In 1933 arrangements were completed to accept two trainees from Eastern Samoa (U.S.A.).

The school is controlled by an Advisory Board of which the Director of Medical Services is the Chairman and the representative of the Rockefeller Foundation a member. There is a whole-time tutor and a staff of fourteen honorary lecturers.

Methodist Mission.

In the Department's Annual Report for 1932 a comprehensive review of the educational work of the Methodist Mission of Australasia was published. This Mission from the day of the landing in the Colony of the first two missionaries in 1835 has placed secular education in the forefront of its work. It provided the Fijian with an alphabet, reduced his language to writing, thereby standardising it, and translated the Bible and other works into Fijian. Within twenty years 151 schools had been established with 6,628 pupils, and by 1909 there was a school in practically every village. The total enrolment was estimated at 17,000. The standard of scholastic attainment of these village schools was not high, but the pupils were taught to read, write, calculate with simple numbers and to be sanitary in their habits. A higher standard was provided in Central Schools under the direct supervision of European Missionaries. Technical and Agricultural education was not neglected. At Davuilevu, which is situated on the right bank of the Rewa River, and twelve miles from the capital, the Mission has a large educational institution comprising primary schools for boys and girls, a Teachers' Training School, a Technical School and a Native Theological College. Four miles further up the river is the Mission's Agricultural School in which a practical training is given to 100 students.

Roman Catholic Mission.

The following is a summary of a report on the educational work of the Roman Catholic Mission which was published in full in the Annual Report for 1933.

The first Catholic Missionaries arrived in the Colony in 1844 and shortly after opened schools for the uplifting and enlightenment of the Fijian race. The Mission has, as a rule, concentrated its efforts on establishing central schools in which a number of boys from the surrounding districts were taught by native catechists under the direct supervision of the priest. Most of the pupils were boarders and grew their own food. In 1887 Marist Brothers were appointed to schools in Fiji. A set of reading books for primary schools written in the Fijian language was published in 1932.

From 1882 central schools for the education of Fijian girls were established. These schools had the great advantage of being staffed by European ladies belonging to the Orders of St. Joseph de Cluny and of Mary. An Order of native nuns has also been established and its members are emulating their white sisters in devoting themselves to the welfare of their people.

The Mission soon extended its activities to include the education of Indians and Europeans. In 1930 two teacher training schools, one for Fijian men and the other for Fijian women were commenced.

Seventh Day Adventist Mission.

In the Annual Report for 1934, a report on the educational work of the Seventh Day Adventist Mission was published. The following is a summary.

The objective of the Mission is to train the pupils to gain a knowledge of God, to earn a livelihood and to be loyal subjects.

Teachers are trained at Buresala (Fijian) and Samabula (Indian) Schools. Boarding Schools for Fijians are established on the Wainimbuka River and at Butha Bay. In addition to these, the Mission controls a number of day schools for Indians and Fijians in various parts of the Colony.

PART II.

CHAPTER I.—EVENTS OF THE YEAR.

1. Mr. A. H. Phillips, B.Sc., Head Master, Queen Victoria School, returned on 24th September from leave, following a course in health education under the auspices of the Rockefeller Foundation. He remained at headquarters until 13th December when he took charge of the Teachers' Training School, Natambua.

2. Mr. A. W. McMillan, Inspector of Indian Schools, was on leave from 20th December, 1934, to 22nd October, 1935. Part of the time was spent on duty leave in India where he travelled extensively observing developments in education.

3. In 1934 Mr. C. W. Mann, Lecturer in Education, Teachers' Training School, Newton, New South Wales, spent nine weeks in Fiji on behalf of the Methodist Mission Educational Commission of which he was Chairman. At the end of the year he published *Education in Fiji*. Although the book contains much useful criticism, its value is reduced by the author's inexperience of native education and his apparent hostility to Fijians in general. Owing possibly to lack of time, his observations are not always accurate. This is particularly noticeable in his account of two Government Provincial Schools, which, he stated devote their energies mainly to academic studies. In fact, fifteen to twenty hours a week are spent in practical work. In 1935 Mr. Mann returned to Fiji under the auspices of the Carnegie Corporation of New York. He devoted his time to preparing a non-verbal test of general ability. The norms have not yet been calculated, and when

this has been done the test should prove of the greatest value to Indian and Fijian schools, particularly as a means of selecting pupils for promotion to more advanced schools.

4. I regret to report the death of Mr. Dukh Haran at the early age of 37. The deceased had been Head Master of Andrews School since it was taken over by Government in 1930.

5. The amount voted for grants-in-aid was £16,000 being an increase of £1,000 over the amount voted for 1934. As applications were much in excess of the amount the Board of Education was obliged to reduce all grants by 7½ per cent. Owing to various causes many schools did not earn the full amount voted and it was possible to pay grants-in-aid in full to all teachers as from 1st June. The reduction therefore was equivalent to 3⅛ per cent. for the year.

6. There were no serious epidemics during the year. The exceptionally heavy rainfall however affected the attendance adversely.

7. The Silver Jubilee of his late Majesty, King George V, was celebrated in all schools. In each Government and Assisted school a competition was held in which the pupils were required to write an essay on " The Reign of King George V," and a medal was given to the writer of the best essay in each school. The best essay for each school was forwarded to headquarters and a silver medal was awarded for the best essay written by a boy and a girl of each race, European, Fijian and Indian. Ten thousand aluminum medals were distributed to school children throughout the Colony. Addresses were made to the school children in Suva by His Excellency the Acting Governor and by District Commissioners in other parts of the Colony. Sports were held and refreshments provided in many places.

8. In October and November arrangements were made to give free exhibitions to school children in five centres of the films " Long Live the King " and " The Jubilee Procession in London." In four of these the film of the Duke of Gloucester's visit to Fiji was also shown. 6,100 children attended. His Royal Highness the Duke of Gloucester visited Fiji on 1st February. Although the schools were in vacation, school children paraded at his arrival and departure and, arrangements were made for them to take part in the official welcome at Albert Park after which they were inspected by His Royal Highness.

9. The Centenary of the Methodist Mission in Fiji was celebrated throughout the Group in October, 1935. The s.s. " Katoomba " brought 400 visitors amongst whom was Her Majesty the Queen of Tonga. Many of the 400 had been connected with the Mission's work in Fiji in previous years. Thousands of people assembled at various centres throughout the Group where *mekes* and native displays of various kinds were given. As the Methodist Missionaries were the pioneers of education and had introduced it into practically every village in Fiji, school children took a prominent part in the celebrations in the various centres and their singing and displays of drill were much admired. When the first Missionaries, the Reverend William Cross and the Reverend David Cargill, M.A., who arrived in the Group in 1835, they found the people to be brutal savages. Their change to a happy, friendly, Christian people must be one of the brightest pages in Mission endeavour and is a monument to the devoted work of the first Missionaries and their successors.

CHAPTER II.—EDUCATIONAL LEGISLATION, ADMINISTRATION AND CONTROL.

No legislation directly affecting education was passed in 1935.

The Board of Education made the Grammar Schools Regulation 1935, revoking those of 1929. The most important change was the extending of free tuition in the primary classes to those who own property in the Municipality on which education rate is paid. The original regulations gave free tuition to children of parents residing in property on which education rate was paid. Another clause authorised the Director to exclude from school pupils who are not making reasonable progress.

The Board met on six occasions. A summary of the most important business is as follows:—

Grants.—£15,936 11s. 3d. was allocated as grants-in-aid.

Schools.—The establishment of twenty-eight new schools (four Indian and twenty-four Fijian) was approved. Twelve Fijian and two Indian schools were recognised and four Fijian and three Indian schools were registered. Five Fijian schools which had ceased to function were struck off the register.

Teachers.—Five certificates of registration were cancelled. Fifteen Fijians who had ceased to teach were struck off the register.

The Organising Teachers continue to do excellent work not only in improving schools but in arousing the interest of the community in them. Mr. Parr was employed in Kandavu and Nandroga Provinces; E. Delana Kama visited all schools in Taveuni and Vanua Levu; J. Pickering, who was appointed on 1st February, visited Ra schools and those in Rewa and Tailevu. An Indian Organising Teacher, Mr. Parshu Ram, was appointed on 1st April, 1935. He was stationed on the northwest coast until 20th August, 1935, when he took charge of Andrews School on the death of the Head Master.

In previous reports attention was drawn to the enthusiasm with which the Fijians assumed responsibility for their own schools. This enthusiasm has not abated. Mistakes have been made, and will continue to be made, but in general the policy of giving the Fijians a direct interest in their schools has proved itself to be a wise one. The Administration authorities do invaluable work in advising and assisting the Fijian managers.

The various societies and local committees controlling Indian schools continue, in most cases, to do very good work. Their difficulties are mainly financial. There can be no doubt that the experience gained by the manager and committee members is a most valuable training in citizenship and local government.

CHAPTER III.—FINANCE.

In this and following chapters corresponding figures for 1934 are given in parenthesis. The gross expenditure from Colonial Revenue on educational services was £46,500 8s. 7d. (£46,367 12s. 2d.) out of a total expenditure of £641,181 4s. 6d. (£595,460 6s. 6d.), an increase of £132 16s. 5d. The increase would be greater if the cost of the Central Medical School (approximately £2,500) had been included this year as it was in 1934.

Included in these sums is an amount of £12,722 1s. 1d. representing payments for educational services credited to general revenue and made up as follows:—

Native contributions to Provincial Schools	£5,479 8 0
Education Rate, Municipalities of Suva and Levuka ..	2,832 10 0
Sale of Books	489 14 1
Boarding Fees	2,753 11 0
Tuition Fees	1,087 17 0
Examination Fees	79 1 0
	£12,722 1 1

By deducting this amount from both totals, the net expenditure on education is found to be £33,778 7s. 6d. (£34,011 5s. 6d.) out of a net expenditure from Colonial Revenue of £628,459 3s. 5d. (£583,103 19s. 10d.). The net expenditure on education is 5·37 (5·84) per cent. of the net total expenditure from Colonial Revenue, and the net cost per head of the population is 3s. 4·12d. (3s. 5·34d.).

The amount expended from "Other Sources" as shown in General Table II is not the full amount expended in the Colony as only 121 schools submitted returns.

An analysis of the expenditure from Colonial Revenue on educational services is:—

	Gross expenditure.	Recoveries.	Net expenditure.
	£ s. d.	£ s. d.	£ s. d.
1. Administration ..	2,139 11 11	346 10 6	1,793 1 5
2. European Education ..	9,798 10 11	5,649 6 5	4,149 4 6
3. Fijian Education ..	22,665 15 10	5,863 4 4	16,802 11 6
4. Indian Education ..	11,745 0 0	862 19 10	10,882 0 2
5. Chinese Education ..	151 9 11	....	151 9 11
Total ..	£46,500 8 7	£12,722 1 1	£33,778 7 6

CHAPTER IV.—PRIMARY EDUCATION.

The Education Ordinance (No. 1 of 1929) gives the Board of Education power to direct that a particular school shall be registered for the education of a particular race. Certain schools have accordingly been registered for Europeans, Fijians, Indians, Melanesians (1) and Chinese (1). The remainder, which are situated in towns, enrol pupils of all races. As English is the medium of instruction in these they are called English schools. The same name is used for other schools registered as Indian or Fijian schools which use English as the medium of instruction.

European Schools.

No new schools for Europeans were established in 1935. The number on the roll of the thirteen schools listed in Appendix III has increased by 26 to 953, with an average attendance of 89·5 per cent. In General Table II the total number of European children attending all schools is given as 1,370. The difference is due to the fact that, in addition to these enrolled in the Correspondence Classes, some European children are taught in English schools.

The course of instruction is practically identical with that prescribed for schools in New Zealand. A number of pupils leave Fiji every year to continue their education abroad. At the end of 1935, 30 pupils left the two Grammar Schools, 20 going to New Zealand, seven to Australia and three to Great Britain.

The Education Rating Ordinance of 1934 requires the Town Boards of Suva and Levuka to pay half the net cost of the Government schools within their boundaries. The schools affected are the Suva Grammar Schools and the Levuka Public School. The net cost is calculated by deducting all recoveries from the gross cost.

No scholarships were awarded in 1935.

Grants-in-aid and special grants amounting altogether to £957 9s. 7d. were made to the assisted European schools.

Further particulars will be found in Appendices II, IV and V.

General.

The following applies to English, Fijian and Indian Schools:—

Attendance is not compulsory although provision has been made in the Education Ordinance 1929 to enable the Governor to apply compulsion in such districts and to such children of a particular age, sex, class or race as he may deem fit. In districts where schools are conveniently placed and particularly in boarding schools under European supervision the attendance is good. In others however where children have to walk a long distance to school the attendance may be poor, particularly during the wet season.

In assisted schools grants are based on the average attendance of children between the ages of six and fourteen during the months of March, April, May and June.

In assisted schools for boys or for girls only, pupils may remain at school until the end of the school year in which the sixteenth birthday is attained. In mixed schools the age limit is fifteen. The Director has power to extend the age limit in individual cases. Power was also given to him in 1934 to raise the age of entry or lower the age of leaving in any school when he is satisfied that the staff is insufficient to teach the number normally attending.

In assisted primary schools the minimum school hours are 4¾ exclusive of recesses except in Classes 1 and 2 where they may be reduced to 4¼. The Director has power to order that the school shall be taught in two divisions each for not less than 2½ hours a day.

The minimum number of half days on which the school should be open is 380. The school terms are as follows:—

First term.—Fourteen weeks, commencing on the fourth Monday in January.
Second term.—Fourteen weeks, commencing on the fourth Monday in May.
Third term.—Thirteen weeks, commencing on the third Monday in September.

In approved schools the manager may vary the dates of the terms in any one year to permit of vacations amounting to not less than eight and not more than thirteen weeks in all. Boarding schools find that the two-term year is more satisfactory.

English Schools.

The average roll of the sixteen English schools increased by 174 to 2,147, with an average atteandance of 89 per cent. Eight of these are Government schools, three are controlled by the Roman Catholic Mission, one by the Methodist Mission and two by the Anglican Mission.

The curriculum is based on the Course of Instruction for Non-European Schools except that English is the medium of instruction. In the Marist Brothers' School eight pupils were entered for the Cambridge Local Preliminary Examination, of whom four passed.

With the exception of seven Government Fijian Schools, pupils are taught in Classes 1 to 8. Queen Victoria School, which is the most advanced school for Fijian boys, enrols pupils between the ages of twelve and fourteen that have passed an entrance examination of the standard of Class 4 of an assisted primary school. The course includes agriculture and wood work. A limited number are trained in typewriting. The school is residential and most of the work, including the production of food, is done by the pupils. The greater number of pupils eventually become teachers, medical students or clerks in Government service. Six Government scholarships, tenable for three years, and entitling the holders to free board and tuition, are awarded annually on the results of a competitive examination open to all Fijian boys between the ages of twelve and fourteen.

The six Provincial Schools are boarding schools for Fijian boys. An annual contribution from certain provinces pays approximately half the cost of maintaining these schools. In return for this each district in the contributing provinces is entitled to send pupils in proportion to its contribution to the Provincial School concerned. In the past these pupils were nominated by the local chief. Now competition for nomination is so keen that in many districts it is possible to select the brightest boys from the assisted primary schools. As the number and efficiency of the assisted primary schools in each district vary considerably, the Provincial Schools are forced to accept pupils that are backward in comparison with those from other districts. There is no doubt, however, that the general standard of entrance has already been raised considerably and will continue to improve for some years. Pupils over ten years of age are enrolled and usually remain at school until the end of the year in which they attain the age of eighteen. From 20 to 25 hours a week are devoted to the usual school subjects and from 20 to 15 outdoor work. The pupils do all the work of the school and produce a large part of their own food. The Head Masters are Europeans and two of them are selected by the New Zealand Department of Education under the scheme of co-operation. If possible arrangements are made for the schools to be examined by an Inspector of the New Zealand Department of Education. Reports of two such Inspections will be found in Annexure 1.

Natambua Indian School, which is also under Government control, is a combined primary and secondary school. The Government Teachers' Training School is also associated with it.

Details of fees will be found in Appendix VIII and costs in Appendices IV and V. Financial assistance amounting to £2,061 17s. 11d. was given to the eight non-Government English schools.

Fijian Schools.

(i).—Of the 148 (146) registered and 137 (116) recognised primary schools, 118 (113) received grants-in-aid amounting to £8,623 12s. 8d. There were 4,736 (4,880) boys and 3,977 (3,783) girls, a total of 8,713 (8,663) on the rolls.

The medium of instruction in these schools is Fijian. English conversation lessons may be given in Classes 1 and 2. In Class 3 English reading and writing may be introduced. After Class 4 Fijian is not compulsory and the time devoted to English is increased. As the pupils in the greater number of these schools have no opportunity of associating with English speaking people, they are not fluent in English.

The Fijian alphabet has twenty-three letters selected from the English alphabet by rejecting h, x and z. Three of these f, j and p are used in introduced words, the number of which is continually increasing. The consonants correspond to those in the English alphabet except that b always expresses the sound of mb in English; c that of th as in "then"; d that of nd; g that of ng and q that of ngg. The vowels are given the French sounds.

All letters in each word are sounded and, except that no distinction is made in writing between the long and short sounds of the vowels, each letter has always the same sound. The language is consequently easy to read. The transition from Fijian to English reading is much easier for Fijian than for Indian pupils who have to learn an entirely new script when changing from Deva Nagari.

The usual school subjects are taught. Handwork as known in European schools is weak. There is, however, not the same need for it as there is in schools in large urban centres. The Fijian boy is self reliant and quite capable of coping with the situations which arise in his own simple environment. With no other tool than a cane-knife school boys can and frequently do everything necessary from house building to lighting fires. As life in the villages becomes more Europeanised the Fijian will have need for finer work than can be done with a cane-knife, and to prepare for this the Methodist Mission Education Circle have a graduated course in handwork for all classes. Davuilevu Technical School has been investigating the possibilities of weaving and net-making. Physical drill varies from fair to excellent. Fijian dances are included in physical training and form a most valuable part of it. Although no special instruction is given, practically all Fijian children swim well. Gardening, chiefly the growing of native root crops, is included in the time-tables of most schools. The teachers are, however, more concerned with quantity than quality. The Department encourages the growing of European vegetables with a view to improving the diet of Fijians. Hygiene is taught in all schools and many teachers endeavour to put their precepts into practice. There is still room for improvement.

(ii) *Unassisted Schools.*—Returns were submitted by 112 (69) of the 167 unassisted schools, showing the number on the roll as 5,055 (3,751). No attempt has been made to estimate the number enrolled in the schools that did not submit returns.

The course of instruction is similar to that in use in assisted schools except that no English may be taught. The Organising Teachers have paid much attention to these schools and by means of prolonged visits and refresher courses have improved many of them considerably. Most of these schools are not efficient, but a few compare very favourably with assisted schools. A special course in history and geography, dealing solely with the neighbourhood, was introduced into these schools during the year.

(iii) *Age and Classification.*—In Appendix VI the age and classification of 7,936 pupils enrolled in 106 assisted primary schools is given. The greatest number of boys is in the 12 and of girls in the 11 year old group. The percentage of children over fourteen has increased from 10·9 to 12·1 per cent. while that of children under 10 has fallen from 36 to 35·7 per cent. One third of the children are in Class 1.

(iv) *Organising Teachers.*—During the year the three Organising Teachers were employed in Taveuni and Vanua Levu, Kandavu and Viti Levu. In addition to assisting the teachers in all branches of their work in school they held refresher courses wherever possible and encouraged parents to raise funds for school purposes.

Indian Schools.

(i) There are 66 registered and 9 recognised schools for Indians. Of these 7 are Government schools and 55 (51) received Government assistance amounting to £4,952 12s. 6d. an increase of £194 19s. 6d. since 1934.

The total number of Indian children in all schools including Government and English schools was 5,501 (5,065) of whom 4,130 (3,882) were boys and 1,371 (1,183) girls.

The course of instruction is similar to that in Fijian schools except that Hindustani is the medium of instruction in the lower classes and English is optional. English conversation is usually taught in Classes I and II and reading and writing introduced in Class III. The teaching of other Indian languages for a limited time each day is allowed. Although Hindustani is the *lingua franca* of the Indian people in Fiji, the South Indians object to learning it, and the Mahommedans wish to use the Persian Urdu Script instead of the Devanagari. The most satisfactory course would be to make English the medium of instruction in the lower classes.

The following extract from a report by Mr. McMillan on his recent visit to India gives a comparison between conditions in Fiji and India:—

> "In the Indian schools in Fiji, the standard of Hindi is lower than that of pupils of corresponding age in India, but in English the boys and girls in Fiji are far in advance and their pronunciation is better. In Fiji the average Indian school is better furnished and equipped, better lighted, less dusty, and the pupils usually brighter and better controlled. Moreover, the percentage of literacy among Indians in this Colony is increasing more rapidly than in India. With a better economic position, freedom from conservatism and custom, progress in Fiji is more rapid than among the rural classes of India. The young Indian teachers also are more ready to assimilate new ideas, adopt new methods and adapt themselves to local conditions and requirements."

(ii) *Unassisted Schools.*—Of the 12 unassisted Indian schools, 8 submitted returns. The total enrolment in these schools was 230, of whom 196 are boys and 34 girls. These schools are taught by uncertificated teachers. They are as a rule most inefficient.

(iii) *Age and Classification.*—In Appendix VII the age and classification of 4,935 pupils in 55 assisted and 7 Government schools is given. The greatest number of boys is in the 10 and of girls in the 9-year old group; 2·8 per cent. are over 14 years of age and 55·4 per cent. are under 10. The percentage in Class 1 has been reduced from 41·45 to 39·51 per cent.

(iv) *Organising Teacher.*—Mr. Parshu Ram was appointed to be Organising Teacher for Indian schools on 1st April, 1935. He spent four and a half months in organising schools on the north-west coast of Viti Levu. In August, owing to the death of the Head Master, he was transferred to Andrews School, Nandi. The vacancy caused by his transfer was not filled until the beginning of 1936.

School Fees.

The fees charged in Government schools will be found in Appendix VIII. It is impossible to give definite figures for assisted schools owing to the wide variation. The greater number of Fijian schools and many Indian schools make no charge. There is no uniformity amongst those that collect fees. They may be charged by the term, month or week.

The fees in European schools are usually at the rate of 1s. a week. In non-European schools the amount charged varies from 3d. to 6d. a week. Reductions are given when two or more from the same family attend. In some cases any over three are admitted free. A higher rate is occasionally charged in upper classes and in at least one case children over fourteen, for whom no grants are paid, are charged double. In cases of poverty exemptions are freely given.

Examinations.

(*a*) *Qualifying Examination.*—Owing to the age limits imposed the number of male candidates fell from 217 to 145, of whom 81 (66) passed. The number of female candidates however increased from 24 to 34, of whom 12 passed. An all round improvement was shown in all subjects.

(*b*) *Primary School Leaving Certificate.*—The number of male candidates was 68 (40), of whom 21 (12) passed, and of female candidates 16 (1), of whom 1 (0) passed. The general standard of all candidates was much higher than in 1934.

CHAPTER V.—SECONDARY EDUCATION.

There are no purely secondary schools in Fiji. Secondary departments for Europeans are attached to the Boys' and Girls' Grammar Schools, St. Joseph's Convent and St. Felix College, all of which are situated in Suva.

Pupils that have obtained a certificate of proficiency or competency are admitted to the secondary departments in the Grammar Schools and St. Felix College. The pupils are prepared for the New Zealand Intermediate and the University Entrance Examination. The departments are handicapped by the small number of pupils enrolled. Only one teacher is available and has to give a four-years' course in all necessary subjects. An additional mistress at the Girls' Grammar School teaches commercial subjects.

Hindustani is taught by a visiting teacher to seven pupils at the Boys' Grammar School for two periods a week. The pupils voluntarily attend an extra class on Saturday morning.

St. Joseph's Convent prepares pupils for the Cambridge Local Examinations. Results of all examinations will be found in Appendix II.

The secondary department for Indian pupils at Natambua follows closely the course of instruction at the Grammar Schools. There is, however, no entrance examination and owing to the fact that English is optional in primary schools much time has to be devoted to bringing the standard of English up to the level of that of European children.

CHAPTER VI.—UNIVERSITY AND COLLEGIATE EDUCATION.

There are no universities or colleges (post secondary) in Fiji. A number of young men and women leave Fiji every year to pursue their studies abroad. The greater number go to New Zealand and a few to England or India. Others study privately and seek admission as extra-mural students of the Auckland University College which holds its term examinations in Fiji. Having kept terms they may take the examinations of the University of New Zealand which makes arrangements for candidates to sit in Fiji. Students may also take the examinations of the University of London in the Colony.

In 1935, seven candidates sat for the Auckland University term examinations and six for the degree examinations of the University of New Zealand.

CHAPTER VII.—TRAINING OF TEACHERS.

There are no schools for the training of European teachers. The following refers to the training of Indians and Fijians.

(i) *Men.*—To be eligible for a teachers' certificate a man must have been trained for two years in an approved teachers' training school. Students-in-training are selected from those that have satisfied the examiners in the Qualifying Examination mentioned above. These approved students may enter one of the four teachers' training institutes controlled by the Government, the Methodist, the Roman Catholic, and the Seventh Day Adventist Mission respectively. Students are given instruction in all the subjects that they will be required to teach in assisted primary schools as well as in methods of teaching. At least sixty hours a year are spent in practical teaching. Provided that the Principal's report is favourable, the students are exempted from passing the Grade V examination and may enter for the Grade IV examination at the end of the second year. Whether they succeed in passing this examination or not they are given a Grade V certificate and appointed to various registered schools throughout the Colony. Owing to the limited number of teachers available, many Grade V teachers, particularly Fijians, are put in charge of schools.

To be classified in a higher grade a teacher is required to pass the necessary certificate examination and to have maintained a good record of conduct and diligence and to have shown a satisfactory advance in efficiency as a teacher for a period of two years. Teachers in the neighbourhood can attend lectures at the Methodist Mission Teachers' Training Institute, but the majority have to rely on private study.

Students in training receive free board and tuition and, in the Government Teachers' Training School and the Methodist Mission Training Institute, pocket money at the rate of £6 a year.

Costs of the Government Teachers' Training School will be found in Appendices IV and V.

An annual grant of £1,000 a year is paid to the Methodist Mission and £100 to the Roman Catholic Mission. The former has 25 approved students and the latter 10.

(ii) *Women.*—There are so special schools for women teachers. Special grants were paid to four assisted primary schools for girls—St. Anne's, Suva; St. Joan of Arc's, Singatoka; Toorak Girls' School, Suva; and Ballantine Memorial School, Suva—to enable them to employ an extra assistant and to pay a small grant of £3 each to each approved student-in-training. A limited number of girls living in the neighbourhood also attend lectures, along with men, at the Methodist Mission Training Institute at Davuilevu.

It was intended that the students should pass the Qualifying Examination, but it was found that so few could do so and a lower standard had to be accepted. It is anticipated however that the number passing the qualifying examination will increase yearly.

Girls may also be employed as probationers in other assisted schools where they receive a grant-in-aid. The Head Teachers of such schools are required to give them extra tuition for four hours a week to prepare them for the certificate examinations.

The course of instruction covers all subjects taught in primary schools and the method of teaching them. The students also do practical teaching as well as practical work in domestic science. The standard in the Grade V examination is the same for women and men except that a lower standard is required in arithmetic.

The results of the Teachers' Certificate Examination will be found in Appendix II.

(iii) *Singing.*—Arrangements were made with Mr. Rudland Bodé to give singing lessons to Indian and Fijian teachers in Suva, 38 of whom enrolled. I regret to report that Mr. Bodé died before the course was finished. Mrs. Rutledge kindly consented to take charge of the class. She reports that the Fijians did well, but many of the Indians found the course very difficult. All, however, were most enthusiastic and at their request the lessons will be continued in 1936.

(iv) *Teachers' Conference and Refresher Courses.*—The fifth annual conference of the Fiji Teachers' Union was held in Lautoka from 8th to 10th May and was opened by the District Commissioner, Mr. R. N. Caldwell, M.C. Lectures on various educational subjects were given by Mr. G. Arthur, B.A., F.R.E.S., Mr. L. Russell, M.A., Mr. A. W. McMillan; the Reverend H. Cato, M.A., B.D., Dip. Ed., and Miss E. Williams, B.A.

Refresher courses for Registered and Recognised teachers were held at Provincial School Southern, Provincial School Western and Kandavu Provincial School; others were held by the Methodist Mission, the Roman Catholic Mission and the Seventh Day Adventist Mission and by the Organising Teachers.

CHAPTER VIII.—FEMALE EDUCATION.

As is natural in a sparsely populated country most schools enrol pupils of both sexes. There are 45 schools for boys only, 20 for girls only and 248 that enrol pupils of both sexes. Most of the information given in previous chapters applies to all schools and there is consequently no need to repeat it here.

The Indian section of the population has not yet realised the value of education for girls and consequently withdraws them at an early age. Indian custom too is against co-education. This custom, however, is breaking down even in India. In Madras for instance there are more girls reading in boys' than in girls' primary schools. (Page 52, *Education in India in* 1933–34).

The Fijians have no prejudice against the education of girls or co-education. The different outlook is reflected in the following table which shows the percentage of the total female population in all schools for the last five years:—

Year.	*Indian.*	*Fijian.*
1931	3·18	11·53
1932	3·33	11·35
1933	3·23	12·18
1934	3·42	10·68
1935	3·82	12·47

The number of Indian girls increased from 1,183 in 1934 to 1,371 in 1935, an increase of 15·8 per cent. as against an increase of 6·4 per cent. of Indian boys. In the same period, the number of Fijian girls increased by 18·7 per cent. and of Fijian boys by 10 per cent.

Although the number of Indian girls in schools has increased very slowly during the last five years, there is no doubt that the standard of their education and that of Fijian girls also has improved considerably, but in general they have not yet reached the same standard as the boys. As stated in Chapter VII the standard of women wishing to be trained as teachers is appreciably lower than that of the men, but the prospects of obtaining a larger supply of trained women teachers both Indian and Fijian are much brighter than they have been.

CHAPTER IX.—PHYSICAL AND MORAL WELFARE.

A.—Medical Inspection and Teaching of Hygiene.

The Education (Medical Examination) Regulations 1932 gave the Director of Medical Services power to appoint his officers to be School Medical Officers and as such they have the right to enter and examine all pupils in Government and assisted schools. In practice they visit the schools as often as opportunity serves.

Hygiene forms part of the curriculum in all Government and assisted schools. A translation of a small handbook on hygiene written specially for Fijian conditions by the late J. V. Thompson, formerly Head Master of Queen Victoria School, is used in Fijian schools. The teachers are encouraged to put their precepts into practice and an increasing number do very good work.

B.—Games and Physical Exercises.

Physical training normally forms part of the curriculum of all schools. The Fijians have an innate sense of rhythm, and in consequence the standard of physical drill in many of their schools is very high indeed. The performance of native dances is encouraged and forms a valuable part of the training. Interest in sport of all kinds is still increasing. It is noticeable that sport flourishes best in the dry zone. An annual rainfall of 166 inches, experienced in Suva in 1935, is not conducive to outdoor sports.

Association football is the most popular game. Inter-school competitions were held in Nandi, Ba and Ra. Cricket is played, but the cost of materials tends to confine it to a few schools. At the end of 1935, a team of cricketers from New Zealand toured Fiji and one of the matches was played against a Fijian team, all of the members of which had been associated as either teachers or pupils with Provincial School Western or an assisted primary school controlled by the Nandi Provincial Council. The Fijians won by an innings. In the final test match, five Fijians, of whom four were connected with these two schools, were selected.

At the Silver Jubilee sports held in various parts of the Group, pupils of all races, including Indian girls, competed.

C.—Religious and Moral Instruction.

Ministers of recognised religious denominations are admitted freely to all Government or assisted schools and may give lessons either at the beginning or at the end of the school session. During 1936 the Methodist Missionary Society of Australasia compiled a list of appropriate Bible lessons with notes on method and this was sent to all Fijian assisted schools that were not controlled by other Missions. In Government boarding schools the pupils attend the nearest church or religious services are held by a visiting Minister in the school itself.

D.—Arrangements for Delinquent Children.

The Probation Officer for Suva, Mr. A. W. McMillan, was absent on leave until 22nd October. During his absence the Reverend W. R. Steadman acted as Probation Officer and he has now been appointed to be Assistant Probation Officer. The Probation Officers endeavour to keep in touch with delinquents and their efforts have been fairly successful.

The Board of Visitors to the place of detention found eight inmates, of whom five were Indians and three Fijians, on their visit in January.

Mainly through the difficulty of transportation the agricultural work on the adjoining island of Nukulau had not made much progress. Handwork had improved since the last visit.

Mann's Test of General Ability was given to all inmates. As the norms for the test have not been compiled at the time of writing this report, it has not been possible to calculate their mental age. It appears that all, with the possible exception of one Indian, will be subnormal.

Arrangements were made for one young Indian boy to be adopted by a respectable Indian family.

CHAPTER X.—MISCELLANEOUS.

A.—Educational Activities of Other Departments.

In addition to the Central Medical School, the Medical Department trains a limited number of Fijian girls as obstetric nurses. In future the Education Department will assist in their selection by recommending candidates that have satisfied the examiners in the Qualifying Examination.

The Agricultural Department trains Fijian students at their Central Agricultural Station near Nanduruloulou. Twelve new students were selected, making the total on the roll 18. Training is essentially practical, comprising all field operations, the growing and care of crops, the handling of animals and agricultural implements, the curing of copra and the maintenance of correct records. Lectures were given on the principles of tropical agriculture including the field diagnosis and control of plant pests and diseases, the economic production of marketable crops and the packing and handling of fruits for export. All students participated in outside field work such as Banana Packing Stations and wharf duties. A refresher course was held for all Field Assistants.

The Field Assistants have been engaged in the establishment of a marketing organisation—chiefly in connection with the supply of bananas to Canada; helping individual farmers and assisting in school agriculture.

The Police Department trains recruits in Suva and is embarking on a refresher course for constables already in the service.

B.—Co-operation with Other Bodies.

The Department gives financial assistance in the form of special grants and grants-in-aid to schools controlled by four Christian Missions, the Methodist Mission, the Roman Catholic Mission, the Anglican Mission and the Seventh Day Adventist Mission.

The Methodist Mission controls 26 assisted primary schools to which £3,322 14s. 10d. was paid as grants-in-aid. This sum includes special grants for training women teachers. In addition £1,000 was paid on behalf of the Davuilevu Teachers' Training Institute. This Mission also controls a Technical School, a Primary School and a Theological Institute at Davuilevu for which it receives no assistance and Navuso Agricultural School which receives a grant of £400 from funds controlled by the Director of Agriculture.

The Roman Catholic Mission controls 42 schools for children of all races on whose behalf financial assistance amounting to £5,119 4s. 9d. is paid. This includes special grants for the education of children of partly European descent and for the training of women teachers. It does not include £100 grant for the training of Fijian men teachers, nor a building grant of £2,000 towards the erection of a new building for the Marist Brothers' Indian School in Suva.

The Anglican Mission controls three Indian, one Melanesian and one Chinese school for which it received grants-in-aid totalling £378 12s. 8d.

The Seventh Day Adventist Mission controls six assisted primary schools for Fijians and Indians for which grants-in-aid totalling £366 19s. 6d. were paid. It also trains teachers both Indian and Fijian for which it receives no assistance.

The Colonial Sugar Refining Company controls five schools for Europeans and two for Indians and receives grants-in-aid totalling £469 4s. 2d. In addition it paid £130 through this Department to three privately controlled Indian schools as well as further sums direct to others. It freely assists Indian committees to obtain sites and to build schools.

The assistance and advice readily given by its Managers in the five mill centres to this Department are most valuable and highly appreciated.

In certain places Europeans employed by the Company have been elected to be Managers of the schools, and without exception they do excellent work.

C.—Boy Scouts and Girl Guides.

(1) *Boy Scouts.*—Complete figures for the Colony are not available. The Suva and Rewa Local Associations have 26 Scouters, 256 Scouts, 24 Sea Scouts and 46 Cubs. A rally was held at Nukulau in August and over 250 attended—Europeans, Fijians and Indians being in camp together. The Reay Flag, won in 1934 by an Indian troop, was won by a Fijian troop in 1935. The Medal of Merit was awarded to District Scout Master Louis Mahabir for his long and valuable services. The Government contribution for the year was £100.

(2) *Girls Guides.*—On 30th September the Fiji Association consisted of 5 Guide Companies and 2 Brownie packs with a total of 17 Guiders, 112 Guides and 36 Brownies. Guiding has gone on steadily throughout the year and a considerable number of Proficiency Badges have been awarded. The Building Fund Account stands at £183 19s. 6d. of which £119 9s. 5d. was raised during the year. Government grant for the year was £25.

D.—Adult Education.

The following account of the work of the Women's Guild has been contributed by their leader Mrs. R. A. Derrick:—

"At the Annual Conference of the Native Women's Guilds reports of progressive work were received from the Branches.

"A health talk was given by a Government nurse and the women instructed in the proper use of toothbrushes, handkerchiefs and soap.

" Short talks were given on character-building—one by a member of the Executive of the Australian National Council of Women, and one by the President of a large Women's Organisation in Sydney.

" It was decided to continue the Ruve Scholarship to Ballantine Memorial School, and the holder for 1935, Emeli Saurara, from Wailevu, will continue for 1936. Conditions regarding the terms of scholarship were framed by a subcommittee of women and approved by the meeting.

" The supply of comforts to needy in the villages, in hospitals and at Makongai was adopted as a regular Child activity, and a beginning has been made.

" This year 1,500 copies of the 6th section of the Child Welfare Book have been printed and distributed to the Branches, and this instruction in the care of children and young babies is proving most helpful to the mothers.

" There is a growing interest in Native Handcrafts.

" Inspection of houses indicates the effective use of wire enclosed cupboards for the protection of food, and the use of mosquito nets for protection at night.

" Marked improvement in the quality of the handwork exhibited by the Ruves at the recent Suva Show indicates that the women are learning by doing."

E.—Registration of Schools.

The Education Ordinance No. 1 of 1929 provides that the permission of the Board of Education must be obtained before any school is established. When it is ready to open the Board may register or recognise it.

The main conditions under which a school is registered are as follows:—

Its Controlling Authority is properly constituted and that support and continuity are reasonably assured; the school buildings, equipment, &c., are suitable; the number and qualifications of the teachers are approved by the Board; the curriculum is approved by the Board.

If the school does not meet all the requirements for registration it may be recognised.

Registered schools only are eligible to receive grants-in-aid.

The number of registered schools on 31st December was 238, of which 18 were Government schools and 196 assisted. The number of recognised schools was 147.

F.—Developments in the last Twenty Years.

The following extracts from an article in the *Missionary Review* by the Reverend Wallace Dean, M.A., B.D., who was engaged in education work in Fiji some twenty years ago is interesting as showing the development in Fiji during that period:—

"Young Fiji has definitely improved. Physically young Fijians are cleaner and healthier. Twenty years ago two terrible affictions of the eyes were prevalent—Thika (a blight) and Seila (a scale). Every third or fourth child had one of these troubles. It was not uncommon for the scale to grow to such an extent as to make it impossible to close the eyelids.

"The skin disease called Yaws, well known in Africa, was also a scourge amongst the people. On this tour I looked in vain for Seila and saw only one case of yaws. The children of both sexes were bright and clear-eyed. The undoubted improvement is due to the work of the hospitals, the dissemination of right ideas through the Child Welfare Department set up by the Government and to the teaching of Hygiene in schools.

"The remarkable readiness to break into song was another aspect of this new Fiji. I should have expected that the desire to break into song would become more circumspect as a well behaved, conventional civilisation encroached upon them; but it was quite otherwise.

"In some directions the people are becoming Europeanised. The boys particularly have taken up drill and physical exercises. Wherever we went, the boys drilled, marched and exercised in perfect time.

"Fijians are speaking English. Everywhere the boys and girls are able to answer you in our own tongue. Many of them do it well and they seem proud of the achievement. The advance made is so great that now advanced students give little dramas in English."

JAMES RUSSELL,
Director of Education.

ANNEXURE I.

EXTRACTS FROM REPORTS OF INSPECTOR OF SCHOOLS FROM NEW ZEALAND.

Boys' Grammar School.

Organisation.—The classification of the pupils is satisfactory.

Discipline and Tone.—The boys are under very good yet sympathetic control and respond freely to demands made upon them. A feature of the school is their quiet, well-mannered conduct.

Health and Sports.—Noticeable at times in the class-rooms is a certain lethargy in many of the boys. No doubt the cause is climatic, but occasional periods of quick physical movement might do much to overcome it. Sport is well organised and the boys have won renown in water polo. In physical drill much more time should be devoted to posture correction exercises. (See Board of Education's book *Physical Education*, 1933).

Environment.—Very good, both inside and outside the class-rooms.

Teaching.—In the main, teaching methods are effective. I am pleased to be able to record my appreciation of the wholehearted conscientious service being rendered by each and every member of the staff.

Primary Division.—Arithmetic is a strong subject, although in the upper classes, the percentage of inaccuracies was too high. In the lower and senior divisions, English is good but a decrease in the quality of English Composition must be reported in the Middle division. Throughout the school spelling is weak and demands careful remedial treatment. Writing is also below standard, being frequently untidy and careless in execution. A high school standard should be maintained, and on no occasion should careless, untidy writing be accepted. Oral reading is good. A silent reading period should be included in the time-table, as the best use is not being made of the good library facilities. Good courses in history and in geography have been provided but too much reliance is placed upon factual teaching at the expense of the developing of reasoning powers from general principles.

An effort has been made to increase the handwork facilities but, so far, without much success, other than in woodwork. I understand that handwork materials have been ordered from England.

Drawing.—Pastel in particular, has greatly improved in quality. The same may be said of the instruction in nature study and in science, where good work is being done. The teaching of singing should be systematised throughout the school, and should include at least one, if not both, notations, ear-tests, voice exercises, &c.

Secondary Department.—The revision of the curriculum has had most beneficial results, in each subject. An interest and drive that were absent last year have been created. The quality of the work in all subjects shows great improvement with the pleasing result that the efficiency of this Department may now be graded good. The present curriculum is somewhat narrow and academic but this weakness could be overcome by the inclusion of singing.

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GIRLS' GRAMMAR SCHOOL.

Organisation.—The re-organisation effected this year has proved most beneficial. In certain subjects systematic and graded schemes have been prepared, and these have made the instruction more purposive and effective. The head teacher has kept in very close touch with the work of all divisions, and she has received the loyal and willing co-operation of the staff.

Grounds.—The outside environment receives every attention and is attractive.

Discipline.—A good school spirit prevails. The intervals and the girls' sports activities are carefully supervised and the pupils are quiet and well-mannered.

General Primary.—The efficiency of the infant division has greatly improved and is now very good. The teachers are to be commended for their earnest and careful revision of their teaching methods, for the large amount of useful teaching apparatus which has been manufactured, and for their steady application and enthusiasm. Most marked progress has been made in reading and in oral English.

Standards.—The low oral delivery of the children continues to detract from the quality of the work. Fluency in expression decreases in the upper standards where it is only Fair—increased practice opportunities should be provided. This can be done when revising the work of almost every subject.

The written compositions have improved in quality and show the effect of constructive teaching. The general neatness of the writing and of all written work is most commendable. Except for a few retarded children in Standard 4, reading is a strong subject although comprehension does not appear to keep pace with fluency.

This year has seen a systematic attack on drawing and sewing. Good work has resulted. An effort has been made to increase the handwork activities, but much remains to be done before this subject is receiving adequate treatment. A new singing scheme has been introduced. It is necessary that a definite amount of theory be taught in each standard class.

In Standards 1—4, a beginning has been made in Nature Study. This work should be persevered with. The present Standard 3 and 4 gardening activities are of little real value.

The staff is again recommended to study the new requirements of physical drill and to concentrate upon posture correction.

Secondary Department.—The present courses are well planned to meet the requirements of the various examinations but they are definitely weak on the cultural side. All senior girls should be interested in one or more Club activities, and provision should be made for singing or for some form of handwork.

On formal lines the work in all subjects examined was good. The girls are very diffident in oral expression. The ability to speak and to discuss orally the various aspects of their work is very necessary and should be encouraged to the full.

LEVUKA PUBLIC SCHOOL.

Buildings.—All class-rooms are very clean and tidy. Both inside and outside environments are good.

Accommodation.—Ample.

Discipline and Tone.—The children are under good control, and their manners and general conduct are good. During the morning assembly, or health inspection, (examination of hands, finger-nails, &c.) should be conducted.

Teaching Methods.—Much of the formality of teaching methods, commented upon in last year's report, has been overcome. Infant-room methods have been thoroughly revised, and are more effective and attractive. Further revision in regard to the teaching of reading in the primers is necessary.

In the standards, methods have been devised to call forth initiative and to develop self-reliance in the children but much remains to be done before this education through child activity and doing can be considered satisfactory.

In woodwork in particular the boys should be subjected to a less intensive teacher guidance. Teachers are advised to read *The New Education Fellowship* publication.

Outbuildings.—Clean.

General.—The head teacher and his staff have worked earnestly and constructively to raise the general efficiency of the school. In some subjects, marked success has attended their efforts.

In the lower divisions, speech training, oral expression, recitation and such informal work as dances and games are very good.

In the middle and senior divisions, some improvement in oral expression has been effected, but the children are not yet confident and happy in their oral-work. The head teacher has drawn up a sytematic scheme to attack the weaknesses in idiomatic expression and in the use of irregular verbs, &c. Quicker progress would result if the scheme were supplemented by more oral drills aiming at the formation of correct speech habits. In each class the written composition varied considerably in quality. In the lower standards more insistence could be placed upon correct sentence structure. (Bollard's *Fundamental English*).

Throughout the school, reading was fairly fluent except in Standards 3 and 4 where there are some very poor readers. Comprehension is Fair.

Mechanical and written arithmetic are both good. It is recommended that history be taught by the story method, on the lines discussed. Except in the Senior Division, the present factual method, including notetaking, has been to a considerable extent, ineffective.

Drawing shows marked improvement, and in Standards 3 and 4 a number of useful handwork activities have been introduced. Singing continues to be taught constructively with very pleasing results.

Physical Drill is not a strong subject. I am of the opinion that short quickening exercises are very necessary to overcome the lethargy occasioned by the heat. Posture correction exercises should be stressed.

For the large number of retarded children who have little if any chance of promotion into Form II, a special course, stressing English, but much more practical and more closely related to the needs of the children is recommended.

Queen Victoria School.

The Queen Victoria School, a boarding establishment, provides a training for Fijian boys desirous of entering the Government service. Two special factors have influenced the framing of the curriculum.

(1) for some years at least the boys are unlikely to participate in village life;

(2) their prospective employment demands from them a high standard of written and spoken English.

Owing to these considerations, all instruction, except one hour per week allotted to the Fijian language, is given in English.

The boys are employed for 14 hours per week in practical agriculture, and the growing of food crops, but it is the utilitarian aspect rather than the desire to give an agricultural bias to the curriculum, which has necessitated so much time being given to this subject. Nevertheless, the boys receive an excellent training in the handling of stock, the care and use of tools and equipment, and in general farm procedure and management.

The farm equipment consists of 3 horses, 4 bullocks and 2 young partly trained bullocks. The implements in use are 3 ploughs, tine harrows, 1 disc harrow, 1 cultivator, 1 clodcrusher, and 3 sledges.

During 1935, much additional area has been brought under cultivation, and a general and beneficial re-organisation effected. This has not necessitated any increase in the time allotted to agriculture, but is the result of careful organisation and of improved methods.

Although this agricultural training is subsidiary to the real function of the school, its value as a form of practical education cannot be overestimated.

Of the 18 hours per week class-room instruction, 10 to 11 hours are allocated to the teaching of English. The present standard of attainment is very fair to good. It was pleasing to note that oral expression is stressed, frequent practice opportunities provided, and a marked improvement effected, especially in fluency. Special attention must be given to the enunciation and vocalisation of certain English consonants and vowel sounds. The boys have the ability to express themselves in written English, but the usual weaknesses, due to the inherent difficulties of the English language and to the effect of the native idiom breaking through, were not uncommon. Practice and drills in the correct English constructions will do much to overcome these weaknesses.

Oral reading is good, but on no account should the boys be urged to read material too far in advance of their present standard. For this reason some of the *New Zealand Journal* lessons are unsuitable.

Arithmetic is a very strong subject. The tests were very well done with a high percentage of accuracy.

Forty-five minutes per week are given to nature study, to history and geography respectively. The emphasis has rightly been laid upon the study of local phenomena and Fijian history, and the boys were able to discuss with confidence the work already taken.

Although the boys show so much enjoyment in their singing, the tone is somewhat forced and harsh. In this subject, little constructive teaching is given.

An excellently equipped woodwork room is provided and the instruction therein is closely related to the needs of the farm and of the establishment.

The organisation of the school and the responsibilities and duties vested in the native teachers and the projects have built up a very sound school spirit. Daily inspections for cleanliness are very thorough, and all buildings are kept spotlessly clean and tidy. Two hours per week are devoted to organised sport and games, and one hour to military drill. In both activities the boys excel.

Southern Provincial School.

A very careful reorganisation of both class-room and outdoor activities has been attempted by the head teacher. Attention has been paid to many of the criticisms made in the 1934 report, and the curriculum and methods now employed are much more effective. In certain directions, marked progress has been made, and practical and original ideas put into effect.

The health and cleanliness of the boys are good, and the cleanliness of the *bures* and outhouses is carefully supervised. An investigation of the foot structure of the Fijian is being undertaken by the head teacher.

It is pleasing to be able to report a decided improvement in school tone and in the response of the boys to the word of command. Military drill is of high standard, and is proving a valuable aid in developing a sound school spirit.

Attention has been paid to practical education. The boys are building a model *bure*, and an arts room has been established. Two hours per week are devoted to woodwork and some excellent work has been completed but much of it is too advanced, demanding the technique of a cabinet-maker. A simpler scheme should be devised; one which gives more opportunity to the boys for constructive thought and which is more closely related to village requirements.

The farm equipment has been increased by the acquisition of a plough and two bullocks. A supply of harrows and light discs would be beneficial. The outdoor work, including the growing of food crops, is well advanced.

The head teacher has made himself personally responsible for the teaching of reading and oral English. Very original drills have been devised, and considerable improvement in the quality of both subjects effected. Except in Class 6, the standard of written English is not good. This subject demands careful thought and more time per week. In all classes good speech training drills have been drawn up by the head teacher and are used daily. Their use should result in a pupil consciousness of good speech and exact diction.

Particularly in the lower classes, the general writing is very poor, untidy and badly formed. A definite school standard should be set and demanded. In Classes 2 and 3, the boys have scribbled over exercise books, drawing books and text-books, a rather serious reflection on the tone and supervision of that room. In addition many of the reading books which are disfigured and in tatters should be destroyed.

Arithmetic is of good quality, especially the oral response to tables and the four rules. Each class-room should be equipped with clean rulers, a balance, home-made capacity measures, &c.

History, geography and hygiene have been entrusted to the native assistants, with the result that most of the teaching has been from the text-books and in some cases ridiculously formal in the phraseology employed. Both the head teacher and I found it difficult to get the boys in Classes 5 and 6 to reason from given data. The head teacher is doing his best to overcome this factual teaching, but formality will persist unless the training of the assistants is increased.

Drawing in the upper classes is good, in the others only fair. A big effort has been made to improve the tone of the singing, which is now better controlled and pleasant.

I have the general impression that, in many directions, very marked progress has been made this year. The native assistants have co-operated loyally, but their deficiencies in English make the head teacher's work very difficult. The school may be graded very fair to good.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR, 1935.

Population.	Particulars.	Controlled Institutions.								Non-controlled Institutions.	Grand total.	Percentage to population of scholars in	
		University Education.		School Education General.			School Education Vocational.						
		Arts and Science Colleges.	Professional Colleges.	Combined Secondary and Primary Schools.	Primary Schools.	Total.	Training Schools.	All other vocational schools.	Total.	Total.		Controlled Institutions.	Controlled and Non-Controlled Institutions.
		1	2	3	4	5	6	7	8	9	10	11	12
Estimated population, 31/12/35:—202,052.	Institutions—												
	For males—												
	European	..	..	2	..	2	..	..	..	..	2	..	..
	Non-European	..	1	1	43	45	3	2	5	..	50	..	..
	For females—												
	European	..	..	..	..	..	..	..	..	..	..	..	..
	Non-European	..	..	..	20	20	..	..	..	..	20	..	..
	Mixed—												
	European	..	..	2	11	13	..	..	..	..	13	..	..
	Non-European	..	..	..	248	248	1	..	1	..	249	..	..
	Total ..	..	1	5	322	328	4	2	6	..	334	..	..
	Pupils enrolled—												
	Males—												
4,535	European	..	..	292	420	712	1	..	1	..	713	15·72	..
54,687	Fijian, Rotuman & others.	..	38	1	8,468	8,507	108	208	316	..	8,823	16·13	..
50,011	Indian	..	2	77	4,023	4,102	28	..	28	..	4,130	8·26	..
1,335	Chinese	..	..	..	64	64	..	..	..	..	64	4·79	..
	Females—												
4,249	European	..	..	245	412	657	..	..	..	..	657	15·46	..
51,203	Fijian, Rotuman & others.	..	..	..	6,386	6,386	..	..	..	..	6,386	12·47	..
35,881	Indian	..	..	7	1,361	1,368	3	..	3	..	1,371	3·82	..
151	Chinese	..	..	..	30	30	..	..	..	..	30	19·87	..
202,052	Total ..	..	40	622	21,164	21,826	140	208	348	..	22,174	10·97	..

GENERAL TABLE II.

ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE OFFICIAL YEAR.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.						Total expenditure on Education.	Total expenditure from Colonial Revenues.	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.
	University Education.		School Education, General.		School Education, Vocational.		Total.	University.	Direction and inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous	Total.					
	Arts and Science Colleges.	Colleges for Professional Training.	Combined Secondary & Primary Schools.	Primary Schools.	Training Schools.	All other Special Schools.												
•	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Colonial Revenue ..	..	....	7,765 3 2	29,469 9 9	2,411 10 0	400 0 0	40,046 2 11	..	2,917 13 6	220 2 9	2,897 16 6 (1)	418 12 11	6,454 5 8	46,500 8 7 (2)	641,181 4 6	7·25	4 7·2	4 7·2
Local Public Funds.	..	....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....
Other sources ..	..	....	41 4 7	10,107 12 5	....	....	10,148 17 0	..	....	....	6,803 17 8	....	6,803 17 8	16,952 14 8	....	....	....	1 8·1
Total ..	..	....	7,806 7 9	39,577 2 2	2,411 10 0	400 0 0	50,194 19 11	..	2,917 13 6	220 2 9	9,701 14 2	418 12 11	13,258 3 4	63,453 3 3	....	....	4 7·2	6 3·3

Notes.—(1) On account of maintenance of buildings and Building Grants.
(2) Expenditure on boarding establishments is included.

GENERAL TABLE III.

COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICAL YEAR, 1935.

Class of Institution.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.						Grand total of Institutions under Public and Private Management.	Grand total of scholars on September 30 under Public and Private Management.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.			Unaided.				
	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance	Number of Institutions.	Number of scholars on the roll on Sept. 30	Average daily attendance		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
University & Collegiate Education:														
(*a*) Arts and Science	..	..	..	..	..	..	..	..	..	..	..	..	..	..
(*b*) Colleges for Professional training	1	M. 40	40	..	..	..	..	..	..	..	..	..	1	M. 40
Total ..	1	40	40	..	..	..	..	..	..	..	..	..	1	40
School Education—General—														
Secondary Schools														
(*a*) General	3	M. 271	M. 221	..	..	..	1	M. 88	M. 63	1	M. 11	..	5	M. 370
		F. 180	F. 137	..	..	..	..	F. ..			F. 72	..	..	F. 252
(*b*) Training Schools	1	M. 25	M. 22	..	..	..	2	M. 52	M. 52	1	M. 60	..	4	M. 137
	..	F. ..	F. ..	..	..	..	..	F. 3	F. 3	..	F. ..	..	..	F. 3
Total ..	4	476	380	..	..	..	3	143	118	2	143	..	9	762
Primary Schools—														
(*a*) General.	15	M. 1,083	M. 1,009	..	..	..	188	M. 9,047	M. 7,440	119	M. 2,845	..	322	M. 12,975
		F. 186	F. 167	..	..	..	..	F. 5,672	F. 4,751	..	F. 2,331	..	..	F. 8,189
(*b*) Vocational	..	..	..	..	..	..	1	M. 87	M. 87	1	M. 121	..	2	M. 208
		..	..	..	..	..	..	F. ..	F. ..	..	F. ..	..	..	F. ..
Total ..	15	1,267	1,176	..	..	..	189	14,806	12,278	120	5,297	..	324	21,372
Total of Colleges and Schools ..	20	1,785	1,596	..	..	..	192	14,949	12,396	122	5,440	..	334	22,174

APPENDIX I.

STAFF OF THE EDUCATION DEPARTMENT, 1935, (EUROPEAN APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Remarks.
1. *Headquarters*—			
The Hon. James Russell, M.C., B.A.,, Director of Education		....	
Mr. A. W. McMillan, Inspector of Indian Schools ..	20/12/34	22/10/35	Probation Officer and Editor of School Journal.
Miss Marian Forster, Clerk	....	....	
Miss B. A. Browne, Clerk	....	....	
Miss M. R. Anderson, Clerk	7/1/35	3/6/35	
2. *Queen Victoria School*—			
Mr. A. H. Phillips, B.Sc., Head Master	28/8/34	24/9/35	
Mr. H. H. Hickling, Assistant..	14/12/35	....	Acting Head Master, Provincial School Southern.
3. *Provincial Schools*—			
Mr. B. W. Taylor, Head Master	20/12/34	3/5/35	
Mr. T. Mason, B.Sc.,(Agric.), Head Master	....	....	
Mr. L. O. Morgan, M.M., Head Master	14/12/35	....	Acting Head Master, Queen Victoria School.
Mr. P. E. Warner, J.P., Head Master	8/5/34	12/3/35	
Mr. W. J. E. Eason, M.A., Head Master	....	....	
Mr. C. S. Sharp, B.A., Head Master	20/12/34	8/3/35	
4. *Teachers' Training and Indian Secondary School*—			
Mr. G. Arthur, B.A., Acting Principal	....	....	
Mr. L. Russell, M.A., Assistant	14/12/35	....	
5. *Correspondence Classes*—			
Mrs. H. J. Hoodless, M.A., Supervisor	31/7/34	7/8/35	
6. (a) *Boys' Grammar School*—			
Mr. A. S. de Montalk, Head Master	....	....	Also Manager, Boys' Hostel.
Mr. J. A. Ferguson, M.A., Dip. Ed., Assistant ..	....	....	
Mr. W. A. D. Cole, Assistant	....	....	
Miss G. E. Atherton, Assistant	....	....	
Mrs. A. de Montalk, Matron, Boys' Hostel	....	....	
6. (b) *Girls' Grammar School*—			
Miss E. D. French, M.A., Head Mistress	....	....	Also Manager, Girls' Hostel.
Miss C. M. Wilkins, Secondary Assistant	14/12/35	....	
Mrs. A. Mack B.A.	....	....	Relieving Teacher from 16/9/35.
Miss C. J. McDonald, Assistant	....	....	
Mrs. L. Bailey, Assistant	....	....	
Miss V. E. Steel, Assistant	....	....	
Miss I. Berndtson, Assistant	....	....	
Miss S. Fitzherbert, Assistant Matron..	20/12/35	....	
6 (c) *Levuka Public School*—			
Mr. L. G. Usher, Head Master	....	....	
Mr. H. W. Buddle, Assistant	....	....	

(Teachers in the Grammar Schools and the Levuka Public School are nominated by the Director of Education, New Zealand, under a Scheme of Co-operation between the Department of Education, New Zealand, and the Government of Fiji.)

APPENDIX II.

PUBLIC EXAMINATIONS, 1935.

TEACHERS' CERTIFICATE EXAMINATIONS.

	No. entered.		*No. passed.*		*No. partial passes.*	
Fifth Grade—						
Male	25		11		2	
Female	32		5		7	
	—	57	—	16	—	9
Fourth Grade—						
Male	65		7		23	
Female	8		2		2	
	—	73	—	9	—	25
Third Grade—						
Male	18		3		3	
Female	5		..		..	
	—	23	—	3	—	3
Total		153		28		37

APPENDIX II—*continued.*

QUALIFYING EXAMINATION FOR ENTRANCE TO TEACHERS' TRAINING SCHOOLS OR CENTRAL MEDICAL SCHOOL.

	No. of Candidates.	*Passed.*
Male	145	81
Female	34	12
Total ..	— 179	— 93

PRIMARY SCHOOL LEAVING CERTIFICATE EXAMINATION.

	No. of Candidates.	*Passed.*
Male	68	21
Female	16	1
Total ..	— 84	— 22

CAMBRIDGE LOCAL EXAMINATIONS.

School.	School Certificate.		Junior.		Preliminary.	
	Entered.	Passed.	Entered.	Passed.	Entered.	Passed.
St. Joseph's Convent	2	2	3	2	5	3
St. Felix College	..	..	1	..	1	1
Marist Brothers' School	..	..	..	..	8	4
Total ..	2	2	4	2	14	8

NEW ZEALAND EDUCATION DEPARTMENT.

EXAMINATION FOR CERTIFICATES OF PROFICIENCY AND COMPETENCY, 1935.

School.	Candidates entered.		Candidates awarded Certificates of Proficiency.		Candidates awarded Certificates of Competency.	
	1934.	1935.	1934.	1935.	1934.	1935.
Boys' Grammar School	15	20	15	19	.	1
Girls' Grammar School	10	14	10	14	.	.
Correspondence Classes	1	2	1	2	.	.
Levuka Public School	10	4	7	3	1	1
St. Felix College	9	6	6	..	.	.
Rarawai	..	..	..	..	..	.
St. Thomas's Lautoka	3	..	3	..	..	.
Marist Convent, Levuka	2	..	..	..	..	.
Total ..	50	46	42	38	1	2

INTERMEDIATE EXAMINATION.

School.	Candidates entered.	Candidates Passed.
Girls' Grammar School	6	6
Total ..	6	6

NEW ZEALAND UNIVERSITY EXAMINATION.

School.	Candidates entered.	Candidates passed.
Natambua Secondary	5	4
Girls' Grammar School	2	2
Total ..	7	6

APPENDIX III.

ROLL AND ATTENDANCE.

School.	Average on Roll.	Average attendance	No. on Roll, 30th September, 1935.		Totals	
					1935.	1934.
European Schools.			Boys.	Girls.		
Boys' Grammar School, Suva ..	139	131	146	...	146	152
Girls' Grammar School, Suva ..	199	177	46	173	219	219
Levuka Public School	134	121	89	47	136	122
Rarawai, C.S.R. Company's ..	44	37	23	20	43	37
Lautoka ,, ..	34	30	19	12	31	37
Nausori ,, ..	42	39	23	21	44	34
Lambasa ,, ..	34	33	15	18	33	38
Penang ,, ..	12	10	5	7	12	6
Kasavu	51	42	27	27	54	50
Savusavu East	26	22	19	12	31	28
Marist Convent, Levuka	32	28	8	25	33	31
St. Felix College, Suva	75	63	88	...	88	71
St. Joseph's Convent, Suva ..	91	82	11	72	83	102
Total ..	913	815	519	434	953	927
Correspondence Classes	...	...	23	34	57	56
English Schools.						
Queen Victoria School, Nasinu ..	87	85	87	...	87	88
Lau Provincial School	91	87	92	...	92	88
Kandavu Provincial School ..	74	72	73	.....	73	76
Provincial School Northern ..	97	93	100	...	100	100
Provincial School Eastern ..	102	101	100	...	100	97
Provincial School Western ..	87	83	87	...	87	90
Provincial School Southern ..	89	85	93	...	93	85
Marist Brothers', Suva	330	280	295	...	295	324
Toorak Boys', Suva	330	273	343	...	343	349
St. Anne's, Suva	262	227	59	179	238	156
St. Joan of Arc, Singatoka ..	110	98	79	46	125	95
St. Thomas, Lautoka	197	173	131	73	204	170
St. Paul's, Suva	30	29	23	8	31	24
St. John's Suva	56	45	60	4	64	53
Sacred Heart, Levuka	126	114	78	54	132	109
Natambua (Primary & Secondary)	79	68	79	7	86	88
Total ..	2,147	1,913	1,779	371	2,150	1,992

APPENDIX IV.

TUITION COSTS, GOVERNMENT SCHOOLS, 1935.

School.	European.					Fijian.			Indian.			Teachers' Training School (Fijian and Indian).
	Boys' Grammar School.	Girls' Grammar School.	Levuka Public School.	Correspondence Classes.	Total.	Queen Victoria School.	Six Provincial Schools.	Total.	Seven Indian Schools.	Natambua Secondary School.	Total.	
Average Roll	139	199	134	57	529	87	540	627	507	26	533	23
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Salaries, &c., Teachers	1,607 12 0	2,479 6 11	946 17 6	315 8 0	5,349 4 5	1,150 17 0	4,593 2 2	5,743 19 2	2,356 10 9	378 15 0	2,735 5 9	506 16 8
Salaries, Servants	60 0 0	48 0 0	40 0 0	.....	148 0 0	.....	.....	.....	.....	.....	.....	.....
Total Emoluments	1,667 12 0	2,527 6 11	986 17 6	315 8 0	5,497 4 5	1,150 17 0	4,593 2 2	5,743 19 2	2,356 10 9	378 15 0	2,735 5 9	506 16 8
Contributions Superannuation Fund	35 3 4	48 12 10	22 16 8	.....	106 12 10	.....	47 3 10	47 3 10	.....	11 10 6	11 10 6	.....
Passages and Local Transport	44 4 2	103 7 11	2 12 2	1 4 9	151 9 0	8 16 0	124 10 6	133 6 6	43 17 0	10 5 0	54 2 0	14 5 10
Books, Stationery, Equipment &c.	119 17 5	173 11 3	83 15 7	30 3 11	407 8 2	57 0 11	96 17 9	153 18 8	68 13 6	28 17 8	97 11 2	28 0 0
Inspector (N.Z.)	26 0 0	33 18 7	18 0 0	.....	77 18 7	.....	6 0 0	6 0 0	.....	6 0 0	6 0 0	.....
Incidentals	27 5 2	9 6 0	24 9 8	0 9 10	61 10 8	14 11 6	172 3 0	186 14 6	36 9 9	3 14 8	40 4 5	3 0 0
Maintenance, Public Works Department	36 18 3	31 13 8	68 8 7	.....	137 0 6	.....	.....	.....	55 11 6	11 4 3	66 15 9	69 15 8
Total Expenditure	1,957 0 4	2,927 17 2	1,207 0 2	347 6 6	6,439 4 2	1,231 5 5	5,039 17 3	6,271 2 8	2,561 2 6	450 7 1	3,011 9 7	621 18 2
Gross Cost per Pupil	14 1 7	14 14 3	9 0 2	6 1 10	12 0 1	14 3 1	9 6 8	10 0 0	5 1 0	17 6 5	5 13 0	27 0 9
Recoveries—												
Fees	194 15 4	262 2 8	36 1 0	90 3 1	583 2 1	.....	.....	.....	317 9 7	184 0 4	501 9 11	.....
Local Bodies	920 0 0	1,317 0 0	595 10 0	.....	2,832 10 0	.....	*2,621 16 2	*2,621 16 2	.....	.....	.....	.....
Sale of Books	40 17 3	72 18 8	27 3 8	20 6 1	161 5 8	.....	.....	.....	34 4 0	25 1 8	59 5 8	4 18 3
Total Recoveries	1,155 12 7	1,652 1 4	658 14 8	110 9 2	3,576 17 9	.....	2,621 16 2	2,621 16 2	351 13 7	209 2 0	560 15 7	4 18 3
Net Cost to Government	801 7 9	1,275 15 10	548 5 6	236 17 4	2,862 6 5	1,231 5 5	2,418 1 1	3,649 6 6	2,209 8 11	241 5 1	2,450 14 0	616 19 11
Net Cost per Pupil	5 15 3	6 8 3	4 1 10	4 3 1	5 8 3	14 3 1	4 9 7	5 16 5	4 7 2	9 5 7	4 12 0	26 16 6

* Balance of Native Contributions, £5,749 8s. 0d.

APPENDIX V.

BOARDING COSTS, GOVERNMENT SCHOOLS.

	Boys' Grammar School.	Girls' Grammar School.	Queen Victoria School.	Six Provincial Schools.	Teachers' Training School and Secondary Class, Natabua.
Average number of Boarders ..	26	17	87	540	38
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Food	581 16 8	327 2 0	571 3 1	1,521 7 9	398 2 4
Repairs	2 18 7	8 12 1	7 10 1	118 19 4	8 6 5
Equipment	29 10 11	24 10 9	91 19 3	141 11 9	57 5 5
Light	14 12 0	19 14 6	16 19 5	267 12 8*	15 11 3
Incidentals	17 4 5	7 5 8	15 8 4	198 2 6	63 14 4
Laundry	102 9 2	30 14 10	....	....	....
Wages and Allowances	356 16 2	317 5 0	90 0 0	194 18 10	278 5 0
Maintenance (Public Works Dept.)	....	25 8 2	106 1 1	303 15 4	....
Transport	....	....	45 19 8	111 3 8	4 13 9
Total Expenditure	1,105 7 11	760 13 0	945 0 11	2,857 11 10	825 18 6
Gross Cost per Pupil	42 10 4	44 14 4	10 17 3	5 5 10	21 14 8
Recoveries, Fees, &c.	1,288 10 6	783 18 2	383 16 4	2,857 11 10	297 6 0
Net Cost	Cr183 2 7	Cr 23 5 2	561 4 7	....	528 12 6
Net Cost per Pupil	....	....	6 9 0	5 5 10	13 18 3

* Includes £189 for electric light plant at Provincial School Western.

APPENDIX VI.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 106 ASSISTED FIJIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1935.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	122 112	202 218	289 272	276 227	212 168	143 123	89 69	75 28	32 17	16 10	2 1	1 2	1,459 1,247	2,706	34·10
2	2 1	8 11	29 41	79 92	156 149	179 148	183 170	135 103	98 68	63 24	27 8	11 5	973 820	1,793	22·59
3	.. ..	.. 3	3 5	14 26	42 56	89 88	121 126	160 131	149 126	88 108	70 52	43 28	779 749	1,528	19·25
4	.. ..	.. ..	.. ..	1 1	8 5	31 13	42 40	87 70	125 116	126 69	82 74	79 40	581 428	1,009	12·71
5	.. ..	.. ..	.. ..	1 ..	.. ..	6 1	16 16	41 34	62 54	82 76	94 50	116 56	418 287	705	8·88
6	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. 2	6 3	9 7	20 21	9 14	10 26	54 73	127	1·60
7	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	1 ..	.. 2	2 6	15 29	18 37	55	0·69
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. 1	2	.. 10	.. 13	13	0·16
Tl.	124 113	210 232	321 318	371 348	418 378	448 373	451 423	504 369	476 389	398 311	286 207	275 196	4,282 3,654	7,936	
	237	442	639	719	796	821	874	873	864	709	493	471	..	..	..
%	2·99	5·57	8·05	9·03	10·03	10·35	11·01	11·00	10·90	8·93	6·21	5·93	..	..	..

APPENDIX VII.

AGE AND CLASSIFICATION OF PUPILS ON THE SCHOOL ROLL OF 62 INDIAN PRIMARY SCHOOLS ON SEPTEMBER 30, 1935.

Class.	Under 6 years.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 years and over.	Total.	Grand total.	Per cent.
	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.	B. G.		
1	103 68	328 237	358 134	252 62	161 48	92 17	42 5	29 1	12 0	1 0	.. ..	.. ..	1,378 572	1,950	39·51
2	.. ..	28 27	70 38	111 69	164 49	146 17	92 8	51 1	23 1	13 0	4 0	2 ..	704 210	914	18·52
3	.. ..	6 1	14 12	72 53	112 50	135 39	121 30	96 11	37 3	10 3	4 1	1 1	608 204	812	16·45
4	.. ..	1 ..	4 ..	11 7	45 19	88 31	106 24	72 21	49 6	15 2	3 2	.. ..	394 112	506	10·25
5	.. ..	.. ..	1 ..	1 ..	8 8	28 20	56 20	73 16	45 15	39 4	12 2	3 ..	266 85	351	7.11
6	.. ..	.. ..	.. ..	.. ..	3 1	9 4	28 13	43 13	35 4	26 3	19 1	7 1	170 40	210	4·25
7	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	5 2	12 1	28 6	19 4	17 5	6 4	87 22	109	2·21
8	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	4 ..	3 1	10 4	12 6	13 4	22 4	64 19	83	1·61
Tl.	103 68	363 265	447 184	447 191	493 175	498 128	454 102	379 65	239 39	135 22	72 15	41 10	3,671 1,284	4,935	..
	171	628	631	638	668	626	556	444	278	157	87	51	..	..	..
%	3·47	12·72	12·73	12·93	13·54	12·69	11·27	8·99	5·63	3·18	1·76	1·03	..	..	..

APPENDIX VIII.

FEES—GOVERNMENT SCHOOLS.

The following are the regulations governing the payment of fees in Government Schools:—

(1) Grammar Schools.

Tuition Fees.

4.—(*a*) The tuition fee for a pupil in the Primary Classes shall be fourteen shillings per term, provided that no tuition fees shall be paid in respect of a pupil whose parents own or reside in property within the Municipality of Suva and on which the Education Rate is levied.

(*b*) The tuition fee for a pupil in the Secondary Classes shall be two pounds ten shillings per term, provided that this fee shall be reduced to two pounds per term for those who would under the proviso of the preceding sub-clause have been eligible for free tuition in the Primary Classes.

(*c*) A charge of two shillings per term shall be paid by pupils taking the cookery course.

(*d*) In the event of a pupil being enrolled after half term or leaving the school before half term the tuition fee shall be half the full amount.

(*e*) If a parent or guardian pays the tuition fees for two or more of his children or wards, respectively, who attend the same department, the tuition fee for each child shall be two-thirds of the full fee.—(Grammar Schools Regulations 1935).

Hostel Fees.

5.—(1) The hostel fee, which shall include laundry, shall be at the rate of £50 per annum, payable in advance to the manager by three term instalments of £16 13s. 4d.

(2) Subject to due notice being given to the manager, a reduction of fifteen per cent. on the hostel fees payable under these regulations shall be made in the case of boarders who regularly spend their week-ends at home.

(7) When more than one child of the same parents attend either or both of these schools the rates of the hostel fees and refunds shall be reduced by fifteen per cent. for two, twenty per cent. for three, and twenty-five per cent. for more than three boarders.—(Grammar Schools (Hostels) Regulations 1929).

(2) Levuka Public School.

Tuition Fees.

4.—(*a*) No tuition fee shall be paid in respect of a pupil whose parents reside in property within the Municipality of Levuka on which the Education Rate is levied.

(*b*) A tuition fee of fourteen shillings per term shall be paid in respect of a pupil whose parents do not pay the Education Rate.

(*c*) Tuition fees shall be reduced by one-third for two or more members of the same family attending the school.—(Levuka Public School Regulations 1929).

(3) Correspondence Classes.

4. There shall be two terms a year, the first shall in general be from the middle of February to the end of June and the second from the middle of July to the end of November.

Tuition Fees.

5.—(*a*) A tuition fee of £1 per term or part of a term shall be paid in advance to the Supervisor in respect of each pupil provided that this fee shall be reduced to 15s. in the case of two or more members of the same family attending the classes or one of the Grammar Schools.—(Correspondence Classes Regulations 1934).

(4) Secondary Department, Natambua Indian School.

Tuition Fees.

2. Tuition fees shall be paid to the Principal before the commencement of each term.

No pupil whose tuition fee has not been so paid shall be allowed to attend the school without the approval of the Director.

Hostel Fees.

3.—(1) The hostel fee shall be at the rate of £24 per annum payable in advance by there terminal instalments of £8 to the Principal who shall give an official receipt therefor.

(2) In the event of a boarder being admitted after the first fortnight of term, the hostel fee shall be thirteen shillings per week or part of a week for the remainder of the term, and shall be payable in advance.

(3) When two or more children of the same parents are boarding at the hostel, the fee shall be reduced by 15 per cent. for two, 20 per cent. for three and 25 per cent. for more than three boarders.—(Natambua Indian Secondary School Regulations 1934).

(5) GOVERNMENT INDIAN PRIMARY SCHOOLS.

Tuition Fees.

10.—(*a*) The tuition fee for pupils shall be in accordance with the following scale:—

For pupils in Classes 1, 2, 3, and 4—four shillings a term.
For pupils in Classes 5 and 6—eight shillings a term.
For pupils in Classes 7 and 8—twelve shillings a term.

Provided that in the event of a pupil being enrolled after half term or leaving school before half term the tuition fee shall be half the full amount and that if the parent or guardian pay the tuition fees of two or more of his children or wards, respectively, the tuition fee for each of his children or wards attending the school shall be two-thirds of the full amount.

(*b*) All tuition fees shall be paid in advance to the head teacher and no child shall be admitted unless this condition is complied with except in such cases as the Director may deem fit to permit otherwise, provided that the Governor may, as he shall deem fit, remit wholly or in part any fees payable under these Regulations.

(*c*) The head teacher may with the consent of the Director require each pupil to pay to him a sports fee not exceeding one shilling per term.—(Government Indian Primary Schools Regulations 1934).

(6) QUEEN VICTORIA SCHOOL.

Fees.

6.—(*a*) A school fee of two pounds per term shall be paid, in advance, to the head master, who shall give an official receipt therefor.

(*b*) When two or more pupils of the same parents are in the school and paying fees, the fees for each pupil after the first shall be one pound six shillings and eight pence per term.

(*c*) The fees for each pupil from Administrations other than Fiji shall be ten pounds per term.—(Queen Victoria School Regulations 1931).

By Authority: H. R. CRAIGIE, Acting Government Printer, Suva.—1936.

GOLD COAST COLONY.

REPORT

ON THE

Education Department

FOR THE YEAR

1934-35

GOLD COAST:

Printed by the Government Printer at the Government Printing Dept., Accra.
To be purchased from the Government Printing Dept. (Publications Branch), Accra, Gold Coast Colony, and from the Crown Agents for the Colonies, 4 Millbank, London, S.W.1.

1935.

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Report on the Education Department for the Year 1934-35

ACCRA,
28th August, 1935.

YOUR EXCELLENCY,

I have the honour to submit to you and to the members of the Board of Education, the annual report on the Education Department for the year 1934–35.

2. The report covers educational activities in the Colony, Ashanti, the Northern Territories and Togoland under British Mandate, and it includes an account of the educational work of other departments compiled from information supplied by them. The form of the report is that suggested in 1929 by the Advisory Committee on Education in the Colonies.

I have the honour to be,
Sir,
Your obedient Servant,

GERALD POWER,
Director of Education.

PART I.

PREFACE.

OUTLINING THE HISTORY OF EDUCATIONAL WORK IN THE GOLD COAST.

Very little record remains of early educational effort in this country, but such information as is available shows that it was very largely the result of mission enterprise.

2. For the years during which the country was practically in the hands of the various European trading establishments, there is but little evidence that attention was paid to the education of the natives. The Portuguese, who, were, probably, the first Europeans to make any permanent settlement, were accompanied in 1471, when they first landed at Elmina, by Roman Catholic priests ; but nothing is now known of the latter's work among the people. Later European settlers, the Dutch, the Danes and the English appear to have established schools at their respective headquarters. These schools, however, were not used to any extent for the education of the natives, but for the settlers' own children born in or brought to this country.

3. The first mission to the Gold Coast appears to have been established in December, 1687, at Assini, which was at that time a French station. In June, 1704, the place was abandoned after the members of the mission had suffered great hardships. About the year 1737, both the Dutch and the Danes were engaged in missionary work in the Colony, but, owing to ill-health, very little seems to have been done by them for education. Particular mention may be made of missionaries from the Moravian Church. The first party landed at Elmina in May, 1737, and proceeded to Danish Christiansborg. They carried on their work until 1773, when it was abandoned after many of the missionaries had lost their lives.

4. It has generally been considered, however, that the most notable pioneers in educational work in this Colony were missionaries sent out under the auspices of the Society for the Propagation of the Gospel, at the request of the " Royal African Company." The first of these missionaries was the Reverend Thomas Thompson, a clergyman of the Church of England who landed at Cape Coast in 1751, just 50 years after the foundation of his society. He remained in the country for five years, but he was then obliged to retire on account of ill-health. Three of his pupils were afterwards sent to England to study, and though two of them died, one returned and established a school at Cape Coast, which was afterwards carried on by various successors. Eventually, it was taken over by Government, and, as the Government Boys' School, Cape Coast, it is to-day, one of the largest educational institutions in the country.

5. In 1820, the English Governor at Cape Coast concluded a treaty with Ashanti. One of the articles therein referred to the establishment of schools at Dunkwa, but nothing seems to have come of this proposal.

6. The Basel Mission Society, founded in the year 1815, began work in this country 12 years later. Missionaries were sent out to Christiansborg, but all except one, who returned to Europe in 1833, succumbed to the climate. Later, in 1839, a Basel missionary is said to have visited Kumasi. In 1843 under the protection of the Danish Government at Christiansborg, the mission established itself permanently. Thereafter, the educational work of the mission expanded despite many difficulties. In 1847, the mission turned its attention to female education and by 1848 a girls' school had been established. In the same year, the mission opened, at Akropong in Akwapim, a seminary for the training of catechists.

7. In January, 1835, the first Methodist missionary arrived in Cape Coast, and from then onwards elementary schools were established by the Methodist Mission wherever it was possible to do so. By 1840, there was a mission station at Anamabu as well as those which had been set up earlier at Cape Coast and Kumasi. At Beulah, near Cape Coast, the mission undertook, in 1850, its first agricultural experiment, instruction being given on the land as well as in the school.

8. A high school for boys was opened at Cape Coast in 1876, but this endeavour of the Methodist Mission to provide a more advanced education than that given in the primary schools did not achieve permanent success until 1909 when Mfantsipim Secondary School was formed at Cape Coast by the union of the Wesleyan Collegiate School and the Fanti Public School. Since then, the school has taken a leading place among the educational institutions in this country. In 1930 the merited support of a large section of the community together with a grant-in-aid from Government enabled it to bring to a conclusion the first part of an extensive and imposing building scheme.

9. In 1847, the Bremen or North German Mission Society commenced operations at Peki Blengo in the northern section of the Trans-Volta area, but, after much trouble, the missionaries of this society were forced to retire to Anyako, and, subsequently, to a healthier station at Keta. For many years the mission's work suffered considerably as a result of various local inter-tribal wars, but by 1892 it had firmly established stations at Keta, Ho and Amedzofe, all in the present Trans-Volta area.

10. In April, 1852, during the second period of administration by the Crown, a meeting of the chiefs of the territories lying between the coast and Ashanti formally adopted a Poll Tax Ordinance, which provided that part of the revenue derived from the tax should be devoted to the education of the people. There is no evidence, however, that education benefited in the fashion contemplated by the ordinance, and by 1861 payment of the tax had ceased.

11. In March, 1867, the whole of the British possessions west of the Sweet River were ceded by treaty to the Dutch in return for the latter's settlements to the east of it. The exchange was much resented, and led to the establishment of the Fanti Confederation in October, 1871, the constitution of which provided, among other things, for the education of all children including girls, and for the erection of school buildings. The confederation came to an end in 1872, and no visible result of its educational aims and endeavours survives.

12. In May, 1880, after several earlier attempts had been made, two Roman Catholic fathers established a mission station at Elmina and commenced religious teaching. In December of the same year the mission's first school was opened at Elmina. By July, 1881, the enrolment of this school had risen to 100.

13. In the course of the next 10 years the mission opened five other schools : an infant school, a boys' school, and a girls' boarding school at Cape Coast in 1887, 1889 and 1891, respectively ; a girls' boarding school at Elmina in 1884 and a day school at Saltpond in 1891.

14. In 1881 there were 139 schools in the country. Of these, one at Cape Coast and two at Accra were under the management of Government. The Basel Mission had 47 ; the Methodist, 84 ; the Bremen Mission, four ; and the Roman Catholic, one. The enrolment of these schools exceeded 5,000.

15. The cost of the Government schools in 1880 was between £800 and £900, and the grants paid to the various missions for their educational work were £150 to the Basel Mission, £200 to the Methodist and £75 to the Bremen.

16. The majority of the Basel Mission and Methodist Mission schools were scattered over the interior, the Methodist schools being chiefly in the Central Province while those of the Basel Mission were entirely confined to the Eastern Province. The Bremen Mission established schools on the eastern side of the Colony, bordering on and in Togoland.

17. Most of the teaching in these schools was in the vernacular, and very little proficiency had, so far, been obtained in English.

18. The systems of management adopted by the various missions differed very widely, and it was on this account, chiefly, that in 1882 Government drew up the first ordinance for the promotion and assistance of education. It provided for the establishment of a general board of education, and for the formation of local boards whose duties were to report on the advisability or not of establishing schools, to ascertain that the conditions on which grants were to be awarded were fulfilled, and to grant certificates to teachers.

19. An Inspector of Schools (the Reverend M. Sunter) was appointed, but part of his time was to be spent in the service of Sierra Leone and the settlement at Lagos.

20. Primary schools were divided into two classes: (*a*) schools established by Government and maintained entirely from public funds and (*b*) assisted schools established by missions and private persons, but to which aid might be given from public funds. Provision was made for the award of grants on the system known as "payment on results." Grants were also awarded towards the cost of erecting and maintaining school buildings and towards the cost of furniture and apparatus.

21. The Inspector of Schools made two reports during the period 1883-87. He estimated the cost of education at £5,000 per annum. Of that sum, Government contributed £425. The first report (1884) indicates an unsatisfactory quality of education, but considerable improvement had been effected by 1886, although the average attendance of the schools had decreased by 25 per cent.

22. The Inspector pointed out in his second report that so great were the differences between the educational systems of the various missions that the ordinance was almost unworkable, and, in view of this situation, a further ordinance was passed in 1887. This ordinance remained in force until 1925. Very soon after it was passed, rules for giving effect to its provisions were issued. Various amendments to these rules were made in 1902, 1904, 1907, 1909 and 1914. The amendments made in 1909 swept away the old system of "payment on results" and substituted therefor a system which had general efficiency as its principal feature. As in 1881, a board of education was established. The appointment of Inspector of Schools was maintained, and provision was made for the award of grants to primary schools and to training colleges, schools, or institutions. Grants were to be awarded subject to compliance with regulations for the efficient management of schools, the employment of satisfactory staffs, and the giving of instruction according to a prescribed curriculum.

23. From the outset, the Inspector of Schools had insufficient time to carry out his work, for he had also to visit schools in the Gambia, Sierra Leone, and Lagos. This led to the appointment, in 1890, of a Director of Education for the Gold Coast alone.

24. The Inspector's report for 1890, three years after the passing of the second ordinance, showed that the enrolment at Government and assisted schools was 5,076. Of that number, 1,037 were girls. The average attendance was 3,641. Definite particulars as to the large number of non-assisted schools were not obtainable.

25. In 1890, the Roman Catholic Mission started work in the Trans-Volta area and opened a school at Keta. Subsequently, about fifty stations, each with its own village school, were established in the districts round Ho and Kpandu in German Togoland. In 1911, a girls' school was opened at Keta under the charge of European sisters from Cape Coast.

26. In 1923, the new Vicariate Apostolic of the Lower Volta was formed and the Roman Catholic Missions in the Colony and the Trans-Volta became separate bodies. Since then, each has made steady progress in improving and extending facilities for education.

27. In 1898, the African Methodist Episcopal Zion Mission began work in the southern section of the Trans-Volta area. At first it confined its efforts to the establishment of schools in the Keta district; but, in more recent years, it has opened schools at Cape Coast, Sekondi, and Kumasi and at a few other places.

28. The country did not become thoroughly pacified until the close of the seventh Ashanti War towards the end of 1900. From that time forward, Government and the missions alike have made much progress in educational work in the Colony and Ashanti, and a good start has been made in the Northern Territories.

29. In 1906, the White Fathers' Mission began work at Navrogno in the Northern Territories, and opened a school there towards the end of 1910. In 1927 the mission opened a second school at Bolgatanga, and a kindergarten was added to the Navrongo school and placed in charge of a European sister. In 1930, another school was opened at Wiagha.

30. The year 1906 saw, also, the re-entry of the Church of England into the field of education, after an absence of over 150 years. In that year, the mission opened, at Cape Coast, a secondary school which is known as St. Nicholas' Grammar School. In more recent years the educational work of this mission has been considerably extended, notably by the opening at Cape Coast in 1924 of a girls' school which two years later was taken over by the sisters of the Order of the Holy Paraclete. In 1930 the sisters of this Order opened a boarding school for girls at Mampong, Ashanti.

31. Since 1900, Government has opened primary schools, more particularly in those areas in which the mission had made little or no progress in establishing schools. In 1909, Government opened, at Accra, a training college for teachers and a technical school. The college was the first institution of its kind established by a British West African Government and it became the teacher-training centre not only for Government but for all the missions except the Basel Mission, which many years earlier had established seminaries for teachers and catechists at Akropong (Akwapim) and Abetifi. The Government training college is now the teacher-training department of Achimota College.

32. In 1924, the Methodist Mission opened its own college at Kumasi, and the Roman Catholic Mission at Amisano, near Elmina, in 1930.

33. From August, 1914 to 1920, progress in education was retarded though it was by no means brought to a standstill.

34. In June, 1916, the Bremen missionaries in Togoland and the Gold Coast were deported, and the schools of the mission then came under the control of Government, officers of the Education Department being responsible for their organisation and supervision. Government provided the funds for the payment of the teachers' salaries until 31st March, 1926, although in June, 1923, the United Free Church of Scotland (described as the Scottish Mission) took charge of the schools. In August 1923, three experienced German Bremen missionaries returned to the country, with the consent of the Secretary of State, to work in association with the Scottish Mission. By general consent of a conference of Scottish and Bremen missionaries held at Ho in September, 1923, the name of the mission was changed from " The Bremen Mission " to " The Ewe Mission," and in 1927 the name was again changed to " The Ewe-Presbyterian Church."

35. In December, 1917 and January, 1918, for reasons connected with the War, all missionaries belonging to the Basel Mission were deported. Their schools and teacher-training institution at Akropong were taken over temporarily by Government and placed under the direct control of the Education Department. In January, 1919, the Scottish Mission took over the training institution and thereby relieved, to some extent, the pressure of work on the Education Department, which at that time was directly responsible for the management of 60 per cent of the schools in the Gold Coast, as compared with about 8 per cent in 1914. In April, 1920, the Scottish Mission took over complete control of and responsibility for the former Basel Mission schools.

36. Since then, Basel missionaries have returned to the country and have worked in association with those of the Scottish Mission (which is now representative of the Church of Scotland formed by the union of the United Free Church of Scotland and the Church of Scotland), in the organisation of what is now known as " The Presbyterian Church of the Gold Coast."

37. In 1921, the Ahmadiyya Movement established a station in the Gold Coast. It opened its first school at Saltpond in 1923. This school has been on the list of assisted schools since 1926, and the Movement now has several non-assisted schools in addition.

38. In 1922 Government established four junior trade schools, two in the Colony, one in Ashanti and one in the Mandated Area, adjacent to the Northern Territories. The latter was subsequently transferred to Tamale in the Northern Territories, and in 1932 it was closed and most of the pupils transferred to the primary boarding school at that place. These schools were designed to meet the increasing demand for artisans with a more advanced general education than such men had previously possessed, and, with this in view, provision was made for the giving of instruction of a literary as well as a technical character. In 1932 Government adopted a scheme for the reorganisation of these institutions as middle boarding schools, retaining the original purpose for which they were established, but modifying the time-table and the conditions of entry in the manner indicated in Chapter IV of this report.

39. In addition to institutions founded by Government and the missions, there has also arisen a type of school of which the Accra Royal School may be said to have been the forerunner. These are undenominational urban schools, established by private citizens and intended by them to qualify for Government assistance. The Accra Royal School has been on the assisted list since 1923, and in 1932 a second was added to the list, the Gold Coast National School (Accra). Other such schools are as yet non-assisted, but they fall within the scope of Government's inspection and control.

40. Signs are also forthcoming of an endeavour on the part of enlightened African rulers to form schools which for want of a better name, might be termed "National Schools," and in 1931 the Duakwa National School, which had been established two years previously by the Chief of Agona Duakwa, was placed on the list of assisted schools. There is obviously plenty of scope for additional efficient schools, and the time appears to be approaching when local bodies will have to consider the question of providing educational facilities over and above those now made available by Government and missionary bodies. Facilities exist for the training of teachers for these schools. With efforts on the part of sections of the community in erecting buildings and suitably equipping and maintaining them, in a few years a number of efficient schools might be added to those already in existence and take their place in the educational system of the country.

41. The progress already achieved in education made possible the establishment of Achimota College by Government in 1924. In 1926 it consisted only of the teacher-training classes, which had been handed over by the Government Training College, Accra. In 1927 Kindergarten and Lower Primary classes were added, and in 1929 the Upper Primary, Secondary, and University sections. It now consists of the whole chain from the Kindergarten to the University, with teacher-training for boys and girls. The University classes go up to the London Intermediate standard in Arts, Science and Engineering, and to the Degree examination in Engineering. In 1930 the College ceased to be a Government department and was given a Constitution, being governed by a Council with Government and non-Government representatives, both African and European. This Constitution was revised and given permanent form in March, 1934. In April, 1932 the first inspection was carried out under the Constitution, by a board of inspectors appointed by the Governor. The College co-operates with the Education Department particularly in the training of male and female teachers for the Government and those missions which have no training colleges of their own. Of the 123 students in training in the year under review, 59 men held scholarships provided from funds under the control of the Director of Education.

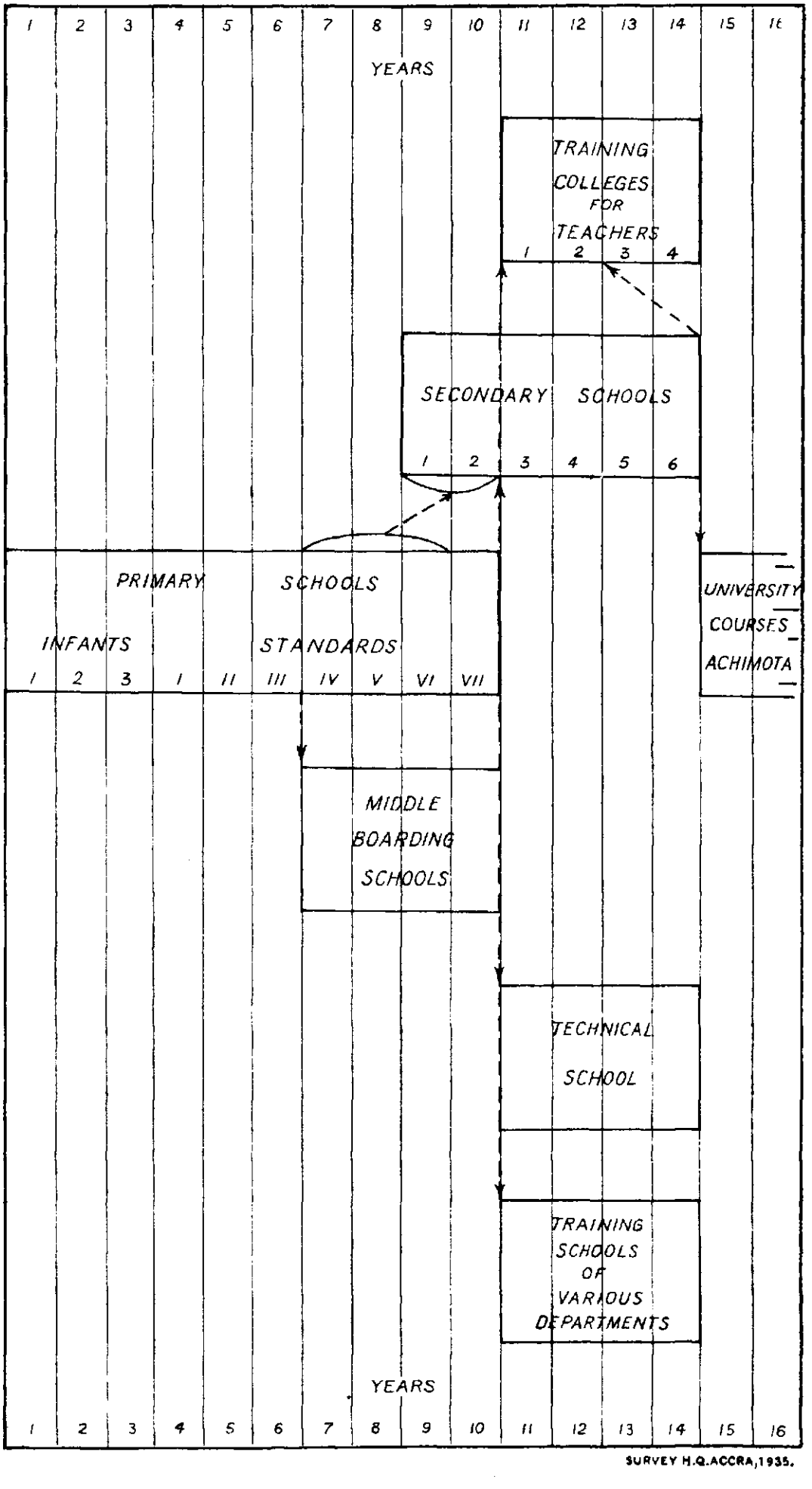
42. Early in 1920, the Governor appointed an Educationists' Committee to investigate past educational efforts in the Gold Coast, their success and failure and the reasons therefor, and, also, to consider and report on the methods, principles and policy governing the progress of education in the Gold Coast as laid down in several reports, official and otherwise. The committee was further requested to consider educational policy in general and to report and make recommendations on the schools and other institutions then existing or proposed, and on the sections of educational work each was designed to undertake. The exhaustive and detailed report submitted by the committee is an important document in the history of education in this country.

43. The phenomenal expansion in trade which occurred after the conclusion of the Great European War of 1914–18 made possible a very great increase in expenditure on education. The conditions were unusually favourable, for the people of the Gold Coast were then, perhaps more than ever before, strongly appreciative of the value of education. A scheme of educational development was necessary, and to prepare such a scheme was, in effect, the main work of the committee.

44. The educational work of the missions and of Government, carried on for many years previously under conditions which have scarcely a parallel nowadays, laid secure foundations for much of the progress which the Educationists' Committee planned. In the future, progress will doubtless be made in directions suggested by new circumstances, but the report of the committee will remain as a document embodying a clearly defined, detailed policy for the expansion of educational work at a time when a great change in the fortunes and outlook of the people of this country made the need for such a policy vitally urgent.

DIAGRAM.

SHEWING THE RELATIONSHIP BETWEEN THE VARIOUS EDUCATIONAL INSTITUTIONS OF THE GOLD COAST.



SURVEY H.Q.ACCRA, 1935.

LIST OF CHURCHES AND MISSIONARY SOCIETIES ENGAGED IN EDUCATIONAL WORK IN THE GOLD COAST AND CONTROLLING SCHOOLS IN RECEIPT OF GOVERNMENT ASSISTANCE.

1. Ahmadiyya Movement.
2. African Methodist Episcopal Zion Mission.
3. Basel Mission.*
4. English Church Mission.
5. Ewe-Presbyterian Church (associated with the Bremen Mission).*
6. Methodist Mission.
7. Presbyterian Church of the Gold Coast (associated with the Scottish and Basel Missions).*
8. Roman Catholic Missions :—
   (*a*) The Vicariate Apostolic of the Gold Coast.
   (*b*) The Vicariate Apostolic of the Lower Volta.
   (*c*) The Vicariate Apostolic of Kumasi.
   (*d*) The White Fathers' Mission.
9. Scottish Mission.*
10. Seventh Day Adventist Mission.

*These Churches and Missions work in close co-operation with one another.

PART II.

CHAPTER I.

OUTSTANDING EVENTS OF THE YEAR.

45. The year under review is the tenth since the present Education Ordinance and Rules were passed.

Sir Gordon Guggisberg and those who framed the ordinance envisaged a steady and rapid extension of facilities for education and, at the same time a large increase in Government expenditure on it.

46. Their policy has been applied with very marked success. Facilities for education have been extended and made more varied and the efficiency of the educational system has been greatly increased.

47. On the other hand, the prosperity which the Gold Coast enjoyed when the ordinance was passed has not been maintained and it is now obvious that Government's expenditure on education must for an indefinite, and probably a long, period be much less than was contemplated only ten years ago. Whilst the slump has not made necessary any important modification of the main structure of the educational system for which the ordinance provides, it has made clear that Government cannot continue in future to assist the development of educational facilities as it did in the past, by steadily increasing its expenditure from year to year. It is clear, too, that the mission authorities cannot embark on large schemes for further expansion, for, whilst they have not been compelled by financial difficulties to abandon any essential part of their educational activities, it has been necessary to come to their assistance by reducing the salaries prescribed by the minimum salary scale, by suspending, temporarily, the application of that scale in non-assisted schools and by instituting a block-grant system. (It is true, however, that the reduction in salaries has been offset since the slump by a considerable fall in the cost of living and, more important still, by a general acceptance of a more reasonable standard of living than the excessively high one which was established during the boom.)

48. Since the slump the finances of education have given rise to very considerable anxiety, and it is gratifying to record, therefore, that in the last few years and, especially, in the year under review, there has been a perceptible if by no means complete change in public opinion on the subject. Responsible members of the community, who are anxious for further progress in education, are beginning to realise that such progress cannot be rapid for an indefinite time to come, if it has to depend, as it has done in the past, almost entirely on a steady increase in Government expenditure. It is being realised, moreover, that the Government grant of approximately £105,000 (together with the mission funds) now annually spent on the schools and colleges will not be adequate to maintain even these in a few years' time. A large number of the teachers now employed in the Gold Coast are comparatively young men on an incremental salary scale, and eight or nine years must elapse before many of them reach their maximum salaries. In consequence, the expenditure on salaries for the staffs in existing schools will continue to increase and will not reach a normal for a considerable time.

49. It is clear, therefore, that the people (as distinct from Government and Christian communities) must take a greater share of the financial responsibility for the maintenance and development of education than it has in the past and there is no doubt that public opinion is coming to accept this view. In the Northern Territories, where the native administrations are slowly but steadily developing, provision has already been made for local governments gradually to become responsible for a considerable part of the educational system in a manner similar to that of the native administrations in Nigeria, which, together, already spend over £50,000 a year on education.

50. Interest in education is not confined, however, to its finances or to the extension of facilities for it, for recently there has been a tendency to re-examine the popular conception of its aims.

51. In the past, education has been regarded as almost exclusively vocational and designed to train for one type of vocation alone—" black coated " clerical work, or salaried work similar to it, in the service of Government or commercial and other organisations. Associated with this conception of education there has been a strong desire to retain a bookish type of instruction which would ensure success in written examinations. It is noteworthy that in the last 50 years endeavours made by various missions to introduce a certain amount of agricultural and craft training into the primary school course, have met with little success and even with some opposition.

52. The slump, however, has brought the community to realise the inevitable results of the attitude which has hitherto obtained. While the number of pupils who complete the full primary course each year, has increased appreciably in the last decade, the abnormal demand for clerks and the like, which was a feature of the boom, has been satisfied and it has become obvious that Government, private firms and individuals are able to take into their service only a proportion of those who have attended school for the sake of securing employment of this kind.

53. The present time, therefore, is not one which favours a more rapid increase in the number of the senior schools (Standard Classes IV–VII) than has been possible in the last few years, unless public opinion makes a new and broader interpretation of the purpose of the schools and of education itself. In section II of Chapter IV of this report reference is made to the need for a new emphasis in the teaching in the primary schools, where teachers are beginning to understand more clearly than before that, as the Gold Coast is mainly an agricultural country, the majority of those who attend school require a training which will predispose them to rural crafts and trades and to the improvement of farming and conditions of life among rural communities. Some members of the community are beginning to favour the curriculum of the Government middle boarding schools, in preference to those of the ordinary primary institutions.

54. It cannot be said, however, that the general public as yet fully appreciates the need for a broader interpretation of the use to which the schools can be put, and it is still very necessary to point out that so long as education is regarded chiefly as a means of securing lucrative employment which cannot be provided, the schools will continue to produce a class of unemployed whose natural disappointment will cause much unnecessary discontent.

55. In addition to making more obvious and necessary the need for a re-examination of the aims of education, the slump has emphasised the importance of ensuring that the country receives the fullest possible return for its expenditure on its educational system. This system provides a ladder from infant to University classes, but although its efficiency has been greatly increased in the last ten years, much improvement is still possible not only in the quality of the instruction given by the schools but, also, in the method of selecting the pupils who receive it. There are approximately 700,000 children of school-going age in the Gold Coast and its dependencies, and of these only 60,000 are at school. Unfortunately, few authorities have established satisfactory machinery to ensure that only those who are capable of benefiting from more advanced education (particularly in Standard Classes IV–VII of the primary schools) are selected to enjoy a privilege which at present the country can afford to give to a very limited number. It is slowly being realised, however, that it is wasteful, unreasonable and unfair to expend large sums on the comparatively advanced education of any but the best available pupils, especially when so many receive no schooling at all and illiteracy is widespread.

56. There is an obvious break in primary education when pupils complete the Standard class III course. The number of pupils at that stage is so large that the Education Department, with its small staff, cannot hope to examine them individually and the authorities who manage schools must be responsible for making promotions to senior schools (Standard Classes IV–VII) according to merit. During the year under review, there have been signs that increasing care is being taken with regard to this matter and that it is slowly being realised that the success of the whole educational system depends very largely on adherence to the principle that merit alone should lead to the privilege of an advanced education at the expense of the community.

57. Steps taken by the Education Department to ensure a reasonable return for expenditure on education are explained in various sections of Chapter IV (*vide* paragraphs 164–165) and the institution by the Department of secondary-school

scholarships for some of the primary pupils who gain distinction in the Standard VII Certificate Examination is designed to ensure that the most promising products of the primary schools will be able to proceed to a higher education.

58. The provision now made for secondary education will probably be sufficient to meet the needs of the country for some time to come, and it does not appear that further Government assistance for this type of education is justifiable for the present, except in the case of institutions controlled by well established educational bodies, which have a complete system of elementary schools with a large aggregate enrolment from which, in future, may be selected boys who are worthy of the expenditure which advanced education implies.

59. If only to ensure that selection for higher education will be made from a satisfactorily large number of candidates, it would seem advisable that any considerable increase in Government's recurrent expenditure on education should be devoted to increasing the number of the infant and junior schools, and it is one of the gratifying features of the present situation that the enrolment of pupils in such schools is rising steadily. The more widely the roots of the tree of education spread, the greater will be the choice of pupils suitable for advanced education and the more profitable will be the country's expenditure on it.

EDUCATION IN THE NORTHERN TERRITORIES.

60. In the last two years native administrations based on the indigenous social and governmental system have been constituted in the Northern Territories. Their establishment has been received with enthusiasm. They already function with considerable success; they have established treasuries and although they are only at the beginning of their development, they have given promise of ultimately becoming efficient local governments of great material and educational value to the communities they serve.

61. In 1932 the Secretary of State approved of a proposal that responsibility for the existing Government Junior Schools at Wa, Salaga and Gambaga should ultimately be transferred to the appropriate native administrations. Several others have begun to take a practical interest in education. The Wala native authority is in a sufficiently strong financial position to accept considerable responsibility for the school at Wa and it agreed to manage it as from the 1st January, 1935. It is not unlikely that in the course of 1935 the Mamprusi and Gonja administrations will take over the Government schools in their respective areas. In and after 1935, the junior part of the Government school at Tamale will be conducted as a separate institution, and it is expected that the local authority will then take an active part in its affairs. At Bawku and Lawra, local authorities commenced, during the year, the erection of school buildings which, it was expected, would be ready for occupation in April, 1935. Native adminis ration schools will probably be established at Zuarungu in the Mamprusi Division, Sandema in the district of Navrongo and Yendi in the Dagomba Division.

62. The native administrations will not be able to meet the full cost of running their schools for some time to come, and until their revenues increase considerably, Government will continue to pay teachers' salaries and be responsible for teaching materials. From local funds will be met the cost of erecting and maintaining buildings, providing classroom furniture and feeding and clothing the pupils.

63. Whilst native administrations have only made a beginning in educational work, there is no doubt of the wisdom of the policy of giving them increasing responsibility for it. The education provided by the schools will not be divorced from the much wider education which a training in local government bestows on a whole community. Many of the boys who are now passing through these schools and who are being educated according to a curriculum which is especially suited to Northern Territories' needs, will ultimately take part in the business of local governments, either as members or employees of them. By so doing, they will be responsible for much future progress, not only in consolidating and developing local administrations but, also, in increasing the welfare of the whole area which they serve.

CENTENARY OF THE METHODIST MISSION.

64. The Methodist Mission and the Church which it has established in the Gold Coast celebrated the first centenary of its work in January, 1935. Celebrations took place in all the localities in which the Church has adherents and they were

commenced at Cape Coast by an assembly in the courtyard of the Castle to commemorate the landing in that town in 1835 of the Rev. Joseph Dunwell and his reception by the then Governor. Further celebrations at Cape Coast were participated in by a vast concourse of Methodists, by His Excellency the Governor and by distinguished Methodists from England, including the Rev. E. W. Thompson, M.A., late Secretary of the Methodist Mission Society for West Africa; Miss Walton, Secretary of the Missionary Society for Women's Work in Africa and Mr. Isaac Holden. During the celebrations, the Governor read a telegram of congratulation from His Majesty the King.

65. In the course of a century the Mission, with its associated Church, has become one of the most important educational organisations in the Gold Coast and its work has been of immense value to the whole community.

66. It has included in its membership such distinguished figures in Gold Coast history as Thomas Birch Freeman, Joseph Kwegyir Aggrey and George Ekyem Ferguson of Anamabu.

VISIT OF MR. AND MRS. D. C. SOMERVELL.

67. During the year under review the Gold Coast was visited by Mr. and Mrs. D. C. Somervell who were the guests of the Education Department. Mr. Somervell is chief history master at Tonbridge School and, at the request of the Colonial Office, he undertook to tour the Gold Coast, Nigeria, South Africa, Tanganyika, Kenya and Uganda with a view to studying the teaching of history and, in particular, to investigating the feasibility of compiling a series of text-books for use in these and other African parts of the Empire.

68. Mr. and Mrs. Somervell visited the Government primary schools in Accra; Achimota College; the Presbyterian Training College, Akropong; the Scottish Mission Girls' School, Aburi; the Government Middle Boarding School, Assuantsi and the two secondary schools in Cape Coast and they had detailed discussions, which stimulated much interest, with the staffs of several of these institutions, with officers of the Education Department and with representatives of the Missions.

RETIREMENT OF THE REV. A. G. FRASER, FIRST PRINCIPAL OF ACHIMOTA.

69. In March, 1935, The Rev. A. G. Fraser, C.B.E., retired from the Principalship of the Prince of Wales College and School, Achimota. Mr. Fraser was the first Principal and in the course of the eleven years in which the College has been in existence, and, under his care, provision has been made for education from Kindergarten classes to Intermediate University classes in Arts, Science and Engineering, for the B.Sc. course in Engineering, for teacher-training courses for men and women and for instruction in commercial subjects at the secondary school stage. Mr. Fraser has given the College a great influence on the life of the community, and in many directions its work has already proved of immense value to the Gold Coast. On Mr. Fraser's departure, very cordial appreciation of his work for the country was expressed by the whole community and particularly by many chiefs and their councils and by representatives of the educated classes.

70. Mr. Fraser has been succeeded by the Rev. H. M. Grace of the King's School, Budo, Uganda.

INTER-TERRITORIAL JEANES CONFERENCE.

71. During the year under review, Mr. T. D. Cranston, Assistant Director of Education, was appointed to represent the Gold Coast at the Inter-Territorial Jeanes Conference to be held in May and June, 1935, at Salisbury, Southern Rhodesia.

CHAPTER II.

EDUCATIONAL LEGISLATION—ADMINISTRATION AND CONTROL.

SECTION I.—ORDINANCES AND RULES.

72. Education in the Gold Coast (excluding the Northern Territories) is controlled by ordinances (Cap. 47) designed for its development and assistance and for purposes connected therewith. Education in the Northern Territories is controlled by the Education Ordinance (Cap. 7) for the Protectorate.

73. During the year under review the Education Ordinances and Rules for the Gold Coast were amended to allow school authorities to pay the staffs of non-assisted schools salaries less than those prescribed in the Minimum Salary Scale. This step was taken as a temporary measure and for financial reasons.

Section II.—Boards of Education.

74. Formal meetings of the Board of Education (for the Gold Coast—excluding the Northern Territories) are infrequent. On that account, it has been held that in spite of African representation, the Board is ineffective and acts merely as an approving and not as an initiating body. In actual fact, the Education Department very frequently consults the various members, either individually or in small committees, with the result that much preparatory work is done before any formal meeting is called finally to discuss the items of an agenda and to make decisions with regard to them. It is no exaggeration to say that without the help and advice which the various members of the Board (African and European alike) very generously give, the work of the Education Department would be much less effective than it is.

75. One formal meeting of the Board of Education for the Gold Coast was held during the year, on the 23rd January, 1935. His Excellency the Governor presided. Among other items of business, the Board discussed the effect of the minimum salary scale for teachers on the finances of the missions and it considered whether Government grant-in-aid to assisted schools was adequate, in view of the increasing expenditure on existing facilities for education which adherence to the scale involved. After prolonged discussion, the Board decided that as this business was not immediately urgent, it should be further examined during the year.

76. The Board of Education for the Northern Territories held no formal meeting during the period under review.

Section III.—Departmental Staff.

77. Table I gives particulars of the senior appointments in the Education Department. In Table II is shown the number of schools in each educational province in the country.

TABLE I.

STAFF OF THE EDUCATION DEPARTMENT (SENIOR APPOINTMENTS).

	Proceeded on leave.	Returned from leave.	Where stationed.	Remarks.
1. HEADQUARTERS.				
Mr. G. Power, Director of Education (*h*)	1-4-1934	12-9-1934	—	—
Mr. T. D. Cranston, Assistant Director of Education (*l*)	Present throughout the year		—	—
2. PROVINCIAL INSPECTORS AND INSPECTORS OF SCHOOLS.				
Captain H. D. Harrison (*l*)	23-9-1934	8-3-1935	Headquarters	—
Mr. V. A. Tettey	Present throughout the year		Eastern Province	—
Mr. W. J. D. Wadley (*i*)	15-4-1934	12-12-1934	Central Province	—
Mr. J. S. Dunn (*i*)	17-2-1935	—	Central Province	—
Miss L. M. Tucker (*i*)	4-2-1934	8-8-1934	Eastern Province	—
Mr. M. G. Smith (*i*)	20-8-1933	2-5-1934	Headquarters	—
Mr. H. H. Spafford (*l*)	Present throughout the year		Northern Territories	—
Miss E. M. Allen (*l*)	2-9-1934	20-2-1935	Ashanti	—
Mr. J. A. Addo	Present throughout the year		Eastern Province	—
Mr. T. Barton (*l*)	4-3-1934	8-8-1934	Headquarters	—
Mr. J. B. Flynn (*l*)	Present throughout the year		Eastern Province	—
Mr. W. R. Allen (*l*)	29-4-1934	23-10-1934	Ashanti	—
Mr. K. J. Dickens (*l*)	17-2-1935	—	Eastern Province	—
Mr. J. Wilson (*l*)	7-10-1934	19-3-1935	Western Province	—
Mr. M. F. G. Wentworth (*l*)	7-1-1934	26-6-1934	Ashanti	—
3. TECHNICAL AND MIDDLE BOARDING SCHOOLS.				
Mr. H. C. Weston, Principal, Technical School	10-6-1934	5-9-1934	Accra	—
Mr. G. Sutton, Master, Technical School (*l*)	10-6-1934	5-9-1934	Accra	—
Mr. T. M. Ritchie, Master, Technical School (*l*)	27-5-1934	22-8-1934	Accra	—
Mr. R. Horsley, Headmaster, Middle Boarding School (*i*)	Present throughout the year		Assuantsi	—
Captain H. G. Hendrie, M.C., Headmaster, Middle Boarding School	Present throughout the year		Kibi	—
4. HEADMISTRESS.				
Miss M. K. Quartey-Papafio	Present throughout the year		Cape Coast	—

(*h*), (*i*), (*l*) Passed *Higher, Intermediate* or *Lower* Standard Language Examination.

TABLE II.

SHOWING THE NUMBER OF SCHOOLS IN EACH EDUCATIONAL PROVINCE, 1934.

	Number of Schools.		
	Government and Assisted.	Non-Assisted.	Total.
Eastern Province	113 (*a*)	102	215
Trans-Volta Area	125	39	164
Central Province	67 (*b*)	40	107
Western Province	33	10	43
Ashanti	49	92	141
Northern Territories	8	—	8
Total	395	283	678

(*a*) Includes the Accra Technical School, which is secondary vocational.
(*b*) Includes two secondary schools.

INSPECTORATE.

78. A full account of the numerous and varied duties of the staff of Inspectors of Schools was given in paragraphs 50–58 of the report for the year 1933–34. It would be superfluous to repeat information which requires no modification ; but it should be recorded that in the first three months of 1935 the Inspectorate was responsible for much preparatory work for the Silver Jubilee Celebrations, and that in January, 1935, three Inspectors passed the intermediate or equivalent examination in native languages.

79. In 1934, there were 2,179 candidates for the Standard VII Certificate Examination, for the conduct of which the Inspectorate was responsible as in former years.

80. The following non-local examinations were conducted by Inspectors of Schools during the period under review :—

University of London	Matriculation (June 1934, January 1935) ; Intermediate Arts ; Intermediate Science ; Intermediate Engineering ; Diploma in Theology ; B.A. (Hons.) History ; B.A. (Hons.) Philosophy.
University of Cambridge Local Examinations Syndicate	Junior ; School Certificate.
City and Guilds of London Institute	Motor Car Engineering Grade I ; Carpentry and Joinery (Intermediate) ; Machinists, Fitters and Turners (Intermediate).

JUNIOR STAFF.

81. The Colonial Estimates for the period under review made provision for the following :—

Teaching Staff :—

1 Assistant Headmaster,
15 First Division Teachers,
249 Second Division Teachers,
6 Probationer Teachers (Women).

Clerical Staff :—

One Senior Division Officer,
One First Division Officer,
Twenty-two Second Division Officers.

82. The instructors in the Government Technical School, Accra and in the Government middle boarding and primary schools are included in the number of Second Division Teachers.

83. Exactly the same provision was made for junior staff in the Colonial Estimates for 1935–36.

Section IV.—Text-books and Publications.

(A) Vernacular.

84. Reference was made in the report for 1933–34 to extensive work which had been done on the spelling of Fante in the Westermann Script, which presented a number of problems. This work was brought to a satisfactory conclusion during the period under review and the Education Department gratefully acknowledges the very valuable assistance given to it by a committee of the leading students of the language. The committee's recommendations were accepted by the Department and they were published in *The Teachers' Journal*, Volume VI, No. 3. They have already proved of great assistance to teachers and the way is now open for the publication of Fante text-books in an established script and spelling. The Methodist Mission has begun the re-translation of the Bible into Fante.

85. A committee has been established for the purpose of standardising the spelling of Dagomba in the Westermann Script. It completed during the year the revision for publication of a dictionary compiled by one of its members.

86. An association of students of Nzima (a language used in several schools in the Western Province) has been established at Sekondi. Just after the end of the period under review Mr. H. C. Neill of Achimota College and Dr. Rapp of the Presbyterian Training College, Akropong, met representatives of the Association and in consultation with them established an alphabet for use in writing the language. Spelling will be phonetic and in the Westermann Script.

87. Now that a satisfactory and acceptable script and spelling have been established for the chief vernaculars, there is increasing activity in the preparation of books for school use. As might be expected, the most successful work is done by an African collaborating with a European student of his language who is thoroughly familiar with the teaching method and content of the subject for which a particular book is being prepared. Normally, books intended for the schools are submitted in manuscript for the approval of the Education Department and they are referred by it to various African and European authorities on the languages, including several private individuals and members of the staffs of the missions Achimota College and the Education Department. During the year under review, a considerable number of manuscripts were so examined and much valuable assistance was given not only in maintaining uniformity in script and spelling and correctness in idiom but, also, in securing improvement in the content of books and the arrangement of them.

88. The following vernacular books suitable for school use were published during the year :—

(1) "Akuafo Biakoyɛ," *Hints and Advice on Co-operation for Farmers*, by A. O. Mate (on sale at Gold Coast Book Depots : 8d.). This book is in Twi and it is strongly recommended by the Department of Agriculture. Its author has much practical experience of agriculture in the Gold Coast.

(2) "Kweku Ananse ɔnye ne Mfɛfo hɔn Nkwadaasɛm"—(*The Pranks of Kweku Ananse and his friends*), a Fante reader for infant children by Miss L. O. Deakin and Miss D. J. Blair. This is the second edition of the book. It has been completely re-written in the Fante script and spelling approved by the Education Department.

(3) "Mpoano Hõ Asẽm"—*A study along the Guinea Coast*, a Fante reader written and illustrated by Miss L. O. Deakin (The Atlantis Press : 1s. 3d.).

(4) *Mise Gli Loo : Some Ewe Stories* by Paul Desewu (Achimota College Press : 1/–).

(5) "Aborɔfo Anansesɛm Ason," a collection of seven tales translated from Grimm into Twi, by D. G. R. Herbert and others (Achimota College Press).

(6) "Nsase Horow So Anansesem" by Miss E. M. Beveridge (Longmans, Green & Co. : 8d). This is an excellent, illustrated Twi reader for Class III of infant schools. It enjoys an increasing and well deserved popularity.

(7) "Evegbaleyeyle ʃe Akpa Ɛtɔlia" by Paul Wiegrabe and various teachers (Norddeutsche Missionsgesellschaft : Bremen Mission). This is a revised and expanded edition of the Bremen Mission's Ewe Reader III.

89. During the year, work was commenced by Dr. Rapp of the Presbyterian Training College, Akropong on a Twi spelling book which will be published by Government and will be based on the vocabulary of Christaller's Twi Dictionary.

90. The Methodist Mission began the preparation of a book on the making and use of reading apparatus in Fante schools, and the Tamale school printing press produced and distributed to the Northern Territories schools a certain amount of reading and number apparatus in Dagomba. In addition to the books enumerated above, various missions produced a considerable bulk of devotional literature, including translations of portions of the Scriptures. The use of these books is of very great assistance in familiarising the public with the Westermann Script symbols and in establishing uniformity in spelling.

91. Further reference is made to the vernaculars in Chapter IV, section II of this report.

(B) ENGLISH.

92. The number of books specially written for the Gold Coast or particularly suitable for use in it, has increased considerably in the last few years. Such books are reviewed in *The Teachers' Journal* and recommended to teachers.

93. Special mention may be made of the following which have particular reference to the Gold Coast or were published by Gold Coast authors in the course of the year under review. *British History for Oversea Students* by W. E. Ward (Longmans, Green & Co., 5s.) ; *A Text-book of West African Agriculture* by Dr. F. R. Irvine (Oxford University Press : 7s. 6d.) ; *The White Company* by Sir A. Conan Doyle, edited by C. Kingsley Williams (Longmans Simplified English Series 1s. 9d.) ; *Gold Coast Methodism—The First Hundred Years*, 1835–1935, by Arthur E. Southon (Methodist Book Depot, Cape Coast and the Cargate Press, London : 1s.) ; *Africa Before the White Man Came*, by W. E. Ward (Longmans, Green & Co., 9d.) ; The *Story of Living Things*, by H. A. Harman and R. H. Bunting (Longmans, Green & Co., 10d.) ; *Practical Lessons in Elementary Agriculture—Part II*, by Miss D. K. Hellins (Achimota College Press : 6d.) ; *Memorandum on the Customary Law of Inheritance*, prepared by the Christian Council of the Gold Coast (Achimota College Press) and *Tempting Fare*, a cookery book for African girls, by Miss E. C. Sutherland (Scottish Mission Book Depot, Accra).

Dr. Michael West's *New Method Readers*, *Supplementary Readers*, *Composition Books* and *Blank Companions* have been almost universally adopted by the schools and special training in the use of them is given by the training colleges. An article published in *The Teachers' Journal*, Volume VI, No. 2 (1934) indicates the Department's recommended allocation of these books to the various classes of the primary schools.

94. The following three series of arithmetic text-books are very popular :— Longmans' *Practical African Arithmetic*, compiled by H. A. Harman ; Potter's *Commonsense Arithmetic* (Sir Isaac Pitman and Sons, Ltd.) and Larcombe's *Arithmetic for the Whole School* (Evans Brothers).

95. Several missions have committees or supervisors which select text-books for the various subjects of the curriculum. These committees and supervisors work in close co-operation with the Education Department.

GENERAL—LIBRARIES.

96. The department produced three numbers of *The Teachers' Journal* during the year : Volume VI, Nos. 2 and 3, and Volume VII, No. 1. The last was a special number in honour of the Silver Jubilee of His Majesty the King and actual publication was postponed until after the close of the period under review, so that it might reach teachers within a month of the date of the celebrations.

97. In response to numerous requests from schools and colleges in other colonies and from private individuals in the Gold Coast and elsewhere, arrangements have been made for putting on sale copies of each number of the *Journal* produced in 1935 and in subsequent years. (Unfortunately, copies of numbers published before that year are out of print.) A single number costs ninepence and the three or four published in the course of a year may be obtained post free for two shillings, all sales being made by the Government Printer, Victoriaborg, Accra. The Education Department continues to distribute free copies of the *Journal* to the colleges, schools and teachers of the Gold Coast, and it seems likely that in 1935, the circulation of *The Journal* will reach 3,500 copies. A considerable number of orders have been received from the East African Colonies. The special Jubilee number was sold out within ten days of publication.

98. Provincial Inspectors report that during the year under review, they have observed that interest in reading continues among teachers and that whilst their main attention is still given to books on teaching method and the like, a number are now reading history and fiction and other material of a less exclusively professional kind. Teachers are spending money on useful books and a considerable number of them subscribe to periodicals such as *The Teachers' World (Senior* and *Junior) ; Child Education* and *Pictorial Education.* Efforts are being made to establish an interest in other periodicals such as *The Gold Coast Farmer* and *The Nigerian Teacher.*

99. Further reference is made to teachers' private studies in Section II of Chapter IV of this report.

CHAPTER III.

FINANCE.

100. The provision made in respect of the Education Department in the Colonial Estimates for the year under review and for the four preceding years was as follows :—

	1930–31.	1931–32.	1932–33.	1933–34.	1934–35.
	£	£	£	£	£
Personal Emoluments ...	83,539	82,060	73,478	60,736	62,392
Other Charges	162,656	125,601	114,157	108,478	112,487
Extraordinary...	1,035	475	—	—	—
Total	247,230	208,136	187,635	169,214	174,879

The estimated expenditure for the year 1935–36 is £179,379. The increase over the previous figure is due to the removal of the levy on teachers' and officials' salaries and to increments.

101. The largest item of expenditure provided for in the Colonial Estimates is that in respect of grants-in-aid for the maintenance of primary and secondary schools and training colleges, and of the European staffs of missions. The amounts included under this heading during the last six years were as follows :—

	£
1928–29	92,000
1929–30	117,135
1930–31	125,975
1931–32	97,260
1932–33	96,688
1933–34	93,800
1934–35	100,000

The amount for which provision is made in the Colonial Estimates in respect of the year 1935–36 is £104,100.

102. The cost to Government of education in the year 1934–35 was £172,041. This was inclusive of expenditure in the Northern Territories, but exclusive of expenditure on Achimota College, and it was made up as follows :—

		Colony and Ashanti. £	*Northern Territories.* £	*Total.* £
(*a*)	*Expenditure on Government Schools, etc.*			
	(i) Primary Schools	33,913	3,971	37,884
	(ii) Accra Technical School ...	4,143	—	4,143
	(iii) Middle Boarding Schools ...	7,297	—	7,297
	(iv) Students in training as Teachers at Achimota	236	200	436
	(v) Scholarships	507	—	507
(*b*)	*Direct Contributions to Missions and other Authorities controlling Schools and Training Institutions.*			
	(i) Training of Mission Students at Achimota	1,980	—	1,980
	(ii) Grants to Mission Primary Schools	91,552	572	92,124
	(iii) Grants to Mission Secondary Schools	2,011	—	2,011
	(iv) Grants to Mission Training Institutions	6,825	—	6,825
(*c*)	*Administration and Inspection*	17,880	954	18,834
	Total	£166,344	£5,697	£172,041

103. Table III shows the cost, in 1934, of education in each class of Government and assisted school or college. The figures for Government expenditure, given in column 2, include the cost of administration and inspection by the Education Department, but the mission expenditure, as shown in column 3, does not include overhead charges in respect of European staff, administration, etc., as accurate figures in respect of such expenditure are not avaliable.

104. School fees collected in Government schools in 1934 amounted to £6,640 : the net cost to Government of maintaining these schools was, therefore, £45,659. In mission schools and colleges fees amounted to £46,546. The total contribution from mission funds towards the direct expenditure on assisted schools and colleges was, therefore, £21,468.

TABLE III.

Cost of Education, 1934.

(Exclusive of Achimota College.)

Type of Educational Institution.	Cost to Government.	Cost to other funds.	Total cost.	Average attendance.	Approximate cost per head 1934–35.	Approximate cost per head 1933–34.
1	2	3	4	5	6	7
	£	£	£		£	£
GOVERNMENT (COLONY AND ASHANTI).						
Technical School	4,151	—	4,151	46	90·2	96·9
Middle Boarding Schools	7,413	—	7,413	264	28·1	32·6
Primary Schools	36,154	—	36,154	5,107	7·1	6·5
GOVERNMENT (NORTHERN TERRITORIES).						
Primary Schools	4,581	—	4,581	406	11·4	11·3
MISSIONS (COLONY AND ASHANTI).						
Primary Schools	106,817	52,100	158,912	34,790	4·6	4·4
Secondary Schools	2,235	9,807	12,042	468	25·7	32·2
Training Colleges...	6,864	5,884	12,748	214	59·6	53·6
MISSIONS (NORTHERN TERRITORIES).						
Primary Schools	1,053	223	1,276	323	4·0	5·2
Totals	169,268	68,014	237,282	41,618	—	—

CHAPTER IV.

PRIMARY EDUCATION, BOYS' AND MIXED SCHOOLS.

SECTION I.—GENERAL AND STATISTICAL—NON-VOCATIONAL SCHOOLS.

105. There are no schools for European children in the Gold Coast. All the schools referred to in this Chapter are for African children and are of two types, viz. :—

(*a*) those in which boys only are taught,

(*b*) those in which boys and girls are taught in the same classes.

Information in respect of schools in which girls only are taught will be found in Chapter VIII, and the statistics in respect of girls in mixed schools are also included in that chapter, whenever it is possible to give them separately.

106. Primary schools are of three kinds, viz. :—

(*a*) Assisted schools which fulfil the conditions of Rule 58 and which are included in an educational unit which earns grant-in-aid from Government.

(*b*) Non-assisted schools which do not fulfil these conditions and, in consequence, do not earn grant-in-aid.

(*c*) Government schools which are maintained entirely from Government funds.

Information with regard to the enrolment, average attendance, grant-in-aid, etc., of schools on the assisted list is provided by Appendix B to this report.

107. A triennium as provided for in Education Rules 64 and 65 began in January, 1934 and, in consequence, no schools were removed from or added to the assisted list in the period under review. The total number of schools in respect of which grant-in-aid was paid remained, therefore, 389. Of these 17 are devoted entirely to the education of girls and 33 to that of boys. The remaining 339 are mixed schools—schools which admit boys and girls together. In some of these, provision is made for the teaching of domestic science subjects to the girls. Twenty-four of the primary schools are maintained entirely from Government funds and are managed by the Education Department.

108. Table IV shows the classification of primary schools in further detail, and Table V their distribution according to the educational provinces. Schools classified as "boys," "girls" or "mixed" may include figures in respect of infant pupils as well as standard classes in their statistics.

So far as it is possible, separate statistics for boys are shown in this chapter, and in Chapter VIII for girls. Where they cannot be shown separately, they are included in this chapter alone.

ENROLMENT.

109. Table VI shows the enrolment of boys in Government and assisted primary schools for the years 1933 and 1934.

In 1933 the number of boys was 32,482 and in 1934, 32,148.

TABLE IV.

SHOWING CLASSIFICATION OF GOVERNMENT AND ASSISTED PRIMARY SCHOOLS.

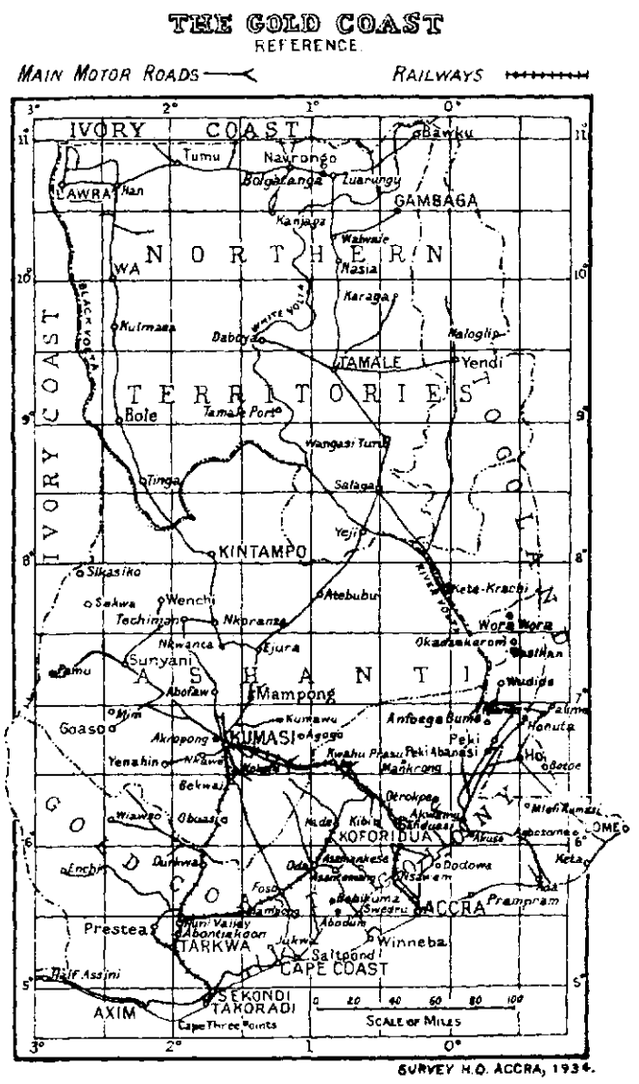
	Ahmadiyya.	A.M.E. Zion Mission.	Basel.	English Church Mission.	Ewe Presbyterian Church.	Government.	Methodist Mission.	Presbyterian Church.	Roman Catholic Mission.			Seventh Day Adventist.	Undenominational.	Total.
									Trans-Volta.	Colony.	White Fathers'.			
Boys...	—	—	—	1	3	5	—	14	3	3	—	—	—	29
Girls	—	—	1	3	1	3	2	2	1	2	—	—	—	15
Mixed	1	6	—	12	25	15	51	86	18	11	3	1	7	236
Infant Boys	—	—	—	—	—	1	—	—	2	1	—	—	—	4
Infant Girls	—	—	—	—	—	—	—	—	1	1	—	—	—	2
Infant Mixed	—	1	—	3	52	—	14	16	8	7	—	1	1	103
Totals	1	7	1	19	81	24	67	118	33	25	3	2	8	389

TABLE V.

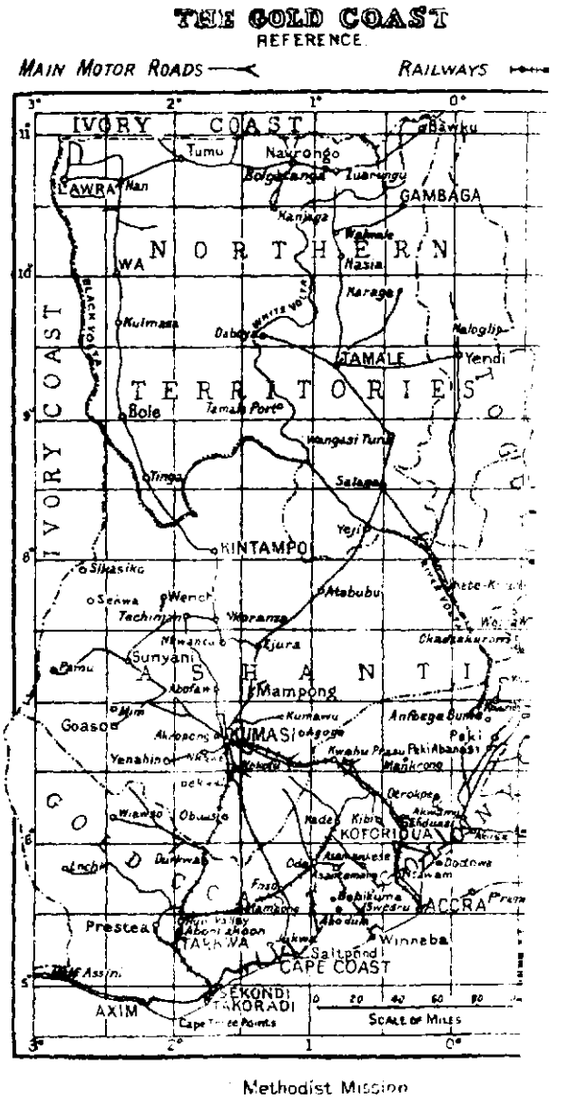
Showing the Geographical Distribution of Government and Assisted Primary Schools.

	Western Province.	Central Province.	Eastern Province.	Trans-Volta.	Ashanti.	Northern Territories.	Total.
Ahmadiyya Movement	—	1	—	—	—	—	1
A. M. E. Zion Mission	—	3	—	3	1	—	7
Basel Mission	—	—	—	—	1	—	1
English Church Mission	6	3	5	—	5	—	19
Ewe Presbyterian Church	—	—	—	81	—	—	81
Methodist Mission	12	23	22	1	9	—	67
Presbyterian Church	—	19	73	5	21	—	118
Roman Catholic Mission (Colony)	9	11	1	—	4	—	25
Roman Catholic Mission (Trans-Volta)	—	—	—	32	—	1	33
Seventh Day Adventist Mission	—	—	—	—	2	—	2
Undenominational	1	1	3	3	—	—	8
White Fathers' Mission	—	—	—	—	—	3	3
Total Assisted Schools	28	61	104	125	43	4	365
Government Schools	5	3	7	—	5	4	24
	33	64	111	125	48	8	389

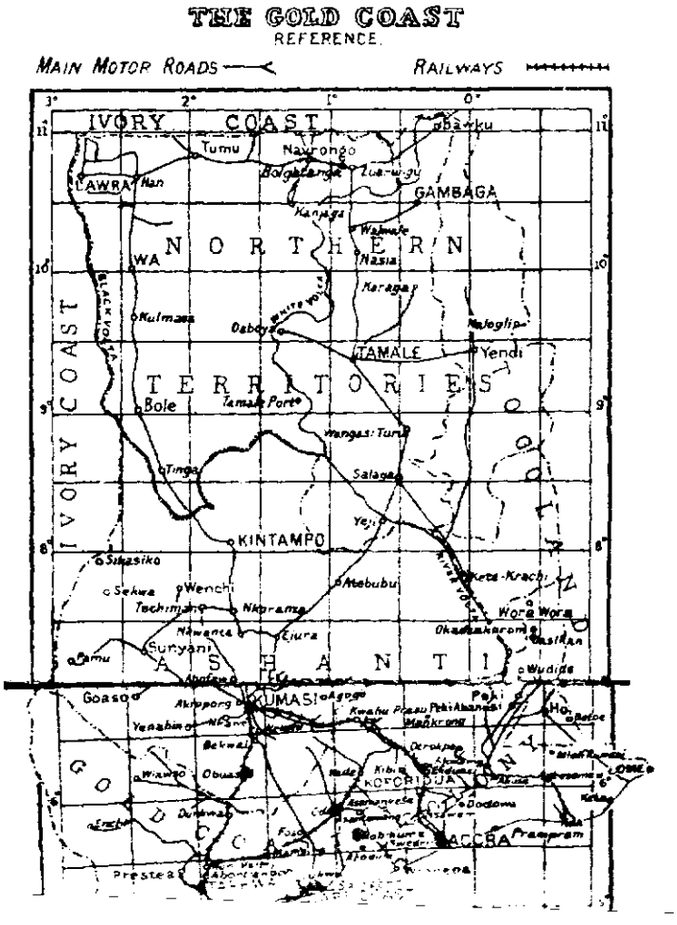
MAPS SHOWING AREAS COVERED BY SCHOOLS OF VARIOUS MISSIONS.

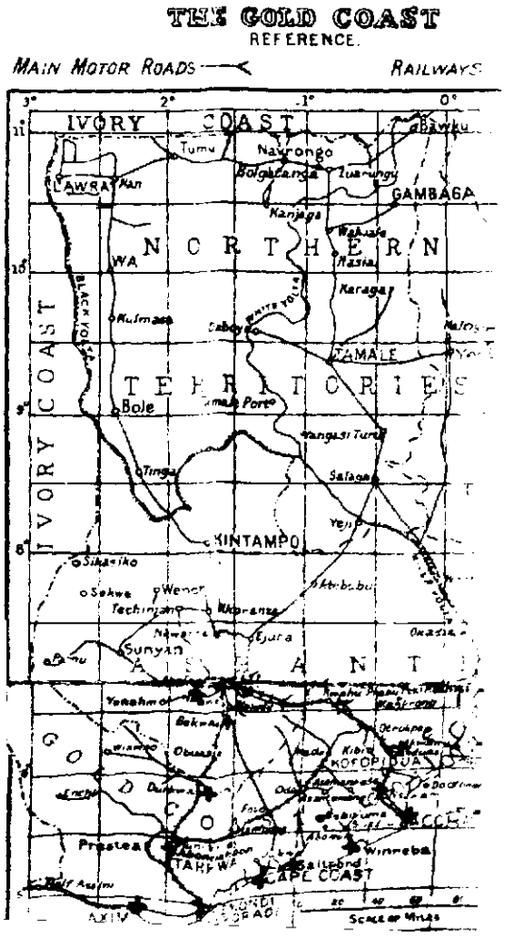


Presbyterian Church and Ewe Presbyterian Church. Latter operates mainly east of River Volta.

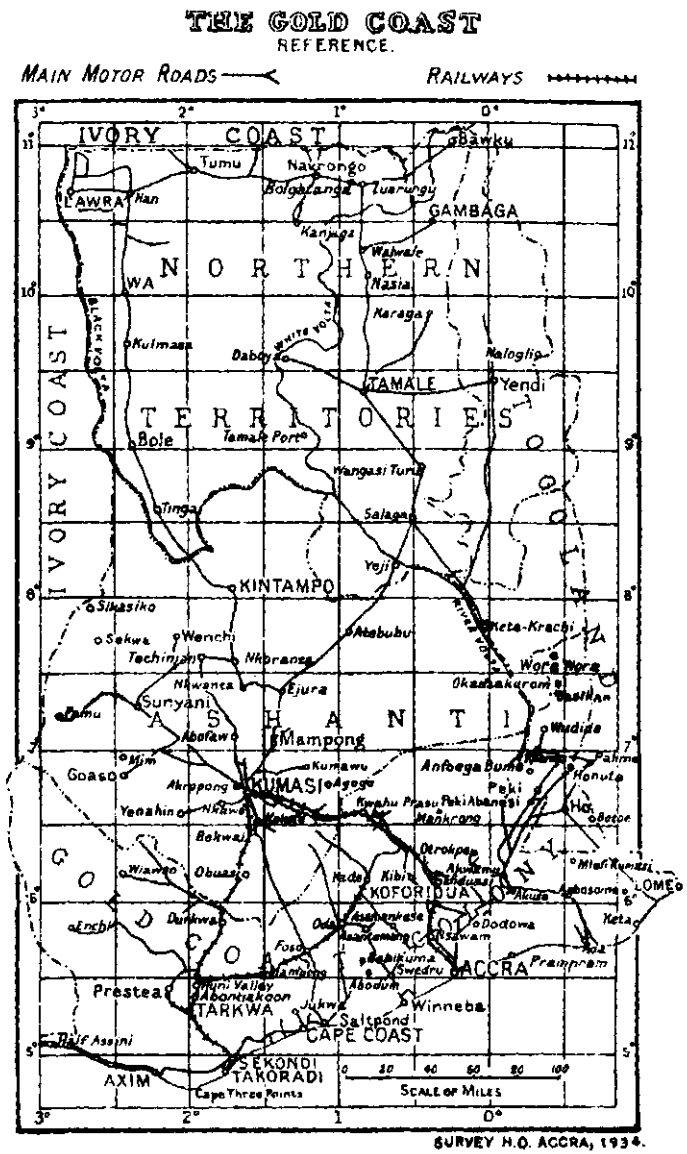


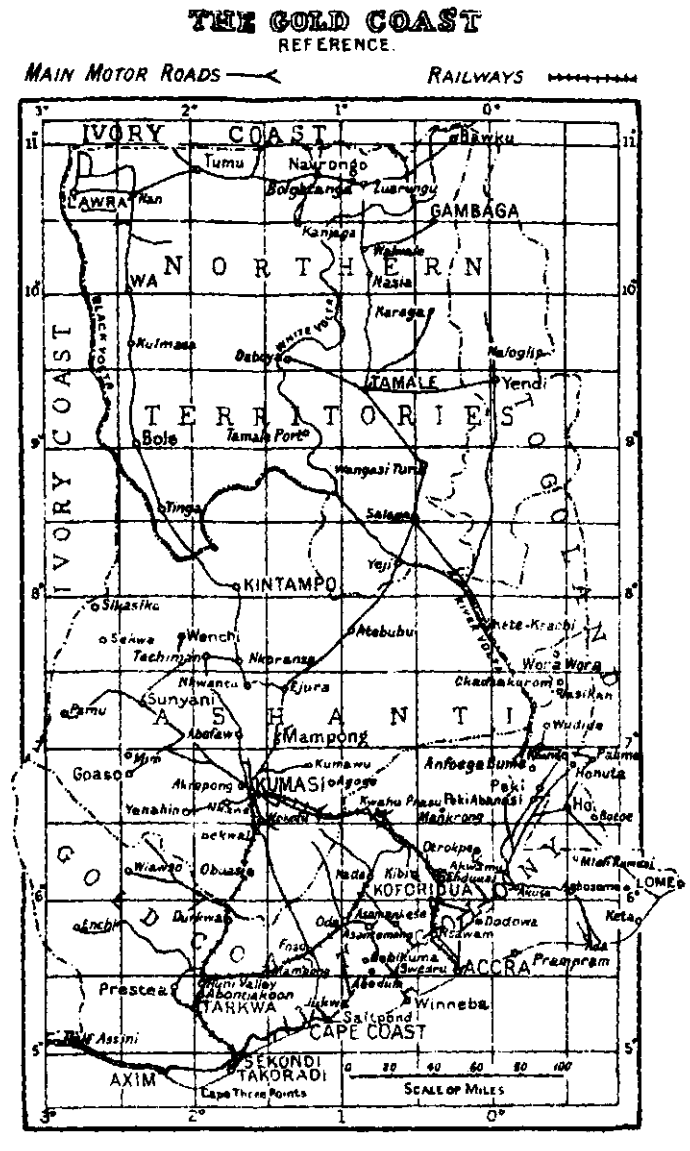
Methodist Mission





MAPS SHOWING AREAS COVERED BY SCHOOLS OF VARIOUS MISSIONS.



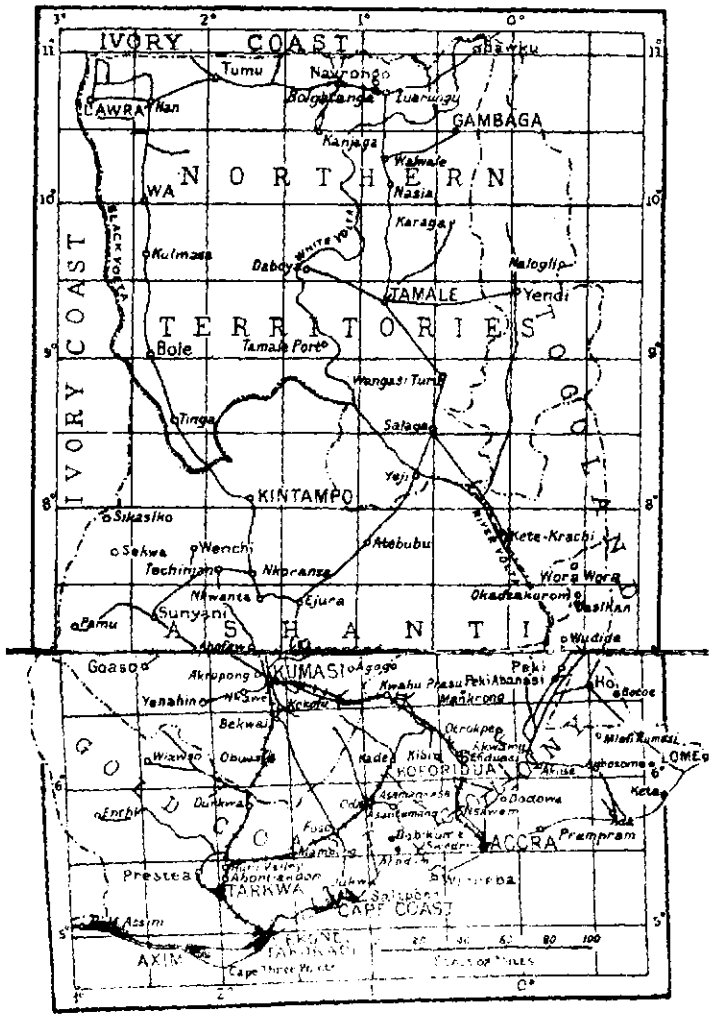


THE GOLD COAST

REFERENCE.

MAIN MOTOR ROADS ——<

RAILWAYS ⊢⊢⊢⊢⊢⊢⊢⊢



Roman Catholic Missions

Gold Coast

Trans Volta

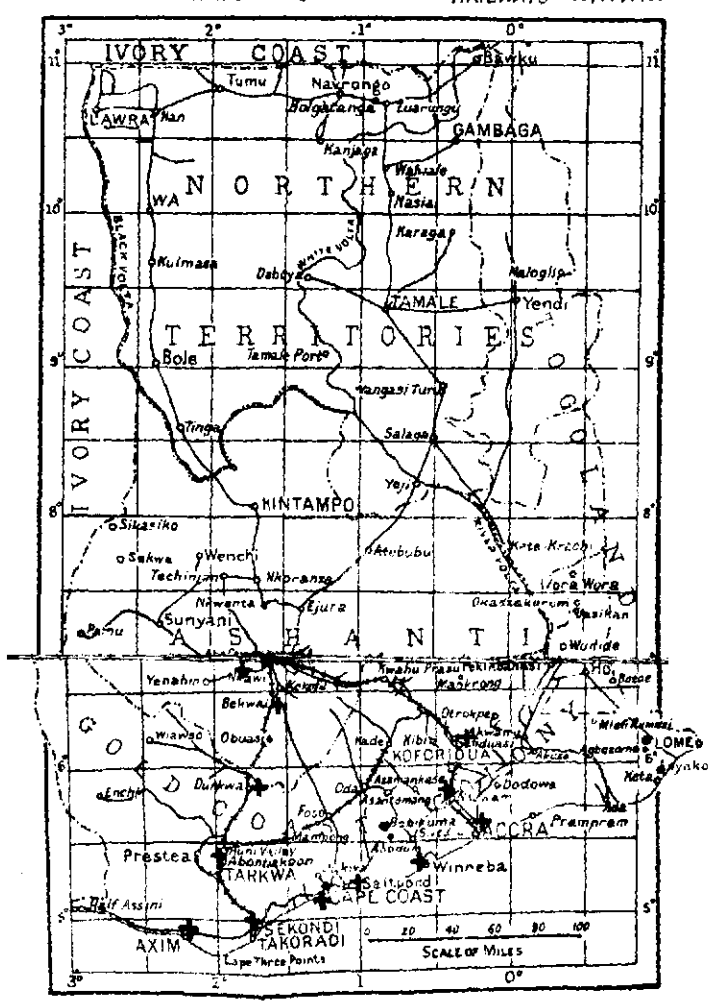
White Fathers' Mission in Northern Territories.

THE GOLD COAST

REFERENCE.

MAIN MOTOR ROADS ——<

RAILWAYS ⊢⊢⊢⊢⊢⊢⊢⊢



English Church Mission

A. M. E. Zion Mission

Ahmadiyya Movement (Saltpond only)

Basel Mission (Agogo Ashanti)

Scottish Mission.

Aburi & Krobo (Odumasi)

Seventh Day Adventist (Agona & Asamang)

Undenominational (Accra 3, Duakwa, Beyin, An

TABLE VI.

SHOWING THE ENROLMENT OF BOYS IN THE GOVERNMENT AND ASSISTED PRIMARY SCHOOLS IN THE GOLD COAST, ASHANTI, THE NORTHERN TERRITORIES AND THE BRITISH MANDATED AREA OF TOGOLAND.

Description of School.	Enrolment.	
	1933.	1934.
Ahmadiyya Movement	99	88
A.M.E. Zion Mission	708	725
English Church Mission	2,127	2,077
Ewe Presbyterian Church	3,417	3,519
Government	4,622	4,370
Methodist Mission	6,783	6,751
Presbyterian Church	8,060	7,709
Roman Catholic Mission (Colony)	2,399	2,650
Roman Catholic Mission (Trans-Volta)	2,421	2,589
Scottish Mission	—	10
Seventh Day Adventist Mission	104	134
Undenominational	1,507	1,352
White Fathers' Mission	235	174
Total	32,482	32,148

AVERAGE ATTENDANCE.

110. In 1934 the average attendance of all pupils in Government and assisted schools was 94 per cent of the enrolment at the end of the year as compared with 93·8 per cent in the previous year.

NON-ASSISTED SCHOOLS.

111. Tables VII and VIII show the non-assisted schools classified in the same way as assisted schools are classified in Tables IV and V. Figures for the enrolment of the boys in the schools in 1933 and 1934 are given in Table IX.

112. Every effort is made to ensure that these figures are as nearly accurate as possible, but considerable difficulty is experienced in collecting information from many of the managers of non-assisted schools. Not infrequently, such schools flagrantly contravene the Education Ordinance and Rules; they fail to inform the Education Department of their existence and they close temporarily when the districts in which they are situated are visited by officers of the Administrative Service or of the Education Department. It is significant that when particulars of the enrolment of schools were sought in March, 1935, in anticipation of the distribution of gifts to school children in the course of the Silver Jubilee Celebrations, a number of non-assisted institutions, previously unknown to the Department, asked to be included in the distribution lists.

113. In view of the financial depression various missions have been compelled to close down schools, the existence of which was no longer justified by their enrolment or by the degree of support given by the communities which they served. In consequence, these missions, in common with Government, were compelled to dispense with the services of their less efficient teachers. Many such teachers join the staff of existing non-assisted schools or help to establish new ones which are generally far from efficient or well equipped. The number of non-assisted schools has, therefore, increased considerably in the last few years and by charging low fees and paying salaries much smaller than those prescribed for assisted schools, they have attracted the support of many parents who are unable to judge the quality of the education their children receive. There are no non-assisted schools in the Northern Territories.

TABLE VII.

SHOWING CLASSIFICATION OF NON-ASSISTED PRIMARY SCHOOLS, 1934.

Classification.	African Universal Church.	Ahmadiyya.	A.M.E. Zion Mission.	English Church Mission.	Ewe Presbyterian Church.	First Century Gospel.	Methodist Mission.	Presbyterian Church.	Roman Catholic Mission.		Salvation Army.	Seventh Day Adventist.	Others.	Total.
									Trans-Volta.	Colony.				
Boys	—	—	—	1	—	—	2	—	—	—	—	—	—	3
Girls	—	—	—	—	—	—	—	—	2	—	—	—	—	2
Mixed	1	2	6	8	—	3	23	6	2	10	4	—	36	101
Infant Boys	—	1	—	1	—	—	4	3	—	—	—	—	1	10
Infant Girls	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Infant Mixed	1	3	6	9	24	—	41	59	9	9	—	3	3	167
Total	2	6	12	19	24	3	70	68	13	19	4	3	40	283

TABLE VIII.

SHOWING GEOGRAPHICAL DISTRIBUTION OF NON-ASSISTED PRIMARY SCHOOLS IN 1933 AND 1934.

	Western Province.		Central Province.		Eastern Province.		Trans-Volta.		Ashanti.		Totals.	
	1933	1934	1933	1934	1933	1934	1933	1934	1933	1934	1933	1934
A.M.E. Zion	—	—	1	2	3	4	—	—	1	6	5	12
African Universal Church	—	—	—	1	—	—	—	—	1	1	1	2
Ahmadiyya	—	—	5	6	—	—	—	—	—	—	5	6
English Church	3	3	3	3	5	5	—	—	3	8	14	19
Ewe Presbyterian	—	—	—	—	—	—	19	24	—	—	19	24
First Century Gospel	—	—	—	—	1	1	2	2	—	—	3	3
Methodist	3	1	5	7	19	24	—	—	27	38	54	70
Presbyterian	—	—	17	11	36	34	1	—	25	23	79	68
Roman Catholic (Colony)	2	5	2	2	—	2	—	—	9	10	13	19
Roman Catholic (Trans-Volta)	—	—	—	—	—	—	12	13	—	—	12	13
Salvation Army	—	—	—	—	—	3	—	—	1	1	1	4
Seventh Day Adventist	—	—	—	—	—	—	—	—	1	3	1	3
Others	1	1	7	8	28	29	1	—	1	2	38	40
Total	9	10	40	40	92	102	35	39	69	92	245	283

Note.—There were no non-assisted schools in the Northern Territories in 1934.

TABLE IX.

SHOWING THE ENROLMENT OF BOYS IN NON-ASSISTED PRIMARY SCHOOLS.

Description of Schools.	Enrolment.	
	1933.	1934.
African Universal Church	176	126
Ahmadiyya Movement	243	278
A.M.E. Zion Mission	376	493
English Church Mission	798	933
Ewe Presbyterian Church	456	544
First Century Gospel	163	194
Methodist Mission	1,800	2,378
Presbyterian Church	1,581	1,429
Roman Catholic Missions	846	1,379
Salvation Army	42	172
Seventh Day Adventist	21	45
Others	3,071	3,970
Total	9,573	11,941

COMPULSORY EDUCATION.

114. This subject was discussed at some length in the report for 1933–34 and it would be superfluous to repeat the discussion on this occasion.

FEES, EXEMPTIONS, SCHOLARSHIPS.

115. Since the report for the year 1933–34 was written little change has been made in the scales of fees which obtain in Government schools and the information contained in paragraphs 98 and 99 of that report requires no modification. Many school authorities have complained in the past of irregularities in paying fees and of the accumulation of arrears. Punctual payment at the commencement of each school month is required by most authorities, but it is insisted upon with varying degrees of firmness. In Government schools there is a rule that no pupil may attend instruction in any particular month until his fees have been paid. In the great majority of cases the operation of this rule is not found to interrupt pupils' work, for the enforcement of a discipline has led parents to overcome a common disinclination to pay in advance or until circumstances compel them.

116. In the Government schools of the Northern Territories children of Northern Territory parentage are charged at rates varying from £1 10s. to £4 per annum according to the means of their parents. In the case of children of parents who are natives of the Colony or Ashanti and who are generally holding Government or other salaried appointments, the normal fee is £4. For some time past it has been customary to accept children of teachers at the reduced fee of £2 10s. and concessions are also made in favour of parents who are educating more than one child. In the case of such parents and of teachers, the fees for each child after the first are reduced to £2 10s. and £2 respectively. The fees cover boarding, tuition and other needs, except clothing. All boy pupils are boarders, but girls are allowed to attend as day pupils at a fee of 10s. per annum.

Except at Tamale, fees are paid into a special messing account. So successful has the school farm at Wa been in the past few years that its messing accounts show a considerable profit and it may be possible to reduce the scale of fees.

No fees are charged in the mission schools in the Northern Territories.

TABLE X.

Showing the School Fees Collected in Government and Assisted Primary Schools in 1934.

Educational Units.	Western Province.	Central Province.	Eastern Province.	Trans-Volta.	Ashanti.	Northern Territories.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ahmadiyya Movement	—	57 19 6	—	—	—	—	57 19 6
A.M.E. Zion Mission	—	379 7 0	—	184 3 3	208 6 6	—	771 16 9
Basel Mission	—	—	—	—	914 13 0	—	914 13 0
English Church Mission	839 14 3	637 15 5	1,181 0 9	—	1,532 13 0	—	4,191 3 5
Ewe Presbyterian Church	—	—	—	2,329 17 4	—	—	2,329 17 4
Government	442 15 0	1,308 4 0	2,812 18 6	—	1,376 14 0	699 16 3	6,640 7 9
Methodist Mission	1,563 4 5	4,193 18 8	3,668 0 7	52 11 6	1,759 0 5	—	11,236 15 7
Presbyterian Church	—	597 9 1	5,937 4 1	296 10 0	1,028 19 2	—	7,860 2 4
Roman Catholic Mission (Colony)	1,018 17 8	1,038 8 5	72 18 0	—	620 3 6	—	2,750 7 7
Roman Catholic Mission (Trans-Volta)	—	—	—	1,301 11 1	—	—	1,301 11 1
Scottish Mission	—	—	1,577 8 6	—	—	—	1,577 8 6
Seventh Day Adventist	—	—	—	—	61 2 6	—	61 2 6
Undenominational	—	127 15 0	1,660 11 1	132 10 3	—	—	1,920 16 4
White Fathers' Mission	—	—	—	—	—	—	—
Total for 1934	3,864 11 4	8,340 17 1	16,910 1 6	4,297 3 5	7,501 12 1	699 16 3	41,614 1 8
Total for 1933	3,598 9 1	7,633 5 5	17,580 3 3	5,277 18 6	6,764 0 4	662 13 8	41,516 10 3
	+ 266 2 3	+ 707 11 8	— 670 1 9	— 980 15 1	+ 737 11 9	+ 37 2 7	+ 97 11 5

AGES OF PUPILS.

117. As prescribed by Education Rule 20, no attendance will be recognised in infant classes for any pupil under 5 years of age or over 10. Exception is made in rural areas where facilities for education have been introduced in more recent times, but even in such cases the attendance in an infant class of a pupil of over 14 years of age will not be recognised.

118. In recent years the Department has endeavoured with very considerable success to reduce the average age of pupils in Infant Class I. Seven years is regarded as the maximum age desirable and children of between 5 and 6 years of age are preferred.

In remoter districts, however, and in those in which schools have been established in more recent times, the average age of Infant Class I pupils is frequently greater than it is elsewhere. It would appear that in such areas, parents are reluctant to spend money on young children who, they believe, are not capable of deriving any benefit from attendance at school.

119. Whilst much difficulty is experienced in securing satisfactory information as to the age of pupils in the absence of birth certificates or other reliable evidence, there is good reason to believe that in the year under review the gradual fall in the average age of Infant Class I pupils has continued.

120. The entire primary course may be completed in nine or ten years, and the number of boys who secure the Standard VII Examination Certificate at about the age of 16 continued to grow. Some time must yet elapse, however, before the Department's attitude with regard to the age of admission to the infant school has its inevitable effect on senior standard classes. Many pupils in Standard VII classes are still one, two, or even more years over the possible minimum age : but a considerably lower average than now obtains should be gradually established in the next few years.

121. The average age of pupils in the senior standards has been reduced in the year under review through Inspectors giving particular attention to the efficiency of the end-of-session examinations which are conducted by the teachers of each school with a view to deciding on the promotion of pupils from one class to another. In consequence, pupils who have given little or no indication of being able to benefit from further education have been advised of the fact more frequently than in the past, and it would appear that a considerable number have not proceeded to higher classes, there to spend several years in excess of the normal on a fruitless endeavour to complete the primary course.

WASTAGE—DURATION OF SCHOOL LIFE.

122. In the course of the period under review, the Education Department compiled statistics with regard to wastage in all the primary schools during the years 1929–34. The school population of the country is so fluid that no statistics would give a reliable presentation of the facts if they did not include figures in respect of non-assisted as well as assisted schools. Unfortunately, the former institutions not infrequently submit figures which are obviously incorrect or they do not submit any at all. The reliability of statistics, so far as wastage is concerned, is, therefore, considerably reduced.

123. In drawing conclusions from statistics of wastage, moreover, due weight must be given to such factors as the steady increase in the number of schools and, therefore, in the number of infant pupils and also, to the practice of pupils leaving school for a period and returning when they are in a position to do so.

124. Primary education may be divided into three distinct periods In most rural districts, and especially in the southern district of the Mandated Area of Togoland, there are numerous single-teacher schools which contain infant classes only. These are grouped round central junior schools in which the classes go as far as Standard III, while the schools containing senior classes are relatively few.

125. The three years infant course cannot be regarded as complete in itself, but there is not sufficient accommodation in junior schools for all the pupils who pass through Infant Class III. As a consequence, so far as pupils who have attended assisted infant schools are concerned, there would appear to be very considerable wastage between Infant Class III and Standard Class I.

126. Nevertheless, the statistics referred to above, indicate a very marked increase in enrolment in Standard Class I as compared with Infant Class III. This seeming impossibility is due to the practice (encouraged in assisted schools) of promoting children from Infant Class II to Standard I; less frequently to pupils entering Standard I without undergoing any infant education and, pre-eminently, to the failure of a number of the non-assisted infant schools (which act as feeders to those which have standard classes) to keep and submit to the Department satisfactory records of enrolment.

127. In the infant schools, wastage is prominent between Classes I and II and to an appreciably less extent between Classes II and III. It would seem that many children are sent to schools (especially those in which the fees are low) to be under supervision at an age when they need much attention, but that their parents withdraw them when they are better able to look after themselves. Infant Class I pupils are often sent to school some time after the beginning of the school year and, in consequence, are not qualified for promotion at the end of it.

128. Statistics for standard classes are probably more accurate than those for infants. It would apear from them that wastage is least marked in the junior Standard Classes I–III, and that about 25 per cent of the pupils who enter Standard I do not complete the junior school course. To judge from inspectors' experience, the evidence of the statistics is probably very close to the facts.

129. There is also a marked fall in the enrolment of Standard IV as compared with that of Standard III. This, however, does not represent true wastage, for at least one Church regards the Infant Class I–Standard Class III course as providing an education complete in itself and it conducts an eliminating examination at the close of Standard III. Those pupils who pass are permitted to proceed to the Standards IV–VII course provided by the senior schools. This arrangement is in keeping with Departmental policy (*vide* paragraphs 55 and 56 above).

130. In the period 1929–34, wastage appears to have been continuous from Standard Classes IV to VII. About one-third of the pupils who entered Standard IV do not appear to have reached Standard VII, and there is little doubt that many have embarked on the advanced primary course without adequate financial support or without the intellectual ability to complete it. There are signs, however, that the wastage is becoming less and, in particular, that the number of girls who complete the full primary course is steadily growing.

131. In the Northern Territories wastage is very slight in the Infant Class I–Standard Class III course. At the conclusion of it, pupils are selected by examination to proceed to higher education and about 50 per cent of them do so. Wastage is negligible in the Standard Classes IV–VII course. In the Northern Territories, boarding school children live and work under healthier and happier conditions than they do in their homes and, once admitted to school, a child seldom wishes to leave it until he has completed the course.

CO-EDUCATION.

132. All the schools in the Northern Territories are co-educational, the number of the boys far exceeding that of the girls. The girls are admitted as day-scholars, but during the year under review there were 50 girl-boarders at the White Fathers' Mission school at Navrongo. The great majority of the primary schools in the Colony, Ashanti and the Mandated Area of Togoland are co-educational (*vide* Tables IV and VI). An increasing number of these schools provide a special training in domestic science in Standard Classes IV–VII.

133. Apart from Achimota College there are very few institutions to which boys and girls are admitted together as boarders. The Ewe Presbyterian Mission school at Peki had 28 girl-boarders during the period under review and this mission, also, admits girls as day pupils to its boys' boarding school at Worawora. A similar arrangement exists at the Presbyterian Church school at Larteh.

HOURS OF SCHOOL ATTENDANCE—VACATIONS.

134. Education Rule 15 prescribes the minimum length of time of a school attendance, and Rule 58 (9) the minimum number of attendances per annum necessary for a school to qualify for a grant-in-aid. If a school meets on five days a week, infant classes must devote at least three and a half hours and standard classes four hours daily to secular instruction, while from fifty minutes to one hour are usually spent in religious instruction and in the duties connected with assembly and dismissal.

In practice, most schools tend to exceed the minimum prescribed, some standard classes reaching as much as six hours per day.

135. The holidays prescribed for Government schools are one month in July and one month at Christmas, with breaks of five days at Easter and four days in September. Mission schools follow very much the same lines, except in the case of one mission which has introduced a three-term school year. This division is satisfactory in itself but, as it has not been generally adopted, it has led to considerable difficulties in carrying out the work of inspection.

136. In the Northern Territories, where stress is laid on the teaching of agriculture, Government schools are allowed two months' vacation (December and January) in the dry season. There is a break of fourteen days in the middle of the year, this holiday being arranged to coincide with the Damba festival.

SECTION II.—THE CURRICULUM—NON-VOCATIONAL SCHOOLS—MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS—VERNACULAR TRAINING.

137. The Education Rules prescribe that the vernacular shall be the medium of instruction in infant classes, wherever the nature of the subject permits its use. In effect, the great bulk of the teaching in these classes is given in a native language, "Simple Spoken English" being prescribed as a subject. The application of this rule in accordance with the Education Ordinance and Rules of 1925 met with a considerable degree of opposition from the many parents who then regarded (and still regard) early and extensive instruction in English as the chief and most desirable advantage to be gained from attendance at school. The majority of teachers and some of the more enlightened parents have now realised, however, that it is an advantage to postpone the use of a foreign language as a teaching medium until a comparatively advanced stage in school life. They understand, also, that what may still appear to the conservative as a serious and unwarranted delay in introducing the teaching of reading and writing in English may be more than compensated for by the employment in standard classes of modern teaching methods and text-books.

138. In Standard Classes I–III the vernacular continues to be the main medium of instruction, but the reading and writing (including elementary composition and dictation) of English are taught as subjects; and, as the pupil's knowledge of the language develops, the use of English for teaching purposes is gradually increased.

139. In the higher standard classes the transition is completed and English becomes, almost exclusively, the language of the schools, although a certain amount of time is sometimes devoted to the study of the vernacular. The Presbyterian Churches are prominent in this respect; they maintain the tradition of the pre-war Basel and Bremen missionaries; and they and other organisations associate religious instruction with the vernaculars.

140. Difficulty in using the vernacular as a medium of instruction is experienced in those areas to which are attracted special classes of workers drawn from many language groups. The chief examples of such areas are those in which the mining industry has been developed, adding considerably to the wealth of the country but complicating educational problems. It is not uncommon to find in these and similar "cosmopolitan" areas six or seven languages represented in one school. Normally, in such cases, the language of the district is used as the medium of instruction in the infant and junior standard classes.

141. Whilst the use of the mother tongue as the medium of instruction for young children is now generally accepted, most teachers have yet to realise the meaning and importance of a systematic language training as a first essential to success in the school. In consequence, the teaching of the vernaculars and the use of them as medium of instruction must be considerably improved in quality before the schools can become as efficient as they should be. The vernaculars can be, and often are, spoken in a slipshod manner which belies their possibilities. Moreover, many teachers have had little training in the study of their own languages, and they can scarcely be expected, therefore, to take a prominent and enthusiastic part in developing the vernaculars, to extend to any appreciable extent their pupils' knowledge of them, or to establish rules of correct usage and precise expression.

142. Until the present decade, the desire to learn English overshadowed vernacular training in most of the schools, and when an effort was made to stimulate interest in the Gold Coast languages, the production of text-books was delayed by disagreement with regard to the adoption of the Westermann Script and by problems of spelling. The long-drawn-out controversies which ensued upon the introduction

of the script have now been brought to an end, and the way is clear for the publication of books which should be responsible for a great improvement in an unsatisfactory situation. That situation might have been very serious indeed, but for the work of many conscientious teachers, who not only made as good use as they could of out-of-date books in old or experimental scripts and spelling, but prepared in the Westermann Script a great mass of reading and composition cards for infant and junior standard classes. The senior standard classes have been less fortunate.

143. Training in the vernaculars is given in all the training colleges for teachers and it should ultimately have a marked effect on school work.

SUBJECTS OF INSTRUCTION.

144. The Education Rules prescribe as compulsory six subjects for infant and twelve for standard classes. In the teaching of these subjects and in the work of the primary schools there has been a steady and marked improvement since the Education Ordinance was passed in 1925. Many factors have been responsible for this improvement and reference will be made to the more important of them in the following paragraphs.

PROGRESS IN THE PRIMARY SCHOOLS SINCE 1925.

145. In Section IV of Chapter IX of this and previous reports a detailed account is given of a widespread improvement in school buildings and equipment and, in several years, progress has been so marked that mention has been made of it as one of the outstanding features of the period with which a particular report has been concerned. Contrary to expectations, the slump and the suspension of payment of grants-in-aid in respect of new buildings have not seriously retarded progress, and it is gratifying to record that many members of the public recognise that the need for satisfactory buildings takes only second place in importance to the need for properly trained teachers.

146. Whilst there is a not unwelcome variety in the plans for new buildings, they are prepared in accordance with sound educational principles and they are normally submitted for the Education Department's comments and approval before the work of erection is begun. Much modern school furniture has been supplied in recent years and dual desks in standard classes and small tables and chairs in the infants are now in general use. The Education Department has been largely responsible for securing public support for an improvement which ten years ago was an urgent necessity.

147. In recent years, also, authorities responsible for education have come to realise that when the erection of new buildings is contemplated, adequate provision should be made for school gardens and playing fields, and although it is often difficult to secure land, especially in the larger towns, many schools now possess a satisfactory area.

148. It is true that in buildings, equipment and playing fields, further improvement is possible, but the goodwill with which many village and mission communities have borne the expense of providing school accommodation, often of a very pleasing quality, gives much promise of future progress.

149. In various sections of the present chapter, reference is made to a gradual lowering in the average age of pupils who enter Infant Class I and to a consequent disappearance from the primary school of pupils of ages quite inappropriate to it. The average age of those who complete the full primary course should reach the possible minimum before the end of the next decade. There is no doubt that this factor, in association with increasing care in making promotions from one class to another and the limitation of enrolment in each class to a manageable number of pupils, has contributed much to improvement in the work of the schools.

150. Work in the standard classes is now beginning to benefit from the almost complete revolution in the popular conception of infant education which has taken place since 1925. Not long ago, few realised the importance of the child's first years at school and the attitude of many managers of schools to infant education suggested that anything was "good enough for infants." Since the ordinance was passed, provision has been made in all the training colleges for men, and in the training centres for women, for a thorough training in infant teaching method, and teachers no longer regard appointment to an infant school as a reflection on their competence.

Even in remote outstation schools, modern methods have been introduced successfully, and where women inspectors have been available to give help and advice in the making of apparatus and the building up of syllabuses, improvement has been very marked indeed. Under the supervision of a woman inspector, the Government Infant School at Adabraka in Accra, has set a standard to which the many teachers who visit it are working hard to attain in their own work.

151. The work of all the schools has already been favourably affected by the introduction, in 1925, of the four years' course for men teachers, and by the erection of two new training colleges and the extension of the two that were in existence in that year. Whilst the staffing of the mission colleges still causes anxiety from time to time, there is no doubt that they have achieved a general improvement in their work—an end to which they have been assisted by the gradual rise in the standard of the primary school education which their students complete before undergoing the training course. In the year under review a great step forward was taken by the introduction of a four-year training course for women at Achimota and of three-year courses at other training centres.

152. For a few years before the slump, it was possible to inspect or visit most assisted schools and a considerable proportion of the non-assisted schools several times in the course of a year, and whilst the reduction of staff which took place in 1931 and 1932 has made such frequent visits impossible, the inspection of schools still serves to maintain the efficiency of their work and to improve it. Inspectors are in a sense travelling teachers who not merely grade the schools for grant purposes, but hold teachers' meetings, give demonstration lessons and include in their reports (which are issued to the schools concerned) detailed advice for the guidance of managers, headmasters and their staff.

153. In section IV of Chapter I, and in reports for other years, reference has been made to an increase in the number of books, both in English and in the vernaculars, which are suitable for the use of teachers or their pupils. This very welcome feature of the last decade has certainly had a beneficial effect in the schools, but, although teachers are reading more than they did in the past (both for interest and for professional purposes) much has yet to be done before they are really capable of making use of what they read. The problem has its origin in the primary school and more particularly in defects of language-training, both in the vernacular and in English.

154. Reference has already been made in this section of the report to the difficulties hitherto associated with the teaching of the vernaculars which should now gradually disappear. So far as English is concerned, very considerable progress has been made in the last five years. The Education Department has persuaded the training colleges to give special attention to the subject and to make a beginning with the teaching of English phonetics. In the schools, the introduction of the *New Method Readers* and the Department's allocation of them to the various classes are bearing good fruit.

155. But in English, as in the vernaculars, much further improvement is possible and it is essential that it should be made if the teaching of all the other subjects of the curriculum is to be really effective. An improvement in language training would make possible both for teachers and their pupils a clearer understanding and a much wider knowledge than they now possess of the various subjects of the curriculum, the teaching of which is designed to give the community an intelligent and thoroughly practical interest in its own development. Unfortunately, the attitude towards education which is described in Chapter I of this report has had a serious effect on the schools, in many of which subjects such as agriculture and hygiene have been taught with little enthusiasm and with a dreary bookishness, which might ensure a certain amount of success in examinations, but none at all in relating school work to the life and needs of the community.

156. Of these needs and of their numerous aspects, economic, political and social, teachers require a wide knowledge which can only be gained from a private study of the subjects to which their training course has introduced them. Many teachers require to be more completely convinced than they are of the soundness of the principles and the practical value of such subjects as hygiene and scientific agriculture and to realise, also, that it is the purpose of the schools so to teach their pupils that they accept and apply these principles both in school and in after-school life.

157. There are pleasing signs, however, that a new attitude towards the purpose of education is being adopted by the more thoughtful teachers. Craftwork of a useful and, frequently, of an indigenous type is being developed and simple building construction (with the elements of its various trades) has been introduced with conspicuous success in several Government schools. This innovation has attracted popular interest in some districts and it should serve to secure acceptance for a type of curriculum resembling that of the Government middle boarding schools. Provided suitably trained teachers were employed, such a curriculum might well be introduced, as an optional one, in many senior primary schools, and especially in those which are boarding institutions.

158. The arangement made during the year for the inspection of the teaching of agriculture in the training colleges represents a step towards greater interest and efficiency in the schools. A scheme for the improvement of drawing and allied subjects is now under consideration by the Education Department and it is gratifying to record that improvement has taken place in the teaching of music as a consequence of the institution of school music festivals in Accra, Agona Swedru, Cape Coast, Sekondi and Kumasi. For these festivals it is now possible to prescribe, as well as European songs, a number of African ones chosen from Mr. E. Amu's *Twenty-five African Songs in the Twi Language.*

RURAL AND URBAN EDUCATION.

159. There are considerable concentrations of population in important commercial and mining centres which in various periods of prosperity have offered many opportunities for novel, and lucrative employment, both " black-coated " and otherwise. But a great number of those who are attracted to these centres do not permanently settle in them and a high proportion of the persons who are natives of the " urban " areas are engaged in agriculture or fishing. It is significant that during the slump many town-dwellers who found themselves out of employment in Government service or in commercial establishments, returned to rural pursuits in their own villages.

160. The outlook and occupation of the great mass of the population of the country may properly be described as rural, and no sharp or final differentiation between a rural and an urban way of life has as yet been made by the people themselves.

161. It is true that the cosmopolitan and comparatively sophisticated character of the larger towns is reflected by such problems as the vernacular to be chosen as the medium of teaching and by a certain loosening of parental and native customary discipline. But, while such problems call for special treatment, they do not necessitate a radical differentiation between the curricula of rural and urban schools. Such a differentiation would be premature at the present time and it would probably be harmful to an agricultural country like the Gold Coast, especially as many children from the more remote districts in which facilities for education are not highly developed, receive their education in urban areas and, on its completion, return, in increasing numbers, to their villages.

162. In any case, the Standard VII curriculum, as prescribed by the Education Rules, could not be modified to any appreciable extent without omitting from it subjects which are essential to any system of education in a country like the Gold Coast. The curriculum is flexible and provision can be made within it for special local needs, without modification of its main structure. The true problem is to persuade the public that the chief purpose of the schools is not to train candidates for clerical and other employment of a non-rural character which is far from plentiful and, also, to persuade teachers to make their work less bookish, more practical and more closely related to the real needs of a community which is very largely agricultural and rural.

EXAMINATIONS.

163. On the completion of the full primary course, pupils may sit for the Standard VII Certificate Examination. Normally, the examination is confined to candidates from Government and assisted schools, but in recent years, and as an experiment, pupils of some non-assisted institutions have been permitted to sit for it. It was hoped that the granting of this privilege would encourage such institutions to establish a reasonable standard of efficiency and lead to improvement in the management of them. Unfortunately, the majority have shown little inclination to set their houses in order. For the sake of taking fees, they have been much too lenient in granting promotion from one standard to another. They

have accepted also, from other schools, both bad and good, many pupils who have shown little or no promise of benefiting from the Standard IV–VII primary course. As an inevitable result, non-assisted schools have done much to swell the numbers of those who can never be good enough to pass the examination and who at the conclusion of their school careers expect, almost as a right, to secure employment for which they are unsuited and in which the vacancies are now few indeed compared with the supply.

164. The financial crisis has brought the problem of over-production into prominence in recent years (*vide* Part II, Chapter I, above). With a view to preventing it from becoming more serious and, also, to selecting only the best types of pupil for more advanced education, the Department has suggested that all school authorities should institute an examination at the end of the junior course (Infant Class I–Standard Class III) whereby promotion to Standard IV could be more carefully controlled. The Department has insisted, also, on more rigorous tests for promotion from one senior standard to another, and by such means and by reviewing the results of the Standard VII Certificate Examination in Government and assisted schools, it hopes to ensure that the limited amount of funds (both Government and private) available for educational purposes is spent on pupils who are capable of benefiting from the advanced primary course and of being of real service to their country. The better schools co-operate with the Department in an endeavour to secure the end it has in view; but few, if any, non-assisted schools have been ready to do so. It was decided, therefore, during the year under review that not only should pupils of non-assisted schools not be admitted to the Standard VII Examination but, also, that pupils in Government and assisted schools should be required to have been enrolled on the registers of such institutions for a prescribed period before they can become eligible to sit. In 1940 the prescribed period will be four years—the full length of the advanced primary course (Standard Classes IV–VII).

165. The number of boys who sat for the examination in 1934 was 1,904. Of these 1,035 passed and were awarded certificates, particulars of which are given in Table XI. Information with regard to the girl candidates is provided in Chapter VIII.

166. The scheme of the examination is as follows:—

A. *Arithmetic:* 100 marks.

(1) Part I. Time—½ hour. 35 marks.
For all boys and girls.

(2) Part II. Time—1 hour. 65 marks.

This paper consists of two sections of which the first is only for boys and for those girls who do not take Domestic Science, and the second only for girls who take Domestic Science, as indicated in E below.

B. *Composition:* 100 marks. Time—1 hour.

C. *Reading:* 50 marks. Candidates are examined by inspectors in the course of inspections.

Either D. *General Subjects:* 150 marks.

Two papers of one hour each are set and candidates are required to attempt both papers. They include questions on Nature Study, Hygiene, and the Duties and Rights of a Citizen (with relevant Geography and History).

Or E. Domestic Science:

This subject consists of two parts and it may only be taken by girls who have been taught in schools where the facilities for practical instruction are considered satisfactory by the Department.

Part I. Time—2 hours. 100 marks.

This paper is a written test and it includes sections on Laundry, Cookery, Housewifery, Hygiene, and Child Welfare. Candidates are required to answer one or more questions in each section.

Part II. 100 marks.

This part of the examination is conducted by the women inspectors in the course of inspections.

It consists of :—

(1) an examination of all the needlework done in school by the candidates during the year in which they sit for the examination (40 marks) ; and

(2) a practical test in Cookery and Laundry Work. The marks are : Cookery—40 marks, Laundry—20 marks.

Award of Certificates.—Five kinds of certificates are issued :—

A *Pass Certificate* for boys and girls who pass in A, B and C, and D : a *Pass Certificate* for girls who pass in A, B and C, and E : a *Distinction Certificate* for boys and girls who take A, B and C, and D, and earn distinction : a *Distinction Certificate* for girls who take A, B and C, and E, and earn distinction : a *Domestic Science Certificate* for girls who take A, B and C, and E, pass in E, and, while they fail in A, or in B and C, nevertheless reach a standard in these subjects which is considered by the Education Department to render them worthy, in view of their success in Domestic Science, of some recognition. (The Domestic Science Certificate, therefore, is not a full, pass certificate.)

167. According to a decision taken in 1935, candidates who fail to secure a pass mark in any one of the subjects, Composition, Arithmetic and General Subjects, will not be awarded a certificate. To be awarded a Distinction Certificate it will be necessary for a candidate to obtain at least 60 per cent of the total marks in each subject and at least 70 per cent of the aggregate of the possible marks for the whole of the examination.

TABLE XI.

STANDARD VII EXAMINATION (BOYS) 1934.

	Number sat.	Number passed.	Percentage of passes.	Distinctions.
Eastern Province	1,033	583	56·4	21
Central Province	363	167	46·0	4
Western Province	186	83	44·6	1
Ashanti	300	190	63·3	10
Northern Territories	22	12	55·6	—
Total	1,904	1,035	54·4	36

168. In the schools of the Presbyterian Church there is a special selective examination at the end of the junior (Infant Class I–Standard Class III course). Pupils who are successful are permitted to proceed to the Church's senior boarding schools (Standard Classes IV–VII). The Education Department hopes that a similar examination will be introduced by other authorities in charge of schools.

169. Each primary school is required to conduct an annual test to decide on promotions from one standard class to another.

170. Until 1934, possession of the Standard VII Examination Certificate was the minimum qualification for admission to the competitive written examination of candidates for appointment to the clerical branch of the Junior Civil Service. During the " boom," however, that Service had been greatly expanded and at the onset of the " slump " it became obvious that a large number of vacancies in it were not likely to occur for a long time to come. There were no vacancies in 1931 and in 1932 only a very few. It was obvious that several thousand candidates in possession of the certificate would present themselves for examination in the hope of being fortunate enough to secure an appointment. It was decided, therefore, to prescribe a higher qualification. In previous years boys from the secondary schools and other institutions which provided an advanced education had almost invariably taken the first places in the mark lists. Thus, when vacancies became few, the marking of several thousand papers in respect of candidates with

lower qualifications became a useless undertaking which wasted much of the time of the small staff of the Education Department. In 1932, therefore, new arrangements for the making of appointments to the Junior Civil Service were introduced, and candidates are now required, as a qualification, to have passed the School Certificate Examination of the University of Cambridge Local Examinations Syndicate, or the Matriculation Examination of the University of London, or to have secured a Second Class Teachers' Certificate at the end of a four years' training course. Appointments are made by a Board of Selection consisting of the Colonial Secretary, the Secretary for Native Affairs and the Director of Education. Applications for appointment are submitted in the first instance to the Education Department.

Section III—Vocational Education.

171. Besides a slightly vocational bias given to certain subjects in primary schools, vocational training in masonry, carpentry and metalwork is given in the three Government middle boarding schools at Kibi and Assuantsi in the Colony and at Mampong in Ashanti. A very marked vocational bias is given to the curriculum of the Government school at Essiama in the Western Province of the Colony. Middle boarding schools were formerly known as junior trade schools and a scheme for their reorganisation was adopted by Government in 1932. Particulars of this scheme were given in the departmental annual report for 1933–34 and reference was there made to the lack of public support for it.

172. The attempt to modify the curriculum has been abandoned for the present, but it appears that the principle of paying fees will gradually be established. The enrolment of the schools rose from 231 in 1933 to 264 in 1934 and the chiefs of Ashanti have undertaken to pay from stool funds the fees of a whole class of boys who will enter the school at Mampong in 1936.

Pupils in Training.

173. The enrolment of pupils at the end of 1934 was as follows :—

School.	Masonry Pupils.	Metalwork Pupils.	Woodwork Pupils.	Total.
Assuantsi	18	31	38	87
Kibi	27	29	54	110
Mampong	15	15	37	67
Total	60	75	129	264

Curriculum.

174. *Literary Work.*—For literary work the pupils in each year are taught together as a class irrespective of their trades. In this branch of the curriculum there are thus four classes, corresponding to Standard Classes IV, V, VI and VII of the ordinary primary schools. Pupils may sit for the Standard VII Certificate Examination and, in 1934, when 63 presented themselves, there were 29 successful candidates.

175. *Agricultural Work.*—School farms of 25–30 acres are maintained by the pupils and, as well as producing much of the food required for messing, these farms are used to demonstrate, as an essential part of the training, the value of scientific agricultural methods over those which at present obtain throughout the country.

During the year, considerable improvements were made in the organisation and teaching of agricultural work, especially at the school at Mampong.

176. Apart from the food produced on the farms, meat and dried fish are included in the pupil's diet. These items are responsible for much of the direct expenditure on messing, the average daily cost of which per pupil, as compared with that of the two previous years, is shown in the following table :—

	1934.	1933.	1932.
Assuantsi	·81 pence	·705 pence	·877 pence
Kibi	·58 ,,	·67 ,,	·92 ,,
Mampong	1·01 ,,	·98 ,,	·91 ,,

177. Experiments in the keeping and breeding of live-stock have been conducted in the middle boarding schools since their institution (as trade schools). Poultry has proved successful, and sheep, also, are well established. Lessons are given in animal husbandry and poultry-keeping and the messing of the pupils benefits from the surplus stock the school produces.

178. *Trade Instruction.*—The junior pupils in each trade work through a graduated syllabus of exercises arranged to give practice in the correct methods of handling tools and to ensure that each stage of practical work is taken in its proper order. Lessons in theory and drawing are related to the practical work of the course.

179. *Work on Permanent Buildings.*—The construction of permanent buildings by the pupils provides a useful training in all three trades and it supplements that received in the course of the work which each trade does separately.

180. During the year, work was commenced at Assuantsi on the three years' task of erecting in cement a new workshops block which will contain two large carpentry and metalwork shops, a blacksmith's shop, a timber store, two theory and drawing class-rooms and two tool stores. The building is so designed that it can be built in two separate parts and it is expected that the first will be completed by March, 1936. In addition, all the buildings at Assuantsi were thoroughly overhauled.

181. At Kibi the pupils were engaged on the construction of a new class-room block for Standards IV–VII of the Government primary day school in that town. The plans provide for four class-rooms and a headmaster's office and store. The building is being constructed in reinforced concrete and burnt bricks. It is expected that the roofing of the school will be commenced in May, 1935.

182. There is available at Mampong a notable diversity of material cheaply and readily available for building construction. This enhances the value of the practical training in masonry. During the year under review, the pupils of the school completed a new mess-room and a kitchen, the former being built of red sandstone and the latter of "stone-faced" cement blocks to harmonise with it. Two small, temporary dormitories of sun-dried bricks were also erected.

PROFICIENCY PAY.

183. The system of proficiency pay was explained in the Departmental annual report for 1933–34. It will be abandoned at the end of 1935, when the last pupils to enter the middle boarding schools before the scheme of reorganisation was adopted, will have completed their four years' course.

CHAPTER V.

SECONDARY EDUCATION—BOYS.

SECTION I—GENERAL.

184. Secondary education is provided by the Prince of Wales College, Achimota, and by two schools in receipt of grant-in-aid from Government: Mfantsipim, Cape Coast, conducted by the Methodist Mission and St. Nicholas' Grammar School which is also situated in Cape Coast. St. Nicholas' is managed by the English Church Mission and a board of governors all of whom are Africans except the chairman. At Mfantsipim there is a school committee of eleven members of whom six are Africans.

There are a number of recently established non-assisted secondary schools most of which are in Accra.

185. During the period under review, the Roman Catholic Mission commenced at Cape Coast the erection of a secondary school to serve its adherents. The foundation stone was laid by His Excellency the Governor on the 15th January, 1935, in the presence of a large assembly drawn from many parts of the Colony and its Dependencies. It is intended that the new buildings should be opened in January, 1936, and that they should provide accommodation for 160 pupils, including 60 boarders.

NUMBER OF PUPILS.

186. The number of pupils in the Government-aided secondary institutions at the end of 1934, was as follows :—

	Boarders.	Day Pupils.	Total.
Mfantsipim	157	150	307
St. Nicholas' Grammar School	61	137	198
Achimota	87	—	87
Total	305	287	592

FEES, EXEMPTIONS AND SCHOLARSHIPS.

187. *Fees.*—At Mfantsipim there are three terms in the school year. Tuition fees are £2 per term in Form I, £3 in Form II and £4 in Forms III–VI. The boarding fee (inclusive of charges for laundry and medical attention) is £6 per term. An additional charge of 10s. per term is made for stationery and sports.

At St. Nicholas' there are three terms in the school year and the boarding fees (including laundry and pocket money) were, until the end of 1934, £7 2*s*. 6*d*. per term. With a view to encouraging an increase in the number of boarding pupils, this fee was reduced on 1st January, 1935 to £5 17*s*. 6*d*. per term. Tuition fees are graded not according to forms but according to the time a pupil's name has been on the registers of the school. The object of this arrangement is to encourage pupils to complete the full course in the school and to assist parents when their children, on reaching the upper forms, require increased sums for books. The tuition fees are : for the pupil's first and second years, £4 ; third and fourth £3 10*s*. ; fifth, £2 10*s*. and sixth £2.

The fees in the secondary department of Achimota College are £45 per annum for boys. This sum includes provision for tuition, board and sports materials.

At Achimota and St. Nicholas', pupils pay for their own stationery and for their books.

188. *Scholarships.*—Two free places are awarded annually at Mfantsipim on the result of the entrance examination. The award covers board, tuition, sports and stationery for three years. Five part-scholarships are offered to the children of Methodist Mission ministers, catechists and teachers. These entitle the holders to free tuition, provided they are entered as boarders. In addition, one free place is awarded annually to the pupil in the fifth form, whether a boarder or a day boy, who, in the opinion of the staff, has made most progress during the year.

St. Nicholas' holds a scholarship examination at twelve centres each November. Three scholarships are awarded on the results of this examination, one being reserved for Cape Coast and the other two being open to the whole country. The award covers board, tuition and pocket money for a period of four years and is renewable at the end of that period. In addition, one English Church Mission scholarship is awarded each year upon the recommendation of the Bishop of the Diocese and a foundation scholarship may be awarded to a boy already in the school upon the recommendation of the headmaster to the board of governors. The award may be for any period decided upon by the board.

189. At the end of 1933, the Education Department instituted four secondary education scholarships of £25 value per annum to be awarded on the results of the Standard VII Certificate Examination. These scholarships are open to boys and girls and are tenable in the case of the latter at Achimota and in that of the former at Achimota, the Government Technical School, Accra, or at the two assisted secondary schools. Character and age are taken into account in making the awards and tenure (the maximum period being four years) depends on satisfactory reports on character and progress. If any boy who is offered a scholarship elects to go to the Technical School, where the fees are much less than at the other secondary institutions, the award is then reduced to £12 10*s*. per annum and other boys who have distinguished themselves in the Standard VII Certificate Examination are then offered a further scholarship in the Technical School.

190. Four of these scholarships were awarded at the beginning of 1934 and four at the beginning of 1935. Of the eight so awarded, six have been gained by boys and two by girls, both of the latter having chosen the teacher-training course for women at Achimota. Of the boys, three are at Mfantsipim and three at Achimota. The reports on all holders of these scholarships have been good.

AGES OF PUPILS.

191. At Mfantsipim pupils are usually under 14 years of age when admitted to the school. There is no age limit at St. Nicholas', but preference is given to younger boys and, particularly, to those from Standard Classes IV and V of the primary schools. The average age of the boys who entered the school in 1935 was just over 14½ years. The average age of pupils at the beginning of the secondary course at Achimota is about 15½ years. The full courses at St. Nicholas' and Mfantsipim are of six years' duration. Pupils at Achimota spend four years in the secondary department which they enter from the middle school.

CURRICULUM.

192. The curriculum of all three secondary schools enables the pupils to sit for the School Certificate Examination of the University of Cambridge Local Examinations Syndicate which is held annually at Cape Coast and Accra. Pupils of Mfantsipim and St. Nicholas' also sit for the Syndicate's Junior Examination.

193. The Syndicate provides, at both the Junior and the School Certificate stage, special papers in four Gold Coast vernaculars : Twi, Fante, Ga and Ewe. The first three of these vernaculars (at the School Certificate stage) is now accepted by the University of London as a subject included in those which count towards exemption from its Matriculation Examination. An application for the recognition of Ewe has been made. Provision is made in all three Government-aided secondary institutions for the teaching of the vernaculars.

Special papers in Agricultural Science are also set for the School Certificate Examination in the Gold Coast. In 1934, ten pupils from Achimota were examined in this subject.

194. In recent years a classical bias has been given to the curriculum at St. Nicholas' and Latin has been made compulsory, Greek being optional. In 1934 the school most successfully produced the "Antigone" of Sophocles.

195. At Achimota, the School Certificate Examination is taken at the end of the secondary course, but except in the last two years thereof, when the examination subjects demand most of the pupils' time, other subjects which are regarded as essential from an educational point of view are made compulsory. These include the vernaculars, music, hygiene and wood and metalwork and practical agriculture. At Mfantsipim all pupils are required to take several subjects in addition to those required for examination purposes. All receive a course in nature study, agriculture and hygiene.

EXAMINATION RESULTS.

196. The Education Department acts as local secretary for the Cambridge Local Examinations and admits to them private students and pupils from non-assisted schools, in addition to the candidates presented by the institutions in receipt of Government aid. The following table shows the number of candidates presented and the number of passes obtained in 1934 :—

	Junior Examination.		School Certificate Examination.	
	Presented.	Passed.	Presented.	Passed.
Achimota	—	—	18	11
St. Nicholas'	32	20	22	8
Mfantsipim	58	39	27	18
Assisted Schools	7	1	—	—
Non-assisted Schools	49	28	9	5
Private	22	3	16	1
Total	168	91	92	43

BUILDINGS.

197. St. Nicholas' Grammar School has been housed since its foundation in buildings which have been found to be increasingly unsuitable for educational purposes. In recent years some of them have become dangerously dilapidated and a considerable annual outlay on repairs, as well as on rent, has been involved. In 1928 it was decided to rebuild the school on an excellent site situated on the outskirts of Cape Coast. The financial depression which began a short time afterwards, prevented the school from raising from voluntary contributions more than a small fraction of the estimated cost of the new buildings and their erection was, therefore, indefinitely postponed. In 1932, however, the school with notable courage and resource adopted a scheme (for which on a small scale there were precedents in Government and mission primary schools) whereby the cost would be appreciably reduced by the pupils undertaking much of the work of transporting materials and of erecting buildings. At the close of the period under review, considerable progress has been made with this scheme, one large building having been completed, the roofing of a second being in progress and a third having been commenced. All the work is voluntary and it is carried out in the pupils' spare time. The sum of over £6,000 has already been raised by subscriptions (from Gold Coast and English sources).

198. Early in 1935 it became obvious that whilst the pertinacious work of the pupils would ultimately re-house the school, the present buildings were becoming so seriously dilapidated that it was urgently necessary to evacuate them In consequence, Government decided just after the conclusion of the period under review to make a special exception to its decision, taken during the slump, to suspend the operation of Education Rule 77 (which provides for grants in respect of secondary school buildings) and to make a grant to St. Nicholas' of £1,000 per annum for three years. This grant should enable the school to be transferred to Adisadel at the beginning of 1936.

199. Mfantsipim drew up plans for new buildings in 1928, and by 1931 sufficient progress had been made for the whole school to be moved from its inadequate accommodation in Cape Coast to dormitories and class-rooms on a fine site on the outskirts of the town. Since then other buildings, including a library block and a particularly well designed and equipped assembly hall, have been added, the total cost to date amounting to £32,500. On the 2nd March, 1935, during the course of the Methodist Mission Centenary Celebrations, the buildings were formally opened by the Revd. E. W. Thompson, M.A., late Secretary of the Methodist Missionary Society for West Africa.

OCCUPATIONS OF FORMER PUPILS.

200. Former pupils of these schools obtain posts in the junior clerical and other Government services and in commercial establishments. A small number proceed to more advanced studies either in the Gold Coast or in Europe. Some, also, are trained as teachers. Most of the pupils who completed their courses at St. Nicholas' and Mfantsipim in December, 1934 found less difficulty in securing employment than had those of previous years, when the financial depression was at its most acute stage.

SECTION II—VOCATIONAL.

201. The various departments reported on in Chapter X, Achimota College which has recently instituted a commercial course, and the Government Technical School, Accra, provide secondary-vocational training.

GOVERNMENT TECHNICAL SCHOOL, ACCRA.

202. The school provides full-time courses of instruction for those who wish to become foremen of works, building inspectors, road overseers, mechanical or electrical foremen, draughtsmen or instructors in trades in schools.

203. The school is organised in two departments, the mechanical engineering department and the building construction, carpentry and joinery department. The full-time courses provided in both departments are of four years' duration and they include the following subjects :—

Mechanical Engineering :

(*a*) Machine and Fitting Work ;
(*b*) Motor Engineering ;

Mechanical Engineering—contd.

(*c*) Magnetism and Electricity ;
(*d*) Mathematics (mensuration, algebra, geometry, trigonometry) ;
(*e*) Mechanics ;
(*f*) Engineering Science ;
(*g*) Heat and Heat Engines ;
(*h*) Machine Drawing and Design ;
(*i*) Experimental Science ;
(*j*) English.

Building Construction, Carpentry and Joinery :

(*a*) Building Construction ;
(*b*) Carpentry and Joinery ;
(*c*) Quantities ;
(*d*) Mathematics (mensuration, algebra, geometry, trigonometry) ;
(*e*) Mechanics ;
(*f*) Experimental Science ;
(*g*) Drawing and Design ;
(*h*) English ;
(*i*) Simple levelling and chaining ;
(*j*) Road Engineering.

204. Students are selected by the Principal from applicants who have passed the Standard VII Certificate Examination or one which is either higher than, or accepted as equivalent to, it.

205. The syllabuses are not specially designed with a view to presenting candidates for external examinations, but they enable the pupils to present themselves during the third year of their course for the Intermediate Technological examinations of the City and Guilds of London Institute.

The courses also provide the requisite training for posts in the Public Works, Railway and Posts and Telegraphs Departments, arrangements having been made whereby students who have completed satisfactorily three years of the course will be recommended for ultimate appointment to fill vacancies in the Government Service. Such students will work in the vacation in the departments for which they have been recommended and during the fourth (the final) year of their courses will receive an appropriately specialised training.

206. The students are kept in close touch with the practical requirements of their future trades. About one-half of their time is devoted to practical training, as the essence of the scheme of instruction is that they should be trained in the first place to become sound craftsmen. Both in term and in the vacation students undertake work with commercial firms and departments in and around Accra. In the period under review they visited local workshops and buildings in course of erection and, also, Achimota College to carry out tests on steel and concrete on the testing machines which that institution possesses. On all such visits, students keep records of what they have seen, discussions subsequently taking place in the appropriate classes in school.

207. In addition to working through the graduated courses in practical work, the students carried out maintenance and repair work on the machines and school buildings, a Universal Woodworking Machine (with complete countershaft and striking gear) being installed.

208. The practical work carried out in the building course is almost entirely for, and on, buidings in Accra or its neighbourhood, the complete setting out, making and fitting being done by the students.

All practical work done in the school is timed on work sheets, each student keeping a work sheet for every job which he undertakes.

EXTERNAL EXAMINATIONS.

209. The following successes were gained by third-year pupils in the City and Guilds of London Institute examinations, held in Accra in May, 1934 :—

CARPENTRY AND JOINERY (INTERMEDIATE) :
1 First Class Honours.
6 Second Class Honours.

MACHINISTS, FITTERS AND TURNERS EXAMINATIONS (INTERMEDIATE) :
1 Second Class Honours.

MOTOR CAR ENGINEERING (GRADE I) :
8 PASSES.

STAFF.

210. The staff of the school consists of three Europeans (the principal and two masters, one in charge of each of the two departments referred to in paragraph 203 above) and six second division teachers. To obviate the necessity for providing reliefs, the European staff proceeds on leave annually, during the long vacation.

ENROLMENT AND FEES.

211. The following shows the enrolment of the school divided according to the qualifications for admission each student possessed at the time he was selected :—

School Certificate of the University of Cambridge Local Examinations Syndicate	2
Junior Certificate of the University of Cambridge Local Examinations Syndicate	4
Junior Certificate of College of Preceptors	1
Standard VII Examination Certificate	39

212. The students were allocated to the two courses as follows :—

	Building Construction, Carpentry and Joinery.	*Mechanical Engineering.*	*Total.*
1st Year	5	13	18
2nd Year	3	13	16
3rd Year	7	5	12
4th Year	—	—	—
Total	15	31	46

During the year under review, no students completed their courses, the scheme for the reorganisation of the school having been introduced three years previously.

213. Students pay no tuition fees but a fee of £1 2s. 6d. per month is charged for board and lodging and there is an additional charge for books, stationery and sports.

214. The school is organised on the usual boarding lines and full provision is made for games and athletics. There is a flourishing Old Boys' Club and, also, a school debating society (established in the year under review).

SCHOLARSHIPS.

215. In the course of the year under review several Africans and, in addition, several commercial and mining firms expressed their appreciation of the work of the school by offering scholarships to certain students who had completed at least one year of their course. At present there are five full and two part-scholarships.

EMPLOYMENT OF PAST STUDENTS.

216. The school does not bind itself to find employment for students, but it keeps in close touch with Government departments and with commercial firms, which require the services of persons who have undergone a technical training such as it provides.

There is a greater demand for recommended students than the school can meet. There is, also, a growing tendency for the more self-reliant ex-students to set up in business for themselves in their native towns or villages.

CHAPTER VI.

UNIVERSITY AND COLLEGIATE (POST-SECONDARY EDUCATION).

I—ARTS AND SCIENCE.

217. (*a*) *European.*—Nil.

(*b*) *Non-European.*—Achimota College provides university education and its arts and science courses cover the syllabuses for the Intermediate Arts and Science Examinations of the University of London.

II—PROFESSIONAL (*Other than Training of Teachers*).

218. (*a*) *European.*—Nil.

(*b*) *Non-European.*—At the request of Government, arrangements have been made whereby students may take at Achimota College the whole course for the University of London B.Sc. degree in civil and mechanical engineering. Students

will spend four years on the course and after securing a degree, they may undergo three years' training with the Public Works Department or four with the Gold Coast Railway. They will then be eligible for appointment as assistant engineers in these branches of the Government Service. Six students have started the course. Several of the mining companies which operate in the Gold Coast are keenly interested in the training of African engineers and two of them have proved their interest by the award of scholarships of £100 a year to students in the Achimota Engineering School. While Achimota does not provide a course in mining engineering and could scarcely do so, without an appreciable increase in its endowment, it is hoped that scholarships will be available to enable students who have passed the Intermediate Examination to take the degree course in a university in Great Britain.

219. The educational activities of other departments reported on in Chapter X can scarcely be described as post-secondary. Certain of the missions, however, train students for the church (*vide* Chapter VII, paragraph 222).

UNIVERSITY EXAMINATIONS.

220. The Education Department arranges for and conducts overseas examinations of the University of London. Candidates are presented by Achimota College and, in addition, a number of private students (chiefly teachers from the secondary schools) sit for Intermediate and Degree examinations in Arts. Occasionally, the Department is requested to arrange for examinations of the University of Durham. Students generally enter on their university studies after securing exemption from the Matriculation examination by means of a pass with credit in accepted subjects of the School Certificate examination of the University of Cambridge Local Examinations Syndicate. A number who have not thus secured exemption or who have not sat for the School Certificate examination, take the Matriculation examination, which is held in Accra in January and June of each year. During the period under review 27 sat for this examination and five passed.

221. In June and July, 1934, eight candidates sat for the Intermediate examination in Arts, two passed and one was referred; two sat for the Intermediate examination in Science, one failed and one was referred; and three sat for the Intermediate examination in Engineering and none passed. There was one candidate for the B.A. (Honours) examination in History and one for the B.A. (Honours) examination in Philosophy. The former was awarded third class honours and the latter second class honours in the lower division.

CHAPTER VII.

THE TRAINING OF TEACHERS (MEN).

SECTION I—TRAINING COLLEGES.

222. The training of teachers for the primary schools is carried on in the following institutions:—

(1) Achimota College, which trains teachers for Government schools and for those missions and undenominational authorities which have not established a large number of schools and which, therefore, do not require training colleges of their own.

(2) Akropong Training College, which trains teachers for the schools of the Presbyterian and the Ewe Presbyterian Churches.

(3) Wesley College, Kumasi, which trains teachers for the Methodist Mission schools.

(4) St. Augustine's Training College, Amisano, which trains teachers for the Roman Catholic Mission schools.

(Students are also trained for the ministry at Akropong and Wesley College. There are Roman Catholic Mission seminaries at Amisano and at Dzelukofe (Keta), and theological training is given at St. Nicholas' (English Church Mission Grammar School, Cape Coast.)

223. The normal course of training covers a period of four years but it is reduced in favour of students, who, previous to entering a college, have passed the Matriculation examination of the University of London or the School Certificate examination of the University of Cambridge Local Examinations Syndicate. At the end of the period under review there were eight students at Achimota undergoing a two years' course and four at Wesley College. At the latter institution the length of the course of seven others had been reduced to three years. The great majority of the students, however, are selected by interview or examination, or by both, from holders of the Standard VII Examination Certificate.

224. At the end of the four years' course students may be awarded Preliminary Second or Third Class Teacher's Certificates on the recommendation of the principals of the colleges and after the annual inspection of the work of these institutions by the Education Department.

225. Students normally enter into a bond with Government to complete their training and to serve in a Government or an assisted school for five years after the completion of their training. In view of the recent financial crisis it has been found necessary to limit to 25 in each year of the course the number of students in respect of whom Government pays grant-in-aid, college authorities remaining at liberty to enrol additional students, if they so wish. Such additional students are not bonded.

226. The supply of certificated teachers, however, now approximates more closely than ever before to the demand for them and, in view of this fact and of the slowing down in the expansion of facilities for education, both the Government and mission authorities have found it necessary to anticipate the over-production of teachers for their schools. In 1933 the enroiment of Government students for training at Achimota College was suspended and it has not been resumed. The suspension does not, however, affect the training for Northern Territories schools of Northern Territories teachers, of whom there is a shortage. The number of students at Wesley College and the Presbyterian Training College has been reduced and no " first year " was admitted to the latter in 1935.

227. The number of students in training is shown in Table XII, the number who completed their course in December, 1934 in Table XIII.

TABLE XII.

NUMBER OF STUDENTS (MALE) IN TRAINING.

Institution.	1st Year.	2nd Year.	3rd Year.	4th Year.	Total.
Achimota College	15	18	20 (*a*)	26 (*b*)	79
Akropong Training College ...	—	25	24	27	76
Amisano Training College ...	25	21	7	—	53
Wesley College, Kumasi ...	19	22	22 (*c*)	22 (*d*)	85
Total	59	86	73	75	293

(*a*) Includes two taking a special two years' course.
(*b*) Includes six taking a special two years' course.
(*c*) Includes one taking a special two years' course.
(*d*) Includes three taking a special two years' course.

TABLE XIII.

NUMBER OF STUDENTS (MALE) WHO COMPLETED THEIR TRAINING IN DECEMBER, 1934.

Institution.	2nd Class Preliminary.	3rd Class Preliminary.	Total.
Achimota College	23	1	24
Akropong Training College	41	9	50
Amisano Taining College	18	5	23
Wesley College, Kumasi	20	2	22
Total	102	17	119

228. The number of applications for admission to the colleges is large and, although the quality of the applicants varies, the college authorities have little difficulty in selecting students of satisfactory and approximately equal attainments.

Despite uncertain prospects of future employment, 33 students in the teacher-training department of Achimota College were paying for their education in whole or in part at the end of 1934.

GRANTS—FEES AND EXEMPTIONS.

229. There were 59 students in training for Government or mission service at Achimota College. Government pays £30 per annum in respect of each of these students and those admitted after the 1st January, 1933 are required to pay £15 per annum towards the cost of board.

Up to a maximum number of 25 students in each year of the course, Government pays to teacher-training institutions £5 grant-in-aid in respect of each student in his first year and £7 10*s*. in respect of each in his second or in subsequent years.

230. All students at Akropong pay a fee of £2 per annum and, in addition, those who are not bonded pay £15 for board. At Amisano £10 is paid in the first year of the course and £5 in the other three. Students at Wesley College pay a boarding fee of £9 per annum.

CURRICULUM AND EXAMINATIONS.

231. The first half of a college course is devoted to revising and extending students' general education with a view to their possessing a sound knowledge of the foundations of each subject they will be required to teach. This work is continued in the second two years of the course, but professional training is then introduced and given prominence.

232. In the last few years there has been a steady improvement in the training of teachers, particular progress having been made with English (including phonetics).

233. The mission training colleges and the training classes at Achimota are annually inspected by a board appointed by the Director of Education. Apart from reporting upon these institutions, and, in the case of mission colleges, making recommendations as to grants, the board acts as a co-ordinating agent between each college and between the colleges and the department itself.

SECTION II—TEACHER'S CERTIFICATE AND EFFICIENCY BAR EXAMINATIONS.

234. The Education Rules provide for an annual external examination for untrained or partially trained teachers whose names are included in the Register of Teachers and who have taught for two or more years. In addition, teachers whose names have been enrolled on the Provisional List of Teachers and who have given evidence of good character and of ability are admitted to the examination.

235. Candidates for this examination are required to show a good knowledge of all the obligatory subjects taught in a primary school and to be able to teach them. Each candidate undergoes a teaching test in his own school and papers in English, arithmetic and theory of teaching are obligatory for men candidates. All such candidates are, also, examined in two of the following groups of subjects selected by themselves :—

(*a*) Hygiene and Nature Study (including gardening) ;

(*b*) Drawing and Handwork ;

(*c*) Geography and History (including the duties and rights of a citizen) ;

(*d*) Mathematics.

In 1934 the number of male candidates who sat for this examination was 72 and the number who passed was 19. It would appear that the majority of older teachers who were eligible to sit for this examination and were likely to become certificated by means of passing it, have done so.

EFFICIENCY BAR EXAMINATIONS.

236. All Government teachers are required to sit for examinations in the vernacular before passing the various efficiency bars in their salary scales. Teachers at the £84 bar are examined in their own vernaculars and those who are at the £138 or £246 bars have, in addition, to pass a test in a second language.

Trade instructors in the Government Technical School, the middle boarding schools and Government primary schools are examined in their own trades (woodwork, masonry or metalwork)as well as in the vernaculars.

237. During the period under review arrangements were made for the holding in June, 1935 of the first efficiency bar examinations for non-Government teachers which are provided for in the schedule of explanatory observations on the minimum salary scale prescribed in the Education Rules (*vide* page 36 of *The Education Ordinance and the Education Rules*, 1933).

The examination consists of, for each bar, a test in teaching in the candidates' own schools, a test in reading and written tests in the theory of teaching, in the candidates' vernaculars and in English.

Section III—Refresher Courses.

238. Provided staff is available the Education Department holds refresher courses at each of the educational provincial headquarters or at other convenient centres during the mid-year vacation. Such courses are also given by the training colleges and by Achimota College, and every year a very considerable percentage of the teachers of the country take part in them. They normally pay their own travelling and boarding expenses and the number of applications for admission to one or other of the courses frequently exceeds the number of available places. The refresher courses are not of long duration and it is not possible to treat any particular subject in detail. Inspections of schools reveal, however, that these courses appreciably increase the professional knowledge, efficiency and enthusiasm of those who attend them. The social value of the courses is very great. Teachers meet their former class-mates and members of the staffs of missions and of the Education and other departments and are compensated to some extent for the lack of social intercourse with their intellectual equals, which is a marked feature of the lives many of them must inevitably lead in the remote villages in which they work.

239. A refresher course attended by 57 teachers of junior and infant classes (representing nearly as many schools) was conducted at Accra by the Provincial and three other Inspectors of Schools during the period 10th–20th July. Twenty-five teachers (including two women) came from the Trans-Volta area. In all, eight women took part in the course. Lectures were given on the sounds of English speech; the vernacular; arithmetic; nature study and civics. The Acting Director of Education attended and gave teachers an opportunity of discussing with him matters related to their work. In addition Mr. E. C. Quist, barrister-at-law, gave a lecture on the law of property and stool succession in the Gold Coast and an Assistant Secretary for Native Affairs spoke on native rulers and their share in the government of the country. Visits were paid to various places of interest in Accra and special provision was made for the playing of tennis.

240. A course attended by 70 teachers (including 10 women) was held at Kumasi from the 9th to the 17th July, 1934. It dealt generally with the primary school course and the Provincial Inspector of Schools received assistance from a member of the Wesley College staff and his wife, and from one officer from each of the Political, Agriculture and Health Departments.

241. The annual refresher course given by Achimota College was held from the 27th December, 1934 to the 4th January, 1935. On this occasion membership of the course was restricted to teachers who had been trained at Achimota and, in all, 40 attended. Classes were given in spoken English, geography, handwork, arithmetic, music, psychology, citizenship, child study and economics. Visits were made to places of interest in the College and in Accra, and the Director of Education and the Assistant Director of Education took part in a discussion and answered questions on education policy and the like. Religious services were conducted daily.

242. The Presbyterian Training College, Akropong, gave a course for 20 teachers during the mid-year vacation. The staff was assisted by various missionaries from other stations and lectures were given and discussions held on a number of subjects which included general teaching method; child study; the relation of the church, the school and the teacher to the community; music and geography. Twelve pastors attended a retreat at the College during January, 1935. While the evangelical and pastoral side of their work was most in mind, attention was given to the duties of the pastor as a manager of schools.

243. Wesley College holds an annual re-union of past students (teachers and catechists). The re-union has a religious as well as a professional aspect and it has proved of great value. The 1934 re-union lasted for nine days and it was attended by 230 persons for all of whom accommodation was found within the College. The College staff was assisted by the Methodist Mission Supervisor of Schools, two managers of Methodist schools and two Inspectors of Schools, lent by the Education Department. Five courses were run concurrently as follows: (*a*) for headmasters; (*b*) for infant teachers; (*c*) for teachers of Standard Classes I–III; (*d*) for teachers of Standard Classes IV–VII and (*e*) for catechists. Lectures were given to each group on subjects specially appropriate to them and all the groups underwent a course in the teaching of the vernacular and the use of the Westermann Script.

244. A re-union of old students of Amisano (the first to take place) was held during the period 27th–31st December, 1934. Forty-seven old boys attended. General courses of a week's duration were held at Keta and Kpandu for Roman Catholic teachers in the Apostolic Vicariate of the Lower Volta.

245. The Supervisor of the Presbyterian Church schools arranged a residential course at Awisa in the Central Province for the period 1st–21st August, 1934. It was attended by teachers from the schools in the neighbouring towns of Nyakrom, Kwanyaku, Akyease and Asuom.

Section IV—Teachers' Union.

246. An "Assisted Schools Teachers' Union" was established in July, 1934. Membership is open to all teachers, except women, whose names have been enrolled on the Register of Teachers. The management of the Union is in the hands of a central management committee which includes representatives chosen from Ashanti and from each of the administrative provinces of the Colony.

The aims of the Union are to safeguard and improve the status of the teaching profession and to co-operate with the Education Department and other educational authorities. It is inaugurating a provident fund.

247. The Union has held two successful annual conferences, the Director of Education presiding over a public meeting held in connexion with the second conference in January, 1935. This meeting was addressed by the Honourable F. V. Nanka Bruce, O.B.E., M.B., CH.B., the Revd. A G. Fraser (then Principal of Achimota), the Deputy Director of Health Service and the Editor of *The African Morning Post.*

248. The following are extracts from the resolutions of the second conference:—

Present System of Education.

(*a*) That in the opinion of the conference the present system of education as obtains in the primary schools in this country is sound, although it cannot be said to be perfect.

(*b*) That many of the criticisms levelled against the work (the curriculum and the methods of teaching) in the elementary schools are based upon misapprehension and on the natural desire of the adult of all ages to see things done in the same way as they were done during his childhood days, regardless of the changes in his environment.

(*c*) That school children are now happier and healthier.

(*d*) That schools are today being made to develop through a realization of the conditions in the larger life outside, the full responsibilities of which await to be borne by the men and women of tomorrow who are boys and girls of today.

(*e*) That while the system must provide the tools of culture in reading, writing and calculation, there devolves upon it in increasing measure the need of cultivating right thinking and correct judgment if the complex problems connected with our social changes are to be calmly faced and wisely solved; therefore, rigidity is being eliminated and the content of the curriculum is changing through the substitution of thinking for knowing by rote and the forbidding "Don't" is being gradually substituted by encouraging "Do".

CHAPTER VIII.

FEMALE EDUCATION.

SECTION I—PRIMARY.

249. The primary education of girls is carried on in (*a*) schools to which girls only are admitted, and which are referred to in this chapter as *girls' schools* ; and (*b*) mixed schools in which boys and girls are enrolled and taught together.

250. The following is a list of the Government and assisted girls' schools :—

Government (3)
Accra (D), Cape Coast (D), Kumasi (D).

Basel Mission (1)
Agogo (B).

English Church Mission (2)
Convent of St. Monica, Cape Coast (BD).
Convent of St. Monica, Mampong, Ashanti (B).

Methodist Mission (2)
Cape Coast (BD), Mbofraturo (Kumasi) (B).

Scottish Mission (2)
Aburi (B), Krobo (Odumasi) (B).

Ewe Presbyterian Church (1)
Keta Senior (BD).

Roman Catholic Mission (5)
Cape Coast Senior (BD), Cape Coast Junior (BD), Elmina (BD), Keta Senior (BD), Keta Infants (BD).

(*The letter B denotes a boarding school, D a day school and BD a school with both boarders and day pupils*).

251. In addition to the schools mentioned above, there is the Achimota girls' school (which is included in the College). During the present triennium, promising girls' schools have been established by the English Church Mission in Accra and by the Roman Catholic Mission at Sekondi, Kumasi, Kpandu and Bla (Hohoe) in Togoland.

252. At the end of 1934, the enrolment in Government and assisted girls' schools was 2,482. In addition there were 8,575 girls in mixed schools. The number of girls in all Government and assisted primary schools represented 25·6 per cent of the total enrolment of these schools.

253. The enrolment of girls in non-assisted schools was 3,190.

TABLE XIV.

SHOWING THE ENROLMENT OF GIRLS IN GOVERNMENT AND ASSISTED SCHOOLS IN 1933 AND 1934.

Description of Schools.	Enrolment.	
	1933.	1934.
Ahmadiyya Movement	15	18
A.M.E. Zion Mission	166	160
Basel Mission	67	75
English Church Mission	714	779
Ewe Presbyterian Church	1,013	1,185
Government	1,397	1,375
Methodist Mission	2,410	2,397
Presbyterian Church	3,442	3,183
Roman Catholic Mission :—		
(*a*) Colony	693	772
(*b*) Lower Volta	482	470
(*c*) White Fathers'	104	110
Scottish Mission	—	143
Seventh Day Adventist	8	16
Undenominational	367	374
Total	10,878	11,057

TABLE XV.

SHOWING THE ENROLMENT OF GIRLS IN NON-ASSISTED PRIMARY SCHOOLS.

Description of Schools.	Enrolment.	
	1933.	1934.
African Universal Church	31	18
Ahmadiyya Movement	23	19
A.M.E. Zion Mission	77	140
English Church Mission	239	291
Ewe Presbyterian	112	173
First Century Gospel	53	50
Methodist Mission	428	579
Presbyterian Church	642	481
Roman Catholic Missions	135	313
Salvation Army	7	43
Seventh Day Adventist	—	12
Others	799	1,071
Total	2,546	3,190

POPULARISATION OF GIRLS' SCHOOLS.

254. The curricula of girls' schools make provision for a training in domestic science, child welfare and needlework throughout the Standard Classes IV–VII course. This training is popular and there is a steadily increasing demand for facilities for it. In the last few years, the supply of trained women teachers has been considerably augmented by the institution of the training centres to which reference is made in paragraph 258 below, and it has been possible, therefore, for school authorities not only to staff their girls' schools satisfactorily but, also, to appoint women to teach domestic science and allied subjects in mixed schools. Provided appropriate accommodation and equipment are made available, the Education Department encourages the teaching of domestic science in mixed schools and it permits the schools concerned to present candidates for the girls' papers in the Standard VII Certificate Examination. During the year under review, the special course for girls was provided by twenty mixed schools of which two were Government institutions. Three of these schools are situated in the Western Province of the Colony, six in the Central and eight in the Eastern. Two are in the Trans-Volta area and one in Ashanti. A considerable number of the other mixed schools contemplate making suitable provision in the near future for the teaching of the domestic subjects.

255. The desire of school authorities to meet the growing demand for the special training of girls is illustrated by the reference made in section IV of Chapter X to notable improvements in the accommodation of various girls' schools in the course of the year.

EXAMINATIONS.

256. In the Standard VII Certificate Examination, domestic science (including laundry work, child welfare and needlework) is an optional subject for which candidates are presented only by such schools as possess facilities for practical instruction which are considered satisfactory by the Department (*vide* section II of Chapter IV above). In all these schools the women inspectors conduct practical tests in domestic science and they also make a special examination of the needlework the candidates have done during the year. Candidates from other schools sit for the same papers as boys do.

TABLE XVI.

STANDARD VII EXAMINATION (GIRLS) 1934.

Province.	Number sat.	Ordinary Standard VII Examination.	Standard VII Examination with Domestic Science.		Domestic Science Certificate.	Total.
			Passes.	Distinctions.		
Eastern Province ...	145	9	67	11	37	124
Central Province ...	75	1	43	2	13	59
Western Province ...	8	3	—	—	—	3
Ashanti	47	3	15	3	17	38
Total	275	16	125	16	67	224

Section II—Secondary Education.

257. Achimota is the only institution which provides secondary education for girls. At the end of 1934 there were 19 girls in the secondary department. Of these, two passed the School Certificate Examination of the University of Cambridge Local Examinations Syndicate, in December, 1934. They were probably the first Gold Coast girls to pass this examination.

Section III—The Training of Teachers.

258. In recent years, five of the missions have established training centres for women at one of their girls' schools: the Scottish Mission (in association with the Presbyterian Church) at Aburi Girls' School; the English Church Mission at the Convent of St. Monica, Cape Coast; the Methodist Mission at Mbofraturo, Kumasi; the Roman Catholic Mission at the girls' school in Cape Coast and the Basel Mission at Agogo. The Roman Catholic Mission centre is known as the College of our Lady of the Apostles.

259. Normally, students are enrolled for training after passing the special Standard VII Certificate Examination for girls. The duration of the course was increased from two to three years in January, 1935. Detailed regulations as to the curriculum are not laid down; but each institution submits particulars of its course of instruction for approval by the Education Department.

260. At the end of the period of training, a woman Inspector of Schools conducts an examination in practical teaching and inspects the work of each student. The Inspector may recommend the award of Preliminary Third Class Certificates, due consideration being given to the reports of the staffs of the schools. In 1934, Preliminary Third Class Certificates were awarded as follows: Aburi, 7; St. Monica's, 8; Mbofraturo, 7; Agogo 1; and Our Lady of the Apostles, Cape Coast, 7.

261. Women who are employed as "student teachers" in the kindergarten and girls' departments at Achimota College receive a training which qualifies them to teach, mainly, infant and junior standard classes. Eight of these "student teachers" at Achimota were awarded Preliminary Third Class Certificates on the conclusion of a three years' course.

262. The facilities at Achimota are such, however, that a regular four years' course for women, on similar lines to that for men, is easily practicable and steps have been taken to introduce a course of this nature. Women students admitted for training in and after 1935 will undergo much of their courses in the same classes as the men, special provision being made for the teaching of domestic science. Like the men, they will be eligible for Preliminary Secondary Class Certificates on completing their training.

Teacher's Certificate Examination.

263. An external examination for women teachers is annually conducted by the Education Department on the same lines and at the same time as the external examination for men. Candidates are tested in practical teaching at the schools in which they are employed. Domestic science, needlework, theory of teaching and arithmetic are compulsory subjects of the examination and candidates must, in addition, choose two of the following groups of optional subjects: (*a*) English language and literature; (*b*) hygiene and nature study; (*c*) drawing and handwork.

264. The number of untrained women teachers has decreased since training centres were established and, accordingly, the number of candidates for the external examination is now small. In June, 1934, eight women sat for the examination and two passed and secured Preliminary Third Class Certificates.

CHAPTER IX.

PHYSICAL AND MORAL WELFARE.

Section I—Medical Inspection.

265. In towns where there are Government hospitals, dispensaries or clinics, and in numerous outlying districts, medical officers arrange for the periodical examination of school children. They give advice and treatment and conduct special investigations. In addition, arrangements are made for pupils to be

examined, regularly weighed and receive treatment at various hospitals or, as at Cape Coast and Winneba, at the welfare centres of the local Red Cross Divisions. The health of school children is often described as distinctly better than that of those who do not attend school.

266. Medical officers encourage schools to organise " Health Days " as a means of enlisting the interest of their pupils and the adult members of the community in health measures. Many such " days " were held in the course of the year under review.

267. In an increasing number of schools there are small dispensaries conducted by a teacher and supplied with simple drugs, etc., for the treatment of the commoner and less serious ailments. The work of these dispensaries is related to lessons on hygiene, and it serves to make the practical value of that subject more obvious to the pupils than it might otherwise be.

Section II—The Teaching of Hygiene and Sanitation.

268. During the last decade and a half there has been a very great improvement in the housing of the community consequent on a rapid increase in the wealth of the country, the application of building regulations in the more important towns and a gratifying desire for better conditions of life displayed by the people themselves. It is significant that nearly 171,000 tons of cement and 62,500 tons of iron sheets were imported for non-Government use during the years 1925–31. In the same period, the amenities of life increased; the making of furniture became a common occupation and water supplies and electric lighting and power stations were established in several of the larger towns at the cost of many hundreds of thousands of pounds to Government. Numerous villages have improved their housing and their water supplies, the Department's publication *Village Health* (compiled in co-operation with Dr. Howells of the Health Branch of the Medical Department) having proved a valuable guide to those seeking to assist them.

269. The hospital, clinical, sanitation and propaganda work of the Medical and Health Department have gradually awakened an interest in measures designed to safeguard and improve the health of the community, and this interest, together with the improvement in housing and living conditions to which reference has already been made, has in the last few years made the teaching of hygiene more effective. Nevertheless, there is still much apathy to be overcome, not only among parents and pupils but among teachers themselves. In the day schools, the subject is most satisfactorily taught in the infant and junior standard classes. In these classes the greater part of the teaching is confined to practical work and to simple lessons closely related to the inspection of the pupils' hair, teeth, etc. But in the senior classes, where a more scientific approach to the subject is appropriate, teaching is often weak, because teachers either do not understand the reasons for, and aims of many hygienic and sanitary measures, or do not consider the results of them worth the trouble and the steady discipline they involve. Definite if slow improvement is, however, noticeable, particularly in boarding schools; and pleasing evidence of the successful teaching of hygiene is found in the homes of many members of the community who have attended the primary schools.

270. The department has steadfastly insisted that hygiene is a life to be lived and not a subject to be learned for examination purposes. The training colleges have readily and effectively supported it, and by training students to make teaching less bookish, more practical and more closely related to the life and needs of the community, they have laid the foundations of further progress. The establishment of Junior Red Cross Links to which reference is made in section V of this chapter should assist materially towards the same end.

Section III—Games and Physical Exercises.

271. The Education Rules include organised games and physical exercises among the obligatory subjects to be taught in all Government and assisted primary schools. In the secondary schools and training colleges generous provision is made for them, and in recent years the latter have exercised a far-reaching influence in increasing interest in games and in inculcating and strengthening a spirit of sportsmanship.

272. Association football is by far the most popular game, not only in the schools, but among the adult population. It is not without significance that during the year under review, the Education Department (in co-operation with Accra Football League) undertook to organise, as part of the Silver Jubilee Celebrations,

the first football match to be played between a Gold Coast and a Nigerian team (Accra *v.* Lagos) ; for it was about the commencement of the reign of the present King, that the staff of the Government Training College for Teachers, Accra, first effectively introduced the game and awakened public interest in it. That interest has grown very rapidly, and football matches have become a common feature of ordinary public holidays and special celebrations. Several football leagues and associations have been established, and an organisation exists for an annual competition for the championship of the Gold Coast in which adult teams, representing various towns or districts in the Colony and Ashanti, take part.

273. In many schools there are inter-section football matches and in Accra and Kumasi there are school football leagues which arrange for competitions for school championships. It is probable that in the near future additional school leagues will be instituted in other large towns, particularly those of the Central and Western Provinces of the Colony.

274. Whilst football has become popular in the schools, it is still necessary to work for a thorough understanding of the rules and spirit of the game, for a poor spirit of sportsmanship is not always confined to spectators, who are often numerous at important matches. Considerable improvement has been effected in recent years by the efforts of league committees and teachers, the Inspectors of Schools and a number of the European members of the community who act as referees or serve on committees.

275. Cricket is played by teachers and by a few schools, but the cost of equipment is likely to prevent it from becoming a popular game for some time to come. Hockey is also played and it has gained ground in the last few years, largely through the efforts of Wesley College. In the year under review, a teachers' hockey team was established in Kumasi and it played against Wesley College and, also, the British non-commissioned officers of the Gold Coast Regiment stationed in that town.

276. There is an Inter-Collegiate Athletic Association which holds an annual contest. In 1934 teams representing the following institutions competed: Achimota College ; the Roman Catholic Training College, Amisano ; St. Nicholas' Grammar School, Cape Coast ; Mfantsipim, Cape Coast ; the Presbyterian Training College, Akropong ; the Government Technical School, Accra and Wesley College, Kumasi. Trophies have been presented for each of the events and there is a special trophy, the " Aggrey Shield ", for the team scoring the highest number of points. At the meeting held in October, 1934, St. Nicholas' Grammar School took first place, an achievement which was particularly notable in view of the fact that much of the pupils' spare time had been devoted to work on the new buildings at Adisadel. The Government Technical School has recently been responsible for the establishment in Accra of an athletic association which holds an annual meeting at which adult teams compete.

As a result of the activities of the Inter-Collegiate Association, there is a growing interest in athletics in many of the primary schools, and two athletic associations have been established by such schools in the eastern part of the Central Province. The Government School, Esiama has recently introduced the unusual sport of cross-country running.

277. Volley-ball, basket-ball, tennis and other games are played in various schools and by teachers, many of whom are very keenly interested in sport.

Section IV—School Buildings.

278. The payment of Government grant-in-aid in respect of school buildings was suspended in 1932 as an economy measure. During the boom years great improvements in school accommodation had been effected throughout the country. But when the " slump " set in, it was feared that further improvements would be indefinitely postponed, especially as the resources of the missions were much reduced and it was believed by some that the standard of buildings and equipment set by the Education Department had been so high that public support had been alienated. In actual fact, there has been a steady and widely spread improvement in school accommodation since the onset of the slump, and it would appear that in quarters where the soundness of the education provided by a school is a first concern, it is fully realised that the provision of suitable buildings, playing fields and equipment takes second place only to the employment of a trained staff of teachers.

279. As this section of the report shows, local communities given encouragement and a lead, are still able and willing to provide satisfactory school buildings. The fall in the cost of materials and labour which has been a marked feature of the last few years has mtaerially assisted them in their endeavours, as has also, in some cases, the co-operation of teachers and pupils who have made themselves responsible for much of the actual work of construction. The new building for the Roman Catholic Mission school at Fosu (Central Province) may be taken as an example of a happy combination of cheapness with quality: it is built of cement blocks, it contains three class-rooms and it cost £100.

NON-GOVERNMENT SCHOOLS.

280. In the Eastern Province the Ewe Presbyterian Church provided new class-room blocks at Amedzofe, Leklebi-Duga and Likpe Bala, a new building at Bowli and a dormitory block at Worawora. In addition, it made extensions to existing buildings at Ho, Mate and Afiadenyigba. The African Methodist Episcopal Zion Mission erected at Keta a two-storey building of cement blocks. The Presbyterian Church built a new class-room at Adeiso. The Roman Catholic Mission erected a three-roomed school at Fiagbedu and extended its buildings at Teteman, Vakpo and Agbenohoe. A large two-storeyed building of cement blocks, which provides accommodation for eleven classes, was completed in Accra by the Royal School.

281. In the Central Province new buildings were erected or commenced by the Methodist Mission at Agona Swedru, Besease, Fosu, Odobin and Winneba. The building at Agona Swedru includes a domestic science room. The African Methodist Episcopal Zion Mission completed at Cape Coast a building in cement which includes seven large class-rooms, an office and a store. It also built a class-room block in cement at Winneba. The Roman Catholic Mission built seven class-rooms at Saltpond and three at Fosu. Both buildings are of cement blocks. At Winneba the English Church Mission commenced work on a block which will contain three class-rooms, an office and a store.

282. In the Western Province the Roman Catholic Mission provided at Sekondi a new girls' school which includes accommodation for the teaching of domestic science. It also built a new school at Bibiani, re-housed its standard classes at Axim and improved its school at Tarkwa.

283. In Ashanti the Roman Catholic Mission built a block of three class-rooms at Bechem and commenced work on a second. It added three class-rooms to its girls' school in Kumasi, completed another block of three class-rooms at Ejisu, and made various improvements in existing accommodation at Konongo and Bekwai. A domestic science block was built at the Basel Mission girls' school at Agogo and two dormitories were added to the Methodist Mission girls' school (Mbofraturo) Kumasi. Two kitchens for domestic science and a large new dining room which may be used as a threatre, were erected at the English Church Mission girls' school, St. Monica's, Mampong.

284. In the Northern Territories, the White Fathers' Mission made useful additions to their schools at Bolgatanga and at Navrongo. Mention is made in Chapter V of new buildings for the secondary schools of the Methodist, English Church and Roman Catholic Missions.

GOVERNMENT SCHOOLS.

285. No large new building scheme have been undertaken during the year, but a considerable amount of work in repairing or replacing existing buildings has been carried out by teachers and pupils, assisted, in some instances, financially or with labour and materials by the local native authorities.

286. A new woodwork shop was erected by the pupils of Obo Government school, and the Nifahene of that town bore the cost of roofing a class-room. At Sunyani in Ashanti the carpentry shop was re-roofed at a cost of £15 12*s*. (expended on zinc sheets and timber), the whole of this sum being subscribed by the teachers on their own initiative. Work was continued on a domestic science block at Esiama, on a workshop at Esiama and on a workshop at Wiawso.

287. In the Northern Territories the erection of new buildings and the maintenance of existing ones is generally undertaken by the pupils and teachers and, except where the pupils are infants and native administrations accept some responsibility, little outside help is sought. Repairs of considerable magnitude were carried out at Wa and Gambaga, a certain amount of material and labour

having been provided by the native authorities in the former town. The pupils at Tamale, in addition to making repairs, were responsible for the erection of a timber store (in concrete blocks), a sports room and a new house for the Principal Teacher. All the teachers' houses at Tamale were re-roofed. Much of the roofiing material from the now dismantled trade school at Tamale has been transferred for use at Bawku and Lawra where the native administrations are erecting schools.

Section V—Religious and Moral Instruction.

288. In prescribing the compulsory subjects for primary schools, rule 25 makes no mention of religious instruction, but, in rule 19, provision is made for the inclusion in the time-table of the periods devoted to religious observation and teaching. These periods must fall outside the minimum time which constitutes an attendance at the school, but they may occur at the beginning or end, or at both the beginning and end, of secular instruction. The mission authorities controlling schools draw up their own syllabuses in this subject.

298. In the Government schools in the Colony and Ashanti short services are held at the beginning and end of the day's work and religious instruction of an undenominational character is given daily during a period included in the time-table. In the Government schools in the Northern Territories the morning and afternoon sessions are opened with appropriate prayer. At the school in Tamale, religious instruction is given to Christians every Sunday evening and many of them attend services in the town, attendance being voluntary. Moslem pupils receive instruction from a visiting mallam every Friday. All the important Christian, Mohammedan and pagan festivals are observed.

290. The primary school syllabus includes several subjects, the proper teaching of which has a notable moral value. Special mention may be made of the subject known as " the Duties and Rights of a Citizen ", syllabuses in which make provision for the discussion in senior standard classes of many of the Gold Coast's problems and needs and, through such discussion, for the development of a deeper civic sense. The organisation of schools in sections (similar to the house system of boarding schools), games and social-service activities all contribute to the moral training of the pupils.

291. Reference is made in Chapter X to the work of the Girl Guide and Boy Scouts Associations and in this section appropriate mention may be made of the Junior Red Cross Links established by the Gold Coast Branch of the British Red Cross Society. The first Link was formed at the Government Girls' School, Accra in 1932, and there are now 22 Links, of which three are in training colleges, one in a secondary school, one at Achimota College, seven at girls' schools and the remainder in various Government and mission primary schools.

292. The Branch requires every Link to serve a satisfactory probationary period of three months before it is officially recognised. The aims of the Links are to provide an elementary training in first-aid and the like and, equally important, to create a practical and effective interest in social service to the community. The activities of the Links are varied and include providing comforts for the sick in the hospitals, improving the sanitation of villages, installing water supplies and giving simple treatment for minor maladies. During the year 16 girls of the Link at the Presbyterian Girls' School, Aburi, qualified for Junior Red Cross Certificates in Health, and five teacher-students at Achimota and one of Wesley College were awarded Certificates in First-Aid.

293. The second annual conference of the Links was held in November, 1934 at Wesley College, Kumasi and it was attended by 75 delegates (Africans and Europeans, adults and children of both sexes) representing 19 Links with a membership of over 1,100. Among other functions, a public propaganda meeting was held under the chairmanship of the Acting Chief Commissioner of Ashanti.

Section VI—Arrangements for Defective and Delinquent Children.

294. There are no special schools for mentally defective children.

295. The Salvation Army conducts a Boys' Industrial Home for juvenile delinquents. During the year it was moved from Ada to Kintampo where better provision for expansion and for a training in agriculture can be made. Vocational training is given in agriculture, carpentry, laundry work, soap-making, mat-making and the duties of domestic servants. In addition, the boys are given a general education similar to that provided for pupils who have undergone the normal primary school course up to Standard Class IV.

CHAPTER X.

MISCELLANEOUS.

SECTION I—EDUCATIONAL ACTIVITIES OF OTHER DEPARTMENTS.

296. The other branches of the Government Service which provided organised instruction during the year under review were as follows :—

(1) Department of Agriculture ;
(2) Department of Animal Health ;
(3) The Medical and Health Department ;
(4) The Police Department ;
(5) The Government Printing Department :
(6) The Prisons Department ;
(7) The Gold Coast Railway ;
(8) The Gold Coast Regiment (Royal West African Frontier Force).

Owing to economy measures, no courses of instruction were given during the year by the Posts and Telegraphs, the Survey and the Forestry Departments. Reference to their educational activities has been made in previous reports.

THE DEPARTMENT OF AGRICULTURE.

297. The department controls the Agriculture and Forestry Training Centre, Cadbury Hall, Kumasi which was opened in 1924, largely as the result of the generosity of Messrs Cadbury Brothers, Limited, who presented funds for the erection of the main teaching block, and, more recently, an additional sum for the building of eight " farmers' hostels " known as the Hunter Hostels.

298. Originally, youths of good character who had passed the Standard VII Certificate Examination were admitted as learners (after an entrance test) to a three-year course designed to fit them either to become members of the junior staff of the department or (as a secondary aim) to become independent farmers. Up to 1928, the department absorbed the majority of those who satisfactorily completed the course. It was then found necessary to reduce the number of admissions, as it was unlikely that the department would in future require as many recruits to its junior staff as it had in the past. In January, 1935, there were 21 learners in residence, 12 having completed the course in the previous December and four new men having been admitted. In accordance with a decision taken in 1934, these new men were selected from applicants who had passed the School Certificate examination of the University of Cambridge Local Examinations Syndicate or the Matriculation examination of the University of London.

299. *Hunter Hostels.*—These hostels were opened in April, 1931, for farmers or those who intend to be farmers. Special courses for such men are organised by the staff of the Training Centre and provision is made for instruction in market gardening, fruit culture, poultry and live-stock keeping and food-crop farming. Two courses, attended by ten young men, were held during the year, and, in addition, five students attended a general agriculture course in association with the learners in training at the Centre.

300. The normal teaching staff of the Centre consists of two senior and three junior officers who are responsible, also, for the supervision of the Kumasi Agricultural Station.

DEPARTMENT OF ANIMAL HEALTH.

301. The Veterinary Training Centre at Pong-Tamale in the Northern Territories was established in 1922 for the purpose of training the junior staff of the Department of Animal Health.

302. Students are selected from candidates who have passed the Standard VII Certificate Examination and, subsequently, a special admission test set by the department. The enrolment for the year 1934–35 was eleven.

303. The course is of three years' duration and instruction (both of a theoretical and practical nature) is given in veterinary subjects and in animal husbandry. Examinations (written, oral and practical) are held annually. Pupils who fail to make satisfactory progress are dismissed.

304. There is no " whole-time " staff, instruction being given by the Principal Veterinary Officer, Veterinary Officers stationed in the Northern Territories, the Laboratory Assistant, the Farm Grieve and several Veterinary Assistants. One year of the course is spent at the Pong-Tamale laboratory and farm, six months at a quarantine station, six months in the charge of a Veterinary Officer and a year at a cattle immunisation camp.

305. In addition to training the departmental staff, the centre gives six-months courses in pig and poultry culture for literate persons from the Colony and Ashanti, who wish to establish farms of their own. Three such persons were trained in 1934–35.

306. A course in mixed farming and general farm management is provided for natives of the Northern Territories. It is of a year's duration and the subjects of instruction include animal husbandry, ploughing, dairying, breaking bullocks to work, etc. Persons who have undergone this course are qualified to become managers of native administration farms.

307. Subsidiary course are given in meat inspection (for Sanitary Inspectors) and in the preparation of hides and skins for butchers.

THE MEDICAL AND HEALTH DEPARTMENT.

A.—Medical Branch.

308. The principal training centres of the Medical Department in order of importance are as follows: The Gold Coast Hospital, Accra and the hospitals at Kumasi, Sekondi, Takoradi and Tamale.

309. *The Gold Coast Hospital.*—Theoretical and practical training is given to nurses and dispensers by medical officers, the matron and nursing sisters and the dispensers' instructor. A scheme for training nurse-dispensers to take charge of village dispensaries has recently been modified in view of economy measures and, also, on account of difficulties inherent in the scheme itself. All nurse and dispenser pupils spend the first two years of their service chiefly on nursing duties in the wards, but lectures and practical demonstrations and, in the second year, a training in elementary dispensing are given. Selected officers then receive two years' intensive training in pharmacy, materia medica and therapeutics in the Dispensing School. This training is supplemented by instruction in elementary medicine and surgery, anaesthetics, injections, etc., and at its conclusion, students are capable of serving as dispensers in colonial hospitals and dispensaries and, also, of taking charge of outlying village dispensaries. Students not selected for training as dispensers continue their training as nurses.

310. *The Maternity Hospital, Accra,* provides training for midwives and five women qualified as such in 1934. During the year, a scheme was adopted for the erection of a hostel to accommodate 23 midwives-in-training in 1935. It is considered that the scheme will assist materially to improve the efficiency of the training and it will enable girls from all over the Colony to be trained for practice in their own villages and towns.

311. Systematic training for African nurses, including ward demonstrations and lectures, is given at all hospitals and welfare clinics to which European nursing sisters are posted.

B.—Health Branch.

312. The school for sanitary inspectors-in-training was reopened at Accra, as a consequence of the recruitment of 14 new officers. The school has recently secured accommodation in which it will be possible to build up a public health museum. The grounds are sufficiently extensive to permit of the construction by the pupils of full-size models of sanitary structures.

313. Every field officer of both branches of the department assists in the training of sanitary inspectors, vaccinators, midwives and health visitors in the hospitals or districts of which they have charge.

C.—Medical Research Institute.

314. Laboratory attendants are trained at the Medical Research Institute, Accra.

THE POLICE DEPARTMENT.

315. The Police Training Depot, Accra, provides instruction for the recruits to each of the three branches of the police force : general, marine and escort.

316. Recruits to the general police are selected from candidates of good physique and character who have passed the Standard VII Certificate Examination. They undergo a six months' course in Common Law, the Ordinance Law of the Colony and the Law of Evidence and in duties connected with court work, motor and goldsmith licensing and traffic control. Lectures are also given on sanitation, personal hygiene and elementary first-aid.

317. Recruits to the marine police receive a similar training; but it is not so advanced, as their initial educational qualifications are lower than those of the general police. Usually, they are able to swim and are capable of handling a boat

318. Escort police are recruited from the Northern Territories. Practically all of them are illiterate and a large number are ex-soldiers. They are given a training sufficient to enable them to identify the letters of the alphabet, to read and memorise a group of numbers, to tell the time from a clock and to know the names of the days of the week and of the months in their correct order. They are also taught a certain amount of elementary law and they are given an intensive training in drill, musketry and other semi-military duties.

319. All recruits undergo a course of musketry, drill and physical training which greatly improves their physique.

GOVERNMENT PRINTING DEPARTMENT.

320. Lads who have passed the Standard VII Certificate or a higher examination, receive, as apprentices, a training in various branches of printing including composing, machining and book-binding.

Apprenticeship is of a minimum duration of four years, and those who satisfactorily complete it are normally retained for service in the department as second division officers.

PRISONS DEPARTMENT.

321. The Prisons Department trains long-sentence convicts (i.e. persons sentenced to imprisonment for a period of not less than two years) in various trades and occupations which include: agriculture; carpentry and cabinet-making; tailoring; cane furniture-making; shoe-making; brush and broom-making and masonry and brick-making. During the year under review, a new trade, coir mat-making was introduced at Accra. Long-sentence prisoner are concentrated at the central prisons at Accra, Sekondi, Kumasi and Tamale. There is a staff of two European technical instructors and 16 African trade instructors.

322. Although there has recently been a marked improvement in the financial position of the country, it is still difficult to secure employment, on release, for prisoners who have been trained in carpentry and masonry. Since the slump, few if any large building-construction schemes have been undertaken either by Government or by private individuals or organisations. Prisoners trained for other occupations find little difficulty in establishing themselves and securing a livelihood.

THE GOLD COAST RAILWAY.

Civil Engineering.

323. *Plate-laying.*—A three years course in plate-laying is intended to provide the railway with capable, literate foremen platelayers to replace those who retire from the Service. Normally, the boys who are admitted to the course have passed the Standard VII Certificate Examination, and, in choosing them, attention is given to physique and personality. During the year under review there were seven students, all in the third year of the course. A European foreman platelayer is entrusted with the practical and some of the theoretical work of the course, an engineer giving further instruction in the latter. Sufficient individual tuition is given to secure a high degree of efficiency.

324. *Learner-Draughtsmen* undergo a three years' course conducted by the chief draughtsman.

Mechanical Engineering.

325. *Technical classes*, instituted in 1922, are conducted twice-weekly in one-hour periods, by the chief draughtsman and the European technical instructor. These classes are attended by engineering apprentices who are serving under bond and, who, as a general rule, have passed the Standard VII Certificate Examination

and a further examination designed to test their suitability for technical training. The course is of five years' duration and its purpose is to augment the practical training received in the workshops. It includes instruction in practical mathematics and engineering and workshop practice. Thirty apprentices were in attendance during the year.

326. *Classes for enginemen* are conducted by locomotive foremen and fitters at all the principal running sheds, once weekly during the periods March–May and August–October. They are of two hours' duration and they were instituted in 1935 with a view to improving the efficiency of the locomotive running staff including drivers, firemen and cleaners. Two hundred and six persons attended these classes during the year under review.

327. *The Traffic School* was established in 1927 at Accra and transferred to Takoradi in 1933 and to Sekondi in 1934. Refresher courses are provided by the school for the clerical staff of the traffic branch of the Railway and for guards and tickets examiners. In addition, recruits to the traffic branch are given a three months' course in the regulations with regard to the working of trains and in traffic station accountancy. At its conclusion, these recruits are allocated for duty at stations.

GOLD COAST REGIMENT (ROYAL WEST AFRICAN FRONTIER FORCE).

328. A teacher from the staff of the Education Department conducts a school at Kumasi for signal operators, signal runners and machine gun range-takers. The average enrolment of the school for the year under review was 43.

329. Normally, the pupils are illiterate when they enter the school and they receive instruction in reading, writing, arithmetic and hygiene and in other subjects of a non-vocational nature. In addition, a training in certain aspects of their military duties is given in the school and, during the year under review, special attention was devoted to the signal operators' writing and knowledge of military expressions (of which a complete vocabulary has been compiled) to the runners' use of the prismatic compass and maps and to the range-takers' arithmetic, with particular reference to the use of the Barr and Stroud range-finder.

SECTION II—CO-OPERATION WITH OTHER DEPARTMENTS.

330. Co-operation with other departments of the Government Service is cordial and extensive.

331. The Education Department is, in a sense, a propaganda agent for all the others and especially for such as the Administrative Service, the Medical and Health Department, the Department of Agriculture and the Forestry Department, the work of which is immediately concerned with educating (in the broadest sense of the word) the entire community and in increasing its welfare. *The Teachers' Journal* contains, as an essential feature, articles specially written for it by members of these departments. In addition, much of the teaching in the schools has reference to the work of these departments, special courses of lessons being given, for example, on rural sanitation, native administration, co-operative societies, health measures and the like. Officers of numerous Government departments lecture at refresher courses for teachers.

332. It is pleasing to record that teachers have given valuable assistance in explaining the co-operative movement and that a considerable number act as secretaries of co-operative societies without accepting remuneration. Many teachers are interested in the Gold Coast Branch of the British Red Cross Society, which is closely associated with the Medical and Health Department.

333. In co-operation with the Health authorities, the Department organises "Health Days" in various large centres. With the Administrative Service it is responsible for the Empire Day Celebrations which are a notably popular feature of the school year and, in conjunction with officers of the Forestry and Agriculture Departments, it organises Arbor Days within the forest area. The adult population and the native authorities take a keen interest in these events.

334. The Administrative Service and the Department maintain close contact with one another in deciding upon and applying education policy. An outstanding example for the year under review is described in the references made in Chapter I of this report to education in the Northern Territories.

335. While schools in outlying parts of the country are regularly inspected, it is not possible to visit them frequently as those in the vicinity of the various provincial headquarters of the Department. Schools in these outlying districts are particularly indebted to the Administrative Service for the interest taken in them by many of its officers. In the Northern Territories especially, the Political Administration makes itself responsible for much of the business connected with the management of Government schools.

336. Much assistance is given by officers of the Administrative Service and several other departments in conducting the annual Standard VII Certificate Examination at centres at which no officer of the Education Department is available for the work of supervision. There are over 30 such centres.

337. In many of the outlying schools Government officers take an interest in organised games.

338. During the year under review, the Department of Agriculture arranged to inspect, in conjunction with officers of the Education Department, the teaching of agriculture in the training colleges.

Section III—Co-operation with the Missions.

339. The great majority of the schools and all but one of the training colleges are under the control of the missions and between them and the Department there is a cordial and close co-operation in the administration and improvement of education and in the development of further facilities for it.

340. The most obvious feature of Government's co-operation with the missions is the annual payment of grant-in-aid in respect of the institutions conducted by them and also in respect of their own supervisors of schools. The following are further illustrations of this co-operation. The missions are strongly represented on the Boards of Education ; the Department keeps in close touch with the mission supervisors of schools and, before any change in administration or any considerable modification in policy is made, the heads of the missions, their supervisors and, frequently, the principals or headmasters of their secondary schools and colleges are consulted.

The work of inspecting schools and colleges involves much more than making an estimate of the quality of their work at a particular moment. A copy of each inspection report is sent to each school or college and another is sent to the head of the mission which controls it. These reports contain advice and suggestions for the improvement of the efficiency of the schools on which they are written.

The missions are frequently consulted on matters relating to text-books and the vernaculars and all mission schools receive free copies of *The Teachers' Journal* and other publications.

Section IV—Boy Scouts and Girl Guide Movements.

Boy Scouts.

341. The Boy Scouts organisation in the Gold Coast is an oversea branch of the Boy Scouts Association and, although it is not an official movement, it is officially encouraged.

The control of the organisation is in the hands of the Headquarters Council for Boy Scouts, of which the Governor, as Chief Scout, is President. The Headquarters Council works through six Provincial Scout Councils—four in the Colony, one in Ashanti and one in the Northern Territories. There is a Headquarters Executive Committee and a Chief Scout Commissioner at the Scout Headquarters. The Provincial Scout Councils function in the same way as Scout County Councils do in England : they advise Scout Commissioners and they supervise local associations and troops within their respective areas. The movement has been greatly encouraged by various authorities in charge of schools and, although troops are not officially attached to schools, many of the Scout and Cub-masters are teachers.

342. According to the census furnished to the Imperial Headquarters of the Association in September, 1934, the strength of the movement during the period under review was as follows:—

Provincial Scouts Areas.	Rovers.	Scouts.	Cubs.	Officers.	Total.
Eastern Province Scout Area	50	2,228	643	203	3,124
Western " " "	14	219	153	30	416
Sub-Western " " (Tarkwa) ...	—	316	232	54	602
Central " " Area	—	231	160	31	422
Ashanti " " "	—	423	112	36	571
Northern Territories "	—	63	86	9	158
Commissioners	—	—	—	20	20
Total	64	3,480	1,386	383	5,313

GIRL GUIDES.

343. The Girl Guides Association, like the Boy Scouts is not an official movement but it is officially encouraged. It was first established in the Gold Coast in 1922, when an ordinance was passed for its protection.

The movement is controlled in the Gold Coast by a central council which includes guide workers from Accra, Akwapim, Cape Coast, Kumasi and Winneba; which at present represent the chief centres of the Association's activities. The President of the Association is Lady Hodson, the wife of the Governor, and there are a Colony and three District Commissioners.

346. In December, 1934, the strength of the Association was as follows: Guide Companies, 12; Brownie Packs, 5; Guiders, 24; Guides, 228 and Brownies, 96.

345. The activities of the Association have been hampered in the past by difficulty in securing the services of experienced captains for the companies. The European ladies who devote much of their time to guide work are frequently compelled to resign in view of the incidence of leave or of transfers from one station to another. To improve the situation, the Colony Commissioner has recently started in Accra a company of ex-guides (many of whom are teachers) who will be trained to become officers.

SECTION V—ADULT EDUCATION.

346. From time to time in the last ten years evening classes have been conducted in Accra by members of the Education Department staff. In recent years, however, the staff of the Department has been so much reduced that it is not now possible for it to undertake much work of this nature and it has been found, also, that enthusiasm for study is prone to decline as the courses proceed.

347. Whilst there is little systematic instruction in organised classes, much valuable work, which may be described as educational, is done among adults by such institutions as the Gold Coast Branch of the British Red Cross Society, the co-operative societies for farmers supervised by the Department of Agriculture, the missions' Sunday schools, sports leagues and associations and the like.

SECTION VI—REGISTRATION OF SCHOOLS.

348. Strictly speaking, there is no such thing as the registration of schools in the Gold Coast in the sense that a school cannot become eligible for Government assistance or recognition until it has been registered.

349. In a sense, however, all schools must be registered, as the Education Ordinances require that before a new school is opened, full particulars of the buildings, equipment and staff, etc., must be communicated to the Director of Education. The great majority of schools thus become known to the Education Department but, as already indicated in Chapter IV of this report, some managers of non-assisted schools refrain from reporting their existence.

350. A list of schools is maintained by the Department and it has the right to inspect all institutions for secular instruction.

Section VII—Achimota College.

351. Most of the statistics included in this report do not contain any figures in respect of Achimota School and College. In March, 1935, the enrolment of pupils and students in the various departments was as follows :—

	Male.	Female.	Total.
Kindergarten	23	14	37
Lower Primary	24	22	46
Upper Primary	71	47	118
Secondary	89	14	103
Commercial	9	1	10
Teacher-training	79	44	123
University	17	—	17
Special classes	7	—	7
Total	319	142	461

APPENDIX A.

Certificates awarded to Teachers and Students, 1934.

	Preliminary Second Class Certificates (Men only).	Preliminary Third Class Certificates.	
		Men.	Women.
External Teachers' Examination	—	19	2
Training College, Achimota	23	1	8
Presbyterian Training College, Akropong	41	9	—
Wesley College, Kumasi	20	2	—
St. Augustine's Roman Catholic Training College, Amisano	18	5	—
Convent of Our Lady of the Apostles, Cape Coast ...	—	—	7
Covent of Our Lady and St. Monica, Cape Coast ...	—	—	8
Mbofraturo Methodist Mission School, Kumasi	—	—	7
Scottish Mission Girls' School, Aburi	—	—	7
Basel Mission Girls' School, Agogo	—	—	1
Total	102	36	40

STATISTICS OF GOVERNMENT

Educational Units.	No. on Roll.			Average Attendance.	Government Grant-in-aid Recommended, 1934.		
	Boys.	Girls.	Total.		Grant.	Claim under Rules 66 and 72.	Total Grant.
					£ s. d.	£ s. d.	£ s. d.
Ahmadiyya	88	18	106	92	532 0 0	—	532 0 0
A.M.E. Zion Mission	725	160	885	824	1,942 0 0	—	1,942 0 0
Basel Mission	—	75	75	74	248 0 0	—	248 0 0
English Church Mission	2,077	779	2,856	2,587	5,602 10 0	292 10 0	5,895 0 0
Ewe Presbyterian	3,519	1,185	4,704	4,544	10,487 0 0	—	10,487 0 0
Government	4,370	1,375	5,745	5,513	—	—	—
Methodist Mission	6,751	2,397	9,148	8,316	22,376 10 0	487 10 0	22,864 0 0
Presbyterian Church	7,709	3,183	10,892	10,645	29,144 11 0	—	29,144 11 0
Roman Catholic Mission (Colony)	2,650	772	3,422	2,990	6,853 10 0	292 10 0	7,146 0 0
Roman Catholic Mission (Lower Volta) ...	2,589	470	3,059	2,918	5,436 1 3	195 0 0	5,631 1 3
Scottish Mission	10	143	153	147	786 9 0	635 0 0	1,421 9 0
Seventh Day Adventist	134	16	150	121	180 10 0	—	180 10 0
Undenominational	1,352	374	1,726	1,573	3,666 0 0	—	3,666 0 0
White Fathers' Mission	174	110	284	282	572 3 6	—	572 3 6
Secondary	505	—	505	468	1,426 0 0	585 0 0	2,011 0 0
Total	32,653	11,057	43,710	41,094	89,253 4 9	2,487 10 0	91,740 14 9

B.

AND ASSISTED SCHOOLS.

Extract from School Cash Book, 1934.																			
Total Government Grant for the year, 1933.			School Fees.			Income from Local Sources.			Income from other Sources.			Total Income.			Total Expenditure.			Remarks.
£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	
463	7	1	57	19	6	80	0	0	—			601	6	7	497	0	7	
2,114	12	3	771	16	9	325	18	5	478	0	2	3,690	7	7	3,451	15	2	
169	12	7	914	13	0	—			—			1,084	5	7	1,236	15	7	
5,195	14	5	4,191	3	5	201	10	6	894	17	9	10,483	6	1	11,315	17	7	
9,049	4	0	2,329	17	4	2,114	0	5	1,141	7	0	14,634	8	9	14,938	8	11	
—			6,640	7	9	—			—			6,640	7	9	—			
19,671	13	4	11,236	15	7	4,091	6	11	1,714	12	3	36,714	8	1	39,393	6	5	Expenditure defrayed by Government.
25,871	0	6	7,860	2	4	9,568	9	11	898	18	7	44,198	11	4	38,138	19	9	
6,375	17	10	2,750	7	7	1,049	9	0	1,850	2	9	12,025	17	2	14,836	16	4	
4,957	14	6	1,301	11	1	549	8	9	461	0	0	7,269	14	4	8,287	10	3	
1,294	13	9	1,577	8	6	595	6	8	1,202	8	0	4,669	16	11	4,350	8	5	
126	3	6	61	2	6	—			275	16	9	463	2	9	342	16	9	
3,244	11	7	1,920	16	4	305	13	0	1,465	0	9	6,936	1	8	7,293	2	0	
645	5	0	—			—			23	18	6	669	3	6	671	9	0	
1,930	19	10	9,762	0	1	80	0	0	926	17	10	12,699	17	9	11,967	14	11	
81,110	10	2	51,376	1	9	18,961	3	7	11,333	0	4	162,780	15	10	156,722	1	8	

APPENDIX C.

TABLE SHOWING THE TOTAL NUMBER OF EUROPEANS ENGAGED IN TEACHING IN THE GOLD COAST AND THEIR DISTRIBUTION.

Educational Unit.	Western Province.			Central Province.			Eastern Province.			Trans-Volta.			Ashanti.			Northern Territories.			Total.		
	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.	M.	F.	T.
Achimota	—	—	—	—	—	—	23	11	34	—	—	—	—	—	—	—	—	—	23	11	34
Basel Mission	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	2	2
English Church Mission	—	—	—	1	2	3	—	—	—	—	—	—	—	3	3	—	—	—	1	5	6
Government	—	—	—	1	—	1	4	—	4	—	—	—	1	—	1	—	—	—	6	—	6
Methodist Mission ...	—	—	—	3	3	6	—	—	—	—	—	—	5	2	7	—	—	—	8	5	13
Presbyterian Church ...	—	—	—	—	—	—	5	1	6	—	—	—	—	—	—	—	—	—	5	1	6
Roman Catholic Mission (Colony)	—	1	1	3	5	8	—	—	—	—	—	—	—	—	—	—	—	—	3	6	9
Roman Catholic Mission (Trans-Volta) ...	—	—	—	—	—	—	—	—	—	—	2	2	—	—	—	—	—	—	—	2	2
Roman Catholic Mission (White Fathers') ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	4	7	3	4	7
Scottish Mission ...	—	—	—	—	—	—	—	6	6	—	—	—	—	—	—	—	—	—	—	6	6
Seventh Day Adventist	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
Total	—	1	1	8	10	18	32	18	50	—	2	2	7	7	14	3	4	7	50	42	92

M = Male. F = Female. T = Total.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR.

Population (1931 Census).	Particulars.	University Education.		Controlled Institutions.							Non-Controlled Institutions.	Grand Total.	Percentage to Population of Schools in	
				School Education, General.				School Education, Vocational.						
		Arts and Science Colleges.	Professional Colleges.	Secondary Schools.	Government and Assisted Primary Schools.	Non-Assisted Primary Schools.	Total.	Training Schools.	All other Vocational Schools.	Total.			Controlled Institutions.	Controlled and non-Controlled Institutions.
1	2	3	4	5	6a	6b	7	8	9	10	11	12	13	14
European 2,484	*Institutions:*													
	For Males { European ...	—	—	—	—	—	—	—	—	—	—	—	—	—
	Non-European ...	1	4	3	373	281	657	2	4	6	—	668	—	—
Non-European 3,161,084	For Females { European ...	—	—	—	—	—	—	—	—	—	—	—	—	—
	Non-European ...	—	2	—	17	2	19	—	—	—	—	21	—	—
	Total	1	6	3	390	283	676	2	4	6	—	689	—	—
Percentage of urban and non-urban population:—	*Pupils enrolled:*													
	Males { European ...	—	—	—	—	—	—	—	—	—	—	—	—	—
	Non-European ...	17	293	573	32,148	11,941	44,662	32	310	342	—	45,314	—	—
Urban ... ... 12·13	Females { European ...	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Urban ... ... 87·87	Non-European ...	—	58	19	11,057	3,190	14,266	—	—	—	—	14,324	—	—
Percentage of scholars in urban and non-urban areas:—	Total	17	351	592	43,205	15,131	58,928	32	310	342	—	59,638	1·85	1·85
Urban ... ... 24·6														
Non-Urban ... ... 75·4														

Column 3 Achimota is available for female university education when required.
Column 4 Teacher-training Colleges.
Column 5 Achimota has mixed secondary classes.
Column 6a Includes 339 mixed schools: 2,565 girls are receiving education in the 17 girls' schools.
Column 6b Includes 268 mixed schools.
Column 8 Agriculture Training Centre and Veterinary Training Centre.
Column 9 Technical School, Accra, and three Middle Boarding Schools.
Column 11 All Schools (i.e. assemblies of over nine pupils) come under the provisions of the Education Ordinance.
Columns 13 and 14 calculated from 1931 Census Figures.
Note.—In this table figures include Achimota, each Department thereof being counted as one institution.

GENERAL TABLE II.

Abstract Statement of Gross Expenditure on Education for the Official Year.

	Total Direct Expenditure on Education.							Total Indirect Expenditure on Education.						
	University Education.		School Education, General.		School Education, Vocational.									
	Arts and Science Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Trade Schools and Technical Schools.	All other Special Schools	Total.	University.	Direction and Inspection.	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		£	£	£	£	£	£							
Colonial Revenue	(a)	9,330	2,235	148,912	11,564	—	172,041	No detailed figures are available.						
Local Public Funds	(a)	(a)	(a)	1,013	—	—	1,013 (c)							
Other Sources	(a)	5,884 (b)	9,807	51,310 (b)	—	—	67,001 (c)							
Total	—	15,214	12,042	201,235	11,564	—	240,055							

(a) Figures not available—Achimota only.

(b) Figures incomplete.

(c) These figures refer to Assisted Schools only.

Note.—Figures for "Colonial Revenue" include proportion of costs of Administration and inspection, but do not include any portion of the grant of £48,000 to Achimota.

16	17	18	19
Total Expenditure from Colonial Revenue. (Education Department only).	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.
£172,041	6·74	1s. 1d.	Figures not available.

GENERAL TABLE III.

COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR.

Class of Institution.	CONTROLLED INSTITUTIONS UNDER PUBLIC MANAGEMENT.					
	Managed by Government.			Maintained from Local Public Funds.		
	Number of Institutions.	Number of scholars on the roll 31st December.	Average Daily Attendance.	Number of Institutions.	Number of scholars on the roll on 31st December.	Average Daily Attendance.
1	2	3	4	5	6	7
UNIVERSITY AND COLLEGIATE EDUCATION :						
(*a*) Arts and Science	—	—	—	1	17	17
(*b*) Colleges for Professional training	—	—	—	2	123	123
SCHOOL EDUCATION :						
Secondary Schools :—						
(*a*) General	—	—	—	1	87	87
(*b*) Vocational	3(*a*)	78	78	—	—	—
Primary Schools :—						
(*a*) General	24	5,745	5,513	6	849	791
(*b*) Vocational	3	264	264	—	—	—
Total	30	6,087	5,855	7	936	878
Total of Colleges and Schools under Public Management ...	30	6,087	5,855	10	1,076	1,018

(*a*) Technical School Accra.*
Agriculture and Forestry School, Kumasi.
Veterinary Training Centre, Kpong Tamale.

*Boarding Schools.

GENERAL TABLE III—*contd.*

COLLEGES, SCHOOLS AND SCHOLARS FOR THE OFFICIAL YEAR.

Class of Institutions.	Controlled Institutions under Private Management.						Grand total of Institutions public and Private Management.	Grand total of Scholars on 31st December, Public and Private Management.	Number of Scholars on 31st December, learning	
	Aided by Government Public Funds.			Unaided.						
	Number of Institutions.	Number of Scholars on the roll on 31st December.	Average daily Attendance.	Elementary.	Number of Scholars on the roll on 31st December.	(a) Average daily Attendance.			English.	A Vernacular Language.
	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION :										
(a) Arts and Science	—	—	—	—	—	—	1	17	—	—
(b) Colleges and Professional training	4	228	228	—	—	—	6	351	*See Note*	
Total	4	228	228	—	—	—	7	368	—	—
SCHOOL EDUCATION—GENERAL—SECONDARY SCHOOLS :										
(a) General	2	505	468	—	—	—	3	592	—	—
(b) Vocational	—	—	—	—	—	—	3	78	—	—
Total	2	505	468	—	—	—	6	670	—	—
PRIMARY SCHOOLS :										
(a) General	360	36,611	34,332	283	15,131	(a)	673	58,336	—	—
(b) Vocational	—	—	—	—	—	—	3	264	*See Note*	
Total	360	36,611	34,332	283	15,131	—	676	58,600	—	—
Total of Colleges and Schools under Private Management ...	366	37,344	35,028	283	15,131	—	—	—	—	—
Grand Total of Colleges and Schools	406	44,507	41,901	283	15,131	—	689	59,638	—	—

(a) Average attendance in Non-Assisted Schools not known.

Note.—No details available but by far the great majority of scholars learn a Vernacular language and all scholars above the Infant classes learn English.

GENERAL TABLE IV.

RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR.

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.				
	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.	Other Races to be classified according to local conditions.		Percentage of column 13 to column 9.	Percentage of column 13 to column 5
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
(1) *Arts and Science Colleges*	—	14	2	16	—	14	2	16	—	4	1	5	—	All Natives of West Africa.	—	31·2	31·2
(2) *Professional Colleges (Teacher Training).*																	
Males (four-year course)	24	95	—	119	24	95	—	119	24	95	—	119*	—		—	100	100
Females (two-year course)	8	30	—	38	8	30	—	38	8	30	—	38†	—		—	100	100
(3) *Teachers' Examination (External).*																	
Males	—	—	—	—	—	43	29	72	—	15	4	19	—		—	26·3	—
Females	—	—	—	—	3	5	—	8	2	—	—	2	—		—	25	—
(4) *Schools for General Education.*																	
Matriculation (London).																	
Males	—	11	16	27	—	11	16	27	—	2	3	5	—		—	18·5	18·5
Females	—	—	—	—	—	—	—	—	—	—	—	—	—		—	—	—
Cambridge School Certificate.																	
Males	—	63	25	88	—	63	25	88	—	35	6	41(*a*)	—		—	46·6	46·6
Females	—	4	—	4	—	4	—	4	—	2	—	2	—		—	50	50

*102 Preliminary 2nd Class Certificates. 17 Preliminary 3rd Class Certificates. † Preliminary 3rd Class Certificates. (*a*) 1 Private studies.

GENERAL TABLE IV—*contd.*

RESULTS OF PUBLIC EXAMINATIONS DURING THE OFFICIAL YEAR—*contd.*

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.				
	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.	Other Races to be classified according to local conditions.		Percentage of column 13 to column 9.	Percentage of column 13 to column 5.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Cambridge Junior Local.																	
Males	—	90	70	160	—	90	70	160	—	59	30	89(*a*)	—	All Natives of West Africa.	—	55·6	55·6
Females	—	7	1	8	—	7	1	8	—	1	1	2	—		—	25	25
City and Guilds of London Technological Examinations.																	
Males	21	1	—	22	21	1	—	22	15	—	—	15	—		—	68·2	68·2
Standard Seven Certificate.																	
Males	—	—	—	—	401	1,493	10	1,904	280	753	2	1,035	—		—	54·3	—
Females	—	—	—	—	54	221	—	275	35	122	—	157	—		—	57	—
(5) *Schools for Vocational Education.*																	
Government Middle Boarding Schools (Males only)	86	—	—	86	86	—	—	86	86	—	—	86	—		—	100	—
Government Agricultural School (Males only)	12	—	—	12	12	—	—	12	12	—	—	12	—		—	100	—

(*a*) 3 Private studies.

GENERAL TABLE V.

NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR THE OFFICIAL YEAR.

Schools for Non-Europeans.
N.B.—There are no schools for Europeans.

	Primary Schools.												Secondary Schools.												Arts and Science Colleges.	
	Under Public Management.						Other Institutions.						Under Public Management.						Other Institutions.						Under Public Management.	Other Institutions.
Length of Course. ...	2 years.		3 years.		4 years.		2 years.		3 years.		4 years.		2 years.		3 years.		4 years.		2 years.		3 years.		4 years.			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Trained.																										
Third Class	—	3	—	—	11	—	57	29	24	2	61	—							—	—	—	—	—	—		
Second Class	9	—	2	—	53	—	66	—	83	—	303	—							2	—	—	—	4	—		
First Class	58	—	47	—	—	—	306	—	131	—	—	—							2	—	1	—	—	—		
Preliminary 3rd Class ...	1	10	—	—	—	—	15	40	14	—	55	—							2	—	—	—	—	—		
Preliminary 2nd Class ...	—	—	—	—	6	—	1	—	16	—	218	—							—	—	—	—	—	—		
Incomplete 3rd Class ...	1	—	—	—	—	—	20	—	6	—	—	—							—	—	—	—	—	—		
Incomplete 2nd Class ...	—	—	—	—	—	—	8	—	8	—	—	—							—	—	—	—	—	—		
Recognition	—	—	—	—	—	—	—	—	—	—	—	—							—	—	—	—	—	—		
Totals	69	13	49	—	70	—	473	69	282	2	637	—	*See Note.*						6	—	1	—	4	—	*See Note.*	Nil.
	M	F	M	F	M	F	M	F	M	F	M	F							M	F	M	F	M	F		
Untrained.																										
Third Class	1	9	—	—	—	—	230	37	—	—	—	—							7	—	—	—	—	—		
Second Class	—	1	—	—	—	—	24	7	—	—	—	—							—	—	—	—	—	—		
First Class and Old Certificates	5	—	—	—	—	—	38	2	—	—	—	—							2	—	—	—	—	—		
Preliminary 3rd Class ...	1	13	—	—	—	—	106	30	—	—	—	—							5	—	—	—	—	—		
Preliminary 2nd Class ...	1	—	—	—	—	—	—	—	—	—	—	—							2	—	—	—	—	—		
Incomplete 3rd Class ...	1	—	—	—	—	—	15	1	—	—	—	—							—	—	—	—	—	—		
Incomplete 2nd Class ...	—	—	—	—	—	—	4	5	—	—	—	—							—	—	—	—	—	—		
Recognition	27	5	—	—	—	—	82	4	—	—	—	—							—	—	—	—	—	—		
Honorary	—	—	—	—	—	—	105	5	—	—	—	—							—	—	—	—	—	—		
With University Degree ...	—	—	—	—	—	—	4	—	—	—	—	—							15	—	—	—	—	—		
Europeans	—	—	—	—	—	—	—	21(*a*)	—	—	—	—							4 (*b*)	—	—	—	—	—		
Totals	35	28	—	—	—	—	608	112	—	—	—	—							35	—	—	—	—	—		

(*a*) European Sisters in Girls' Schools. (*b*) European Masters in Secondary Schools *Note.*—The above figures are exclusive of approximately 330 uncertificated and untrained teachers in Assisted and Non-Assisted Schools. *No details are available for Achimota owing to the interchangeability of the staff in the different sections.

GENERAL TABLE VI (A).

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY GOVERNMENT.

	Colleges.	Secondary Schools.	Primary Schools.	Training Institutions.	Other Vocational Schools.	Total.	From Colonial Revenue.	From Fees.	Mission or Denominational funds	From Other Sources.	Total.
	1 M. F.	2 M. F.	3 Mixed.	4 M. F.	5 M.	6	7	8	9	10	11
	£		£		£	£	£	£	£	£	£
(*a*) Maintenance charges ... ... — (*b*) Capital expenditure on building equipment	—	—	37,884 (*a*)	—	11,440 (*b*)	49,324	42,282	7,042	—	—	49,324
Average annual cost per pupil to Colonial Revenue ...	—	—	5·44	—	35·59	—	—	—	—	—	—
Total average cost per pupil	—	—	6·77	—	36·90	—	—	—	— ...	—	—

These figures do not include cost of administration and inspection. (*a*) It is impossible to obtain separate figures for males and females.
(*b*) Includes the Technical and Middle Boarding Schools. Figures for other Vocational Schools are not available.

GENERAL TABLE VI (B).

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY LOCAL PUBLIC FUNDS.

	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.
	1 M. F.	2 M. F.	3 M. F.	4 M. F.	5 M. F.	6	7	8	9	10	11
			£		£	£	£	£	£	£	£
(a) Maintenance charges	(a)	(a)	2,300 (b)	(a)	—	2,300	1,287	260	—	753	2,300
(b) Capital expenditure on building equipment											
Average annual cost per pupil to Colonial revenues ...	—	—	1·99	—	—	—	—	—	—	—	—
To Local Public Funds	—	—	1·16	—	—	—	—	—	—	—	—
Total average cost per pupil	—	—	3·55	—	—	—	—	—	—	—	—

Assisted Schools only. (a) Achimota only—no figures available. (b) Does not include Achimota. These figures do not include cost of administration and inspection.

GENERAL TABLE VI (C).

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY MISSIONS OR LOCAL DENOMINATIONAL BODIES.

	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.
	1 M.	2 M.	3 M.	4 M.	5 M.	6 M.	7	8	9	10	11
	£	£	£	£	£	£	£	£	£	£	£
(*a*) Maintenance charges	12,709	11,968	137,461	—	—	162,138	100,960	44,626	16,552	—	162,138
(*b*) Capital expenditure on building equipment											
Average annual cost per pupil to Colonial revenues ...	31·89	3·99	2·58	—	—	—	—	—	—	—	—
To Mission Funds	19·03	2·04	0·34	—	—	—	—	—	—	—	—
Total Average cost per pupil	59·39	23·76	3·85	—	—	—	—	—	—	—	—

Assisted Schools only. These figures do not include cost of administration and inspection.

GENERAL TABLE VI (D).

GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS MAINTAINED BY OTHER PRIVATE MANAGEMENT.

	Colleges.	Secondary Schools. (c)	Primary Schools.	Training Institutions.	Other Vocational Schools.	Total.	From Colonial Revenues.	From Fees.	From Mission or Denominational Funds.	From Other Sources.	Total.
	1 M. F.	2 M. F.	3 Mixed.	4 M. F.	5 M. F.	6 M. F.	7	8	9	10	11
	£	£	£			£	£	£.	£	£	£
(a) Maintenance charges	—	—	4,993	—	—	4,993	2,479	1,601	—	913	4,993
(b) Capital expenditure on building equipment											
Average annual cost per pupil to Colonial revenues ...	—	—	2·30	—	—	—	—	—	—	—	—
To other funds	—	—	0·85	—	—	—	—	—	—	—	—
Total average cost per pupil	—	—	4·63	—	—	—	—	—	—	—	—

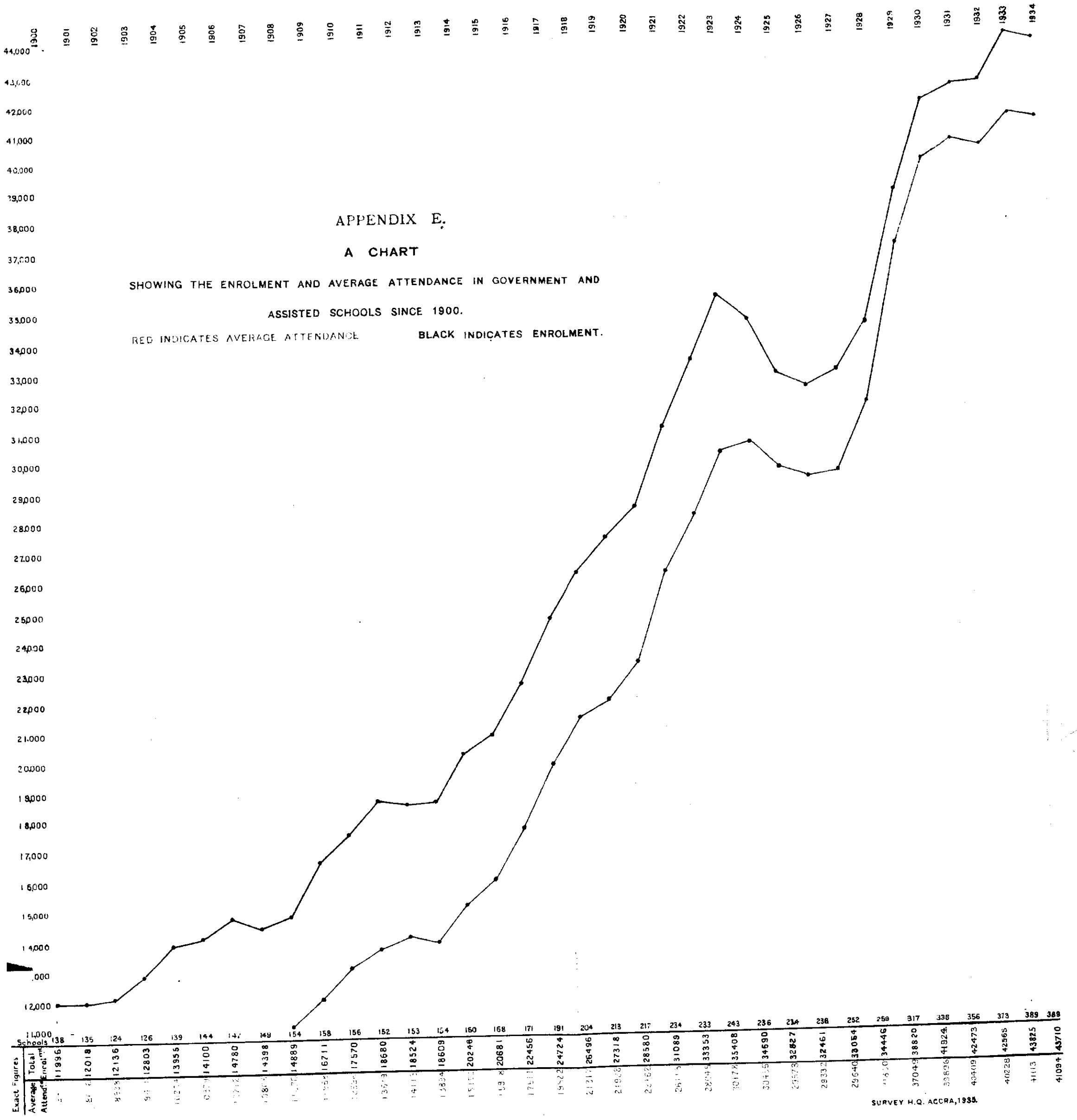
Assisted Schools only. These figures do not include cost of administration and inspection.

APPENDIX E.

A CHART

SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN GOVERNMENT AND ASSISTED SCHOOLS SINCE 1900.

RED INDICATES AVERAGE ATTENDANCE. BLACK INDICATES ENROLMENT.



SURVEY H.Q. ACCRA, 1935.

MEMORANDUM

ON

INDIAN EDUCATION IN NATAL (SOUTH AFRICA)

BY

Kailas P. Kichlu, M.A.
(Indian Educational Service)

Presented to the Indian Education Inquiry Commission at Pietermaritzburg in April, 1928.

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APPENDICES.

Appendix A.—Basis of Staffing Govt.-Aided Schools and proposed scale of Grant (for Teachers of present qualifications).

B.—Statement showing financial effect of proposal contained in Appendix A as applied to existing Govt.-Aided Schools.

C.—Basis of Staffing Govt.-Aided Schools and proposed scale of Grant (for Teachers of higher qualifications from the New Training College).

D.—Statement showing financial effect of proposal contained in Appendix C as applied to existing Govt.-Aided Schools.

E.—Statement showing Staff and Salaries of Teachers in Govt. Schools.

F.—Note showing the present position of Staff of Govt-Aided Schools regarding qualifications and Salary (*vide* Appendix K.).

G.—Summary of Rules regarding Grants to Govt.-Aided Schools.

H.—Rules regarding free places (Std. IV.), free places (Std. VI.) and Technical Bursaries for Europeans and Coloured Children.

I.—Statements showing the Indian Schools in charge of various Inspectors of Schools.

J.—Statement showing the Classes and Standards in Govt.-Aided Schools and the number, qualifications and Salaries of Teachers in those Schools.

K.—Statement showing the approximate cost of buildings of Govt.-Aided Schools and the sources from which the cost was met.

SECTION I.—PRELIMINARY.

There are about 30,000 Indian children of school-going age in Natal. The latest figures supplied by the Superintendent of Education show that there are at present only about 9,913 pupils enrolled (average attendance about 8,000) as follows :—

Primary (up to Standard VI.) :

	Boys.	Girls.	
In Government Schools	1,908	139	
In Government-aided Schools	6,171	1,628	
	8,079	1,767	= 9,846

Secondary (Standards VII.—X.) :

In Government Schools	66	
In Government-aided Schools	1	= 67
Grand total		9,913

The position, therefore, is that only about one-third of the children of school-going age are receiving instruction, and that about two-thirds are not at school. As the upliftment of the Indian population of Natal to Western standards has now been accepted as a definite policy, it is very desirable that the large number of children who are not now at school should be brought under instruction at an early date.

2. Looked at from the point of view of the number, kind and grade of schools for Indians, the position at present is as follows :—

Government Schools—

	No. of Schools	Enrolment.
(1) Secondary (to Standard X.)	1	2,047
(2) Primary	8	
Government-aided Schools—		
(1) Primary	43	7,799
Total		9,846

Of the nine Government Schools only 1 (Carlisle Street, Durban) teaches up to Standard X. (Matriculation Standard), and the remaining 8 are primary schools. The Carlisle Street School was raised to the Matriculation Standard only recently, and the enrolment in this Standard is only nominal. Of the 43 Government-aided schools all are primary. The primary stage goes up to Standard VI., but all the present primary schools do not teach up to that standard, only 19 of them proceed beyond Standard IV. Even those that go up to Standard VI. have very few pupils in Standards V. and VI. There are only about 479 pupils, or a little over 5 per cent., who are in standards above IV. Therefore, from the point of view of the total number of pupils receiving instruction, as also from the point of view of pupils going beyond Standard IV., the position is not satisfactory. In one or two Government-aided Schools which go up to Standard VI. a Standard VII. has been opened, which contains one or two pupils. The total number of pupils reading in Standard VII. in the whole Province is only 67. The Standard VII. which exists in one or two aided schools does not appear to do the work required in that standard, which is part of the stage higher than the primary. There are only 3 pupils reading in Standard IX. at Carlisle Street, and there is only one student in Standard X. in preparation for the matriculation examination.

3. In regard to accommodation, the present schools, both Government and Government-aided, are full, and generally there is overcrowding. In one school (Clairwood) I found that there are already over 500 pupils on rolls and more than 300 were refused admission. In several other schools I found there was congestion, and pupils were being refused admission for want of accommodation. There is a very great desire on the part of the Indian population to send their children to school, and girls as well as boys are anxious to join schools if they can be provided with facilities for doing so.

4. There are no facilities at present (except in the York Road School in Pietermaritzburg) for manual training (woodwork). Even at this school, which is a Government Institution, the course does not aim at a higher stage than the primary, and students are not prepared either for the Cape Junior Certificate or Matriculation examination. This school has a European Headmaster, and appears to be suitable for providing facilities for education beyond the primary stage. Pietermaritzburg is an important centre, and it is, I think, desirable that classes for Cape Junior and Matriculation examinations should be opened at the Government school here.

5. The following table gives a detailed analysis of the present enrolment in each class and standard of the Government and Government-aided schools last year (1927):—

Schools.	Government.			Government-Aided.			Totals.		Grand Totals.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	
Cl. 1	306	34	340	1,566	613	2,179	1,872	647	2,519
Cl. 2	269	26	295	836	251	1,087	1,105	277	1,382
Cl. 3	216	23	239	642	154	796	858	177	1,035
Std. I.	313	14	327	874	179	1,053	1,187	193	1,380
Std. II.	243	13	256	750	143	893	993	156	1,149
Std. III.	201	8	209	585	101	686	786	109	895
Std. IV.	211	5	216	381	40	421	592	45	637
Std. V.	159	5	164	134	13	147	293	18	311
Std. VI.	51	5	56	43	3	46	94	8	102
Std. VII.	42	2	44	2		2	44	2	46
Std. VIII.	2	15	17				2	15	17
Std. IX.	3		3				3		3
Std. X.	1		1						1
Totals	2,017	150	2,167	5,813	1,497	7,310	7,829	1,647	9,477

6. The table shows that the bulk of the children now at school are in classes and standards up to Standard II. only, that there are about 1,500 pupils in Standards III. and IV., about 400 in Standards V. and VI., about 60 in Standards VII. and VIII., and only 3 in Standard IX. The paucity of numbers in standards above II. and III. shows that at present very few children complete the full primary course, and that the great majority leave the schools before they have received education of a sufficiently durable character.

7. The problem of removing illiteracy from the Indian population of Natal has become serious, and it was well summed up by the Superintendent of Education in his Report for 1926. His remarks are quoted below:—

> Non-European Education.—The attendance of Asiatics shows an increase of 700 odd on the figures of last year. The Asiatic population has increased since 1924 by just about 1,000, so that a small advance has been made. We may assume that there are at least 32,000 children of school age now in the Province, for the Census calculation was 31,599 in 1921. The difference between this and the 9,155 enrolled represents the mass of illiteracy among a certain portion of the Province's population, and a mass that is growing year by year. A commission has been proposed to examine the question, which cannot be burked much longer.
>
> The Government subsidy will ensure the finance of the work when started, but it will necessarily be of slow growth. We have no teachers to deal with the pupils, even if the buildings existed, and they will take years to train. The position is that we have no buildings, no teachers, and, as far as I know, no funds for buildings. But that this Province, or any other territory, can afford to sustain deliberately a large section of its population in enforced ignorance is a statement so patently prejudiced and prejudicial as hardly to require refutation.

8. The Provincial Administration of Natal has appointed a Commission to enquire into and report on the question of Indian education, and the following notice was issued on 16th November, 1927:—

It is hereby notified for general information that a Committee has been appointed to enquire into and report upon the question of education of Indian children of both sexes, both generally and with particular reference to the undermentioned aspects, so far as the subject lies within the scope of the Natal Provincial Administration.

The existing facilities as a whole in town and country areas:

The conditions of service of Indian teachers in Government and Government-aided Schools, including salary, promotion, discipline and pension:

The present system of Provincial grants-in-aid and any changes which may be considered to be necessary:

The financial basis of Indian education, having regard to the resources of the Province, the various demands upon them, and the adequacy or otherwise of the existing Union Government subsidies in so far as they affect Indian education:

SECTION II.—SALARIES OF TEACHERS IN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS.

9. The following is the present scale allowed to teachers in Government Indian schools:—

	Head Teachers.	Men.	Women.
	Special grade.		
1.	Over 400 pupils in average attendance ..	£250—10—300	
	Grade I.		
2.	250—400 pupils in average attendance ..	200—10—240	£180—10—220
	Grade II.		
3.	100—250 pupils in average attendance ..	180—10—220	160—10—200
	Grade III.		
4.	Under 100 pupils in average attendance ..	150—10—180	130—10—150

Plus marriage allowance of £24 per annum for men.

Assistants	Men and Women.
Grade B.	
With senior certificate	£120—10—150
Grade A.	
With junior certificate	80—10—120

Unqualified £6 per school month.

Plus marriage allowance of £24 per annum for men.

10. The above scale is based on the requirements of Primary schools only as all the Indian schools which have Indian staff teach up to the primary stage only. Government schools set the standard and they have to be staffed by picked men. The present salaries are not sufficient to secure and retain the services of really competent teachers and some improvement in the scale of pay is necessary even for teachers of present qualifications. I would suggest the following scale of salaries for Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less:—

	Head Teachers.	Men.	Women.
	Special Grade.		
1.	Over 400 pupils in average attendance ..	£250—10—350 (average 316)	£200—10—250 (average 233)
	Grade I.		
2.	251—400 pupils in average attendance ..	£220—10—250 (average 240)	190—10—220 (average 210)
	Grade II.		
3.	100—250 pupils in average attendance ..	£190—10—220 (average 210)	170—10—200 (average 190)
	Grade III.		
4.	Under 100 pupils in average attendance ..	£160—10—190 (average 180)	140—10—160 (average 153)

Plus house allowance of £24 per annum for men.

Assistants.	Men and Women.
Grade B. With Senior Certificate	£130—10—170 (average 156)
Grade A. With Junior Certificate	£90—10—120 (average 110)

Plus marriage allowance of £24 per annum for men.

Assistant Teacher Unqualified £72

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

The above grading has been suggested for teachers in Government Primary schools of present qualifications, but in giving the new grades to teachers now employed the merits of each case might be considered by the Department and such teachers might be promoted to the new scale as are found deserving by reason of their experience and good work. The above grades will not be suitable for teachers of higher general qualifications and better training who will come out of the new training college. It is expected that the first batch of these trained teachers will come out of the training college in 1930 and it will then be necessary to provide a better scale of pay for such teachers. The following scale is suggested for such teachers in Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less :—

Government Primary schools (Higher Scale)

	Men.	Women.
Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance	£300—10—400 (average £366)	£250—10—300 (average £283)
Head Teacher (Senior Certificate from New Training College) 251—400 pupils in average attendance	£250—10—300 (average £283)	£200—10—250 (average £233)
Head Teacher (Senior Certificate from New Training College) 100—250 pupils in average attendance	£200—10—250 (average £233)	£180—10—220 (average £206)
Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance	£180—10—220 (average £206)	£140—10—180 (average £166)

Plus house allowance of £24 per annum for men.

	Men & Women
Assistant Teacher (Senior Certificate from New Training College)	£130—10—200 (average £176)
Assistant Teacher (Junior Certificate from New Training College)	£100—10—140 (average £126)

Plus marriage allowance of £24 per annum for men.

Assistant Teacher (Unqualified)	£72

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

11. The question of laying down a scale of salaries for teachers in Government-aided schools may now be considered. There is at present no scale of salaries for such teachers laid down by the Department, and grantees are permitted to engage the staff on any terms they like. I think the time has now arrived when a minimum scale of salaries for such teachers should be laid down. I have dealt in Section IV. with the question of grant to be paid to such schools in a manner which will enable the schools to engage the staff on the minimum salaries laid down. I suggest below a scale of minimum salaries for teachers in Government-aided Primary schools :—

Head Teachers.	Men and Women.
Head Teacher (Senior) under 100 pupils in average attendance	£140—5—160 (average £153)
Head Teacher (Senior) 100—250 pupils in average attendance	£140—5—180 (average £166)
Head Teacher (Senior) 251—400 pupils in average attendance	£140—10—200 (average £180)
Head Teacher (Senior) over 400 pupils in average attendance	£140—10—230 (average £200)
Assistant Teacher (Senior)	£96—4—120 (average £112)
Assistant Teacher (Junior)	£84—4—100 (average £94)
Unqualified	£60

N.B.—Unqualified teachers will hold their posts on a temporary basis and will be replaced by trained teachers as soon as they are available.

12. The above scale of salaries for Government-aided schools has been suggested for teachers of present qualifications, but when teachers of better qualifications and training come out of the new Training College and become available for service in Government-aided schools it would be necessary to lay down a better scale of pay for such teachers. It is expected that such

teachers will begin to become available from 1931. The following scale of salaries for such teachers is suggested :—

Government-aided Schools (Higher Scale).

Head Teachers.

Head Teacher (Senior certificate from New Training College) under 100 pupils in average attendance	£150—5—180 (average £170)
Head Teacher (Senior certificate from New Training College) 100—250 pupils in average attendance	£150—5—200 (average £183)
Head Teacher (Senior certificate from New Training College) 251—400 pupils in average attendance	£150—10—220 (average £196)
Head Teacher (Senior certificate from New Training College) over 400 pupils in average attendance	£150—10—250 (average £217)
Assistant Teacher (Senior certificate from New Training College)	£100—5—150 (average £133)
Assistant Teacher (Junior certificate from New Training College)	£90—5—120 (average £110)

SECTION III.—BASIS OF STAFFING GOVT.-AIDED SCHOOLS.

12. In the case of Government-aided schools which have to be staffed economically but on a reasonable basis of efficiency, the minimum basis of staffing may be given as below. It is necessary to lay this down, as at present in some cases the aided schools do not appear to be staffed suitably. In suggesting a basis the minimum number of senior and junior certificated teachers required for schools of various sizes has also been given in order to lay down the minimum requirements in this respect.

BASIS OF STAFFING GOVERNMENT-AIDED SCHOOLS.

Average Attendance	Minimum staff (with details as to the number of senior and junior certificated teachers).
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated Teacher and to get the pay of an assistant teacher and not of a head teacher.
36—60	Head teacher (Senior) and 1 Asst. (Junior)
61—90	do. and 2 Assts. (Junior)
91—120	do. and 3 Assts. (1 Senior and 2 Junior)
121—160	do. and 4 Assts. (1 Senior and 3 Junior)
161—200	do. and 5 Assts. (1 Senior and 4 Junior)
201—240	do. and 6 Assts. (1 Senior and 5 Junior)
241—280	do. and 7 Assts. (1 Senior and 6 Junior)
281—320	do. and 8 Assts. (2 Senior and 6 Junior)
321—360	do. and 9 Assts. (2 Senior and 7 Junior)
361—400	do. and 10 Assts. (2 Senior and 8 Junior)
401—440	do. and 11 Assts. (2 Senior and 9 Junior)
441—480	do. and 12 Assts. (3 Senior and 9 Junior)
481—520	do. and 13 Assts. (3 Senior and 10 Junior)
521—560	do. and 14 Assts. (3 Senior and 11 Junior)
561—600	do. and 15 Assts. (3 Senior and 12 Junior)

SECTION IV.—GRANTS TO GOVERNMENT-AIDED SCHOOLS.

13. There are 39 Government-aided schools which get a total grant of £15,543 (vide page 78 of the Report of the Superintendent of Education for 1926). A summary of the rules and the scale of grant at present laid down for schools for Europeans, Coloured children, and Indians will be found in Appendix G. It will be seen that the scale of grants and the basis for calculating them are on a liberal scale in the case of European schools. In the case of Coloured schools it is laid down that the scale of grant shall be on the basis of the scale provided for European Primary schools. In the case of Indian

schools an all-round rate of £2 10s. per pupil per annum is allowed, and in addition to this a grant of £20 per annum per assistant teacher is also admissible if the Department considers that assistants are necessary. The rate for assistants' grant given in the rule is £2 per teacher per school month. As the schools are closed for about two months in the year the scale, roughly speaking, comes to about £20 per annum.

14. There are about 215 teachers employed in the 43 aided Indian schools. I have attempted to collect information from these schools about the number, qualifications (general and professional) of the staff and the scale of pay. The replies received show the position in regard to these teachers and it is given in Appendices F and J. It will be seen that the scale of salaries is not based on any principle, and is generally inadequate and unsatisfactory. The head teachers are not all suitably paid, and the position of many of the assistants is miserable. There are no less than 71 assistant teachers whose salaries are below £60, and they come down to such low figures as £21, £20, £18 and £12. It is obvious that these low salaries are very inadequate to secure and retain the services of competent and qualified teachers: moreover, these amounts can hardly be regarded as a fair living wage to enable an educated person to live in ordinary comfort. It is no doubt true that at present fully qualified teachers are not available, but even untrained and partially qualified teachers deserve to be given a fair and living wage. It is, therefore, desirable to improve the scale of pay in aided schools, and we have to consider the best method by which it can be done. This naturally brings us to the consideration of the basis of and the scale for grants. As mentioned above, at present a flat rate of £2 10s. per pupil in average attendance per annum is given. This rate is hardly sufficient, especially in the case of schools with small enrolment to secure teachers on adequate salaries. An additional grant of £20 per annum per assistant is admissible, but it is understood that it is not always given. Owing to this difficulty the grantees are naturally driven to the necessity of cutting down the scale of pay in order to secure assistant teachers for their schools. It also appears that at present there is no uniform or reasonably uniform principle followed in fixing the number of teachers for a school. The reason for this absence of system at present appears to be that each grantee does his best in the circumstances in which he is placed, and engages the staff within the limits of the amount available. It will thus be seen that the question of the basis of grant, and the scale for grant, and the numerical strength of the staff, are all inter-connected, and unless we can fix the basis of grant on a suitable principle it would be difficult to improve the efficiency of the schools. I have proposed in Section III. the basis of staffing Government-aided schools. I would suggest that this basis may be laid down as the basis of grant-in-aid also; in other words, the amount of grant which may be given to a school should be the amount required to engage a fully qualified staff for the school. I have proposed in Section II. suitable scales of minimum pay for teachers in Government-aided schools.

15. I have made detailed calculations for a scale of grant for schools of various sizes, and they are shown in Appendices A and C. In each case the amounts of grants earned on the basis of (1) starting rates of salary, (2) average rates of salary, and (3) maximum possible rates of salary are shown. In order to show the exact financial effect of these proposals by applying them to existing schools statements have been prepared as shown in Appendices B and D. I recommend that the grant for each school may be allowed at such figure between the minimum and the maximum grants as is necessary to maintain the school in reasonable efficiency, and to pay the staff at the minimum rates of salary and minimum strength laid down. In some cases more staff than the minimum strength laid down may be necessary. In some cases more salary may be necessary than the minimum laid down. The Department should consider the case of each school on its merits every year and allow such grant between the minimum and maximum grants proposed as is necessary for each school every year. As teachers will earn their annual increments the amount of grant will vary from year to year, but it is expected that the figure will approximately be the figure based on average salary as shown in Appendices A and C. This figure may therefore be adopted for making an estimate of the increased cost. I would add that in fixing the grant for each school fee income should not be taken into account. The fee income will be an additional income to each school and it may be utilised in meeting such needs as furniture and equipment.

No portion of the grant or fee income should be used on capital expenditure on buildings, etc.

16. It will be observed that under the system outlined above the grant will not be given directly on the basis of average attendance but indirectly. The average attendance will be the basis of staffing a school and the staff required for the school will be the basis of the grant-in-aid. The advantage of such a system will be that as the numbers grow the grant will increase, and the additional staff necessary to cope with the increased work will be automatically available. The basis for staffing the schools which I have suggested is absolutely the bare minimum required to run a school in ordinary efficiency. In laying down the basis of grant-in-aid and the method of calculating it, it makes for convenience and simplicity if a simple method is provided which would cover the case in a fairly complete manner and enable the school to earn the necessary grant automatically. This was apparently the consideration which led to the laying down of the present flat rate of £2 10s. per scholar in average attendance, but this method, as explained above, leaves it to the grantee to engage any number of teachers he likes and on any scale of pay, and the result is that schools with small enrolment cannot afford to engage the staff which is necessary for running them efficiently. Under the system suggested, while the average attendance will still continue to be the basis of grant, the question of additional staff will also be solved as the grants-in-aid will increase with the growth of numbers.

17. It is recommended that grants may be given according to the scale suggested, subject to the following conditions :—

(1) That the minimum number of teachers laid down for the school is engaged.

(2) That the teachers engaged should be of the qualifications laid down.

(3) That no untrained teacher should be engaged unless the Inspector of schools concerned certifies that no trained teacher is available.

(4) That no untrained teacher should be engaged who has not passed Standard VI. examination. An untrained teacher who has passed Standard IV. or V. examination may be engaged if the Inspector is satisfied that no teacher who has passed Standard VI. examination is available, but his continuance in the post should depend on his passing as a teacher the Standard VI. examination conducted by the Department. Teachers should be allowed to appear at this examination as private candidates.

(5) That salaries should be paid to teachers on the scale suggested for Government-aided schools in Section II.

(6) That the amount of grant left over every month after disbursing the salaries at the scale suggested should be credited to the school fund and be available for such items of expenditure as furniture, equipment, etc., with the sanction of the Department.

(7) That the grantee should administer the school subject to the control of the Department, and that except in cases where a school is maintained by a denominational body (e.g., a Christian Mission or Hindu Samaj, etc., which is already a registered body) the school should have a Committee of Trustees, which should be a registered body under the law, in which the funds and property of the school should be vested.

(8) That the grantee should keep an account of the receipts and expenditure for each school separately, and such account should be inspected by the Department and audited periodically by an Auditor.

(9) That no portion of the grant or fee income should be used on capital expenditure on buildings, etc.

(10) That no loans are raised or debts incurred in connection with the school.

18. It will be seen from the totals of the present grant and the grant which the schools would earn under the suggested scheme for teachers of present qualifications (Appendix B) that there will be an increased expenditure of £6,940 per annum under the suggested scheme on the basis of average rates of salary. The average for the whole Province will be raised to £3 14s. 0d. per unit. This increase would be amply justified by the increased efficiency of the schools and by giving each school its full dues and by granting to all schools a fair and equitable treatment on a uniform basis. The scale suggested by me is the minimum consistent with a reasonable degree of efficiency, and in proposing it I have kept in view the need for economy and for keeping the expenditure within reasonable limits. The system of grant-in-aid should be worked in a liberal and elastic manner with due regard to the requirements of each school ascertained and examined every year. In this connection I would invite attention to my remarks on this subject in Section XIX. Finance.

19. The present total expenditure on grant-in-aid is £15,543 per annum at the rate of £2 10s. per pupil per annum. Under the scale of grant sug-

gested the average expenditure for the same number of children in the existing schools will be £22,483 per annum, which will give an average of £3 19s. 10d. per pupil per annum. This shows the financial effect of the proposal on the average rate per pupil, but I do not recommend an increase in the grant on that basis. If the rate of grant per pupil is raised the small schools will still earn an insufficient grant and the larger schools will earn an unnecessarily large grant, and the question of the numerical strength of the staff and of suitable salaries will not be solved.

It will be seen from Appendices C and D that I have suggested a higher scale of grant as soon as teachers of higher qualifications from the new Training College will be available. This change will take place after three or four years and will be gradual, as it will not affect the whole grant of a school but only so far as teachers of the new qualifications are employed by each school.

SECTION V.—GRANTEES.

20. There are 39 Government-aided schools for Indians, and their names are given at page 78 of the Report of the Superintendent of Education for 1926. (It seems that 4 more schools have recently come on the grant-in-aid list, and that the number at present is 43.) The summary given below will explain the position in regard to grantees :—

Name of Grantee.	Number of Schools.	Amount of Grant. £ s. d.
Rev. J. Metcalf	13	4,849 17 6
Geo. H. Hindson	10	4,291 5 0
Miss E. Payne Smith	5	1,621 15 0
G. Hilbert Ware	2	1,339 8 8
Rev. C. W. Ballweg	1	201 17 6
J. P. Stones	1	352 10 0
Rev. W. C. Dew (now Mr. H. H. P. Waller)	1	444 7 6
Ramportal	1	111 2 6
Rev. A. W. Cragg	1	153 15 0
Rev. Mother Raphael	1	828 2 6
Rev. Mother Ambrose	1	715 12 6
Lewis Byron	1	247 10 0
Rev. F. Weir	1	386 5 0
		£15,543 8 8

21. It will be seen from the above that of the 39 schools 13 are in charge of the Rev. J. Metcalf, and 10 in charge of Mr. Geo. H. Hindson, and these two grantees draw £4,849 17s. 6d. and £4,291 5s. 0d. respectively, in respect of the schools in their charge. Thus, about two-thirds of the total amount of grant is spent through two central grantees. The remaining 16 schools are in charge of 11 persons (5 schools in charge of one person, two in charge of one person, and the remaining 11 in charge of one person each).

23. I desire to explain at the outset that in my remarks about the grantees I am offering my opinion about the present *system* and not about the present grantees or the Missions which conduct the schools. The Indian community is under a deep debt of gratitude to the present and the past grantees and the Missions which conduct the schools. The noble work done by philanthropic and generous minded ladies like Miss Payne-Smith is deserving of high commendation.

The function of the grantee appears to be to receive the grant from Government, and to disburse the salaries to teachers, and to visit the school at least once every three months. It seems to me that it is rather difficult for one grantee who has 13 schools in his charge to visit each of them every three months (52 visits in the year), as the schools are scattered about, and the grantee has his other work to attend to. The question of travelling expenses also arises, and it is understood that in such cases the grantee is allowed to charge in the annual accounts submitted to the Department a certain sum on account of his expenses, and also—in one case at least—a sum on account of his remuneration as manager. It is understood that one grantee is allowed

25s. per school month as supervision charges, and that two grantees are allowed 15s. each per quarter per school for travelling expenses. Such charges do not appear to be a legitimate charge on the grants and fee income of the schools from which they are met. Further, the grantee in such cases is allowed the privilege of pooling the total amount of grant and fee income which he receives in respect of all the schools in his charge, and to pay the teachers in the case of individual schools at his discretion. One natural result of the system is that each school does not get the full benefit of its grant and fee income, and that all the schools cannot receive a fairly uniform treatment in respect of salaries, etc. The savings in one school are utilised in some other school. All that the grantee is required to do is to give a full account of the total grant received by him from the Department in respect of all the schools in his charge and of the fee income; he is not required to submit to the Department a separate account of the income and expenditure of each school in his charge. The grantee is responsible for all the schools in his charge, and he gets as grant a sum which is the total of the grants sanctioned for the various schools in his charge, and all that he is required to do is to show how this total grant and fee income have been spent by him.

23. It seems to me that under the present system where there is one grantee for a large number of schools, and he can pool the grant and fee income of all the schools in his charge, the grantee has got very large powers, and each school does not get its dues in accordance with the grant given to it. The grant for each school is based on the requirements of that school, and it is not fair that any portion of it should be utilised on other schools. Further, the system of paying remuneration to the grantee as a manager of the various schools in his charge is open to objection, and it is not consistent with accepted principles of the grant-in-aid system. The need for giving travelling allowance also arises, because the grantee is not a local man, and he has to go to other places to visit the schools in his charge. These items in respect of his remuneration and his travelling allowance are not rightly chargeable to the grant and fee income of each school. Under a correct system of grant-in-aid it is essential that the grantee should be a local man, and that he should be an honorary worker so far as his work as manager of the school is concenred. His function is to manage and administer the school in accordance with Departmental regulations, and this he can only do when he is available locally and is personally in touch with the Headmaster. The present system, under which he is supposed to visit each school every three months, does not really put him in touch with the Headmaster in the manner contemplated by the grant-in-aid system. Moreover, the system of having a large number of schools in charge of one person entails heavy work on him and he can hardly do justice to the work. It is essential for the success of the grant-in-aid system that one grantee or manager should have only one school in his charge, and that he should be a local man. The problems of each school are separate and distinct, and require that the grantee should be on the spot to attend to them. Further, the wide and unlimited discretion given to the grantee to pay the teachers from the pooled amount on any scale he likes has led to serious anomalies and is unfair to teachers. In the case of the 13 Wesleyan Mission schools, in charge of one grantee, there are 65 teachers, and out of these no less than 27 (about half the total number employed) are paid such low salaries as these :—

3 at £56 each, 4 at £54 each, 2 at £50 each, 10 at £48 each, 1 at £42, 1 at £36, 1 at £32, 1 at £28, 2 at £24 each, 1 at £15, 1 at £12.

In spite of such low salaries, the Mission has at present a debt of about £3,500 on these schools for which the school income (Government grant and fee income) is held to be liable. This state of affairs shows that the present system is not satisfactory and that a change is called for.

It is refreshing to find that of the 10 schools in charge of the other central grantee there are only 8 who draw salaries below £60 each, and that even these 8 (2 at £54 each, 5 at £48 each, and 1 at £36) do not draw such low salaries as in the case of the other 13 schools mentioned above. Further, it is understood that there are no debts in respect of the 10 schools in charge of the grantee.

24 It seems that in several cases there are no committees or trustees for the school, and that the grantee is personally responsible for the administration of the funds entrusted to him. In the case of schools run by missionary bodies the Mission concerned is presumably the managing committee and the grantee serves as manager under the direction of his Mission.

25. The present position is very unsatisfactory. Each aided school should, I think, have the full benefit of the grant given to it, and of its fee income, and the question of grantees should be put on a more suitable basis. The present system, if allowed to continue, is likely to lead to further difficulties. It is understood that in some cases the school building and property are vested in the grantee personally as a trustee for the school. Such an arrangement is likely to lead to complications of various kinds. I make the following suggestions :—

(1) Each Government-aided school should have the full benefit of the grant given to it and of its fee income and a separate account for each school should be kept by the grantee.

(2) Each school should have a separate grantee and he should be a local man or person within easy reach of the school.

(3) Each school should have a Committee or Board of Trustees which should be a corporate body registered under the law.

(4) All school property and funds should be vested in the school committee as trustees.

(5) One grantee should not have more than one school in his charge.

(6) The grantee should be an honorary worker and no remuneration or travelling expenses should be permissible.

(7) In the case of denominational schools maintained by a Christian mission or a Hindu or Mohammedan body, a missionary or other person nominated by such mission or body and approved by the Department may be the grantee, but he should be an honorary grantee and no remuneration or travelling allowance for him should be paid.

(8) The present system under which the grantee or Mission or Managing Committee incurs debts in respect of the various schools in his charge and makes the present or prospective income of the school (Government grant and fee income) liable for the repayment of the debt should be discontinued. Each denominational body is of course at perfect liberty to incur debts on its own responsibility, but in that case no portion of the grant or fee income should be allowed to be utilised to pay off the debts. The school should have no connection with or responsibility for such debts.

SECTION VI.—SCHOOL BUILDINGS.

26. The buildings of Government-aided schools are generally unsuitable, and this constitutes their chief weakness. The accommodation generally is not suitable and the buildings are not well designed and do not contain suitable class-rooms. In several cases the construction is of iron and wood and this makes the buildings very hot in summer and most unsuitable for teaching work. There being no suitable class-rooms several classes have to be taken in the same hall or part of a hall and the result is that proper educational work cannot be done. In some cases I found that for want of suitable class-rooms the noise was very great and the teaching work was being carried on under very disturbing conditions. Moreover, the buildings are overcrowded and the accommodation in many cases is insufficient. Iron and wood buildings are no doubt permissible for places where the school is in an experimental stage and is not well established or the population is floating. But at all places where a school has passed beyond the experimental stage and is well established a suitable building should be provided.

27. In the case of Government schools also there are some cases where extension of class-rooms is necessary. Of the four Government schools which I recently visited there is one at Dundee and one at Estcourt which are located in hired buildings which are very unsuitable. Government buildings are urgently required for both of them. The following are my notes regarding four Government schools and 12 Government-aided schools which I recently visited :—

GOVERNMENT SCHOOLS.

Name of School.	Accommodation and Remarks.
Stanger.	Well constructed. It is a Government building but insufficient. There are 5 class rooms and an office. Standard VI. can be opened in this school, but this can only be done if an additional teacher is provided. There is not sufficient accommodation even for children up to Standard V.

Estcourt.	Unsuitable, as there are no classrooms, only one hall, 57ft. x 20ft. The building is rented by Government at £6 per month. The question of a suitable building for the school is urgent.
Ladysmith.	Well constructed but erected on low-lying ground, hence unsuitable during the rains. There are 5 class-rooms, a cloak room and an office room. Is a Government building. Owing to the nature of the land on which the building is erected it becomes flooded and unhealthy in the rains. A hostel in connection with the school is desirable to accommodate children from surrounding places who attend the school. The size of the school building is too small for the requirements of the town.
Dundee Government Indian.	A badly constructed building on a low-lying and damp site. Consists of one big hall with an iron roof. Rented from the Indian community by Government. the present building is erected on a low-lying damp site, very unhealthy during rains. There is no suitable approach to the building. A suitable Government building for the school is an urgent necessity.
	GOVERNMENT-AIDED SCHOOLS.
Umzinto.	Well constructed. wood and iron building, consists of 2 large and 1 small rooms, belongs to Indian community.
Merebank.	An unsuitable building consisting of 2 rooms away from any road and not easily accessible—very hot. Building is unsuitable.
Clairwood.	Unsuitable buildings, consisting of 4 blocks with iron roofs, very hot. Over 300 pupils have been refused admission owing to lack of accommodation. There is need for a separate girls' school. This is a centre for large Indian population, and a good commodious building is really required.
Isipingo.	Unsuitable, one long room and a verandah, a rented building at £4 per month. More accommodation required.
Darnall.	Most unsuitable—a large hall with tin roof—made of wattle and daub—walls in bad condition.
Tongaat Boys.	Unsuitable and insufficient—one hall in which all classes are held. A Government school is required here.
Fairbreeze.	Unsuitable—consists of 2 blocks, one rather low-roofed—each block consists of one hall.
Tongaat Girls'.	Brick building with an iron roof. Consists of 2 class-rooms and 1 office.
Wesleyan Indian (Verulam).	Consists of a hall (in which 4 classes are held) and 2 class-rooms. Separate girls' room.
Umhloti.	One hall and 2 rooms, wood and iron buildings. More accommodation needed.
Mount Edgecombe.	Unsuitable. Roof in a dangerous condition. Consists of one hall and one class-room. Building belongs to the Natal Estates, Ltd., and no rent is paid. Accommodation is very bad.
St. Oswald's, Newcastle.	Unsuitable. Consists of two halls and one small room. 13 x 18. A Government school is necessary in Newcastle.

28 The above notes will show the condition of some of the schools which I recently visited. There are many other schools, especially those which are Government-aided, where the need for improvement, extension or reconstruction of the existing buildings is very great The case of each school might be examined and a regular programme drawn up for improvement of these buildings. It is very desirable in the interests of education and of reasonable efficiency that the programme of improvement of such buildings be completed at an early date, say, within a period of three years.

As regards the cost of the existing buildings of Government-aided schools, I collected information from 39 schools and the replies received are summarised in Appendix K. It will be seen from the information given in that Appendix that the total cost of these buildings came to about £22,755. A substantial proportion of this cost was met by public subscriptions raised locally by the Indian community, and the balance of the cost was paid from savings from the grant and the school fees. In the case of denominational schools the contributions by the Mission towards the cost of the buildings appears to be *nil*. Even in cases where the entire cost of the building was met by public subscriptions and savings from the pooled income (Government grant and fees) the buildings belong to the Missions and are registered in their name. In this connection it may be mentioned that the R.C. Mission has

provided an excellent building for St Anthony's school at Pietermaritzburg at their own cost and only a nominal rent is charged to the school income It was a pleasure to visit the school, and I congratulate the Mission on the excellent accommodation provided for the school. But unfortunately such cases are exceptions The majority of Government-aided schools are badly housed, the buildings have been mostly constructed by subscriptions locally raised and savings from the pooled income of the schools. In the case of some buildings a portion of the cost has been met by a grant from the Administration. The total amount given by the Provincial Administration for buildings of Government-aided schools comes to £3,685 This sum includes £2,000 which was given recently for the building of the Centenary Road school at Durban. It seems that the grant of £2,000 was given to this school on the £ for £ basis ; in other words, the Government gave £2,000 on the condition that the Mission contributed £2,000. But it appears that the contribution by the Mission was only in the form of a loan raised by the Mission, the interest on which is being paid from the pooled income of the schools. A sinking fund has also been formed in respect of the loan to which contribution is being made from the pooled income of the schools. A nominal rent of £30 per annum is also being charged for the building from the pooled income. The Mission proposes to pay off the debt by selling one of the buildings in its charge towards which the late Mr. Parsee Rustomjee gave a donation of £1,600. I think that the time has now arrived when the question of the principles on which building grants are given to Government-aided schools might be laid down. The present system under which a Mission can raise loans on the security of the prospective income of the school (Government grant and fee income) and this loan can be accepted as a contribution by the Mission towards a building scheme should be discontinued, and it should be laid down that in the case of all managing bodies the contribution from private sources on the basis of which a Government grant for building is given should be a real contribution by the managing body and not a loan for which the school income is pledged in advance. In all cases where the managing body is unable to bear any portion of the cost and the need for improvement and extension of the school building is really established, the Administration may bear the whole cost of the scheme.

I have stated above that the Indian community has borne a substantial portion of the cost of the buildings of the existing Government-aided schools. In this connection some details of what the Indian community has done in the matter of providing school buildings would not be out of place. Enquiries were recently made by the Education Department as regards the amounts contributed by Indians towards provision of the school buildings from 1919-1927. The replies received show that the following amounts were directly contributed by the Indian community towards the buildings of Government-aided schools :—

Port Shepstone.	£22.
Sutherlands.	£50.
For the 12 schools of which the Rev. J. Metcalf is Grantee.	£166, of which £90 was given from the Parsee Rustomjee Trust.
Nonoti (Darnall).	£332.
Welbedacht.	£144.
Roosfontein.	£30.
St. Theresa's, Mayville	£1,200 given by the Parsee Rustomjee Trust.
St. Xavier's, Oakford.	£25.
Amatikulu.	Free labour, *plus* payment of the teacher's salary for a time. Headmaster's House also put up by the Indians with their free labour.
Ginginhlovu.	£11.
Umzinto.	£153 towards an additional class-room and equipment.
Miss Payne Smith's four schools.	£15 towards a new class-room ; £103 for material. Indians pay rental of £60 per annum for one building.
Richmond.	£100 for Teacher's house.
Ten schools under Mr. G. H. Hindson as Grantee.	£400. Since 1924 only.
St. Thomas'.	£1 3s. 0d. for repairs.
Tinley Manor.	£32.
Howick.	The building put up by the local Indian community, £150.
Lidgetton.	£103, besides some materials which were given.
Total	£3,037.

The above are the particulars supplied by the grantees to the Education Department recently, and they cover the period since 1919 only. They represent the contribution which was directly made by the Indian community towards the cost of buildings of Government-aided schools. In addition to this a very substantial portion of the cost of all Government-aided school buildings has indirectly come from the same source in the shape of fee income of the schools, which is a contribution paid by the parents of the children. Further, the grantees have utilised a portion of the pooled income of the schools (Government grant and fee income) for the purpose of extending and erecting the buildings. The particulars given in Appendix K shows the position in regard to each school. The total present value of all the buildings of Government-aided schools comes to about £22,755. The total amount given by Government as building grant to Government-aided schools comes to £3,685 only. As against this small contribution by Government, the contribution towards the buildings of these schools by the Indian community comes, according to my estimate, to £15,000. In addition to this the Indian community has spent a sum of not less than £35,000 on the construction of buildings of Private schools. The Administration has, in addition to giving building grants of £3,685 to Government-aided schools mentioned above, spent a sum of £19,158 on the buildings of Government Indian schools during the period 1910 to 1928. The details of this expenditure are given in paragraph 56. The position therefore is that taking the Government and Government-aided schools together, the Administration has spent a sum of £22,843 (£19,158 *plus* £3,685) on school buildings. The Indian community has contributed during the same period a total sum of about £50,000 (£15,000 *plus* £35,000) towards the cost of Government-aided and Private school buildings. In addition to this the Indian community has recently raised a subscription of £20,000 towards the cost of construction and equipment of the new Training College at Durban. The Indian community has given a good account of itself in the matter of self-help in providing educational buildings and deserves the encouragement of the Administration by a liberal allotment to Indian schools out of the funds available for school buildings in future.

29. The improvement of Government and Government-aided schools in regard to buildings will require a substantial expenditure. Two of the Government schools (Estcourt and Dundee) have been without Government buildings for several years, and Government buildings are badly required by them. The majority of Government-aided schools require considerable improvement in regard to buildings. The present arrangements in regard to most of them are more or less of a temporary nature. In the case of large centres of Indian population, and several places where the population is well established, buildings of a more suitable and permanent character are urgently required to house the schools in order that education might be imparted on proper lines and suitable class-rooms provided. In the case of Government schools the cost of buildings will come under the head "Capital Expenditure," and in the case of Government-aided schools building grants will have to be given for the purpose and the cost will come under the head "Grant-in-Aid." A regular building programme in the case of existing schools may be prepared extending over a period of three years, and a determined effort made to improve the buildings of all existing Government and Government-aided schools during that period. So far as the two Government schools are concerned it would be easy to prepare estimates of the cost to be incurred in constructing buildings for them. A sum of about £8,000 will be required for the two buildings. A sum of about £2,000 will also be required to provide additional class-room accommodation in Government school buildings at Stanger and Ladysmith. In regard to the Government-aided schools a detailed inspection of each building will be necessary before an estimate of the cost involved can be prepared, but from what I have seen of the buildings visited by me I can safely say that a sum of about £15,000 will be required for improvement of the existing buildings. This amount, together with the sum of £10,000 referred to above for Government schools, will come to £25,000. This, however, refers to the existing schools only. During the next five years there will be a programme of considerable expansion, as the aim proposed to be kept in view is to bring under instruction during that period all the children of school-going age who are not now at school. For this purpose, so far as I can estimate, a sum of £40,000 will be required in the next five years. This will bring the total estimated amount to £65,000 (£25,000 for existing schools *plus* £40,000 for new schools) which will be required during the next five years. Towards this total sum of £65,000 a sum of £27,215 (and a further sum of £9,000 if the budget for 1928-29 is not revised) will be available from the

savings of the Union subsidy which have remained unspent and been added to the Provincial revenues (*vide* details given in paragraph 54). The whole sum of £65,000 may be spread over five years, according to the needs of each year. The average will thus come to only £13,000 per year. This estimated expenditure on buildings during the next five years is, I think, very modest and reasonable seeing that since 1910 an expenditure of £903,709 has been incurred on buildings of European, Coloured and Native schools, and an expenditure of only £19,158 has been incurred on buildings of Government Indian schools, and an expenditure of only £3,685 has been incurred on buildings of Government-aided Indian schools. There should in future be a regular system of building grants to Government-aided schools and an annual allotment should be made in the budget for the purpose. In regard to buildings of existing Government-aided schools, the case is deserving of generous and sympathetic consideration seeing that the bulk of the expenditure on the existing buildings has come from the Indian community itself, and that only a sum of £3,685 has been given by Government towards the total cost (£22,755) of the existing buildings. I would suggest that in the case of all existing buildings of Government-aided schools the whole cost of improvement might be met by the Administration, and that it should be given to each school in the form of a building grant. In regard to buildings of Government-aided schools which might be erected in future, the case of each school should be considered on its merits and such grant given as the merits of the case justify. Possibly in some cases half the cost might be borne from private sources, in others one-third or one-fourth. There might be some cases in which the whole cost might be borne by Government in view of the poverty of the population. But in all cases where the contribution is made from private sources it should be an actual contribution and not a loan raised on the security of school fees, etc. I would suggest that in all cases where a building grant is given by the Provincial Administration towards a school building, the building should be hypothecated to the Administration, and a condition laid down under a legally executed instrument that the amount of grant should be refunded to the Administration if at any time the building is permanently diverted to other than educational purposes. I would add that in all probability there will be savings every year in the budget allotment for grant-in-aid. These savings should be calculated in February every year and allotted to various Government-aided schools as non-recurring grants for buildings on the merits of each case before the financial year is over, i.e., before 31st March. In this case the needs in regard to buildings of some schools will be met every year without any additional funds being provided for the purpose.

SECTION VII.—GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS.

30. The two tables at page 63 of the Report of the Superintendent of Education for 1926 show the following particulars :—

Indian Schools	Government	9 Schools.	1,829 average attendance.
	Government-aided	43 Schools.	6,073 average attendance.
European Schools	Government.	159 Schools.	20,619 average attendance
	Government-aided	36 Schools.	2,004 average attendance.

31. The above figures show that out of a total number of 7,902 Indian pupils in average attendance, 7,073 are receiving instruction in Government-aided schools, and only 1,829 in Government schools. The number of Government schools is 9 and that of aided schools 43. In other words, only about one-fifth of the number receiving instruction are being educated in Government schools. In the case of European children the position is different, viz., the vast majority (about four-fifths) receive instruction in Government schools.

32. Government Indian schools are more efficient, better housed, and better staffed than the aided schools. The proper standard of education is set by Government Indian schools, and the aided institutions follow that standard as far as their means permit. In the case of European schools the

policy of depending more on Government schools is followed, presumably because they are easier to administer and are more efficient in results. As Government Indian schools are more expensive than aided schools, I cannot, on the score of cost, recommend a policy of wholesale conversion of aided schools into Government schools. But the number of Government schools should certainly be increased. At present a disproportionately small number of Indian children are receiving instruction in Government schools. It is desirable to improve the accommodation in and increase the number of Government schools so that the number of children in Government schools might increase and better standards of education might be adopted. I would suggest that the proportion of pupils reading in Government and Government-aided schools, which is at present one-fifth and four-fifths respectively, should be raised in the next three years to one-third and two-thirds, and thereafter to half and half as soon as possible.

SECTION VIII.—COMPULSORY PRIMARY EDUCATION.

33. It will be seen from the statement of enrolment in the various classes and standards in schools given in Section I. that most of the children now under instruction leave the schools before they complete the full primary course up to Standard VI. There is a keen desire on the part of the Indian community to send their children to school in the early stages of instruction, and there are a large number of children at present who are kept away from schools for want of accommodation and facilities for education. This applies mostly to the elementary stage of education up to Standard II. or III.: after this stage children are generally withdrawn from schools because most of the parents are poor and desire the children to earn and do some work. There are many who are prevented from proceeding to a higher stage on account of the inability of their parents to bear the expenses of education. The education which a child receives up to Standard II. is not a sufficient equipment for life, and does not give him that minimum of education of a sufficiently durable character which is necessary in order to make him a proper and useful member of society. It is therefore necessary that every effort should be made to bring under instruction all children of school-going age, and to keep them at school till they complete the full primary course and receive the full benefit of education, and not lag behind other sections of the population. The introduction of compulsory primary education has been accepted in all civilised countries as the only way of giving the necessary minimum education to every child. Parents everywhere have been generally found to neglect the duty of keeping children at school sufficiently long to enable them to complete the full primary course. Compulsion has been found to be the most suitable method of dealing with the difficulty. The extension of facilities for primary education in this country by the development of existing schools and the opening of new schools will no doubt advance considerably the cause of Indian education on a voluntary basis, but it will not solve the problem completely, as unless all the children complete the full primary course they will not be well equipped for life in the matter of education. This fact is already recognised in the case of European children, who are compelled by law to attend school from the age of 7 to 15, and they receive the full benefits of that system. It will be seen from statements J and K regarding European children, at page 62 of the Report of the Superintendent of Education for 1926, that their number is fairly equally distributed from Class I. to Standard VI.

34. In the case of Indian children the first step should be to extend and improve the existing facilities for education on a voluntary basis, but the problem will not be really solved until the system of compulsion is introduced. I would suggest, therefore, that the question of introducing compulsory primary education may be taken up as soon as possible after the necessary preliminary action has been taken for the improvement and extension of the voluntary system. The system of compulsion may be introduced gradually, and with this object in view suitable areas should be selected where a beginning could be made in this respect. At places where sufficient accommodation is available in schools, and at least 50 per cent. of the children of school-going age have already come under instruction, and the ground is well prepared for it, compulsion might be introduced in the case of children from the age of 7 to 13, and up to Standard IV. in the first instance. Later on it should be extended to Standard VI. (from the age of 7 to 15). In the beginning compulsion might be introduced in the case of boys only, and afterwards it might be extended to girls. In the case of girls the ages might be modified

so as to apply compulsion from the age of 7 to 12 only. The age of 6 (in the case of boys as well as girls) is a more suitable age from which compulsion should begin, but I have suggested the age of 7 as the starting point because subsidy for a pupil is not at present admissible unless he has completed 7 years of age.

35. Compulsory primary education may be introduced at the end of five years, by which time the necessary improvements in the voluntary system will have been made and extended facilities provided. In areas in which compulsion is introduced primary education should be made free.

SECTION IX.—TRAINING OF TEACHERS.

36. The Superintendent of Education in his report for 1924 pointed out that "the training of Indian teachers is in a most unsatisfactory condition. An institution is badly needed if the supply of competence is to be kept up." There is at present no training college for Indian teachers. There are four coaching centres, where instruction is given for some periods every week. It is understood that at Maritzburg instruction is given for an hour and a half on three days a week and at the other places it is given once a week.

No.	School.	Grantee.	Head Teacher.	Grant.	Average Attendance.
				£ s. d.	
1	Durban	V. R. Millard.	V. R. Millard.	98 2 0	23
2	P.M.B. (Senior) ..	W. A. Lewitt.	W. A. Lewitt.	50 0 0	4
3	P.M.B. (Junior) ..	J. H. Ward.	Mrs. L. Ward.	50 0 0	14
4	Tongaat	W. R. Buckland.	W. R. Buckland.	30 5 0	11

In two of these centres, Durban and Tongaat, there are assistant teachers as well as Head teachers. They are paid as follows:—

Durban	Head Teacher	£4	10	0	per school	Month.
	Asst. „	4	0	0	„ „	„
	„ „	4	0	0	„ „	„
Tongaat	Head Teacher	£5	0	0	„ „	„
	Asst. „	4	0	0	„ „	„

37. Teachers living at the four centres mentioned and also in other places come to these centres to receive this periodical training. The examinations are held by the Department and private candidates (i.e., teachers who have not attended the above coaching centres are also admitted to the examination). There is neither systematic theoretical work nor practical training in the art of teaching under expert supervision. The arrangement is a mere makeshift, and I need not describe it further as the Department is dissatisfied with it and has more than once pointed out the need for establishing a proper training college. This is undoubtedly the greatest educational need at present. It is a matter for satisfaction that the Indian community has responded to the appeal of the Right Hon. V. S. S. Sastri, P.C., and has raised a subscription of £20,000 for the building and equipment of a training college at Durban. Durban is a very convenient centre for the training college as there are several schools near the proposed training college where teachers under training could receive practical training in the art of teaching under expert supervision, in additon to the theoretical work. The institution will be residental, and there will be hostels attached to it where the teachers under training will reside and receive proper training in modern methods of teaching. The institution will be a combined training college and high school, and will have a European Principal, well qualified for the work. He will be assisted in the work by a vice-principal. This is necessary as the combined charge will be heavy. Including the vice-principal there will be four lecturers for the training college and seven assistants for the high school. This training college will be the basis for the whole educational work, and it is very desirable that the institution should be organised on modern and up to date lines and that the staff should be well qualified and efficient. In the present state of Indian education in this country it is not possible to secure well-qualified and suitable lecturers and teachers for this special institution. It is essential for the success of the institution that the vice-principal and the three lecturers, and the seven assistant masters should be trained graduates and should be obtained

from India. The vice-principal should be a man specially qualified for the responsible position which he will occupy. It is expected that such men could be obtained from India on a five years' contract at a salary of £30 per mensem. In the case of the vice-principal the salary should be £40 per mensem, as he will be a man of special qualifications. The teachers engaged from India on a five years' contract as proposed above should be given a free second-class passage both ways. The cost on account of salaries would thus be as follows:—

Present High School Staff (Stds. I. to X.)			Proposed Staff of combined Training College and High School. (Stds. V. to X.)		
1	Headmaster	£650 plus £75 house rent.	1	Principal—grade pay plus free residence provided.	
2	Assistant	£288			
3	,,	228	2	Vice-Principal	£480
4	,,	220	3	Lecturer	360
5	,,	150	4	,,	360
6	,,	269 6 8	5	,,	360
7	,,	241	6	Assistant	360
8	,,	360 plus £50 marriage allowance.	7	,,	360
9	,,	270	8	,,	360
10	,,	180	9	,,	360
11	,,	211	10	,,	360
12	,,	270	11	,,	360
13	,,	197	12	,,	360
Total (excluding Headmaster		£2,884 6 8	Total (excluding Principal)		£4,080 0 0

N.B.—In giving the totals the cost on account of the Head on either side has not been taken into account as under the proposed scale no new post is being created on this account. The post of Headmaster will simply be converted into the post of Principal.

38. According to the above suggestions the annual cost of the combined institution on account of salaries would be £4,080 plus the salary of Principal as against the present cost of £2,884 6s. 8d. plus salary of Headmaster. This will mean an extra recurring cost of £1,196 *plus* the cost of free second-class passages. In addition to this there should be an allotment of £500 (recurring) for renewals of furniture, apparatus and purchase of books, etc. The initial cost of building and equipment in regard to furniture will be met by the Indian community before the building is handed over to the Administration. A non-recurring grant of £1,000 will be required for an initial supply of apparatus and books, the renewals in this respect from year to year will be met from the recurring grant of £500 suggested above. So really speaking the additional grant in the first year will be only £500.

39. It is proposed that there will be accommodation at the training college for 40 pupil teachers, twenty for the senior class and twenty for the junior class. As each class will cover a two years' course there will be four classes at the College of 10 pupil teachers each, and the number admitted each year to the college will be 20. But in the case of teachers who have rendered at least three years' service the period of training may be reduced to one year. No private candidates should be permitted to appear at the training college examination, but persons who *after having undergone a course of training at the training college* have failed at the examination, either in theory or in practice, or in both, may be permitted to appear at the examination as private candidates.

40. In regard to the general pre-training qualifications it is necessary to keep a high standard in view, the standard to be aimed at should be: Cape Junior for the Junior certificate course and matriculation for the Senior Certificate course. In the beginning, in view of the fact that persons of these qualifications are not available, the standard of admission will have to be temporarily relaxed and persons of lower qualifications admitted to the two courses, but every effort should be made to reach the standard of admission which has been suggested above as the ideal to be aimed at. For this purpose it will be necessary to give bursaries and scholarships to deserving

students to complete their general education up to Cape Junior and Matriculation Standards with a view to taking up the teaching profession. I have made a suggestion to this effect in Section XII. regarding scholarships, etc. At present, in view of the meagreness of the general qualifications of teachers applying for admission to the training college, it is desirable that they should be given instruction in the subject matter in addition to professional training at the training college. In due course when the standard of admission will be raised there will be less teaching in subject matter and general education and more professional work.

41. The question arises whether any fees should be charged from pupil teachers attending the training college. In India it is a recognised practice that no fees are charged at the training colleges and that the pupil teachers receive stipends at a fixed rate. The value of these stipends is fixed at rates which are generally sufficient to cover the ordinary minimum expenses of a pupil teacher at the training college. In this country the European pupil teachers have to pay a fee of £50 per annum and £24 per annum non-resident, but the Administration gives advances to the pupil teachers to the extent required to enable them to pay the fees and bear expenses on the condition that they agree to take up the teaching profession at the expiry of their training. They are required to refund these advances to the administration after the completion of their training when they become teachers. It is understood that in some cases the advances have had to be written off as the teachers found it difficult to repay them. The general poverty of the Indian community, and the destitute condition of those sections from which the candidates for the teaching profession will be mostly drawn, makes this system absolutely out of the question as regards the new training college. No tuition fees should be charged.

42. When the New Training College comes into existence the question of deputation to the college of teachers who are already holding permanent posts in Government or Government-aided schools for a course of training at the college will arise. There are among these teachers several promising youths who for want of a proper system of training were deprived of the opportunity of being properly trained. It was no fault of theirs that they did not undergo a proper course of training. If no opportunity is given to them now of getting themselves properly trained at the new training college an awkward situation will arise. Fresh candidates who are outsiders will join the training college, and after being trained at the institution will become eligible for higher rates of salary in Government and Government-aided schools. They would thus draw higher rates of pay than those drawn by teachers of the same general qualifications who were trained under the present system and are holding posts in the schools. A situation like this always arises when a higher and better system of training is introduced, and it has arisen in other countries also. The remedy for this difficulty has been found to be the introduction of a system of deputation of teachers to the training college from among the men already in service in permanent posts, provided they are found to be suitable for deputation on the basis of their work, and are of an age when they are trainable. Generally, a teacher after 35 years of age is not considered fit to profit by a course of training. It will of course be open to the teachers now in permanent service whose age does not exceed 35 to take leave without pay from their present posts and join the training college as ordinary candidates in order to qualify themselves for further advancement, but it has been recognised in other countries that if the only course left open to these teachers is to take leave without pay for the purpose of further training it imposes on them a great hardship. Several of them have family responsibilities, and it is impossible for them in advanced age to study at the training college without any remuneration. In such cases it is usual to give these teachers a chance of deputation to the training college on half their present salary and their period at the training college counts as service. I think it is necessary that a system of deputation of teachers to the training college whose age does not exceed 35 years on half their salary should be introduced from next year when the new training college comes into existence. Experience has shown that an outside candidate who has not had any experience of teaching is not a very suitable recruit for the training college. A teacher who has worked for a few years, but has not been too long at his post is a very suitable candidate for admission to the training college. On this principle also the deputation of teachers is desirable, but the concession should apply to teachers who have been confirmed in their posts. It should

not apply to teachers who are only officiating in their posts or are on a temporary basis. The Department may prepare lists of all teachers holding permanent posts who are not more than 35 years of age, and select from it every year the most promising persons for deputation to the training college on a deputation allowance of half their salary. Teachers who have reached or are about to reach 35 years of age, should have prior claims to deputation so that they might not become over-age and lose the chance of deputation. In the case of teachers employed in Government schools the cost of deputation should be met by the Administration, and in the case of teachers employed in Government-aided schools the cost of deputation should be met by the school management, but the school should get from the Administration a grant equal to the cost of deputation. The whole cost will thus be borne by the Administration. The amount will vary according to the salaries of the teachers who are selected for deputation. In the beginning almost all the teachers admitted to the training college will be deputed teachers. In future, out of the 20 admissions to the training college every year, 10 places may be reserved for deputed teachers, and the remaining 10 may be given to outsiders. I think an annual allotment of £2,000 for deputation of teachers to the training college will be sufficient to cover the cost of half the salaries of deputed teachers, and I recommend that the sum may be allotted every year for the purpose. From the date the training college comes into existence it should be definitely laid down that no new teacher engaged will be confirmed in his appointment unless he has undergone a course of training at the new training college. The men engaged will hold their posts on a temporary basis and will not be confirmed in their appointments until they have joined the training college as ordinary candidates and got themselves trained at the institution. It will be necessary to do so in order to make it clear that the system of deputation will apply only to teachers who are already in service and are holding permanent posts and have been confirmed therein. In fact, from now onwards, no teacher should be permanently engaged for service in Government or Government-aided schools. The system of deputation will last only for some years until all the suitable and trainable teachers have been deputed and trained. I consider the system of deputation of teachers essential for the success of the training college, having regard to the just and fair claims of teachers who have done good work and are considered by the Department suitable for further training. Teachers who have not worked well, or are more than 35 years of age, should not be deputed to the training college. The system of deputation is the only means of meeting a situation of this kind, and it has been found by experience to be eminently suitable.

SECTION X.—PENSION OR PROVIDENT FUND FOR TEACHERS IN GOVERNMENT-AIDED SCHOOLS.

43. Teachers in Government schools are entitled to pension but teachers in Government-aided Indian schools are not entitled to pension at present. The Teachers' Association has represented that as European teachers in Government-aided schools have the privilege of getting from Government a pension when they retire, the privilege should be extended to Indian teachers in Government-aided schools. The Association cited some cases in which Indian teachers after long and meritorious service in Government-aided schools had to retire without any provision, and that they were thus put to considerable inconvenience in their old age. The request of the Association is deserving of sympathetic consideration. The law under which the European teachers in Government-aided schools enjoy the privileges of pension definitely lays down that it applies to European teachers only and therefore unless the Act is altered the concession asked for by the Indian Teachers' Association cannot be given. The question of an amendment of the law by extending the provisions of the Act to Indian teachers in Government-aided schools may be considered. If this is not possible, I would suggest that Indian teachers in Government-aided schools should be given the benefit of a Provident Fund which may be instituted for such teachers. It may be a condition of grant-in-aid that every Government-aided school shall be bound to open a Provident Fund for every teacher permanently employed on the staff of such school. Every such teacher may be required as a condition of his appointment to contribute to the Provident Fund 5 per cent. of his salary, and the management should be bound to contribute to the Provident Fund an equal amount. Every Government-aided

school should get an additional grant for the purpose from the administration to enable it to make the necessary contribution to the Provident Fund of every permanent teacher employed in that school. The extra expenditure on this account will come to about £1,000 per annum. This grant should be in addition to the usual maintenance grant of the school. The teacher's contribution should be compulsorily deducted from his salary every month and credited to his account in the Provident Fund and every month the management should contribute the required sum to that fund. The whole amount should be kept in the Post Office Savings Bank in the teacher's name, but the passbook should remain in charge of the school and the teacher should have no right to draw any amount from it as long as he is in service. Advances in cases of special need (e.g., illness of the teacher or his wife or children) may be given to the teacher concerned from the Provident Fund, and they should be refunded in due course. The Fund will remain in charge of the managing body of the school as long as the teacher continues in service. The interest will continue to accumulate on the amount to the credit of the teacher; when he retires from the service or resigns he will be entitled to get the whole amount standing to his credit, but if he is dismissed for adequate reasons he will be entitled to take back his own contribution to the Fund, but not the contribution made by the school on his behalf to the Fund.

SECTION XI.—CURRICULUM.

44. The ordinary curriculum is followed at present in Indian schools, and I recommend that this should continue. I would not suggest a separate curriculum for Indian children. English should continue to be the medium of instruction as at present. The standard of education in Indian schools will naturally improve as better qualified teachers are available. Indian children have been permitted to appear at the Primary certificate examination conducted by the Department, but they have not taken advantage of it in large numbers. The children should be encouraged to take the examination, and for this purpose all possible facilities should be provided. In the beginning it may not be possible for Indian children to take all the subjects for the Primary Certificate, and therefore as a temporary measure they should be allowed to appear in as many subjects as possible. In due course, when better teachers become available and better arrangements have been made for instruction, Indian children should be encouraged to appear in all subjects. A public examination at the end of the primary stage helps to maintain proper standards. Therefore the facilities which are provided for European children to appear at the departmental primary certificate examination should be extended to Indian children.

45. In the case of all Farm Schools an agricultural bias should be given to the curriculum, and children should be encouraged to work in the fields and to learn the elements of agriculture in a simple and practical manner. The teacher selected for such school should generally be an agriculturist. Page 7 of the Special Report, 1926, issued by the Census Office shows that there were in Natal about 19,000 Indians engaged in agriculture and fishing in 1921, and that there were in 1925-26 about 2,545 Indian farm and agricultural holdings. Therefore it is desirable that in all Farm schools, as also in ordinary schools situated in agricultural centres, an agricultural bias should be given to the curriculum in order that the children might acquire and retain a taste for agricultural pursuits. In all schools situated in rural areas wherever possible a small plot of land near the school should be reserved for the purpose of encouraging the children to grow flowers, vegetables, etc., for the season and to maintain it in good condition under the guidance of the teacher. This will create among children an interest in manual work, and at the same time stimulate their powers of observation. Such "school gardens" should be a feature of schools in rural areas wherever it is possible to provide them.

SECTION XII.—SCHOLARSHIPS, STIPENDS, AND EXEMPTIONS FROM FEES.

46. There are free places, bursaries, etc., provided for European and Coloured children to enable them to continue their education:

(1) In Standards V. and VI.

(2) Standard VI., and

(3) On vocational lines.

Detailed rules on the subject and the number of the various free places and bursaries are given in Appendix II. The rules show that ample facilities are given to encourage deserving pupils of the European and Coloured communities to pursue higher courses of study. There are at present no bursaries or scholarships for Indian children. I think it is very desirable that in order to encourage deserving Indian students to pursue their studies beyond Standard IV. a number of scholarships should be established. This is specially important at the present stage of Indian education. The most important need in regard to Indian education is to secure competent and qualified teachers. For this purpose the Indian community has raised a subscription of £20,000 for the building and equipment of an up-to-date training college at Durban, but it is essential for the success of the college that candidates who join the course there should have reached and passed Standard VIII. and the matriculation examination. It will be seen from the table given in Section I. that the majority of students at present drop off from the schools before they reach Standards V. and VI. The number of students who proceed to Standard VI. is very small, and the number which proceeds beyond Standard VII. is practically *nil*. I think that it is essential for the organisation of Indian education on suitable and proper lines that we should secure well-qualified recruits for the teaching profession who have attained a reasonably high standard of general education before they are admitted to the training college. In the beginning and until such time as better qualified candidates will be available it is proposed to admit to the training college students who have passed Standard VI. but at present the number who have passed even Standard VI. is not very large. What is necessary is that special encouragement be given to deserving students:

(1) To cover the course for Standards V. and VI.

(2) To cover the course for Standards VII. and VIII.

(3) To cover the course for Standards IX. and X. for matriculation examination.

47. To secure this object I would suggest that the following scholarships and stipends may be created for Indian students:—

(1) Forty scholarships £12 per annum tenable for two years for deserving students (30 for boys and 10 for girls) who after passing Standard IV. pursue their studies in Standards V. and VI. in a Government or Government-aided school and appear at the Primary Certificate examination conducted by the Department.

(2) Twenty scholarships of £24 per annum tenable for two years for deserving students (15 for boys and 5 for girls) who after passing the Primary Certificate examination conducted by the Department pursue their studies in a Government secondary school in Standards VII. and VIII. and appear at the Junior Certificate examination conducted by the University of South Africa (formerly called Cape Junior).

(3) Ten prospective teachers' stipends of £36 per annum, tenable for two years at the Carlisle Street High School at Durban or any other Government Indian High School which may be opened in future for deserving students (seven for boys and three for girls) who after passing the Junior Certificate examination pursue their studies for matriculation examination and give an undertaking that after passing the matriculation examination they will join the new Training College at Durban and, after training, will serve as teachers for at least three years.

All the above scholarships and stipends should be awarded on the basis of merit, and the Department may lay down the system of selecting the best students. The competition should be among boys and girls separately. Failing suitable girls being available the scholarships and stipends meant for girls may be awarded to boys.

The cost of the above proposals will be as follows :—

(1)	40 x 12 x 2	=	£960
(2)	20 x 24 x 2	=	£960
(3)	10 x 36 x 2	=	£720
	Total		£2,640

48. The above small cost will be amply justified by the impetus which it will give to deserving students to proceed to standards higher than Standard IV. and will enable the Departments to secure suitable recruits for the teaching profession. Page 35 of the Provincial Auditor's Report for 1926-27, will show that an expenditure of £7,495 per annum is being incurred for scholarships and bursaries for European children.

49. Exemptions from fees should be more liberally granted than at present. The present rules on this subject require an elaborate procedure and each case of exemption has to be sanctioned by the Superintendent of Education. I noticed that the percentage of exemptions is at present very small and that the burden falls heavily on the parents in several cases. I would suggest that the procedure for granting exemptions should be simplified and that headmasters of Government and Government-aided schools should be authorized to grant, without sanction of any higher authority, exemptions up to a limit of 20 per cent. of the enrolment in a school. If in any school there are special reasons to grant exemptions above the limit of 20 per cent. the sanction of the Superintendent of Education should be obtained. I would add that the European children are not required to pay any fees at all in Primary schools. It is true that there is compulsory primary education for European children, but the Indian community, which is poor, also deserves consideration. Some relief in regard to fees is very necessary in the case of the Indian community, and it may take the form of exemptions from fees in the manner suggested above. It may also be laid down that wherever brothers or sisters read in the same school, only one child should pay full fees and that the remaining children should pay half fees. The headmasters should be authorised to grant these concessions which should be in addition to the exemptions from fees up to a limit of 20 per cent. suggested above.

SECTION XIII.—GIRLS' EDUCATION.

50. The table given in Section I. will show that out of a total enrolment of 9,477 pupils in Government and Government-aided schools there are only 1,650 girls who are at present enrolled, and that out of this number there are only 46 who are in Standards beyond Standard IV. This state of affairs is very unsatisfactory, and it is very desirable that special efforts should be made not only to increase the enrolment and attendance of girls at schools, but also to encourage them to complete their education at least up to Standard VI. In almost all schools at present there is co-education, and girls are admitted to schools along with boys. There are only two or three Government-aided schools which are essentially girls' schools, and small boys are also admitted to them in the early stages. It is a recognised fact that women make the best teachers in the early stages of children's education. We have at present in this country some Indian women teachers, but their number is almost negligible. Their number can only increase if in the first instance a larger number of girls are brought under instruction, and secondly, special encouragement is given to deserving girls not only to complete their education up to Standard VI., but to train them as women teachers subsequently. It is desirable that girls in this country should be encouraged to become women teachers and that special encouragement should be given to them. This is not only necessary in the interests of girls' education, but also in the interests of boys' education. If the number of women teachers sufficiently educated and qualified becomes available for the profession of teaching the cause of education as a whole would advance considerably. Parents generally do not like the idea of girls being educated with boys beyond a certain age, and this is one of the reasons, among others, which affects the enrolment of girls in the higher standards. This reluctance on the part of the parents to allow girls to read with boys beyond a certain age is not confined to the Indian community, but is found more or less in other communities. Moreover, there are special needs in regard to girls' education which cannot be met after a certain stage

in a common school. Therefore I think it is desirable that separate schools for girls should be opened in which they should have facilities for reading up to Standard VI. and also up to a higher standard. There is at present no Government school for girls. In order to set the proper standard for girls' education one Government school should be opened for girls at an important centre like Durban, where girls should have facilities for education up to Standard VI. in the first instance, and later on up to a higher standard when a sufficient number of girls have reached Standard VI. Such a school could then be made a recruiting ground for women teachers.

51. In order to give special impetus to girls' education it is, I think, very necessary that this branch of education in the primary stage should be made entirely free. No fees should be charged from girls either in Government or Government-aided schools in the primary stage. This should be the first step towards the advancement of girls' education. As the number of girls who are now attending schools is very small the loss of fee income would be negligible, and in any case it would be amply justified by the encouragement which would be given to girls' education. It is true that normally primary education is not made free until it is compulsory, but there are precedents in other countries where, in order to give special encouragement to girls' education, special facilities have been given to them, one of which is that their education is entirely free in the primary stage. Further, in all schools where the number of girls on rolls becomes sufficiently large facilities should be provided to give the girls education in subjects which are suited to their needs, e.g., needlework, sewing, cutting out, cookery, etc., which are already included in the curriculum. Indian women teachers should be appointed for the purpose. In addition to the one Government school, the opening of which I have suggested above, encouragement should be given to the opening of Government-aided girls' schools on approved lines, where the needs of girls' education might be met more fully than in mixed schools. But admission of girls to boys' schools in all stages of education should continue to be admissible as at present, and the admission of small boys to girls' schools in the early stages should also continue to be allowed as at present.

SECTION XIV.—SUBSIDIES FOR EDUCATION.

52. Under section 2 of Act 46 of 1925 the rates of subsidy for pupils of various races receiving education in Natal are specified. The Second Schedule to the Act quoted above gives the rates of subsidy for pupils of various nationalities, and the rates are quoted below :—

	Rate.
European pupils in Government schools who have attained the age of seven	£16 7s. 6d. for the first 30,000, and £14 thereafter.
European pupils in Government-aided schools who have attained the age of seven, provided that in the aggregate the grants under this item shall not exceed by more than one-ninth the aggregate amount of the aid given by the Province	£5.
Non-European pupils other than Natives who have attained the age of seven, and are receiving Primary or Secondary education.	£5 5s. 0d.

The grants above specified are paid on the basis of the Education statistics of the calendar year ending on the 31st December preceding the commencement of the financial year in respect of which such grants are payable. They are paid on the basis of average attendance of the pupils in question, and the method of preparing statistics is laid down by regulation No. 1900, dated 28th October, 1925, made by the Governor-General. The words "non-European pupils other than Natives" used in the schedule quoted above refer to Indian pupils and Coloured pupils.

53. I quote below certain figures from the Provincial Auditor's Reports for 1925-26 and 1926-27, to show the exact position in regard to the subsidies for

education received and the actual expenditure incurred on European, Coloured and Indian education during these two years:—

EUROPEAN EDUCATION.

Figures taken from pages 20, 35, 36 and 53 of the Provincial Auditor's Report for 1925-26, and pages 21, 35, 36 and 54 of the Provincial Auditor's Report for 1926-27.

1925-26. 1.	2	3.	4.
No. of European pupils (in the calendar year 1924).	Subsidy received.	Units receiving education (average attendance)	Actual expenditure.
22,491	£342,150	23,859	£440,936
1926-27. 23,004 (in the calendar year 1925).	£350,573	23,413	£420,701

INDIAN AND COLOURED EDUCATION.

(Figures taken from pages 20, 35, 36 and 53 of the Provincial Auditor's Report for 1925-26, and pages 21, 35, 36, and 54 of the Provincial Auditor's Report for 1926-27.)

1	2	3	4	5	6
No. of Non-European pupils other than Natives	Subsidy received	Units receiving education	Average subsidy per unit (Cols. 2 & 3).	Details of Subsidy for Coloured and Indians separately (columns 3 & 4)	Actual Expenditure.
1925-6					
8,549 (In the Calendar year 1924).	8,549 x £5 5 0 £44,882 5 0	Coloured 1771 Indians 7362 9133	£4 18 3.4	Coloured £8,703 4 3 Indians £36,179 0 9 £44,882 5 0	Coloured £20,278 3 7 Indians £27,918 0 6 £48,196 4 1
1926-27					
9,097 (In the Calendar year 1924):	9,097 x £5 5 0 £47,664 15 0	Coloured 1774 Indians 7969 9743	£4 17 10.1	Coloured £8,678 15 4 Indians £38,985 19 8 £47,664 15 0	Coloured £20,069 2 1 Indians £28,429 5 1 £48,498 7 2

54. The foregoing figures show that during the two years 1925-26 and 1926-27 the whole amount received as subsidies for European and Coloured education was spent, and that in addition to this the Provincial Administration spent the sum of £168,914 on European education, and £22,966 on Coloured education from Provincial revenues. But unfortunately in the case of Indian education the figures show that, during the two years in question, not only was the whole subsidy received for Indian education not spent thereon, but that a sum of £18,817 was actually saved from the subsidy received for this branch of education and added to the Provincial revenues. The financial year 1927-28 came to an end on 31st March, 1928. The Provincial Auditor's Report for that year has not yet been published, but the figures for that year can be calculated by reference to the sanctioned budget estimates (Final Print N.P.2. 1927) for that year and the Provincial Auditor's Report for 1926-27. It will be seen from page 4 of the sanctioned budget for 1927-28 that on the receipt side a provision of £458,946 has been made on account of the Union subsidy. This figure represents the estimated subsidy for that year on account of all classes of education and includes the figures for Coloured and Indian education. The actual figure of subsidy for 1927-28 on account of these two branches of education will depend upon the number of pupils in average attendance in the calendar year 1926 as the subsidy is paid in a financial year on the basis of the figures in average attendance in the preceding calendar year. The following were the units under instruction in the financial year 1926-27, as shown on page 54 of the Provincial Auditor's Report for 1926—27:—

1926—27	Coloured	1,774
	Indian	7,369

27

The financial year 1926-27 (1st April, 1926, to 31st March, 1927) includes nine months of the calendar year 1926 and the first three months of the calendar year 1927. It would not be unreasonable to expect that the figures of average attendance for 1926-27 would probably be the figures for the calendar year 1926. But to be on the safe side I would take in the case of Coloured education the figure 1,774 (which was the figure in 1926-27) as the figure for the calendar year 1926, but in the case of Indian education I would reduce the figure 7,969 (which was the figure in 1926-27) by 469, and regard 7,500 as the figure for the calendar year 1926. On this basis I calculate the subsidy for 1927-28 as follows:—

1927-28 { Coloured education 1,774 × £5 5s. = £9,313 10s.
Indian education .. 7,500 × £5 5s. = £39,375.

Now looking at the figures on page 9 of the expenditure side of the sanctioned budget for 1927-28 it will be seen that there is a budget provision of £21,001 (ie., £11,688 *more* than the subsidy) in the case of Coloured education and of £30,977 (i.e. £8,398 *less* than the subsidy) in the case of Indian education. The financial year 1927-28 is now over, and according to the Governor-General's regulation No. 1900 dated 28th October, 1925, the subsidy for 1927-28 must have been received by the Provincial Administration before the close of the year 1927-28. Therefore, assuming that the whole of the amount provided in the budget for 1927-28 for expenditure on *Indian education during* that year was actually spent on that education, a sum of £8,398 was saved from the subsidy for Indian education in 1927-28 and added to the Provincial revenues. Adding this figure to the sum of £18,817 saved during 1925-26 and 1926-27, as already explained, we get the figure £27,215 as the total amount saved by the Province from the subsidy for Indian education during 1925-26, 1926-27, and 1927-28. The budget estimates for the year 1928-29 which began on 1st April, 1928, are now before the Council. As they have not yet been published, I am unable to say what amount is proposed to be provided in that year for Indian education. The subsidy for Indian education for the year 1928-29 will certainly be not less than £39,375, the figure calculated by me for 1927-28; in all probability it will be not less than £40,000. Therefore unless the budget provision on the expenditure side in the budget estimates for 1928-29 is raised from £30,977 (1927-28) to at least £40,000, and the amount so provided is actually spent during 1928-29 on Indian education, it is certain that a sum of £9,000 will be saved in 1928-29 by the Province from the subsidy which will be received in that year for Indian education. Therefore the position is that during the three years 1925-26, 1926-27, and 1927-28 a sum of £27,215 has already been saved by the Province from the subsidy for Indian education, and that in addition to this a sum of £9,000 will also be saved in 1928-29 unless the budget estimates for that year are raised to a figure not less than the amount of the subsidy to be received for that year and the amount so provided is actually spent in that year on Indian education.

The view that at present the whole of the subsidy received for Indian education is not spent on that education is supported by the Superintendent of Education, who, in his memorandum submitted to the Commission, has stated that the Vote for Indian education does not represent the full amount of the subsidy accruing to the Administration on the basis of the number of Indian pupils.

55. The point that, in the case of European and Coloured education the Administration has spent much more than the subsidy received, and that in the case of the Indian education it has saved a certain portion of the subsidy, is also proved clearly from the following figures of unit costs in 1925-26 and 1926-27, taken by me from the Provincial Auditor's Reports for the two years in question (vide p. 53 of the Report for 1925-26, and p. 54 of the Report for 1926-27):—

1925-26.

European Education.	Units.	Net Expenditure per Unit.	Average Expenditure per Unit
(1) Govt. Schools (four High Schools)	923	£43 16 9	£21 14 0.97
(2) Govt. Schools (Technical High School)	213	53 5 11	As against a subsidy of £16 7s. 6d. per pupil.
(3) Govt. Schools (Primary) .	20,119	20 7 1	
(4) Govt. aided Schools (Secondary)	718	£5 10 8	£6 2 4.5
(5) Govt.aided Schools (Primary)	1,886	6 6 10	As against a subsidy of £5 per pupil.

Coloured Education.				
(1) Govt. Schools	1,117	..	£17 13 6	£13 2 1.97
(2) Govt.-aided Schools ..	654	..	5 6 2	As against a subsidy of £5 5s. per pupil.
Indian Education.				
(1) Govt. Schools	1,752	..	£7 9 0	£4 0 4.25
(2) Govt.-aided Schools ..	5,610	..	2 18 11	As against a subsidy of £5 5s. per pupil.

1926-27.

European Education.	Units.		Net Expenditure per Unit.	Average Expenditure per Unit
(1) Govt. Schools (four High Schools)	943	..	£40 1 10	£21 16 10.9 As against a subsidy of £16 7s. 6d. per pupil.
(2) Govt. Schools (Technical High School)	215	..	46 5 4	
(3) Govt. Schools (Primary)	19,461	..	20 13 10	
(4) Govt.-aided Schools (Secondary)	612	..	£7 4 10	£5 1s. 11.3 As against a subsidy of £5 per pupil.
(5) Govt.-aided Schools (Primary)	2,182	..	4 9 11	
Coloured Education.				£13 3 3.1
(1) Govt. Schools	1,077	..	£18 7 1	As against a subsidy of
(2) Govt.-aided Schools ..	697	..	5 2 10	£5 5s. per pupil.
Indian Education.				£3 16 10.35
(1) Govt. Schools	1,829	..	£7 5 6	As against a subsidy of
(2) Govt.-aided Schools ..	6,140	..	2 16 5	£5 5s. per pupil.

56. So far I have given figures regarding recurring expenditure only. In the matter of capital expenditure on school buildings also the Indian schools do not appear to have been fairly treated. The schedule of capital expenditure on school buildings given at pages 100-105 of the Provincial Auditor's Report for 1926-27 shows that during the last 17 years (i.e., since 1910) the Provincial Administration has spent the large amount of £903,779 on buildings of European, Coloured and Native schools, (the bulk of the expenditure was on European school buildings, while during the same period a small amount of £19,158 was spent on buildings of Government Indian schools.

The following are the details regarding the Government Indian schools:

Carlisle Street	1912–13		£380
Mitchell Crescent	1920–21	£4,139	
	1921–22	£624	£4,763
Depot Road	1912–13	£2,081	
	1913–14	£1,355	
	1918–19	£952	£4.409
	1919–20	£28	
	1921–22	Cr.£7	
Ladysmith	1913–14	£1,359	
	1914–15	£2	
	1918–19	£1,053	£2,500
	1919–20	£86	
Stanger	1919–20	£3,621	
	1920–21	£1.510	£5,166
	1921–22	£35	
Umgeni	1914–15	£212	
	1915–16	£1,194	£1,931
	1916–17	£525	
Dundee	1919–20		£9
	Total		£19,158

57. While European schools have been treated in the matter of buildings in a very generous manner the Indian schools have not received even bare justice. There are two Government schools which are badly housed in rented buildings and no Government buildings have been constructed for them, while the condition of Government-aided school buildings is simply pitiable. Many of the buildings of these schools have been constructed by local subscriptions raised by the Indian community and a portion of the grant, which was meant only for the pay of teachers, has been utilised for buildings. The fee income has also been freely utilised on the construction of these buildings. The total cost of these buildings comes to £22,755, towards which the Indian community has, in the shape of local subscriptions and school fees, contributed about £15,000. The Administration has given only £3,685 in all as building grants for these schools.

58. It seems that there is a serious misconception as to the purpose and destination of the *per caput* subsidy given by the Union Government under section 2 of the Act already quoted in respect of children at school. The legal aspect of the question will not be touched upon here. From the moral and political standpoint the purpose and destination of the subsidy can be ascertained beyond the shadow of a doubt.

59. The view that the subsidies are given for education is supported by the fact that in the case of European pupils in Government-aided schools the subsidy is given on the condition that a certain amount is actually spent by the Province in giving aid to such schools. Moreover, the Baxter Commission, whose recommendations practically settled the amounts of the subsidies, throw on the Union Government the responsibility for financing primary and secondary education up to a 'reasonable' standard. Above this standard any expense was regarded as 'generous' and the Province had to bear the burden of it. Careful calculations were made to fix the scale of reasonable expenditure, comparisons being instituted not only between the Province of the Union, but among the Dominions of the Empire. The needs of sanitation and roads are not taken into account at all in fixing the subsidies, but are treated separately, and to meet them the Province has special powers of taxation, certain assigned revenues collected by the Central Government and certain fees.

60. Mr. Havenga, Minister of Finance, in his second reading speech on the Provincial Subsidies and Taxation Powers (Amendment) Bill, accepted the division of responsibility between the Union and Provincial Government according as the expenditure was 'reasonable' or 'generous' and fixed the rates of subsidy as recommended by the Baxter Commission except in one particular, which need not concern us here. An extract from his speech with certain portions italicised will make this clear.

> "I accept on behalf of the Government generally the obligation of its fair share of the means of carrying on provincial services, and the Government finds itself in accord with the opinion expressed by the Commission over which the Hon. Member for Cape Town (Central) (Mr. Jagger) presided, and subsequently endorsed by the Baxter Commission, namely, that services partly of a local and partly of a national interest should be paid for, partly by the local and partly by central Government. That was the basis laid down by the two previous Commissions, and I accepted it as the basis of this settlement. That view has been kept prominently in mind in recasting the financial relations under the present Bill. *We recognise that the greater importance of education, from a national point of view, makes that service pre-eminently one for which the Central Government can assume a definite liability.* We must remember that if the Central Government did not recognise its obligations the objection could always be aimed at it that it was not fulfilling its national obligations in regard to education. Here we felt that we had a greater responsibility than in regard to other services. We propose, therefore, under the Bill to change from the pound to pound principle—or the shadow of it, for that is all that is left—and to substitute for it a subsidy based on attendance.
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> Coming to the details of the Bill, Clause 2 deals with the grants to the Province in respect of European and Coloured children. The grants are those which were arrived at, in the first place, by the Baxter Commission, and subsequently endorsed by the Education Administration Commission. *These grants were deemed by these two Commissions to cover what was considered to be the reasonable cost of education, for the whole of the provinces, and what should be the responsibility of the Union Government.* There is a difference of opinion whether this basis of calculation was fair and reasonable. Be that as it may, there are, of course, several directions in which the provinces have moved independently in the matter of education. For instance, in the Transvaal they have free secondary education, generous transport and boarding bursaries. These facilities were not included in the calculations of these two commissions in arriving at what should be the reasonable cost of education. *The principle adopted was that if any province would wish to embark on any more expensive or generous scheme of education, it might do so, and the taxpayer will have to pay for it.*"

61. Three rates of subsidy are mentioned in the Baxter Commission's Report and in the Finance Minister's speech. They are £16 7s. 6d. for European pupils in Government schools for the first 30,000, and £14 thereafter, £5 for European pupils in Government-aided schools, and £5 5s. for Coloured pupils, Coloured meaning non-European other than Native, that is, those that are popularly called Coloured here and Indians. From the beginning however, Coloured and Indian pupils have been taught in separate schools. If, therefore, any part of the subsidy amount meant for the children of one community be diverted, it means that to that extent the education of that community is allowed to fall below what the Union Government regard as

a reasonable standard. The Provincial Administration, which is both guardian of all the communities under its rule and agent of the Union Government in this respect, cannot escape responsibility for this abuse.

62. The figures quoted by me show the extent to which in the case both of European and Coloured children, whether in Government or aided schools, the Natal Administration has not only attained the reasonable standard but gone beyond and realised a generous standard. For this purpose it has drawn freely on the general revenues of the Province to which all classes, including Indians, contribute. In other words, the Indian bears a share, though it may be small, of the cost of European and Coloured education. The same figures also show the extent to which the expenditure on Indian education, taken on the whole, falls below the reasonable standard; in other words, Indian education has been starved to the extent of £27,215 in the three years 1925-26, 1926-27, and 1927-28 in order that the revenues of the Province may profit. How far back this starvation of Indian education could be traced is evidenced by a statement in the Baxter Commission's Report. In para. 144 on page 20 the following sentence occurs: "When it is considered that the expenditure upon the education of Native and Coloured children is admittedly inadequate, it is impossible to come to any other conclusion than that the expenditure upon European education is too high." True, this observation is made of South Africa as a whole. But there is no reason to doubt that it applies to Natal as well as the other Provinces.

63. The present rate of subsidy is £5 5s. 0d. per pupil. The present expenditure in Government schools was £7 5s. 6d. per pupil in 1926-27, and in Government-aided schools it came in that year to £2 16s. 5d. per pupil. The present rate of grant for aided schools is £2 10s. 0d. per pupil in average attendance. It is entirely inadequate, and the evidence produced before the Commission conclusively proved that aided schools are very inefficient, and that within the limits of the present grant of £2 10s. 0d. per pupil which they receive it is impossible for them to attain that reasonable degree of efficiency which is necessary for schools of this class. In the course of the enquiry certain grantees and the representatives of the teaching profession were asked whether in their opinion the more pressing needs of the aided schools, so far as the teaching staff was concerned, would be met if the present rate of grant, which is £2 10s 0d., were raised to an average of about £4 per pupil. There was general agreement that it was necessary to raise the expenditure under this head to an average of £4 per pupil in order to raise the salaries of teachers to a reasonable figure. This figure will have to be further raised shortly when teachers of better qualifications come out of the new training college. The expenditure will then reach £5 per pupil in Government-aided schools and will soon exceed it. As the expenditure in Government schools is already in excess of the subsidy per pupil it is clear that as soon as the efficiency of the aided schools has been raised by an improvement of the grant-in-aid, the total amount of expenditure on Indian education will exceed the amount of the subsidy received.

64. I have made various recommendations in regard to improving the efficiency of Government schools, and also in regard to several new items of expenditure, e.g., building grants to aided schools, expenditure on training college, deputation of teachers to training college, scholarships, stipends, etc. All these items of expenditure will raise the rate of expenditure per pupil and the need for increased funds will become acute. The question arises from what source increased funds for Indian education should come. The improvements which I have suggested are on a modest scale, and will still keep Indian education within the limits of what has been called "reasonable" expenditure and will be much below the "generous" expenditure. The present rate of subsidy is very inadequate, and it is not possible to organise Indian education on a "reasonable" scale within the limits of the subsidy. The present rate of expenditure was £4 0s. 4d. per pupil in 1926-26, and £3 16s. 10d. per pupil in 1926-27. By raising the expenditure per pupil to £5 5s. 0d., the full amount of the subsidy, a slight improvement will be effected, but I am clearly of opinion that it will be entirely inadequate and will be far below the "reasonable" standard. As the Union Government has accepted "*a definite liability*" for financing education up to the "reasonable" standard, and as the Union Government has now, as a result of the Cape Town agreement, accepted the policy of the upliftment of the Indian section of the population on Western standards, it is, I think, necessary that the rate of subsidy should be raised by the Union Government. As to the amount to which the subsidy should be raised, I do not know whether the Union Government would prefer

to retain, in the case of Indian education, the present system of a flat rate for both classes of schools (Government and Government-aided), or, in view of the admittedly larger cost of Government schools, be willing to fix different rates for Government and Government-aided schools as is already the case regarding European schools. In the former case I would suggest £8 8s. 0d. per pupil, and in the latter case £10 10s. 0d. per pupil in Government schools and £6 6s. 0d. per pupil in Government-aided schools. This increased subsidy would be just sufficient to bring the Indian education up to a "reasonable" standard. In the case of Coloured education, for which the subsidy is also £5 5s. 0d. per pupil, the Provincial Administration has already increased from its resources the average expenditure per pupil to £13 3s. 3d., and has thus raised this branch of education not only to a "reasonable" but a "generous" standard. If in the case of the Indian education the rate of subsidy is not raised as suggested, the inevitable result would be that the Indian community will remain far behind other sections of the population—a result contrary to the Cape Town agreement. It is therefore very necessary that the Union Government may be pleased to raise the rate of subsidy for Indian education as proposed, so that a "reasonable" standard of education might be reached in the case of this branch of education.

SECTION XV.—PRIVATE SCHOOLS.

65. It is understood that there are about 50 private schools in Natal maintained by the Indian community. Most of them (about 40) are maintained by the Muhammadan community, and they are in many cases located in or near a Mosque. There are about 10 or 15 Hindu schools. I have recently had an opportunity of visiting 5 Hindu and 9 Muhammadan (Madrasas). I give below a summary of my rough notes in regard to each private school visited by me:—

Hindu Schools.

1. *Hindi Pathshala, Newcastle.*—There is one teacher. Hindi is taught. Meets from 4 p.m. to 6 p.m. Boys who are reading in a regular school come here after school hours. Religious instruction is given. School was started 8 years ago Consists of 13 girls and 15 boys. There is a Committee of Management which consists of Chairman, Secretary and 3 members. Education free. School is run by subscriptions. £140 has been spent on building and land.

2. *Hindi School, Dannhauser.*—25 boys and 7 girls. Hindi is taught. Meets in the evening. One teacher. School has no building, it meets at the teacher's house. There is no Government or Government-Aided School here, hence this private school does what it can for the children.

3. *Tamil School, Dundee.*—35 boys and 20 girls. Tamil is taught, also reading, writing, dictation and grammar. Meets 3 times a week in the afternoon. Two teachers. The school has no building of its own. Religious instruction is given on Sundays. As the Government school is not held in a Government building but in a hired building which belong to the Dundee Hindu Temple, this building is also used for the purposes of the Tamil school after Government school hours.

4. *Ladysmith School.*—Here there are three Hindu bodies (Religious organisations) and they maintain Tamil and Hindi schools. There is a strong desire for vernacular education. The three Hindu sabhas (religious organisations) would probably be willing to start a combined regular Government-aided school in which it would be possible for them to impart vernacular and religious education. The people are very much in earnest and would be prepared to bear a portion of the running cost of the school if Government aid were given. Their keenness is worthy of encouragement. A scheme may be worked out for starting a regular Government-aided school.

5. *Lower Tugela District, Hindu Vida Dharma Sabha School, Stanger.*—47 boys and 51 girls. Hindi, Tamil and English are taught. Some students read here after attendance at the Government school, and some read solely in this school. Two teachers. Has an excellent building, 1 large hall. Well constructed. Cost about £1,500. This building is exceptionally good and could be divided by means of partitions into 4 good class-rooms. Suitable for starting a regular Government-aided school if a scheme could be worked out in consultation with the management.

Muhammadan Schools (Madrasas).

1. *Stanger.*—85 boys and 49 girls. Urdu, Arabic and religion are taught, also Gujrati. Some students attend here solely and some also attend other schools. One head teacher and 3 assistants. The building consists of 1 large hall. Well constructed and could be divided into suitable class-rooms. Building cost £1,700, including ground. It is located on ground of its own and not near the mosque. Has a board of trustees. Suitable for starting a regular Government-aided school if a scheme could be worked out with the management.

2. *Umzinto.*—57 boys and 28 girls. Arabic and Urdu and religion are taught. Some children attend here solely and some also attend the local aided school. Two teachers. The head teacher is also the local priest. Building consists of one big hall and verandah near mosque.

3. *Newcastle.*—25 boys and 15 girls. Urdu and religion are taught. Some boys attend solely here and some also attend other schools. Head teacher is also the priest. Building situated near the mosque. The management have raised funds to erect a new building if a grant could be given by the Administration on a £ for £ basis for about £2,000, and a regular Government-aided school could be started in which the teaching of Urdu, Gujrati, etc., can be permitted outside school hours. The management thinks that a school of this kind would be useful for small children in the early stages of education. This suggestion of the managing body deserves examination, and a scheme could be worked out in consultation with them.

4. *Dannhauser.*—32 boys and 18 girls. Urdu, Arabic and religion are taught. Some of the children also attend the local private school maintained by Miss Thomas. The building consists of a large verandah and a hall, near the mosque. It is understood that a new building is under construction which will be more commodious. The teacher is also the priest. There is no public school, Government or aided, at Dannhauser. The management suggests that if some assistance were available from Government in the shape of grant-in-aid and, the teaching of Gujrati could be permitted, the school might develop into a regular aided institution for the education of children in their early stages. The usual curriculum could be followed. It is thought that such an institution would be convenient for little children. The question deserves consideration.

The situation at Dannhauser is serious as there is at present no public school there.

5. *Dundee.*—14 boys and 12 girls. Urdu and religion are taught. Some boys also go to the regular school in the day and read here in the evening. Building consists of two large rooms and is situated behind the mosque. Teacher is also the priest. The management suggest that if a regular aided school could be started in the building and the teaching of Urdu permitted outside school hours it would meet the needs of the Muhammedan community. The question might be considered if a scheme can be worked out in consultation with the management.

6. *Ladysmith.*—66 boys and 49 girls. Urdu and religion taught. Some of the children also attend the Government school in the day. The building consists of a long hall and is situated near the mosque. Two teachers, 1 of whom is the priest. The management appear to be willing to put up a new building, with class-rooms, if the question of converting the institution into a regular Government school can be considered and if permission is given for the teaching of religion, etc., outside school hours.

7. *Estcourt.*—17 boys and 5 girls. Urdu and religion taught. Held in the verandah of the mosque. Head teacher is also the priest.

8. *Durban.*—55 boys and 60 girls. Urdu and religion are taught. Some of the children also attend other regular schools in the day. Two teachers. The building was constructed by a local benefactor at a cost of £1,800. The school meets the needs of the poorer class of the Muhammedan community who are employed on the Railway or Corporation services. The Management desire that if aid can be obtained from the Government the school should be converted into a regular aided school, which would meet the need of the Muhammedan community in the country. The question might be considered if a scheme can be worked out with the management. I could not visit this institution, but had an opportunity of discussing the position with the Manager.

9. *Surti Sunni Muhammadan Madrasa, Pietermaritzburg.*—I visited this institution some time ago. It is located in a building near the mosque. Has a staff of several teachers. Teaches English and other subjects of the curriculum, and in addition Urdu, Gujrati and religion. The Head Teacher is also the priest. The institution is doing useful work and has an enrolment of boys as well as girls. They are mostly Muhammadan, but there are some Hindu students also. The institution is open to Indian children of all communities. An attempt is made to follow the departmental curriculum, but for want of qualified teachers further progress cannot be made. The management are willing to have a regular Government-aided school opened in the building under the usual grant-in-aid rules on the condition thet they will continue to teach Indian vernaculars and religion outside school hours by a separate staff engaged by them. The school has already been visited by the Inspector of Schools. I think the suggestion of the management deserves consideration. There is a regular committee of the school and if a regular Government-aided school is opened here with a separate and qualified staff it would meet the needs of the little children of the locality.

English Schools.

1. *Tiger Kloof.*—21 boys. English is taught. Boys do not go to any other school. One teacher. There are no girls at present, but it is believed that some girls will join. Near the school there are many small agriculturists who have opened this school for their children as there is no school in the vicinity They have erected a small building by raising local subscriptions. I was much impressed by the enthusiasm of these people and by their keenness for education. They are poor people, but they are doing their best for the education of their children. They cannot get a qualified teacher nor could they pay him if one were available. This appears to be pre-eminently a place where a small farm school should be opened as a Government-aided school and the head teacher made the grantee. In my opinion such small out-of-the-way places deserve special encouragement.

2. *Dannhauser.*—Private school run by Miss Thomas, enrolment 73. English and other subjects are taught. They read here solely as there is no public school here. School is held in Miss Thomas' verandah. Miss Thomas is apparently doing her best. The case of Dannhauser deserves special consideration as there is no Government or Government-aided school.

3. *Glencoe.*—48 boys and 4 girls. English and other subjects taught. One teacher. School maintained by fee income. Building wretched and objectionable. About 100 more children of school going age who cgannot be admitted. Building constructed by Indian community. About £200 was raised by local subscription, and if Government can give a builgding grant a building can be opened. The case deserves consideration.

4. *Burnside Colliery Indian School.*—113 boys and 31 girls. Arithmetic, English and history are taught. Pupils at night are grown up boys who work in colliery during the day. Two teachers (one was present when I visited the place). A new building is said to be under construction. Building consists of 2 rooms, unsuitable. Children are non-Christian, but scripture is taught. The school is maintained by contribution made by the mine-workers (Indians) who live with their families on the premises. The contributions are made in the form of regular deductions from their wages. There is also a bioscope fund towards which the workers contribute in the form of regular deductions from their wages. Although the deductions are said to be voluntary I consider this arrangement open to objection. I have dealt with the point in my remarks about Factory schools under section XVII. The mine-owners at Burnside make no contribution towards the school.

5. *Isinembi—Upper Tongaat.*—Girls 3, Boys 71. English is taught. Two teachers. There is no regular school here so the people are doing their best to run the school. Cost met by private subscriptions by farmers. There is a local committee which manages the school. A Government-aided school is needed here. The building in which the school is held belongs to Mr. Seherath, and has given it rent-free to the school.

6. *Chaka's Kraal.*—Boys 90, Girls 10. English and the regular curriculum taught. No vernaculars. It is a regular school where the children read from 9 a.m. to 3 p.m. Recess one hour. The school is located in a small building, but a better building on a better site is under consideration entirely at the cost of the Indian community. This is the best private school seen by me. Has a committee of management consisting of local Indians with Mr. Roop Singh as Secretary. The school has applied to the Department for a regular grant.

66. In addition to the above schools there are many more private schools. These schools prove the keenness of the people for education, and show what they themselves have done. The total cost of the buildings of all these private schools would exceed £35,000. District Inspectors of schools might examine the case of each such school and advise the management as to the best lines on which the school should be developed. These schools need expert advice, and if they are taken in hand, I have reason to believe some of them would be willing to have regular Government-aided schools opened in the buildings on the condition that wherever it is desired the teaching of Indian varnaculars could be carried on outside regular school hours by a separate staff maintained by the community. In this way the question of securing buildings for new Government-aided schools would be solved in some cases. The new schools thus opened would remove the congestion in other adjoining schools and meet the local needs.

SECTION XVI.—INSPECTORATE.

67. Appendix I will show the number of Indian schools at present in charge of various inspectors of schools. The North and South Coast Districts are important centres of Indian population, and the number of Indian schools in charge of the Inspectors of these two districts is much higher than in other districts. The present arrangement under which the District Inspector is responsible for all the European, Indian and Coloured schools in his district is very satisfactory, and should be continued, but in districts where, by reason of the growth of Indian schools or otherwise, the charge becomes too heavy for one inspector, he should be given the assistance of an additional officer to cope with the work. This additional officer should assist him in the whole work in his district, and not merely in regard to Indian schools. It is an accepted principle that wherever a charge becomes too heavy for one inspector he should be given the services of an officer to assist him in the work. The officer appointed to assist him will do such work in the various kinds of schools in the district as is given to him by the senior inspector in charge of that district. The senior inspector should continue to be responsible for the whole work as at present, but in coping with the heavy charge the additional officer should help him. This will not only make for convenience and despatch of business, but will ensure the continuance and maintenance of proper standards

of inspection and education. In connection with the development and extension of Indian education the brunt of the work will fall on the District Inspector of Schools, and it is essential that in cases where the work becomes too heavy for one man an additional officer should be appointed. This will not only be in the interests of Indian education, but also in the interests of the other kinds of education in charge of the Inspectors.

SECTION XVII.—FARM SCHOOLS AND FACTORY SCHOOLS.

68. In my remarks in Section XV. I referred to some places which have a population of agriculturists. Some of these places are too small for the establishment of a regular Government-aided school on the lines suggested by me in Sections III., IV. and VI., but it is necessary that the children of agriculturists in these small places should have proper facilities for receiving primary education. A system of farm schools in small places where the number of children is small might be established, as is already the case in regard to European population. There are at present about 300 farm schools for Europeans. The gross enrolment in these 300 schools is 913, which gives an average of nearly 3 children per school. The figures of average attendance are not given (vide p. 63 of the Report of the Superintendent of Education for 1927). The figures of average attendance might bring the average of 3 children per school to even a lower figure. I think in the case of Indian children at such centres of small agricultural population a rule might be made that at places where the number of school-going children is not less than 10 a farm school should be established. Such a school should be a one-teacher school, and the headmaster of the school should be made the grantee. The community should provide accommodation for the school, and a grant should be given towards the full salary of a qualified teacher according to the scale laid down for teachers in Government-aided schools. Such schools should be special institutions, and should not be subject to the elaborate rules which apply to regular Government-aided schools of the normal type. If at any time the population of the place grows, and the number of children goes beyond 40, the question of providing a second teacher, and of converting the school into a regular Government-aided school of the normal type should be considered. At all farming centres where the population is large there should be regular Government-aided schools of the normal type.

69. In regard to factory centres, I would invite a reference to my remarks regarding the school at Burnside Colliery in Section XV. The situation at Burnside appeared to me to be very unsatisfactory. We have there a large colliery which employs a large number of Indian workers who reside with their families on the premises. The colliery also employs grown-up boys who are miners. The proprietors of the colliery are neither responsible for making suitable arrangements for the education of the children employed by them, nor have they, as a matter of fact, made any suitable arrangements in this direction. It is a well-established principle that an employer of labour on a large scale should be required to make suitable arrangements for the education of the children whom he employs, and for the children of the workers whom he employs and who live on the premises. The arrangements which exist at present at Burnside are neither satisfactory nor desirable. A certain percentage of the wages of the workmen is regularly deducted for the purpose of maintaining a school, but the school which is maintained is neither suitably housed nor suitably staffed. In the Factory Acts it is now usual to make a provision making it obligatory on the owners of factories to make provision for free primary education of the children whom they employ. It is usual in such cases that the children whom they employ work in shifts, one shift working in the factory and the other reading in the school. As there are various mining centres in this country the situation should be examined and the question of making some provision in the law on the subject should be considered. In the meantime the education of the children at Burnside and all similar places should not suffer. I would, therefore, recommend that at all such centres the Department, in consultation with the owners of factories, should open special factory schools, which should be institutions of a special nature. The cost of such schools should be borne by the owners of the factories concerned and the Provincial Administration in the proportion of half and half. No deductions from the wages of the workers should be permissible, and education in such institutions should be entirely free.

SECTION XVIII.—GENERAL.

70. *The educational needs of various centres of Indian population.*—The following are my brief notes which I took at various places during my enquiries. This is not a complete statement of the needs of all places, but only suggestions about some of the places which I visited, or about which I obtained information by correspondence or personal discussion:—

Dannhauser.—There is at present no school here at all and one is badly needed. A Government-aided School should be established here at an early date.

Glencoe.—Same remarks as in regard to Dannhauser above.

Newcastle.—There is a Government-aided School here, but this is an important centre of Indian population, and it is desirable to have a Government School here. The question of taking over the Government-aided School and converting it into a Government institution should be considered.

Greytown.—This is an important centre, but there is no school here at present. A private school is maintained by the Indian community, but it does not meet the needs of the place. It is desirable that a Government school should be established here. The Indian community have acquired a plot of 3 acres of land and are prepared to put up a building and hand it over to Government for a Government school. The offer should, I think, be accepted, and a Government school established here. The need is urgent.

Pinetown.—There was an aided school here before, but there is none at present. There is an urgent need of a Government-aided school here, and one should be established at an early date.

Clairwood (South Coast).—The Government-aided school here has reached an enrolment of about 600 and more than 300 children have been refused admission for want of accommodation in the school. The school has outgrown the limits of a single institution and the question of the manner in which the educational needs of the place can be suitably met requires careful consideration. This place is a very large centre of Indian population and it seems that there is need for a Government school here to provide for the education of children on improved lines. The question of converting the existing school into a Government institution and of establishing a new Government-aided school might be considered. There is a keen desire on the part of parents to send their children to school, but at present for want of accommodation in the school many children are growing in illiteracy. Girls also appear to be very keen on education, and the question of providing better facilities for their education should also be considered.

Jacobs (South Coast).—There is no school here at present. A Government-aided school should be established here.

Verulam (North Coast).—There is a Government-aided school here. This is an important centre of Indian population and the advisability of having a Government school here might be considered.

New Glasgow (North Coast).—There is no school here at present. A Government-aided school is needed.

Tongaat (North Coast).—There are at present three Government aided schools here, two for boys and one for girls. This is an important centre of Indian population. It is desirable to provide here facilities for education of a better type than those which exist at present. I think it is very desirable that the two boys' schools here should be converted into one Government school. The place should be converted into one Government school. The place well deserves a Government institution.

Chaka's Kraal (North Coast).—There is no school here. A private school has been opened by the Indian community and they have erected for the school a building on a plot of two acres. The school should be given a grant and converted into a regular Government-aided school at an early date.

New Guelderland (North Coast).—There is no school here at present. The place is about seven miles from Stanger. There is a fairly good farming population and a Government-aided school is required here.

Tiger's Kloof (near Newcastle).—There is a farming population here which is very keen on education. They have a private school, but it does not meet their needs. There is an urgent need of a Government-aided school here. It might first take the form of a one-teacher Farm school and when it develops beyond the limits of a Government-aided Farm school a second teacher should be provided and the school converted into a Government-aided school of the ordinary type.

The Point (Durban).—Here there is a permanent Indian population of fishermen and dock-hands and there is need here of a Government-aided school. If such a school is established here it would not only meet the needs of the place but would also draw students from adjoining localities and will thus remove the congestion in other schools.

Felixton.—This is a mining centre, and it is desirable to open here a Factory school of the type suggested by me for mining centres where the population is small.

Mooi River.—A small centre of population. A Government-aided school (a single-teacher school to start with) is required here.

71. *Libraries for Schools.*—There is not sufficient provision at present for libraries in Government and Government-aided schools. It is a well-established principle that the provision of libraries in State and State-aided schools is very desirable. The library should contain suitable books for the use of teachers, books of reference, and books suitable for extra reading by the pupils. These libraries serve a very useful purposes, inasmuch as they anable the teachers to advance their knowledge and keep it up to date in various directions. The children also have an opportunity of reading books suited to their requirements. In addition to books for a library of the kind suggested by me there is of course the usual supply of text books for use by the teachers while they are teaching the different classes and standards. These stand on a different footing, and are already supplied by the Department to Government schools. The establishment of school libraries will advance the general knowledge of the teachers and students, and will serve a very useful purpose. There should be a grant to Government and Government-aided schools for purchase of books for libraries, and the Headmasters should be permitted, in consultation with the Inspectors concerned, to purchase books for their schools. An initial non-recurring allotment of £1,000 and a recurring allotment of £500 for the purpose distributed over the various schools according to their sizes would meet the case.

72. *Medical Inspection.*—There is at present no provision for medical intion in Indian schools. It is very desirable that medical inspection should be regularly done in Indian schools, as is already the case in European schools. The duty of the Stafe in this respect is now fully recognised, and in all countries medical inspection of children has been introduced. It serves a very useful purpose, and improves the health of the children by drawing attention to various ailments from which school children suffer and which but for the medical inspection in schools remain unnoticed. The diseases of the eye, teeth, ear and throat require special attention. I think a recurring allotment of £1,000 will enable the Department to make a beginning in this direction. An expenditure of £2,727 was incurred on this item in European schools last year, vide page 35 of the Provincial Auditor's Report for 1927-27.

73. *Hostels.*—There appears to be no provision at present for hostels in Indian schools. I think the provision of hostels in Government schools wherever they are needed is very necessary. A beginning should be made in this direction and hostels should be provided in connection with Government schools at all places where they are needed. There is at present ample provision for hostels in European schools, and the recurring hostel expenditure comes to several thousands of pounds annually, as the figures at pages 35 and 36 of the Provincial Auditor's Report of 1926-27 will show. This cost is in addition to the capital cost of constructing the hostels. Even in the case of coloured children the hostel system has been introduced, and there was an expenditure of £1,500 on hostel expenses in coloured schools in 1926-27.

74. *Scouts and Girl Guides.*—This should be introduced in Indian schools. It develops the character of children and makes them useful for social service. Its early introduction in schools is very desirable. Grants should be given for the purpose to Government and Government-aided schools.

75. *First Aid.*—A course of lectures in First Aid by a qualified local doctor (on payment of a fee per lecture) should be arranged for for schools ot important centres for students in Standard IV. and above. They should be examined as usual, and certificates granted to them. A grant for this purpose may be given to Government and Government-aided schools.

SECTION XIX.—FINANCE.

76. I have referred in my remarks in Section XIV. on subsidies for education to the question of funds for financing Indian education. As explained in that section, the subsidy received from the Union Government for Indian education is not being utilised at present in full. A portion thereof is at present being saved and added to Provincial revenues. The subsidy received in respect of Indian children in average attendance is at the rate of £5 5s. 0d. per pupil. In 1925-26 the Provincial Administration spent on the education of Indian children £4 0s. 4.25d. per pupil, as against a subsidy of £5 5s. 0d. received in respect thereof. In 1926-27 the expenditure on the education of Indian children was still further reduced by the Provincial Administration,

and it came down to £3 16s. 10.35d. Taking the latest average of 1926-27 as the basis there is margin for increase of expenditure within the limits of the subsidy itself, irrespective of the contribution towards the expenses of Indian education which the Provincial Administration is reasonably expected to make in addition to the subsidy received, as it already does in the case of European and coloured education. The proposals which I have made in Section IV. in regard to grants to Government-aided schools are the most important from the point of view of finance, as they involve the largest item of increase in the expenditure on Indian education. From the figures of grant at present given to Government-aided schools shown on page 78 of the Report of the Superintendent of Education for 1926, it will be seen that in the year 1926-27 on an average attendance of 6,073 the total Government grant to Government-aided schools came to £15,543, which gives an average rate per unit of £2 11s. 2d. The grant per pupil given to Government-aided schools is at a flat rate of £2 10s. 0d. The difference between this amount and the average rate of £2 11s. 2d. in 1926-27 shown above comes to 1s. 2d. The increase is due to a small extra grant given in the case of some schools for assistant teachers. The proposals regarding the increase in the rate of grant formulated by me in Section IV. will raise the expenditure on grant-in-aid to £3 14s. 0d. per pupil on the basis of average salary of teachers of present qualifications. In addition to this there will be a further expenditure, as in some cases additional grants will have to be given on the merits of each school to enable them to engage staff in addition to the minimum number of teachers laid down. For instance, schools with large enrolment will require an additional assistant teacher to give the headmaster more time for supervision. Probably in some cases salaries will have to be allowed on the merits of the case in excess of the minimum proposed. Possibly in some cases some teachers might already be drawing salaries in excess of the scale now proposed, and as they will be allowed to retain their present sate of salary, as a personal concession, there might be some increase of expenditure on this account. The problems of each school are always separate and distinct, and on a consideration of them a slight increase in the grant has to be given to meet the requirements of the case. Elasticity and not rigidity is the principle on which grant-in-aid has to be worked. On this ground the scheme suggested by me lays down a minimum grant and a maximum grant, and the grant actually allowed is a figure which is about midway between the two but not necessarily so. Some margin has to be left for unforeseen requirements. Moreover, the average of £3 14s. 0d. on the basis of average rate of salary is an average taking all the schools into account. Schools with two teachers, three teachers, four teachers, and five teachers (36—60, 61—90, 91—120, and 121—160) will give an average higher than £3 14s. 0d. As new schools will be opened, and some of them will contain the numbers mentioned above, it is likely that the average expenditure per pupil on grant-in-aid under the scheme suggested by me will come to £4 per pupil, as against the present average £2 11s. 2d. Further, in the calculation of the unit cost the charges for administration, interest and redemption, etc., are also added. Taking £4 as the average expenditure per pupil on grant-in-aid a margin of £1 per pupil will be left for extra expenditure per pupil in Government schools. In addition to the increased cost of grant-in-aid I have suggested increased salaries in Government schools for teachers of present qualifications, and have also suggested increased recurring expenditure on new items (Libraries, Medical inspection, etc.). It is impossible to make very definite caluculations in regard to increased expenditure because a good deal would depend upon the proportion of pupils in Government and Government-aided schools. At present only one-fifth of the total number of pupils are receiving education in Government schools. If the present proportion between the two classes of schools is maintained the additional children can be brought under instruction from the subsidy which will become automatically available every year as the number of children in average attendance increases. But under my proposals in Section VII. I have suggested an increase in the number of Government schools in order to improve the standard of education. As soon as the proportion of pupils in Government schools will increase, either by the opening of new Government schools or by the expansion of the existing Government schools, the average expenditure per pupil in the Province, taking the two kinds of schools together, will rise. I am inclined to the view that during the first year the recurring expenditure could be regulated within the limits of the subsidy, but in the second year the expenditure will go up beyond the limits of the subsidy, and in the third and future years there will be a substantial increase beyond the subsidy limit.

From the third year when teachers of higher education from the new training college will be available and better salaries will have to be allowed, the average expenditure on grants to aided schools will go up to about £4 5s. 5d. per pupil. As Government schools will have improved by that time and higher Standards will have been opened therein the proportion of children in Government schools will become higher and the rate of expenditure per child taking the two kinds of schools together will be materially higher than the subsidy, and this rate will steadily grow as education will extend and better standards are attained. This higher rate of expenditure from the second and third year onwards will still be within the limits of 'reasonable' standard and much below the 'generous' standard. The Union Government may therefore be requested to increase the rate of subsidy as proposed in paragraph 64.

I give below in a summarised form particulars of the increased cost of the various proposals made by me:—

It is not possible to make a definite estimate of the increased cost involved in the various proposals which I have put forward. I give below a general idea of the financial aspect of the case giving under each head a general indication of the extra cost involved:—

1. *Salaries of Teachers in Government Schools.*—In my proposals for increased pay for these teachers in the case of men of present qualifications, and in the case of men of improved qualifications I have given an average pay for each post and the increased cost will depend upon the number of teachers holding permanent posts The increased cost in the case of men of present qualifications will be small. But when the new teachers will come out of the new training college and a higher scale of pay is introduced for them the cost will be more. But it will be gradual as teachers of improved qualifications become available from the new training college.

2. *Salaries of Teachers and increased grant-in-aid for Government-aided Schools.*—This will be a large item of extra expenditure and will come to about £7,000 per annum in the beginning and will increase to about £10,000 when teachers from the new training college are available. This item will raise the expenditure on grant-in-aid to about £4 per pupil and later on to about £4 10s., and later still to about £5.

3. *School Buildings.*—£65,000 in the next 5 years, an average of £13,000 per year.

4. *Training College.*—The extra cost on staff would be £1,196 *plus* cost of free 2nd class passages for 11 teachers to be obtained from India on 5 years' contract (about £550, and at the end of 5 years another £550 for the return journey). At the end of 5 years new teachers will have to be obtained or the contracts of those engaged in the first instance will have to be renewed for another 5 years. Deputation of teachers will cost about £2,000 per annum. This will be only for the period for which the teachers will be deputed. Probably in four years all the present trainable teachers will have been deputed and the expenditure under this head will then come to an end. Grant for furniture, apparatus and purchase of books £1,000 in the first year and £500 recurring from second year.

5. *Provident Fund for Teachers.*—£1,000 recurring.

6. *Libraries.*—£1,000 first year and £500 recurring from second year.

7. *Medical Inspection.*—£1,000 recurring.

8. *Hostels.*—About £2,000 or £3,000 to begin with and later on funds to be provided as required.

8. *Inspectorate.*—Some increased expenditure will be incurred under this head, but the whole of the increased cost will not be charged to Indian education.

9. *Scholarships and Stipends.*—£2,640 recurring.

10. *Scouts and Girl Guides First Aid.*—These items will require only small grants to the schools where they are introduced.

SECTION XX.

(a) *Summary of Recommendations.*

78. The following is a summary of my recommendations:—

SECTION I.

(1) As the upliftment of the Indian population of Natal to Western standards has now been accepted as a definite policy, it is very necessary that all the children of school-going age who are not now at school should be brought under instruction within the next five years.

(2) The York Road School, Pietermaritzburg, has a European Headmaster, and appears to be suitable for providing facilities for education beyond the primary stage Classes in preparation for Cape Junior and Matriculation examinations should be opened at the Government school here.

SECTION II.

(3) Suggested scale of salaries for teachers of present qualifications in Government Primary schools teaching up to Standard VI. (including the present Standard VII.) or less—paragraph 10.

(4) Suggested scale of salaries for teachers of higher qualifications and better training in Government Primary schools who will come out of the new Training College—paragraph 10.

(5) Suggested minimum salaries for teachers of present qualifications in Government-aided Primary schools—paragraph 11.

(6) Suggested scale of salaries for teachers of higher qualifications and training in Government-aided schools who will come out of the new Training College—paragraph 11.

SECTION III.

(7) Minimum requirements for staff in Government-aided schools—paragraph 12.

SECTION IV.

(8) The amount of grant which may be given to a Government-aided school should be the amount required to engage a fully qualified staff for the school on adequate salaries.

(9) The fee income of each Government-aided school may be utilised by it in meeting such needs as furniture and equipment.

(10) No portion of the grant or fee income should be used on capital expenditure on buildings, etc.

(11) Under the system suggested while average attendance will still continue to be the basis of grant, the question of additional staff will also be disposed of, and the grant will increase with the growth of numbers.

(12) Grants may be given according to the scale suggested, subject to conditions laid down in paragraph 17.

SECTION V.

(13) Suggestions for putting the question of grantees on a suitable basis—paragraph 25.

SECTION VI.

(14) In the case of all managing bodies of Government-aided schools the contribution from private sources on the basis of which a Government grant for building is given should be an actual contribution by the managing body and not a loan for which the school income is pledged in advance.

(15) Where the managing body is unable to bear any portion of the cost and the need for improvement and extension of the school building is really established, the Administration may bear the whole cost of the scheme.

(16) A grant from Provincial Administration may be made in the case of each Government-aided building where improvement is necessary.

(17) In cases where the Administration gives a grant towards an aided school building, the building should be hypothecated to the Administration and a condition laid down under a legally executed instrument that the amount of grant would be refunded to the Administration if at any time the building is diverted to other than school purposes.

SECTION VII.

(18) It is necessary to improve the accommodation in and increase the number of Government schools, so that the number of children in Government schools might increase and better standards of education adopted. It is suggested that the proportion of pupils reading in Government and Government-aided schools, which is at present one-fifth and four-fifths respectively, should be raised in the next three years to one-third and two-thirds, and thereafter to half and half as soon as possible.

SECTION VIII.

(19) Extension and improvement of the existing facilities for education on a voluntary basis.

(20) Compulsory primary education may be introduced at the end of five years after the necessary preliminary action has been taken for the improvement and extension of the voluntary system.

(21) The system of compulsory education may be introduced gradually.

(22) Suitable areas should be selected where a beginning could be made.

(23) In the beginning compulsion should be applied to boys only, but afterwards it should be extended to girls.

(24) Compulsion should extend in the first instance to Standard IV. (from the age of 7 to 13) for boys and modified for girls from the age of 7 to 12. Later on compulsion should be extended to Standard VI. (from the age of 7 to 15).

(25) In areas where compulsion is introduced, primary education should be free.

SECTION IX.

(26) Proposed staff and salaries of staff of combined training college and high school—paragraph 36.

(27) The pre-training qualifications for admission to training college should be of a high standard, Cape Junior for the Junior Certificate Course and Matriculation for the Senior Certificate course.

(28) In the beginning the standard of admission may be temporarily relaxed.

SECTION X.

(29) Teachers in Government-aided schools may be granted pensions.

(30) If it is not possible to grant them pensions, a Provident Fund may be instituted for them on the lines suggested.

SECTION XI.

(31) The present curriculum should be followed and English should continue to be the medium of instruction as at present.

(32) Facilities should be provided for Indian children to take the departmental primary certificate examination held at the end of Standard VI.

(33) In the case of Farm schools an agricultural bias should be given to the curriculum.

SECTION XII

(34) Suggestions for scholarships for pupils and for stipends for prospective teachers.

(35) Exemptions from fees should be more liberally granted.

(36) Procedure for granting exemptions should be simplified. Headmasters of Government and Government-aided schools should be authorised to grant, without sanction of any higher authority, exemptions up to a limit of 20 per cent. of the enrolment in a school.

(37) Exemptions above the limit of 20 per cent. may be sanctioned by the Superintendent of Education.

(38) Wherever two or more brothers or sisters read in the same school, only one child should pay full fees and the remaining children should pay half fees. The Headmaster should be authorised to grant these concessions, which should be in addition to the normal exemptions from fees dealt with above.

SECTION XIII.

(39) Separate schools for girls should be opened to give them facilities for education up to Standard VI. and to a higher standard so that they might eventually be available for the teaching profession.

(40) A Government Girls' School may be opened at an important centre like Durban.

(41) Girls' education should be made entirely free in the primary stage in all Government and Government-aided schools.

(42) Needlework, sewing, cutting out and cookery, etc., may be introduced for girls and Indian women teachers appointed for the purpose.

SECTION XIV.

(43) The sum of £27,215 saved by the Province from the subsidy for Indian education during the years 1925-26, 1926-27 and 1927-28 may now be made available by the Provincial Administration for buildings of Government and Government-aided schools. The necessary action to revise the budget for 1928-29 should be taken so that the full amount of subsidy for Indian education to be received in that year may be spent on Indian education and a loss of £9,000 to Indian education, which is bound to occur if the budget figures are not revised, may not occur. The principle that there should be no loss to Indian education from the subsidy received for that education should be followed in all future budgets and in regulating the expenditure on Indian education. In addition to this, there should be an allotment from Provincial revenues for Indian education as in the case of European and Coloured education.

(44) The Union Government may be requested to raise the subsidy to bring Indian education up to a "reasonable" standard as proposed in paragraph 64.

SECTION XV.

(45) District Inspectors of Schools might examine the case of each Private school and advise the management as to the best lines on which the school should be developed. Government-aided schools should be permitted to teach Indian vernaculers outside school hours by a separate staff engaged by the Indian community for the purpose.

SECTION XVI.

(46) The districts where, by reason of the growth of Indian schools, the charge becomes too heavy for one Inspector, he should be given the assistance of an additional officer to cope with the work. This officer should assist him in the whole work in his district and not merely in regard to Indian schools.

SECTION XVII.

(47) At all farming centres where the population is small and at least 10 children of school-going age are available special Farm schools (Government-aided) should be opened.

(48) At all farming centres where the population is large there should be regular Government-aided schools.

(49) At all Factory centres special Factory schools should be opened.

SECTION XVIII.

(50) The educational needs of all places where Government or Government-aided schools are required should be examined and necessary action taken.

(51) Libraries for Government and Government-aided schools should be provided.

(52) Medical inspection of children in Government and Government-aided schools should be arranged for.

(53) Hostels should be provided in Government schools where necessary.

(54) Scout and Girl Guide movement should be introduced in Government and Government-aided schools.

(55) Lectures in First-Aid should be arranged for in Government and Government-aided schools.

SECTION XIX.

(56) The Union Government may be requested to raise the subsidy as proposed in paragraph 61, but in the meantime Indian education should advance within the limits of the subsidy and from Provincial funds as in the case of European and coloured education.

(h) *Conclusion.*

79. The above are my suggestions based on my examination of the problem. The situation requires immediate action. It is essential that a definite programme of expansion and improvement of Indian education during the current and next two years should be drawn up and announced and funds allotted for the purpose. The object to be aimed at should be to bring all the children of school-going age under instruction during the next five years. The first and the most important matter is that the budget for 1928-29 now under consideration should be revised so that the loss to Indian education by the saving of subsidy which has occurred during the last three years may not be repeated in 1928-29, and that, in addition, the necessary budget provision for buildings and other items for the first year of the programme be duly made for 1928-29.

In conclusion, I desire to convey my acknowledgments to the Superintendent of Education and all officers of the Education Department for kindly affording me full facilities for studying the conditions of Indian education in this country.

KAILAS P. KICHLU.

Pietermaritzburg,
April 16, 1928

APPENDICES.

APPENDIX A.

Basis of staffing Government-aided Schools and proposed Scale of Grant (for teachers of present qualifications).

Average Attendance.	Minimum Staff (with details as to the number of Senior and Junior Certificated Teachers)	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
		£	£	£
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated teacher and to get the pay of an Assistant Master and not of a Head Teacher.	96	112	120
36–60	Head teacher (Senior) and 1 Assistant (Junior).	220	247	260
61–90	Head teacher (Senior) and 2 Assistants (Junior).	300	341	360
91–120	Head teacher (Senior) and 3 Assts. (1 Senior and 2 Junior).	396	466	500
121–160	Head teacher (Senior) and 4 Assts. (1 Senior and 3 Junior).	476	560	600
161–200	Head teacher (Senior) and 5 Assts. (1 Senior and 4 Junior).	556	654	700
201–240	Head teacher (Senior) and 6 Assts. (1 Senior and 5 Junior).	636	748	800
241–280	Head teacher (Senior) and 7 Assts. (1 Senior and 6 Junior).	716	856	920
281–320	Head teacher (Senior) and 8 Assts. (2 Senior and 6 Junior).	812	968	1,040
321–360	Head teacher (Senior) and 9 Assts. (2 Senior and 7 Junior).	892	1,062	1,140
361–400	Head teacher (Senior) and 10 Assts. (2 Senior and 8 Junior).	972	1,156	1,240
401–440	Head teacher (Senior) and 11 Assts. (2 Senior and 9 Junior).	1,052	1,270	1,370
441–480	Head teacher (Senior) and 12 Assts. (3 Senior and 9 Junior).	1,148	1,382	1,490
481–520	Head teacher (Senior) and 13 Assts. (3 Senior and 10 Junior).	1,228	1,476	1,590
521–560	Head teacher (Senior) and 14 Assts. (3 Senior and 11 Junior).	1,308	1,570	1,690
561–600	Head teacher (Senior) and 15 Assts. (3 Senior and 12 Junior).	1,388	1,664	1,790

The grant has been calculated on the following scale of salaries:—

Head Teacher (Senior) under 100 pupils in average attendance .. .. £140–5–160 average £153
Head Teacher (Senior) 100–250 pupils in average attendance .. .. £140–5–180 average £166
Head Teacher (Senior) 251–400 pupils in average attendance .. .. £140–10–200 average £180
Head Teacher (Senior) over 400 pupils in average attendance .. .. £140–10–230 average £200
Assistant Teacher (Senior) .. .. £96–4–120 average £112
Assistant Teacher (Junior) .. .. £84–4–100 average £94
(Unqualified) £60

Notes.—(1) The salaries of unqualified assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any Teacher in service in a Government-Aided School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX B.

Statement showing financial effect of proposal contained in Appendix A as applied to existing Government-aided schools.

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
				£ s. d.		£	£	£
1	Cato Manor	373	H.T. & 12 Assts.	970 0 0	H.T. & 10 Assts. (2 S & 8 J)	972	1,156	1,240
2	Clairwood	587	H.T. & 15 Assts.	1,517 0 0	H.T. & 15 Assts. (3 S & 12 J)	1,388	1,664	1,790
3	Clair Estate	136	H.T. & 3 Assts.	360 12 6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
4	Centenary Road	232	H.T. & 8 Assts.	541 17 6	H.T. & 6 Assts. (1 S & 5 J)	636	748	800
5	Darnall.	76	H.T. & 2 Assts.	189 7 6	H.T. & 2 Assts. (Junior)	300	341	360
6	Fairbreeze	265	H.T. & 11 Assts.	715 12 6	H.T. & 7 Assts. (1 S & 6 J)	716	856	920
7	Greenwood Park	72	H.T. & 1 Asst.	161 17 6	H.T. & 2 Assts. (Junior)	300	341	360
8	Hill View	124	H.T. & 3 Assts.	337 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
9	Isipingo	119	H.T. & 4 Assts.	340 12 6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
10	Lidgetton	46	H.T. & 2 Assts.	112 10 0	H.T. & 1 Asst. (Junior)	220	247	260
11	Malvern	194	H.T. & 5 Assts.	526 17 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
12	Mount Edgecombe	132	H.T. & 4 Assts.	310 0 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
13	Newlands	67	H.T. & 1 Asst.	188 2 6	H.T. & 2 Assts. (Junior)	300	341	360
14	Nonoti	45	One Teacher only.	111 2 6	H.T. & 1 Asst. (Junior)	220	247	260
15	Port Shepstone	76	H.T. & 2 Assts.	186 5 0	H.T. & 2 Assts. (Junior)	300	341	360
16	Prospect Hall	137	H.T. & 4 Assts.	332 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
17	Railway, P.M.B.	200	H.T. & 7 Assts.	513 2 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
18	Red Hill	81		187 10 0	H.T. & 2 Assts. (Junior)	300	341	360
19	Richmond	56	H.T. & 1 Asst.	153 15 0	H.T. & 1 Asst. (Junior)	220	247	260
20	Sea View	132	H.T. & 5 Assts.	343 2 6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
21	Springfield	109		267 7 6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
22	St. Anthony's Durban.	290	H.T. & 9 Assts.	828 2 6	H.T. & 8 Assts. (2 S & 6 J)	812	968	1,040
23	St. Anthony's P.M.B.	298	H.T. & 9 Assts.	715 12 6	H.T. & 8 Assts. (2 S & 6 J)	812	968	1,040
Carried forward				£9,910 11 6		11,780	13,846	14,810

APPENDIX B.—*continued.*

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scheme at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
	Brought forward			£ 9,910 11 6		£ 11,780	£ 13,846	£ 14,810
24	St. Oswald's	105	H.T. & 4 Assts.	306 5 0	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
25	St. Paul's	155	H.T. & 7 Assts.	387 0 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
26	St. Thomas'	83	H.T. & 2 Assts.	201 17 6	H.T. & 2 Assts. (Junior)	300	341	360
27	Stella Hill	153	H.T. & 4 Assts.	412 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
28	Sutherlands	115	H.T. & 4 Assts.	302 7 6	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
29	Sydenham (Boys)	404	H.T. & 12 Assts.	995 0 0	H.T. & 11 Assts. (2 S & 9 J)	1,052	1,270	1,370
30	Sydenham (Girls)	130		344 8 6	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
31	Tinley Manor	135	H.T. & 4 Assts.	352 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
32	Tongaat (Girls)	47	H.T. & 1 Asst.	118 15 0	H.T. & 1 Asst. (Junior)	220	247	260
33	Tongaat (Boys)	119	H.T. & 4 Assts.	300 10 0	H.T. & 3 Assts. (1 S & 2 J)	396	466	500
34	Umbogintwini	55		102 10 0	H.T. & 1 Assts. (Junior)	220	247	260
35	Umhloti	123	H.T. & 6 Assts.	297 10 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
36	Umzinto	173	H.T. & 4 Assts.	444 7 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
37	Verulam	173	H.T. & 6 Assts.	433 2 6	H.T. & 5 Assts. (1 S & 4 J)	556	654	700
38	Welbedacht	98	H.T. & 2 Assts.	247 10 0	H.T. & 3 Assts. (1 S & 2 J)	386	466	500
39	Wesleyan, P.M.B.	156	H.T. & 6 Assts.	386 5 0	H.T. & 4 Assts. (1 S & 3 J)	476	560	600
				£ 15,543 0 0		19,124	22,483	24,060

Total Grant proposed at average rates of salary	£22,483 0 0
Present Grant	15,543 0 0
Increase	6,940 0 0

The grant has been calculated on the following scale of salaries :—

Head Teacher (Senior) under 100 pupils in average attendance ..	£140–5–160 average £153
Head Teacher (Senior) 100-200 pupils in average attendance	£140–5–180 average £166
Head Teacher (Senior) 251-400 pupils in average attendance	£140–10–200 average £180
Head Teacher (Senior) over 400 pupils in average attendance	£140–10–230 average £200
Assistant Teacher (Senior)	£96–4–120 average £112
Assistant Teacher (Junior)	£84–4–100 average £94
Unqualified	£60

Notes.—(1) Salaries of Unqualified Assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided-School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX C.

Basis of staffing Government-aided Schools, and proposed Scale of Grant (for teachers of higher qualifications from the new Training College).

Average Attendance.	Minimum Staff (with details as to the number of Senior and Junior Certificated Teachers.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
		£	£	£
up to 35 (but not less than 15)	Single teacher school, the teacher in charge to be a Senior Certificated teacher and to get the pay of an Assistant Master and not of a Head Teacher.	100	133	150
36–60	Head teacher (Senior) and 1 Assistant (Junior).	240	280	300
61–90	Head teacher (Senior) and 2 Assistants (Junior).	330	390	420
91–120	Head teacher (Senior) and 3 Assts. (1 Senior and 2 Junior).	430	536	590
121–160	Head Teacher (Senior) and 4 Assts. (1 Senior and 3 Junior).	520	646	710
161–200	Head teacher (Senior) and 5 Assts. (1 Senior and 4 Junior).	610	756	830
201–240	Head teacher (Senior) and 6 Assts. (1 Senior and 5 Junior).	700	866	950
241–280	Head teacher (Senior) and 7 Assts. (1 Senior and 6 Junior).	790	989	1,090
281–320	Head teacher (Senior) and 8 Assts. (2 Senior and 6 Junior).	890	1,122	1,240
321–360	Head teacher (Senior) and 9 Assts. (2 Senior and 7 Junior).	980	1,232	1,360
361–400	Head teacher (Senior) and 10 Assts. (2 Senior and 8 Junior).	1,070	1,342	1,480
401–440	Head teacher (Senior) and 11 Assts. (2 Senior and 9 Junior).	1,160	1,473	1,630
441–480	Head teacher (Senior) and 12 Assts. (3 Senior and 9 Junior).	1,260	1,606	1,780
481–520	Head teacher (Senior) and 13 Assts. (3 Senior and 10 Junior).	1,350	1,716	1,900
521–560	Head teacher (Senior) and 14 Assts. (3 Senior and 11 Junior).	1,440	1,826	2,020
561–600	Head teacher (Senior) and 15 Assts. (3 Senior and 12 Junior).	1,560	1,936	2,140

The grant has been calculated on the following scale of salaries :—

Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance .. .. £150–5–180 average £170

Head Teacher (Senior Certificate from New Training College) 100–250 pupils in average attendance .. .. £150–5–200 average £183

Head Teacher (Senior Certificate from New Training College) 251–400 pupils in average attendande .. .. £150–10–220 average £196

Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance .. .. £150–10–250 average £217

Assistant Teacher (Senior Certificate from New Training College) .. £100–5–150 average £133

Assistant Teacher (Junior Certificate from New Training College) .. £90–5–120 average £110

(Unqualified) £60

Notes.—(1) Salaries of unqualified assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX D.

Statement showing financial effect of proposal contained in Appendix C as applied to existing Government-aided schools.

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
				£ s. d.		£	£	£
1	Cato Manor	373	H.T. & 12 Assts.	970 0 0	H.T. & 10 Assts. (2 S & 8 J)	1,070	1,342	1,480
2	Clairwood	587	H.T. & 15 Assts.	1,517 0 0	H.T. & 15 Assts. (3S & 12 J)	1,560	1,936	2,140
3	Clair Estate	136	H.T. & 3 Assts.	360 12 6	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
4	Centenary Road	232	H.T. & 8 Assts.	541 17 6	H.T. & 6 Assts. (1 S & 5 J)	700	866	950
5	Darnall.	76	H.T. & 2 Assts.	189 7 6	H.T. & 2 Assts. (Junior)	330	390	420
6	Fairbreeze	265	H.T. & 11 Assts.	715 12 6	H.T. & 7 Assts. (1 S & 6 J)	790	989	1,090
7	Greenwood Park	72	H.T. & 1 Asst.	161 17 6	H.T. & 2 Assts. (Junior)	330	390	420
8	Hill View	124	H.T. & 3 Assts.	337 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
9	Isipingo	119	H.T. & 4 Assts.	340 12 6	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
10	Lidgetton	46	H.T. & ? Assts.	112 10 0	H.T. & 1 Asst. (Junior)	240	280	300
11	Malvern	194	H.T. & 5 Assts.	526 17 6	H.T. X 5 Assts. (1 S & 4 J)	610	756	830
12	Mount Edgecombe	132	H.T. & 4 Assts.	310 0 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
13	Newlands	67	H.T. & 1 Asst.	188 2 6	H.T. & 2 Assts. (Junior)	330	390	420
14	Nonoti	45	One Teacher only.	111 2 6	H.T. & 1 Asst. (Junior)	240	280	300
15	Port Shepstone	76	H.T. & 2 Assts.	186 5 0	H.T. & 2 Assts. (Junior)	330	390	420
16	Prospect Hall	137	H.T. & 4 Assts.	332 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
17	Railway, P.M.B.	200	H.T. & 7 Assts.	513 2 6	H.T. & 5 Assts. (1 S & 4 J)	610	756	830
18	Red Hill	81		187 10 0	H.T. & 2 Assts. (Junior)	330	390	420
19	Richmond	56	H.T. & 1 Asst.	153 15 0	H.T. & 1 Asst. (Junior)	240	280	300
20	Sea View	132	H.T. & 5 Assts.	343 2 6	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
21	Springfield	109		267 7 6	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
22	St. Anthony's Durban.	290	H.T. & 9 Assts.	828 2 6	H.T. & 8 Assts. (2 S & 6 J)	890	1,122	1,240
23	St. Anthony's P.M.B.	298	H.T. & 9 Assts.	715 12 6	H.T. & 8 Assts. (2 S & 6 J)	890	1,112	1,240
	Carried forward							

APPENDIX D.—*continued.*

No.	School.	Average Attendance.	Present Staff.	Present Grant.	Minimum Staff under the proposed scheme.	Grant earned under proposed scale at minimum (starting) rates of salary.	Grant earned under proposed scale at average rates of salary.	Maximum possible grant under proposed scale at maximum rates of salary.
	Brought forward			£ s. d.		£	£	£
24	St. Oswald's	105	H.T. & 4 Assts.	306 5 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
25	St. Paul's	155	H.T. & 7 Assts.	387 0 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
26	St. Thomas'	83	H.T. & 2 Assts.	201 17 6	H.T. & 2 Assts. (Junior)	330	390	420
27	Stella Hill	153	H.T. & 4 Assts.	412 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
28	Sutherlands	115	H.T. & 4 Assts.	302 7 6	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
29	Sydenham (Boys)	404	H.T. & 12 Assts.	995 0 0	H.T & 11 Assts. (2 S & 9 J)	1,160	1,473	1,630
30	Sydenham (Girls)	130		344 8 6	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
31	Tinley Manor	135	H.T. & 4 Assts.	352 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
32	Tongaat (Girls)	47	H.T. & 1 Asst.	118 15 0	H.T. & 1 Asst. (Junior)	240	280	300
33	Tongaat (Boys)	119	H.T. & 4 Assts.	300 10 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
34	Umbogintwini	55		102 10 0	H.T. & 1 Asst. (Junior)	240	280	300
35	Umhloti	123	H.T. & 6 Assts.	297 10 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
36	Umzinto	173	H.T. & 4 Assts.	444 7 6	H.T. & 5 Assts. (1 S & 4 J)	610	756	830
37	Verulam	173	H.T. & 6 Assts.	433 2 6	H.T. & 5 Assts. (1 S & 4 J)	610	756	830
38	Welbedacht	98	H.T. & 2 Assts.	247 10 0	H.T. & 3 Assts. (1 S & 2 J)	430	536	590
39	Wesleyan, P.M.B.	156	H.T. & 6 Assts.	386 5 0	H.T. & 4 Assts. (1 S & 3 J)	520	646	710
				£15,543 0 0		20,980	25,936	28,460

Total Grant proposed at average rates of salary	£25,936 0 0
Present Grant	15,543 0 0
Increase	10,393 0 0

The grant has been calculated on the following scale of salaries :—

Head Teacher (Senior Certificate from New Training College) under 100 pupils in average attendance	£150–5–180 average £170
Head Teacher (Senior Certificate from New Training College) 100-250 pupils in average attendance	£150–5–200 average £183
Head Teacher (Senior Certificate from New Training College) 251-400 pupils in average attendance	£150–10–220 average £196
Head Teacher (Senior Certificate from New Training College) over 400 pupils in average attendance	£150–10–250 average £217
Assistant Teacher (Senior Certificate from New Training College) ..	£100– 5–150 average £133
Assistant Teacher (Junior Certificate from New Training College) ..	£ 90– 5–120 average £110
Unqualified	£ 60

Notes.—(1) Salaries of Unqualified Assistants have been calculated on the basis of pay of Junior trained Assistants. The possible maximum grant which can be earned when all teachers are trained teachers and draw the maximum stage of the incremental salary is shown in the last column.

(2) If any teacher in service in a Government-Aided-School is already in receipt of salary in excess of the proposed scale he should retain his present pay as a personal concession.

APPENDIX E.

Statement showing staff and salaries of teachers in Government Indian Schools.

Staff.	Grade.	Salary.	House or Marriage Allowance.
		£ s. d.	£
Carlisle Street Government Indian School, Durban. (Std. I.–X.—Average attendance, 345)			
Wilson, T. D.	Headmaster	650 plus	75
Cooke, I. K., Miss	D.	288	
Richardson, Miss M. B.	D. (Prov.)	228	
Bonamour, Miss J. J.	B.	220	
Fisher, Miss E. M.	B.	150	
Howell, Miss E. G.	B.	269 6 8	
Middleton, Miss E. D.	B.	241	
Harper, H.	B.	360 plus.	50
Miller, H. S.	B.	270	
Bell, Mrs. D. W.	Unqualified	180	
Swales, Mrs. L.	,,	211	
Yuill, Miss D.	,,	270	
Miller, P. C.	,,	197	
York Road Indian School, Maritzburg. (Std. I.–VII.—Average attendance, 68)			
Lewitt, W. A.	Headmaster	560 plus	75
Naidoo, G. V.	Senior	150 plus	24
Nulliah, M.	,,	140	
Nulliah, Miss G.	Junior.	90	
Dundee Government Indian School. (Std. I.–V.—Average attendance, 119)			
Naidoo, S. N.	Headmaster	220 plus	24
Anthony, I.	Senior	150 plus	24
Subban, M.	,,	150 plus	24
Naidoo, S. K.	Ungraded	72	
Vinden, N.	,,	72	
Depot Road Government Indian School, Durban. (Std. I.–V.—Average attendance, 424)			
Rai, A.	Headmaster	250 plus	24
Balram, R.	Senior	150 plus	24
Doolarkhan, A.	,,	150	
Joseph, K. M.	,,	150 plus	24
Joseph, R.	,,	150	
Naiker, M.	,,	150	
Soupen, M. E.	,,	150	
Thomas, J.	,,	150	
Martin, Miss C.	Junior	120	
Naidoo, R. A.	,,	120	
Pillay, M. A.	,,	140	
Sigamoney, E. D.	,,	80	
Singh, P. R.	,,	80 plus	24
Thotharam, T.	,,	120 plus	24
Thumbadoo, V.	,,	120 plus	24
Mitchell Crescent Government Indian School, Durban. (Std. I.–IV.—Average attendance, 206).			
Thomas, E.	Headmaster	220 plus	24
Mark, S.	Senior	150 plus	24
Moodley, S.	,,	150 plus	24
Peters, Miss E.	,,	150	
Rowley, A.	,,	150 plus	24
Aidan, A.	Junior	120 plus	24
Chirkoot, P.	,,	120 plus	24
Estcourt Government Indian School. (Std. I.–IV.—Average attendance, 58).			
Thomas, M.	Headmaster	180	
David, S.	Senior	150 plus	24
Naraidoo, A. G.	,,	130 plus	24
Ladysmith Government Indian School. (Std. I.–V.—Average attendance, 197).			
Naidoo, V. R.	Headmaster	220 plus	24
Kallichurm, S.	Senior	140 plus	24
Reddy, M. K.	,,	140 plus	24
Sarawan, N.	,,	120	
David, L. B.	Junior	80	
Narrandes, R. S. P.	,,	120 plus	24
Hayes, S. P.	,,	72	

APPENDIX E.—*continued.*

Staff.	Grade.	Salary.	House or Marriage Allowance.
		£ s. d.	£
Stanger Government Indian School. (Std. I.-V.—Average attendance, 243).			
Doolarkhan, S.	Headmaster	240 plus	24
Bechoo, G.	Senior	140 plus	24
Samuel, E.	,,	150	
Samuel, J.	,,	130	
Sebastian, T. M.	,,	140 plus	24
Soobroyal, E. E.	,,	150 plus	24
Vinden, A. G.	,,	140 plus	24
Peters, P.	Junior	130 plus	24
Umgeni Government Indian School, Durban. (Std. I.-V.—Average attendance, 168).			
Naidoo, M. K.	Headmaster	220 plus	24
Jithoo, R. O.	Senior	150	
Mahatho, B. B.	,,	150 plus	24
Naicker, T. M.	,,	150 plus	24
Sookharie, S.	,,	150 plus	24
Naidoo, C. C.	Junior	120 plus	24

APPENDIX F.

Note showing the present position of staff of Government-aided Schools (vide Appendix J).

I collected information from 38 Government-aided schools. The following is a brief summary of the staff of these schools so far as numbers, qualifications (general and professional) are concerned.

Of the 38 headmasters, 29 are senior certificated, 5 are junior certificated, and 4 are without any certificate. As to their general qualifications, 2 have studied up to matric. 10 have studied as far as Standard VII., 5 have studied as far as Standard VI., 1 has studied up to Standard IV.

Out of a total of 181 assistant teachers employed in 38 schools, 24 are senior certificated, 80 are junior certificated, and 77 are without any certificate. As to their general qualifications, 10 have read up to Standard VII., 57 have read up to Standard VI., 26 have read up to Standard V., 4 have read up to Standard IV., 6 have passed Cape Junior, 1 Scottish certificate, and 1 Higher examination in Mauritius.

With reference to salaries of Government-aided teachers. Among headmasters I find that the highest salary paid is £240 per annum, but only one Headmaster draws it (St. Anthony's, P.M.B.). One head teacher draws £220 per annum (Centenary Road), 3 head teachers draw £204 per annum, 1 head teacher draws £184, 2 head teachers draw £180, 1 head teacher draws £174, 2 head teachers draw £168, 3 head teachers draw £162, 4 head teachers draw £156, 5 head teachers draw £150, 2 head teachers draw £144, 4 head teachers draw £140, 1 head teacher draws £135, 2 head teachers draw £132, 1 head teacher draws £130, 1 head teacher draws £120, 1 head teacher draws £86, and 1 gets no fixed salary and draws the grant (whatever it is) as salary.

With reference to salaries of assistant teachers 1 draws £240, 1 draws £180, 1 draws £150, 1 draw £138, 3 draw £120, 1 draws £120, 1 draws £114, 1 draws £111, 5 draw £108, 1 draws £102, 1 draws £100, 2 draw £96, 3 draw £90, 15 draw £84, 1 draws £80, 4 draw £78, 2 draw £75, 19 draw £72, 1 draws £66, 6 draw £65, 1 draws £63, 1 draws £61, 11 draw £60, 2 draw £56, 5 draw £54, 21 draw £48, 1 draws £45, 2 draw £42, 9 draw £36, 2 draw £32, 5 draw £30, 8 draw £24, 3 draw £20, 1 draws £21, 12 draw £18, 2 draw £12.

APPENDIX G.

Summary of Rules regarding Grants to Government-aided Schools (European, Coloured and Indian).

I.—EUROPEAN SCHOOLS.

Primary Schools.

(a) To any Primary School in the urban areas of Pietermaritzburg and Durban on the basis of £1 per head per annum, calculated on the quarterly average attendance up to 80, and 10/- per head per annum thereafter.

(b) To other Primary Aided Schools on the quarterly average attendance, if over 12, at the rate of £80 per annum, with an addition of £2 10s. 0d. per head in excess of 19, and £1 10s. 0d. per head in excess of 39.

In cases where the average attendance temporarily falls below 12 the Administrator may authorise the payment of a grant at the rate of £50 per annum.

(c) In schools where the average attendance is not less than 24, and where assistant teachers are deemed necessary by the Superintendent of Education, grants in aid of such assistance will be given at the rate of from £20 to £80 per annum for each assistant according to qualifications and experience.

In cases where it is found at the end of a school quarter that the average attendance has fallen below 24 the assistant's grant will be continued for one more quarter at the discretion of the Superintendent of Education. If at the end of the following quarter the average is still below 24 the assistant's grant shall cease.

(d) An annual capitation grant at the rate of 15/- per unit of average daily attendance for the year in the case of schools reported "Excellent" by the Inspector, and at the rate of 10/- per unit of average daily attendance in the case of schools reported as "Good" by the Inspector.

An additional capitation grant of 1/- per subject, for not more than three of the following subjects: Singing, Drawing, Needlework, Drill, Nature Knowledge, or Agriculture. These capitation grants of various kinds are regarded as being earned by the school as a whole and are distributed among the members of the staff by the District Inspector as a kind of bonus to the teachers for good work.

Secondary Schools.

Grants are given at the following scale:—

(a) In the Kindergarten and Preparatory Departments on the quarterly average attendance, if over 12, at the rate of £50 per annum, with an addition of £2 10s. 0d. per head in excess of 19 and of £1 10s. 0d. per head in excess of 39, subject to reduction at the discretion of the Superintendent of Education.

(b) In Secondary Departments proper at the rate of £5 per annum per head paid quarterly on the average daily attendance for the quarter.

(c) The Capitation Grant regulations shown under Primary Schools also apply to the Kindergarten and Preparatory Departments of Secondary Schools.

In addition to the above grants there are rules about giving grants to Technical and Special Schools, Farm Schools, Training Institutions, and for Building Grants, Grants for School material, and boarding grants for indigent children.

II.—SCHOOLS FOR COLOURED CHILDREN.

It is laid down that the scale of grants (attendance grants and assistants' grants) shall be on the basis of the scale authorised for European Primary Schools. Grants for technical education are also paid on the conditions laid down, and the scale for such grants is as follows:—

The minimum grant shall be £25, and at least five children must be fulfilling the conditions of the grant.

The ordinary scale shall be 4/- per school month for every child up to 20 children and shall apply only when the minimum grant of £25 is exceeded.

For each child above 20 in number 2/- per school month shall be the grant with a total maximum grant of £70.

Both in the case of European and Coloured Government-aided Primary Schools it is laid down that the Head Teacher is the grantee. The following are the exact words of the rule:—

> "In all European and Coloured Government-aided Primary Schools other than those denominational schools situated in towns the Head Teachers shall be the grantees. In the town aided schools the grantees must furnish receipts quarterly from the Head Teachers concerned for the salary paid."

III.—INDIAN SCHOOLS.

In the case of Indian Schools it is laid down that grants shall be at the rate of £2 10s. 0d. per annum on the quarterly average attendance of all children not less than six years old. It is also laid down that no part of the grant may be applied to any other purpose than the payment of teachers' salaries.

Payment of grant for assistants where the average attendance is 50 or over may be made at a rate not exceeding £2 per school month.

In cases where it is found at the end of a school quarter that the average attendance has fallen below 50 the assistants' grant may be continued for one more quarter at the discretion of the Superintendent of Education. If at the end of the following quarter the average is still below 50 the assistants' grant shall cease without further notice.

It is not clear from the rules whether building grants and grants for school material are admissible in the case of Indian Schools. It is understood that they are applicable but that in practice they are seldom given.

APPENDIX H.

Rules regarding Free Places (Standard IV.), Free Places (Standard VI.) and Technical Bursaries, for European and Coloured Children.

EDUCATION DEPARTMENT, NATAL.

The Executive Committee has been pleased to approve, with effect from the 1st September, 1924, the following Regulations governing the award of Natal Administration Free Places in substitution for the Regulations published under Provincial Notice No. 54, 1922.

FREE PLACES (STANDARD IV.).

1. At some of the smaller Government, Government-Aided, and Government-Aided Farm Schools for European children, there are no facilities for instruction in Standards

V and VI. to prepare pupils for the Preparatory Course of the Primary Certificate Examination. The object of these awards is to assist pupils, who have passed Standard IV. at these schools, to attend a school where such facilities do exist.

2. Thirty Free Places, tenable for two years, may be awarded annually. The award includes free board and lodging at a Government Hostel, free tuition and the free use of books. Where possible, the child will be admitted to the hostel nearest to its home, but, should this be impracticable, the Superintendent of Education will decide where it is to go.

3. Holders must prepare for the Preparatory Course of the Primary Certificate Examination, and they must attend schools where suitable instruction for this course can be given, and where there is a Government Hostel.

4. A Free Place shall be held subject to a satisfactory report being furnished by the Head of the School attended, on the progress, attendance, and conduct of the holder, at the end of each school term, in June and in December.

5. Candidates must be European children, under twelve years of age on December 31 of the year in which the award is made.

6. Candidates must have passed or at least be in Standard IV. at a Government, Government-Aided or Government-Aided Farm School, which, in the opinion of the Superintendent of Education, cannot prepare pupils for the Preparatory Course of the Primary Certificate Examination. Head Teachers must ascertain annually from the Head Office whether their schools fall within this classification.

7. The parents or guardians of candidates must have been habitually domiciled within the Province of Natal for a period of at least one year immediately prior to the date of making the award, and must, throughout the tenure of the Free Place, be habitually domiciled within the Province and at least three miles distant from a school which, in the opinion of the Superintendent of Education, can prepare candidates for the Preparatory Course of the Primary Certificate Examination.

8. Even when the conditions of domicile in Section 7 are met, the Superintendent of Education may refuse an award if, in his opinion, the home is so situated that the pupil can attend daily.

9. By a date to be announced annually in the Departmental Calendar, Head Teachers must send nominations for Free Places to their District Inspector, accompanied by a report containing the grounds for nomination, together with the school history of each candidate, with any records of school achievement which may assist in determining whether the candidates are really deserving. Throughout the year, Head Teachers must draw the attention of Inspectors on their visits to these nominees, so that as far as possible, the Inspectors' recommendation can be based on their personal knowledge of the candidate.

10. By a later date to be announced annually in the Departmental Calendar, the District Inspectors must forward to the Superintendent of Education all the nominations, accompanied by the Head Teachers' reports, that they have received, and recommend for Free Places those that they consider deserving. Where they refuse to recommend a nominee they must state the grounds for their refusal.

11. In addition, the Superintendent of Education may require candidates to write an examination, the syllabus for which, based on Standard IV., can be obtained from him on application.

12. As soon as it has been decided to hold the examination, notice of the date, centre, etc., will be sent to the schools concerned.

13. The awards will be made in January of each year, but they will be considered for the purposes of Section 5 above, to have been made on December 31 of the previous year.

14. If a Free Place be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

15. Apply for Free Place (Standard IV.) Nomination Form (see Section 9) to Superintendent of Education, Examinations Branch, P.O. Box 395, Pietermaritzburg.

FREE PLACES (STANDARD VI.).

1. These Free Places are meant to assist European pupils, who have completed their Primary School Course, to proceed further with their school education.

2. Seventy Free Places, tenable for two years, may be awarded annually.

3. Holders will be supplied with the necessary books and stationery, and, in Government Schools, tuition will be free. At the discretion of the Superintendent of Education either a grant of £30 per annum, or free accommodation at a Government Hostel may in addition be given annually to not more than eight of the holders who can meet the conditions of domicile laid down in Section 10 below.

4. Holders must attend Government or Government-Aided institutions in Natal that can satisfy the Superintendent of Education that they are suitably staffed and equipped to offer a definite course of instruction after Standard VI.

5. At the end of the two years, not more than twenty of these seventy Free Places (including the £30 grant or free accommodation) may be extended for a further period, at the discretion of the Superintendent of Education, of either one or two years, provided that the reports (see Section 6 below) have been satisfactory. In December of each year Head Teachers of schools attended by holders may nominate their most deserving candidates for extension. The selection of the twenty will rest with the Superintendent of Education.

6. A Free Place shall be held subject to a satisfactory report being furnished by the Head of of the institution attended, on the progress, attendance and conduct of the holder, at the end of each school term in June and in December.

7. A Free Place shall not be held concurrently with a Technical Bursary, an Escombe Scholarship, Leuchars Bursary, or a Leverhulme Scholarship.

8. Candidates must be European children under fourteen years of age on the 31st day of December of the year in which the award is made.

9. Parents or guardians of candidates must have been habitually domiciled within the Province of Natal for at least one year prior to the date on which the award is made, and must continue to reside within the Province throughout the period that the Free Place is held.

10. If, in addition, the parents or guardians are habitually domiciled at least three miles distant from the nearest Government or Government-Aided Institution at which there is provision for the post-Standard VI. work to be undertaken, the candidate becomes eligible for one of the eight money or boarding awards referred to in Section 3 above, but even if this condition of domicile be met, the Superintendent of Education may refuse the additional benefit if, in his opinion, the home is so situated that the pupil can attend by travelling daily between the home and the school.

11. The awards will be made upon the result of the Primary School Examination (only Preparatory Course), and competitors must be candidates from established schools in Natal for this examination in the year in which the awards are made.

12. (a) Fifty of the seventy awards will be open for competition by all schools.

(b) Fifteen of the seventy awards will be open only to P. III. and P. IV. Government Schools, and to Government-Aided and Private Schools of approximately the same size.

(c) Five of the seventy awards will be open only to P. IV. Government Schools and to Government-Aided and Private Schools of approximately the same size.

If any of the awards under (c) are not utilised, they will become available under (b), and if any of the awards under (b) and (c) are not utilised, they will become available under (a). The Superintendent of Education will decide what standard of attainment is to be reached before an award can be gained.

13. The awards will be made in January of each year, but, for the purposes of Sections 8 and 9, will be considered to have been made on December 31 of the previous year.

14. If a Free Place be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

15. When entering for the Primary Certificate Examination, candidates will state on the entry form whether they wish to compete for one of these awards, and the Head Teacher will be required to make a written declaration regarding the parent's or guardian's domicile.

TECHNICAL BURSARIES.

The Executive Committee has been pleased to approve, with effect from September 1, 1924, the following regulations governing the award of Technical Bursaries in substitution for those published under Provincial Notice 195/1917, as amended by Provincial Notices 198, 199 and 245/1917, and 131/1922:—

1. The object of these Bursaries is to assist deserving European children, that have completed the Primary School Course, to continue their education on vocational lines at institutions that, in the opinion of the Superintendent of Education, are suitably equipped.

2. The value of a Bursary shall be £60 per annum for bursars who can meet all the conditions of domicile laid down in Section 10 below, and £15 per annum for those who can meet the conditions of only Sub-sections (a) and (b), but not of (c) in Section 10 below, and the numbers awarded shall be so arranged that the total expenditure per annum does not exceed £3,000.

3. All the Bursaries are open to candidates whose domicile qualifies them for £60 Bursaries, but if there be not enough candidates of sufficient merit to absorb the whole available sum, the remainder of it may be utilised in awards to candidates whose domicile qualifies them for £15 Bursaries.

4. Each Bursary shall be tenable for three years, or for a shorter period if the course selected is completed in less time.

5. The institution to be attended and the course(-s) to be followed shall be subject to the approval of the Superintendent of Education. The following institutions and courses are approved:—

IN DURBAN:

Girls' High School:
Commercial Course.
Mansfield Road Higher Grade Elementary School:
Commercial Course.
Technical Course.
Natal Technical College:
Art Course.
Chemical Industries Course.
Commercial Course (for boys only).
Engineering Course.

IN PIETERMARITZBURG:

Berg Street Girls' School:
Commercial Course.
Havelock Road Higher Grade Elementary School:
Commercial Course.
Technical Course.

Technical Institute:
Commercial Course.
Trades Course.

If it is desired to attend an institution or to follow a course other than the above, the approval of the Superintendent of Education must be sought.

6. Parents or Guardians of bursars shall give a written guarantee that the holder will complete the course selected unless prevented by circumstances, that, in the opinion of the Superintendent of Education, are valid, or unless unsatisfactory reports on progress and conduct lead to the withdrawal of the bursary.

7. A Bursary shall be held subject to a satisfactory report being furnished by the Head of the institution attended, on the progress, attendance, and conduct of the holder, at the end of each school term in June and December.

8. A Technical Bursary shall not be held concurrent with a Free Place gained under Provincial Notice No. 248/1924, or with a Country Bursary given by one of the institutions named in Section 5 above, or an "Harry Escombe" Scholarship, or "Leuchars" Bursary, or a "Leverhulme" Scholarship.

9. These Bursaries shall be open to European children who are under 16 years of age on the 31st day of December of the year in which the Bursary is awarded.

10. The parents or guardians of candidates—

(a) Must have been domiciled within the Province of Natal for a period of at least one year immediately prior to date of making the award:

(b) Must throughout the tenure of the Bursary be habitually domiciled within the Province of Natal;

(c) Must throughout the tenure of the Bursary be habitually domiciled beyond the Borough boundaries of Pietermaritzburg and of Durban and at least two miles distant from the nearest point on a tram route of the Borough concerned and from the nearest railway station on the following sections of railway:—

Pietermaritzburg to Howick.
" " Thornville Junction.
" " Edendale.
" " Albert Falls.

Durban to Pinetown.
" " Amanzimtoti.
" " Verulam.
" " Mariannhill.
" " Wests.

11. The above conditions of domicile may be relaxed at the discretion of the Superintendent of Education in the case of necessitous orphans born in Natal.

12. In the event of a bursary being awarded, the candidate will be called upon to furnish a Medical Certificate on the prescribed form to show that he/she is physically fit for the course selected.

13. The Head Teachers of established schools within the Province of Natal may nominate for these Bursaries candidates who have attended established schools in Natal for at least one year immediately prior to the award being made. The nomination shall be accompanied by a report containing the grounds for nomination, together with the school history of the candidate, with any records of school achievement which may assist in determining whether the candidate gives promise of being able to make full and proper use of the course proposed.

14. Nominees for Bursaries must be candidates for either the Primary or the Preparatory Course of the Primary Certificate Examination, or must already possess a certificate of having passed this examination or one equated to it by the Superintendent of Education.

15. The Superintendent of Education may in addition subject the candidates to further tests (a personal interview, an oral and a written examination) in order to satisfy himself of the suitability of the candidates and in order to select the most meritorious in cases of competition. For this additional examination, the Superintendent of Education may require candidates to come to Pietermaritzburg at their own expense.

All the available Bursaries need not necessarily be awarded if there are not enough candidates of sufficient merit.

16. The awards will be made towards the end of January of each year, but will be considered for the purposes of Section 9 above, to have been made on December 31 of the previous year.

17. If a Technical Bursary be surrendered or withdrawn before its full period has expired, the unexpired portion thereof may, with the approval of the Executive Committee, become available for award to the qualified unsuccessful candidates of that year or of previous years.

18. Nominations for the Bursaries must reach the Superintendent of Education each year by a date to be announced annually in the Departmental Calendar. These must be accompanied by:—

(a) A statement of the institution to be attended, and the course to be followed (Section 5);

(b) A written guarantee by the parents or guardians that the selected course will be completed (Section 6);

(c) A certificate of locality of domicile (Section 10);

(d) The Head Teacher's report (Section 13).

19. Apply to the Superintendent of Education, Examination Branch, P.O. Box 395, Pietermaritzburg, for the "Technical Bursaries Nomination Form" on which there is space for each of the above.

If the nominee is also a candidate for the Primary Certificate Examination, he/she must, of course, be entered for that examination in the ordinary way.

No. 38, 1925.) (18 February, 1925.

The Executive Committee has been pleased to approve, with effect from the 1st September, 1924, the insertion of the following additional Paragraph No. 16 to the Regulations governing the award of Natal Administration Free Places (Standard IV.), published under Provincial Notice No. 248, 1924:—

20. Subject to the necessary financial provision being made, the Superintendent of Education may award annually free places to four boys from the Melbourne Road School, Durban, to four girls from the Albert Street School, Durban, and to three pupils from the Greyling Street School, Pietermaritzburg. These free places may be awarded to the most deserving pupils who pass the examination in Standard VI. the most creditably, and who definitely decide to continue their studies in a Government School for coloured children in a commercial, domestic science, or other approved continuation course.

APPENDIX I.

Statement showing the Indian Schools in the charge of the various Inspectors of Schools.

District	Name of Inspector	Indian Schools Inspected	
		Government	Government-aided
North Coast	Mr. Winterton	Carlisle St., Durban Mitchell Crescent, Durban Stanger Umgeni	Amatikulu. Darnall. Centenary Road, Durban. St. Anthony's, Durban. Fairbreeze. Greenwood Park. Mayville, Cato Manor. Mount Edgecombe. Nonoti. St. Xavier's, Oakford Estates. Red Hill. St. Theresa's, Sydenham. Linley Manor. Tongaat Boys'. Tongaat Girls'. Umgeni Prospect Hall. Umhloti. Verulam.
South Coast	Mr. Murray Brown	Depot Rd., Durban	Clairwood. Isipingo. Malvern. Port Shepstone. Roosfontein. Sea View. Stella Hill. Clare Estate, Sydenham. Hill View, Sydenham. Newlands, Sydenham. Sydenham Boys'. Sydenham Girls'. Umzinto. Welbedacht. Westville St. Thomas'
Midlands	Mr. Lawlor	Estcourt York Rd., P.M.B.	Howick. Lidgetton. Railway, P.M.B. St. Anthony's, P.M.B. St. Paul's, P.M.B. St. Silas', Sutherlands. Weslevan, P.M.B. Richmond.
North	Mr. McLeod Mr. Fouche	Ladysmith	St. Oswalds', Newcastle.

APPENDIX J.

Statement showing the Classes and Standards in Government-aided Schools and the number, qualifications and salaries of teachers in those schools.

No.	Name of School.	Average Enrolment.	Classes and Standards taught.	Salary of Head Teacher.	Age of Head Teacher	Qualifications of Head Teacher.		Salary of Assts.	Age of Assts.	Qualifications of Assistants.	
						General.	Professional.			General.	Professional.
				£				£			
1	Fairbreeze	265	Classes Ia., Ib., Ic., II., III. Standards I., II., III., IV., V., VI.	168	50		Senior.	1 100	40		Senior Certificate
								2 90	38		Junior ,,
								3 72	25		,, (provisional)
								4 48	23		,, ,,
								5 32	19		,, ,,
								6 36	20		,, Certificate.
								7 32	18		,, (provisional)
								8 18	17	Std. V.	
								9 18	19	,,	
								10 18	19	,,	
								11 12	18	,,	
2	St. Anthony's, Durban	290	Classes Ia., b., c., IIa., b., III. Standards I., II., III., IV., V.		28	Std. VII.		1	64	Std. VI.	
								2	21	,, VII.	
								3 120	24	3 subjects of matric.	
								4 120	34	Std. VII.	
								5 90	30	,, ,,	
								6 42	19	,, VI.	
								7 36	20	,, V.	
								8 36	19	,,	
								9 30	18	,,	
3	Cato Manor School ..	373	Classes I., II., III. Standards I., II., III., IV., V., VI.	180	34		Senior.	1 84	23		Junior Certificate.
								2 84	32		Senior ,,
								3 78	26		Junior ,,
								4 78	23		,, ,,
								5 78	22		,, ,,
								6 75	21		,, ,,
								7 72	22		,, ,,
								8 72	21		,, ,, U.S.A.
								9 54	22	Std. VI.	
								10 48	21	,, ,,	
								11 48	24	,, ,,	
								12 48	24	,, ,,	
4	Umhloti	123	Classes I., II., III. Standards I., II., III., IV., V., VI.	150	31		Senior.	1 80	33	Std. VI.	
								2 72	22		Junior Certificate
								3 60	20		,, Provisional
								4 48	18		,, ,,
								5 64	23		,, Certificate
								6 48	24	Std. VI.	
5	Wesleyan Indian ..	156	Classes Ia., b., II. Standards Ib., I., II., III.	144	36		Junior.	1 24	20	Std. VI.	
								2 24	20	,, ,,	Junior Certificate
								3 24	19	,, VI.	,, ,,
								4 48	21		,, ,,
								5 48	22		Senior ,,
								6 60	30		Junior ,,
6	Welbedacht	98	Class I. to Standard V.	120	28	Std. IV.	Senior.	1 72	21	Std. VI.	Junior Certificate
								2 78	35½	,, V.	
7	St. Paul's	155	Classes I. and III. Standards I., II., II.	£150 plus £18 house allowance	37	Std. VI.	Senior.	1 72	23	Std. VII.	Junior Certificate
								2 48	19	,, ,,	,, ,,
								3 36	19	,, ,,	,, ,,
								4 21	18	,, VI.	
								5 18	16	,, ,,	
								6 18	16	,, ,,	
								7 18	16	,, ,,	
8	St. Thomas'	83	Classes I., II., III. Standards I., II., III., IV.	156		Std. VI.	Junior.	1 60	25	Std. VI.	Junior Certificate
								2 30	18	,, ,,	
9	Nonoti	45	Classes I. and II. Standards I., II., III.	Grant salary no fixed wage.	24		Senior.				
10	Tongaat (Girls) ..	47	Classes, I., II., III. Standards I., II., III.	86		Std. VII.		1 28	21	Std. V.	
11	Malvern	194	Classes I., II., III. Standards I., II., III., IV.	162	37	Std. VII.	Senior.	1 96	25	Std. VII.	Senior Certificate
								2 84	23	,, VI.	
								3 60	25	,, V.	Junior ,,
								4 84	22	,, ,,	Senior ,,
								5 54	19	,, VI.	Junior ,,
12	Sutherlands	115	Classes Ia., Ib., Ic., II. Standards I., II., III., IV., V., VI.	156	28		Senior	1 75	21	Std. V.	Junior Certificate
								2 63	21	,, ,,	,, ,,
								3 54	20	,, ,,	,, ,,
								4 42	20	,, ,,	,, ,,
13	Port Shepstone ..	76	Kindergarten to Standard V.	140	25	Std. VII.	Senior.	1 54	21	Std. V.	
								2 36	19	Std. VI.	

APPENDIX J.—*Continued.*

No.	Name of School.	Average Enrolment.	Classes and Standards taught.	Salary of Head Teacher.	Age of Head Teacher	Qualifications of Head Teacher.		Salary of Assts.	Age of Assts.	Qualifications of Assistants.	
						General.	Professional.			General.	Professional.
				£				£			
14	Verulam	173	Classes I., II., III. Standards I., II., III., IV., V.	140	56		Senior.	1 72	23		Senior Certificate
								2 64	21		Junior ,,
								3 56	27		,, (provisional)
								4 64	24		Nil.
								5 36	19		Nil.
								6 18	17		Nil.
15	Railway, P.M.B. ..	200	Classes Ia., b., c., II. Standards I., II., III., IV., V., VI., VII.	174	27		Senior.	1 61	19	Std. VI.	Junior Certificate
								2 36	19	,, ,,	,, ,,
								3 90	22	Std. V.	Senior ,,
								4 21	18	,, VI.	
								5 18	18	,, ,,	
								6 45	18	,, V.	Junior ,,
								7 60	32	,, VII.	
16	Sydenham (Boys') ..	404	Classes Ia., b., c., IIa., b. Standards Ia., Ib., II., III., IV., V., VI.	204	35	Std. VII.	Senior.	1 138	37	Std. VII.	Senior Certificate
								2 111	30	,, ,,	,, ,,
								3 108	34	,, ,,	Junior ,,
								4 60	18	,, VI.	,, ,,
								5 60	18	,, ,,	,, ,,
								6 72	26	,, ,,	
								7 72	31	,, ,,	
								8 48	21	,, ,,	
								9 66	24	,, ,,	
								10 120	42	,, ,,	
								11 36	19	,, ,,	
								12 30	18	,, ,,	
17	Tinley Manor ..	135	Classes Ia., b., II., III. Standards I., II., III., IV., V.	180	40		Senior (prov.)	1 96	23		Senior (prov.)
								2 60	22		Junior Certificate
								3 48	19		,, ,,
								4 48	19		,, (prov.)
18	Clare Estate ..	136	Classes I., II., III. Standards I., II., III., IV.	162	37		Senior.	1 84	25	Std. VI.	Senior Certificate
								2 72	23	,, ,,	Junior ,,
								3 60	20	,, ,,	
19	Sea View	132	From Class I. to Standard V.	156	35		Senior	1 108	31		Senior Certificate
								2 84	29		Junior ,,
								3 72	23		,, ,,
								4 48	22		,, ,,
								5 36	19		Nil.
20	Stella Hill	153	Classes I., II., III. Standards I., II., III., IV.	162	45		Senior.	1 84	21		Junior Certificate
								2 84	24		Senior ,,
								3 72	31		Junior (prov.)
								4 84	27		Senior ,,
21	Darnall	76	Classes Ia., b., II., III. Standards I., II., III., IV.	130	22½	Std. VI.	Senior (Part II.)	1 56	23	Std. VI.	Junior (prov.)
								2 24	15	,, ,,	
22	Red Hill	81	Classes I., II., III. Standards I., II., III.	140	46		Senior.	1 80	28	St. IV.	Senior Certificate
								2 56	23	,, ,,	Junior ,,
23	Mount Edgecombe ..	132	Classes Ia., Ib., II., III. Standards I., II., III., IV., V.	135		Std. VI.	Junior	1 48	19		Unqualified.
								2 54	20		Junior Certificate
								3 64	20		,, ,,
								4 80	32		
24	Greenwood Park ..	72	4 Standards 4 Sub-Standards	132	27		Senior.	1 54	21		Junior Certificate
25	Lidgetton	46	Classes I. and II. .. Standards I., II., III., IV., V., VI., VII.	156	25	Std. VII.	Senior.	1 36	19	Std., VI.	
								2 12	14	,, ,,	
26	St. Anthony's, P.M.B.	298	Intro A., Intro B. Classes I., II. Standards I., II., III., IV. (Girls' only)	240	36		T3 of Europeans	1 21	20	None.	
								2 21	18	,,	
								3 60	21	,,	
								4 30	18	Nil.	
								5 72	24		Senior Certificate
								6 96	26		,, ,,
								7 180	40		Cape T3.
								8 240	36		Natal T3.
								9 30	18	Nil.	
27	Richmond	56	Classes I., II., III. Standards I. II. III., IV.	144	30		Senior.	1 36	21	Std. IV.	
28	Umzinto	173	Classes I., II., III. Standards I., II., III., IV.	204	32	Std. VII.	Senior.	1 114	28	Std. VII.	Senior Certificate
								2 60	23	,, VI.	,, ,,
								3 48	31	,, V.	
								4 30	19	,, ,,	

APPENDIX J.—*Continued.*

No.	Name of School.	Average Enrolment.	Classes and Standards taught.	Salary of Head Teacher.	Age of Head Teacher	Qualifications of Head Teacher.		Salary of Assts.	Age of Assts.	Qualifications of Assistants.	
						General.	Professional.			General.	Professional.
				£				£			
29	Tongaat (Boys') ..	119	Classes I.—III. Standards I.—V.	150			Senior.	1 90	30		Senior Certificate
								2 24	17	Std. VI.	Junior ..
								3 24	17	.. ..	
								4 24	17	.. ..	Junior (prov.)
30	Prospect Hall ..	137	Classes Ia., Ib., II., III. Standards I., II., III., IV.	140	33	Std. VII.	Junior	1 72	24	Std. VI.	Junior Certificate
								2 24	19	.. IV.	
								3 42	27	Higher Exam in Mauritius.	
								4 18	17	Std. VI.	
31	Isipingo	119	Classes I., II., III. Standards I., II., III., IV.	150	28		Senior.	1 84	28		Junior Certificate
								2 72	26		.. ..
								3 60	22	Std. VI.	
								4 60	20	.. ..	
32	St. Oswald's ..	105	Classes I., II. Standards I., II., III., IV., V.	184	35	Studied up to Matric.	Senior.	1 102	30	Std. VI.	Junior Certificate
								2 72	27	.. ..	.. ..
								3 36	21	.. V.	
								4 12	16	.. ..	
33	Clairwood	587	Classes I. —III. Standards I.—IV.	204	30		Senior.	1 108	30		Senior Certificate
								2 108	24		.. ..
								3 84	33		Junior Certificate
								4 84	27		.. ..
								5 84	31		.. ..
								6 84	25		.. ..
								7 84	27		.. ..
								8 72	21		.. ..
								9 72	23		.. ..
								10 60	24		.. ..
								11 84	24		.. ..
								12 60	22		Uncertificated.
								13 48	18		..
								14 48	18		..
								15 48	19		..
34	Hillview	124	Classes I., II., III. Standards I., II., III., IV., V.	150	36	Std. VII.	Senior.	1 84	23	Std. VI.	Junior Certicifate
								2 84	24	.. V.	.. ..
								3 84	20	.. VII.	.. ..
35	Merebank		Classes I., II., III. Standards I., II., III.	138	34		Senior.	1 84	25		Senior Certificate
								2 48	22		Junior ..
36	Centenary Road ..		Classes I., II., III. Standards I., II., III., IV., V., VI.	220	60	Matriculation.		1 150		Scotch Certificate	
								2 72	38	Cape Junior.	
								3 72	38	Nil.	
								4 72	27	..	
								5 54	21	..	
								6 50	21	..	
								7 48	19	..	
								8 72	37	..	
37	Newlands		Classes I., II., III. Standards I., II., III., IV.	132	38	Std. VII.	Senior.	1 60	21	Std. V.	Prov. Junior.
38	Springfield		Classes I., II., III. Standards I., II., III., IV.	150	42	Std. VI.	Junior.	1 64	19	Std. V.	Junior Certificate
								2 48	22	.. VI.	Junior (prov.)
								3 64	29	.. V.	.. ..

APPENDIX K.

Statement showing the approximate cost of Buildings of Government-aided Schools and the sources from which the cost was met.

Serial No.	Name of School.	Approximate cost of building.	Person or body who bore the cost of building.	Rent if any.	Source from which rent is paid.	REMARKS.
		£				
1	Cato Manor	1,300	Wesleyan Mission, from school income and Government Grant			
2	Clairwood	1,500	Paid by the community, and the rest by the grantee, Mr. Hindson, from school income			
3	Clair Estate	250	Mr. Baboolal	£42 per annum ...	Paid by grantee from school income	
4	Centenary Road	4,164	Wesleyan Mission, from school income and Government Grant	£30 per annum ...	Government gave a grant of £2,000. The Mission has raised a loan of £2,000 and propose to repay it by selling the Indian Orphanage buildings towards which the late Mr. Parsee Rustonjee gave a donation of £1,600	
5	Darnall	60	Parents and Huletts Sugar Estate, Ltd., Darnall	Nil		
6	Fairbreeze	600	Public subscription and school fees	1 shilling		
7	Greenwood Park	150	Residents of Greenwood Park			
8	Hill View	300	The Indian Committee and £50 from grantee (from school income).	Nil		
9	Isipingo	200	... ...	£4 per month (£48 per annum)	Paid from grant	
10	Lidgetton	200	Lidgetton Indian Committee and Miss Payne Smith	No rent. School is built on Mr. Lidgett's land		
11	Malvern	400	Parents and guardians of pupils			
12	Mount Edgecombe	50	Natal Estates, Ltd.	... ...	... ...	The building is owned by the Natal Estates, Ltd. £60 was paid fo furniture by Wesleyan Mission
13	Newlands	300	Indian Community			
14	Nonoti	150	Sanathan Vedic Sharma Partisala			
15	Port Shepstone	235	(See remarks)	... ...	... ...	Originally purchased by local Indian Community, who subsequentl handed it over to the Wesleyan Mission who paid balance of pur chase price, probably from Government grant, and own the buildin to-day
16	Prospect Hall	400	Wesleyan Mission, from school income			
17	Railway, P.M.Burg	The building is insured for £500	Miss Payne Smith and balance of school fee funds	1 shilling per annum paid to Corporation for use of ground		
18	Red Hill	60	Mr. Roopa	£21	Paid by grantee from school income	
19	Richmond	250	Government			
20	Sea View	500	Subscriptions and school fees			
21	Springfield	450	St Aidan's Indian Mission, but now it is owned by the Wesleyan Mission			
22	St. Anthony's, Durban	1,206	Rev. Father Maingot	£50 yearly and water rates and repairs		
23	St. Anthony's, P.M.Burg	Corporation values Building £2500 Land ... 500 £3,000	R.C. Mission	£84 yearly	School income	
24	St. Oswald's, Newcastle	600	... ...	£60 yearly	Local public subscription	
25	St. Paul's	Unknown	Collections by Missionaries (possibly) ...	... ...	Freehold property of the Diocese of Natal	
26	St Thomas', Westville	450	80% paid by owners of the property, the Trappists Mission at Pinetown; 20% paid by school fees and donations			
27	Stella Hill	...	Grantee, from school income			
28	Sutherlands	700	St. Peter's Parish, P.M.Burg			
29	Sydenham Boys'	1,500	St. Aidan's Mission			
30	Sydenham Girls'					
31	Tinley Manor	400	Subscription and assistance from Mr. Stones, grantee, from school income	Rent was paid from the grant from 1916–20. No rent is paid now		
32	Tongaat Boys'	350	Subscriptions and grants and fees	Ground rent £5 yearly		
33	Tongaat Girls'	400	Public Subscriptions £100, and one-third of balance from Provincial Administration. There is still a debt of £200 on the building	... ...	Interest on building debt and redemption	The debt is being paid off from school income
34	Merebank	200	Indian Community			
35	Umbloti	350	Private subscriptions	£2 yearly		
36	Umzinto	300	Private Community and Miss Florence Trenor			
37	Verulam	850	Local subscriptions and Wesleyan Church, from school income. There is a debt still remaining	... ...	... ...	The debt is being paid off from school income
38	Welbedacht	250	Grantee, from school income			
39	Wesleyan Indian, P.M Burg ...		Wesleyan Mission	... ...	... ...	The building is very old and has been condemned
		Total £22,755				

STATEMENT

PREPARED & SUBMITTED

BY THE

Natal Indian Congress

TO THE

Education Inquiry Commission.

1936

THE CHAIRMAN AND MEMBERS

OF THE

EDUCATION INQUIRY COMMISSION.

PIETERMARITZBURG.

Gentlemen,

We, the undersigned officials of the Natal Indian Congress, a body representing the Indian community of Natal, beg to submit the views of our Congress on Indian Education for the information of your Commission.

2. The disadvantages suffered by our community in the sphere of education are such as to require certain observations before we deal more particularly with the Commission's terms of reference.

HISTORICAL SURVEY. 3. We shall first deal briefly with the history of the advent of Indians in this country so that the situation may be understood. In or about the year 1859 Sir George Grey, who was then Governor of the Cape, visited Natal on which occasion the Durban Corporation presented an address which included the following passage :-

> "Independently of measures for developing the labour of our own natives, we believe your Excellency will find occasion to sanction the introduction of a limited number or coolies or other labourers from the East, in aid of the new enterprise on the Coast Lands, to the success of which sufficient and reliable labour is absolutely essential; for the fact cannot be too strongly borne in mind, that on the success or failure of those rising enterprises depends the advancement of the Colony or its certain and rapid decline. Experimental cultivation has abundantly demonstrated that the issue depends solely on a constant supply of labour."

4. The matter was immediately taken up by the Imperial Government, which made the most solemn promises

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to the Government of India, that the people who were to be brought over to Natal would be treated with every possible consideration during their term of indenture and that after their indenture they would be allowed to settle in the land and would have every facility given them that they might prosper in the country.

5. The Commission which sat in the year 1907 in Natal, commenting on the Indian question, said :-

> "Absolute and conclusive evidence has been put before the Commission that several industries owe their existence and present position entirely to indentured Indian labour. The expansion of industries, made possible by the presence of Indoans, has provided the Native with future openings.
>
> The existence of these industries has been, still is, and in the future will be, increasingly beneficial to a very large number of people in the Colony and to the Colony as a whole, and their exhaustion or restriction, by whatever cause brought about would be serious and irreparable to the individual and general interests.
>
> Further, the employment of Indian labour has provided opportunities for Whites which would not otherwise have existed.
>
> The Indians are industrious, law-abiding, and on the whole sober in their habits, and it has been proved that their presence has had no injurious effect on the morals of the Whites or Natives.

6. To this testimony we wish to add what was said in the old Natal Legislative Assembly in 1908 by Sir Leige Hulett :-

> "The conditions of the Colony before the importation of Indian labour was one of gloom, it was one that then and there threatened to extinguish the vitality of the country, and it was only by the Government assisting the importation of labour that the country began at once to thrive. The coast has been turned into one of the most prosperous parts of South Africa..
>
> They could not find in the whole of the Cape and the Transvaal what could be found in the coast of Natal - 10,000 acres of land in one plot and one crop - and that was entirely due to the importation of Indians. Durban was absolutely built up on the Indian population."

7. A gradual change however took place in the attitude of the European population towards the Indian. Apprehension

on the part of the White settlers gave rise to the introduction in the Natal Legislature of three important laws - Act 8/1896 Disenfranchising Indians, the Immigration Restriction Act 1/1897, and the Dealers Licence Act 18/1897.

8. Notwithstanding the fact that free immigration of Indians to Natal was prohibited by the Immigration Restriction Act No. 1 of 1897 the White colonists were eager for the constant supply of indentured Indian labour and when the question of prohibiting further indentured immigration to Natal was raised in the Immigration Legislature earnest representations were made by the Natal Government and the Secretary of State for India gave the following assurance to the Colonial office in a letter dated the 2nd. day of December 1909 :-

> "I am to say that the Government of Natal have passed an Act amending the Dealers Licences Act, so as to give the right of appeal to the Supreme Court, against the withdrawal of Licences. The Secretary of State gives an assurance, that the immigration of indentured Indians will not be stopped until the Union Government has come into existence and decided on its future policy in the matter. It is understood that the duration of the period will not exceed one year from the present date."

The Government of India finally prohibited the emmigration of indentured labour from India to Natal with effect from the 1st. day of July 1911.

9. Due to the solemn assurances given from time to time by the Imperial Government and the Government in South Africa the Indian community accepted a closed door policy so that those already settled here would secure a fair and just treatment. But the restriction upon the Indian gradually became more and more severe, so much so that the Indian community had to resort to a passive resistence struggle lasting over a period of eight years in which their bodily and mental suffering and pecuniary loss would be impossible to estimate.

10. The struggle eventually ended in a mutual agreement between General Smuts and Mr. Gandhi known as the Smuts-Gandhi Agreement.

General Smuts speaking at the Imperial Conference in 1917 said :-

> "The fear which formerly obsessed the settlers there has been removed; the great principle of restricting immigration, for which they have contended, is on our Statute Book, with the consent of the Indian population in South Africa and the Indian authorities in India, and that being so, I think the door is open now for a peaceful and statesmanlike solution of all the minor administrative troubles which have occurred and will occur from time to time."

STATISTICS REGARDING INDIAN POPULATION.

11. The Commission is no doubt aware that up-to-date statistics regarding our community are not easily obtained. The last figures that could be collated are based on the 1921 census, no further census of the Indian community having been taken until the one that was taken early this month.

12. It was not to be expected that our numbers would remain stationary and in the year 1931 they reached an estimated total of 185,500. This not inconsiderable section of the population, we would emphasize, is without political power. We make no complaint in this respect at this stage of our history; but we do claim that it is particularly beholden on any Government to pay close attention to the representations of such a section of the community as ours which, we repeat, is not represented politically.

13. Though our members are now considerable we must point out that there is no substance in the apprehensions so often expressed that the European is in danger of being swamped by the Indian. Since the year 1913 the immigration of Indians has been finally prohibited. The following figures of our population prove this contention :-

UNION	EUROPEAN	ASIATIC	PERCENTAGE ASIATICS TO EUROPEANS.
1911	1,276,000	152,000	11.92.
1921	1,519,000	166,000	10.85
1931	1,828,000	185,000 (estimated Indian population)	10.46.

The increase in the Asiatic population of the Union since 1911 is 24% in the European population 43%.

14. The bulk of the Indian population is, however, concentrated in Natal, where the figures are still more significant :-

NATAL	EUROPEAN	ASIATIC	PERCENTAGE ASIATICS TO TOTAL.
1911	99,000	134,000	57.49
1921	137,000	142,000	50.79
1931	178,000	161,000	47.56

It will be seen that whereas the Asiatic population in Natal has increased by only 18% since 1911, the European population has nearly doubled itself.

(Note) The figures are taken from the Official Year Book for 1932-1933. The Asiatic figures include a few Chinese, but the vast majority are Indians.

15. We ask, therefore, that our position be viewed in a true perspective. We are a substantial section of the community which has contributed to the prosperity of the country and we hope that in time we shall be accorded a status consistent with self-respect and to this end we lay with great reason considerable stress and importance on the Uplift Clause of the Capetown Agreement of 1927.

CAPETOWN AGREEMENT UPLIFT CLAUSE.

16. We need not recapitulate the events which led to the first Round Table Conference being held between the Government of India and the Government of the Union. We quote the Uplift Clause

above /....

above referred to:-

"UPLIFTMENT OF THE INDIAN COMMUNITY: The Union Government firmly believes in and adheres to the principle that it is the duty of every civilised Government to devise ways and means to take all possible steps for the uplifting of every section of their permanent population to the full extent of their capacity and opportunities and accepts the view that, in the provision of educational and other facilities, the considerable number of Indians who will remain part of the permanent population should not be allowed to lag behimd any other sections of the people."

17. The Union Government has recognised, by the principle enunciated in the above clause that the residue of the Indian population in the country would form part of its permanent population and the point we wish to make is that it is with this permanent residue that the Commission has to deal.

18. Eighty percent or more of this permanent residue is South African born and, as such, they know no other land but this country in which a large number of them are of the third and fourth generation.

INDIAN EDUCATION INQUIRY COMMITTEE 1928.

19. Arising from the Capetown Agreement above referred to a committee was appointed by the Provincial Administration of Natal on the 15th. day of March 1928, having the following terms of reference :-

(a) The existing facilities as a whole in town and country areas;

(b) The conditions of service of Indian teachers in Government and Government-Aided schools, including salary, promotion, discipline and pension;

(c) The present system of Provincial grants-in-aid and any change which may be considered to be necessary;

(d) The financial basis of Indian education, having regard to the resources of the Province, the various demands upon them, and the adequacy or otherwise of the existing Union Government subsidies in so far as they affect Indian education.

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20. At this stage we should like to record for the information of the Commission the interpretation Mr. Sastri gave to the Uplift Clause of the Capetown Agreement before the Indian Education Inquiry Commission in the year 1928 :-

In reply to a question by Mr. Dyson Mr. Sastri said:-

"It is true I helped in the writing out of this paragraph, as in the writing out of other paragraphs. I would say that this sums up the goal, as it were, which the Union Government would keep in view in its work of uplifting the Indian population. Interpreted broadly, it would mean that the communal way of looking at these questions should be dropped; that is to say, that in considering what should be done for a community you must not ask: Who are they, which community do they belong to, what is their complexion, and so forth? But you must consider their capacity to develop by measures of upliftment, and whatever they can turn to their advantage must be afforded to them. That is to say, take education, with which we are primarily concerned at the moment. In considering how much education an individual should receive the question should not be asked: what community does he belong to, where does he come from, how much tax does he pay? But, what is his capacity? How much education is he capable of receiving and turning to his advantage and to the advantage of the community? In other words he must be made an efficient member of the entire community, as efficient as he can be made. Education and other facilities must be afforded to him in the measure that will draw out of him the best of which he is capable, to make him a most useful member of the community. That, it seems to me, is the ideal which generally is held up for the Government, and the Union Government said that they would be actuated by that ideal in dealing with the Indian community. That, however, as I said, is the goal."

21. The finding of this Education Inquiry Committee was contained in a report dated the 23rd. day of May 1928. In paragraph 6 of its report the Committee found that the position of Indian education in this Province was :-

(a) That the existing facilities as a whole in town and country areas are inadequate for the reasonable needs of the Indian population;

(b) That there is little left to be desired in Government schools, but in the Government-Aided schools the general conditions of the buildings and the status, salaries and method of payment of Indian teachers are unsatisfactory;

(c) That the grants-in-aid are inadequate on the present basis and that certain changes are desirable.

COMPARISON OF POSITION 1928-1934.	22. (1928)	GOVERNMENT SCHOOLS	GOVERNMENT-AIDED SCHOOLS.
		9	43
Pupils attending		2113	7800
Expenditure per unit		£7. 5. 6.	£2. 16. 5.
	23. (1934)	GOVERNMENT SCHOOLS	GOVERNMENT-AIDED SCHOOLS
		14	79
Pupils attending		3529	13292
Expenditure per unit		£8. 13. 7.	£3. 12. 8.

24. The total expenditure on Indian education including Sastri College for the year 1934-5 was £84045. including interest and redemption charges but less school-fees received in Government Schools amounting to £3288. The subsidies received from the Union Government on an average attendance of 16821 at £5. 5. 0. for the year 1934 was £88310.

25. For the purposes of comparison we give the figures relating to European and Coloured education as compared with Indian education so that the charge that we make of the neglect of Indian education on the part of the Provincial Administration will not appear unfounded:-

	AVVERAGE ATTENDANCE 7.11.1934.	TOTAL EXPEN	UNIT COST	CONTRIBUTION FROM PROVINCIAL FUND.
ropean Govt.	21037	£529,974	£19.18.9.	
Aided.	1700	£11,942	£6.15.4	
	22737	£541,916		
Subsidy recd.		£388,826		plus £153,090
loured Govt.	1334	£27,367	£17 10.6.	
Aided	1171	£5,950	£4.17.11	
	2505	£33,317		
Subsidy recd.		£13,151		plus £20,166
dian Govt.	3529	£37,219	£ 8.13. 7.	
Aided	13292	£50,114	£3.12. 8.	
	16821	£87,333		
Less school fees		£3,288		
		£84,045		
Subsidy recd.		£88,310		minus £4,265

26. Mr. Hugh Bryan, the then Superintendend of Education, in his evidence before the Indian Education Enquiry Committee of 1928 stated:-

> "We have no buildings, no teachers, and, as far as I know, no funds for buildings. But that this Province or any other territory can afford to sustain deliberately a large section of its population in enforced ignorance is a statement so patently prejudiced and prejudicial as hardly to require refutation."

This was the grave state of affairs as regards Indian education in the year 1928. The position that obtains today is no better; if anything it is just as grave. Out of an estimated number of thirty-five to thirty-seven thousand Indian children of school-going age about twenty thousand are on the school roll. On a rough estimate 40% of children of school-going age are still being brought up in illiteracy and, in the words of Mr. Hugh Bryan, "in enforced ignorance."

27 Whilst we are not unmindful of the increased facilities afforded for the education of our children we cannot but remark that the progress has not been rapid enough nor is it in keeping with the spirit or letter of the Uplift Clause of the Capetown Agreement. In fact we venture to submit that the Natal Provincial Administration has from the beginning given the Capetown Agreement a stepmotherly, if not a sulky treatment.

28. It will be observed from the figures given above that not a single penny is contributed by the Provincial Exchequer towards Indian education. In fact over £4000 of the subsidies received for Indian education was diverted to the relief of Provincial funds in 1934 whereas in the case of European and Coloured education the sums of £153,090 and £20,166 respectively were added from the Provincial Exchequer.

29. We submit that our community contributes substantially to the Provincial Revenues such as Transfer Duties, Licences, Entertainment Tax, Personal and Income Tax, Wheel Tax and Racing Tax. In fact we estimate that of the amount of £809,307. collected from the Provincial Revenues for the year ending 31st. March 1935 the contribution of our community is from one-sixth to one-fifth of the total revenue.

30. Primary education up to Std. VI. is both free and compulsory for European and Coloured children whilst our community which has made its home in this Province for the last eighty years and which contributes substantially to revenue, has to contend with the fact that 40% of its children of school-going age are unable to receive primary education which is the birthright of every child in any civilised state.

31. We therefore ask with all the emphasis that we can command that the Commission will recommend that the imparting of free and compulsory education to every Indian child up to Standard VI. shall be the ideal for the Natal Province to achieve for Indian education.

32. In the meantime we ask that the Commission recommend that the conversion of Aided schools to the status of Government schools be accelerated and that a more liberal policy of grant-in-aid towards building and equipment funds of Aided Schools be adopted. The principle of pound for pound will be a fair and equitable basis.

33. To expedite the opening of more Government-Aided schools and to bring existing private schools under Government aid an alteration in the system of the payment of the Union Government subsidy to the Province is very highly necessary. We cannot do better in support of

our contention than to quote the remarks of the 1928 Education Committee :-

> "Your Committee recommends that immediate representations be made to the Union Government to meet the financial obligations that will ensue, by providing that the subsidy for this abnormal increase of Indian children should be granted year by year in respect of the current year's increased attendance, for such period as the anticipated annual abnormal increase shall continue, instead of the deferred system which at present prevails; and further recommends that in the event of such financial assistance being agreed to the total amount of such funds available be allocated to the provision of Indian education."

34. It is one of those mysteries that are beyond our understanding that this Province which can achieve its ends in other directions with the Union Government, has not made any effort to accomplish this desirable recommendation to relieve the burden on Indian education. To us it is an irrefutable proof that this is so because our community is without political power. Prosperity abundantly flows in the land but yet 40% of the children of a section of the community are starved of knowledge and kept in "enforced ignorance".

ECONOMIC DISADVANTAGES.

35. In the Capetown Agreement referred to there is embodied a clause which reads:-

> "The principle underlying the Industrial Conciliation Act 11 of 1924 and the Wage Act 27 of 1925 which enables all employees, including Indians, to take their places on the basis of equal pay for equal work will be adhered to".

The principle of equal pay for equal work is meaningless unless there are equal opportunities of obtaining work. It is in respect of opportunities that our community suffers from more than one disadvantage. In the first place the adoption of the civilised labour policy often and significantly called the "White Labour Policy" has re-acted against us. The antagonism and prejudice towards the Indian's acceptance in the trade unions, the inclusion of an all white labour clause

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in Government and Provincial building contracts are adverse factors which have operated to the detriment of our people but there is no factor which operates more adversely than the denial of the opportunities of education. Outside of Durban it was not until the year 1928 that Indian education went as far as Std. VI. which is the minimum standard required for apprenticeship in any skilled industry.

36. Provision for technical education for artisan trades is non-existent for the Indian. Commercial and continuation classes were commenced a few years ago in Durban through the efforts of our Congress and are still being maintained by our community with a grant-in-aid from the Union Government which was £750. last year.

37. School fees are levied from Indian children in both Government and Government-Aided schools from the lowest to the highest standard. In Government schools it ranges from 9d. to 3/- and in Government-Aided schools from 6d. to 4/-. The total school fees collected in Government schools for the year 1934-5 was £3288. 15. 5. We estimate that a sum of over £10,000 must have been collected in Government-Aided schoolsfor the same period. So therefore the Indian community contributed over £13,000. in addition to providing buildings and equipment in Aided schools for the primary education of its children, while the European and Coloured communities were provided for without any cost to themselves.

38. School Books : The cost of these is another burden which retards the progress of the Indian child. The cost of books, we are informed, ranges from 11/- in Std. I. to £5. in Std. VIII.

39. Free Meals: In spite of the poverty and obvious malnutrition of the majority of Indian children very few free meals are provided. The comparative figures given hereunder of monies spent on European, Coloured and Indian children for free meals and books in the schools of the Administration proves the glaring injustice with which Indian education is treated.

EUROPEAN.	COLOURED.	INDIAN
£29,394. 14. 6.	£2,770. 9. 1.	£292. 11. 11. of which £153.15.1. was spent on meals and £138. 16. 10. on books.

40. Medical inspection: While there is free medical inspection of all European and Coloured children there is no provision whatsoever for the inspection of Indian children.

41. The extent of unemployment that exhibited itself during the depression period was a convincing proof of the poverty-stricken condition of the Indian community. It is a well-known fact that even today there is much unemployment in our midst. This deplorable economic condition of our people is, in our opinion, the cause of the taking away of the child from school at an early stage. To illustrate our contention we give the percentage distribution of Indian scholars according to Standard on the 7th. of November 1933:-

Below Std. I.	47.8
Standard I.	14.5.
" 2.	11.3.
" 3.	9.2
" 4.	6.4.
" 5.	3.9.
" 6.	3.4
" 7 and over	3.5.

42. We feel sure that after perusal of the above the Commission will agree with us that a case has been made out for the abolition of the levy of school fees from Indian children. If the complete abolition is considered too revolutionary a measure we ask that as a beginning no fees be charged in Government or Government-Aided schools up to and including Std. IV. and that the fees for the standards aver and above that be reduced.

43. Free books should be granted more liberally than is the case at present and this facility should be extended to Government-Aided schools.

44. As regards free meals we are confident that a strong recommendation will come from the Commission that to an economically depressed section like ours this facility be extended without any reservation or delay.

45. As far as medical inspection is concerned we are unable to understand by what logic this humanitarian service is denied to children of a darker hue. We can hardly doubt that the Commission will agree with us that medical inspection should be extended to Indian children.

GIRLS' EDUCATION. 46. This aspect of the education of our children is alarmingly unsatisfactory. According to the Superintendent of Education's report of 1934 over 10,000 Indian girls of school-going age are not attending schools. According to the same report the number of girls attending school is 4,674 as against 14,501 boys. Nearly half of these girls are in classes below Std. I. There is an objection on the part of many of our people to sending girls to mixed schools where tuition is given by men. This is borne out by

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the success that has been achieved by schools which cater entirely for girls such as Centenary Road and St. Aidan's where the attendance is 386 and 337 respectively. We are confident that if provision is made for separate primary schools for girls in large urban centres and they are as a beginning staffed by European women teachers until Indian women teachers are available the community will take advantage of this facility. In this respect we cannot but record with gratitude the step taken by the Education Department to reduce school fees for Indian girls in Government schools.

SASTRI COLLEGE. 47. This institution was built by the community at a cost of over £18,000. and named after the Right Hon. Mr. V. S. Sastri and handed by him as a gift to the Administration for the training of Indian teachers and for the provision of education over Std. VI. For reasons unknown to us this institution which should, like other training institutions for teachers be financed from special subsidies to be received from the Union Government is a burden on the meagre subsidy of £5. 5. 0. received for Indian education. This institution cost to run during the year 1934-5 £6436. which works out at £18. 15. 5. per unit of its attendance.

48. The Provincial Subsidies Act makes no distinction in the payment of subsidy in respect of the nationality of student teachers, and the teaching staff of Sastri College consists of both European and Indian teachers with a European head and therefore it is not unreasonable to ask that the College should be brought in line with other European training colleges and the present burden on the subsidy of Indian education be lightened. We do not

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think it will be out of place to record the remarks of the 1928 Education Committee on this institution:-

> "In this connection attention is drawn to the fact that the Provincial Subsidies Act makes no distinction as to the payment of subsidy in respect of the nationality of student teachers, and your Committee urges that the proposed Indian Training College should be subsidised on similar lines to those of the European Training Colleges."

TEACHERS' SALARIES 49. We have shown that it is a part of the Capetown Agreement that there shall be equal pay for equal work and it is a well-known fact that strict observance of the Industrial and Wage Laws are enforced by the Government. No illustration could better emphasise the depressed and sweated labour condition existing in any sphere of the country's activities than that which prevails in the payment of salaries to Indian teachers in both Government and Government-Aided schools.

50. Prior to April of this year the following salary scale prevailed in Government Indian schools:-

GRADE	QUALIFICATION	SALARY.
A.	Teachers Junior Cert. of T.5.	£90.
B.	Teachers Senior Cert. or T.4.	£114.
C.	T.4. with Matric. or T.3. without Matric	£126.
D.	T.3. with Matric.	£147.
E.	T.2.	£162.
F.	T.2. with University Degree	£188.

This has since been amended and reduced to the following:-

"On first appointment to the regular teaching staff a teacher with less than two years' teaching experience will be placed on Grade A. with a commencing salary as follows:-

1.	Qualifications less than those required for 2.	£90.
2.	T.4. without Matric. or Teachers Senior Cert. with Matric.	£96.
3.	T.3. without Matric or T.4. with Matric	£102.
4.	T.3. with Matric.	£108.
5.	T.2.	£123.
6.	T.2. with University Degree	£140.

It will be very interesting to know how this deplorable state of affairs can be reconciled by the Administration

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with the declaration in the Capetown Agreement.

51. In Government-Aided schools the condition is infinitely worse. In these schools in the year 1934 369 teachers were employed, the majority of whom are married and have children. Of these over 120 were receiving the niggardly sum of £60. per year.

52. For some time past stress has rightly been laid on the need for qualified Indian women teachers but here again no inducement has been offered. Unless greater encouragement than that which has been given in the past be offered the condition that obtains amongst Indian teachers will continue with undoubtedly detrimental effect on Indian education generally.

53. Our congress cannot but emphasise the point that the Provincial Administration as a part of the Government of the country should set an example by giving practical effect to the very laudable principle of equal pay for equal work.

54. There is no doubt that the standard of teaching in Indian schools has improved since 1928. The institution of external T.5. and T.4. classes enabled unqualified teachers in service to obtain a certificate. But this Congress maintains that the standard is still too low and recommends that an external examination higher than the T.4. be oper to teachers in service at present.

55. The question of a proper pension scheme for Indian teachers in Government-Aided schools is one which the community supports and submits as its earnest prayer that any suggestion that may be made by the proper representative quarters in this direction be given every possible consider-

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ation by this Commission.

SELF-HELP. 56. We contend that it is the duty of every civilised State to make provision for every child of school-going age irrespective of the race to which it belongs. Nevertheless our Congress records with pride that our community has shown commendable spirit in the direction of self-help. The sojourn in this country of the Rt. Hon V. S. Sastri and his plea to our people to uplift themselves was the inspiring point from which the community began to help itself in the sphere of education. The building of Sastri College and many other schools costing tens of thousands of pounds is a matter of credit to us.

57. Except for the efforts of the Christian Missions to whom our community owes an everlasting debt of gratitude, all the buildings in which Government-Aided schools are conducted have been built and equipped by the private efforts of our community. The aid received by Government-Aided schools from the Provincial Administration is confined to the payment of teachers' salaries.

58. Since a forward policy has been adopted towards Indian education, Indians generally speaking have as hitherto, shown a keen desire to help the Department in every possible way. A striking testimony to this form of self-help is given by Inspector Lawlor who reports :-

> "During my visits I was struck by the efforts which have been made and are being made by the Indian population to improve the education of their children. It was obvious that a very real interest in education has been created among Natal Indians and often in the most unlikely places I was struck by the comparative magnitude of their efforts."

SUMMARY. 59. We beg to summarise our requirements as follows:-

1. That an increase in the expenditure on Indian education be made by contribution from Provincial funds;

2. That provision be made for the large number of Indian children at present not at school;

3. That free primary education be extended to Indian children;

4. That a more liberal policy of grant-in-aid for building and equipment funds of Government-Aided schools be adopted;

5. That free books and free meals be provided in all necessitous cases;

6. That the medical inspection service be extended to Indian schools;

7. That separate primary schools be established for girls in all large urban areas;

8. That an immediate improvement in the scale of teachers' salaries be brought into operation;

9. That opportunities for the improvement of their qualifications be provided for teachers now in service;

10. That a pension scheme be inaugurated for Indian teachers employed in Government-Aided schools;

11. That Sastri College be financed in the same manner as any other training institution.

CONCLUSION/

CONCLUSION 60. We beg to tender our grateful thanks to the Chairman and members of the Commission for this opportunity to present our views and trust that our representations will be given due consideration.

We beg to remain,

Yours truly,

Vice President.

Joint Hon. Secs. pro.tem.

Joint Hon. Treasurer.

175 Grey Street,
DURBAN.
30th. May 1936.