

REPORT
ON
PUBLIC INSTRUCTION
OF THE
NORTH WEST FRONTIER PROVINCE
FOR THE
QUINQUENNIUM
1922—27



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QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH WEST FRONTIER PROVINCE

FOR THE YEARS 1922-23 TO 1926-27.

REVIEW BY THE CHIEF COMMISSIONER.

1. The five years from 1922 to 1927 which are covered by this report proved a time of trial for the educational system of the North West Frontier Province. The period opened just after the wave of non-co-operation had begun to recede. The discouragement and depression caused by this movement had hardly lifted when the critical state of both public and private finances compelled drastic retrenchment of expenditure in every direction. Government was compelled to curtail its activities. Hence no assistance could be given to any project of expansion or improvement, and in addition such facilities as existed had to be diminished. At the same time private institutions had to face an irresistible demand for higher salaries, which were an absolute necessity owing to the economic distress caused by the rise of prices. The income of such bodies also fell off in so far as it came from subscriptions and endowments. Increased demands had to be met from diminished resources. Government could not help in the matter. Hence every possible item of expenditure that could be postponed or curtailed was cut down in remorseless fashion. This was the situation which lasted to the end of the first half of the period. By that time equilibrium was again practically established and it began to be possible to look forward to better things.

2. The report shows that this period of stringency was devoted to a needed and useful overhauling of departmental machinery, and to the making of preliminary enquiries and surveys with a view to having everything ready for an advance as soon as financial conditions allowed. The first glimmer of light came in 1924 when it was found possible to help the three colleges of the Province through an increase of their maintenance grants. The sum involved was not great, being under Rs. 36,000, but the relief that was felt by the managers of these institutions was very considerable.

3. The year 1925 saw a still further spread of brighter prospects owing to the special grant of Rs. 75,000 made by the Government of India for what is described as the "preliminary expansion" of education. This sum enabled a start to be made, the details of which are set forth in the report. But the future became clear when the Government of India sanctioned a comprehensive scheme of development to be spread over the five years from 1927-32. This scheme now commonly known as the five-year programme, has come into force in the present year 1927-28. It will be finished, it is hoped, by March 1932, *i. e.*, when the next quinquennial report becomes due. The additional expenditure involved is Rs. 5,10,000 in the first year, and some 20 lakhs of rupees for the whole period. When the development now begun is complete, education in the North West Frontier Province will be far more flourishing than ever before. It is satisfactory to note that the programme for the current year is well in hand. The full number of institutions sanctioned by the Government of India has been opened, and the building programme has been commenced.

The summary of the full programme that is given in chapter I of the report need not be repeated here. It is sufficient to note that it is really comprehensive, and provides not only for the widening and strengthening of the foundations but for the improvement of the whole edifice of education.

4. On turning from the review of the general conditions that prevailed to the actual educational record of the quinquennium, it is clear that the system of the province has come through this trying period with much less strain

and damage than might have been expected. There is growth in every direction.

The number of pupils enrolled by the three aided colleges is far larger than in 1922.

The staffing arrangements of these institutions have improved and their accommodation and equipment are better. Their financial position also is stronger, though it is to be noted with regret that the munificent endowments received by the Islamia College have not sufficed to keep pace with the growth of expenditure.

5. As regards secondary education there has been a substantial growth in the number of secondary schools both Vernacular and Anglo-Vernacular. The enrolment of pupils is also much greater and the average strength of each school has increased. Buildings and equipment have been improved, so far as funds allowed. The Chief Commissioner, however, agrees that the class-room of the average school does not give enough space for each pupil. This defect is particularly noticeable in the buildings erected a generation ago. Hence the question of accommodation for those desirous of obtaining secondary education, and especially education in English, will remain very important for the next decade. It is satisfactory to observe that the five-year programme will afford substantial relief in this respect.

6. The improvement in the qualifications of the teachers employed during the quinquennium is most noticeable, and the Chief Commissioner trusts that this will be reflected in the continued rise of the efficiency of the schools.

7. The growth of the demand for English as a school subject is remarkable. It is clear that this demand must be guided into profitable channels. For this reason the increase in the number of Anglo-Vernacular Middle Schools, that is promised by the five-year programme, will be most beneficial. The new schools will be established in places that are central to the localities which so far have had no facilities for acquiring education in this subject.

8. The increase in the number of candidates who appeared in public examinations is only to be expected from

the steady expansion of the numbers attending secondary schools. It is satisfactory, however, to note that the percentage of success tends to rise; though too great a reliance must not be placed on this criterion of a school's efficiency. The improved machinery for the control of the various departmental examinations should tend to secure a steady level of qualification among the candidates. It is clear from the fluctuating results of the Anglo-Vernacular Examination in its second and third years that a co-ordination of examination standards was absolutely necessary.

9. Examination results, however, are not the sole test of a school, important though they are in public estimation. A school is to be judged by the manner in which it provides for the education of its pupils in the widest sense, mental moral and physical.

The mental side has already been touched in the foregoing lines. To the moral aspect of education, the schools of the Province have given increasing attention during the last five years. Mention should be made of the expansion of religious instruction that has occurred. The permissive interpretation of the Education Code's rule, that was circulated in 1923, allowed regular and systematic training in religious beliefs to be given provided that the parents of the boys concerned wished them to have it and were prepared to to pay for and to manage whatever arrangements were devised.

It is noteworthy that the desire for this instruction is very strong in Peshawar, Abbottabad, Kohat and Bannu, and that the system is spreading elsewhere. The tone of the average school in the Province is reported to be satisfactory and very little trouble has been found in the maintenance of discipline. There is no doubt that the Boy Scout movement on its moral side has had a considerable share in attaining the present condition.

10. The physical education of the school boy has not been neglected. The introduction of modern methods of physical training, the encouragement of games and sports have done much to help in this respect. But here again the Boy Scout movement has had much to do with the betterment; as preparation for the various tests, rallies, camps and

displays have provided a most useful outlet for the energies of boyhood.

This movement which in this Province, was initiated only in 1924, has caught popular favour to a marked degree. The fact that in about four years there are over 1,400 scouts and cubs and over 40 troops and packs speaks for itself. The contemplated extension of Boy Scout activities to Vernacular Middle Schools will assist still further to make scouting a permanent feature of real education in the Province. The help given by the supporters who are mentioned in the report, whether by name or designation, is much appreciated.

11. Primary Education was hard hit by retrenchment but it survived the ordeal and before the end of the period not only did the numbers of pupils show a distinct increase, but the schools themselves were nearly at their former strength. For this the preliminary expansion programme of 1926-27 is responsible. Under the five-year programme arrangements are to be made whereby opportunities for acquiring literacy are to be put within the reach of most, if not of all, the school-going population. In fact at the present time the 90 schools, opened as the first year's instalment of the programme, have brought up the number of such schools to a higher level than ever before. It is satisfactory also to note that the housing of the village school is to receive such marked attention as is shown by the report. By 1932 the primary school of the Frontier should be a vast improvement on that of 1922.

12. With regard to the education of girls the most noticeable feature is the change in the public attitude. Apathy and even hostility have been succeeded by an increasing desire that girls should have a better chance of education.

The work done by the Inspectress of Girls' Schools, not only in overcoming inertia but in organizing and co-ordinating the whole system of instruction, is worthy of commendation. Still, however gratifying the advance of the last five years has been, the figures showing the percentage of girls at school to the female population prove that only the fringe of the problem has been attacked. Here again the five-year programme affords great scope for improve-

ment by 1932 and it appears likely that a further large advance will be made.

13. The supply and training of teachers had to submit to serious disadvantages owing to financial troubles. It is well that it has been maintained inspite of the difficulties described in the report. The Province certainly owes a debt of gratitude to the Punjab Government (Ministry of Education) for their most valuable assistance in the training of Anglo-Vernacular teachers, of women-teachers and of instructors in physical training. Had it not been for this help the present position would have been far less favourable than it is.

14. The Agencies connected with the North West Frontier Province have felt the reaction of the growing demand for education, though not to the same degree as the settled districts. Their total figures are far less; yet it is noteworthy that the number of pupils attending Agency schools increased in a proportion that approximated to that prevailing in the rest of the Province. Notable developments are the raising of the status of the Thana School in the Malakand Agency and the beginnings of education in South Waziristan.

15. The policy initiated by the Wali of Swat is another remarkable feature of the quinquennium. This Ruler has firmly adopted education as a means of raising the condition of his subjects. His territory now has an Anglo-Vernacular Middle School and a substantial number of Primary schools in full working order. His efforts have met with the approval of the Government of India which afforded financial assistance to enable him to pursue his enlightened aim.

16. Very little change is to be recorded with regard to the education of Europeans. The one European school has continued its beneficent work throughout the period under review. A regular scale of scholarships to assist Europeans of small means in the education of their children has been brought into operation. Nothing more seems possible or desirable in view of the fact that it is now an accepted policy to concentrate European education so far as is possible in hill-stations where the climate

permits the child to build up his constitution, and the concentration of resources offers him far better teaching than is possible in a little school down in the plains.

17. The returns for private unrecognized schools are interesting as they show how deep-seated is the desire for religious instruction. The "non-co-operating" school is still to be found, but, as is shown in the report, it appears to be a dwindling force in the life of the Province.

18. The chapter on miscellaneous activities shows that the department has been through a busy time. The issue of an office manual and particularly of the revised Education Code were useful improvements in the system of control. Similarly the revision of all the curricula and courses was justified both in its inception and in its results. The Provincial Educational Conference has proved a valuable tool for the work of improvement.

The Text-Book Committee's operations, briefly summarized as they are, show what an impossible task would have had to be undertaken in the selection of books had it not for the help of the reviewers and of the annual general meeting of the Committee.

19. The co-operative credit movement is just creeping into the North West Frontier Province and it is to be hoped that the use of the village schoolmaster as a propaganda worker will meet with the success that it deserves.

20. The absence of any possibility of providing technical education or even of manual training, as commonly understood, has been regrettable though it was unavoidable. The experiment made by an aided school, of which the report makes mention, is interesting and valuable, though the necessary limitations to its success should not be forgotten. In the prevailing circumstances the laying of stress on drawing and practical work in science was thoroughly justified; for these, as is said in the report, are at present the only means which the Province possesses of training a school boy in the use of hand and eye. The question of starting a Provincial technical school, however, is now under consideration and probably before 1932 it

will be possible to give an account of the foundation of the school and of its first working.

21. Education has received notable benefactions in the last quinquennium. The Chief Commissioner wishes to express his appreciation of the generosity of the various donors and especially of Khan Ghulam Qadir Khan of Tangi, Peshawar, and of Rai Sahib Seth Jaisa Ram of Dera Ismail Khan, for the endowments which are described in chapters III and VI of the report. (Acknowledgments are also due to Mrs. Laxmidevi Sher Sing of Karachi for the endowment of a Sanskrit Scholarship tenable by the boy or girl who gains most marks in this subject in the Anglo-Vernacular Middle School examination). He hopes that others will emulate their example, and will assist in placing education on a firmer footing by establishing permanent endowments. There is no doubt that at the present day one of the chief needs of Indian education is the "pious benefactor" who is willing to endow a school or college with the means of permanent usefulness.

22. The examination of the statistics for the whole quinquennium is unnecessary in view of the numerical statements and comments on them which appear in the following pages.

All that need be done is to note that total expenditure has increased and that in spite of retrenchment the share borne by Government was larger in 1927 than in 1922. Local Boards also have shown more realization of their responsibilities, though even now they could with reason be expected to spend more. A notable feature is the increased expenditure by Cantonment Committees which seem now to have entered the field of educational activity.

The number of pupils at every stage of education has gone up, in some cases to a remarkable degree. Similarly more teachers and men of better qualifications are employed, and there are more schools than before.

Considering the financial conditions of the years 1922 to 1924 the expenditure on buildings and equipment is not to be despised.

23. The past quinquennium marks a period of difficulty

leading up to the large programme of expansion that has now been sanctioned by the Government of India. Throughout the period the department has been in charge of Mr. J. H. Towle, to whom the Chief Commissioner wishes to express his gratitude for his unremitting devotion to the interests of his department and the ability with which he has brought it through a time of trial. The Chief Commissioner's thanks are also due to Mr. Tydeman (I. E. S.) of the Punjab who ably carried on the duties of Director while Mr. Towle was on leave. The preparation of the programme of expansion has involved much extra work to the department as a whole and the Chief Commissioner notes with satisfaction Mr. Towle's commendation of the services of his subordinate officers in this connection. In conclusion the Chief Commissioner wishes to express his thanks to the Punjab Government for the willing and invaluable assistance rendered to the North West Frontier Province by their Ministry of Education.

H. A. F. METCALFE,

Secretary to the Chief Commissioner,

North West Frontier Province.

NATHIA GALI :

September 22, 1927.

CHAPTER I

GENERAL

1. The period covered by this report opened under the depressing shadow of retrenchment but closed with brighter promise. The time between 1922 to 1927 was full of activity, though for the first two or three years this activity could not take any shape that involved expenditure. But unfortunate as this curtailment of outlay may have been, it had its compensations. The closing down of any kind of expansion enabled time to be given to a general overhaul of the department's machinery. Hence arose the activity that was shewn, some instances of which are mentioned below.

2. In 1923 consequent on the retrenchment of part of the inspecting staff the office of the Inspector of Vernacular Education who took over the duties of the former inspectors of the Southern and Northern circles, was abolished. The inspector himself was attached to the head office, and his office establishment was absorbed into that of the Director. The latter's office was then reorganised and a manual of office procedure was drawn up for the guidance of all concerned.

3. The Frontier Education Code was revised in 1924 and came into operation early in 1925. The periodic revision of such manuals is a standing necessity. The old code had been modified by "correction slips" until it was troublesome to trace the latest orders on any particular point. The new code was designed, both in its English and Urdu editions, to be a *vade mecum* for the school master and it has filled this function very well. Amendments, however, are beginning to creep in, and it will not be many years before a further revised edition has to be produced.

4. In the same year intensive educational propaganda was necessitated in order to make primary education, — the foundation of the whole structure, — strong enough to support the upper edifice. The returns discussed in the following pages will show the success achieved.

5. A most important piece of work was done in 1925 when under Mr. Tydeman, who was then officiating as Director, a survey of the educational needs of the whole Province was undertaken and completed. This survey proved of the highest use almost at once, as both the preliminary expansion, that began in 1926-27, and the five-year expansion scheme, which was initiated this present year, were based on its results.

6. The rules for the award of military scholarships, *i.e.* scholarships given to the children or dependents of indigent soldiers of the Indian Army, who were on the active list between 1914 and 1919, were twice revised during the period under review. Both revisions were needed to bring the Frontier system of aid approximately into a line with that of the Punjab, which also was twice revised.

The provision of funds to meet the obligations under these rules caused some difficulty owing to the demands of retrenchment, but it is pleasing to be able to record that all anxiety on that head was removed by the action of the administrators of the Silver Wedding Fund who undertook annually to find the money necessary to supplement the Government grant for this object. The administrators fixed a limit to their annual subvention but it has not been necessary up to the present to ask them for the full sum guaranteed.

7. The Province formerly had no systematic arrangements for European scholarships, and each case had to be examined and aided on its merits as funds allowed. This was unsatisfactory. Consequently sanction was given to a scheme for the award of a fixed number of scholarships and a definite rate of aid was laid down. This minor reform has already justified itself.

8. The grant-in-aid system was overhauled. In the opening years the managers of aided schools were in great difficulty owing to the necessity of raising salaries in order to compensate for the great rise in the cost of living. A strong deputation urged on the Honourable the Chief Commissioner the need of a substantial revision of the rates. The Government of India, however, was unable at the time (1923) to accept the proposal to revise the rates as laid down in the code. The difficulty was overcome by revising the rates payable for aided primary schools and primary departments of secondary schools, sufficiently to bring the new grant to a level that bears about the same proportion to the salaries nowadays necessary, as the old rate bore to the salaries of pre-war years. These revised rates were accepted by the municipal boards who have to meet the cost of primary education within their areas. The next step was to increase the fee income. This was done by raising the Government scale more nearly to the Punjab level. The final step was the revision of the code rule bearing on the calculation of fees for the assessment of the grant-in-aid. The new rule assessed the fee income of an aided school at 75 per cent. of the Government rates for an equal number of pupils. Aided institutions were allowed either to charge fees at this level or, if they chose to levy the full Government rates, they were permitted to keep the difference, which might thus equal one-third of their previous fee income.

Very many aided schools adopted this plan and complaints of the inadequacy of grant have very largely ceased.

9. Much work was done to improve all the curricula that are controlled by the department. The courses for the senior and junior vernacular classes at the Training College were revised, the former slightly and the latter to a much greater extent.

The primary school curriculum was revised by a committee and approved by the Educational Conference. The new curriculum has not needed much amendment in the three years of its existence. Similarly revised middle school courses for anglo-vernacular and vernacular schools were brought into operation towards the end of the period. Finally the Inspectress of Girls' Schools, with the department's approval, brought out a curriculum for girls' schools, and produced

order out of the confusion of standards and courses that previously had hampered this branch of education.

10. The control of departmental examinations was strengthened by the appointment of a Board of Examiners and Moderators to conduct both the Training College tests and the public vernacular and anglo-vernacular middle school examinations. The last-named is a new examination which since its institution in 1924 has proved its worth.

11. The supervision of school work and organization was increased. Close attention was given to the management of school finances and particularly of provident funds. It is fairly safe to say that at the close of the period school salaries were more punctually paid, and provident funds were more secure than at the beginning. There are very few educational institutions now left in which there is no provident fund for the benefit of the staff.

As to the educational work in schools, one of the greatest improvements has been the introduction of masters' "work books", the keeping of which has been made obligatory for class masters in all kinds of secondary schools. The conscientious teacher is helped and the slack and inefficient discovered, after a very short perusal of these records by the head master or inspecting officer.

12 Physical education has been improved by the training of instructors on modern lines and by the wide circulation of the Punjab manuals of physical training. There is still room for improvement in this respect. Organized games, so far as the shortage of grounds allow, have been encouraged by means of local leagues and annual district sports meetings. On the whole physical education was at a higher level in 1927 than in 1922.

13. So far as financial conditions allowed, buildings and furniture have been improved. Similarly the design and arrangement of furniture have received attention. The Province is now better found, both in buildings and equipment, than ever before; though, as the following chapters will show, there is much still to be done. Almost all schools are reasonably equipped. Any managers who need new buildings or furniture can now be provided with standard plans or designs which they can carry into execution at a moderate cost.

14. Libraries are somewhat better now than in 1922. Steady and unremitting pressure is put on schools to provide suitable books for a general school library and for class libraries. A grant-in-aid is readily given to any school that wishes to improve its equipment in this respect. There is some ground also for believing that the school boy, who now has more attractive books at his disposal, is slowly beginning to read something beyond his text book. But it will be many years before school and class libraries are so well patronized as they deserve to be.

15. It is unfortunate that manual training, as commonly known, has been impossible for various reasons. But to make up for this deficiency inspecting officers lay great stress on drawing and on actual

practical work in science in order to give the secondary school pupil some sort of training for hand and eye. It is surprising to find how well some Frontier boys can draw, both freehand and to scale. The importance of encouraging this kind of training is realized not only by the department but by the managers of schools, at many of which a very satisfactory level of general proficiency is to be observed.

16. The medical inspection of school children has been mooted more than once, but difficulties of finance and of medical personnel have so far been insuperable. At the present time an experimental measure of medical inspection is being drawn up and, if financial support is found, it will be carried into effect. The scheme will provide not only for inspection but for such after-treatment as may be required. It is to be hoped that the proposal will meet with approval, for on my visits to various schools it is easy enough for me to see that something is wrong with many boys, but beyond telling the head masters to send them to hospital, nothing can be done. Nor is it certain that the boy goes to hospital, as an inspection is necessarily a fleeting affair. The statistics collected in the Punjab some years ago, which showed that more than half the boys inspected needed treatment, prove the vital importance of this matter.

17. Lectures on first aid and home hygiene have been regularly delivered at Government high schools throughout the quinquennium. The value of a training of this kind is accentuated in a province wherein a boy's home may be miles from the nearest dispensary or medical man. Any one who has seen the kind of attention given to a wound or sore on the Frontier, will agree that the wider the knowledge of first aid and home hygiene the better for the people.

18. The most interesting development of all, and probably the most promising from the social point of view, has been the introduction of boy scouting. The movement is not yet five years' old in this Province but there are already many well-established troops and trained scout masters, together with many hundreds of boy scouts. The Provincial and local organization is nearly complete, Kohat being the only district that has no local association; and the efforts of an enthusiastic body of supporters all over the Province seem to promise a permanent success. A big advance is contemplated at the time of writing, as arrangements are nearly complete to train a body of 48 scoutmasters who may establish patrols or troops in vernacular secondary schools, a class of institution hitherto untouched. If this step succeeds, there should be a great accession of strength, as vernacular schools are nearly double in number as compared with anglo-vernacular schools, which up to the present have been the recruiting ground for boy scouts. Apart from this numerical growth, the moral influence of the movement will be immensely enhanced.

19. The three colleges in the Province have expanded their activities and increased their usefulness during the quinquennium. They have strengthened their staff and improved their estates as will be found in chapter III where their history is more fully described. Their

expenditure has naturally increased to a substantial extent but as their numbers are far larger now than in 1922, the cost per student has fallen by a considerable sum.

20. Mention should be made of the strength of the desire to have "English" education, *i.e.* to learn English as a school subject. The demand is universal and deep-rooted. The growth in the number of boys attending anglo-vernacular schools is a proof of this, as also is the fact that local boards and private bodies are enthusiastic supporters of any suggestion to open an anglo-vernacular school.

It would be a mistake to think that at the back of this demand is nothing more than a desire to share in the loaves and fishes of public service. This may be, and probably is, one of the causes; but others are to be found in the growing belief that a knowledge of English is essential for success in any walk of life and that the quality of education given in an anglo-vernacular school is better than that of a purely vernacular school. Sometimes this desire causes people to let their suggestions outrun all practical possibilities, but whether their wish be wise or not, it exists; and attention has to be paid to it, in order, if possible, to guide this enthusiasm into useful and practicable channels.

21. The Provincial educational conference has done much to further the cause of education. Every session for which it has assembled has seen various specific improvements discussed and recommended. The resolutions of this body, which are generally of a helpful kind, have been most carefully examined, and, so far as is possible, have been put into operation by the department.

22. The Text-Book Committee has done valuable work throughout the quinquennium in helping the department to select the books for class, library and prize use. The various sub-committees of reviewers have taken a heavy load on their shoulders, as the figures given in chapter X will show.

23. This report mentions in various places the "retrenchment of expenditure", "preliminary expansion" and the "five-year programme" of expansion in the North West Frontier Province. A brief account of these is given below.

Retrenchment—

The possibility of such a necessity was looming large when the last quinquennium closed. In 1922-23 it became an actual fact. That year saw the curtailment of Rs. 1,20,000 in the Government's expenditure on education. The chief of the nine items were the closing of 125 primary schools, the abolition of posts and the cutting down of grants-in-aid of buildings.

The process was continued in 1923-24 when a further sum of Rs. 60,000 had to be surrendered. There were eight items which in this year were either cut out entirely or received smaller grants.

The net result was a total diminution of Rs. 1,80,000 during the two years. Apart from this actual curtailment it will be obvious that no projects involving new expenditure, however small, could be considered.

By 1924-25 a few minor savings were made but equilibrium was practically reached.

Expansion—

The Honourable Sir Fazal Husain when acting as Education Member of His Excellency the Viceroy's Council visited Peshawar in 1925 accompanied by the Educational Commissioner, then Mr. J. A. Richey, C.I.E. During their visit a discussion on the needs of the Province took place and soon bore fruit. A special grant of Rs. 75,000 was given for 1926-27 over and above the ordinary budget. This was the starting force of the "preliminary expansion". A new Government high school was opened at Mansehra in April 1926. Shortly afterwards 54 new primary schools came into existence, to be followed by several middle schools. Some additional girls' schools also were opened. The inspecting staff was strengthened by the appointment of an assistant inspectress and of an assistant district inspector of schools for Bannu District. Additional teachers were engaged and more students were admitted for training as teachers. Any balance that then remained from the grant was devoted to the erection of buildings.

This was the encouraging start made in the last year of the quinquennium.

24. The five-year programme is a much larger thing. The Government of India invited proposals early in the summer of 1926. These were very speedily put up, as the preliminary spade work had already been done. The sanctioned scheme was received in February of this year and a lump sum provision of Rs. 5,11,000 was included in the budget for 1927-28 to finance the first year's instalment of the programme, which is due to be completed by March 1932.

The detailed programme provides for an increase in the maintenance grants of the Edwardes and Vedic Bharatri colleges and for substantial building grants to all three colleges.

The allotment for maintenance grants to secondary schools is enhanced; and provision is made for the establishment of three new Government high schools and for four district board anglo-vernacular middle schools.

On the vernacular side 15 full vernacular middle, 187 lower vernacular middle and 246 primary schools for boys are to be opened by 1932.

The education of girls is not neglected. An aided high school has already been opened. There is also a hostel at Peshawar for girl-students. The normal school also for women has begun to work while one new middle and 25 more primary schools for girls are to be brought into operation before the period closes. Money for additional teachers for girls' schools is also provided.

The supply of men-teachers is to be increased. From 1927-28 onwards 65 additional students are to be under training each year; more pupil-teachers also are to be appointed.

The inspecting staff will be strengthened by the addition of four assistant district inspectors.

Similarly the office establishment is to be increased by the

appointment of seven new clerks, *viz.* two for the head office and one for each of the district inspectors' offices.

Service conditions have been improved by the grant of permission to convert the biennial increment in the salary scales of Government and district board teachers into an annual increase of half the former amount.

Prospects have been further improved by the permission to raise three posts of district inspectors from the subordinate to the Provincial service.

Finally the clerical establishments of the district inspectors of schools are to be provincialized. By this arrangement clerks in the office of a district inspector will become servants of Government in the Education Department. A permanent personnel is thus secured.

The programme of expansion also includes a large provision for buildings which is summarized below.

A new Government high school is to be erected at Mardan to replace the present inadequate structure.

When Lakki School comes under Government this also is to have a new building. The schools to be taken over at Kulachi and Charsadda are to be extended and reconditioned.

Seven new buildings are to be put up for vernacular middle schools and four others are to be extended and improved.

Fifteen new lower vernacular middle school buildings are to be erected yearly up to 1931-32.

New buildings are to be given to 264 primary schools for boys and to 36 schools for girls during the period.

The new Normal School for Women, at present in rented premises, is to have both teaching and hostel accommodation of its own. The programme also refers to the establishment of a technical school at Peshawar. This item is at present under consideration.

The whole programme will involve an expenditure of about 20 lakhs of rupees by March 31, 1932. The first year's instalment is now well in hand, as all the expansion for the year has taken place and buildings are either under construction or have reached the stage of the preparation of detailed plans and estimates. Lastly arrangements for the strengthening of the staff, etc., are in an advanced condition though not yet all are completed.

Co-operative credit—

25. The co-operative credit movement is connected with education in its widest sense; hence some mention may here be made of the preliminary steps taken to popularize it.

The Registrar of Co-operative Credit Societies, Punjab, is extending the scope of his department to include, district by district, the North West Frontier Province. The first two districts to be affected are Hazara and Peshawar. The Education Department has been one of the instruments for the spread of preliminary propaganda. In 1926 a short series of lectures on the meaning and objects of co-operation was given at the Training College, Peshawar, by the registrar and his staff. In the present year an inspector of that department gave courses of lectures to school masters whom the Education Department's officers

invited to attend at convenient centres in the Hazara and Peshawar districts. These lectures it is proposed to repeat in the remaining districts as opportunity offers. Apart from this a departmental circular was issued in 1924-25 on the possibilities of school co-operative societies and one such school thrift and savings' society is already registered at the Haripur Municipal Board Anglo-Vernacular Middle School. These are small beginnings, but it seems likely that the next quinquennial report will be able to record the steady growth of this beneficial movement.

Education in cantonments—

26. Cantonment committees are not directly concerned with secondary education, but some of them make provision for primary, as shewn below.

Peshawar cantonment does not maintain any primary school from its own funds but makes substantial grants to the four aided schools within its jurisdiction. Two of these are schools for boys and the other two for girls. The highest grant is Rs. 1,440 and the lowest Rs. 960. The total grants allowed come to Rs. 4,728.

Nowshera Cantonment maintains one primary school of its own, having an enrolment of 170 scholars and a staff of four masters. The expenditure on this school is Rs. 1,942 per annum.

In addition three aided schools in Nowshera receive grants varying from Rs. 1,433 to Rs. 400, the total sum paid being Rs. 2,596.

The summer station of Cherat keeps up a small primary school of 17 pupils and one teacher, costing Rs. 179 per annum. Other cantonments do not grant aid to or maintain schools within their areas, owing to lack of funds.

It is probable, however, that future reports will show greater activity in this respect as the Government of India (Army Department) in the last month of the quinquennium issued a circular laying down the policy to be adopted and providing machinery for making for a grant-in-aid of such expenditure.

Education and the Legislative Council —

27. There is no Legislative Council in the North West Frontier Province. The Legislative Assembly controls the educational budget of the Province and from time to time private members ask questions on matters of educational interest.

In the quinquennium under review many questions have been put and answered. These questions have been on points connected with the branches of the service, the amount of grants in-aid and the distribution thereof among the various institutions, school curricula and the like.

Salaries —

28. There has been no revision of the salary scales either for the Provincial or subordinate educational services. The salaries in Board service have also remained unchanged. Aided institutions have varying grades of pay which approximate to the scales prevalent in Government and Board service. It is not safe to give greater detail as terms of service frequently are settled with the individual master and vary with his qualifications and experience. There has been, however,

a tendency for the salaries of head masters of aided schools to rise. This point received attention in the revision of the Code as it became necessary to limit the demands on Government, which by means of grants-in-aid provides a considerable portion of such salaries. The arrangements made appear to have proved satisfactory.

Pensions and provident funds—

29. Government servants whether in the inspecting or the teaching branches of the service are subject to the ordinary rules relating to pensions and to the General Provident Fund. Teachers employed in schools in the agencies enjoy the benefits of a provident fund, under conditions similar to those prevailing in the settled districts for employees of local boards. Educational servants of local boards are members of the board's provident fund, contributing one anna per rupee of their salary and being credited with a similar contribution from the board's funds.

Aided institutions almost invariably have provident funds for the benefit of their employees. The rate of contribution varies, but Government assists by means of a grant-in-aid equal with the management's contribution up to a maximum of one anna per rupee of the teacher's salary. The whole of the fund's assets have to be invested in a separate account either in the post office savings bank or in post office cash certificates or in the savings bank branch of the Imperial Bank of India. Considerable attention has been given to the management of these funds, as mentioned above in paragraph 11. The administration of the various institutions in this respect varies in quality. Some schools have a provident fund so well-managed that over and above the benefits of the fund small pensions can be paid therefrom to members who have done very good service over a long and active life. Other schools seem only to comply with the minimum requirements. But on the whole the standard of administration is higher than in 1922 as, apart from the departmental pressure that is exercised, managers themselves are beginning to realize that a well-managed provident fund raises the prestige of their school and induces better men to enter and to remain in their service.

The abstract below gives the numbers of the employees in board and private institutions who enjoyed either pension or provident fund benefits :—

Kind of employing authority	Number of teachers	
	Qualifying for pension	Participating in provident fund
1921-22		
<i>Boys and Girls</i>		
District Boards ...	...	612
Municipal Boards ...	6	87
Private Bodies ...	...	313
Total ...	6	1,012

Kind of employing authority	Number of teachers					
	Qualifying for pension			Participating in provident fund		
	Boys	Girls	Total	Boys	Girls	Total
1926-27						
District Boards ...	...	...	...	717	3	720
Municipal Boards ...	7	...	7	59	17	76
Private Bodies ...	...	...	...	355	11	366
Total ...	7	...	7	1,131	31	1,162

Statistics—

30. The period covered by the present report extended from April 1, 1922, to March 31, 1927. In the following tabular statements and elsewhere in the body of the report, wherever the year 1921-22 is mentioned, it is to be taken as meaning the year ending 31 March 1922, *i. e.*, the last year of the preceding quinquennium.

Before giving the figures that relate to the present report it may be of interest to see what was the state of affairs in 1901-02, the year in which the North West Frontier Province was formed. In that year there were 28 secondary and 15½ primary schools for boys and eight primary schools for girls. The number of scholars in all kinds of institutions was 12,938; of these 5,082 were in secondary and 7,856 in primary schools for boys. The eight girls' primary schools had a total strength of 491 pupils. The total expenditure on all kinds of institutions was Rs. 1,52,972 of which Provincial Revenues contributed Rs. 15,882. A comparison of these with the figures of 1926-27 will show the development that has occurred in the first quarter of a century of the history of the Province.

The first table to be given shows at a glance the general improvement that has been made during the last quinquennium.

Kind of institutions	Number of institutions		Number of scholars		Expenditure (direct)		Number of qualified teachers together with total number of teachers	
	1921-22	1926-27	1921-22	1926-27	1921-22 Rs.	1926-27 Rs.	1921-22	1926-27
Arts colleges ...	3	3	193	409	1,31,992	1,63,106	...	...
Training institutions for men ...	5	2	129	83	77,181	42,623	1 9 1 4	3 3
Training institutions for women ...	1	2	80	28	8,874	8,425	2 2	4 4
High schools	20	25	6,762	9,764	8,61,822	4,83,166	} 5 2 5 8 7 1	} 8 5 1 1 0 2 4
Anglo-vernacular middle schools...	12	12	3,292	3,481	88,481	90,940		
European schools	...	*1	...	62	...	5,774		
Vernacular middle schools	58	70	8,382	11,629	1,51,133	2,12,871		
Primary schools (for boys)*	625	547	25,999	30,968	3,58,914	3,28,310	8 8 5 9 4 6	9 0 0
Other special schools	...	1	...	25	...	8	...	...
Anglo-vernacular middle schools (for girls)	...	2	...	213	...	16,295	...	...
Vernacular middle schools (for girls)	4	12	757	1,871	11,776	36,835	2 4 1 7 1	9 2 2 6 1
Primary schools (for girls)	63	70	3,811	4,544	57,912	76,356	...	...
European schools	*1	...	60	...	5,224	...	3 4	...
Private schools	234	286	4,519	6,642	...	...	...	...
(a) Total direct expenditure	...	...	...	...	12,53,309	14,58,709	...	...
(b) Total indirect expenditure	...	...	...	...	4,86,195	6,18,076	...	...
Grand total	1,026	1,033	53,914	69,718	17,39,504	20,76,785	9 5 1 2 0 0 8	1 5 1 3 2 3 0 8

* In 1921-22 it was returned as a girls' school.

Notes.—(1) There are no lower primary schools in the Province.

(2) There are no Jains attending school in the Province.

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Every branch of education shows a distinct increase. The most notable items are the growth of pupils in Arts Colleges, the development of secondary education among girls and the greatly increased proportion of trained teachers.

The net growth is one of just under 30 per cent. in the number of pupils in all kinds of institutions.

31. The distribution of the total expenditure is to be found in the following abstract :—

Year	Sources of expenditure				
	Provincial revenues	District funds	Municipal funds	Fees	Other sources
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	11,78,907	1,00,969	1,49,306	1,17,077	1,93,245
1922-23	11,83,573	94,015	1,23,746	1,32,711	3,22,369
1923-24	10,46,717	58,467	1,44,048	1,61,959	2,48,988
1924-25	10,76,821	85,829	1,89,058	1,57,759	2,90,649
1925-26	11,56,649	1,10,995	1,42,068	1,88,944	2,40,915
1926-27	13,56,124	1,23,672	1,54,662	1,98,174	2,44,153

Fluctuations in Government expenditure in the early part of the quinquennium are generally due to retrenchment and its effects. The sharp rise in fee income in 1925-26 is explained by the revised scale of fees that came into operation then. "Other sources" show a series of violent fluctuations, mainly to be attributed to the varying financial fortunes of aided institutions and to the occasional expenditure of substantial amounts on capital account.

32. The figures for the expenditure on non-recurring items such as buildings, furniture and apparatus are given in the following statement :—

Year	Amount expended on buildings, furniture and apparatus						Total
	Colleges	High schools	Middle English schools	Middle vernacular schools	Primary schools	Special schools	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<i>Boys and girls together</i>							
1921-22							
Provincial revenues	13,200	50,363	4,405	50,993	5,116	...	1,24,077
District funds	...	...	28,052	10,325	14,617	...	47,994
Municipal funds	...	...	458	19,485	20,090	...	40,082
Subscription and other private sources	299	25,078	9,871	...	254	...	35,502
Total	13,499	75,441	37,786	80,803	40,077	...	2,47,606

Year	Amount expended on buildings, furniture and apparatus						Total
	Colleges	High schools	Middle English schools	Middle vernacular schools	Primary schools	Special schools	
<i>1926-27</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	<i>Boys</i>						
Provincial revenues ...	4,462	1,18,897	2,644	45,888	26,469	3,863	2,01,713
District funds ...	...	...	1,036	7,540	16,131	...	24,707
Municipal funds ...	...	...	548	...	4,930	...	5,478
Subscription and other private sources ...	24,139	50,104	2,433	...	85	...	76,761
Total ...	28,591	1,69,001	6,661	53,428	47,615	3,863	3,08,659
<i>1926-27</i>	<i>Girls</i>						
Provincial revenues ...	...	...	...	241	1,809	...	2,050
District funds ...	...	...	...	...	...	...	...
Municipal funds ...	...	...	...	472	70	...	542
Subscription and other private sources ...	...	...	...	2,487	4,322	...	6,809
Total ...	...	...	...	3,200	6,201	...	9,401

33. The general tabular summary which deals with the growth of aided institutions, the increase in the grants earned by them and the amount of grant made by the various authorities, shows that Government and Municipal Funds have undertaken greater burdens than before. A new feature is the emergence of cantonment boards as educational authorities.

The following statement gives the number of aided institutions, scholars and grants earned by them during the past quinquennium :—

Aided by	Year	Colleges			High schools			Middle schools for boys			Middle schools for girls		
		Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant
				Rs.			Rs.			Rs.			Rs.
Government ...	1921-22 ...	3	193	* 94,944	13	5,438	93,847	4	883	11,869	1	374	1,540
	1926-27 ...	3	408	1,00,734	17	7,700	1,40,063	8	1,863	24,716	7	2,084	7,321
District Board ...	1921-22 ...	...	...	...	3	903	1,384	4	765	1,894	...	...	...
	1926-27 ...	...	...	...	1	378	372	3	471	912	...	...	...
Municipal Board ...	1921-22 ...	...	...	...	10	4,535	7,469	4	1,146	3,008	2	441	1,999
	1926-27 ...	...	...	...	12	6,047	24,505	3	1,034	4,799	7	2,084	6,209
Cantonment Board ...	1921-22 ...	...	...	...	...	...	...	...	...	...	...	...	...
	1926-27 ...	...	...	...	3	1,065	3,784	1	296	1,440	...	...	...

* Includes Rs. 33,944 on account of non recurring grants.

Aided by	Year	Primary schools for boys			Primary schools for girls			Training classes for women			Total		
		Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant	Number of institutions	Number of scholars	Amount of grant
Government	1921-22 ...	...	...	Rs. ...	...	...	Rs. ...	...	...	Rs. ...	21	6,898	2,02,199
	1926-27 ...	...	...	...	...	...	...	2	28	6,972	37	12,083	2,79,806
District Board	1921-22 ...	...	...	...	9	548	3,232	...	...	...	16	2,219	5,990
	1926-27 ...	4	265	850	10	635	3,456	...	...	...	18	1,749	5,590
Municipal Board	1921-22 ...	5	781	3,200	14	1,289	6,368	...	...	...	35	8,192	22,042
	1926-27 ...	5	603	4,459	10	1,158	8,306	...	...	...	37	10,926	48,278
Cantonment Board	1921-22 ...	...	...	...	...	...	...	...	...	...	...	...	...
	1926-27 ...	...	...	...	3	307	2,400	...	...	...	7	1,668	7,624

As heretofore the grants are paid from Provincial revenues to the colleges and secondary departments of schools. The grants to primary departments and primary schools are paid from the funds of the local bodies within whose jurisdiction such schools are situated, such as district boards, municipal boards and cantonment committees.

Grants are allowed in accordance with the rules laid down in chapter V of the North West Frontier Province Education Code, 3rd edition (articles 89—113). Grants-in-aid rules were slightly revised, with effect from 1 April 1925.

Two new aided training classes were attached to the C. E. Z. Anglo-Vernacular Middle School, Peshawar, and the aided Arya Kanya Patshala Girls' School, Dera Ismail Khan, during the quinquennium. The grants allowed by the Government are noted in the above statement.

Local Boards and education—

34. Local boards do not maintain any High schools nor indeed is their share in Anglo-vernacular education at all large, as there are only four Anglo-vernacular Middle schools financed by District Boards and one by a Municipal Board throughout the Province.

Their most important sphere is that of Vernacular Secondary and primary education. They are all largely assisted by grants from Provincial revenues in carrying out their responsibilities in this connection.

The statement below shows the field of district board activities in education :—

Year	Number of schools					Number of scholars				
	Anglo-vernacular middle	Vernacular middle	Primary schools		Total	Anglo-vernacular middle	Vernacular middle	Primary schools		Total
			Boys	Girls				Boys	Girls	
1921-22 ...	3	57	597	23	680	1,109	8,078	22,699	751	32,637
1922-23 ...	3	53	477	21	554	1,159	8,079	22,023	782	32,043
1923-24 ...	3	53	477	21	554	1,184	8,100	21,547	775	31,606
1924-25 ...	4	56	473	21	554	1,643	9,164	24,206	801	35,614
1925-26 ...	5	58	473	25	561	1,908	9,547	25,600	1,026	38,081
1926-27 ...	4	69	517	30	620	1,391	11,211	27,608	1,253	41,463

In theory the district board is expected to provide 25 per cent. of its net income for education within its jurisdiction. In practice each board finds a fixed sum settled as far back as 1912. This sum at that time represented an average of 25 per cent. of the net income of the board concerned. Provincial revenues then paid the sum necessary to balance the board's revenues.

The question of revising this assessment has been approached more than once, but it has not been possible to do anything owing to financial conditions. It is noteworthy however that by the imposition of a haisiyat tax towards the end of the quinquennium certain boards have improved their resources. Their fee income has also gone up since 1922-23 owing to the enhancement of fees in anglo-vernacular middle, and to the reimposition of fees in vernacular middle, schools. It thus seems likely that, in the near future, these local bodies ought to be called on to pay more than the figures at which they were assessed in 1912.

At the opening of the quinquennium district boards were allowed to put any savings from their educational budget into their general

balances. This undesirable kind of thrift was stopped in 1923 when it was laid down that any savings in the recurring expenditure on education were to be devoted to non-recurring items, such as buildings, furniture, equipment, etc. This modification of the previous practice proved most useful as it was thus possible to provide for essential capital expenditure even in the period of financial stringency

35. Municipal committees, of which there are nine, are expected to provide ten per cent. of their net income for education. Of these nine authorities, four, *viz.* Haripur, Baffa, Dera Ismail Khan and Bannu receive subventions from Provincial funds to enable them to balance their revenues.

The tabular statement shows the position of these local bodies:—

Year	Number of schools							Number of scholars								
	Anglo-vernacular middle		Vernacular middle		Primary			Total	Anglo-vernacular middle		Vernacular middle		Primary			Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys		Girls	Boys	Girls	Boys	Girls			
1921-22 ...	1	...	1	2	19	15	38	269	...	284	316	2,215	1,119	4,205		
1924-23 ...	1	...	1	5	19	12	38	288	...	305	691	2,161	780	4,225		
1923-24 ...	1	...	1	6	17	12	36	341	...	337	732	2,093	859	4,362		
1924-25 ...	1	...	1	8	17	9	36	311	...	363	949	1,980	528	4,131		
1925-26 ...	1	...	1	8	16	9	35	284	...	399	1,087	1,985	635	4,290		
1926-27 ...	1	1	1	6	16	10	35	289	136	418	880	2,024	731	4,478		

The foregoing remarks will serve as explanation of the tables given below which show respectively the details of district board (statement A) and of municipal committee (statement B) expenditure on education.

STATEMENT A

Year	District	Income from fees	Contribution from other boards	Fixed allotment from district board resources	Government grant	Expenditure due from board, being totals of columns 4, 5 and 6	Actual expenditure on education, excluding buildings	Actual for 1920-21 only
1	2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22	Hazara ...	...	4,328	11,211	1,31,800	1,47,438	1,43,745	1,27,153
	Peshawar ...	...	2,049	29,183	1,46,863	1,80,905	1,64,375	1,60,135
	Kohat ...	...	1,168	4,935	70,054	76,147	72,344	57,176
	Bannu ...	...	2,411	* 8,683	65,700	76,794	75,267	72,142
	Dera Ismail Khan ...	...	1,998	8,600	83,171	93,669	91,736	85,693
	Total ...	...	12,944	62,512	5,19,687	5,75,043	5,49,067	4,92,603
1920-21	Hazara ...	2,231	2,064	11,211	13,074	1,51,349	1,49,047	...
	Peshawar ...	...	1,490	29,183+ 1,454	1,38,951	1,71,078	1,90,633	...
	Kohat ...	547	932	4,935+ 250	60,972	67,069	67,434	...
	Bannu ...	2,623	...	8,683+ 1,200	61,939	71,822	71,653	...
	Dera Ismail Khan ...	2,111	724	8,600+ 210	85,723	95,162	92,082	...
	Total ...	7,512	5,210	62,512+ 3,114	4,85,664	5,56,500	5,70,759	...
† 1920-24	Hazara ...	2,457	1,669	11,211	1,36,662	1,49,432	1,41,050	...
	Peshawar ...	2,226	1,494	29,183+ 1,454	1,31,067	1,63,198	1,65,548	...
	Kohat ...	1,207	689	4,935+ 250	63,794	69,548	61,730	...
	Bannu ...	3,514	...	8,983+ 2,030	55,439	66,152	66,044	...
	Dera Ismail Khan ...	3,136	724	8,600+ 460	80,514	90,218	84,616	...
	Total ...	12,648	4,456	62,512+ 4,214	4,67,366	5,36,548	5,19,987	...

* Includes fees.

† Fees were reimposed in Vernacular Middle Schools.

STATEMENT A—concluded

Year	District	Income from fees	Contribution from other boards	Fixed allotment from district board resources	Government grant	Expenditure due from board being totals of columns 4, 5 and 6	Actual expenditure on education, excluding buildings	Actual for 1920-21 only
1	2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1924-25	Hazara ...	3,667	1,067	11,211 + 2,845	1,40,676	1,59,601	1,52,027	...
	Peshawar ...	2,480	6,201	20,183 + 1,468	1,42,967	1,79,769	1,80,181	...
	Kohat ...	1,444	403	4,935 + 250	65,031	71,300	68,654	...
	Bannu ...	3,049	...	8,683 + 2,030	60,146	70,859	70,856	...
	Dera Ismail Khan ...	3,284	724	8,500 + 490	83,615	96,319	88,161	...
	Total ...	14,144	9,145	62,512 + 7,083	4,96,137	5,74,857	5,39,879	...
1925-26	Hazara ...	4,765	1,817	11,211 + 2,845 + 4,574	1,44,941	1,85,288	1,58,307	...
	Peshawar ...	4,876	1,700	20,181 + 7,755	1,55,008	1,93,739	1,95,870	...
	Kohat ...	2,288	500	4,935 + 3,065 + 2,655	69,782	77,937	73,541	...
	Bannu ...	3,885	...	8,683 + 2,030 + 3	64,028	74,744	74,681	...
	Dera Ismail Khan ...	3,800	724	8,500 + 480 + 8,158	89,341	1,07,206	98,173	...
	Total ...	19,314	4,741	62,512 + 31,568	5,20,093	6,18,914	6,00,681	...
1926-27	Hazara ...	1,699	1,787	11,211 + 2,250 + 300 + 100	1,00,313	1,75,961	1,71,076	...
	Peshawar ...	6,431	1,490	29,183 + 4,765 + 6,431	1,60,613	2,02,475	2,01,008	...
	Kohat ...	2,755	500	4,935 + 250 + 2,815 + 6,396	79,011	91,907	83,182	...
	Bannu ...	4,321	...	8,183 + 2,000 + 200	72,647	81,560	82,787	...
	Dera Ismail Khan ...	8,980	724	8,500 + 480 + 18,033	99,222	1,20,950	1,00,413	...
	Total ...	24,186	4,501	62,512 + 42,043	5,71,805	6,80,892	6,38,466	...

A comparison of columns 7 and 8 in this statement shows that, with the exception of Peshawar District throughout the period and of Kohat in 1922-23, the actual expenditure of district boards on education has fallen short of the amount budgetted. But as such savings now have to be spent on buildings, etc., there is no great harm in this,

STATEMENT B.

Year	Provision made by municipalities in the North West Frontier Province for education	Actual gross expenditure
	Rs.	Rs.
1921-22	1,92,358	1,28,605
1922-23	1,39,844	1,30,969
1923-24	1,54,518	1,48,079
1924-25	1,64,857	1,56,587
1925-26	1,72,033	1,57,601
1926-27	1,85,644	1,72,056

The foregoing statement shows that municipal committees have enhanced their expenditure on education but are still distinctly short of the amount that it is considered reasonable (*viz.* 10 per cent. of their income) to expect them to spend.

In 1926-27 Kulachi was the only such body to spend the full amount budgetted, though Abbottabad, Baffa, Kohat, Dera Ismail Khan and Tank nearly approached this proportion. In this year the total of the Government grants given to the four aided municipal authorities came to Rs. 18,392.

Average salaries in non-Government institutions—

36. The following summary shows the number of employees engaged in teaching in public institutions not managed by Government and the average salaries earned by them at the beginning and at the close of the period under review. It will be noticed that salaries tended to increase.

Statement of other employees of public institutions

Name of employment	Number of teachers in public institutions which are not managed by Government	Average pay in rupees to one place of decimal			
		In colleges	In secondary schools	In primary schools	In other schools

1921-22

Boys and girls.

District Board	...	1,267	...	34.6	27.2	...
Municipal Board	...	151	...	51.1	44.8	...
Private	...	499	250.6	57.5	25.1	...
Total	...	1,917	250.6	46.0	28.7	...

1926-27

Boys.

District Board	...	1,271	...	43.9	27.8	...
Municipal Board	...	87	...	51.4	55.3	...
Private	...	493	274.6	74.7	29.9	...
Total	...	1,851	274.6	58.1	29.6	...

1926-27

Girls.

District Board	...	42	...	...	32.2	...
Municipal Board	...	62	...	52.0	70.1	...
Private	...	157	...	32.0	29.5	...
Total	...	261	...	40.1	36.0	...

Classification of scholars by race or creed—

37. This is illustrated by the statements given below. The points worthy of notice are the comparative steadiness of the Sikh element and the slow growth of the number of Hindu pupils. Both results are caused by the fact that these two communities so far as this Province is concerned show little tendency to increase. The number of Mussulman pupils went up by more than 13,000 but satisfactory as the growth is, this community, which constitutes over 90 per cent. of the population, has much still to do to raise its level of education.

Summary.

Classification of scholars according to race or creed during the period under review :—

Year	European and Anglo-Indian	Indian Christians	Hindus *		Muslims	Buddhists	Parsis	Sikhs	Others	Total
			Higher castes	Backward classes						
1921-22 ...	53	38	13,667	...	37,557	...	2	2,593	4	53,914
1922-23 ...	64	62	13,884	...	39,945	...	3	2,444	...	56,403
1923-24 ...	36	61	13,922	...	41,656	...	5	2,318	1	57,997
1924-25 ...	36	91	14,069	...	44,246	...	4	2,566	...	61,011
1925-26 ...	47	113	15,066	...	49,387	2	3	2,901	...	66,619
1926-27 ...	40	88	15,806	...	50,906	...	6	2,870	3	69,718

* There are no backward classes in this Province.

Missions and education—

38. The tabular statements for institutions maintained by missionary bodies of various religions are given below. The figures for boy and girls' schools are given in separate tables. They call for no special comment save that clear proof is given of the financial stringency that affected the Church Missionary Society.

Statement of mission institutions (boys)

		Number of mission institutions and their pupils							Expenditure							
		Colleges	High schools	Middle English schools	Middle vernacular schools	Primary schools	Training institutions	Other special schools	Total	From Provincial funds	From local funds	From fees	From mission funds	From other sources	Total	
Christian mission	Church of England	1921-22														
		Schools ...	1	3	...	...	2	...	6	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
	Pupils ...	56	1,415	...	...	129	...	1,609	38,583	3,694	20,010	41,650	7,112	1,11,049	
	1926-27															
	Schools ...	1	8	...	...	...	...	4	43,659	6,049	27,701	33,078	8,553	1,19,040	
	Pupils ...	94	1,401	...	...	...	...	1,585	...	...	...	...	...	...	...
Roman Catholic (Presentation Convent)	1921-22															
	Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pupils ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1926-27																
Schools ...	...	...	1	...	...	...	...	1	2,400	...	2,433	300	641	- 5,774	
Pupils ...	...	...	62	...	...	...	...	62	...	...	...	...	...	...
Hindu	Arya Samaj	1921-22														
		Schools ...	...	2	...	...	...	...	2	15,113	1,314	9,954	4,481	3,763	34,625
	Pupils ...	...	906	...	...	...	...	906	...	...	...	...	...	...
	1926-27															
Schools ...	...	3	...	...	...	...	2	15,983	2,562	11,232	3,454	3,059	36,890		
Pupils ...	...	778	...	...	...	...	778	...	...	...	...	...	...	...

Mission Institutions for girls

Province	Colleges			Secondary schools			Primary schools			Special schools			Total			Remarks
	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	
	Rs.			Rs.			Rs.			Rs.			Rs.			
<i>(a) Church Missionary Society, England.</i>																
North West Frontier Province	1921-22															
	..	..	..	..	..	..	2	134	3,610	..	..	..	2	134	3,610	
	1926-27															
	..	..	..	1	77	6,633	..	..	..	1	5	3,637	2	82	10,270	
<i>(b) Danish Mission.</i>																
1921-22																
..	
1926-27																
..	..	..	..	..	..	..	1	38	983	..	..	..	1	38	983	

Mission institutions for girls—concluded

Province	Colleges			Secondary schools			Primary schools			Special schools			Total			Remarks
	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure Rs.	Institution	Scholars	Expenditure	Institution	Scholars	Expenditure	
North West Frontier Province	Bq.			Rs. Christian Missions—concluded									Rs.			
	(c) American Mission.															
	1921-22															

	1926-27															
	...	...	...	...	...	...	1	18	1,900	...	...	...	1	18	1,900	...
	(d) Roman Catholic.															
	1921-22															
	...	...	...	1	60	5,224	...	...	...	...	...	...	1	60	5,224	...
	1926-27															
...	
Arya Samaj																
1921-22																
...	...	...	2	471	6,116	8	674	5,833	...	...	...	10	1,145	11,949	...	
1926-27																
...	...	...	4	682	17,405	11	1,088	14,813	1	28	4,788	16	1,743	37,006	...	

Percentage of scholars to population—

39. The following tables are self-explanatory. The vast field still to be covered is very noticeable, though progress has been made in the last five years.

Statement giving the number of institutions and scholars during the past quinquennium.

Males.

Year	Number and kind of institutions								Number of scholars in each kind of institutions							
	Arts colleges	High schools	Middle schools	Primary schools	Training institutions	Private schools un-recognized	Adult night schools	Total	Arts colleges	High schools	Middle schools	Primary schools	Training institutions	Private schools un-recognized	Other special adult night schools	Total
1921-22	3	20	70	625	5	177	...	900	193	6,762	11,654	25,099	120	3,536	...	49,273
1922-23	3	20	68	505	4	266	...	866	269	7,439	12,286	25,015	95	5,790	...	50,894
1923-24	3	20	68	500	2	289	...	882	308	7,709	12,876	24,058	84	7,129	...	52,164
1924-25	3	23	68	497	2	237	...	830	373	8,883	13,182	26,650	83	5,764	...	54,935
1925-26	3	25	73	498	2	351	...	952	401	9,259	13,916	23,417	49	7,337	...	59,909
1926-27	3	25	83	547	2	247	1	908	408	9,764	15,172	30,968	83	5,846	25	62,266

Females

Year	Number and kind of institutions					Number of scholars in each kind of institution				
	Middle schools	Primary schools	Training institutions	Private schools unrecognised	Total	Middle schools	Primary schools	Training institutions	Private schools unrecognised	Total
1921-22	5	63	1	57	126	817	3,811	30	983	5,641
1922-23	7	60	...	22	89	1,453	3,601	...	455	5,509
1923-24	9	60	...	36	105	1,298	3,857	...	578	5,733
1924-25	15	58	1	22	96	1,954	3,437	6	679	6,076
1925-26	15	68	2	14	99	2,176	4,146	22	266	6,610
1926-27	14	70	2	39	125	2,084	4,541	23	796	7,452

Note.—(1) There are no lower primary schools in the Province. All primary schools are classified as upper Primary schools.
 (2) There is only one adult night school in the Province
 (3) There are no Jain students reading in the schools of the Province.

A statement showing the percentage of scholars attending schools to population in each district in the North West Frontier Province during the past quinquennium is given below :—

Year	Name of district					Remarks
	Hazara	Peshawar	Kohat	Bannu	Dera Ismail Khan	
1921-22	1.9	2.1	2.5	2.9	3.6	
1922-23	2.0	2.3	2.6	3.0	3.7	
1923-24	2.0	2.4	2.6	3.3	3.8	
1924-25	2.4	2.5	2.5	3.4	3.8	
1925-26	2.9	2.5	2.3	3.3	4.1	
1926-27	2.8	2.6	3.1	4.0	4.4	

The percentage of total scholars to the total population during the year 1921-22 and 1926-27 is shown in the following statement :—

1921-22		1926-27	
Boys	Girls	Boys	Girls
3.9	5	5.0	7

The following table gives the percentage of male and female pupils to the male and female population of school-going ages :—

Percentages of male scholars to male population of school-going age		Percentage of female scholars to female population of school-going age		Combined total percentage	
1921-22	1926-27	1921-22	1926-27	1921-22	1926-27
26.2	33.7	3.7	4.8	15.9	20.6

Cost of education at the various stages—

40. The comprehensive table given below shows the average cost throughout the quinquennium of educating one pupil in each of the various stages of education. It will be noticed that there has been a universal decrease in this cost. Minor yearly fluctuations are due to a variety of causes, *e. g.*, in arts colleges the rise at the end of the quinquennium is undoubtedly due in part to an increase in the staff. The one European school varied because of the fluctuations in its roll.

Year	Arts colleges				Secondary schools			
	Average number of scholars on the rolls monthly during the year	Total annual expenditure on the staff and contingencies from various sources including fees and other sources	Amount of tuition fees included in column 8	Annual average cost per scholar	Average number of scholars on the rolls monthly during the year	Total annual amount spent on the staff and contingencies from various sources including fees and other sources	Amount of tuition fees included in column 7	Annual average cost per scholar
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs. a. p.		Rs.	Rs.	Rs. a. p.	

I.—Average cost in all

1921-22	177	1,31,992	12,740	745 11 5	18,340	6,18,436	98,220	33 11 3
1922-23	218	1,43,234	20,018	652 7 2	20,033	6,99,403	1,04,906	34 14 7
1923-24	322	1,52,695	24,060	474 3 4	21,647	7,11,637	1,25,487	32 14 0
1924-25	380	1,38,958	30,530	365 10 10	16,906	7,63,188	1,12,808	44 14 5
1925-26	422	1,48,260	35,503	351 5 3	24,267	8,02,455	1,38,676	33 1 1
1926-27	431	1,63,106	34,619	378 6 11	26,190	8,45,931	1,48,337	32 4 7

II.—Average cost in

1921-22	177	1,31,992	12,740	745 11 5	18,311	6,13,212	95,396	34 0 6
1922-23	218	1,42,234	20,018	652 7 2	19,957	6,94,735	1,02,638	34 12 11
1923-24	322	1,52,695	24,060	474 3 3	21,574	7,07,144	1,23,334	33 12 5
1924-25	380	1,38,958	30,530	365 10 10	16,941	7,57,855	1,10,020	44 11 9
1925-26	422	1,48,260	35,503	351 5 3	24,207	7,96,844	1,36,243	32 14 8
1926-27	431	1,63,106	34,619	378 6 11	26,136	8,40,107	1,45,874	32 2 3

III.—Average cost in

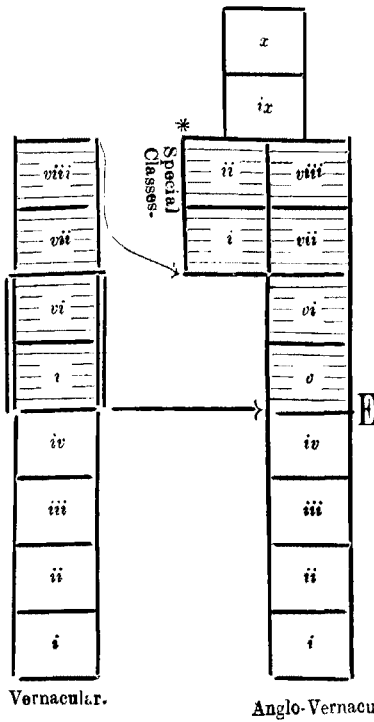
1921-22	...	...	...	...	38	5,224	2,824	137 7 7
1922-23	...	...	...	...	76	4,668	2,268	61 6 9
1923-24	...	...	...	...	73	4,533	2,153	62 5 11
1924-25	...	...	...	...	55	5,333	2,643	96 15 5
1925-26	...	...	...	...	60	5,611	2,783	93 8 3
1926-27	...	...	...	...	63	5,774	2,433	91 10 5








Year	Training schools				Average cost of a pupil receiving instruction in public institutions of all kinds			
	Average number of scholars on the rolls monthly during the year	Total annual amount spent on the staff and contingencies from various sources including fees and other sources	Amount of tuition fees included in column 19	Annual average cost per scholar	Average number of scholars on the rolls monthly during the year	Total annual amount spent on the staff and contingencies from various sources including fees and other sources	Amount of tuition fees included in column 23	Average annual cost per scholar
1	18	19	20	21	22	23	24	25
		Rs.	Rs.	Rs. a. p.		Rs.	Rs.	Rs. a. p.
<i>I.—Average cost in all kinds of public institutions.</i>								
1921-22 ...	132	(a) 45,024	...	841 1 5	46,225	12,53,309	1,11,229	27 1 9
1922-23 ...	70	31,753	...	453 7 0	47,434	12,87,332	1,25,253	27 2 3
1923-24 ...	63	21,557	...	842 2 10	48,362	12,62,558	1,50,338	26 1 8
1924-25 ...	68	24,440	...	359 6 7	46,583	13,04,737	1,43,347	28 0 2
1925-26 ...	51	22,515	195	471 7 6	53,711	13,75,795	1,74,561	25 9 10
1926-26 ...	93	28,809	107	309 12 4	58,296	14,58,709	1,83,250	25 0 4
<i>II.—Average cost in Indian schools.</i>								
1921-22 ...	132	(a) 45,024	...	341 1 5	46,187	12,48,085	1,03,405	27 0 4
1922-23 ...	70	31,753	...	453 7 0	47,358	12,82,714	1,22,985	27 1 4
1923-24 ...	63	21,557	...	342 2 10	48,289	12,58,005	1,48,185	26 0 10
1924-25 ...	68	24,440	...	359 6 7	46,528	12,99,404	1,40,569	27 14 0
1925-26 ...	51	22,515	195	471 7 6	53,651	13,70,184	1,72,128	25 8 7
1926-27 ...	93	28,809	107	309 12 4	58,233	14,53,985	1,80,817	24 15 3
<i>III.—Average cost in European schools.</i>								
1921-22 ...	...	...	...	...	98	5,224	2,824	137 7 7
1922-23 ...	...	...	...	...	76	4,668	2,268	61 6 9
1923-24 ...	...	...	...	...	73	4,563	2,153	62 5 11
1924-25 ...	...	...	...	...	55	5,333	2,643	96 15 5
1925-26 ...	...	...	...	...	60	5,611	2,783	98 8 3
1926-27 ...	...	...	...	...	63	5,774	2,433	91 10 6

Note.—The receipts under tuition fees in aided and board institutions are spent on establishment and contingencies, the balance is met from other sources, viz. Provincial revenues, district and municipal funds, subscriptions and endowments. In the case of Government institutions the total expenditure under Provincial revenues is shown less the receipts under tuition fees and the amount of fees realized is shown as expenditure under the proper column of "fees".

(a) Exclusive of Rs. 5,451 on account of Normal School for Women closed before the end of the school year.

N.-W. F. Province



High stage (above Middle)	..	..	..	..	..
Middle stage	..	..	..	..	..
Lower Middle stage	..	..	..	..	..
Primary stage (below Middle)		..	..	..	..
English teaching begins	..	..	..	..	..	E
English used as a medium of instruction except General Knowledge in which the medium is Vernacular		..	..	..	..
Passage to English Schools	-	..	..	..	..

*A special class is attached to the Middle Department of certain High Schools providing instruction up to the Middle Standard (i.e., the standard of the 8th class) for pupils who have completed the Vernacular Middle Course.

A pupil having completed the Lower Middle School Course, after receiving instruction in the special class attached to a High School for one year and having successfully completed the course, may join the 7th class of that school (vide N. B. under article 6 of the F E Code of 1925).

Stages of education--

41. The diagram shows the classification of schools and the stage at which English as (a) a subject and (b) the medium of instruction begins.

The notes to the diagram explain its purport with sufficient clearness and no further comment is required.

Wastage in the primary stage--

42. This important question is examined in the chapter on primary education. The amount of this serious wastage is given in the brief summary which follows. The figures are for the last year of the quinquennium.

	Class I	Class II	Class III	Class IV	Grand total
Total number of pupils enrolled	30,561	9,001	6,890	5,715	51,967

It will be seen that class I overshadows all the other classes. As soon as a child becomes in any way useful he is withdrawn from school. This fact is one of the greatest obstacles to the spread of literacy as even a IV class pupil can hardly be considered as absolutely sure to remain literate throughout his life.

General position--

43. Finally the appended table shows in abstract form the number of institutions, scholars and expenditure for the whole period under review. In spite of retrenchment the return shows increases in almost every direction and, as said elsewhere, affords proof of the vitality of the demand for education in the North West Frontier Province.

General summary

PUBLIC INSTITUTIONS.	Number of institutions				Number of scholars				Expenditure			
	1926-27	1921-22	Increase	Decrease	1926-27	1921-22	Increase	Decrease	1926-27	1921-22	Increase	Decrease
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>For males.</i>												
Arts colleges { English ...	3	3	...	...	408	198	215	...	1,63,106	1,31,992	31,114	...
Arts colleges { Oriental ...	...	...	...	...	...	...	...	...	...	...	...	...
High schools	25	20	5	...	9,764	6,762	3,002	...	4,89,116	3,61,822	1,21,344	...
Middle schools	83	70	13	...	15,172	11,654	3,518	...	3,00,585	2,39,614	69,971	...
Total secondary schools	108	90	18	...	24,936	18,416	6,520	...	7,89,751	6,01,496	1,91,315	...
Primary schools	547	625	...	78	30,968	25,993	4,975	...	23,310	8,58,914	...	85,604
Total schools for general education	655	715	...	60	55,904	44,415	11,489	...	11,19,061	9,60,350	1,55,711	...
Institutions for special instruction	3	5	...	2	108	129	...	...	4,631	77,181	...	84,550
Total institutions for general education and for special instruction	661	723	...	62	56,440	44,737	11,683	...	13,21,798	1,69,533	1,52,275	...
<i>For females.</i>												
High schools	...	...	...	...	...	...	...	...	...	...	...	...
Middle schools	14	5	9	...	2,084	817	1,267	...	53,130	17,000	36,130	...
Total secondary schools	14	5	9	...	2,084	817	1,267	...	53,130	17,000	36,130	...
Primary schools	70	63	7	...	4,644	3,811	733	...	75,356	57,912	17,444	...
Total schools for general education	84	68	16	...	6,628	4,628	2,000	...	1,28,486	74,912	53,574	...
Schools for special instruction	2	1	1	...	28	30	...	...	8,25	8,874	...	449

Total schools for general education and for special instruction ...	86	69	17	...	6,656	4,658	1,998	...	1,36,911	83,786	53,125	...
Total public institutions for males and females ...	747	792	...	46	63,076	49,395	13,681	...	14,58,709	12,53,309	2,05,400	...
<i>Private institutions</i>												
For males ...	247	177	70	...	5,846	3,586	2,310	...	...	...	...	...
For females ...	39	57	...	18	796	983	...	187	...	...	...	...
Total males and females ...	286	234	52	...	6,642	4,519	2,123	...	...	...	...	...
Grand total of institutions, public and private ...	1,033	1,026	7	...	69,718	53,914	15,804	...	...	...	...	...
Scholarships ...	...	...	...	...	...	...	...	...	78,975	33,429	45,552	...
Other charges ...	...	...	...	...	...	...	...	...	6,39,101	4,52,772	86,329	...
Grand total of expenditure ...	...	...	...	...	...	...	...	...	20,76,785	17,39,504	3,37,281	...
<i>Number of scholars.</i>												
High stage { Boys ...	1,346	964	382	...	from Imperial revenues ...			...	...	...	...	...
{ Girls ...	...	...	...	...	,, Provincial revenues ...			13,56,124	11,78,907	1,77,217	...	...
Middle stage { Boys ...	8,872	6,360	2,512	...	,, District funds ...			1,23,672	1,00,969	22,703	...	...
{ Girls ...	347	196	211	...	,, Municipal funds ...			1,54,662	1,49,306	5,356	...	...
Total { Boys ...	10,218	7,324	2,894	...	Fees { tuition fees ...			1,83,250	1,11,129	72,121	...	...
{ Girls ...	347	196	211	...	{ other sources ...			14,924	5,948	8,976	...	...
• Upper primary { Boys ...	5,276	4,316	960	...	,, Other sources ...			2,44,153	1,93,245	50,908	...	...
{ Girls ...	439	340	99	...	Total ...			20,76,785	17,39,504	3,37,281	...	...
• Lower primary { Boys ...	40,266	32,786	7,480	...								
{ Girls ...	5,986	4,141	1,845	...								
Total { Boys ...	45,542	37,102	8,440	...								
{ Girls ...	6,425	4,481	1,944	...								

* Both secondary and primary schools.

44. In conclusion I have to thank the members of the inspecting and teaching staffs of the department, also the managers, principals and head masters of aided institutions for their hearty co-operations. The Deputy Commissioners of the various districts and the political agents have given great help throughout the period under review which is gratefully acknowledged. Finally my acknowledgments are due to my personal assistant, to the officer on special duty (Sheikh Muhammad Ismail Sahib), and to other members of the head office for their willing labour in compiling the returns required for this report.

CHAPTER II

CONTROLLING AGENCIES

Direction —

The post of Director of Public Instruction was held by the writer of this report throughout the quinquennium with the exception of the summer months of 1922 and 1925. On the former occasion Mr. G. H. Geach, I. E. S., Principal of the Training College, Peshawar, acted as Director while Mr. E. Tydeman, I. E. S. (Punjab), officiated in 1925. The Province was fortunate in securing Mr. Tydeman's services as he was able to bring to the problems of this Province his experience and knowledge of the educational administration of the neighbouring Government.

2. The post of Personal Assistant to the Director was held by Mir Karim Bakhsh for four years. This officer, however, was appointed Inspector of Vernacular Education in 1926-27 and made over his former appointment which he had worthily held for about ten years to Khan Sahib Ghulam Sarwar Khan, B.A., Head Master of the Government High School, Mardan, who became Personal Assistant on 1 May 1926, being consequently promoted to the Provincial service. This post he now holds.

3. The office of the Director has undergone considerable change. In the first place the office of the Inspector of Vernacular Education was amalgamated with that of the Director in 1923. This amalgamation economised time, stationery and money. Consequent on this combination the whole office was reorganized into four branches and a manual of office procedure was put into force. By this work was expedited and systematized to a greater extent than before.

4. In 1925 a revised scale of pay came into operation in connection with the general revision of office establishments in the North West Frontier Province. The scale of pay now prevailing in the head office is—

Two posts in grade I *viz.* (Rs. 120—300).

Six posts in grade II *viz.* (Rs. 75—150).

Eight posts in grade III *viz.* (Rs. 45—105).

One daftari (Rs. 20—25).

Menials (Rs. 19 down to Rs. 14).

Grades II, III, the daftari and menials draw the "Lahore allowance"

so long as their salary does not exceed Rs. 100 per mensem. This allowance varies from Rs. 5 to Re. 1 per mensem.

The revised rates of pay brought distinct relief to the lower ministerial grades. The distribution of posts between the different grades, on the other hand, does not appear to have been so popular. The complaint is that chances of promotion are very small. This complaint is being examined at the present time in connection with the arrangements sanctioned by the Government of India for the increase of the office establishment.

5. The actual office accommodation has been considerably improved during the period under review. The Inspector of Vernacular Education has been provided with a very good room. The Inspectress of Girls' Schools has a similar room for herself and a smaller one for her two clerks. The Head Assistant, General Branch, has been given a small separate room, while the other rooms have been improved in respect of lighting and ventilation.

The office staff is much more comfortably and suitably housed now than in 1922, but great as the improvement has been, further extensions will have to be made to accommodate the growing staff and, incidentally, the ever-increasing mass of records.

6. The personnel of the office has changed very little in the last five years. Apart from short period leave vacancies the head clerk and the head assistants of the accounts and general branches have held their posts throughout. The advantage of this continuity of service is obvious, and the staff just mentioned has done good work. Their names may be recorded here:—

M. Muhammad Ismail	...	Head Clerk.
L. Bhagwan Dass Khosla	...	Head Assistant, Accounts Branch.
M. Nur Elahi	...	Head Assistant, General Branch.

The remaining members of the office staff have on the whole worked well. S. Zafar Shah Bukhari, H. P. and S. Amir Shah I are mentioned in this connection.

Inspection —

7. This part of the organization of the department has been radically altered. At the opening of the period there were two circle inspectors (Southern and Northern circles). The former was concerned with the schools of Bannu, Kohat and Dera Ismail Khan and had his headquarters at Bannu. The latter inspected in Hazara and Peshawar districts with Peshawar as his headquarters. In addition to these two officers there was an Inspector of High Schools or, alternatively, of Anglo-Vernacular Education. This latter post was held by Mr. Geach, the Principal of the Training College, Peshawar. Thus the superior inspecting staff consisted of three officers two of whom, *viz.* Mr. Geach, Inspector of High Schools, and Khan Sahib Mirza

Ali Muhammad Khan, Inspector, Northern Circle, were in the Indian Educational Service, while the Inspector of the Southern Circle was a Provincial service officer.

The retrenchment of 1922-23 swept away the Southern Circle, — the incumbent of the post retiring, — and amalgamated the two inspectorships into one, thereafter known as the Inspectorship of Vernacular Education. This post was given to Khan Sahib Mirza Ali Muhammad Khan, I. E. S., formerly Inspector of the Northern Circle, and he held it till his untimely death in 1925, being succeeded by the present incumbent, Mir Karim Bakhsh. Similarly the inspectorship of high schools or of anglo-vernacular education, as it was called for the last few months, came to an end in 1923, when Mr. Geach was transferred to the Punjab and no successor was appointed.

The task of inspecting the steadily growing number of high schools and of anglo-vernacular middle schools was put upon the Director, a large part of whose work is now to be done away from headquarters. This drastic reorganization of the system of inspection necessitated a considerable change in the chapter of the Frontier Educational Code dealing with the duties and powers of inspecting officers. This revision was completed in 1924 as is mentioned elsewhere in this report. At the end of the quinquennium, then, the superior inspecting staff consisted of two officers instead of three, though the number of schools and scholars had greatly increased. It may be acknowledged at once that the strain would be excessive had not the development of motor transport greatly quickened up communications, and made it possible for these two officers to get from district to district in less time than it took 20 years ago to visit a school a dozen miles from Peshawar.

8. The district inspecting staff has seen very little change either of function or of personnel.

M. Muhammad Amin, District Inspector of Schools, Peshawar, was superannuated in 1923 and was succeeded by Q. Inayat Ullah, B.A. who was thereby promoted to the Provincial Service. There was no other change among district inspectors.

The post of Assistant District Inspector of Schools, Kohat, was converted into a teaching appointment in 1922-23 and was given to a school badly needing additional staff, which owing to financial stringency could not be given in any other way. The inspecting post was restored after a few months by the transfer of a similar appointment from the Bannu District, which could then better afford to be without an assistant inspector than Kohat. The deficiency was finally made up in 1926-27 when the Government of India sanctioned a post of this kind for Bannu, as part of the preliminary programme of expansion.

The district inspectors and their assistants have worked well. Their duties take them all over their districts and, at any rate for the first two or three years, were by no means without a spice of danger. It is pleasing to have to record that their active life does not seem to disagree with them, as applications for sick leave are infrequent.

The following list gives the names and other details regarding these officers:—

District	Inspector	Service and grade	Assistant inspector	Service and grade
		Rs.		Rs.
Hazara ...	Khan Sahib Sheikh Allah Din, S. A. V., B.A.,	P. E. S. 250—25—500	Haji Karam Dad, S. A. V.	S. E. S. 120—8/2—160.
Peshawar ...	Qazi Inayatullah, B.A., S. A. V.	Ditto ...	{ M. Zafar Ahmad Khan, B.A., B.T. Sbeikh Mubammad Ibrahim, B.A., S. A. V.	Ditto. Ditto.
Kohat ...	M. Muhammad Alam, B.A., S. A. V.	S. E. S. 180—12—240	L. Thakar Dase, B.A., B.T.	Ditto.
Bannu ...	Sheikh Zain-ul-Abedin, B.A., S. A. V.	Ditto ...	L. Wisanda Ram, S. A. V.	Ditto.
Dera Ismail Khan.	Mufti Aziz-ur-Rahman, B.A., S. A. V.	Ditto ...	S. Jafar Husain Shab, B.A., B.T.	Ditto.

9. It will be seen that the inspectorships only of Hazara and Peshawar were Provincial Service appointments, those of Kohat, Bannu and Dera Ismail Khan being in the subordinate service. Whatever may have been the reasons for this distinction, it was a galling hindrance in the period under review. The anomaly is now being removed. The Bannu appointment was raised to the Provincial Service in May 1927 and by 1929, according to the sanctioned programme, all the district inspectorships will be of the same grade and service. This change is bound to be convenient and, incidentally, will conduce to contentment in the service.

Inspectorship of Girls' Schools—

10. This appointment had been raised in status shortly before the quinquennium opened. It is now an Indian Educational Service post (Women's Branch). Miss G. E. Littlewood has held it throughout the period covered by this report, with the exception of a few months when she took leave in 1923. On that occasion the routine duties of her office were carried on by my personal assistant. Miss Littlewood's charge covers the whole Province and her duties were, and still are, far more than are usually connoted by "inspection".

The education of girls can now be said to flourish; but only a few years back Miss Littlewood had to organize schools, to frame curricula, to instruct teachers, to persuade half-hearted parents and

managers and, last of all, to inspect the institutions frequently brought into being by her own efforts. This period has passed and before the end of the quinquennium it was found that the Inspectress of Girls' Schools, North West Frontier Province, had more schools to control and supervise than are considered to be the maximum (75) for an inspector in the Punjab. This state of affairs was soon remedied by the Government of India's sanction to the creation of a post of assistant inspectress in the Provincial Service on the grade of Rs. 200—10—250 per month. The education of girls may now be considered to have passed through the preliminary period of tentative effort. The five-year programme which has been initiated in the current year provides for more schools, for higher grades of education and for the training of teachers. The new quinquennium therefore should show a great development in this vital part of Indian education.

Government institutions —

11. The Training College, Peshawar, lost its principal, Mr. G. H. Geach, and its junior anglo-vernacular class by the same measure of retrenchment in 1923. Since that time Haji Abdus Sattar Khan, B.A., has acted as principal and Maulvi Ghulam Hasan as vice-principal and registrar of departmental examinations. Changes in the remaining staff have been made to suit variable conditions.

The head masters of Government high schools have been changed as little as possible. It is not desirable to move head masters at frequent intervals, as if this be done, the men concerned cannot take a pride in the achievements of their schools or an interest in their boys; nor can they acquire the local influence that is so valuable.

The following list gives the names of the schools and of their head masters at the end of the quinquennium:—

Peshawar	...	Government High School,	K. Inayatullah Khan, Esquire, M.A., (I. E. S.).
Abbottabad	...	Ditto	... Chaudhri Ghulam Rasul Khan, B.A., S. A. V. (S. E. S.).
Kohat	...	Ditto	... K h o w a j a M u h a m m a d Ramzan, B.A., S. A. V. (S. E. S.).
Bannu	...	Ditto	... C h a u d h r i M u h a m m a d Abdullah, B.A., S. A. V. (S. E. S.).
Dera Ismail Khar.		Ditto	... M. Husam-ud-Din, B.A., S. A. V. (S. E. S.).
Mardan	...	Ditto	... Pirzada N u r Hussain A z r i, M.A., S. A. V. (S. E. S.).

Tank	... Government High School.	...	Hakim Hussain, S. A. V.	Bashir B.A., (S. E. S.).
Mansehra	... Ditto	...	Hafiz Abdul Hamid, B.A., (S. E. S.).	S. A. V.

12. Before concluding this chapter mention should be made of a temporary appointment which experience showed to be necessary. The science teaching in middle schools, both anglo-vernacular and vernacular, was found wanting, and special efforts were devised to improve it. The curriculum was first overhauled and then a temporary inspector of science teaching was appointed in 1926. This officer, Hafiz Abdul Hamid, B.A., toured the whole Province under orders to inspect the teaching, give model lessons, overhaul the apparatus, and generally to advise on the steps needed to improve this teaching. He completed his tour in about three months and gave a much-needed fillip to this branch of education.

Obituary —

13. The department suffered a very severe loss in 1925, when Khan Sahib Mirza Ali Muhammad Khan, B.A., I. E. S., Inspector of Vernacular Education, died after a few months' illness. This sad event was followed after a few weeks by the death of the "Mirza Sahib's" only son from the same complaint. The name of the late inspector will long be remembered in this Province for his zeal in promoting the cause of education.

Two other promising officers died during the period; one S. Muhammad Hussain Shah, had to be almost compulsorily relieved of his duties as head master at Tank for his own sake. But the complaint from which he suffered was too far advanced for the rest to save him and he died in a few weeks. The other death was that of M. Ghulam Mohyyud Din, who was murdered at Abbottabad in 1924. The perpetrators of the crime were caught and sentenced. The last-named left a family of sons behind him. The Local Administration, in recognition of their father's good service, gave these boys special scholarships to assist in their education.

Personnel —

14. The following table gives information as to the personnel of the department:—

(a) Indian Educational Service.

1921-22.		1926-27.	
	Posts.		Posts.
European—		European—	
Officers	... { 2 (men). 1 (woman).	Officers	... { 1 (man). 1 (woman).
Indian—		Indian—	
Officers	... 2 (men).	Officers	... 1 (man)

Grades of pay—

(Director)	...	Rs. 1,500—50—1,750 plus overseas pay.
Others (men)	...	Rs. 450—50—1,250 plus overseas pay.
„ (woman)	...	Rs. 450—25—900 plus conveyance allowance of Rs. 30 per mensem.

(b) Provincial Educational Service.

1921-22.		1926-27.	
	<i>Posts.</i>		<i>Posts.</i>
<i>Selection grade—</i>		<i>Selection grade—</i>	
Rs. 650—30—800	... None.	Rs. 650—30—800	1 (man).
<i>Time-scale—</i>		<i>Time-scale—</i>	
Rs. 250—25—500/ 25—600	... 6 (men).	Rs. 250—25—500/ 25—600	5 (men) plus 1 woman or Rs. 200— 10—250.

Subordinate Educational Service.

	1921-22.	1926-27.
	<i>Posts.</i>	<i>Posts.</i>
Grade I ... Rs. 180—12—240	... 10	10
„ II ... „ 120—8/2—160	... 24	25
„ III ... „ 80—8/2—100	... 2	1
„ IV ... „ 70—6/2—100	... 54	62
„ V ... „ 40—4/2—60	... 20	25
„ VI ... „ 30—2/2—40	... 7	9
Total	... 117	132

Notes.—(1) In 1921-22 there were four posts in the Subordinate Educational Service held by women. Details have not been included as these posts were retrenched in September 1922 with the closing of the Normal School for Women, Peshawar.

(2) The increase in the strength of the Subordinate Service is due to the provincialisation of the Manshara District Board School, now the Bolton Government High School, Manshara, in April 1926.

(3) The grades of pay in the Subordinate Educational Service were unchanged during the period. Sanction has been given, however, in the current year to make the biennial increments annual by halving the respective amounts.

The table immediately below shows the cost of direction and inspection with details as to proportion and incidence : —

Direction and inspection	Cost	Percentage of total cost of education (direct and indirect both)	Percentage of direct expenditure	Cost per public institution
	Bs.			Rs. s. p.
Direction ...	61,205	2.9	4.2	81 14 11
Inspection ...	70,218	3.4	4.8	94 0 0

Boy Scout movement —

15. Though this is by no means an official movement, or essentially a part of the Education Department's work, an account of the creation, organization and activities of the North West Frontier Province Boy Scouts' Association is generally given at the end of this chapter for convenience sake. The Provincial governing body came into being in 1925 after a meeting at Government House, Peshawar, under the chairmanship of the Hon'ble Sir Norman Bolton.

The officers appointed were—

Provincial Chief Scout... The Hon'ble Sir Norman Bolton,
Chief Commissioner, North
West Frontier Province.

Provincial Commissioner. The Director of Public
Instruction, North West
Frontier Province.

Assistant Provincial Commissioner. B. C. A. Lawther, Esquire.

Council—

- (1) (The late) E. W. Tomkins, Esquire, C.I.E. (succeeded on his death by F. C. Isemonger, Esquire, C.B.E.).
- (2) The Nawab Sir Abdul Qayum, K.C.I.E.
- (3) H. C. Guyer, Esquire, O.B.E.
- (4) B. Crowley, Esquire, (succeeded on leaving India by the Reverend M. E. Wigram).
- (5) Khan Muhammad Aslam Khan.
- (6) Rai Sahib Seth Chuhan Lal.

The history of the movement is described more fully in the chapter on secondary education. Here it is sufficient to say that by March

1927 four local associations were actively functioning. Their names and those of their chief executive officers are given below, *viz.* :—

- | | | |
|-----------------------|---------------------------|--|
| (1) Peshawar ... | District Commissioner ... | Captain Khan Sahib, I. M. S.
(retired). |
| „ | Honorary Secretary ... | H. J. Vickers, Esquire. |
| „ | „ Treasurer ... | Mehr Chand Khanna, Esquire. |
| (2) Hazara ... | District Commissioner ... | B. R. Maconschie, Esquire, I. C. S. |
| „ | Honorary Secretary ... | J. Deva, Esquire. |
| (3) Bannu ... | District Commissioner ... | Major L. E. Barton. |
| „ | Honorary Secretary ... | Chaudhri Muhammad Abdullah. |
| (4) Dera Ismail Khan. | District Commissioner ... | H. C. Guyer, Esquire, O.B.E. |
| „ | Honorary Secretary ... | Ahmad Ali Sadig, Esquire. |

The movement has won great support throughout the Province and, at the time of writing, the chief anxiety is that of securing stable financial arrangements.

Conclusion—

16. My acknowledgments are due to my colleagues mentioned by name or designation in this chapter for the way in which they have co-operated during both the reverses and the successes of the last five years.

CHAPTER III

COLLEGIATE EDUCATION

1. In the North West Frontier Province there is no Government college for general education. This part of the educational structure is entirely occupied by private enterprise which, with aid from Government, maintains three institutions. The oldest college is the Edwardes College, Peshawar; the second is the Islamia College, Peshawar, the fine buildings of which as often remarked are the first prominent features to be observed by the traveller from Afghanistan or Central Asia, as he comes out from the Khyber into the Peshawar Vale. The third college is at Dera Ismail Khan, and is known as the Vedic Bharatri Intermediate College.

2. All three colleges are affiliated to the Punjab University and are regularly inspected by that body. Their managing bodies are—for the Edwardes College, the Church Missionary Society; for the Islamia, a board of trustees who are drawn from prominent Muhammadan gentlemen of the Province; and for the Vedic Bharatri College, a board of managers who are mainly, though not exclusively, Hindu gentlemen of the Dera Ismail Khan District. Both the Islamia and the Edwardes colleges are "first grade," *i.e.* they prepare candidates for the degree examinations of the Punjab University. The Islamia College alone offers facilities for taking the science in addition to the arts courses of the university and is affiliated to it both for the B.Sc. and B.A. examinations. The Edwardes College is affiliated only up to the B.A. standard. Finally, as already stated, the Vedic Bharatri is an Intermediate College of the old type, *i.e.* it is ranked as a second grade college, preparing students for the Intermediate Examination in Arts. This college also makes no provision for science teaching, though the managers have partly prepared a scheme for providing such facilities, and in the five-year programme the Government of India has sanctioned a non-recurring grant-in-aid towards the cost of buildings and equipment.

There is no institution in this Province of the type contemplated by the Calcutta University Commission, *i.e.* an "intermediate institution," which combines the two highest classes of a high school with the two lowest years of a college.

Statistics —

3. The table given immediately below shows the remarkable advance made by collegiate education in the last five years in all respects. The number of students has increased by about 110 per cent. Expenditure has gone up by some 25 per cent. Similarly the number of candidates sent up for the various examinations shows a very large

increase, though the percentage of success has not improved in the same proportion. This, however, does not indicate retrogression or stagnation as it is well-known that a small class is easier to prepare for examination than a large. The improvement, however, in the science results, especially in the F.Sc., is most noticeable.

Year	Number of colleges	Number of students	Direct expenditure	Results			
				B. A.	B. Sc.	F. A.	F. Sc.
			Rs.				
1921-22 ...	3	193	1,81,992	$\frac{16}{34}$	$\frac{1}{2}$	$\frac{19}{41}$	$\frac{2}{10}$
1922-23 ...	3	269	1,42,234	$\frac{16}{27}$	$\frac{2}{4}$	$\frac{45}{72}$	$\frac{7}{15}$
1923-24 ...	3	308	1,52,695	$\frac{14}{26}$	$\frac{1}{4}$	$\frac{63}{87}$	$\frac{14}{25}$
1924-25 ...	3	378	1,38,958	$\frac{14}{34}$	$\frac{1}{6}$	$\frac{44}{100}$	$\frac{11}{21}$
1925-26 ...	3	401	1,48,230	$\frac{23}{84}$	$\frac{2}{5}$	$\frac{71}{137}$	$\frac{15}{23}$
1926-27 ...	3	408	1,63,106	$\frac{44}{90}$	$\frac{0}{5}$	$\frac{61}{158}$	$\frac{20}{30}$

Notes.—(a) The opening of the quinquennium almost coincided with the end of the non-co-operation phase. This affected the number of students in colleges at the time. Further the Vedic Bharatri College had only just started work in 1922.

(b) The increase in expenditure is partly due to the increase in the grants-in-aid sanctioned by the Government of India during the quinquennium, and partly to an increase in the expenditure on staff.

Islamia College—

4. This college at the beginning of the period had buildings in excess of its requirements at that time. But the foresight of the builders was justified and by March 1927 the cry was for more accommodation. The following are the main items of extension and alteration carried out during the period under review, viz. (a) the college *mehman khana* has been altered and extended to suit it for the purpose of a college hospital; (b) three additional rooms were added to a hostel in 1925; (c) a residential staff quarter has been erected for one professor; (d) the drainage system of the chemistry laboratory has been relaid; (e) two new tennis courts have been provided.

5. The staff has been changed to a certain extent though the college has had the advantage of Mr Martin's services as principal throughout the full period. The chief appointments have been those of a professor of Chemistry in 1924 (Mr. W. R. Jones, B.Sc.); two professors viz. of English and Mathematics in 1926 (Mr. C. H. Strover, B.A., and Dr. Omar Hayat Malik, M.Sc., Ph.D.).

The senior staff now stands at four instead of one in 1921-22. The junior staff on the science side has been strengthened; while a

professorship of Pushto was created and Maulvi Abdur Rahim, H.A., H.P., has been appointed the first incumbent of the post.

6. The grant-in-aid of maintenance, received by the college, was increased in 1925 from Rs. 50,000 to Rs. 70,000 per annum, while a further grant up to a maximum of Rs. 10,000 — making Rs. 80,000 in all—was sanctioned on condition that the college income from endowments was increased by at least Rs. 5,000 yearly. This happily was made possible through the munificence of Khan Sahib Ghulam Qadir Khan, a Rais of Tangi, Peshawar. This benefactor gave the college 400 acres of irrigated land, the full income from which is expected to be Rs. 8,000 per annum. In addition to this, substantial annual subscriptions were promised by other supporters and friends of the college. Hence it may be assumed that the condition imposed by the Government of India has been satisfactorily fulfilled and that the college can look forward to drawing the full grant of Rs. 80,000 every year. Non-recurring grants have also been received notably towards the construction of the hospital and other objects. This amounted to Rs. 8,904.

As for the future the five-year programme provides for the payment of Rs. 40,000 to the college towards the cost of an electric installation and of erecting a new hostel. This grant is subject to the usual condition, *viz.* that the college authorities raise at least an equal sum for these purposes. At the same time the financial condition of the college is by no means free from anxiety. Government aid has increased by 60 per cent. but the income from other sources, excluding fees, shows nothing like the necessary elasticity even when full allowance is made for the generous benefactions abovementioned.

College life —

7. The strength of the student community in 1926-27 was 290, of whom 95 were following science courses. Football, hockey and tennis are regular and popular games. Cricket has also been reintroduced by Mr. W. R. Jones. The college teams gave a generally good account of themselves in the Punjab University and other tournaments. The college manages the local "Roos-Keppel" Football Tournament and at present is the holder of the cup.

An annual tennis match is played against the Edwardes College for the challenge cup given by Colonel W. J. Keen, C.I.E., C.B.E., whose name as an encourager of sports and games will long be remembered. During the period covered by this report the Islamia College has won three times and the Edwardes College twice. The latter holds the cup this year.

Apart from sports and games other outlets for student energies are to be found in the Khyber Union (a debating society), the Duty Society (instituted for charitable and social work among students), the Frontier Scientific Society and the Economic Society. These bodies have done good work in the last five years to improve the general outlook of the undergraduate members of the college.

The Islamia College sent a football team and a party of competitors for the debating competitions to the Muslim University, Aligarh, for the

contests held in 1925 in connection with the jubilee celebrations of the university. Both trophies were brought back to Peshawar.

Attention has been given to the improvement of the medical arrangements. As mentioned above, a college hospital is now in existence, and the services of an assistant surgeon have been lent temporarily by the Chief Medical Officer, North West Frontier Province, pending the appointment of a college medical and health officer, as required under the scheme sanctioned by the Government of India.

On the whole the health of the college and of the collegiate school has been quite good. Discipline also has been satisfactory.

The college library is well used by senior and undergraduate members of the college. The oriental section is claimed to be the finest in India. The total number of books is 3,610, of which 333 have been added since 1925. The efficiency of the library has been increased by the appointment of a trained librarian.

The hostels of the college are in the charge of superintendents. Food arrangements are under the supervision of a special committee. The student community generally is divided into tutorial groups, the tutor being a member of the staff who advises his group on matters affecting their work and life.

The whole institution gives the observer the impression of being full of vigorous life and of having a most hopeful future. The honorary secretary of the college, Nawab Sir Abdul Qayum, K.C.I.E., who took so prominent a part in the foundation of the college 15 years back, can look on its growth with just pride.

Edwardes College, Peshawar —

8. This, the oldest college of the Province, continued its good work throughout the period under review. No change was made in the buildings or material equipment up to March last. But an extension of the hostel was projected and plans and estimates were duly prepared during last year. The result is that, owing to the grant of Rs. 12,500 by the Government of India, as an item of the expansion programme, the construction of a new wing is now in hand. When finished it will improve the efficiency and the financial condition of the college. The new block will be ready for occupation, it is hoped, before the close of the current year.

9. The staff has undergone several changes. At the end of 1923-24, the Reverend P. W. Stephenson who had worked for a long period as professor and then as principal, left the college. The Reverend C. A. Bender officiated as principal for about a year when he was succeeded by the Reverend R. H. Noble, the present incumbent.

Mr. J. B. Baker, B.A., came out in 1925 for two years as a "short service" man under a system in vogue in the Church Missionary Society; and returned to England just before the quinquennium closed. Mr. A. W. Breed, B.A., joined the college staff last year; also Mr. A. M. Dalaya, B.A. Both of these gentlemen are still in the college. The junior staff lost the services of Messrs. Hashmat Khan, Muhammad Zafar and Sardar Nabi during the period under review. All these had rendered several years of good service.

10. The finances of the college were a cause of great anxiety especially in the earlier years. Financial stringency affected the Church Missionary Society; and Government for the same reason could make no addition to the grant of Rs. 6,000 per annum already allowed. Some relief was afforded in 1925 when the Government grant was increased to Rs. 9,000.

The five-year programme has further increased this aid to Rs. 12,000 per annum with effect from the current year. Hence monetary difficulties loom less threateningly than they did.

College life —

11. The student community is well equipped in this respect. The college enters hockey and football teams for the university tournaments. It has fought out friendly battles with the Islamia College every year for the Keen Tennis Cup which it holds at present. It possesses a Debating Society and an Old Boys' Association. The Dramatic Society has been responsible for several interesting and amusing performances. This, considering that the college has only 94 undergraduates, represents a satisfactory variety of student activities.

Health and discipline seem to have given no cause for anxiety during the quinquennium.

The college library is well used and is fairly large. This college presents every appearance of efficiency. The staff is keen and zealous, the buildings are unusually good and the fact that it has more candidates for admission than it can take testifies to its good reputation. The managing body and the two principals have reasons to be satisfied with the maintenance of the college standards.

Vedic Bharatri College, Dera Ismail Khan —

12. Towards the close of the last quinquennium the project of opening a college at Dera Ismail Khan to cope with the needs of the southern part of the Province was brought to actual realization. Government gave a grant-in-aid amounting to Rs. 5,000 per annum when the college was opened.

As stated above, this is an intermediate or second grade college. It was first accommodated in a hired building which had large grounds. The managing body set to work to acquire full ownership of the estate to erect a small but adequate hostel, to acquire additional ground for football and hockey and last, but not least important, to raise an endowment funds of one lakh of rupees. All these objects have been achieved during the period under review. Creditable as this achievement is the managers have plenty of work in front of them for the next few years. In the first place they have a partly-prepared scheme for opening a science department. The Government of India has included a grant of Rs. 25,000 towards the capital cost of this scheme in the five-year programme. This project, if approved by the Punjab University from the academic point of view, is expected to be realized by the end of 1928-29. Secondly the class-rooms need improvement. The conditions of service could be better — a provident fund, as a matter of fact, is being started this year. Finally the college library needs many additions.

13. The staff was unchanged almost throughout the period under review, the principal being Mr. Panna Lal Mathur, M.A. Unhappily in March 1927, Professor Gover Dhan, Shastri, M.A., died of heart failure. He will be missed by the college community. His place has been taken by a former research scholar of the Punjab University, viz. Mr. L. Dharam Datta Mehra, Shastri, B.Sc., M.A., M.O.L.

14. Financial questions have troubled the college. The original grant of Rs. 5,000, however, was raised to Rs. 7,500 in 1925, and under the programme of expansion has been further increased to Rs. 10,000 per annum with effect from April last.

Student life —

15. There were 62 students on the roll in March 1927. Of these 16 were Muhammadans, five Sikhs and 41 Hindus. The principal says that the decline of six from the figures of 1925-26 is due largely to the absence of arrangements for teaching science. He is probably justified in this observation.

Tennis is a popular game in the college. Volley-ball is also coming into vogue and football is played. The last would probably be more popular if outside matches were easier to arrange.

A dramatic association has been started and successful performances have been given. The net financial proceeds of these performances have been used to award a scholarship.

The library holds 865 books, 219 being added in 1926-27. The college reading-room takes in 15 newspapers and magazines, some in English, others in Urdu and Hindi.

The hostel provides plain but comfortable quarters for 17 boarder students. Of these seven are Muhammadans, two Sikhs and eight Hindus.

Tutorial groups have been formed and regular advice and assistance in their private or academic difficulties is afforded by the tutor in charge to students who need his help.

The general health and discipline have been distinctly satisfactory.

The first five years of the history of this institution show that a substantial amount of work has been done. The moving spirit among the managers, Rai Bahadur Thakur Dutt, and the principal, Mr. Panna Lal, should be able to take a hopeful view of the years to come when they review the past.

16. This concludes the report on the topmost section of the educational building. The figures are small when compared with those of other provinces, but considering that the present stage has been reached mainly in 20 years they show good prospects for the future.

CHAPTER IV

SECONDARY EDUCATION (BOYS)

1. Retrenchment produced only little effect on this stage of education. Expansion, of course, was out of the question till finances improved but no school was closed. Similarly there was very little money available for non-recurring grants. In fact one year this branch of expenditure dwindled almost to vanishing point, but though the schools suffered, particularly in the item of equipment, it was possible gradually to make up the leeway as finances improved and by the close of the quinquennium conditions were again practically normal.

2. But "normal" in this case does not mean "satisfactory". Nearly all secondary schools of long standing were built during the years when the demand for secondary education was slight and consequently were designed for small classes. A change had set in even before 1921-22, to which the non-co-operation movement proved very little obstacle. Throughout the last five years the number of boys in secondary schools has steadily grown. Successive annual reports have drawn attention to this increasing enrolment, and by this time it is a fact that in most secondary schools, wherein, whether for financial or other reasons, extensions have not been made, serious overcrowding exists. The accommodation of 12 square feet per pupil that is required by the code simply could not be demanded. Last year's remark that secondary school accommodation would be a most serious problem for the next five or ten years is already justified.

The following steps have been taken already but the problem is still most acute. Up to the present two large high schools and one anglo-vernacular middle have moved their primary departments into new buildings, two or three more have this question now under consideration; another aided school has nearly completed an entirely new building; an anglo-vernacular middle school in Kohat has submitted plans and estimates for a new school. The Government High School, Peshawar, hopes to occupy its new premises this year; and under the five-year programme new Government high schools are to be built at Mardan and Lakki, while for Charsadda and Kulachi considerable extensions are designed. The building work at Charsadda and Lakki will only be undertaken when the present anglo-vernacular middle schools at these two centres have been provincialized and raised to the high school standard.

3. The foregoing is enough to show the state of affairs and the steps already taken or contemplated in order to improve it. The next quinquennial report, it is hoped, will show that steady progress has been made in the provision of additional accommodation. Here it may be remarked that the best method of solving the difficulty has been not

to provide complete school buildings in cases where a reasonably good building already exists, but to erect a new block for the primary classes, of the design discussed elsewhere in this report (*vide* the chapter on primary education). Then the former primary class-rooms can be used for secondary classes with comparatively little change and expenditure.

Statistics—

4. At the beginning of the period there were 20 high, 12 anglo-vernacular middle and 58 vernacular middle schools in the Province. By March 1927 these figures had increased as follows, *viz.* high schools from 20 to 25 and vernacular middle schools from 58 to 70. The anglo-vernacular schools rose by one. The total number of boys' secondary schools thus went up by 18 or by nearly 20 per cent. The five high schools added are— (1) Bolton Government High School, Mansebra, (2) Khalsa High School, Peshawar, (3) Khalsa High School, Bannu, (4) Islamia High School, Dera Ismail Khan, and (5) Sanatan Dharam High School, Nowshera.

5. These schools in 1927 were managed as below:—

Government	... 8	} high.
Private bodies	... 17	
District boards	... 4	} anglo-vernacular middle.
Municipal committee	... 1	
Private bodies	... 8	
District boards	... 69	} vernacular middle.
Municipal committee	... 1	

6. The figures for enrolment throw much light on the situation described at the beginning of this chapter. In 1921-22 seven Government high schools had a total strength of 1,324 boys or an average of 189.1 per school. Thirteen aided high schools had 5,433 boys or an average of 418.3. The disparity in these figures is due to the fact that Government high schools have no primary classes, while aided schools include in their returns the figures for their primary departments.

By 1927 eight Government institutions had 2,064 boys on their rolls or on the average 258 each. Seventeen aided high schools accounted for 7,700 boys or 452.9 each.

Similarly anglo-vernacular middle schools in 1921-22 had an average strength of 274 and in 1927 of 273.

Vernacular middle schools developed, but not in the same proportion. Fifty-eight schools had an average strength of 144 pupils at the opening of this period, while at the end the average was 166 pupils for seventy schools.

The total number of pupils attending secondary schools rose from

18,416 in 1921-22 to 24,986 in 1926-27. This last number was distributed among the various types of schools as below, *viz.* :—

- (a) 9,764 pupils in high schools ;
- (b) 3,543 pupils in anglo-vernacular middle schools.
- (c) 11,629 pupils in vernacular middle schools.

The number of boys learning English increased largely in the period under review. The figures are 5,257 for 1921-22 and 7,406 in 1926-27, a growth of 2,149 or 40·8 per cent.

The quality of the teaching staff has enormously improved. The opening year showed a total of 871 teachers of whom 525 were trained. At the close the corresponding figures were 1,024 and 851. The increase in numbers is not remarkable but the rise from 60·3 to 83·1 in the percentage of trained teachers shows a great change in quality, which lends support to the general conclusion that the efficiency of schools has gone up in the quinquennium.

Buildings—

7. As stated above the accommodation has proved insufficient throughout. But improvements have been made. The new Government High School and the new Khalsa High School at Peshawar are nearing completion. The Islamia High School, Dera Ismail Khan, now has a well built school and hostel, instead of a most inadequate house and shop which was its home in 1921-22. The Khalsa High School, Bannu, has extended and improved its premises. The Church Mission High School, Dera Ismail Khan, and the Edwardes High School, Peshawar, have extended or remodelled their buildings. The school at Mansehra, now the Bolton Government High School, has added a new block of class-rooms. In many other schools also extensions and alterations have been made. The general conclusion is that though the buildings are not yet adequate they have improved both in quantity and quality during the last five years. They are also better kept and more attention is given to ventilation and light.

Equipment—

8. Furniture is better. The old, long desk and bench are replaced almost universally by the dual desk with chairs or stools. Mention should here be made of the "economical" desks, designed by Mr. Guyer. The adoption of these and of chairs as the standard pattern of furniture has brought down the cost of equipment by as much as 33 per cent. in many cases.

Any school requiring furniture can now be supplied with working drawings and the grant-in-aid is based on the specifications of these designs. This standardization applies to dual desks and chairs, also to drawing desks and stools. In the current year designs for a master's desk and chair are being issued.

When this work is finished the Province will have standard designs for primary and lower middle school buildings, and for all the more important items of school furniture. Science equipment has also been standardized by the department so far as the latter's scope extends (*i.e.* up to class VIII). The Punjab University has done this task for

the high classes. There has been much expenditure on "post war" maps which was needed for obvious reasons.

Libraries have been improved though not to the extent recommended by the department. Useless and unsuitable books — in one case a complete library — have been condemned, and efforts have been made to encourage not only the collection of good school libraries, but of smaller class libraries containing books likely to afford interest to the average boy of the class concerned. There is still a large field for improvement in the next five or ten years, as many managers and head masters have even now very vague ideas as to what constitutes a school library or as to what the average school boy should be encouraged to read beyond his text-books.

The equipment and arrangement of science class-rooms has been improved apart from the standardization of apparatus. There is now quite a respectable number of schools, both Government and aided, which have a room fitted as a laboratory and another as a lecture theatre. Other schools, that have not been so fortunate, have adopted better tables for practical work or have one room that can serve reasonably well as a lecture theatre and as a room for practical work. Generally speaking the secondary schools of the Province are distinctly better found than they were.

Expenditure —

9. Government grants-in-aid have had much to do with this betterment as the statistics of expenditure prove.

		1921-22.	1926-27.
		Rs.	Rs.
Total direct expenditure on —			
High schools	...	3,61,822	4,83,168
Anglo-vernacular middle schools	...	88,481	96,714
Vernacular middle schools	...	1,51,133	2,12,871
		<hr/>	<hr/>
Grand totals	...	6,01,436	7,92,751
		<hr/>	<hr/>
Government grant for maintenance of			
aided secondary schools	...	1,18,948	1,95,367
		<hr/>	<hr/>

Curricula and instruction —

10. The Punjab University prescribes both the curriculum and the syllabus for the Matriculation School Leaving Certificate Examination. This settles the work of the IX and X classes. The department, however, performs this duty for the middle classes, both of anglo-vernacular and of vernacular secondary schools. The latter curricula have been overhauled and revised during the quinquennium. The revised courses have now been in operation for some time and the only amendment yet found necessary has been to lay greater stress on the importance of drawing as a regular school subject.

It may be mentioned that one school recognized in 1925, *viz.* the Islamia Anglo-Vernacular Middle School, Nowshera Kalan, in

addition to the subjects of the prescribed course teaches its pupils carpentry or tailoring. The work done seems to be progressive and useful, but it is clear that the utility of such classes is limited by the local demand for the labour of carpenters and tailors. Another point of importance is that all the boys so trained are orphans maintained by the managers of the school. No other aided school has yet situated such a scheme and only one tentative proposal has been received. This came from Dera Ismail Khan, but so far nothing more has been heard about it. The department showed active sympathy with the efforts of the school at Nowshera Kalan by according recognition and a special grant-in-aid to the institution as an anglo-vernacular middle school.

11. As mentioned above the proportion of trained teachers has increased with the result that schools are more efficient. The tightening of the supervision exercised by the department has also assisted towards this end. All masters are required to keep "work books" showing their plans for the arrangement of their work over a given period and the amount of progress made towards the accomplishment of the proposed work. This system has been applied both to anglo-vernacular and to vernacular schools. It has proved of great use to the three people concerned, *viz.* to the master himself, to the head master and to the inspecting officer, while the labour involved in writing up the work book is not great.

The improvement in the condition of the schools is not yet nearly sufficient. There is plenty to be done and until the average teacher can get away from the notion that the contents of the text-book are the one thing that he must stuff into his pupils' heads and that then his task is done secondary education will not be fully efficient. There is far too much memorizing and far too little teaching.

The general condition of instruction in anglo-vernacular schools in 1926-27 may be seen by referring to the circular which forms appendix C to the present report. These circulars are issued annually for the guidance of teachers, and from the present year a similar paper in Urdu is being sent out by the Inspector of Vernacular Education to all vernacular middle schools.

Examinations —

12. Secondary education in this Province is tested by three public examinations. Vernacular middle schools send up their VIII class boys for the vernacular middle examination. The successful candidates receive a certificate and can either content themselves with the attainment of this standard, which is one of general education except in English, or can go further as described below. If the candidate wishes to continue his education he can join the "special" class attached to certain schools and receive two years intensive instruction in English. He then can appear in the Anglo-Vernacular Middle School Examination in English only. If he passes, as he frequently does, the way to the Matriculation Examination lies open.

The Anglo-Vernacular Middle School Examination was established in 1923-24. It is open only to the pupils of anglo-vernacular middle schools or of the middle departments of high schools. No private

candidates are admitted. This examination like the vernacular middle is managed by the department. The controlling machinery used for both examinations is that of a board of examiners and moderators with the Inspector of Vernacular Education as chairman. Subject to the approval of the Director this board appoints examiners, moderates the question papers and scrutinizes the results. Certain subjects, such as English, are examined by assistant examiners whose working is co-ordinated by the head examiner who sets the question paper. Candidates who pass receive a certificate. Success in this examination is essential for admission to class IX in a high school; and the various high school scholarships are awarded on its results.

There is no doubt that the institution of a uniform public test at the end of the middle stage of education has helped to improve matters. The masters in charge of middle classes know that their pupils cannot now be promoted to class IX either by local influence or through the mistaken idea that a weak boy should be allowed to go up to a higher class as a matter of kindness. Hence they put more genuine "drive" into their work. The same is true of the boy.

The examiners' reports on the quality of work shewn by the candidates afford conclusive proof of the value of a public as compared with a private test of a boy's fitness to enter on the high school course. It is an interesting point that since this examination was established the schools of the North West Frontier Province seem to have done better in the next, i.e. the high stage, the test for which is the Matriculation School Leaving Certificate Examination of the Punjab University. It is probable that other causes also have contributed to this improvement but it seems fairly safe to say that the institution of this examination has some casual connection with it.

The final stage in the school-boy's career is the preparation for the third of the tests, viz. the Matriculation School Leaving Certificate Examination of the Punjab University. This is controlled entirely by that body which also prescribes the courses of study for the examination.

The table given below shows the statistics for the three examinations above described :—

			Vernacular middle	Anglo-vernacular middle	M. S. L. C. (combined figures for the matriculation and school leaving certificate examinations)	North West Frontier Province school leaving certificate.
1921-22	{ Appeared	...	230	...	381	134
	{ Passed	...	368	...	213		104
1922-23	{ Appeared	...	254	...	591	This examination was abolished as from 1 April 1923 as having proved a failure.
	{ Passed	...	191	...	341	
1923-24	{ Appeared	...	305	898	718	
	{ Passed	...	197	542	603	
1924-25	{ Appeared	...	348	970	657	
	{ Passed	...	250	517	540	
1925-26	{ Appeared	...	343	1,050	710	
	{ Passed	...	282	806	441	
1926-27	{ Appeared	...	323	1,131	753	
	{ Passed	...	273	611	468	

In the 1927 Matriculation School Leaving Certificate Examination the eight Government high schools were successful in passing the following percentages of their candidates, *viz.* Abbottabad 73 ; Kohat 70 ; Bannu 69 ; Dera Ismail Khan 59 ; Mansehra 58 ; Mardan 53 ; Peshawar 48 ; and Tank 44.

Among aided schools the Church Mission High School, Dera Ismail Khan, passed all its candidates for the Matriculation and all for the School Leaving Certificate. A combined percentage of 100 is a truly remarkable record. Other aided schools which did very well are :—L. C. Khalsa High School, Haripur (Hazara) ; National High School, Peshawar ; V. B. High School, Dera Ismail Khan ; Sanatan Dharam High School, Nowshera ; and Islamia High School, Kohat.

School activities —

13. In the last annual report it was stated that there was an unevenness about these. The same observation holds good for the whole period. But on the whole there is a genuine and substantial improvement.

Physical training is distinctly better than it was in 1922. The training of instructors on modern lines and the closer attention given by inspecting officers have had their effect. Some schools show really excellent work, and most schools are better. There is still, especially in vernacular schools, too much dull repetition of formal exercises, and occasionally the instructor is met who keeps a squad of 30 boys standing in a cold winter morning while two of their number run an interminable race. Nevertheless the last five years have been a substantial change for the better. Games flourish in many of the larger schools where playing fields are available but in others there is nothing arranged. It is not easy to arouse enthusiasm for games when the ground available is small. In such schools a master, or physical training instructor, who knows volley-ball or basket-ball is most useful. This side of school life cannot receive sufficient attention till playing-grounds of football or hockey field size are far more common than at present. The department has done its best to help on school games by assisting managers to obtain the possession or the use of grounds, when available, and by initiating the organization of inter-school games on the District League System. Its efforts in the latter direction, however, have not met with such success as was hoped, though leagues were established in Peshawar, Hazara, Bannu and Dera Ismail Khan. Unhealthy inter-school rivalry and the difficulty of obtaining competent referees were two great obstacles to success. Another hindrance lay in the fact that such organizations require a certain amount of hard labour in correspondence and administration while the number of persons who have the time or inclination for such tasks is not great.

Boy scouting —

14. The quinquennium has seen a marked development in this connection. In 1921-22 it is doubtful whether a boy scout had been seen in the Province ; at any rate there was no troop or organization of any kind. In 1923 it was decided to attempt the introduction of

scouting. For the first year (1924) a few school masters were sent for training as scout masters to one of the Punjab training camps. These men when trained raised patrols or troops in their schools. The next year (1925) this process was repeated and more troops were raised. In 1926 there was a training camp at Takkiya near Abbottabad run by the Provincial Association. This time 40 men were trained in addition to several old scout masters who came for refresher courses. The campers were not only school masters but men of other callings. This camp was a great success and gave a distinct impetus to the movement. It may be said that in the present year three camps have been, or are to be, held at Takkiya. The first was a Wood Badge Camp held in June last which was run by Mr. Hogg, Secretary of the Punjab Association, and was attended by men of all walks in life from the Punjab and the North West Frontier Province.

The second and third camps are to be managed by the North West Frontier Province Boy Scout Association and are due to take place in September. These camps are (a) for boy scouts, (b) for the training of vernacular (*i. e.* men unable to speak English) scout masters. For the latter camp we have been able to secure as training officer, Mr. Hardiyal Singh, Assistant Secretary of the Punjab Association. An account of these two camps will appear in next year's report.

Side by side with the training of scout masters the organization has been steadily built up. This, however, need not be mentioned here as it is described at the end of the chapter on controlling agencies.

The net result of the last four years' work is that the movement is now organized and well-established. There are 35 troops and eight packs, with a total strength of 1,417 scouts and cubs (including officers) as shown by the census being taken at the time of writing. Scout masters have been trained in adequate numbers, and the supply of such men is to continue. The standards adopted for the passing of the various tests have been kept high of set purpose: and if the present level can be maintained a North West Frontier Province boy scout will be a scout who has been thoroughly well-trained and made a cheerful and useful member of society.

Boy scouts have already made themselves useful in various parts of the Province. They have done good work in connection with outbreaks of fire in different places and more than once have been thanked for their services. One scout, patrol leader Humayun Khan, of the 1st (Pennell) Bannu Troop earned the gilt cross last year for saving a girl whose clothes had caught fire, and received his decoration from His Excellency, Lord Irwin, the Chief Scout for India.

One of the most pleasing developments is the formation of a troop of Rover scouts at Abbottabad. For this Mr. J. Deva, the energetic honorary secretary of the local association, is largely responsible. The success of this, the first effort to do something for scouts when they have left school and gone out into the world, should prompt other associations to do likewise, and already there are a few Rover scouts at other centres. Another pleasant feature is the keenness and cheerfulness which is shown everywhere. Scouts are now to be found all over the Province and even beyond the borders of the settled districts.

Great credit for all their efforts is due to the officers of the local associations, whose names are given in chapter II. The following also have done much for the general advance of the movement, *viz.* Mr. Guyer, who apart from being chairman of the Dera Ismail Khan Association, has acted as camp commandant, and Mr. E. McCubbin Lewis who was a very energetic and hardworking training officer to the 1926 camp. Mr. Lawther with Mr. Guyer was a representative of the Province at the All-India Boy Scout Conference held last March and has acted as examiner for the various tests on many occasions. M. Nur Elahi, Head Assistant, General Branch, of my office has done yeoman service as examiner all over the Province. Mr. Deva, Honorary Secretary of the Hazara Association, has done a great deal in arranging for camps and developing the movement in his own district. Others also have helped in various ways, among whom may be mentioned Captain Redding of the Guides Regiment (Mardan) and the Reverend G. Sinker of Bannu.

The movement may now be regarded as firmly established. Its chief difficulty is that of finance, but this, so far, has been successfully overcome; and it is to be hoped that the future will be as kind as the past in this important respect.

First aid and home hygiene lectures —

15. A most useful extra-mural activity in Government high schools is the annual courses of lectures on first aid and hygiene. With one exception (1922-23) these have been held in the autumn of every year at the Government high schools throughout the Province. Each course is conducted by a medical officer nominated by the Chief Medical Officer, North West Frontier Province. At the end of the course tests are held and certificates are awarded by the St. John Ambulance Association on the recommendation of the civil surgeons, who have conducted the tests. Expenditure on the classes is met from a small allotment for the purpose, and varies yearly between Rs. 650 to Rs. 750. Several hundred candidates have taken the course and tests.

Brief statistics for the period under review are given below :—

	First aid	Home hygiene
1. Candidates who appeared during the quinquennium ...	873	842
2. Candidates who passed ...	588	605
3. Candidates who appeared in 1926-27 ...	288	240
4. Candidates who passed ...	159	177

Mrs. Wigram one year gave a special course of such lectures to the members of the training class attached to the Church of England Zanana Mission School for Girls, Peshawar, which were much appreciated both by those who heard them and by the department.

Religious instruction —

16. This receives more attention than before. Permission was given to any school, whether Government or aided, to provide for religious training for those pupils whose parents wished it. The conditions were that the parents should pay for the instruction, that the arrangements should be in the hands of a committee to be chosen for the purpose by those interested, and that the head master should be allowed to include a period for such teaching in the time-table provided that no curtailment of secular education was caused. This last provision enabled competent men to be engaged, whose sole work is to give religious teaching to the various classes in turn throughout the working day. This system is now in vogue in Peshawar, Abbottabad, Kohat and elsewhere. It also seems to find favour among those for whom it was devised as no difficulty in raising funds to pay the teacher has been reported. The Government High School, Peshawar, in fact has a large bank balance at the credit of its religious instruction fund.

Vernacular secondary education —

17. It is customary in the annual reports to devote a special section of this chapter to this branch. In this report, however, the question has been treated simultaneously with anglo-vernacular education so far as general statistics and examination results and the like are concerned. Similarly the paragraphs on buildings and equipment illustrate tendencies common to both kinds of education. Hence no further examination of those figures or points is needed. The matters which now deserve mention are more concerned with the quality of the work.

Drawing and science are frequently very poorly taught in a vernacular middle school. Efforts are constantly made to improve the teaching of these subjects. But whatever the inspecting officer can do is of little importance compared with the personality of the teacher. Other subjects that require special attention are hand writing, geography and arithmetic. Physical training is better than it was and the boy scout movement is to be extended to this type of school.

The improved control exercised over the Vernacular Middle School Examination, together with the closer supervision of inspecting officers ought to effect an improvement. The five year programme provides for a great expansion in the number of vernacular middle — especially of lower middle schools — and it will remain of the highest importance to see that this type of school is not neglected, or allowed to decline; for next to the primary the vernacular middle school is and must remain, the most important instrument for spreading literacy and education throughout the country-side.

CHAPTER V

PRIMARY EDUCATION (BOYS)

1. This branch of education has undergone various changes of fortune during the quinquennium. The statement below illustrates the vicissitudes that have occurred :—

Year	Number of schools	Number of scholars			Direct expenditure	Number of qualified teachers	Percentage of trained teachers	Average attendance per school	
		Boys	Girls	Total				All primary schools	District board primary schools
					Rs.				
1921-22	625	25,984	35	25,989	3,58,914	508 425	40.7	41.6	35
1922-23	505	24,969	46	25,015	3,25,140	463 817	56.7	47.5	40.3
1923-24	500	24,010	48	24,068	2,67,113	494 792	62.3	45.5	45.1
1924-25	497	26,575	75	26,650	2,94,832	535 801	66.8	47.0	57.2
1925-26	498	28,283	134	28,417	3,12,790	522 847	63.4	50.3	54.1
1926-27	547	30,859	109	30,968	3,23,310	557 909	63.2	56.6	53.4

2. Before discussing these figures it is to be noted that they refer only to primary schools. The enrolment in the primary departments of local board and aided secondary schools, which is very considerable, has not been included in the table. The reason is that for purposes of classification these figures fall under the heading of secondary education as the pupils are on the strength of the secondary schools though they are being educated in the primary classes.

If these figures be added the total number of pupils in primary schools and in the primary departments of secondary schools will be—

In 1921-22	...	...	41,583
In 1926-27	...	...	51,967

These combined totals show an increase in the number of pupils during the five years of 10,384 or of 24.9 per cent.

3. Turning again to the statement for primary schools proper it is found that the number of schools fell shortly between 1922 and 1923, remained nearly steady till 1925-26 and again increased considerably last year. The reasons for the changes are first retrenchment which

caused the closing of 120 schools. These schools were chosen from the weakest in the Province, hence the effect on the enrolment was not severe, as the latter declined only by 4 per cent. though the number of schools fell by 20 per cent. The difference in the rates of decline is explained partly by the fact that the weakest schools were closed, partly through the normal growth in the enrolment of the remainder and probably partly because some of the former pupils of the closed schools went to the nearest open school. Personal enquiries, however, on the last named point showed me that the number of pupils that went to another school was small. Secondly the comparative steadiness of the figures from 1923 to 1925-26 is explained by the closing of a few schools, the opening of a few others and the raising of two to the status of lower vernacular middle schools. Lastly the increase in 1926-27 is due to the preliminary expansion programme of the Government of India whereunder 54 new primary schools were opened in the Province while 11 old and flourishing primary were converted into lower middle schools. The net increase in the number of district board schools was thus 43. The balance is made up by the opening of three other schools of which two were in cantonment areas, and by bringing three unaided institutions in Kohat District on to the list of aided schools.

The decline due to retrenchment was thus largely made up before the quinquennium closed and it may be noted in conclusion that at the time of writing the lost ground has been more than recovered by the opening of 90 new schools as the first year's instalment of the five-year programme.

4. The same cause, *viz.* retrenchment, is at the back of the progressive decline in the number of pupils between 1921-22 and 1923-24. This was serious enough to call for special attention, especially as it was accompanied by the opposite tendency in the secondary and collegiate stages. There was thus a risk of having a top-heavy educational structure on too weak a foundation. Hence a vigorous propaganda campaign was instituted with the result that increases in enrolment and in average attendance have been recorded since that year. An interesting detail in the statement is that in certain places there is obviously no objection to the co-education of small children, for the number of little girls attending boys' schools rose from 35 to 109 during the period reviewed.

5. The changes in expenditure call for no special comment in view of what has already been said as to retrenchment, followed, after an interval, by expansion. The growth in the proportion of trained teachers is explained by the fact that under retrenchment the services of untrained teachers were terminated and trained men were kept on, so far as possible. The increase in average attendance is substantial and satisfactory. It raises, however, its own problem, *viz.* how to teach such a number of pupils spread over four classes. It is obvious that a single-teacher school is entirely inadequate for such a situation, and additional teachers are being appointed as fast as funds and the supply of men permit.

6. The distribution of primary schools according to management is given in the abstract below :—

District Board	Municipal Board	Cantonment	Aided	Unaided	Total
517	16	2	9	3	547

Buildings and equipment —

7. Vigorous efforts were made during the five years to bring the equipment of primary schools up to a reasonable level. Any savings that accrued were jealously hoarded for the purpose, and a gradual improvement has been effected, so that by March 1927 it could be said with fair justification that furniture and equipment were on the whole satisfactory. But in regard to buildings such improvement was not possible, Bannu had the largest percentage of district board school buildings. Even in that district, however, more than half the schools were in rented village houses. The position in the other districts was less good and generally speaking the average primary school in the Province had to be content with unsuitable and in adequate accommodation. Nevertheless some advance was made. The Kohat Municipality spent Rs. 6,300 on a primary school building. Bannu District put up one new and rebuilt one old building. Dera Ismail Khan improved the school at Kiri Khaisor by obtaining a disused police station for the purpose. Hazara erected a new school at Talokar. Repairs and improvements, in which may be included the renting of better premises, were carried out in all districts whenever their limited funds allowed. The department assisted by circulating a general order that any savings in the educational expenditure of district boards were to be utilized on the improvement of school building. Since that circular (1923) school buildings have tended, however slightly, to improve. It was however in the primary departments of aided schools that the greatest improvements were made. The Islamia Anglo-Vernacular Middle School, Bannu, erected a thatched, airy building with a brick floor for its primary classes on a site in the Bannu City extension. This gave good floor space, fresh air, light and shelter from the weather to classes which previously had assembled under most hopeless conditions.

The Islamia High School, Dera Ismail Khan, put up a very good primary department building in two blocks on an improved design. Finally the best design of all was that devised by Mr. Guyer, the Principal of the Church Missionary Society High School, Dera Ismail Khan. His buildings give all that the abovementioned authorities were able to afford with further improvements in construction, better protection, and longer life.

The design of these last buildings has been adopted as the standard for the Province in connection with the five-year programme: and all district boards have been supplied with plans and specifications of buildings which the Military Engineering Service with very slight changes based on Mr. Guyer's drawings.

The thanks of the department are due to Mr. Guyer for his kindness in allowing the use of his plans and to the secretaries to the Chief Commissioner in the Public Works Department (Colonels Evans and Haswell) for the active interest they have shown in the preparation of the standard plans which will be used so extensively in the next five years.

Curriculum —

8. No. curriculum meets with such criticism as that of a primary school. The critics generally want some form of vocational training to be introduced. They overlook the fact that the average village school in India must be a simple affair for a variety of reasons, of which finance is one. They do not consider that the pupil is a small boy, whose power of absorbing instruction is limited, not simply by his undeveloped brain, but by his physical strength. Finally it is forgotten that before a boy can be taught to be a particular kind of worker, he must be taught the use of the tools of his brain and body and be given such elementary general knowledge as a reasoning being must possess. In other words a boy must learn to read, write and calculate and must have some little general education before he is at all fit to receive the most elementary training for any particular walk in life.

To give such training is the task not only of the primary but of the lower grades of secondary education, and in India this is quite a sufficient ideal, which as yet is far from realization.

The critics in this Province have been disarmed to some extent by the fact that during this quinquennium the primary school course was most carefully revised by a strong committee. It was then discussed and passed with amendments by the Provincial Educational Conference and was finally brought into operation. Since that change, there has only been one amendment in the course which is that elementary Hindi and Punjabi will become alternatives to elementary Persian in the Middle School Scholarship Examination.

The curriculum, however, is not the most vital point. This is the personality and capacity of the teacher. If the teacher is skilled and zealous the school will succeed, but with a weak or careless man no school will do any good however carefully its curriculum is devised. For this reason improvement in the standard of primary education is slow. It can only come about by a continued rise in the general level of efficiency among village school masters.

The teacher —

9. This man in the North West Frontier Province is generally the product of a vernacular middle school who has received one year's professional training. He is, as a rule, of the agriculturist class and for that reason fits fairly well into village life, but for the same reason he has not a very wide outlook on life. If compared with the corresponding man in other provinces, he is better paid, as an untrained assistant teacher receives Rs. 20 per mensem and a trained junior vernacular teacher receives the pay of Rs. 25—2/2—35 per mensem. (In the next quinquennial report this grade will be shown as Rs. 25—1—35 under the expansion scheme). In addition to this the teacher enjoys the benefits of the district board provident funds,

Prospects of further promotion are open to him if he does well in his professional examination and then as a young teacher. He can be selected for training as a senior vernacular teacher and then he may rise from Rs. 40 to Rs. 60 and Rs. 100 per mensem. At the same time he is often compelled to lead a life that is lonely, even for a man of his comparatively simple education. He receives, at the most, four visits a year from various inspecting officers and these may be almost his sole chances of contact with the wider life beyond the village. It is not to be wondered then that stagnation and lassitude fall on his school. The only remedy seems to be give him a better mental equipment at the start which will increase his resistance to the numbing effect of his surroundings.

The work —

10. This is reported to have improved. Very much greater attention is given to physical education and this is better than before, owing to the efforts of inspecting officers to popularize modern methods, and to the radiating effect of better trained instructors. Religious education also can be arranged where the parents wish it. As for secular learning model lessons have been given at many schools and methods of organization and teaching have been practically demonstrated by the inspecting staff. There is still, however, very great need for improvement.

The pupil —

11. This member of the village school is at once a cause of satisfaction and of disappointment. He is satisfactory because he comes to school in steadily growing numbers. He is disappointing because he will not stay at school for the full four years. Last year's report showed that only about 12 boys out of every 100 stayed at school for the full period. This phenomenon is not confined to the Frontier. It is common to India. It cannot be changed simply by giving better buildings, better teachers and a better course, important as these are. The change can only be brought about by the gradual recognition of the value of education; which implies that a boy must remain long enough at school to receive enough education to ensure permanent literacy.

The seriousness of the problem is shown by the following table, compiled for primary schools and primary departments in 1926-27 :—

Class I	Class II	Class III	Class IV	Total
30,561	9,001	6,690	5,715	51,967

Compulsory education will give great assistance in areas where it is possible to introduce it. But in the North West Frontier Province compulsory education is not yet practical politics and for some years to come it will be necessary to depend on educational propaganda for the production of the public opinion that is required.

An experiment is being made in the current year in each of the five districts. If it is successful it will assist in the solution of this difficulty. Briefly the underlying ideas are (a) the possibility of persuading the father to keep his son at school even when he is old enough to tend cattle by giving him a choice of two times, *viz.* morning or afternoon in which to send him, (b) the belief that intensive education for 2½ or 3 hours is at least as good as, if not better than, the present kind of education spread over five hours. It is hoped to describe the nature and results of the attempt in next year's report. This experiment is more of the nature of a "double shift" than a "half time" system and whether it succeeds or not it is worth trying for the serious nature of the problem merits all efforts to improve the present situation.

Rural education —

12. The greater part of the primary education in this Province is rural in the sense that the teacher, the taught and the subject of instruction are drawn mainly from the rural classes or is devisedly framed to suit rural conditions, *e.g.* the arithmetic and nature study courses are framed so as to make use of actual village surroundings. But beyond this it has not been possible to go. In a few schools there is a little plot of land on which vegetables are grown but this is not even a general possibility. Hence the very valuable instrument of a school garden is confined to some few villages. Village libraries are nearly unknown, though there is evidence of an incipient demand for them and a flourishing little library is said to exist in a village of the Peshawar District. The possibilities of creating other libraries are being examined and it is hoped before long to evolve a simple and inexpensive scheme.

Adult education —

13. Two or three experiments have been made. One was started in the Dera Ismail Khan gaol by Mr. Guyer, in order to give instruction in reading and writing to prisoners. A similar experiment was made in the Peshawar prison. Both attempts met with some success. A night school for adults was opened last year at Garah Baloch in the Dera Ismail Khan District and was attended by 25 men.

The general question of adult education was discussed at the Provincial Conference in 1923, but while being fully sympathetic with the principle, the conference resolved that it would be a waste of energy and money to consider this question till the much more important matter of educating the rising generation was adequately achieved.

The five-year programme —

14. The next five years should show an enormous change. By 1932, two hundred and forty-six more primary schools should have been opened. There will also be 187 more lower middle schools than at present, thus improving the means of acquiring permanent literacy. Finally the accommodation will have been enormously improved by the erection of the new buildings for which substantial grants will be made to local boards.

CHAPTER VI

EDUCATION OF GIRLS

1. The comprehensive table below gives at a glance the record of the remarkable progress that has been made in the last five years:—

Year	Number of schools		Number of scholars		Direct expenditure		Number of qualified teachers	Percentage of trained teachers.	Examination results, vernacular middle	
	Middle	Primary	Middle	Primary	Middle	Primary			Number of successful candidates	Percentage of successes
1921-22	4	63	767	3,611	11,776	57,912	34 171	14.0	18 26	50
1922-23	7	60	1,453	3,601	20,780	66,678	68 168	40.0	12 21	57.1
1923-24	{ A. V. 1 V. 7 }	60	1,241	3,857	26,516	61,557	77 193	39.9	17 33	73.9
1924-25	{ A. V. 1 V. 13 }	*68	1,905	3,437	43,669	59,914	78 207	37.7	34 65	52.3
1925-26	{ A. V. 1 V. 14 }	68	2,176	4,146	45,631	66,626	87 241	36.1	42 57	74
1926-27	{ A. V. 2 V. 12 }	70	2,084	4,544	53,130	75,356	92 261	35.2	57 70	81.4

* The decrease in 1922-23 in the number of primary schools and in the number of girls attending them is due to the raising of three primary schools to the middle status.

† The decrease in 1924-25 is due to the raising of six primary schools to the middle status.

‡ The decrease in 1926-27 in the number of vernacular middle schools is due to the conversion of the Municipal Board Hindi Girls' Middle School, Karimpura, Peshawar, into an anglo-vernacular middle school, and to the reduction of the Municipal Board Gurmukhi Girls' School, Kohat, to the status of a primary school.

2. In her report Miss Littlewood, the Inspectress, says—

“The most marked feature of the quinquennium has been the development of secondary education.”

At the opening of the period there were four middle schools, at the end 14 (two of them being anglo-vernacular): seven of these are managed by municipal boards and seven by private bodies. The number of girls in these schools has risen from 757 to 2,084, an increase of 1,327 or more than 275 per cent.

Five years ago the quinquennial report stated that the number of vernacular middle schools had increased from three to four and of pupils from 732 to 757. “These figures indicate the small desire on the part of the inhabitants of the Province to see their girls educated.” This report tells a very different story.

3. Astonishing as the growth has been it is only the beginning of the movement.

In the current year under the five-year programme the Municipal Board Urdu Girls' Primary School, Abbottabad, has been raised to the middle school status and with the opening of the middle classes in this school there will be facilities in every district for Muhammadan girls to obtain secondary education. It is unfortunate that this will not be the case for Hindu and Sikh girls, as the Municipal Committee of Kohat, preferred to reduce the Leigh Gurmukhi Girls' School to the primary standard rather than to appoint a trained senior vernacular head mistress. Kohat therefore now has the dubious distinction of being the only district which offers no secondary education to Hindu and Sikh girls. Apart from the new school at Abbottabad, six applications and requests from aided schools for permission to open middle classes have been received, *viz.* from Abbottabad, Peshawar (two), Mardan (two) and Kulachi. If all these are accepted the number of secondary schools for girls will be 20. This justifies the Inspector's remark that—

"The recognition of the necessity for prolonging the school life of a girl, if she is to derive any lasting benefit from her education and is not to lapse into illiteracy when she leaves school is now widespread."

4. The two anglo-vernacular middle schools are at Peshawar. The first was opened in 1923-24 by the Church of England Zanana Mission and is mainly attended by Muslim girls. The second, the Municipal Board Hindi Middle School, was raised to this status in the last year of the quinquennium. Both schools are justifying their opening.

5. The secondary education of girls is not, however, to stop at this stage. Under the five-year programme a girls' high school has already been opened at Peshawar by the raising of the Church of England Zanana Mission Anglo-Vernacular Middle School to this standard, a grant-in-aid being sanctioned for this purpose. In addition to this existing high school there are projects for raising two other schools to the high standard. One emanates from the Municipal Committee, Bannu, and the other from the management of the Arya Girls' School, Dera Ismail Khan.

If these schemes and others, still in the embryo stage, mature there will be great developments by the time the next quinquennial report has to be written.

6. To round off the scheme for expansion it was proposed to open a Government hostel for girls in Peshawar. Sanction was given to this by the Government of India in connection with the five-year programme. Girls from villages and small towns will now be able to stay with safety in Peshawar and to attend the secondary schools.

7. The proportion of middle to primary schools has improved. In 1921-22 this was one to fifteen. It was one to five by the end of 1927.

Under the expansion programme a further improvement is promised as for part of the time for every new primary school there will also be a new middle school. The development will thus be vertical as well

as horizontal.

8. There has also been a great improvement in the quality of the instruction and in the average length of a girls' school life. Some idea of this improvement is given by the following figures. Ten years ago 13 girls appeared for the Vernacular Middle Examination and only three or 23 per cent. passed. In 1922, the respective figures were 26, 13 and 50 per cent. This year 70 girls appeared, 23 being private candidates. Forty girls from schools and 17 private candidates were successful, a percentage of 8.14. Still greater improvement is expected by the Inspector as the qualifications of teachers improve.

9. Expenditure (direct) on secondary education rose from Rs. 11,776 to Rs. 53,130. The cost of education one girl in a secondary school also rose from Rs. 16-12-9 to Rs. 26-11-4.

Primary Schools —

10. The table shows that these also have increased, though not in the same proportion as the secondary schools. In 1921-22, 63 schools had a total enrolment of 3,811 while last year there were 4,544 girls in 70 schools.

The slower rate of increase is due to—

- (1) the raising of 10 primary to middle school status;
- (2) the absence of funds till 1924-25 to open any new schools;
- (4) withdrawal of recognition from a few unsatisfactory schools and the closing of some few more through financial stringency.

These 70 schools are maintained as below, *viz*:—

(1) Municipalities	...	10
(2) District boards	...	30
(3) Private bodies	...	30

11. Expenditure rose from Rs. 57,912 to Rs. 75,356 and the cost of educating one girl in a primary school was Rs. 18-0-4 as compared with Rs. 16-11-3 at the opening of the period.

The increased cost per head both for primary and secondary education is mainly due to the decrease in the average enrolment caused by the opening of new schools. The percentage of girls in public schools to population rose a little during the five years, *viz.* from 5 per cent. to 6 per cent. There is thus a very large untouched field for future expansion.

Race or creed of scholars—

12. In the 84 recognized institutions for girls there were on 31 March last 6,628 pupils distributed over the following races or creeds.—

Muhammadans	...	1,933
Sikhs	...	842
Hindus	...	3,842
Christians	...	9
Parsis	...	2

Qualifications of teachers —

13. These have improved in every way. There were only 24 trained teachers in 1921-22, while last year there were 92. The percentage of trained to untrained teachers thus went up from 14 to over 35.2. The current quinquennium should show greater improvement still, as not only is there a greater supply of candidates owing to the expansion of secondary education but the facilities for training have been enlarged and improved, as she is in the chapter on the training of teachers.

Inspection —

14. This has been more fully discussed in the chapter on controlling agencies. It is sufficient here to say that Miss Littlewood, the Inspectress, was in charge throughout the quinquennium except for short periods of leave and that in the last few months of the period she received much-needed relief through the appointment of an Assistant Inspectress, Mrs. A. McKenzie.

Curricula and instruction —

15. During the period under review the Inspectress has co-ordinated the work of all primary and secondary girls' schools throughout the Province. This is a greatly needed improvement. As for the quality of the work, composition seems to have been the best taught subject. Reading and writing were also satisfactory. Arithmetic geography and hygiene needed improvement. These comments apply specially to district board schools and for the year 1926-27. In this connection it is noteworthy that only five of the 43 teachers employed by these boards are trained.

Primary examinations —

16. Five hundred and sixty girls appeared for the lower and 438 for the upper primary examination in the last year of the quinquennium; 459 passed the former and 348 the latter. The percentage of success is high being 81 in the lower and 79 in the upper primary examination Hazara headed the list and Bannu District brought up the rear.

Five year Programme —

17. A summary of the full programme is given in the chapter entitled "general summary". The inspectress points out that apart from the 25 new primary schools to be opened before 1932 there are many places, especially in Hazara District, where new schools would be successful. She lays stress on the need for the acceleration of expansion and points out that till the education of girls is substantially on an equality with that of boys there will continue to be a quality of existence which is a hindrance to the raising of the general standard of life.

Education of Dais —

18 In October last the "Provincial Dais' Training Institute" was opened in Dera Ismail Khan. The course of training at present lasts for six months. The admissions are limited to 10 each

municipality and district board paying a stipend of Rs. 25 per mensem for every student sent by them. There were four Hindus, five Muhammadans and one Christian under training for the first course. It seems strange that an important development of this kind should have been introduced without even informing the Inspectress of Schools, the responsible officer of the department, which since 1918 has been giving scholarships to the children of *dats* with the object of producing more qualified women for this occupation.

Training of teachers —

19. An account of the progress of this branch of education is given in the chapter bearing this heading. Here it need only be said that Government has helped the two aided training classes at Peshawar and Dera Ismail Khan by a grant to each of Rs. 150 per mensem towards the cost of staff and of provision for a number of stipends for girls and women under training—

With regard to the new Government Normal School, the Inspectors writes—

“The news of the re-opening to the Normal School has been received with enthusiasm; more than 30 applications for admission have already been received.”

Benefactions and prizes —

20. Mrs. Barton of Bannu presented prizes for the girls who stood first in the vernacular middle and upper primary examinations from the Municipal Board Gunter Urdu and Gurmukhi girls' schools, Bannu. The District Board Urdu School, Kulachi, receives prizes from Khan Aurangzeb Khan, B.A., L.L.B., and from Khan Sabib Ghulam Sarwar Khan, Personal Assistant to the Director.

Two most generous endowments were made during the quinquennium—

- (1) In 1925 Rai Bahadur Seth Jesa Ram, Honorary Magistrate and Municipal Commissioner, presented the Arya Education Society, Dera Ismail Khan, with a building and a site valued at Rs. 20,000 and a permanent endowment of Rs. 50,000 for a school to be named after his late daughter—Jamna Devi.
- (2) In 1926 a fine building valued at Rs. 32,000 and property to the value of Rs. 48,000 for an endowment was given to the Sanatan Dharam Sabha, Peshawar City. A widows' home is to be attached to the school. The new building was formerly opened by Lady Bolton on 30 April 1927.

The thanks of the department are offered to these benefactors for their generosity. It is to be hoped that they will find imitators.

CHAPTER VII

EUROPEAN AND UNRECOGNIZED PRIVATE SCHOOLS

European school—

Most European children in the Province seem to go to the large European boarding schools of Murree and other hill-stations to the east. Of those that remain in the Province some are either educated in army schools, with which this report has no concern, or by private tutors. Peshawar children, however, are able to attend a mixed day school maintained by the Presentation Convent, Peshawar.

2. This school has continued throughout the quinquennium to do good work. Its numbers do not fluctuate much. The chief item of interest is that in 1921-22 it was classed as a girls' school with 34 girls and 26 boys on its rolls. At the end of the period it was a boys' school having 35 boys and 27 girls.

3. The statistics given below show the state of affairs for the quinquennium.

Year	Number of schools	Number of scholars			Direct expenditure	Number of qualified teachers	Remarks
		Boys	Girls	Total			
					Rs.		
1921-22	...	26	34	60	5,224	4	
1922-23	...	43	41	84	4,668	4	
1923-24	...	25	32	57	4,553	5	
1924-25	...	23	27	49	5,333	5	
1925-26	...	38	29	67	5,611	5	
1926-27	...	35	27	62	5,774	5	

It will be seen that there has been remarkably little fluctuation, with the exception of the years 1922-24. There is a small increase of two in the roll, but the average attendance is said to be much better than at the beginning of the quinquennium.

The number of teachers has risen from four to five and of certificated teachers from three to four.

Direct expenditure has gone up by Rs. 550 or by 10 per cent. approximately in the five years. The increase is due to the engagement

of an additional teacher. It is satisfactory to read that the debit balance of this institution has decreased from Rs. 10,213-13-3 in 1922 to Rs. 9,634-13-0 in 1927. The whole of this decrease has been brought about in the past year and amounts to Rs. 885-1-0 for the 12 months.

4. The building has been improved at a cost of Rs. 515 and the equipment increased at a cost of Rs. 390 during the period under review.

5. The school gives a sound primary education. It also prepares pupils for the Punjab European Middle School Examination.

The Reverend Mother Superior considers that the annual examination results of the last year were generally satisfactory and mentions the success of the entertainment given at the annual prize distribution when the children were complimented on their performance by Lady Bolton who gave away the prizes. The pupils of this school also exhibited specimens of their work in drawing, needle-work and painting at the Peshawar Arts Exhibition in 1922-23. Several of their exhibits were highly commended.

Private unrecognized institutions —

6. The following statement shows the fluctuations during the quinquennium :—

Year	Number of schools						Number of scholars					
	Hazara	Peshawar	Kohat	Bannu	D. Khan	Total	Hazara	Peshawar	Kohat	Bannu	D. Khan	Total
1921-22 ...	31	86	14	66	86	234	492	1,289	375	973	1,390	4,519
1922-23 ...	43	41	18	112	74	288	756	2,616	360	1,208	1,305	6,245
1923-24 ...	40	62	20	119	84	325	760	3,520	378	1,684	1,365	7,707
1924-25 ...	38	51	8	108	54	259	695	3,212	139	1,403	994	6,443
1925-26 ...	100	47	5	87	126	365	2,083	2,837	221	1,020	1,942	8,103
1926-27 ...	60	44	...	97	55	266	1,653	2,677	...	1,229	1,083	6,642

7. In considering these figures it has to be remembered that the returns, which are submitted by patwaris, are unreliable. There is no inspection of these schools by the department; and it may be doubted whether many of them keep such a thing as an admission or attendance register. Hence all numerical statements must be accepted with great reserve.

The second point is that there are two well-defined classes of institution. The first is the indigenous oriental languages or the religious school, which has had, and will probably continue to have, a considerable vogue in this Province. The second is the "azad" school as it is called. By this term is meant a "non-co-operating" school.

These schools for the most part are the offspring of the non-co-operation movement of some seven years ago. The objects and aims of the two classes of schools are widely different as the following remarks will show.

8. Bearing these two points in mind a perusal of the statement shows that these unrecognized institutions have undergone remarkable vicissitudes during the last five years. The number of schools was 234 at the beginning of the period, rose to 325 by 1924, fell in 1925 to 259, rose to 365 last year and was 286 at the end of the time. The reported number of pupils also varied in the same violent way, being 4,519, 7,707, 6,443, 8,103 and 6,642 respectively in the years just previously named.

It is difficult to assign any reasons for this fluctuation; and considering the insecure statistical basis it would not be of great advantage to attempt this.

9. As to the nature of instruction given by these schools it is reported that on 31 March last 19 schools were giving advanced instruction in Arabic and Persian to 734 scholars. In 1922, 607 pupils were reported to be attending the same number of schools. The advanced study of Sanskrit on the other hand seems to have become less popular for whereas there were 168 scholars in four such schools five years ago, there is now only one school with the meagre roll of 10 pupils.

Indian vernaculars also seem to have fewer adherents so far as this kind of school be concerned. The number of schools teaching these languages declined from 15 to eight, and that of pupils from 441 to 200.

The religious school, in which the Koran and theological works are studied, became distinctly more common. In 1922, 3,03 scholars were taught in 196 schools, but in 1927 the respective numbers were 5,111 and 254.

10. So far, 282 unrecognized schools belonging to the class of oriental languages or religious school have been discussed. The remaining four schools are of the other, i.e. the "azad" type. 587 boys are reported as being in these schools at the end of last March, whereas a year previously 47 such schools were supposed to be in existence with a total strength of 2,837 boys.

11. The origin of these schools has already been mentioned. Their history seems to run on easily recognized lines. There is much enthusiasm at the start, promises of financial support are lavishly made, extravagant prospects of a new and almost ideal kind of education are held out;—and the school starts. The initial enthusiasm wears off, financial support is precarious and diminishing, the education imparted is mostly an inferior imitation of what is given in recognized schools and the decline begins. The trouble is accentuated by faulty accounts, inefficiency of staff and mismanagement by the promoters. It can not be said with a fair amount of accuracy that these schools are with few exceptions either dead or languishing. Some, notably the Islamia

Anglo-Vernacular Technical School at Nowshera Kalan, have come into the fold, while the managers of others are reported to be divided as to the desirability of applying for recognition.

12. At the same time it is only fair to say that two schools of this kind are reported to be doing well. One is a school at Utmanzai in the Peshawar District which is said to give special attention to Pashtu. The school is apparently affiliated to the Azad University called Jamia-i-millia, and the courses of this university are said to be popular among the sons of the poorer orthodox Mussalmans.

The wealthier boys, however, are not neglected for — however this be possible — the school is alleged to prepare pupils for the Matriculation and School Leaving Certificate Examination of the Punjab University. Presumably the boys are “private candidates,” if this report is to be accepted. It is noteworthy that this “azad” school gives the same prominence to English as the ordinary school.

There is another school at Bhanamari (district Peshawar) which is unusual. It is a primary school of about 300 boys, and has an orphanage and boarding-house attached to it. The curriculum is much the same as in regular schools, but theology receives special attention. Words of command in physical training are given in Arabic. The upper class boys wear a uniform consisting of a black coat and Turkish cap.

13. As stated before, the movement generally appears to be declining. It is a great pity that the zeal which was shown in making these mistaken efforts was wasted and that considerable financial resources were frittered away. The Province would have been better off in education if the promoters of these schools had diverted their energies into more useful channels.

CHAPTER VIII

THE TRAINING OF TEACHERS

1. Under this title which is that usually given to this chapter in the annual reports on the progress of education in this Province is included the information required under the heading "professional education" in the quinquennial review of the Government of India. The title of narrower scope has been retained because in the North West Frontier Province the training of teachers is the only kind of professional education that is given whether by Government or by private bodies.

2. Candidates for the medical, engineering, legal and other professions have to go outside the Province for their professional training. But this is no hardship. It would be futile to attempt to start and maintain separate Provincial institutions of this sort in the North West Frontier Province. The demand for the training would not justify the enormous expense that would be incurred.

Further arrangements already exist whereby selected students from the North West Frontier Province can be sent to the King Edward Medical College at Lahore or to the Medical School, Amritsar, for training in the medical profession; to the Thomason College, Roorkee, and to the School of Engineering, Rasul, for training in various branches of civil engineering. North West Frontier Province boys are also taken by the School of Mines, Dhanbad; by the MacLagan Engineering College, Lahore; also by the Forest College, Dehra Dun. Candidates for Sandhurst and for the Prince of Wales' Royal Military College, Dehra Dun, are regularly nominated from this Province. Occasionally a student finds his way to the Agricultural College, Lyallpur, for training in scientific agriculture; and law students can without difficulty gain admission to the Law College at Lahore.

Apart from the nomination of several candidates for Sandhurst and

Dehra Dun and excluding candidates for the legal profession, between 50 and 60 North West Frontier Province boys have been selected for training as doctors and engineers in the quinquennium.

Thus it cannot be said that opportunity of acquiring a professional education is lacking. Whether the boy wishes to be a soldier, a doctor, civil, mechanical, electrical or mining engineer, a lawyer, an agricultural or forestry expert the way is open to him.

The training of teachers —

3. Professional education of this kind has been given throughout the quinquennium, both to men and women candidates for the profession. Its vicissitudes are described below :—

Men —

At the beginning of the quinquennium there were in the Province facilities for the training both of primary and secondary. (vernacular and anglo-vernacular) school teachers. The department prescribed courses and conducted the training and examination of the following classes of candidates, *viz.* (1) junior-vernacular, (2) senior-vernacular and (3) junior anglo-vernacular. There was no training of teachers of special subjects but for two or three years of the quinquennium a departmental examination for the "Drawing Master's Certificate" continued to exist. In consequence, however, of the extremely unsatisfactory nature of this examination, for which it was impossible to offer any training, it was abolished.

English teachers —

The junior anglo-vernacular training class was held at the Government Training College, Peshawar, and was in the personal charge of the principal of that institution, then Mr. G. H. Geach, an Indian Educational Service officer. It was a small class consisting of seven pupils in 1921-22 and of six in 1922-23. The examination for the certificate was conducted by the department. The small size of the class meant that each pupil received much individual attention, which was to his benefit. It is interesting to note that practically all the pupils of this class have made good in their profession.

This class came to an end in March 1923 owing to retrenchment, whereby Mr. Geach's services were transferred to the Punjab, and no Indian Educational Service officer was appointed to succeed him. The closing of the class was regretted at the time. In view, however, of the many-sided training which a school master now requires but which the North West Frontier Province could not possibly give him, I now feel convinced that the loss of the individual training which the old North West Frontier Province class gave so well has been more than made up by the wider life that a Punjab institution can and does afford.

To take the place of this junior anglo-vernacular class negotiations were immediately begun with the Punjab Government (Ministry of Education) to arrange for the training of junior anglo-vernacular candidates from this Province in the institutions of the Punjab. These were successful; and since 1923-24 our junior anglo-vernacular candidates have profited by the kindness of the Government of the neighbouring province. The maximum number of candidates

from this Province is 10 per annum. Each man receives a stipend of Rs. 25 per mensem and the Local Administration pays to the Punjab Government an "overhead" charge for each of its stipendiaries. This charge varies from year to year according to the total number of men under training.

By this arrangement since 1923-24, 24 men have been sent for training of whom 21 have gained certificates.

4. The North West Frontier Province has never had a training class for the Senior Anglo-Vernacular Certificate or for the degree of Bachelor of Teaching. All our candidates have been sent to the Central Training College, Lahore. The Punjab Government (Ministry of Education) has added to its other kindnesses by admitting two stipendiaries from this Province every year without making any charge for the cost of their stipends. If, however, we send more than two men per annum this charge has to be met but only for the additional students. Each stipendiary admitted to the Senior Anglo-Vernacular or B.T. class of the Central Training College, Lahore, receives a stipend of Rs. 25 per mensem to cover his fees for tuition and boarding. The cost of training exclusive of stipend is between Rs. 550 and Rs. 650 per men.

The number of men sent to these classes during the period under review was seven, of whom all were successful.

5. Both of these arrangements have proved economical and beneficial. The training received, especially at the Central Training College, Lahore, is wide and thorough, and is better than this Province could possibly afford to give.

The Punjab Government (Ministry of Education) has merited the thanks of the Local Administration for its repeated help in the last five years. Had it not been for this timely aid the difficulties over the supply of teachers for the higher grades would have been insuperable.

Vernacular teachers —

6. The Training College, Peshawar, provides for the professional training of senior and junior vernacular teachers. The arrangements for the former are briefly described below. Throughout the quinquennium there has been a class for 20 senior vernacular teachers.

These 20 men are selected from those junior vernacular teachers who have passed their qualifying examination in the first division and since taking their certificate have served to the satisfaction of the department for two years in a recognized school or in a department of a recognized school. The selected men receive a stipend of Rs. 20 per mensem for the period of their training.

7. The course of study is laid down, and the examination is conducted, by the Education Department. The examination itself is open to private candidates nominated by the Education Department after a scrutiny of each case on its merits.

The examination is held yearly in March and the successful candidates are thereafter eligible for employment at senior vernacular rates of pay throughout the Province. Here it may be mentioned that

while retrenchment was the order of the day, many men holding senior vernacular certificates were employed in junior vernacular grades. The recent expansion, however, has offered better prospects to such teachers and for the next five years it is not likely that there will be any senior vernacular masters in junior vernacular posts. The statistical table given later in this chapter will show the number of men who qualified themselves in each year. For the whole period the total is 125.

8. The junior vernacular teacher is produced in larger numbers. He is required in primary schools and in the primary departments of secondary schools. As most of the primary and vernacular middle schools are in villages it follows that the man himself is commonly of the agriculturist class; also that his training should be adapted to the life of the community in which his work will lie.

The minimum general qualification for a candidate is the certificate awarded on the Vernacular Middle School Examination. It is noteworthy that towards the end of the quinquennium boys who had passed the Anglo-Vernacular Middle or even the Matriculation Examination came forward as candidates. The selection of candidates is now made after a competitive test, conducted in each district by the Inspector of Vernacular Education. Selected candidates join the Training College in April, each with a stipend of Rs. 15 per mensem for the period of training. At the close of their training in a course prescribed by the department they are examined, and the successful men receive the Junior Vernacular Certificate entitling them to be employed at the rates of pay (Rs. 25—2/2—35) sanctioned for junior vernacular teachers.

9. The statement given in this chapter shows the yearly outturn of the junior vernacular class. Here it is sufficient to say that 343 primary school teachers were successfully trained during the period under review.

All these arrangements for the training of teachers are to be understood as applying to men of Indian nationality. There are no arrangements for the training of Europeans, one of the reasons being that there is no European school requiring such trained men. The one European school in the Province is staffed by women-teachers, those who are trained having received this instruction either in Europe or in some other part of India.

10. The foregoing paragraphs have described the conditions and arrangements for the training of men-teachers. It now remains to examine the machinery whereby this training is conducted.

At the beginning of the period teachers were trained not only at the Training College, Peshawar (junior anglo-vernacular and senior vernacular classes) but at the normal school attached thereto (junior vernacular class), and in training classes attached to various Government high schools (Abbottabad, Kohat and Dera Ismail Khan). Owing to retrenchment, however, in 1923-24 all these outlying classes and the junior anglo-vernacular class at the Training College were abolished, and the training of teachers was concentrated in the Training College, Peshawar, which from that year has contained only a senior

vernacular and a double-sectioned junior vernacular class. The number of stipends was correspondingly reduced.

11. The Training College and Normal School at the opening of the quinquennium occupied buildings rented from the Islamia College, Peshawar, and used the middle and primary classes of the collegiate school as practising schools. By December 1923, however, this arrangement came to an end, and the combined institution moved to its new home on the Jamrud Road just opposite the Islamia College. The new building is usually fine and it is doubtful whether any senior or junior vernacular class in India is better housed. There is ample teaching accommodation, including a science laboratory, library and a large hall. Boarding arrangements for a total of 120 students with quarters for the staff also exist. The great defect is the absence of water for the irrigation of the grounds. This most important point was not settled when the building was first projected and up to the present it has been impossible to achieve anything to provide a supply of water to irrigate the grounds. Water for drinking and domestic purposes has had to be brought by friendly arrangement from the Islamia College, but no more than this can be given.

At the time of writing it is satisfactory to know that yet another attempt to bring water at a reasonable cost is being made. This, if successful, should console the principal of the college who from his stony barren plot now looks across the road to the waving green of the trees and shrubs in the grounds of the Islamia College.

Courses and training —

12. As stated above the courses for both the senior vernacular and junior vernacular classes are prescribed by the department. The senior vernacular course has been scrutinized in the quinquennium but only minor revisions were found necessary. This is not the case with the junior vernacular course which was substantially revised during the period under review. Pashtu is now a language to be studied by the would-be primary school master and the whole course is designed not simply to give him professional training but to improve his general education. An experiment, unfortunately never completed, was made in 1925-26 whereby the junior vernacular course was to extend over two instead of over one year. The special idea was to improve the candidate's general knowledge. But before even one batch of candidates could be thus trained the first wave of expansion came and it was necessary at once to revert to the old one-year course in order to provide enough teachers for the new schools. The class then assembled was given a final intensive training for two months or so and was examined on one year's work. The Islamia Collegiate School (classes V to VIII) provides the practising school for the senior vernacular class as before; but for the junior vernacular class a practising school is now held in the Training College itself, the district board school at Safed-Dheri having been moved to the college building for this purpose.

13. The percentage of successful students is very high as the statistical statement of this chapter shows; but this by no means

implies that the product of the Training College attains the maximum of efficiency. It was found in the last year of the quinquennium that the institution of a competitive entrance test and the revision of the course of instruction had not been sufficient to raise the level of attainment. Other steps were taken which need not here be mentioned and it is hoped that the masters to be sent out from the Training College in the new quinquennium will be of a higher standard than those of 1922 to 1927 and that the cry of inspecting officers for more efficient teachers will be stilled.

Physical training instructors—

14. Before concluding this section of the report mention should be made of the training of instructors of physical training. There was no possibility at the opening of the quinquennium of training such men within the Province. The old-fashioned drill master reigned supreme and as a result the general state of physical education was deplorable. A small recurring grant was sanctioned by the Government of India and, again by the kindness of the Punjab Government (Ministry of Education), successive batches of selected drill masters were annually sent down to the Punjab to receive an intensive training on modern lines. The North West Frontier Province men did well and the standard of physical education has been greatly raised. These arrangements served their purpose and came to an end during the quinquennium, but in the last year under review an advanced class for "supervisors of physical education" was instituted by the Punjab authorities. Candidates for this class must be of at least junior anglo-vernacular standard and must undergo a six months' course at Lahore. The North West Frontier Province was able to send two men to this course and one of them passed. It is hoped to continue the arrangement in future years and eventually to use the services of the men so trained as district supervisors of physical education. If this proposal be accepted it will not be long before we are able to train our own instructors and to hold "refresher" courses at suitable centres and times.

Statistics—

15. The cost of training a male teacher in the normal school fell from Rs. 341-1-5 in 1921-22 to Rs. 313-9-7 in 1926-27. The decline in the cost is due to the retrenchment and concentration described in paragraphs 4 and 11 of this chapter.

The figures given in the statement immediately below illustrate the general remarks made in the foregoing section. The only points now to be mentioned are as follow, *viz.* (a) the successive declines between 1921-22 and 1924-25 are due to general retrenchment. (b) The sharp decline in expenditure in 1925-26 is due to a reduction in the staff of the Training College in the summer of 1925 and to the inception of the experimental two-year course for which only half the usual number of stipendiaries could be admitted if stipends were to be kept at the sanctioned limit. (c) The rise in the last year of the period is explained by the reversion to the old one-year course for junior vernacular teachers and by the filling up of one post on the staff temporarily put

in abeyance in 1925-26 :—

Year	Number of institutions			Number of scholars			Direct expenditure			Number of qualified teachers	Result		
	Training College	Normal School and training classes	Total	Training College	Normal School and training classes	Total	Training College	Normal School and training classes	Total		Junior anglo-vernacular	Senior vernacular	Junior vernacular
1921-22 ...	1	4	5	35	96	129	Rs. 41,031	Rs. 36,180	Rs. 77,181	12 14	5 7	20 20	68 85
1922-23 ...	1	3	4	26	69	95	32,166	31,763	63,918	11 13	5 6	20 20	58 69
1923-24 ...	1	1	2	21	63	84	27,939	21,667	49,496	9 10	...	21 21	53 63
1924-25 ...	1	1	2	21	62	83	23,406	21,678	45,083	9 10	...	17 21	59 76
1925-26 ...	1	1	2	19	30	49	23,249	16,678	39,827	7 8	...	27 28	32 36
1926-27 ...	1	1	2	18	65	83	22,239	20,384	42,623	8 8	...	20 22	63 70

* In the year 1923-24 the junior anglo-vernacular class was abolished.

This concludes the report on the training of men-teachers.

Women —

16. This branch of professional training was carried on under most depressing conditions for the first two or three years of the quinquennium.

At the opening of the period arrangements for training of women came to an end as the Government Normal School for Women was one of the first activities to be curtailed under retrenchment. This took place in September 1922. The batch of students under training had to be sent out after partially completing their course and after passing a special test framed to suit their attainments.

This was all the more unfortunate as it coincided with the beginning of the increased public demand for the education of girls. Just at the time when more teachers began to be needed our own supply had to be cut off.

The difficulty was met for the time by sending a few selected candidates to Lahore for their professional training, — another case of

the help given by the Punjab. Under these arrangements two senior vernacular and two junior vernacular teachers were trained. Later two private institutions were opened in the North West Frontier Province for the training of girls for the profession of teachers.

These two classes continued for the rest of the quinquennium to be the main source of the supply of women-teachers.

17. The first body to take action was the Church of England Zenana Mission, Peshawar, which opened a training class for senior vernacular teachers in connection with its girls' school in 1924-25. This class is attended by Muslim girls. It was followed by the Arya Samaj of Dera Ismail Khan, which opened a similar class at the Arya Kanya Middle School, Dera Ismail Khan. This second class came into existence in 1925-26. The pupils are Hindus. Both of these institutions were aided by a grant towards the cost of maintaining the necessary staff and by the allotment of a limited number of stipends for pupils. The grant provides for a certain number of stipends and contributes towards the cost of the staff. The grant paid in 1926-27 was Rs. 6,972. The course of instruction followed in both classes is prescribed and the qualifying examination is conducted by the Punjab Education Department. The period of training is for two years. The qualification for admission is the possession of the girls' middle school examination certificate. Each girl receives a stipend of Rs. 20 per mensem.

The Church of England Zenana Mission School class did extraordinarily well in the 1926 examination. Five candidates were sent up and all passed, one Anwar Sultan, being second on the combined list for the two provinces. The result for 1927 was four out of four. The class at Dera Ismail Khan has a roll of 10 students -- all Hindus. The first batch of candidates appeared in the 1927 examination and five passed out of a total of 10.

18. The foregoing paragraphs deal with senior vernacular teachers. It is satisfactory to be able to record that private enterprise did something as well to assist in the supply of junior vernacular teachers. The Arya Kanya Pathshala, Dera Ismail Khan, has the distinction of having endeavoured to supply this need. In September 1926 this institution opened a junior vernacular class for 13 students. Of these 10 receive stipends of Rs. 14 per mensem each from Provincial revenues and two from the local widows' education fund. This class will cease to exist in all probability in 1928 when its students take their examination. The reason for the closing of these aided classes is that under the five-year programme of educational expansion the Government Normal School for Women, Peshawar, has been revived in the current year and it is expected that this larger public institution will be able for some years to meet the demand both for senior and junior vernacular teachers.

19. The statistics for the quinquennium call for little comment in view of what has already been said on this subject. The institution that existed in 1921-22 was the former Government Normal School for Women closed in September 1922. Those mentioned for 1924-2

and the remaining years are the two aided classes that have been described :—

Year	Number of schools	Number of scholars	Direct expenditure	Qualified teachers
			Rs.	
1921-22	1	30	3,874	$\frac{2}{3}$
1924-25	1	6	*	$\frac{1}{2}$
1925-26	2	22	5,937	$\frac{2}{3}$
1926-27	2	28	8,425	$\frac{2}{3}$

* No separate figure was returned by the manager but expenditure was included in the statistical returns of the Anglo-Vernacular Aided Church of England Zenana Mission Middle School, Peshawar.

The department owes much to Miss Littlewood, the Inspectress, for her successful efforts to obtain trained teachers; to Miss Taylor and Miss Price of the Church of England Zenana Mission School, Peshawar, and to the managers of the Arya Kanya Pathshala, Dera Ismail Khan, for the enterprising manner in which they helped to produce the type of teacher required.

General—

The training of teachers is now on a better footing than at the opening of the period. The difficult time of retrenchment has been passed and prospects for the new quinquennium are more favourable. There ought to be not only more but better teachers, and special attention will be given to this vital need.

CHAPTER IX

EDUCATION IN AGENCIES

1. There are five political agencies educationally connected with the North West Frontier Province, if the Sherani country be included. These are the Malakand, the Khyber, the Kurram, the Tochi (North Waziristan) and the Sherani country. Education in the agencies is under the control, and is financed from the budgets of the respective political agents. The Education Department inspects all the public schools, with the solitary exception of those in the Khyber Agency, and advises on educational matters including finance.

2. The quinquennium under review shows that though the agencies are still well in the rear of the settled districts so far as educational progress is concerned they have felt the reaction, and that geographically remote and isolated as some of them may be, there has been a distinctly healthy advance. It is probable that the quinquennium of 1927-32 will show still greater progress.

3. The general state of education in these five agencies at the beginning and end of the period under review is indicated by the figures of the following abstract:—

Year	Number of public schools	Number of scholars in public schools	Number of private schools	Number of scholars in private schools	Total number of schools	Total number of scholars	Expenditure on public schools
1921-22	32	1,507	27	419	59	1,926	Rs. 41,025
1926-27	34	1,922	24	403	58	2,325	49,406

The number of public schools has not shewn any great increase, as there were only 34 schools at the end as against 32 at the opening of the period. But the number of pupils in public schools tells quite another story. In the last five years this has gone up by 415 from 1,507 in 1922, or by nearly 28 per cent., a figure which compares favourably with the increase in the settled districts. Private unrecognized schools declined both in number and enrolment. The schools went down from 27 to 24, and the pupils decreased from 419 to 403. As stated elsewhere, however, the figures for private schools are notoriously unreliable.

4. The expenditure on public schools rose from Rs. 41,025 in 1921-22 to Rs. 49,406 in 1926-27. This increase, amounting to nearly 20.5 per cent., shows that in spite of the financial troubles of the opening years it has been found possible to provide funds for the development of education in agencies in a proportion that bears comparison with the expenditure in settled districts, though the totals of the two are widely different.

5. The three agencies, Malakand, Kurram and Tochi, have all shared in the expansion. On the other hand the Khyber Agency and the Sherani country, in both of which education can only just be said to exist, have "marked time". But as will be seen from the paragraphs dealing with these two areas, the combined totals would not be greatly effected by an increase of 100 per cent. or by the total cessation of any educational facilities in either.

6. This report has no returns to give as to education in South Waziristan, but it is worth noting that there is a demand for schools in the Mahsud country and that a few primary schools have already begun to work. The next quinquennial therefore, if not the next annual, report, should be able to show progress in this, the latest field to be opened.

Kurram —

7. The following paragraphs deal with the progress of education in individual agencies. The first to be described is the Kurram, which possesses an old and well established anglo-vernacular middle school at Parachinar.

A statistical statement which gives very full information will be found below:—

Year	Anglo-vernacular middle schools		Public primary schools		Unrecognised schools for boys		Total		Number of boys learning English in Parachinar school	Total expenditure on public instruction	Number of qualified teachers in public schools	Anglo-vernacular middle school examination result
	No.	Roll	No.	Roll	No.	Roll	No.	Roll				
1921-22 ...	1	221	12	557	9	180	22	958	61	Rs. 21,198	61 56 45	...
1922-23 ...	1	234	12	524	4	55	17	813	73	19,759	61 56 45	...
1923-24 ...	2	227	13	568	2	81	16	878	82	19,212	61 56 45	7 9
1924-25 ...	1	228	13	561	5	103	19	892	90	19,524	61 56 45	7 17
1925-26 ...	1	231	13	594	1	12	16	837	96	19,705	61 56 45	6 13
1926-27 ...	1	210	13	612	3	61	17	892	92	20,213	61 56 45	5 10

8. The Parachinar Anglo-Vernacular Middle School has a block of well-constructed buildings for class-rooms and possesses a boarding-

house that is at least of average standard. It has done good work throughout the quinquennium. The decline of two in its roll, *viz.* from 221 to 219 is not material. It is in fact an advantage, as the school enrolment has been too large throughout the period for comfort.

A proposal to put up an additional block for the primary classes is under consideration at the present time. The important feature of the returns for this school is their indication of the growing demand for English education. The rise in the number of boys learning English from 61 in 1921-22 to 92 in 1926-27, or just over 50 per cent., is a convincing proof that in the Kurram people are as desirous of obtaining this class of education as they are in the areas much nearer India proper.

9. The number of public primary schools rose by one — a new school having been opened at Bagzai in 1923-24. The pupils in such schools increased from 557 to 612 or by 55. This increase of practically 10 per cent. is not so great as in the districts, but the average enrolment per school has gone up a little during the last five years. There is a heavy decline in the numbers and the strength of private schools, as the table shows. It is more than possible that this decline is due to the general appreciation of the education given in the public schools. The fall in the total number of pupils in both kinds of schools is due solely to the decay of the private school. In view of the rise in the figures for public schools this is not a matter for regret. It is worth noting that though there is no girls' school in this or any other agency there are 33 little girls attending various boys' primary schools.

10. The efficiency of the staff has improved. In 1921 only 13 out of 34 teachers were trained men, but in 1926-27 there were 22 such teachers out of a total of 33. This proportion, *viz.* 66 per cent. of trained teachers is more satisfactory.

11. Expenditure, as the statement shows, went down a little. The fall is due to economies in items of indirect expenditure.

Buildings and equipment —

12. Where Government has provided a building the accommodation is both reasonable and sanitary. Rented buildings, such as those at Hassan Ali Qila and Basattu, are poor and unsuitable. The equipment on the whole may be classed as fairly satisfactory.

Instruction —

13. The anglo-vernacular middle school at Parachinar does fairly well in the anglo-vernacular middle school examination, its percentage of success in the last examination being 50. Several primary schools have received unsatisfactory reports and the political agent has made special local arrangements to improve the supervision and control of these schools.

Discipline —

14. There is nothing whatever to show any deterioration of this. It is interesting to note that of the 892 scholars in the valley no less than 808 were residents of this agency. In 1921-22 the corresponding figures were 958 and 737. These figures show that it is the people of

the valley and not mere visitors who make use of the educational facilities afforded.

15. The school population consists mainly of Mussalmans, of whom on 31 March last there were 757 as compared with 98 Hindus, 36 Sikhs and one of another creed.

16. An interesting feature of the Kurram schools is the prominence given to Pashtu, which forms part of the school course for primary classes. The subject is said to be well taught. There is also a Pashtu newspaper called the "Kurram Times" which is largely produced by the Head Master of the Parachinar School under the guidance and supervision of the political agent (Major E. W. Noel).

Malakand —

17. The statistical statement for this agency is given immediately below :—

Year	Number of schools			Number of scholars reading in			Expenditure	Number of qualified teachers	Number of scholars learning English	Results	
	Secondary	Primary	Total	Secondary	Primary	Total				Vernacular middle examination	Anglo-vernacular middle examination
1921-22	1	8	9	120	268	388	Rs. 14,431	$\frac{10}{16}$	8	...	...
1922-23	1	8	9	174	268	442	12,249	$\frac{11}{16}$	18	...	...
1923-24	1	8	9	185	264	439	9,833	$\frac{10}{16}$	46	...	...
1924-25	1	8	9	215	295	510	11,425	$\frac{14}{19}$	63	$\frac{2}{3}$	$\frac{3}{3}$
1925-26	1	8	9	197	362	559	10,459	$\frac{14}{17}$	50	...	$\frac{5}{5}$
1926-27	1	8	9	182	347	529	16,508	$\frac{17}{31}$	52	$\frac{0}{3}$	$\frac{2}{6}$

Of the 529 pupils on 31 March 1927, 467 were Muhammadans, 46 Hindus and 16 Sikhs. The number of schools remained unchanged during the quinquennium, but it is satisfactory to note an increase in the number of boys at school, viz. from 388 in 1921-22 to 529 in 1926-27. This improvement of 141 represents a growth of over 36 per cent. in the full period. The highest figure for enrolment was in 1925-26 when the total reached 559. Even if this point be neglected the increase is distinctly satisfactory. It is very likely that the drop of 30 between 1925-26 and 1926-27 is due to the developments in Swat which are mentioned below.

18. The increase in expenditure from Rs. 14,431 to Rs. 16,508 is substantial. It is mainly due to the conversion of the Thana School from a vernacular middle with "optional" English classes into a

regular anglo-vernacular middle school.

19. The growth of English education is remarkable, especially when it is remembered that there are now facilities for learning English in a Swat State school. An increase of 650 per cent. in the number of boys learning English is convincing proof of the demand for a full anglo-vernacular middle school in this agency.

20. The teaching staff shows much improvement in numbers and qualifications. The increase in numbers is due to the conversion of the Thana School, and the improvement in qualifications arises from the policy of appointing trained men in preference to untrained, whenever and wherever possible.

21. As mentioned above the one secondary school at Thana was a vernacular middle school with "optional" English classes. This arrangement was a failure and, as soon as the time of retrenchment had begun to pass away, efforts were made to convert the school into a full anglo-vernacular middle school. Sanction was received in the last year of the quinquennium and a provision of Rs. 6,832 was allotted for the purpose. Of this sum Rs. 3,460 were for capital outlay on buildings and furniture and the balance for recurring expenditure on the four additional teachers required. The Thana School is not yet a model middle school but there is no comparison whatever between its condition in 1927 and that of 1922.

Buildings and equipment —

22. On the whole the schools of this agency have satisfactory buildings and equipment, though Thana still needs improvement if, as is likely, it grows in popularity.

Instruction —

23. Improvement is to be expected at Thana, which suffered for some time during the quinquennium from inefficiency. The other schools are doing good work.

General —

24. The financial condition of the teachers employed has been greatly improved by the establishment of a provident fund on lines similar to those sanctioned for the employees of district boards in the settled areas of the Province. This came into force in the last year of the quinquennium, but to bring the educational establishment of this agency more on to a level with those of the Kurram and Tochi which had enjoyed provident fund benefits for many years, a special provision of Rs. 1,430 was made, whereby teachers of 10 or more years' service, became entitled to retrospective benefits. Now all the educational employees in the three agencies named enjoy equal conditions of service in this respect.

25. Before concluding the report on the Malakand Agency mention must be made of interesting educational developments in the territory ruled by the Wali of Swat. A very considerable change is coming over that state in which at the opening of the quinquennium no secular

schools are known to have existed. A definite educational policy has lately been adopted by the Wali with the result that by the end of 1926-27 an anglo-vernacular middle school was working at Saidu Sharif, and nine primary schools at other convenient places. Further developments are to follow, but enough has been said to show that a vigorous beginning has been made.

The school at Saidu Sharif was opened in 1925-26 and was recognized in 1926-27, with effect from 1 September 1925. On 31 March 1927 there were 242 pupils on the roll of whom 29 were learning English. The expenditure is reported as having been Rs. 5,402. A staff of nine masters was employed four only of whom held certificates. This is not a sufficient proportion of trained men. The school sent up four boys for the anglo-vernacular middle examination of whom all passed—a most encouraging start! The building and equipment of the school are reported to be below the standard required, and efforts are necessary to improve both. It may be noted that the Government of India sanctioned in 1926-27 a lump sum grant of Rs. 5,000 towards the cost of erecting a suitable building and a recurring grant of Rs. 1,800 towards the maintenance of the primary department of this school.

The Wazir of the State acts as Education Minister but the procedure adopted for technical advice and inspection is as follows. The schools of the Swat State, at the request of the ruler, have been placed under the direct supervision of the Education Department, and sanction has been given to the appointment of the Assistant District Inspector of Schools, Mardan, to tour for about a month each year in the state and generally to act as the department's local representative for educational matters connected with the state.

Tochi (North Waziristan)—

26. The returns for this agency show very little variation during the quinquennium. In 1921-22 there were six public and 18 private schools with respective enrolments of 231 and 239 pupils. Two out of eight teachers held certificates of training. The expenditure on public schools was Rs. 4,265. By the end of the period four public and 21 private schools were in existence, while the enrolment was in the former 220 and in the latter 342 pupils. A total staff of six teachers was employed, two only being holders of certificates. The expenditure was Rs. 5,262. The increase in expenditure is attributed to the payment of incremental salaries also to outlay on buildings and on scholarships.

27. The foregoing paragraph might be taken as showing stagnation. Such however is not the case. In 1924 on the invitation of the political agent, who was not satisfied with the condition of things educational, I visited with him all the schools in the agency and a rudimentary policy was evolved. A lower middle school, with a boarding-house, is to be opened in Miranshah *serai* and financial provision

has been made for it to the extent of some Rs. 16,000 including capital outlay. The next five years ought to show a distinct improvement.

28. The buildings and equipment of the Tochi schools are satisfactory on the whole. Discipline is reported to be well maintained. The main difficulty is that of securing trained men to serve as teachers. A proportion of two out of six is not at all satisfactory. The District Inspector of Schools, Bannu, suggests the establishment of two scholarships to be awarded to suitable boys of the agency schools who may be found willing to take up teaching as their work. This suggestion is worth consideration.

29. As in the Kurram Muhammadans predominate in the schools, there being on 31 March last 479 Muhammadans to 83 Hindus.

Khyber —

30. The returns for this agency are given below :—

Year		Number of schools	Number of scholars	Expenditure	Teachers
				Rs.	
1921-22	...	3	90	820	3
1922-23	...	2	63	588	2
1923-24	...	3	73	700	3
1924-25	...	4	110	1,548	4
1925-26	...	4	71	1,598	4
1926-27	...	5	77	1,598	5

Of the 77 pupils on 31 March last 73 were Muhammadans and four were Sikhs.

31. As stated elsewhere education in the Khyber is a very small business. The statement shows that there are very few boys attending any kind of educational institution. The fact that while the number of schools increased from three to five in the quinquennium and expenditure nearly doubled, the number of pupils fell by 13 shows an unsatisfactory state of affairs. During the quinquennium an effort was made by the Church Missionary Society to maintain a primary school at Jamrud. The department gave a special grant of Rs. 192 per annum in aid of this school but it is regretted that the school had to close through lack of pupils.

The schools that do exist are not open to inspection by this department and nothing can be said about them. It is worth consideration whether in view of the opening of the Khyber Railway and of the present educational awakening the time has not come to take a step forward.

Shirani country —

32. There is one primary school at Drazinda. Its numbers remain very steady, being 20 at the beginning and 23 at the end of the quinquennium. All the boys are Muhammadans, though in 1923-24 there was one Hindu pupil on the roll. Expenditure on the school rose

from Rs. 311 to Rs. 423 during the period. This little school was uninspected for several years owing to the disturbed state of the border. It was only in the latter half of the quinquennium that permission was given for the District Inspector of Schools, Dera Ismail Khan, to visit it.

Trans-border pupils at the Islamia College, Peshawar —

33. For several years it has been customary to give figures showing how many boys from agencies or Tribal Territory are attending the Islamia College or Collegiate School, Peshawar. It must not be supposed, however, that these are the only boys from the areas concerned that are receiving either secondary or collegiate education. The Malakand and the Kurram agencies both have an anglo-vernacular middle school. The Ruler of Swat has a school of the same kind. Apart from these, boys from across the border are to be found singly or in twos and threes in the various high schools from Mansehra in the north to Kulachi in the south. In the Malakand at Thana there is also to be seen the boy scout in his uniform.

34. Subject to the preceding remarks the figures of the trans-border boys at the Islamia College and School are given below :—

Name of agency	Trans-frontier tracts	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27
		Number of students	Number of students	Number of students	Number of students	Number of students	Number of students
1. W a n a Agency.	Sayids ...	2	...	...	...	...	...
	Mahsuds ...	2	...	5	4	4	5
	Wazirs ...	...	3	2	2	3	2
2. Kurram ...	Turis ...	2	4	2	1	1	1
3. Tochi ...	Wazir ...	1	...	2	...	...	...
4. K h y b e r Agency.	Afridis ...	8	8	15	15	9	16
	Shinwaris ...	2	...	...	...	...	...
	Lower Swat...	7	11	4	3	1	...
Upper Swat... Dir ...	5	6		5	8	6	6
6. Malakand	Chitral ...	...	8	3	2	2	4
	Arab ...	...	8	10	7	4	5
6. Mesopotamia	Arab ...	...	1	1	...	...	...
Total ...		39	46	49	42	29	37

All this means a slow and steady infiltration of more enlightened ideas into the country over the border.

35. In concluding the report on education in the agencies, I have to offer my hearty thanks to the various political agents, and to other officers of the Political Department connected with these areas, for their friendly co-operation with the Education Department during the last five years.

CHAPTER X

MISCELLANEOUS ACTIVITIES

1. During the quinquennium under review these activities have been mainly confined to two channels, *viz.* the Provincial Educational Conference and the Text-Book Committee. A brief account of the work done by these two bodies is given below.

Provincial Educational Conference—

2. This conference is composed of the managers and head masters of all high schools in the Province, inspecting officers of the Education Department, managers and principals of aided colleges and others interested in education. Among the last-named since 1924 have been representatives of district boards. The conference is held at Peshawar, and the Director of Public Instruction is the president. Meetings have been annual, with the exception of 1925 when it was decided not to hold any session of the conference, as the amount of business forthcoming in that year was insignificant, and did not justify the expenditure of money and time that would have been involved.

3. Apart from giving an opening for the beneficial interchange of ideas, that such meetings may be expected to produce, the North West Frontier Province Conference has done specific pieces of valuable educational work. The curriculum for primary schools was revised by a strong committee during 1923. The committee's proposals were laid before the conference in that year and after some amendments in detail were adopted. The new curriculum was put into force in 1924, and so far has had to be amended only once. Hence it may be claimed that whatever defects in it time may show, it has the support at any rate of those engaged, or interested, in education.

4. Similarly in 1924 the conference adopted a revised curriculum for middle schools (both vernacular and anglo-vernacular). This curriculum also has had to be amended only on one occasion. Experience showed by 1926 that there was a defect in the syllabus for the Middle School Examination so far as drawing was concerned. This subject began to decline in schools. This point was raised at the 1926 session and in view of the importance of drawing as a training for hand and eye the subject was restored to its old position in the syllabus and curriculum.

5. The foregoing may be classed as the most important pieces of work done by the conference, but other items are worthy of mention.

The place of Pashtu as (1) a medium and (2) a subject of instruction in primary schools was thoroughly well discussed in 1923. The conference decided that while Pashtu should be taught to junior verna-

cular teachers under training, it should not be either a medium or a subject of instruction in primary schools, though it might be used in classes I and II to explain Urdu words and phrases.

The organization of games, the administration of provident funds, the teacher's working week, vocational training, the co-operative credit movement, private tuition by teachers, and the boy scout movement are other important items that have been discussed from time to time. Appendix B to this report shows in greater detail the work done by the last conference (1926). The conference has thoroughly justified its existence and has proved helpful not only to the department but to the cause of education in general.

The Text-Book Committee —

6. This committee came into being in 1918. It is composed of 15 members, nominated by the Chief Commissioner, with the Director of Public Instruction as *ex-officio* president. As the name signifies its work is to examine text-books that are proposed for use in schools. There is no need at this stage of educational progress to dwell on the value of a text-book committee. "Of the making of books there is no end", and there is every need of a strong body of trained opinion to advise on the choice of books, magazines, etc., for school classes and libraries.

7. All books received are examined by sub-committees, each sub-committee being composed of three or more members qualified to give an opinion on the prospective utility of books submitted to them. The reports of sub-committees are made to the annual general meeting of the Text-Book Committee, which is held yearly in December at Peshawar. The publication under consideration is dealt with according to the orders of the full committee, and lists of books prescribed or recommended for use in classes or libraries are published annually and circulated among schools.

8. The post of honorary secretary was held from 1922 to 1926 by Mr. Abdus Sattar Khan, Officiating Principal of the Training College, Peshawar. The amount of work he had to do in this period is shown by the fact that 980 printed books or manuscripts were received for consideration. Of these 440 were handled in one year (1926-27). Five hundred and fifty-eight books were approved for one purpose or another.

An indication of the many kinds of educational works that come before the Text-Book Committee will be found in appendix A to this report, which contains the proceedings of the last annual meeting (1926). At the end of the meeting in 1926, Mr. Abdus Sattar Khan offered his resignation on the ground of the pressure of official duties. His resignation was accepted with regret and a unanimous vote of thanks to him for his valuable work as honorary secretary was passed by the committee. With this appreciation of Mr. Abdus Sattar Khan's services the writer of this report fully agrees.

9. The new honorary secretary is Khan Sabib Ghulam Sarwar Khan, B.A., Personal Assistant to the Director of Public Instruction. He has to help him a joint honorary secretary, *viz.* M. Nur Elahi, B.A.,

Head Assistant, General Branch, of the Director's Office.

The thanks of the department are due to those gentlemen who have served or are serving on the Text-Book Committee for all their efforts and particularly for their help as reviewers.

Other activities —

10. During the quinquennium a "Manual of Office Procedure" was drawn up and brought into use in the office (1923). A revised edition of the North West Frontier Province Code was prepared in 1924 and came into force in 1925. Both of these undertakings were very necessary, and I acknowledge with thanks the valuable assistance in their preparation that was rendered by my late personal assistant, Mir Karim Bakhsh, who is now Inspector of Vernacular Education.

11. Another piece of work that was undertaken was the revision of the rules regarding the publication of educational works by officers of the department. Under the new conditions the author concerned, if his work is approved by the Text-Book Committee, has to make an agreement with his publisher in advance, selling his copyright in the work for a term of years for a sum to be named in the agreement. This agreement has to be approved by the Director of Public Instruction. The author's interests are secured in that he parts with his copyright for a limited number of years. If his work proves to be popular he can make a revised agreement for a second term. On the other hand the fact that his remuneration is fixed in advance and is irrespective of the sales of his book protects the public interest.

So far as is known the revised conditions appear to work well.

12. The question of "military scholarships," *i.e.* scholarships awarded to the sons of Indian soldiers who were in the Army between 1914 and 1919, has given much work to the department. The rules and conditions have had to undergo revision twice during the quinquennium. It is probable that these rules have now taken something like their final form, and that merely minor alterations will be needed in future. By about 1937 there should be very little work left to be done in this connection, and by 1942 all expenditure of funds and effort may be expected to have ceased.

13. Finally mention should be made of three reports drawn up by officers of the department for use in the Province. In 1923 Miss G. E. Littlewood, I. E. S., Inspectress of Girls' Schools, North West Frontier Province, was deputed to attend the Imperial Educational Conference in London and the exhibition held in connection therewith. Miss Littlewood submitted a most interesting report on the latter. Her report was read at the Provincial Educational Conference of 1923 and because of its general interest was printed and circulated.

In the same year Mir Karim Bakhsh, then my personal assistant, was sent to the Muhammadan Educational Conference, Aligarh, as representative of the North West Frontier Province Education Department. He also submitted a report on the exhibition held with that

conference. Subsequently a number of printed copies of the official proceedings of the conference was purchased and distributed among schools of the Province.

The department also deputed officers to attend the Punjab Educational Exhibition of 1926. Their report has been received and, it is hoped, will form the basis of action in due course.

NATHIA GALI, }
August 3, 1927. }

J. H. TOWLE,
Director of Public Instruction,
North West Frontier Province.

APPENDIX A:

Proceedings of the 9th general meeting of the
Text-Book Committee, North West Frontier
Province, held on 14 December, 1926.

PRESENT:

1. J. H. Towle, Esquire, M.A., I. E. S., Director of Public Instruction, North West Frontier Province,—*President.*

2. Rev. G. Sinker, B.A. (Oxon), Principal, Pennell High School, Bannu.

3. Miss G. E. Littlewood, I. E. S., Inspectress of Girls' Schools, North West Frontier Province.

4. K. S. Ghulam Sarwar Khan, B.A., P. E. S., Personal Assistant to Director of Public Instruction, North West Frontier Province.

5. Qazi Mir Ahmad, B.A., LL.B., Pleader, Peshawar.

6. H. C. Guyer, Esquire, O.B.E., Principal, Church Mission High School, Dera Ismail Khan.

7. Baba Narinjan Singh Bedi, B.A., B.T., Head Master, R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar.

8. Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar City.

9. Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.

10. M. Ghulam Hasan, P. E. S., Officiating Vice-Principal, Government Training College, and Registrar, Departmental Examinations, North West Frontier Province.

11. Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province.

12. Qazi Inayatullah, B.A., P. E. S., District Inspector of Schools, Peshawar.

13. Maulvi Abdus Sattar Khan, B.A., P. E. S., Officiating Principal, Government Training College, Peshawar,—*Honorary Secretary, Text-Book Committee, North West Frontier Province.*

The following members were unable to attend:—

- (1) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar City.
- (2) Rev. O. A. Bender, B.A., Vice-Principal, Edwardes' College, Peshawar,
- (3) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

BUSINESS:

1. The minutes of the last general meeting of the Text-Book Committee were taken as read and approved.

2. Mr. H. C. Guyer proposed that timely notice should be given to all concerned regarding such text-books as are intended to replace those in use. The President accepted the principle and it was decided that it should be followed in future as far as practicable.

3. Mr. Marsden's letter of 6 February 1926 was placed before the committee. It renewed with a view to further concession, the request already considered at the meeting of 1924 (see paragraph 12 of the proceedings of that year). The question was again discussed, and it was resolved that Macmillan's North West Frontier Province Urdu Readers be allowed as an alternative course till 31 March 1928; after which date, under no circumstances would any application for the extension of the concession be considered; also that the publishers be duly informed of this resolution of the committee.

4. An application from Messrs. Uttar Chand Kapur and Sons of Lahore, with respect to their series of Urdu Readers named Muraqqa-i-Adab, parts I to IV, to be approved as alternative text-books for middle classes, was read. It was

resolved to refer the books to a special Urdu sub-committee consisting of the following gentlemen with power to co-opt other members, if necessary :—

- (1) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province.
- (2) M. Ghulam Hasan, P. E. S., Officiating Vice-Principal, Government Training College, Peshawar.
- (3) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.
- (4) Qazi Mir Ahmad, B.A., LL.B., Pleader Peshawar.
- (5) K. B. Maulvi Ghulam Hasan Khan, Honorary Magistrate, Peshawar.

It was also resolved that the opinions of the head masters of anglo-vernacular secondary schools and District Inspectors of Schools in the North West Frontier Province be invited as to the suitability or otherwise of the Urdu Readers now in use, and considered by this select committee.

5. An application from Messrs. Feroz-ud-Din and Sons of Lahore with respect to their Lower Middle Urdu Course, parts I and II, was similarly referred to the special Urdu sub-committee.

6. Talimi Atlases (manuscript in five parts) of the districts in the North West Frontier Province of M. Abdul Bahim Riyaz, B.A., B.T., Head Master, Islamia High School, Peshawar City, were considered and recommended for use in the III Primary Class of boys' schools and IV Primary Class of girls' schools in the North West Frontier Province subject to the condition that the price per copy is reduced from annas six to a reasonable degree and the general get-up is considered satisfactory. The Inspectress of Girls' Schools, North West Frontier Province, suggested that these might prove helpful to girls of the I Primary Class, provided the author brought out these atlases in Hindi and Punjabi.

7. A manuscript "Urdu-ki-Panchwin Kitab," by an author whose identity was not disclosed, was referred to the select Urdu sub-committee.

8. In considering a number of manuscript books a difference of opinion arose as to the meaning of resolution

VIII of the last year's proceedings. It was decided to modify it to the following effect, *viz.* :—

“ Manuscript copies should be circulated for opinion and suggestion to all members of the sub-committee concerned, and not to all members of the Text-Book Committee.”

9. The general list of books received and reviewed during the year was then laid before the meeting and the recommendations of the Text-Book Committee were recorded in each case.

10. The Honorary Secretary read out a brief report on the working of the Text-Book Committee during the year.

11. The resignation of the Honorary Secretary, Haji Abdus Sattar Khan, B.A., P. E. S., who had held this post for the last five years, was accepted with regret.

A hearty vote of thanks to the outgoing Secretary and to Lala Chela Ram, M.A., who had been ably assisting him throughout, was proposed and unanimously passed.

K. S. Ghulam Sarwar Khan, B.A., P. E. S., Personal Assistant to the Director of Public Instruction, North West Frontier Province, was proposed as Honorary Secretary, Text-Book Committee, with effect from the date the minutes of this meeting be completed and charge handed over to him.

12. With a vote of thanks to the chair the meeting came to a close.

Note.—Rules of the Text-Book Committee and list of the members of the Text-Book Committee form appendices I and II to these proceedings.

ABDUS SATTAR,

Honorary Secretary, Text-Book Committee,

North West Frontier Province.

C O N F I R M E D.

J. H. TOWLE,

Director of Public Instruction,

North West Frontier Province.

APPENDIX I.

RULES FOR THE TEXT-BOOK COMMITTEE IN THE NORTH WEST FRONTIER PROVINCE.

1. North West Frontier Province Text-Book Committee is formed for the purpose of considering such books as may be forwarded to it by the Director of Public Instruction and of advising him in regard to their suitability as text-books, or library books, or prize books for the use of schools in the Province.

2. The committee shall consist of not more than 15 members, in addition to the Director of Public Instruction who shall be *ex-officio* President.

3. The members of the committee, whose duties will be those of advisers, shall be appointed by the Director. The members shall ordinarily hold office for three years, but shall be eligible for reappointment. A member leaving the Province for an absence exceeding six months shall be considered to have permanently ceased to hold office. A vacancy not exceeding six months in duration shall be temporarily filled up.

4. Individual members or groups of members of the committee shall, under the directions of the Director of Public Instruction, examine books dealing with particular subject or groups of subjects.

5. Books which are submitted for approval as text-books or for other use in schools shall, in the first instance, be forwarded by authors or publishers to the Director of Public Instruction with an application in the following form :—

- (i) Name of book.
- (ii) Purpose, class, etc., for which it is intended.
- (iii) Name of author.
- (iv) Profession and place of residence of author.
- (v) Name of publishing firm.
- (vi) Name and place of press where printed.
- (vii) Kind of type used.
- (viii) Price.
- (ix) Has the book ever been submitted previously for approval ; if so, quote date of submission.

N. B.—(1) Three copies of each publication submitted for approval should be sent free of charge.

(2) No action will be taken during the year on books received after 15 November.

(3) If a book sent for consideration belongs to a series, complete series must be submitted.

6. Books which appear to be manifestly unsuitable for use in schools shall be rejected by the Director. Those which are not manifestly unsuitable shall be forwarded by the Director to a member or

members of the committee for detailed examination and criticism. One copy shall be sent to each such member.

7. After examination of a book the members shall forward their reports to the Secretary. The Secretary will convene meetings of the committee two or three times a year for discussion of the reports and for the selection of a limited number of books which will be forwarded with the committee's recommendation for the consideration of the Director.

8. Nothing in the above rules shall be construed as limiting the power of the Director to prescribe and authorise or reject with or without reference to the committee, the use of any books as text-books, or library books, or prize books, or the use of any periodicals or papers in the schools of the Province.

APPENDIX II.

LIST OF MEMBERS OF THE TEXT-BOOK COMMITTEE AND ALSO OF THE STANDING SUB-COMMITTEES.

(1) J. H. Towle, Esquire, M.A., Director of Public Instruction, North West Frontier Province,—*President*.

Members.

(2) Rev. G. Sinker, B.A., Oxon, Principal, Pennell High School, Bannu.

(3) Miss G. E. Littlewood, I. E. S., Inspectress of Girls' Schools, North West Frontier Province.

(4) K. S. Ghulam Sarwar Khan, B.A., P. E. S., Personal Assistant to the Director of Public Instruction, North West Frontier Province.

(5) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar City.

(6) Qazi Mir Ahmad, B.A., LL.B., Pleader, Peshawar.

(7) H. C. Guyer, Esquire, O.B.E., Principal, Church Mission High School, Dera Ismail Khan.

(8) Baba Narinjan Singh Bedi, B.A., B.T., Head Master, R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar City.

(9) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar City.

(10) Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.

(11) M. Ghulam Hasan, Officiating Vice-Principal, Training College, Peshawar, and Registrar of Departmental Examinations, North West Frontier Province, Peshawar.

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(12) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province.

(13) Q. Inayatullah, B.A., District Inspector of Schools, Peshawar.

(14) Rev. C. A. Bender, B.A., Vice-Principal, Edwardes' College, Peshawar.

(15) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

(16) M. Abdus Sattar Khan, B.A., Officiating Principal, Training College, Peshawar (member and Honorary Secretary).

SUB-COMMITTEES.

I.—English.

(1) Rev. G. Sinker, Principal, Pennell High School, Bannu.

(2) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.

(3) Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.

(4) Qazi Mir Ahmad, B.A., LL.B., Pleader, Peshawar.

(5) Q. Inayatullah, B.A., District Inspector of Schools, Peshawar.

(6) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

II.—Mathematics.

(1) Rev. C. A. Bender, B.A., Vice-Principal, Edwardes' College, Peshawar.

(2) M. Ghulam Hasan, Officiating Vice-Principal, Training College, and Registrar of Departmental Examinations, North West Frontier Province, Peshawar.

(3) Chaudhri Muhammad Abdullah, B.A., Head Master Government High School, Bannu.

(4) K. S. Ghulam Sarwar Khan, B.A., P. E. S., Personal Assistant to the Director of Public Instruction, North West Frontier Province.

(5) Q. Inayatullah, B.A., District Inspector of Schools, Peshawar.

(6) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

III.—General Knowledge.

- (1) Rev. G. Sinker, Principal, Pennell High School, Bannu.
- (2) Qazi Mir Ahmad, B.A., LL.B., Pleader, Peshawar.
- (3) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.
- (4) Baba Narinjan Singh Bedi, B.A., B.T., Head Master, R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar.

IV.—Persian and Arabic.

- (1) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar.
- (2) M. Ghulam Hasan, Officiating Vice-Principal, Training College, and Registrar of Departmental Examinations, North West Frontier Province, Peshawar.
- (3) M. Abdus Sattar Khan, B.A., Officiating Principal, Training College, Peshawar.
- (4) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province, Peshawar.

V.—Urdu.

- (1) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar.
- (2) Qazi Mir Ahmad, B.A., LL.B., Pleader, Peshawar.
- (3) M. Ghulam Hasan, Officiating Vice-Principal, Training College, and Registrar of Departmental Examinations, North West Frontier Province, Peshawar.
- (4) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province, Peshawar.
- (5) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

VI.—Science.

- (1) Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.
- (2) K. S. Ghulam Sarwar Khan, B.A., P. E. S., Personal Assistant to the Director of Public Instruction, North West Frontier Province.
- (3) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.
- (4) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province, Peshawar.
- (5) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

VII.—Hindi, Punjabi and Sanskrit.

(1) Miss G. E. Littlewood, I. E. S., Inspectress of Girls' Schools, North West Frontier Province, Peshawar.

(2) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.

(3) Baba Narinjan Singh Bedi, B.A., B.T., Head Master R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar City.

VIII.—Commercial Subjects.

(1) Baba Narinjan Singh Bedi, B.A., B.T., Head Master, R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar City.

(2) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.

IX.—Hygiene.

(1) Miss G. E. Littlewood, I. E. S., Inspectress of Girls' Schools North West Frontier Province, Peshawar.

(2) H. C. Guyer, Esquire, O.B.E., Principal, Church Mission, High School, Dera Ismail Khan.

(3) M. Abdus Sattar Khan, B.A., Officiating Principal, Training College, Peshawar.

X.—Physical Instruction.

(1) H. C. Guyer, Esquire, O.B.E., Principal, Church Mission High School, Dera Ismail Khan.

(2) Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.

(3) J. H. Towle, Esquire, M.A., I. E. S., Director of Public Instruction, North West Frontier Province, Peshawar.

XI.—Drawing.

(1) J. H. Towle, Esquire, M.A., I. E. S., Director of Public Instruction, North West Frontier Province, Peshawar.

(2) Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.

(3) Mir Karim Bakhsh, P. E. S., Inspector of Vernacular Education, North West Frontier Province, Peshawar.

XII.—Pushtu.

- (1) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar City.
- (2) M. Abdus Sattar Khan, B.A., P. E. S., Officiating Principal, Training College, Peshawar.
- (3) M. Shah Alam Khan, M.A., LL.B., Head Master, Islamia Collegiate School, Peshawar.

XIII.—Periodicals.

- (1) K. B. Maulvi Ghulam Hasan, Honorary Magistrate, Peshawar City.
- (2) M. Ghulam Hasan, P. E. S., Officiating Vice-Principal, Training College, and Registrar, Departmental Examinations, North West Frontier Province, Peshawar.
- (3) Q. Mir Ahmad, B.A., LL.B., Pleader, Peshawar.

List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>English</i>			Rs. a. p.	
1	Simple Chapter on English Life ...	H. G. Wyatt ...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	1 4 0	Library high schools.
2	Stories from Shakespeare ...	" ...	Oxford University Press, Bombay.	1 0 0	" "
3	Practical English Grammar, Book I ...	Ram Lal, B.A. ...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0 8 0	Not recommended.
4	Five Essays by Dean Inge ...	E. A. Wodehouse ...	Longmans, Green & Co., Bombay.	2 0 0	"
				£ s. d.	
5	An Introduction to English Composition	C. E. L. Hammond ...	Oxford University Press, Bombay.	0 3 6	"
6	Treasures of English Verse ...	H. Strang's library ...	" " ...	0 1 3	"
7	Adventures of Don Quixote ...	" " ...	" " ...	0 1 3	"
8	One Hundred Poem for Boys ...	H. Strang ...	" " ...	0 0 8	"
9	One Hundred Poems for Girls ...	" ...	" " ...	0 0 8	"

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*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book committee
	<i>English—continued.</i>			Rs. a. p.	
10	New Method Indian Reader, IV ...	H. G. Wyatt ...	Rai Sabib Munshi Gulab Singh & Sons, Lahore.	1 8 0	T. B. for middle classes.
11	English for India, Book I ...	T. O. Hodges ...	Macmillan & Co., Bombay ...	0 3 0	} Not recommended.
12	" " " " II ...	" " ...	" " ...	0 8 0	
13	" " " " III ...	" " ...	" " ...	0 10 0	
14	" " " " IV ...	" " ...	" " ...	0 14 0	
15	" " " " V ...	" " ...	" " ...	1 0 0	
16	" " " " VI ...	" " ...	" " ...	1 4 0	
17	Tales of Indian Series—" Khuzaima and Akrama".	M. Idris Ahmad ...	" " ...	0 2 0	Library, VIII class.
18	Exercise in English Grammar and Idiom	E. A. Mackee ...	Oxford University Press, Bombay.	1 0 0	Not recommended.
19-21	Stories of Islam, Books I to III ...	J. L. Wilson and S. Abdul Qadir.	Longmans, Green & Co., Bombay	...	} Library, middle classes.
22	" Book IV ...	" " ...	" " "	0 9 0	

23-26	Jagers Book of English Poems, Introduction and Parts I to IV.	J. H. Jagger	...	"	"	"	...	{ 0 18 6 1 0 6 1 0 6 1 6 0 £ s. d.	} Not recommended.
27-30	Grip Fast English, Books I to IV	F. A. Forbes	...	"	"	"	...	{ 0 1 6 0 1 9 0 1 9 0 2 0 Rs. a. p.	} Prizes and library, middle classes.
31	Longmans English Prose, Part I	...	...	"	"	"	...	2 0 0	Library, middle classes.
32	Golden Treasury of Modern Lyrics, I...	L. Binyon	...	Macmillan & Co.,	London	...	...	0 2 0	Not recommended.
33	The Rose and the Ring	W. M. Thackeray	...	"	"	"	...	0 1 9	"
34	The Tale of Ten Companions	F. R. Sell	...	Longmans, Green & Co.,	Bombay,			1 2 0	Library, high schools.
35-36	Indian Folktales, Parts I and II	Misra	...	"	"	"	...	0 8 0 each	" "
37-39	The Poets' Highway, Books I to III	E. D'Oyley	...	"	"	"	...	{ 0 0 9 0 1 0 0 1 6 £ s. d.	} Not recommended.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
<i>English—continued.</i>				Rs. a. p.	
40	Chandra Bai and Ratna Bai ...	Young India Readers ...	Oxford University Press, Bombay.	0 2 6	} Class library.
41	The Ramayana for boys and girls ...	" " " ...	" " "	0 5 0	
42	A Second Round of Tales ...	N. Henry & H. A. Treble	" " "	1 6 0		Not recommended.
				£ s. d.	
43-45	Dalton English Course, IV, V, VI ...	John Eales ...	Macmillan & Co., London ...	{ 0 0 9 0 0 9 0 1 6	} School reference libraries.
46	The Taj English Readers, No. IV ...	E. Stokes ...	K. & J. Cooper, Bombay ...	...	} Not recommended.
47-48	Teachers' Handbook to Taj Readers, Nos. III and IV.	" ...	" " " ...	...
				Rs. a. p.	
49	Sasanka and Rohini (Tales of India) ...	C. Kameswara Rao ...	Macmillan & Co., Bombay ...	0 2 0	} Class libraries.
				£ s. d.	
50-52	The Fairies of the Sea, etc. (A. L. tiny, readers, Nos. T47, T48, T49).	...	E. J. Arnold & Sons, Ltd., ...	0 0 2 each	}

53-62	Bright Story Readers (Nos. 76, 217, 218, 219, 223, 229, 235, 237, 310, 320).	...	"	"	...	...	"
						Rs. a. p.	
63	Abhimannu the Valiant (Tales of India)	V. Srinivasa Rao	...	Macmillan & Co., Bombay	...	0 4 0	"
64	Selections from Modern English, Prose and Poetry.	E. A. Parker	...	"	"	0 12 0	Not recommended.
65	The League of Nations	D. G. E. Haze and T. M. Sen.	...	"	"	1 12 0	School libraries.
66	The Pilgrims Progress (abridged)	John Bunyan	...	Longmans, Green & Co., Bombay.	...	1 3 3	Class library.
						£ s. d.	
67	A Windy Day (A. L. Little Stories No. 85).	E. M. Whitaker	...	Macmillan & Co., London	...	0 0 2	"
68-70	Little Folks' Stories, Nos. 4, 5, 6	L. E. Yates	...	"	"	0 0 3½ each	"
						Rs. a. p.	
71	A Book of Golden Tales	Kincaid	...	Oxford University Press, Bombay.	...	0 10 0	"
72	The Golden Company	R. E. Robinson	...	"	"	0 14 0	"
73-88	Strang's Penny Books	...	...	"	"	0 1 0 each	"
89	Little Book of Thrift	M. Quiller-Couch	...	"	"	0 11 0	Library, VII and VIII classes.
90	The Toy Book	...	...	"	"	0 3 0	Library, V and VI classes.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee	
	<i>English—concluded.</i>				Rs. a. p.	
91	The Dolly Book ...	M. Quiller-Couch ...	Oxford University Press, Bombay.	0 3 0	Not recommended.	
92	Our Holidays ...	" ...	" " "	0 3 0		
93	A Holiday by the Sea ...	" ...	" " "	0 3 0		
94	Men Who Work for Us ...	" ...	" " "	0 3 0		
95	Adventures in Japanese Wonderland...	T. R. Birkman ...	" " "	0 4 0	Class libraries.	
96	The Poy without Fear, etc. ...	" ...	" " "	0 4 0		
97	The Potter, etc. ...	" ...	" " "	0 4 0		
98	The Redskin Wonder-Folk ...	" ...	" " "	0 4 0		
99	Russian Tales of Might and Magic ...	" ...	" " "	0 4 0		
100	The Klif Stork ...	" ...	" " "	0 4 0		
101	The Sheikh's Daughter ...	M. E. Canlick ...	" " "	0 3 6		
102	The Banana Boy ...	" ...	" " "	0 3 6		

103	The Water-carrier's Son	...	"	"	"	0	3	6	
104	Hasim	...	"	"	"	0	3	6	
105	Bhim Singh	...	F. R. Sell, M.A.	...	Macmillan & Co., Bombay	2	0	0	Library, high classes.
106	Sakuntla (Young India Reader)	...	...	...	Oxford University Press, Bombay.	0	2	6	Library, middle classes.
107	Prabada ( " )	...	...	...	" " "	0	3	0	
108	Ahmed ( " )	...	...	...	" " "	0	3	6	
109	Co-operative Principles and Practices...	...	Shiv Charan Lal, B.A., LL.B., of the Department of Co-operative Societies, U. P., Lucknow.	...	...	0	8	0	Teachers' libraries.
110	Brigadier Gerard	...	Retold by C. W. Stewart, M.A.	...	Oxford University Press, Bombay.	1	0	0	School libraries.
						£ s. d.			
111	Fairy Folk	...	Lucy E. Yates	...	Macmillan & Co., Bombay	0	0	6	Not recommended.
112-116	Bright Story Readers (Nos. 78, 238, 239, 246, 321).	...	...	...	Macmillan & Co., Bombay, and J. A. Arnold & Sons.	0	0	7	Class libraries.
						0	0	4	
						0	0	4	
						0	0	5	
						0	0	3	
117-119	Little Stories (S6, S17, S26)	...	...	...	" " "	0	0	2 each	Libraries, V and VI classes.
120	Dalton's English Course, A	...	...	...	" " "	0	0	9	Teachers' reference library.
121	Sakuntla	...	H. C.	...	Longman's Green & Co., Bombay.	...	...	...	Class libraries.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price			Remarks or recommendations of the Text-Book Committee
				Rs.	a.	p.	
	<i>Urdu.</i>						
1	Guru ke Panch Bachan ...	Hari Das, M.A., and K. L. Ralia Ram.	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0	3	0	} Not recommended.
2	Sunabrf Parinda ...	" "	" "	0	3	6	
3	Bandar kf Hosbiyari ...	" "	" "	0	3	0	
4	Hasina aur Vabshi ...	" "	" "	0	3	0	
5	Birds of an Indian Village (Urdu) ...	Douglas Dewar	Oxford University Press, Bombay.	0	10	0	} Library.
6	Sachchā Yātrī ...	Sh. Abdul Hamid and M. Muhammad Din.	Macmillan & Co., Bombay ...	0	8	0	} Library and prize books.
7	Sachcha Ihsān ...	" "	" "	0	3	0	
8	Kāmyābi ka Zinā ...	" "	" "	0	6	0	
9	Shakuntla ...	" "	" "	0	2	0	
10	Zahar kf Piyālā ...	" "	" "	0	1	6	

11	Macmillan's New Urdu Reader for VI Class.	...	"	"	...	0 8 0	} Referred to Urdu Sub-Committee.
12	Macmillan's New Urdu Reader for VII Class.	...	"	"	...	0 10 0	
13	Maika Yehr Angez	...	Ch. Abdul Majced	...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0 5 0	Library.
14	Abbott Urdu Primery	...	"	"	"	0 2 3	Not recommended.
15	Fitnā-o-Ghanim ...	...	"	"	"	0 3 0	} Library.
16	Hindī Tooharon kī Asliyat, etc.	...	Munshi Ram Parshad, B.A.	Head Master, Government High School, Gonda.	...	0 9 0	
17	Purānī Ta'alīm kī Rām Kahāni	...	"	"	"	0 0 9	Not recommended.
18	Macmillan's New Urdu Literary Reader for III and IV Classes.	...	"	Macmillan & Co., Bombay	...	0 6 0	Referred to Urdu Sub-Committee.
19-22	Khazīnā-i-Ma'alumāt, Parts I to IV	...	Abdul Hamid and Muhammad Din,	Attar Chand Kapur & Sons, Lahore.	...	...	" "
23	Life of Hazrat Muhammad Sahib	...	Parkash Dev	...	Parabhu Dayal, Brahma Samaj, Lahore.	0 8 0	Library.
24	Dilehasp Akhlaqī Kabāniān	...	"	"	"	0 8 0	} Class libraries.
25	Mīar kī Dastān...	...	Ch. Fateh Din and K. L. Balia Ram.	Rai Sahib Munshi Ghulab Singh & Sons, Lahore.	...	0 3 0	
26	Chautarfā Nashw-o-Numa	...	Manohar Lal and Judanda Ram.	Author, Lelah	...	0 1 0	} Not recommended.
27	Zewar-i-Ilun	...	"	"	...	0 1 0	

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee.
<i>Urdu—continued.</i>					
29	Nawáb Sher Khán aur un kí Billí ...	Sh. Nur Ilabi, M.A. ...	The Punjab Central Publishing House, Railway Road, Lahore.	Re. a. p. 0 4 3	} Prize books and libraries.
29	Chin Chin ...	" "	" "	0 5 0	
30	Ahmed Najumí ...	" "	" "	0 4 0	
31	Sháhzáda Gadaryá ...	" "	" "	0 4 0	
32	Jungli Sháhzádaí ...	" "	" "	0 6 0	
33	Mán Koshash ...	" "	" "	0 5 0	
34	Chandá Mámoon... ..	" "	" "	0 11 0	
35	Kukroon Koon ...	" "	" "	0 7 0	
36	Hái Merí Náik ...	" "	" "	0 6 0	
37	Miáo Miáo ...	" "	" "	0 8 0	
38-39	Ap Betí, Nos. I and II	" "	" "	0 7 0 0 12 0	
40	Rafiq-i-Zamindár, Part II	" "	" "	0 6 3	

41	Intiyáz Pachisf	...	"	"	...	"	"	0 8 0
42	Táj Geet	...	"	"	...	"	"	0 3 0
43	Táj Phul	...	"	"	...	"	"	0 5 0
44	Riaz Phool	...	"	"	...	"	"	0 7 0
45	Saleem kí Kahánif	...	"	"	...	"	"	0 4 6
46	Bachchon kí Baháduri	...	"	"	...	"	"	0 4 0
47	Ali Pábá Chálís Chor	...	"	"	...	"	"	0 5 0
48	Phoolon ká Hár	...	"	"	...	"	"	0 5 0
49	Maut ká Rág	...	"	"	...	"	"	0 3 0
50	Petu Naujawán ká Qissá	...	"	"	...	"	"	0 4 0
51-52	Chirya Klána Har do Hissá	...	"	"	...	"	"	1 12 0
53	Sepáhi Zálá	...	"	"	...	"	"	0 4 0
54	Nek Anjám	...	"	"	...	"	"	0 4 0
55	Tin Bláion kí Kabánif	...	"	"	...	"	"	0 5 0
56	Angrezí Grammar	...	"	"	...	"	"	0 3 0
57-58	I hoolon kí Kalyán (two parts)	..	"	"	...	"	"	1 4 0
59	Dil Pasand Kahánián	...	"	"	...	"	"	0 12 0
60-61	Parastán Har do Hissa	...	"	"	...	"	"	0 14 0

Specially recom-
mended for class
libraries.

EX.

*List of books considered by the Text-Book Committee at their general meeting held
on 14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>Urdu—continued.</i>			Rs. s. p.	
62	Bádsáhon kí Kahanáan ...	Sh. Nur Elahi, M.A. ...	The Punjab Central Publishing House, Railway Road, Lahore.	0 7 0	Specially recommended for class libraries.
63	Sumandri Sháhzádí ...	" " ...	" "	0 4 0	
64-65	Qasar-i-Sabrái and Har do Hissá ...	" " ...	" "	1 10 0	
66	Sepáhi aur Darwesh ...	" " ...	" "	0 6 0	
67-68	Qud Gudí Har do Hissá ...	" " ...	" "	1 4 0	
69	Sharif Betí ...	" " ...	" "	0 6 0	
70	Phul Jharí ...	" " ...	" "	0 8 0	
71	A'j Kal ...	" " ...	" "	0 5 6	
72	Chaudan Hár ...	" " ...	" "	0 2 6	
73	Zulff ...	" " ...	" "	0 7 0	
74	Ban Bási Rustam ...	" " ...	" "	0 6 0	

75	Subah-i-Malál-o-Shám-i-Gham ...	Sh. Nur Elahi, M.A. ...	"	"	0 12 0
76	Asm Bil Jazam ...	"	"	"	0 2 0
77-78	Phool Bagh Har do Hissá	"	"	"	1 8 0
79	Gohar-i-Maqeud ...	"	"	"	0 6 0
80-81	Prem Pachis har do Hissá	"	"	"	3 0 0
82-83	Prem Batesf (both parts complete)	"	"	"	3 4 0
84	Sheikh Hasan ...	"	"	"	0 12 0
85	Suchhe Motf ...	"	"	"	0 14 0
86	Anpurná ká Mandar ...	"	"	"	1 8 0
87	Ayyam-i-Ghadar ...	"	"	"	1 4 0
88	Shábeen-o-Durráj	"	"	"	0 8 0
89	Gatrát-i-ashak ...	"	"	"	1 4 0
90	Lailá ...	"	"	"	2 0 0
91	Usra ...	"	"	"	1 12 0
92	Mah-i-Ajam ...	"	"	"	1 8 0
93	Bahár ke Phool ...	"	"	"	0 8 0
94	Samundar kí kaháni	"	"	"	0 8 0
95	Jadoogar ...	"	"	"	0 9 0

Specially recom-
mended for class
libraries.

KZII

*List of books considered by the Text-Book Committee at their general meeting held
on 14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>Urdu—continued</i>			Rs. s. p.	
96	Andhá Bahrá ...	Sh. Nur Elahi, M.A. ...	The Punjab Central Publishing House, Railway Road, Lahore.	0 7 0	Specially recom- mended for class libraries.
97	Bengun Sundrf ...	" " ...	" "	0 10 0	
98	Gadhai kí áp Botf ...	" " ...	" "	0 12 0	
99	A'jáb-i-Muláqát ...	" " ...	" "	0 8 0	
100	Akhtarun Nísá Begum ...	" " ...	" "	1 8 0	
101	A'rsí ...	" " ...	" "	0 12 0	
102	Anmul Motf ...	" " ...	" "	0 10 0	
103	A'b-i-Mazlumán ...	" " ...	" "	0 12 0	
104	Ainá-i-Haram ...	" " ...	" "	0 10 0	
105	Bad Mizáj Dulhan ...	" " ...	" "	0 8 6	
108	Bachche kí Tandrusti ...	" " ...	" "	0 12 0	

107	Fān kī Galorī ...	...	..	...	..	..	0 1 0
108	Phoher Nāmā ...	...	..	...	..	..	0 1 0
109	Tazkīratul Anbiā...	...	..	...	..	..	1 8 0
110	Jaisī Karnī Waisī Bhardī	...	..	...	..	..	0 1 6
111	Chup kī Dad ...	...	..	...	..	..	0 1 0
112	Champā ...	...	..	...	..	..	1 4 0
113	Hirmān Naib ...	...	..	...	..	..	0 12 0
114	Khānā Darī ...	...	..	...	..	..	1 8 0
115	Khwab-i-Rāshī ...	...	..	...	..	..	0 4 0
116	Dukh Bhari Kahānī	...	..	...	..	..	0 2 0
117	Rani Karnāwat ...	...	..	...	..	..	0 1 0
118	Rasūm-i-Delhi ...	...	..	...	..	..	0 4 6
119	Baḡ-i-urus ...	...	..	...	..	..	0 12 0
120	Rah-o-Rasūm-i-Mauzalha	...	..	...	..	..	0 8 0
121	Zuhra Begum ...	...	..	...	..	..	1 8 0
122	Sārā kī Kajrawī ...	...	..	...	..	..	0 3 0
123	Sughar Betī ...	...	..	...	..	..	1 0 0
124	Sanjug	0 10 0
125	Sokan hā Jalāpā...	0 6 0

Specially recom-
mended for class
libraries.

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*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
<i>Urdu—continued.</i>				Rs. a. p.	
126	Shahidi Begum ...	Sb. Nur Elahi, M. A. ...	The Punjab Central Publishing House, Railway Road, Lahore	0 6 0	} Specially recommended for class libraries.
127	Safa Begum ...	" " ...	" " "	0 10 0	
128	Larkion ki Inshá... ..	" " ...	" " "	0 12 0	
129	Musajizá-i-ál-i-Nabí	" " ...	" " "	0 1 0	
130	Náamat Kháuná ...	" " ...	" " "	1 4 0	
131	Nék chalan Begum Bad chalan Kháwand	" " ...	" " "	0 1 0	
132	Hand Kulhiá ...	" " ...	" " "	0 1 0	
133— 167	Phool Kahánián No. 1, Dusra darjá ...	" " ...	" " "	0 3 0 each	
158— 182	" " Tisra darjá ...	" " ...	" " "	0 2 0 to 0 6 0	
183	Bachchon ka Qáidá ...	Sajjad Mirza, M.A. ...	The Hyderabad Book Depot, Hyderabad (Deccan).	...		Not recommended; too expensive.
184	Qaid-ul-Qawaid ...	S. Taffazal Hussain Nasir	Inspector of Schools, district Karimnagar, Hyderabad.	0 5 0	Not recommended.

185	Parastán ká Mochí	...	Piara Lal	...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0 3 0
186	Phoolon kí Tokri	...	Hardyal	...	" "	0 4 0
187	Japán kí Kabáni	...	Ch. Fateh Din and K. L. Ralia Ram.		" "	0 4 0
188	Rajá Ashok ...	...	" "		" "	0 5 0
189	Khalífa Haroon Rashid	...	" "		" "	0 4 0
190	Chien kí Kabáni	...	" "		" "	0 3 6
191	Guldasta-i-Adab	...	Dr. Sime and Tej Ram, M.A.		" "	0 11 0
192	Máhárana's Partáp	...	K. L. Ralia Ram	...	" "	0 4 0
193	Írán kí Kabáni	...	" "		" "	0 4 0
194	Chánda kí Kunji, etc.	...	Piara Lal	...	" "	0 3 0
195	Sundar Piyari ...	...	" "		" "	0 3 0
196	Sher Shah Surí ...	...	Ch. Fateh Din and K. L. Ralia Ram.		" "	0 5 0
197	Aurangzeb Alamgir	...	" "		" "	0 5 0
198	Nasir-ud-din Humáyun	...	" "		" "	0 5 0
199	Nur-ud-Din Jahangir	...	" "		" "	0 4 0
200	Tashihul Imlá Jadeed	...	Ch. Abdul Majid		" "	0 4 0

Specially recommend-
ed for libraries for
middle schools.

Not recommended.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>Urdu—concluded.</i>				
201- 204	Mabādi-ut-Tarjuma, Nos. 1 to 4 ...	Abdul Rahim Riyaz ...	Head Master, Islamia High School, Peshawar City.	Rs. s. p. 0 4 0 0 5 0 0 6 0 0 7 0	} For teachers' use in middle class of Anglo-Vernacular schools.
205	Shahid-i-Karbūlā ...	M. Mubammad Said, M.A.	Punjab Printing Works Book Depot, Lahore.	0 12 0	
206	Sohrāb aur Rustam ...	Sudarshan ...	" "	0 8 0	"
207	Sahkārī Sabbāin aur un ke Faide ...	Shiv Charan Lal, B.A., LL.B.	Department of Co-operative Societies, U. P., Lucknow.	0 8 0	Reference libraries.
208	Rauj-o-Rābat ...	...	The Punjab Publishing House, Railway Road, Lahore.	...	} For libraries.
209	Sharif Bewi ...	...	" "	0 6 0	
210	Tārīkh Kbilāfat-i-Rāshidā ...	...	" "	...
211	Chuhai Billi Namah ...	...	" "	0 2 0	
212	Bad Naseeb ...	...	" "	0 8 0	
213	Tin Bahūn ki Kahāni ...	...	" "	0 6 0	

214	Asbaq-ul-Adab ...	...	M. Muhammad Hayat ...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0 6 0	Not recommended.
	<i>General Knowledge.</i>					
1	Shabryat (Urdu)	...	Sh. Ata Ullah, M.A. ...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0 12 0	Prize and libraries.
2	The Indian Empire, Part I	...	F. G. French and L. Dudley Staup.	Longmans, Green & Co., Bombay.	1 0 0	Library.
3	History of India (Urdu)	...	Muhammad Hidayatullah	Macmillan & Co., Bombay ...	1 0 0	Not recommended.
4	Macmillan's Urdu Atlas	...	...	" "	1 0 0	Recommended as an alternative atlas.
5	History of India (Urdu), Part I	...	L. Sita Ram Kohli, M.A., and L. Ishwari Prasad, M.A.	The Punjab Printing Works Depot, Lahore.	1 0 0	} Alternative text-books for middle schools.
6	" " (") Part II	...	" "	" "	1 0 0	
7	Jaggi's Modern Atlas, Part I	...	Bishan Dass Jaggi ...	...	0 3 0 Ms	
8-10	" " " Parts II, III, IV	...	" "	...	0 4 6 each	} Not recommended.
11	" " " Part V	...	" "	...	0 5 6	
12	Peoples and Places, Book V (English)	...	G. Guest, B.A. ...	Macmillan & Co., London ...	0 0 9	
13-14	Oxford Students History of India, Parts I and II (Urdu).	...	Translated by Sh. Abdul Hamid.	Oxford University Press, Bombay.	Rs. a. p. 1 0 0 each	Teachers' library.
15-16	The Indian Empire, Parts II and III (English).	...	F. G. French and Dudley Staup.	Longmans, Green & Co., Bombay.	1 0 0 each	Library.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>General Knowledge—continued.</i>			Rs. a. p.	
17	A History of India, Part II (English)	Garrett & Kohli ...	Longmans, Green & Co., Bombay.	3 0 0	Teachers' library.
18	Bhugol (Hindi) ...	... Edited by Ram Narain Misra.	Bhugol Office, Meerut, U. P.	3 0 0	Annual subscription for reading-rooms.
19	The Grip Fast History, Book V (English).	Susan Comington, M.A.	Longmans, Green & Co., Bombay.	£ s. d. 0 2 9	Library.
20	The Indian Empire, Part IV (English)	Dr. L. Dudley Stamp ...	" " ...	Rs. a. p. 1 8 0	"
21	Lay's History of the English People (Hindi).	G. D. Tamaskar, M.A., L.T.	Macmillan & Co., Bombay ...	1 0 0	Not recommended.
22	Maharaja Ranjit Singh (Urdu) ...	S. Maqbul Shah and L. Mul Raj.	" " ...	0 8 0	Library.
23	Man and His Markets (English) ...	L. W. Lyde ...	" " ...	1 0 0	Prize and library.
24	Peoples and Places, Book VI (English)	G. Guest ...	W. & A. K. Johnston, London	£ s. d. 0 0 9	Library.
25	Our World—A Human Geography (English).	C. Morrison ...	Macmillan & Co., Bombay ...	3 0 0	"

26	Macmillan's Hindi Atlas	...	...	1 0 0	Recommended as an alternative atlas.
27	Regional Geography—Asia (English)...	L. Brooks	... Longmans, Green & Co., Bombay.	1 11 6 £ s. d.	Library (reference).
28-29	Peoples and Places, Books II and III (English).	G. Guest	... W. & A. K. Johnston, London	{ 0 0 7 { 0 0 9	} Class library, VII and VIII.
30-35	Maps of Asia (six)	M. Gul Baz Khan	...	...	Mss. Not recommended
				Rs. s. p.	
36	The Principles and Methods of the Teaching of Geography.	G. D. Tumaaker	... Dr. K. L. Bhane, B.Sc., M.B.B.S., Love Gunj, Jubbulpore.	1 8 0	Library (reference).
37-40	Indian History Wall Charts, Nos. 3, 4, 5 and 6.	...	Oxford University Press	3 0 0 each	Recommended for use in high schools.
41	Tarikh-i-Hind, Part I	Lorinda Ram Jaggi	... Head Master, A. V. A. S. High School, Abbottabad.	...	Mss. Consideration postponed.
42	A First History of England	Fraser	... K. & J. Cooper, Bombay	1 6 6	Library.
43	Akbar Badshah	S. Maqbul Shah and L. Mul Raj.	and Macmillan & Co., Bombay	0 5 0	"
44-48	Ta'alimi Atlases (Peshawar, Kohat, Bannu, Dera Ismail Khan and Hazara)	M. Abdul Rahim Riyaz, B.A., B.T.	Head Master, Islamia High School, Peshawar.	...	Recommended for use in III Primary Class of boys' schools and VI Primary Class of girls' school in the North West Frontier Province, vide paragraph 6 of proceedings on page 3.

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*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926--continued*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>Mathematics.</i>			Rs. a. p.	
1	Ta'aliqat Hisab, Parts I and II ...	L. Parkat Ram Khosla ...	Punjab Printing Works Book Depot, Lahore.	0 7 0	} Not recommended.
2	" " for Class III ...	" " ...	" " ...	0 8 0	
3	" " Part IV ...	" " ...	" " ...	0 6 0	
4	" " " V ...	" " ...	" " ...	0 6 0	
5	" " " VI ...	" " ...	" " ...	0 6 0	
6	Hisab-o-Algebra, Part VII ...	" " ...	" " ...	0 8 0	
7	" " " VIII ...	" " ...	" " ...	0 9 0	
8	Makhzan-i-Hisab, Part II ...	Kh. Dil Muhammad and L. Mul Raj.	Macmillan & Co., Bombay ...	0 8 0	
9	" " " III ...	" " ...	" " ...	0 14 0	
10	" " " IV ...	" " ...	" " ...	0 12 0	
11	Algebra for High Schools ...	Kh. Dil Muhammad ...	Shamsur Singh & Co., Lahore	2 0 0	} Not considered.
12	Gar Tijarati Hisab ...	L. Nau Nihal Chand ...	Girdhar Steam Press, Lahore	0 12 0	} Not recommended.

13	Sachaddif Hisáb, Part I	...	Ft. Bhagat Ram, B.A.	...	...	...	Mss. } Approved conditionally as alternative textbooks for VII and VIII classes.
14	" " " II	...	" "	...	...	...	" } Mss. Not recommended
15	Tahsil-ul-Hísáb	...	M. Faqir Muhammad	...	...	...	Teachers' use.
16	Jadeed Zabani Hisáb, Part III	...	M. Khuda Baksh	...	Head Master, Vernacular Middle School, Mahmud Kot, Muzaffargarh.	1 0 0	
						£ s. d.	
17	Practical Geometry	...	Siddons and Hughes	...	Macmillan & Co., London	0 4 0	} Recommended for reference library.
18	Theoretical Geometry	...	" "	...	" "	0 8 0	
19	A Junior "	...	" "	...	" "	0 4 0	
						Rs. a. p.	
20	Asán Hisáb, No. 3, Part I	...	Mir Khurshaid Hasan	...	...	...	Mss. } Not considered
21	" " 3, " II	...	" "	...	...	...	" }
22-23	A. T. R. of Elementary Mathematics for High Schools, Vols. I and II.	...	M. N. V. Venkatasubbayya	...	Macmillan & Co., Bombay	1 8 0 each	Not considered.
24	High School Geometry, Part I	...	Paranjpe	...	" "	1 0 0	"
25	Paináue and Paháre	...	Abdul Hamid	...	...	...	Mss. Not recommended
26	Primary Arithmetic, Book I	...	L. G. Owen and K. P. De	...	Macmillan & Co., Bombay	0 12 0	Not recommended.
27	Asul-wa-Tariqa Talim Hisáb, Part I	...	L. Behari Lal	...	The Punjab Kitab Ghar, Lahore.	0 12 0	For teachers' use.

*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—continued*

No.	Name of book	Name of author	Name of publisher	Price		Remarks or recommendations of the Text-Book Committee
				Rs.	a. p.	
<i>Mathematics—concluded.</i>						
28	Asul-wa-Tariqa Talim Hisab Part II ...	L. Behari Lal ...	The Punjab Kitab Ghar, Lahore	1	4 0	For Teachers' use.
29	A School Algebra ...	H. S. Hall ...	Macmillan & Co., Bombay ...	3	0 0	} Not considered.
30	A School Arithmetic ...	Hall and Stevens ...	" " ...	2	0 0	
31	New Course in Geometrical Drawing ...	Sh. Ahmad Husain ...	Drawing Master, Government High School, Mardan.	...		Ms. Not considered.
<i>Hindi, Punjabi and Sanskrit.</i>						
1	Sui Silsi ko Kam ki Kitab ...	Miss Mary Graham ...	Rai Sahib Munshi Gulab Singh & Sons, Lahore.	0	2 6	} Recommended for girls' schools.
2	" " ...	" ...	" ...	0	2 4	
3-5	Macmillan's Hindi Reader for Classes V, VI, VII.	Shyamsunder Das, B. A....	Macmillan & Co., Bombay ...	0	6 0	} Not recommended.
				0	7 0	
				0	8 0	

6-8	Punjab Hindi Readers, I, II, III ...	Sant Ram and Bishan Das	Das Brothers, A narkali, Lahore	{ 0 7 6 0 7 6 0 8 0	} Library.
<i>Physics and Chemistry.</i>					
1-2	Physics and Chemistry, Parts III and IV (Urdu and Hindi one each).	Hill & Mackenzie ...	Macmillan & Co., Bombay ...	1 8 0	Not recommended.
3	Botany ...	Farmer and Chaudhari ...	Longmans, Green & Co., Bombay.	3 0 0	"
4	Experimental Science for Indian Schools.	Gregory and Hodges ...	Macmillan & Co., Bombay ...	3 0 0	"
5	Nature Study, Book I	C. H. Donald, F.Z.S., ...	" " ...	0 4 0	Recommended for libraries.
6	Bird Study in India	Holmer ...	Oxford University Press, Bombay.	3 0 0	Not recommended.
7	Experimental Science I	Frewin ...	" " ...	1 1 0	"
8	Nazriah-i-Isaffiyat	M. Minhaj-ud-Din, M.Sc.	Professor, Islamia College, Peshawar.	{ 4 0 0 4 12 0	} " (bound).
<i>Hygiene and Physiology.</i>					
1	Elementary Physiology	Bhatia and Suri ...	Longmans, Green & Co., Bombay.	1 12 0	} Teachers' use.
2	Hygiene ...	" " ...	" " ...	1 8 0	

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*List of books considered by the Text-Book Committee at their general meeting held on
14 December 1926—concluded*

No.	Name of book	Name of author	Name of publisher	Price	Remarks or recommendations of the Text-Book Committee
	<i>Hindi, and Physiology—concl.</i>			Rs. s. p.	
3	Fehat ki kahani ...	K. Marsden	Macmillan & Co., Bombay	1 0 0	Urdu. Library.
4	Alcohol and Life (Urdu)	Hunter	" "	0 12 0	Library.
	<i>Drawing.</i>				
1	Drawing Charts for Middle Classes	M. Gul Draw Khan	Drawing Master, Bolton Government High School, Mausehra.	...	} Not recommended.
2	Drawing Charts for VIII and High Classes.	" "	" "	...	
3	Rahnumai Drawing	" "	" "	...	To stand over.
4	Drawing Chart for Middle Classes	Muhammad Ismail	Drawing Master, Islamia Collegiate School, Peshawar.	...	Not recommended.
	<i>Periodicals.</i>				
1	Ziraat (monthly)	Edited by M. Muhammad Sayed Beg.	24-25, Macleod Road, Lahore	4 0 0	P. A. Library.

2	Young Men of India	...	Edited by K. T. Paul ...	Association Press, 5, Russell Street, Calcutta.	5 9 0	P. A. Not recommended.
	<i>Persian and Arabic.</i>					
1	Humayun Namah Gulbadan Begum	...	...	Anwar-ul-Mataba, Lucknow...	1 8 0	Persian. Library.
2	Arabic Primer	...	M. Sadr-ud-Din ...	Macmillan & Co., Bombay ...	0 6 0	Arabic. V class library.
3	Ibtedal adab	...	M. A. B. Muhammad Usman Ghani.	A. S. Ahmedur Rahman, 37, Kalla Bazar, Dacca.	0 3 0	" "
4	Tamriyat-un-Nahv	...	Khan Sahib Ghulam Sarwar Khan, B.A.	Qaumi Kutub Khana, Railway Road, Lahore.	...	Arabic. Recommended for use in middle schools.

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APPENDIX B

Proceedings of the North West Frontier Province
Educational Conference held in the Victoria
Memorial Hall, Peshawar, on
13, December 1926.

PRESENT :

J. H. Towle, Esquire, M.A., I. E. S., Director of Public Instruction, North West Frontier Province, Peshawar,—
President.

1. The Nawab Sir Sabibzada Abdul Qaiyum Khan, K.C.I.E., Honorary Secretary, Islamia College, Peshawar.

2. Mir Karim Bakhsb, Provincial Educational Service, Inspector of Vernacular Education, North West Frontier Province.

3. H. C. Guyer, Esquire, O.B.E., Principal, Church Mission High School, Dera Ismail Khan.

4. Reverend M. E. Wigram, M.A., Secretary, Church Missionary Society, Peshawar.

5. Reverend A. Sinker, Principal, Pennell High School, Bannu.

6. Miss G. E. Littlewood, Indian Educational Service, Inspectress of Girls' Schools, North West Frontier Province.

7. M. Abdus Sattar Khan, B.A., Provincial Educational Service, Officiating Principal, Government Training College, Peshawar.

8. M. Ghulam Hasan, Provincial Educational Service, Registrar of Departmental Examinations, North West Frontier Province.

9. K. S. Sheikh Allah Din, B.A., Provincial Educational Service, District Inspector of Schools, Hazara.

10. Qazi Inayatullah, B.A., Provincial Educational Service, District Inspector of Schools, Peshawar.

11. Sheikh Zainul Abedin, B.A., District Inspector of Schools, Bannu.

12. Mufti Azizur Rahman, B.A., District Inspector of Schools, Dera Ismail Khan.

13. M. Muhammad Alam, B.A., District Inspector of Schools, Kohat.

14. L. Anand Parkash, B.A., Officiating Head Master, Government High School, Peshawar.

15. Chaudhri Muhammad Abdullah, B.A., Head Master, Government High School, Bannu.

16. M. Husamuddin, B.A., Head Master, Government High School, Dera Ismail Khan.

17. Khowaja Muhammad Ramzan, B.A., Head Master, Government High School, Kohat.

18. Hafiz Abdul Hamid, B.A., Head Master, Government High School, Mausehra.

19. Hakim Bashir Husain, B.A., Head Master, Government High School, Tank.

20. M. Nur Husain Azri, M.A., Head Master, Government High School, Mardan.

21. Pandit Bhagat Ram, B.A., Head Master, National High School, Peshawar.

22. B. Sujan Singh, B.A., Head Master, Khalsa High School, Peshawar City.

23. Bawa Narinjan Singh Bedi, B.A., Head Master, R. B. S. Kanshi Nand Sanatan Dharam High School, Peshawar City.

24. S. Manak Shah Singh, Member, District Board, Bannu.

25. Mr. T. Lazarus, B.A., Head Master, Church Mission High School, Dera Ismail Khan.

26. Mr. N. Utarid, Head Master, Pennell High School, Bannu.

27. K. S. Sheikh Abdur Rahman, Manager, Islamia High School, Kohat, and Honorary Secretary, District Board, Kohat.

28. B. Chetan Singh, B.A., Head Master, Khalsa High School, Bannu.

29. Chaudhri Ghulam Rasul Khan, B.A., Head Master, Government High School, Abbottabad.
30. Haji Arbab Shams-ud-din Khan, E. A. C., Vice-President, District Board, Peshawar.
31. L. Shive Nath, B.A., Head Master, Sanatan Dharam High School, Nowshera.
32. K. S. Ali Safdar Khan, Member, District Board, Dera Ismail Khan.
33. L. Lorinda Ram, B.A., Head Master, A. V. A. S. High School, Abbottabad.
34. Lala Ragu Nath Dass, M.A., Head Master, Frontier High School, Peshawar Cantonment.
35. M. Abdur Rahim Riyaz, B.A., Head Master, Islamia High School, Peshawar City.
36. M. Abdur Rahim, B.A., Head Master, Islamia High School, Nowshera Cantonment.
37. Mr. J. C. Ghosh, Head Master, Edwardes High School, Peshawar.
38. M. Abdul Majid, Secretary, Islamia Technical School, Nowshera Cantonment.
39. M. Muhammad Abbas Khan, Member, District Board, Hazara.
40. Mrs. A. McKenzie, Provincial Educational Service, Assistant Inspectress of Girls' Schools, North West Frontier Province, and
41. K. S. Ghulam Sarwar Khan, B.A., Provincial Educational Service, Personal Assistant to the Director of Public Instruction, North West Frontier Province, Peshawar—*Secretary*.

Minutes.

The Chairman opened the meeting by welcoming the members. He referred to the sad demise of the late K. S. Mirza Ali Muhammad Khan, B.A., I. E. S., Inspector of Vernacular Education, since the last Conference, all members of the Conference associating themselves with his views.

He then dwelt on the need for setting their house in order and brought up the abuse of private tuition in general, saying that the rules regulating it had been disregarded with the honourable exception of two or three schools. There had been complaints both anonymous and otherwise in this connection. Serious abuses had grown up and there was considerable evidence that teachers took up private tuition with no regard to the limitations imposed by the Code. Private tuition in itself was not necessarily a bad thing but its abuses had to be checked, and he wished to give notice that any infringement of the existing rules on the point would be handled in the disciplinary manner laid down in the regulations.

Another important matter was the organization of the Provident Funds in aided schools. Investigations had been made during the past year which showed that the managers of several schools did not yet realize the benefits of the system or their responsibilities in connection with it. The existence of a Provident Fund secured stability for the school and enabled the management to employ a good and contented staff. It must be remembered that the Government of India had laid down that the assets of this fund should be invested separately from the general funds of the schools. Lapses should go to a reserve fund, which might be called "Distress or Relief" Fund for the school staff and utilized for giving pensions or gratuities to subscribers or to their families in case of severe need.

Turning to the general prospects for education in the Province, he said that during the year 1922 to 1925 the Province had laboured under financial stringency, but that during the current year the clouds of retrenchment had passed away and it had been possible to make certain improvements also to prepare for reasonable expansion in all directions. He then declared the session open.

2. The following items were discussed and resolutions adopted :—

- (1) *The position of Persian as a subject of instruction in the 4th Primary Class.*—This question was discussed at great length and the following resolution was passed by a majority of votes :—

"Resolved that Persian be retained as a subject of instruction in the primary school curriculum as at present."

Consequent on the adoption of the general principle involved in the foregoing resolution, the following proposals were put forward and debated, *viz.*, that :—

- (i) " Persian should form a subject for the the Middle School Scholarship Competition Examination. "
- (ii) " Persian should be considered as an alternative with Hindi and Punjabi in the 4th Primary Class and that one of these subjects should be included in the compulsory subjects for the Middle School Scholarship Examination. "

The first proposal was carried while the second was lost.

- (2) *The position of District Geography in the curriculum for the 2nd Primary Class.*—It was finally decided that District Geography should be retained as at present prescribed in the course for the 2nd Class.
 - (3) *The place of Drawing in the curriculum for the Middle Classes.*—The Conference recommended that (a) in the curriculum for Vernacular Middle Schools, as given in Article 160 of the Frontier Education Code, under optional subjects (2) " Drawing *or* Physical Science " should read as " Drawing *and* Physical Science. " (b) In the curriculum for Anglo-Vernacular Middle Schools, as given in Article 162 (3) of the Frontier Education Code, group " A " should stand as given, while groups " B " and " C " should be combined into one group " B " and read as below :—
- Group " B ".—General Knowledge, Physical Science, Drawing and one of the classical languages (Arabic, Sanskrit and Persian).

A candidate must pass in any two of the four subjects in group " B ".

(4) *The methods for giving an increased agricultural bias to the education in Middle Schools.*—After a review of the present situation the Conference was of opinion that in existing circumstances nothing more could be done than now; and recommended that further consideration of this question be deferred till the publication of the report of the Royal Agricultural Commission.

(5) *School punishments.*—A proposal was made that a boy who neglected his work should be punished by marking him absent for the day. Opposition was practically unanimous and it was dropped.

(6) *School games and physical training—the District League system.*—The President described the present situation and said that great improvement had been made since the Conference of 1922 in the physical training of school children. Teachers trained in the new methods of physical training were now working in nearly every Anglo-Vernacular Secondary School of the Province and two Junior Anglo Vernacular Teachers had this year been deputed to the Central Training College, Lahore, for an intensive course of training in physical education, and it had been proposed that on their return they should be appointed in the Peshawar and Hazara districts as itinerant supervisors of physical instruction. If possible, next year more men would be trained for the remaining three districts. Stress was laid on the need for the organization of games in all Secondary Schools. Games should be played for the physical development of the boys and must not be allowed in any way to encourage unhealthy competition between schools. In the debate, which followed, various suggestions were examined in connection with the working of the District League system. The general feeling seemed to be that friendly matches between schools were better than league games, at any rate, in certain localities.

- (7) *Co-operative movement.*—The Conference was informed that it had been arranged with the Registrar of Co-operative Credit Societies, Punjab, that his Educational Inspector should tour during this cold weather in the Peshawar and Hazara districts in company with the Inspector of Vernacular Education and lecture in various places on the advantages of the movement. It was hoped that it would be possible to secure the services of the same Inspector for propaganda work in other districts of the Province next year. Various speakers emphasised that propaganda by lectures, the establishment of school thrift societies and the running of supply stores by the staff and pupils of schools would both popularize the movement and give practical experience of its working.
- (8) *Boy Scout Movement.*—The Conference reviewed the present situation and agreed that the movement was becoming increasingly popular in schools and among the general public. The Scout Masters' Training Camp which was run in the Hazara District in September 1926 had produced a good effect and nearly every Anglo-Vernacular Secondary School had at least one trained Scout Master. Local associations existed in the Hazara, Bannu and Dera Ismail Khan Districts and had worked very zealously during the last year. The establishment of local associations in Peshawar and Kohat was being considered. The Inspector of Vernacular Education suggested that a camp should be run to train Scout Masters for Vernacular Schools. The President replied that the question would be considered subject to the condition that necessary funds be available, but that it was not proposed to extend scouting below full Vernacular Middle Schools. Stress was laid on the need of raising money in every district to provide for local expenses.
- (9) *Vocational training in Secondary Schools.*—*Post Matriculation Clerical and Commercial Training Classes, and establishment of Industrial*

Schools.—These three points were considered together. A discussion followed and the following resolutions were passed, viz., that, in the opinion of this Conference —

- (a) vocational training should not be combined with secondary education in the existing Secondary Schools ;
 - (b) it is desirable that the pre-matriculation clerical and commercial classes be abolished and post-matriculation clerical and commercial classes be opened at Peshawar in their place if funds permit ; and
 - (c) an industrial school on the Punjab lines should be opened at Peshawar when funds permit.
- (10) *The upward limit of classes and sections of classes.*—This question was discussed but was left to the Education Department to settle, it being understood that regard would be paid to the opinions expressed.
- (11) *The number of periods of teaching that should constitute a fair week's work.*—On this question it was finally resolved that the following number of periods should be considered as a fair week's work in teaching :—
- | | | | |
|---------------------|-----|-----|-------------|
| Head Master | ... | ... | 15 periods. |
| Second Master | ... | ... | 24 periods. |
| English Teachers | ... | ... | 28 periods. |
| Vernacular Teachers | ... | ... | 30 periods. |
- (A period was assumed to be of 45 minutes duration.)
- (12) The following items of the agenda were not considered for want of time and it was resolved that they be postponed to the next session :—
- (i) The number of classes and scholars that can be efficiently taught by one teacher in a Primary School.

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- (ii) The giving of time, say one period a week, to Secondary School pupils to read library books at school and in school hours.
- (iii) The safeguarding of the interests of teachers employed by private bodies.

The Conference concluded at 4-15 P. M.

GHULAM SARWAR,
Secretary, Educational Conference,
North West Frontier Province.

CONFIRMED.

J. H. TOWLE,
President, Educational Conference,
North West Frontier Province.

APPENDIX C.

No. 3956—98.

FROM

J. H. TOWLE, ESQUIRE, M.A., I. E. S.,

*Director of Public Instruction,**North West Frontier Province.*

TO

(1) THE INSPECTOR OF VERNACULAR
EDUCATION,

(2) THE INSPECTRESS OF GIRLS' SCHOOLS, AND

(3) ALL THE HEAD MASTERS OF ANGLO-
VERNACULAR SECONDARY SCHOOLS,

IN THE NORTH WEST FRONTIER PROVINCE.

Peshawar, 7 April 1927.

Sir/Madam,

I have the honour to invite your attention to my circular letter No. 3772—3809, dated Peshawar, 26 March 1926, and to address you again on the same subject.

2. The following paragraphs deal with the various points in practically the same order as in previous circulars. The comments are based on the results of inspections made in 1926-7.

3. (a) *Masters' meetings.*—A little more appears to have been done with regard to this important part of school management but there is still insufficient co-ordination of work especially in the middle classes; in other words masters' meetings are not held at regular intervals.

(b) *Teachers' work books.*—These are of greater use than before, but can still be improved. The Inspector of Vernacular Education has introduced a simplified and very useful form of record for vernacular schools which is recommended to the head masters of anglo-vernacular schools for consideration.

(c) *School time-tables.*—These have improved though there are some points to notice, e.g. (i) English and Mathematics should always be taught in the early periods of the daily session, (ii) Science should, wherever possible, have two consecutive periods allotted to it to allow sufficient time for demonstrations and practical work to be satisfactorily completed.

(d) *Masters.*—A firmer recognition on the part of head masters and their assistants is needed of the fact that they themselves are primarily responsible not only for the teaching and discipline of their school but for its tone. Their work is not only to inculcate precepts but to set an example. There is no more vital need in the schools of today than the steady improvement of character formation. If masters do not show themselves as good examples of what they teach, they cannot be surprised if their boys prove unstable or unsatisfactory in character.

It is to be hoped that this side of a school master's work will receive greater attention.

(e) *The teaching of English.*—This is most defective. Not only is pronunciation poor and handwriting inferior, but there is far too slavish an adherence to "readers" and "text-books". It is true that the "reader" is a most important tool in the master's hand, but a knowledge of the reader is not the sole ideal at which he and the pupil have to aim. The latter has to acquire at school the ability "to read and write, speak and understand" simple English as in common use. But when boys of the VII and VIII classes cannot read or write English numbers on the black-board, cannot turn simple sentences from English into Urdu and cannot even name in English the day of the week or the month of the year, there is something radically wrong.

It is also to be feared that the "reader" is used by some masters without taking the trouble to find out whether

k

the boys understand what they have read. This at any rate is the inference to be drawn from the inability of so many boys to give in Urdu even an approximate translation of sentences that are taken from their "readers". Finally the impression of inferior teaching of this most important subject that has been formed at inspections is most strikingly confirmed by the reports of examiners in the Anglo-Vernacular Middle and the Matriculation examinations. Without exception these reports complain of bad handwriting, poor spelling, complete inability to compose correct sentences and the like.

A very great improvement therefore is needed and this can only be attained by an insistence on good and careful teaching from the very beginning, *i.e.* from the V class, and particularly by the exercise of common sense on the master's part.

(f) *Vernacular languages.*—The same remark as to the need of common sense applies in this case. Handwriting is capable of great improvement and accuracy in translation is rarely found.

(g) *Science.*—This is a little better, but here again much remains to be done. Slovenliness of work is much too common. Science masters should remember that they are engaged not merely in teaching some few elementary facts of a scientific nature but in a much more important work, *viz.* in developing habits of clear thinking, accuracy of statement and of correct arrangement whether it be of facts or of actual apparatus.

(h) *Drawing.*—This³ is really good in some schools and on the whole there is an improvement. There is still a need, however, for greater accuracy in the correction work of masters.

This subject has been restored to something like its former importance in the curriculum by the resolution of the last educational conference and a further advance is to be expected.

3. *Organization of games and physical exercises.*—An improvement is to be recorded. With regard to organized games the ideal is not merely to produce a school team but to give all boys an opportunity of playing. For this reason head masters are invited to consider the possibility of

introducing the "play for all" system, which briefly means the organization and supervision of a regular games timetable for all boys. Here, however, a word of warning is needed — if, say, football is to be played, it is of no use to let any number of boys play on each side, as I saw at one school. If a game is to be played let it be done with the numbers and according to the rules required. A boy will take no interest in a game which has no proper organization and he will obtain little benefit therefrom.

Physical training needs more life. Formal exercises are a little better but there is too much slovenliness of action. There is also too little of the physical training game and naturally boys are bored before the period ends. The benefit of the exercise is thus diminished.

5. *Boy-scouting*.—This is developing well. I wish again to lay emphasis on the need of the careful training of the tenderfoot and for the development of the underlying ideas of cheerfulness, truthfulness and social service.

6. *Hostel school buildings*.—Head masters are still not sufficiently keen on the cleanliness of floors, walls and particularly of windows. The care of buildings is the responsibility of the head master and this must receive more attention.

7. *School compounds and gardens*.—Gardens are not common enough. The remarks of last year's circular as to giving a garden plot for cultivating by the troop of boy scouts are repeated. The local scouts associations would be ready, I am convinced, to assist with advice and, if necessary, with money, any head master who took up this idea. No litter or refuse in school compounds should be allowed. Uneven strips of playing spaces should be levelled.

8. *School accounts*.—The remarks of last year's circular are repeated. Another year's experience has conclusively shewn that wherever a bank exists the schools should keep a banking account. It is safer, more economical and of great help in account work. Separate bank accounts should be kept for separate funds, *e.g.* for general purposes, sports, scouts, religious teaching and the like.

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9. It is particularly requested that all head masters, in conjunction with their colleagues, will examine the various points raised in this circular and will let the inspecting officers know at their next visits what action they have taken.

I have the honour to be,
Sir/Madam,
Your most obedient servant,
J. H. TOWLE,
Director of Public Instruction,
North West Frontier Province,

GENERAL EDUCATIONAL TABLES

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Errata to General Table appended to Quinquennial Reports of the North West Frontier for 1922-27.

Statement of—

1. General summary of expenditure on Education.—
Against Primary Schools for girls for the year 1926, please
read Rs. 66,526 instead of Rs. 66,525.

2. General Table IIIA.—Expenditure on Education
for males.—Under head “Miscellaneous etc.” against sub-
head “Contributions etc.” Column “Board Funds”—please
read Rs. 4,060 instead of Rs. 4,066.

GHULAM SARWAR, PERSONAL ASSISTANT,
for *Director of Public Instruction,*
North West Frontier Province.

GP&SO-NWFP-226DP1-6-12-27-200

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GENERAL EDUCATIONAL TABLES

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General summary of educational institutions and scholars

				Percentage of scholars to populations					
				Recognised Institutions		All Institutions			
Area in square miles		13,198					
Population—									
Males		1,229,316	1927	1926	1927	1926	
Females		1,022,026	
Total				2,251,342	Males	Females	
				...	4·8	4·2	5·0	4·9	
				...	7	6	7	6	
				...	2·8	2·6	3·0	2·9	

	Institutions			Scholars			Stages of Instruction of Scholars entered in column 4
	1927	1926	Increase or decrease	1927	1926	Increase or decrease	
	1	1	3	4	5	6		7
RECOGNISED INSTITUTIONS							
Universities
<i>For males</i>							
Arts Colleges	...	3	3	...	408	401	+7
Professional Colleges	...	1	1	...	18	19	-1
High Schools	...	25	25	...	9,764	9,259	+505

{	(a)	137
{	(b)	271
{	(c)	...
{	(a)	...
{	(b)	18
{	(c)	5,923
{	(d)	3,841

Middle Schools	...	83	73	+ 10	15,172	13,946	+ 1,226	{ (a) 4,301 (d) 10,871
Primary Schools	...	547	498	+ 49	30,968	28,417	+ 2,551	(d) 30,968
Special Schools	...	2	1	+ 1	90	80	+ 60	*90
Totals	...	661	601	+ 60	56,420	52,072	+ 4,348	56,420
<i>For females</i>								
Arts Colleges	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...
High Schools	...	...	...	...	...	...	...	...
Middle Schools	...	14	15	- 1	2,084	2,176	- 92	{ (a) 341 (d) 1,743
Primary Schools	...	70	68	+ 2	4,544	4,146	+ 398	(d) 4,544
Special Schools	...	2	2	...	28	22	+ 6	†28
Totals	...	86	85	+ 1	6,656	6,344	+ 312	6,656
UNRECOGNIZED INSTITUTIONS								
<i>For males</i>	...	247	351	- 104	5,846	7,837	- 1,991	...
<i>For females</i>	...	89	14	+ 25	796	266	+ 530	...
Totals	...	286	365	- 79	6,642	8,103	- 1,461	...
Grand totals	...	1,033	1,051	- 18	69,718	66,519	+ 3,199	69,718

(a) In Graduate and Post-graduate classes.

(b) In Intermediate classes.

(c) In Secondary stage.

(d) In Primary stage.

* Includes 65 Normal School students and 25 adult schools students.

† Students of training classes.

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General summary of

	Total expenditure			Percentage of	
	1927	1926	Increase or decrease	Government funds	Local funds*
	1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.	Rs.
Direction and Inspection...	1,31,423	1,22,442	+ 8,981	96.8	3.2
Universities ...	...	...	...	...	...
Miscellaneous † ...	4,86,653	3,41,332	+ 1,45,321	59.6	17.2
Totals ...	6,18,076	4,63,774	+ 1,54,302	67.5	14.3
<i>Institutions for males.</i>					
Arts Colleges ...	1,63,106	1,48,260	+ 14,846	61.8	...
Professional Colleges ...	22,239	23,249	- 1,010	100	...
High Schools ...	4,83,166	4,55,425	+ 27,741	53.5	5.2
Middle Schools ...	3,09,585	3,01,399	+ 8,186	87.1	6.3
Primary Schools ...	3,23,310	3,12,790	+ 10,520	72.3	24.2
Special Schools ...	20,392	16,578	+ 3,814	100	...
Totals ...	13,21,798	12,57,701	+ 64,097	68.4	9.3
<i>Institutions for females</i>					
Arts Colleges ...	...	...	..	...	...
Professional Colleges ...	...	...	...	...	...
High Schools ...	...	...	...	...	...
Middle Schools ...	58,180	45,691	+ 7,499	15.4	65.9
Primary Schools ...	75,856	66,525	+ 8,831	24.8	48.5
Special Schools ...	8,425	5,937	+ 2,488	82.7	...
Totals ...	1,96,911	1,18,094	+ 18,817	24.7	49.6
Grand totals ...	20,76,785	18,99,569	+ 2,37,216	65.3	13.4

* Includes both district boards and municipal funds.

† Includes expenditure on buildings.



expenditure on education

expenditure from		Cost per scholar to				Total cost per scholar
Fees	Other sources	Government funds	Local funds *	Fees	Other sources	
6	7	8	9	10	11	12
Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
...	...	2 2 11	0 1 2	...	...	2 4 1
...
8.1	20.1	4 15 9	1 7 0	0 4 1	1 10 11	8 5 9
2.4	15.8	7 2 8	1 8 2	0 4 1	1 10 11	10 9 10
21.2	17.0	233 11 6	...	80 5 2	64 6 3	278 6 11
...	...	1,111 15 2	...	...	...	1,111 15 2
27.4	13.9	26 9 5	2 8 11	13 10 0	6 14 6	49 10 10
4.9	1.7	18 11 0	1 5 8	1 0 11	0 5 11	21 7 6
0	3.5	8 8 8	2 13 9	...	0 6 9	11 13 2
...	...	239 13 0	0 1 6	...	...	239 14 6
13.8	8.5	17 6 5	2 5 8	3 8 1	2 2 5	25 6 7
...
...
...
1.1	17.6	4 1 11	17 9 8	0 4 3	4 11 6	26 11 4
8	31.4	4 7 6	7 13 6	0 0 10	5 10 6	18 0 4
1.3	16.0	249 0 0	...	3 13 1	48 1 2	300 14 3
6	25.1	5 7 4	10 15 1	0 2 3	5 8 9	22 1 5
9.5	11.8	23 4 7	4 12 6	3 6 5	4 3 1	35 10 7

* Includes both district boards and municipal funds.

I—Classification of educational institutions

RECOGNISED INSTITUTIONS	For males						For females					
	Government	District Board	Municipal Board	Aided	Unaided	Totals	Government	District Board	Municipal Board	Aided	Unaided	Totals
	1	2	3	4	5	6	7	8	9	10	11	12
Universities ...												
Colleges —												
Arts and Science *	...	...	...	2	...	2	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Education	...	1	...	...	...	1	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and 2nd grade colleges	...	...	...	1	...	1	...	...	...	...	...	...
Totals	1	...	...	3	...	4	...	...	...	...	...	...
High Schools	8	...	...	17	...	25	...	...	...	...	...	...
Middle schools { English ...	...	4	1	8	...	13	...	...	1	1	...	2
{ Vernacular	...	69	1	...	...	70	...	...	6	6	...	12
Primary Schools	...	517	16	9	15	547	...	30	10	23	7	70
Totals	8	590	18	34	5	655	...	30	17	30	7	84
Special Schools—												
Art ...	...	...	...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medical	...	...	...	...	...	...	...	...	...	...	...	...
Normal and Training	...	1	...	...	...	1	...	...	...	2	...	2
Engineering †	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults	...	1	...	...	...	1	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...
Totals	1	1	...	...	...	2	...	...	...	2	...	2
Totals for recognised institutions	10	591	18	37	5	661	...	30	17	32	7	86
Unrecognised institutions	...	...	...	...	247	247	...	...	...	...	39	39
Grand totals, all institutions	10	591	18	37	252	908	...	30	17	32	46	125

* Includes nil Oriental colleges.

† Includes survey schools nil.

‡ Includes two primary schools maintained by Nowsbera and Cherat Cantonment Committees.

II-A—Distribution of scholars attending educational institutions for males

	Government			District Board		
	Scholars on roll on March 31	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6
READING—						
IN RECOGNISED INSTITUTIONS						
UNIVERSITY AND INTERMEDIATE EDUCATION (a)						
Arts and Science (b) and (c) ...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	18	18	18	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Totals ...	18	18	18	...	...	...
SCHOOL AND SPECIAL EDUCATION.						
In High Schools ...	2,064	1,908	370	...	...	...
In Middle Schools { English ...	...	...	...	1,391	1,236	130
{ Vernacular ...	...	...	...	11,211	9,217	950
„ Primary Schools ...	...	...	...	27,608	21,304	...
Totals ...	2,064	1,908	370	40,210	31,757	1,080
In Art Schools ...	...	...	...	...	...	...
„ Law ...	...	...	...	...	...	...
„ Medical Schools ...	...	...	...	...	...	...
„ Normal and Training Schools ...	65	64	65	...	...	...
„ Engineering Schools* ...	...	...	...	...	...	...
„ Technical and Industrial Schools ...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...
„ Reformatory Schools ...	...	...	...	...	...	...
„ Schools for Defectives ...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	25	15	...
„ Other Schools ...	...	...	...	...	...	...
Totals ...	65	64	65	25	15	...
Totals for recognised institutions ...	2,147	1,990	453	40,235	31,772	1,080
In unrecognised institutions ...	...	...	...	...	...	...
Grand totals, all institutions for males...	2,147	1,990	453	40,235	31,772	1,080

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes nil scholars also reading Law.

(c) Includes nil scholars in Oriental Colleges.

* Includes Survey Schools nil.

II-A—Distribution of scholars attending

	Municipal Board			Aided		
	Scholars on roll on March 31	Average daily attendance	Number of residents in approved hostels	Scholars on roll on 31 March	Average daily attendance	Number of residents in approved hostels
	7	8	9	10	11	12
READING—						
IN RECOGNISED INSTITUTIONS						
UNIVERSITY AND INTERMEDIATE EDUCATION (a)						
Arts and Science (b) and (c)	408	395	288
Law
Medicine
Education
Engineering
Agriculture
Commerce
Forestry
Veterinary science
Totals	408	395	288
SCHOOL AND SPECIAL EDUCATION						
In High Schools	7,700	6,892	457
„ Middle Schools { English	289	276	57	1,863	1,622	46
„ Middle Schools { Vernacular	418	380	19	...	...	...
„ Primary Schools	2,024	1,653	5	868	741	...
Totals	2,731	2,309	81	10,431	9,255	508
In Art Schools
„ Law Schools
„ Medical Schools
„ Normal and Training Schools
„ Engineering Schools*
„ Technical and Industrial Schools
„ Commercial Schools
„ Agricultural Schools
„ Reformatory Schools
„ Schools for Defectives
„ Schools for Adults
„ Other Schools
Totals
Totals for recognised institutions	2,731	2,309	81	10,839	9,650	791
In unrecognised institutions
Grand totals, all institutions for males...	2,731	2,309	81	10,839	9,650	791

(a) Scholars reading more than one

(b) Includes nil scholars also

(c) Includes nil scholars in

* Includes Surrey Schools

educational institutions for males—concluded

Unaided			of	of	of	Number of females
Scholars on roll on March 31	Average daily attendance	Number of resi- dents in approved hostels				
13	14	15	16	17	18	19
...	408	395	238	...
...
...	18	18	18	...
...
...
...
...	426	413	306	...
...	9,764	8,800	827	...
...	3,548	3,134	233	27
...	11,629	9,597	969	24
468	364	...	30,968	24,062	5	109
468	364	...	55,904	45,593	2,034	160
...
...
...	65	64	65	...
...
...
...
...
...	25	15
...
...	90	79	65	...
468	364	...	56,420	46,085	2,405	160
5,846	5,846	519
6,314	364	...	62,268	40,085	2,405	679

of the following subjects should be entered under only one head,
reading *Law*.

Oriental Colleges.

nil.

II-B.—Distribution of scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels.	Scholar on roll on March 31	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—IN RECOGNISED INSTITUTIONS									
UNIVERSITY AND INTER-MEDIATE EDUCATION (a)									
Arts and Science (b)
Medicine
Education
Totals
SCHOOL AND SPECIAL EDUCATION.									
In High Schools
In Middle Schools.	136	118	...
{ English	880	657	...
{ Vernacular	1,253	997	...	731	520	...
In Primary Schools
Totals	1,253	997	...	1,747	1,295	...
In Medical Schools
In Normal and Training Schools
In Technical and Industrial Schools
In Commercial Schools
In Agricultural Schools
In Schools for Adults
In Other Schools
Totals
Totals for recognised institutions	1,253	997	...	1,747	1,295	...
In Unrecognised institutions
Grand totals, all institutions for females	1,253	997	...	1,747	1,295	...
Grand Totals, all institutions males and females	2,147	1,990	453	41,438	32,769	1,080	4,478	3,604	81

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes *not* scholars in *Oriental Colleges*.

educational institutions for females.

Aided			Unaided			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels	Number of males included in column 16
Scholars on roll on 31 March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
...
...
...
...
...
77	67	...	...	...	...	213	185	...	...
991	872	...	...	...	...	1,871	1,529	...	...
2,103	1,747	...	460	326	...	4,544	3,590	...	16
3,168	2,686	...	460	326	...	6,628	5,304	...	16
...
28	26	...	...	...	...	28	26	...	...
...
...
...
...
28	26	...	...	...	...	28	26	...	...
3,196	2,712	...	460	326	...	6,656	5,330	...	16
...	...	...	796	...	...	796	...	...	210
3,196	2,712	...	1,256	326	...	7,452	5,330	...	226
14,035	12,862	791	7,570	690	...	69,718	51,415	2,405	905*

III-A.—Expenditure on
 Expenditure on buildings includes Rs. 1,03,227 spent by
 "Miscellaneous shown on page xv"

Particulars of Miscellaneous				Government funds
				Rs.
Boarding-House	...	...	...	44,131
Scholarships	...	...	...	32,925
Furniture, etc.	...	...	...	43,188
Contributions, etc.	...	...	...	60
Totals			...	1,20,304

	Government Institutions					
	Govern- ment funds	Board funds	Muni- cipal funds	Fees	Other sources	Totals
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE						
EDUCATION.						
Universities	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...
Professional Colleges—						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education (Teaching)	22,239	...	...	...	...	22,239
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Commerce...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals	22,239	...	...	...	...	22,239
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,18,484	...	...	42,618	336	1,61,438
Middle Schools—						
English	...	...	...	...	...	...
Vernacular...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Totals	1,18,484	...	...	42,618	336	1,61,438
<i>Special.</i>						
Arts Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Normal and Training Schools	20,384	...	...	...	...	20,384
Engineering Schools*	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Schools for Defectives	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...
Totals	20,384	...	...	...	...	20,384
Grand totals	1,61,107	...	...	42,618	336	2,04,061

* Includes survey schools nil.

III-A.—Expenditure on Education

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	13	14	15	16	17	18
UNIVERSITY AND INTERMEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	...	...	...	...	...
Arts Colleges ...	1,00,734	...	...	34,619	27,753	1,63,106
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education (Teaching) ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	1,00,734	...	...	34,619	27,753	1,63,106
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	1,40,063	372	24,505	69,928	66,860	3,21,728
Middle Schools—						
English ...	24,716	912	4,799	8,883	5,351	44,691
Vernacular ...	...	...	...	...	...	...
Primary Schools ...	...	850	4,459	3	6,256	11,568
Totals ...	1,64,779	2,134	33,763	98,814	78,497	3,77,987
<i>Special.</i>						
Arts Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools... ..	...	...	...	...	...	...
Engineering Schools * ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
Grand totals ...	2,65,513	2,134	33,763	1,33,433	1,06,250	5,41,093

* Include survey school *nil*.

XV

for males—concluded.

			Total expenditure from					
			Government funds	Board funds	Municipal funds	Fees	Other sources	Grand totals
			22	23	24	25	26	27
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	61,205	...	...	...	...	61,205
Inspection	52,914	3,792	455	...	...	57,161
Buildings, etc.	1,58,525	22,009	1,880	...	64,950	2,47,364
Miscellaneous	1,20,304	46,181	12,838	14,924	26,193	2,20,490
Totals			3,92,948	71,982	16,223	14,924	91,143	5,86,220
Recognized unaided institutions								
Fees	Other sources	Totals	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
19	20	21	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...	1,00,734	...	...	24,619	27,753	1,63,106
...
...	22,239	...	...	...	...	22,239
...
...
...
...
...
...
...	1,22,978	...	...	34,619	27,753	1,85,345
...
...	2,58,547	372	24,505	1,32,545	67,196	4,83,166
...	66,137	5,673	5,523	14,000	5,381	96,714
...	2,03,858	5,431	2,866	1,228	...	2,12,871
...	5,242	5,242	2,33,690	36,750	41,365	6	11,498	3,23,310
...	5,242	5,242	7,61,732	48,226	74,250	1,47,778	84,075	11,16,061
...
...
...	20,384	...	...	...	...	20,384
...
...
...
...
...	8	...	...	...	8
...
...	20,384	8	...	...	...	20,392
...	5,242	5,242	12,98,037	1,20,216	89,473	1,97,321	2,02,971	19,08,018

III-B.—Expenditure on
 Expenditure on buildings includes *nil* spent by
 “Miscellaneous shown on page xix”

Items			Provincial
Expenditure on Scholarships	...	...	Rs. 9,137
Furniture, etc.	...	...	2,050
Totals			11,187

		Government Institutions					
		Govern- ment funds	Board funds	Muni- cipal funds	Fees	Other sources	Totals
		1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges—	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Education	...	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...
SCHOOL EDUCATION							
<i>General</i>							
High Schools	...	...	...	...	...	...	...
Middle Schools—	...	...	...	...	...	...	...
English	...	...	...	...	...	...	...
Vernacular...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...
<i>Special</i>							
Medical Schools...	...	...	...	...	...	...	...
Normal and Training Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...
Grand totals for females	...	...	...	...	...	...	...
Grand totals for males	...	1,61,107	...	...	42,618	336	2,04,061
Grand totals for all	...	1,61,107	...	...	42,618	336	2,04,061

III-B—Expenditure on education

	Aided institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Totals
	13	14	15	16	17	18
UNIVERSITY AND INTERMEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges—	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediates Colleges ...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION						
<i>General</i>						
High Schools ...	...	...	...	...	...	...
Middle Schools—						
English ...	2,000	...	550	585	3,548	6,683
Vernacular ...	5,321	...	5,659	...	5,838	16,818
Primary Schools ...	...	3,456	8,306	211	15,697	27,670
Totals ...	7,321	3,456	14,515	746	25,083	51,121
<i>Special</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	6,972	...	...	107	1,346	8,425
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	6,972	...	...	107	1,846	8,425
Grand totals for females ...	14,293	3,456	14,515	853	26,429	59,545
Grand totals for males ...	2,65,513	2,134	33,763	1,33,433	1,05,250	5,41,093
Grand totals for all ...	2,79,806	5,590	48,278	1,34,286	1,32,679	6,00,639

for females—concluded

			Total expenditure from					
			Government funds	Board funds	Municipal funds	Fees	Other sources	Grand totals
			22	23	24	25	26	27
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection...	...		13,057	...	...	...	...	13,057
Buildings, etc.	...		...	...	116	...	5,831	5,947
Miscellaneous	...		11,187	...	687	...	978	12,852
Totals	...		24,244	...	803	...	6,809	31,856
Recognised unsided institutions								
Fees	Other sources	Totals						
19	20	21						
Rs.	Rs.	Rs.						
...
...
...
...
...
...
...	...	...	2,000	...	10,212	535	3,548	16,295
...	...	...	6,193	...	24,804	...	5,838	86,835
...	7,944	7,944	18,678	8,456	29,370	211	23,841	75,366
...	7,944	7,944	26,871	3,456	64,386	746	83,027	1,28,486
...
...	...	...	6,972	...	...	107	1,346	8,425
...
...
...
...	...	...	6,972	...	...	107	1,346	8,425
...	7,944	7,944	58,067	8,456	85,189	853	41,162	1,68,787
...	5,242	5,242	12,98,037	1,20,216	89,473	1,97,821	2,02,971	19,08,018
...	13,156	13,156	13,56,124	1,23,672	1,54,662	1,98,174	2,44,153	20,75,785*

* Includes Rs. 18,594 out of Cantonment funds of Peshawar, Nowshera and Cherat Cantonment Committees in the Peshawar District.

IV-A.—Race or creed of scholars in institutions for the general education of males

	Europeans and Anglo-Indians.	Indian Christians	Hindus		Muhammadans	Buddhists	Parsis	Sikhs	Others	Totals	
			Higher castes	* Depressed classes							
	1	2	3	4	5	6	7	8	9	10	
Total population ...	7,454	1,535	93,151	...	11,05,265	...	14	18,894	(a) 3	12,29,316	
<i>School Education</i>											
<i>Classes.</i>											
Primary	I	21	16	4,246	...	21,181	...	3	789	1	26,257
	II	5	11	1,516	...	6,285	284	...	8,101
	III	5	12	1,290	...	4,516	319	...	6,042
	IV	3	11	1,250	...	3,796	220	...	5,280
† Middle	V	3	9	950	...	2,112	...	1	139	1	3,215
	VI	3	6	739	...	1,510	110	...	2,368
	VII	...	5	594	...	1,147	89	...	1,835
	VIII	...	2	463	...	907	88	...	1,460
† High	IX	...	2	344	...	366	43	...	755
	X	...	5	224	...	329	33	...	591
Totals ...	40	79	11,616	...	42,149	...	4	2,014	2	55,904	
<i>University and Intermediate Education.</i>											
Intermediate classes	...	...	...	...	...	...	...	...	...	...
1st year ...	...	...	33	...	96	...	...	4	...	133
2nd year ...	...	...	28	...	105	...	...	5	...	138
Degree classes—	...	...	...	...	...	...	...	...	...	...
3rd year ...	...	...	8	...	44	...	...	2	...	54
4th year ...	...	...	10	...	71	...	...	2	...	83
5th year ...	...	...	...	...	...	...	...	...	...	...
Post-graduate classes	...	...	...	...	...	...	...	...	...	...
6th year ...	...	...	...	...	...	...	...	...	...	...
7th year ...	...	...	...	...	...	...	...	...	...	...
Research students...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	79	...	816	...	...	13	...	408
Number of scholars in recognised institutions ...	40	79	11,695	...	42,465	...	4	2,027	2	56,312	
Number of scholars in unrecognised institutions ...	...	...	237	...	5,609	...	...	...	...	5,846
Grand totals ...	40	79	11,932	...	48,074	...	4	2,027	2	62,158	

* Nil

(a) Jains

† The broad lines across the table indicate the stages where the High and Middle Departments begin.

IV-B.—Race or creed of scholars in institutions for the general education of females

	Europeans and Anglo-Indians	Indian Christians	Hindus		Mohammedans	Buddhists	Parais	Sikhs	Others	Totals	
			Higher castes	* Depressed classes							
	1	2	3	4	5	6	7	8	9	10	
TOTAL POPULATION	1,186	487	58,730	...	9,57,521	...	6	9,146	...	10,22,026	
<i>School education.</i>											
<i>Classes</i>											
Primary	I	...	9	2,366	...	1,414	...	2	513	...	4,304
	II	...	...	642	...	224	...	...	134	...	900
	III	...	...	426	...	128	...	...	91	...	648
	IV	...	...	255	...	111	...	...	69	...	436
† Middle	V	...	...	108	...	16	...	...	20	...	189
	VI	...	...	67	...	20	...	...	4	...	91
	VII	...	...	49	...	10	...	...	5	...	64
	VIII	...	...	34	...	10	...	...	3	...	47
† High	IX	...	...	...	...	...	...	...	...	...	...
	X	...	...	...	...	...	...	...	...	...	...
Totals	...	...	9	3,842	...	1,933	...	2	842	...	6,628
<i>University and Intermediate Education.</i>											
Intermediate classes—											
1st year	...	...	...	...	...	...	...	...	...	...	...
2nd year	...	...	...	...	...	...	...	...	...	...	...
Degree classes—											
3rd year	...	...	...	...	...	...	...	...	...	...	...
4th year	...	...	...	...	...	...	...	...	...	...	...
5th year	...	A.	...	...	...	...	...	...	...	...	...
Post-graduate classes—											
6th year	...	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...	...
Research students	...	...	...	...	...	...	...	...	...	...	...
Totals	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in recognised institutions	...	9	3,842	...	1,933	...	2	842	...	6,628	
Number of scholars in unrecognised institutions	...	...	...	...	796	...	...	...	...	796	
Grand totals	...	9	3,842	...	2,729	...	2	842	...	7,424	

* Nil.

† Vide footnote on previous page.

V-A.—Race or creed of scholars in institutions for the vocational and special education of males

	Europeans and Anglo-Indians	Indian Christians	Hindus						Others	Totals
			Higher castes	* Depressed classes	Muhammadans	Buddhists	Parsees	Sikhs		
<i>Schools.</i>	1	2	3	4	5	6	7	8	9	10
Arts Schools
Law Schools
Medical Schools
Normal and training Schools	5	...	60	...	...	...	...	65
Engineering and Surveying Schools
Technical and Industrial Schools
Commercial Schools
Agricultural Schools
Reformatory Schools
Schools for Defectives
Schools for Adults	25	...	...	...	...	25
Other Schools
Totals	5	...	85	...	...	...	...	90
<i>Colleges.</i>										
Law
Medicine
Education	1	...	17	...	...	...	...	18
Engineering
Agriculture
Commerce
Forestry
Veterinary Science
Totals	1	...	17	...	...	...	...	18
Grand totals	6	...	102	...	...	...	...	108

* Nil.

V-B.—Race or creed of scholars in institutions for the vocational and special education of females

	1	2	Hindus.		5	6	7	8	9	10
			3	4						
	Europeans and Anglo-Indians	Indian Christians	Higher castes	* Depressed classes	Mubammedans	Buddhists	Parsis	Sikhs	Others	Totals
<i>Schools.</i>										
Medical Schools
Normal and Training Schools	26	...	1	...	...	1	...	28
Technical and Industrial Schools
Commercial Schools
Agricultural schools
Schools for adults...
Other Schools
Totals	26	...	1	...	...	1	...	28
<i>Colleges.</i>										
Medicine
Education
Totals
GRAND TOTAL	26	...	1	...	...	1	...	28

VI-A.—Men teachers

CLASS OF INSTITUTIONS.	Trained teachers with the following educational qualifications					Untrained teachers				Total trained teachers	Total untrained teachers	Grand totals of teachers
	A degree	Passed Matriculation or School Final	Middle School	Passed Primary School	Lower qualifications	Possessing a degree		Possessing no degree.				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools.</i>												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board and Municipal ...	...	1	449	37	...	...	...	44	331	487	875	862
Aided ...	...	3	11	...	1	...	...	...	18	15	18	83
Unaided ...	...	...	6	1	...	...	...	4	3	7	7	14
Totals ...	...	4	466	38	1	...	...	48	352	509	400	909
<i>Middle Schools.</i>												
Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Local Board and Municipal ...	1	19	330	21	2	...	...	38	85	373	123	496
Aided ...	1	18	90	3	...	1	3	12	21	50	37	87
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	2	35	360	24	2	1	3	50	106	423	160	583
<i>High Schools.</i>												
Government ...	19	44	25	1	3	10	...	14	3	92	27	119
Local Board and Municipal ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	22	59	100	9	1	24	18	43	43	191	131	322
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	41	103	125	10	4	34	18	60	46	283	158	441
GRAND TOTALS...	43	142	951	72	7	35	21	158	504	1,215	718	1,933

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VI-B.—Women Teachers

CLASS OF INSTITUTIONS	Trained teachers with the following educational qualifications					Untrained teachers				Total trained teachers	Total untrained teachers	Grand totals of teachers
	A Degree	Passed Matric or school final	Passed Middle school	Passed Primary school	Lower qualifications	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated			
1	2	3	4	5	6	7	8	9	10	11	12	
<i>Primary Schools</i>												
Government
Local Board and Municipal	8	9	...	...	...	5	44	17	49	66
Aided ...	1	2	15	6	1	2	11	1	37	25	51	76
Unaided	3	1	...	...	...	3	18	4	21	25
Totals ...	1	2	26	16	1	2	11	9	99	46	121	167
<i>Middle schools</i>												
Government
Local Board and Municipal	1	16	1	...	...	...	6	14	18	20	38
Aided	1	8	2	1	...	1	6	37	12	44	66
Unaided
Totals	2	24	3	1	...	1	12	51	30	64	94
<i>High Schools</i>												
Government
Local Board and Municipal
Aided
Unaided
Totals
Grand totals ...	1	4	50	19	2	2	12	21	150	76	185	261

VII.—European Education

Total European population	Male	7,454	Percentage to European population of those at school		
	Female	1,136	Males	Females	Total
	Total	8,590	·5	2·4	·7

	1	2	3	4	Teachers		Expenditure from			11	
					5	6	7	8	9		10
	Institutions	Scholars on roll on March 31	Number of females in institutions for males and vice versa	Number of Non-European pupils on roll	Trained	Untrained	(government funds)	Local funds*	Fees	Other sources	Total expenditure
<i>Institutions for males.</i>											
Arts Colleges
Training Colleges
High Schools
Middle Schools	...	1 62	27	22	...	5	2,400	...	2,433	941	5,774
Primary Schools
Training Schools
Technical and Industrial Schools
Commercial Schools
Other Schools
Totals	...	1 62	27	22	...	5	2,400	...	2,433	941	5,774
<i>Institutions for females.</i>											
Arts Colleges
Training Colleges
High Schools
Middle Schools
Primary Schools
Training Schools
Technical and Industrial Schools
Commercial Schools
Other Schools
Totals
Grand totals for institutions	...	1 62	27	22	...	5	2,400	...	2,433	941	5,774
Expenditure on buildings includes nil spent by the Public Works Department.					Inspection	...	...	...	...	...	...
					Buildings, etc.	...	...	...	...	...	...
					Miscellaneous	...	...	...	...	...	...
					Totals	...	...	...	...	...	...
"Miscellaneous" includes the following main items:—nil.					Grand totals	...	2,400	...	2,433	941	5,774

* Includes both district boards and municipal funds.

VIII.—Examination Results

Examinations	Males					
	Number of Examinees			Number passed		
	Public 1	Private 2	Totals 3	Public 4	Private 5	Totals 6
DEGREE EXAMINATIONS.						
<i>Arts and Science.</i>						
D. Litt.
Ph. D.
D. Sc.
M. A.
M. Sc.
B. A. Honours
B. Sc. Honours
B. A. Pass ...	71	19	90	38	6	44
B. Sc. Pass ...	3	2	5	...	...	...
<i>Law.</i>						
Master of Law (first examination in Law)	2	...	1	1
Bachelor of Law	2	1	...	1	1
<i>Medicine.</i>						
M. D.
M. B., B. S. ...	4	...	4	2	...	2
L. M. S., Bombay
M. C. P. and S., Bombay
M. S. F. M., Calcutta
M. S.
M. Obstetrics...
B. Hyg.
D. P. H.
B. Sc., Sanitary
D. T. M., Calcutta
<i>Engineering. †</i>						
Bachelor of C. E.
Bachelor of M. E.
<i>Education.</i>						
B. E., P. T. and L. T.
<i>Commerce.</i>						
Bachelor of Commerce
<i>Agriculture.</i>						
Master of Agriculture
Bachelor of Agriculture

* ... appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College Roorkee.

VIII.—Examination Results—continued

Examinations	Females					
	Number of Examinees			Number passed		
	Public 7	Private 8	Totals 9	Public 10	Private 11	Totals 12
DEGREE EXAMINATIONS.						
<i>Arts and Sciences.</i>						
D. Litt.
Ph. D.
D. Sc.
M. A.
M. Sc.
B. A. Honours
B. Sc. Honours
B. A. Pass
B. Sc. Pass
<i>Law.</i>						
Master of Law
Bachelor of Law
<i>Medicine.</i>						
M. D.
M. B., B. S.
L. M. S., Bombay
M. C. P. and S., Bombay
M. S. F. M., Calcutta
M. S.
M. Obstetrics...
B. Hyg
D. P. H.
B. Sc. Sanitary
D. T. M., Calcutta
<i>Engineering. †</i>						
Bachelor of C. E.
Bachelor of M. E.
<i>Education.</i>						
B. E., B. T. and L. T.
<i>Commerce.</i>						
Bachelor of commerce
<i>Agriculture.</i>						
Master of Agriculture
Bachelor of Agriculture

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomsson Civil Engineering College, Roorkee.

VIII.—Examinations Results—*continued*

Examinations	Males					
	Number of Examinees			Number passed		
	Public* 1	Private 2	Totals 3	Public* 4	Private 5	Totals 6
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts ...	131	27	158	55	6	61
Intermediate in Science ...	30	...	30	20	...	20
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching ...	...	...	...	...	...	...
Intermediate or Diploma in Commence ...	...	...	...	...	...	...
Licentiate of Agriculture ...	...	...	...	...	...	...
Veterinary Examinations ...	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Courses.</i>						
Matriculation ...	620	68	688	410	28	438
School Leaving Certificate ...	53	12	65	28	2	30
European High School... ..	...	...	...	...	...	...
Cambridge Senior ...	...	...	...	...	...	...
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior ...	...	...	...	...	...	...
European Middle ...	...	...	...	...	...	...
Anglo-Vernacular Middle ...	472	659	1,131	258	353	611
Vernacular Middle ...	312	11	323	265	8	273
<i>(c) On completion of Primary Course.</i>						
Upper Primary ...	5,211	...	5,211	4,207	...	4,207
Lower Primary ...	5,934	1	5,935	5,055	1	5,056
<i>(d) On completion of Vocational Course.</i>						
For teacher's certificates—						
Vernacular, Higher ...	18	4	22	16	4	20
Vernacular, Lower ...	66	5	70	59	4	63
At Art Schools ...	...	...	...	...	...	...
At Law Schools ...	...	...	...	...	...	...
At Medical Schools ...	...	...	...	...	...	...
At Engineering Schools†	...	...	...	...	...	...
At Technical and Industrial Schools ...	...	...	...	...	...	...
At Commercial Schools ...	...	...	...	...	...	...
At Agricultural Schools ...	...	...	...	...	...	...
At other Schools ...	...	...	...	...	...	...

* i.e., appearing from a recognised institution.

† Include Survey Schools Nil.

VIII.—Examination Results—continued

Examinations	Females					
	Number of Examinees			Number passed		
	Public* 7	Private 8	Totals 9	Public* 10	Private 11	Totals 12
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	1	1	...	...	...
Intermediate in Science
Licentiate of Civil Engineering
Licence, Diploma or Certificate in Teaching
Intermediate or Diploma in Commerce
Licentiate of Agriculture
Veterinary Examinations
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School Course</i>						
Matriculation	6	6	...	6	6
School Final, etc.
European High School
Cambridge Senior
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior
European Middle
Anglo-Vernacular Middle
Vernacular Middle ...	47	23	70	40	17	57
<i>(c) On completion of Primary Course.</i>						
Upper Primary ...	427	11	438	340	8	348
Lower Primary ...	560	...	560	459	...	459
<i>(d) On completion of Vocational Course.</i>						
For teacher's certificates—						
Vernacular, Higher ...	14	2	16	9	2	11
Vernacular, Lower
At Art Schools
At Law Schools
At Medical Schools
At Engineering Schools†
At Technical and Industrial Schools
At Commercial Schools
At Agricultural Schools
At other Schools

* i.e., appearing from a recognised institution.

† Include Survey Schools Nil.

IX.—Scholars by classes and ages (quinquennial)

Class	Primary				Middle				High			Totals
	I	II	III	IV	V	VI	VII	VIII	IX	X		
Ages—												
Below 5	9	...	...	...	...	...	...	...	...	...	...	9
5 to 6	7,089	191	2	...	...	...	...	...	...	...	...	7,282
6 to 7	8,514	822	8	...	...	...	...	...	...	...	...	9,344
7 to 8	5,456	2,236	510	4	...	...	...	...	...	...	...	8,206
8 to 9	4,033	1,646	1,380	127	3	...	...	...	...	...	...	7,189
9 to 10	2,323	1,846	1,132	877	55	4	...	...	...	...	...	5,237
10 to 11	1,858	1,041	1,039	819	243	43	...	...	...	...	...	4,543
11 to 12	648	790	1,122	1,298	750	204	31	2	...	...	...	4,845
12 to 13	486	491	756	998	604	298	190	36	2	...	...	3,861
13 to 14	348	288	425	1,002	581	367	263	98	38	4	...	3,414
14 to 15	243	84	176	700	457	437	328	268	60	17	...	2,735
15 to 16	10	21	127	254	381	323	342	389	187	67	...	2,051
16 to 17	10	35	4	62	211	351	267	230	191	146	...	1,507
17 to 18	1	3	1	59	85	304	268	188	122	148	...	1,129
18 to 19	9	1	2	4	3	111	161	191	104	98	...	689
19 to 20	3	...	...	2	...	9	26	126	74	78	...	318
over 20	21	6	6	9	1	8	28	49	27	89	...	193
Totals	30,561	9,001	6,690	5,715	3,354	2,459	1,899	1,507	755	591	...	62,532
Withdrawals	6,997	2,550	1,875	994	1,432	729	708	697	310	232	...	16,524
Admissions	37,558	11,551	8,565	6,709	4,786	3,188	2,607	2,204	1,065	823	...	79,056

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IX.—Scholars by classes and ages (quinquennial)—concluded

Class	Intermediate		Degree			Post Graduate		Total	Grand Total
	1st year	2nd year	3rd year	4th year	5th year	6th year	7th year		
5	9
5 to 6	7,282
6 to 7	9,344
7 to 8	8,206
8 to 9	7,189
9 to 10	6,237
10 to 11	4,643
11 to 12	4,845
12 to 13	8,861
13 to 14	3,414
14 to 15	...	2	...	...	...	...	...	2	2,787
15 to 16	...	1	1	...	...	...	...	2	2,058
16 to 17	...	5	2	...	...	...	...	7	1,614
17 to 18	...	16	9	...	...	...	...	25	1,154
18 to 19	...	48	38	3	...	...	...	89	768
19 to 20	...	35	46	3	2	...	...	86	404
over 20	...	26	42	48	81	...	...	197	890
Totals	...	133	139	54	83	408	62,940
Withdrawals	...	28	14	4	2	48	16,572
Admissions	...	161	152	58	85	456	79,512

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