

Report on the Progress of Education in the Punjab for the year 1937-38.

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**Proceedings of the Punjab Government, No. 5391-G.,
dated the 7th March, 1939.**

READ—

The report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1938.

Two years ago enrolment in our institutions assumed an upward tendency after several years of depression, and it is pleasing, therefore, to note that this has been continued during the year under report. Despite a fall of 39 in the number of institutions of all types there is a welcome increase of 16,779 in the number of pupils. A large proportion of this increase is thus attributable to the consolidation, improvement and expansion of existing schools. There is a fall of 9 in the number of boys' recognised schools and yet the enrolment has risen by 6,297. The number of recognised schools for girls has increased by 59 and the enrolment therein by 8,588. The gradual and continuous fall in the number of unrecognised institutions—still a third of the total number of schools in the province—which are too often wasteful and inefficient institutions, should not cause alarm as their gradual closure points to an increasing demand by the general public for more efficient and reliable schools.

The cost of education has during the year under report advanced by Rs. 7,88,778 to Rs. 3,27,46,990. Of the total increase almost 40 per cent. has been incurred on institutions for girls.

Although the number of collegiate institutions has remained the same as last year the total enrolment has gone up by over a thousand. Welcome though an increase in the number of scholars entering the portals of the university normally would be, it is obvious that the measures adopted by the department to reduce the congestion in the Lahore colleges by the starting of degree and intermediate colleges in the mofussil have not yet fully materialised. The main problem of stemming the tide of an ever increasing number of students with inadequate mental equipment and qualifications flocking to the university requires further anxious consideration. An indiscriminate influx of pupils, with little aptitude for literary studies, to the colleges is a serious economic, social and political problem which must be viewed with concern by any Government.

The various departments of the University continue to do good work in the field of research. The University. Kashyap Research Laboratory in Botany will, it is hoped, prove an invaluable addition to the university. The distinguished work and the large-hearted generosity of Dr. S. S. Bhatnagar are greatly appreciated by the Punjab Government.

In spite of a fall of 25 in the total number of secondary schools mainly anglo-vernacular and vernacular middle schools—it is gratifying to note an increase of 4,922 in their enrolment. The total expenditure has gone up by Rs. 59,730 to Rs. 1,36,44,645. It is encouraging to note that the percentage of trained teachers working in these schools is as high as 90. Another noteworthy and prominent feature of the advance in secondary education is the growing popularity of rural schools. This is almost certainly due to suitable instruction in gardening and farming, the encouragement of subsidiary agricultural industries, training in practical handicrafts and other occupations and by the close co-ordination of subjects of teaching to the actual life and environment of the pupils. Healthy activities such as First Aid, Scouting, the growing ardour for games and floriculture, enthusiasm for Red Cross and Co-operation and for the expanding activities of rural uplift and community work, all appear to have succeeded in stimulating the interest of the average pupil in life around him and in creating a brighter and more invigorating atmosphere in the school.

With an increase of 51 in the number of primary schools the enrolment has gone up by 1,987. The (4) Primary education. branch schools have proved by experience to be generally inefficacious and unprofitable and it is pleasing, in consequence, to note a drop of 98 in their number. But it is rather disconcerting at the same time to observe an equal increase of 96 in the number of single-teacher schools which are as inefficient as branch schools and of little use in the removal of illiteracy.

It is pleasant to turn from this phase to the measures adopted for the eradication of wastage and stagnation and for the attainment of a higher percentage of literacy and to note that they have borne ample fruit. In the first place one is struck by the gradual decrease in the inflated numbers in class I and by the increased enrolment in the upper classes, through a steady pursuit of the policy of weeding out fictitious enrolments and

Progress of literacy.

of eliminating leakage. Another notable feature is the progressively diminishing difference between the numbers in the various classes. Equally pleasing is the improved percentage of boys in the higher classes to the total enrolment in the primary department. No less encouraging is the welcome increase in the percentage of boys reaching class IV after four years—from 28·1 to 31·3 in one year. All these irrefutable figures clearly establish the fact that wastage is on the decrease while the causes of retardation have been explored and sound and suitable remedial measures adopted for their removal. The Punjab Government are of the view that much of the ineffective teaching in class I can be traced to the division of this class into too many groups formed by scattered admissions at different periods of the year. The experiment of restricting admission to this class at the beginning of the year will be watched with interest.

That compulsion, which is acknowledged on all hands to be a potent remedy for wastage, has under the present Act proved a failure is demonstrably clear from the Inspectors' reports and the Director's comments on page 29. The point raised by the Ambala Inspector (quoted on page 29 of the report) deserves closer scrutiny by the Director.

The average strength of a primary school is reported to be 65 (page 13) or 16 scholars per class on an average. The universal application of compulsion should fill the existing schools in due course, but in the present state of affairs there is obviously a good deal of extravagance in some places. This would point to the desirability of a closer educational survey of vernacular schools in the province with a view to exploring the possibility of expanding existing schools or of amalgamating uneconomical schools with the neighbouring prosperous schools or even of closing them down, which would result in savings that could be better utilised elsewhere.

It is very satisfactory to note that the percentage of qualified teachers, trained or certificated, in all types of schools approximates 90 although it is disturbing to see a distressingly low percentage in aided and unaided privately managed schools—42 and 24, respectively. As suggested on page 18 of the report the Director should not delay a careful enquiry into the reasons for the non-employment of trained hands in these schools.

A very refreshing feature of the year's report is the encouraging advance made by girls' education.

(6) Girls' education. The number of institutions has gone up by 59, and their enrolment by 8,588. The employment in schools of trained and competent teachers, the increase in the strength of the inspecting staff, the enhancement of training facilities in rural middle schools, and the continued progress of co-education, have all served to popularise education among girls and women. The experiment of starting "mixed schools" appears to have met with considerable success. The departmental inspecting officers should be instructed to give it greater support, as such schools are likely in the long run to help in filling up single teacher schools, thus transforming them into multi-teacher schools.

The Punjab Government wish to convey their appreciation to Miss Thomas, Deputy Directress of Public Instruction, and her loyal team of workers for their zealous work in the advance of girls' education in the province.

The popularity of manual training centres and of agricultural education augurs well for the future.

(7) Special education. adult literacy movement has apparently emerged very successfully from its experimental stage and seems to have caught the imagination of a large body of the literate public. The Director should now embark upon a scheme to co-ordinate all efforts in this direction and carry the movement further on a still wider basis in the light of experience gained.

The steadily increasing admissions to the institutions for professional and technical education point to their popularity and to the good work that is being done there.

The increase of 3,969 in the number of Muslim boys and of 4,443 in that of Muslim girls in all types of institutions is a matter for great satisfaction. No less welcome is an increase of 285 in the number of boys and girls of the depressed classes in schools and colleges.

During the year under review the direction of the department has been throughout in the charge of Mr. W. H. F. Armstrong. Much of the progress made is due in no small measure to the tact, enthusiasm and ability displayed by him in the discharge of his duties, and Government have much pleasure in placing on record their appreciation of the excellent work done by him.

Acknowledgments.

The thanks of Government are also due to the other officers of the Department for the good work done and the standard of efficiency maintained.

Order.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette* and forwarded to the Director of Public Instruction, Punjab, for information; and submitted to the Government of India in the Department of Education Health and Lands, together with copies of the report.

By order of the Governor of the Punjab,

W. H. F. ARMSTRONG,

Under-Secretary to Government, Punjab.

CHAPTER I.

General Summary.

The sub-joined tables, which supply at a glance detailed information concerning the number of schools and scholars and the main items of educational expenditure, have been presented at the outset to give a bird's eye-view of the work of the department during the year under review :—

I.—
General
Tables.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS.

		PERCENTAGE OF SCHOLARS TO POPULATION.			
		<i>Recognised Institutions.</i>		<i>All Institutions.</i>	
		1936-37.	1937-38.	1936-37.	1937-38.
Area in square miles	... 99,866				
Population—					
Males	.. 12,880,510	Males ...	7.42 7.47	8.07	8.12
Females	.. 10,700,342	Females ..	1.72 1.81	2.29	2.40
Total	.. 23,580,852	Total ..	4.83 4.90	5.45	5.52

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS—concluded.

	INSTITUTIONS.			SCHOLARS.			Stages of instruction of scholars entered in column 5.
	1936-37.	1937-38.	Increase or decrease.	1936-37.	1937-38.	Increase or decrease.	
	1	2	3	4	5	6	
RECOGNIZED INSTITUTIONS.							
Universities	1	1	--	8	11	+3	
<i>For Males.</i>							
Arts Colleges	32	32	--	13,132	14,058	+926	(a) 4,757 (b) 8,200 (c) 916
Professional Colleges	8	8	--	2,032	2,165	+133	(a) 1,549 (b) 616
High Schools	348	355	+12	144,986	154,013	+9,027	(c) 11,795 (d) 41,288
Middle Schools	3,161	3,124	-37	423,622	410,517	-1,105	(c) 105,073 (d) 313,544
Primary Schools	5,811	5,862	+51	376,687	378,674	+1,987	(d) 378,674
Special Schools	289	254	-35	12,360	10,639	-1,671	
TOTALS	9,644	9,635	-9	972,819	970,116	+6,297	

<i>For Females.</i>							
Arts Col'le. es	..	4	4	..	648	693	+45 { (a) 162 (b) 364 (c) 167
Professional Colleges	..	2	2	..	119	117	-2 { (a) 35 (b) 82
High Schools	..	42	42	..	11,553	11,527	-31 { (c) 4,842 (d) 6,685
Middle Schools	..	195	212	+17	44,113	47,952	+3,839 { (c) 8,495 (d) 39,457
Primary Schools	..	1,830	1,668	+38	108,431	113,673	+4,642 (d) 113,073
Special Schools	..	68	72	+4	2,989	3,084	+95
TOTALS	..	2,141	2,200	+59	167,858	170,440	+2,582
UNRECOGNIZED INSTITUTIONS.							
<i>For Males.</i>		3,562	3,494	-68	83,587	84,320	+733
<i>For Females.</i>		3,118	3,097	-21	61,410	62,568	+1,158
TOTALS	..	6,680	6,591	-89	144,997	146,888	+1,891
GRAND TOTALS.		18,466	18,427	-39	1,235,682	1,302,461	+66,779

(a) Graduate and Post-graduate classes ; (b) Intermediate classes ; (c) Secondary stage, and (d) Primary stage.

† Excludes 185 students in the Oriental College, Lahore, of whom 28 attend the Post-graduate classes and 157 the Oriental Titles classes.

GENERAL SUMMARY OF EXPEN

	TOTAL EXPENDITURE.			PERCENTAGE OF	
	1936-37.	1937-38.	Increase or decrease.	Government funds.	Local funds.†
	1	2	3	4	5
	Rs.	Rs.	Rs.		
Direction and inspection ..	14,56,838	14,48,506	—8,332	91·98	8·00
Universities ..	11,75,083	12,09,002	+83,919	16·15	..
Miscellaneous* ..	30,87,098	31,72,301	+85,203	39·38	17·03
TOTALS ..	57,19,019	58,29,809	+1,10,790	55·87	14·20
<i>Institutions for Males.</i>					
Arts Colleges ..	26,18,909	26,69,371	+50,462	27·68	·19
Professional Colleges ..	12,66,040	13,47,608	+81,568	74·61	..
High Schools ..	61,98,755	64,05,461	+2,06,706	30·67	5·49
Middle Schools ..	73,86,160	72,39,184	—1,46,976	65·05	18·67
Primary Schools ..	40,88,593	41,73,147	+84,554	60·98	32·49
Special Schools ..	11,56,027	12,49,145	+93,118	70·11	·39
TOTALS ..	2,27,14,484	2,30,89,916	+3,75,432	51·31	13·30
<i>Institutions for Females.</i>					
Arts Colleges ..	1,94,180	1,98,773	+4,593	53·52	..
Professional Colleges ..	50,161	60,269	+10,108	85·65	..
High Schools ..	8,87,916	9,14,755	+26,839	60·92	·68
Middle Schools ..	9,14,867	10,12,549	+97,682	35·15	25·10
Primary Schools ..	11,43,118	12,12,840	+69,722	46·73	39·51
Special Schools ..	3,34,467	4,28,049	+93,582	51·77	2·26
TOTALS ..	35,24,709	38,27,265	+3,02,556	48·59	19·59
GRAND TOTALS ..	9,19,08,212	9,27,46,990	+7,88,778	50·34	13·67

*Includes expenditure on buildings,

†Local Funds include both District Board and Municipal funds.

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	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..	..2	..	..	..	..	..
70.27	13.58	..	..	..	..	..
12.11	31.38	..	..	..	..	..
8.38	21.55	..	..	..	..	..
5.68	16.25	52 15 1	0 5 9	105 11 7	30 13 8	189 14 1
22.62	2.77	464 6 9	...	140 12 4	17 4 2	622 7 3
53.94	9.91	12 12 1	2 4 6	22 6 11	4 1 11	41 9 5
13.80	2.48	11 3 7	3 3 7	2 6 1	0 6 10	17 4 1
1.58	4.97	6 11 9	3 9 4	0 2 9	0 8 9	11 0 7
19.82	9.68	81 15 0	0 7 2	23 2 7	11 5 1	116 13 10
28.40	6.99	12 1 7	3 2 2	6 11 2	1 10 5	23 9 4
44.83	1.65	153 8 2	..	128 9 5	4 11 8	286 13 3
10.92	3.43	441 3 0	...	56 4 1	17 10 10	515 1 11
31.04	7.36	48 5 6	0 8 7	24 10 2	5 13 6	79 5 9
9.80	29.95	7 6 9	5 4 10	2 1 1	6 5 2	21 1 10
.99	12.78	5 0 2	4 3 10	0 1 8	1 5 11	10 11 7
4.30	41.67	71 13 8	3 2 2	5 15 6	57 13 5	138 12 9
13.30	18.53	10 8 8	4 3 11	2 14 2	4 0 4	21 11 1
25.36	10.63	14 4 3	3 14 0	7 2 11	3 0 3	28 5 5

II.—
Institutions.

The total number of institutions of all types, recognized and unrecognized, for boys as well as for girls, has declined during the year under review by 39 from 18,466 to 18,427. The recognized schools for boys record a fall of 9 (from 9,644 to 9,635), there being a decrease of 37 and 35 in the number of middle and special schools, and a total rise of 63 in that of the primary and high schools. The big drop of 72 in the number of middle and special schools is attributable, in almost all Divisions, to the reduction in status of wasteful and uneconomical lower-middle schools and to the closure of extravagant and unpopular adult schools. The girls' schools on the other hand show an all round increase of 59 (from 2,141 to 2,200); of 17, 38, and 4 in the number of middle, primary and special schools, respectively. The unrecognized schools, both for boys and girls, mark a welcome decline of 89 or almost 1·3 per cent. (from 6,630 to 6,591). The Ambala and Jullundur Divisions contribute a decrease of 26 and 39, respectively, while the other three divisions give a total increase of 328.

The following table gives the classification of schools for boys according to managements :—

	High.	Anglo- Vernacular Middle.	Vernacular Middle.	Primary.	Special.
Government Schools ...	83	6	3	9	88
District Board Schools	33	82	2,898	4,655	133
Municipal Board Schools	21	20	8	311	1
Privately managed Schools.	218	90	17	887	32
Total	355	198	2,926	5,862	254

There is one recognized school for boys for every 10·4 square miles ; in the case of girls, one school for every 45·4 square miles as against 46·6 of last year. This is due to the rise in the number of schools for girls. In the thickly populated but compact districts of the Lahore Division one boys' secondary school caters for an area of 17 square miles and for a population of 4,453, whereas the expansive but thinly populated Division of Multan has one secondary school for every 38 square miles and for 3,375 males of the total male population.

The number of single-teacher schools has gone up again this year by 96 to 1,898 or a rise of 5·3 per cent. The following table supplies the figures divisionwise :—

Ambala	..	--	..	571	—69
Jullundur	..	..	--	253	+15
Lahore	--	--	..	246	+30
Rawalpindi	..	--	..	274	+16
Multan	..	--	..	554	+104
Total	..		..	1,898	+96

As compared with the year 1933-34 the increase in the number of such schools has continued unabated from 1,507 to 1,898, or with a rise of nearly 100 schools per year. The percentage of single teacher schools to the total number of primary schools for boys in the province works out as 32·4 as compared with 30 of the last year. The position in the

various divisions is as follows :—

Name of Division.	Number of primary Schools.	Number of single ten- cher schools	Percentage of single- tencher schools to the total number of pri- mary schools.
Ambala	1,059	571	53.9
Jullundur	1,129	253	22.4
Lahore	1,270	246	19.4
Rawalpindi	1,029	274	26.6
Multan	1,371	554	40.4
Total	5,858	1,898	32.4

With the exception of the Ambala Division all other Divisions show an increase which is glaring in the Multan Division where the percentage has mounted up by 6.4 from 34 to 40.4. The following three districts of this Division stand prominently above the provincial average :—

	Per cent.
Multan	48
Muzaffargarh	79.4
Dera Ghazi Khan	56.4

The reasons for this depressing annual increase in the number of such schools were mentioned at great length in last year's report and they continue to be the same, *viz.*, as a "necessary evil" for sparsely populated and educationally backward areas of some districts; due to the elevation of branch schools to the primary standard without adequate provision for additional staff; and owing to retrenchments effected by the district boards on account of

financial stringency and lack of funds. The possibility of converting single-teacher schools into multi-teacher "mixed" schools does not appear to have been explored in any division although *prima facie* the experiment abounds with potentialities for good-financial as well as educational.

The number of branch schools has dwindled by 98 to 874. As has been reiterated before in the previous reports the branch schools have generally proved to be inefficacious and unprofitable except in very rare circumstances. Very few of the pupils studying in these schools proceed further and add in consequence to the wastage in the primary schools. The successful ones, on the contrary, are transformed into single-teacher primary schools which in course of time become a potential source of inefficiency and wastefulness. The branch school is thus not a very useful institution in attracting, or even contributing, additional numbers to the existing primary schools.

(b)—
Branch
Schools.

The main figures of expenditure on institutions of different types are tabulated at the beginning of this chapter. The cost of education has advanced by Rs. 7,88,778 to Rs. 3,27,46,990, there being an increase of Rs. 1,10,790 in indirect expenditure, Rs. 3,75,432 on institutions for boys and of Rs. 3,02,556 on those for girls. The percentage of expenditure from Government funds on boys and girls schools has fallen by 30 per cent. from (51.61 to 51.31) and 61 per cent. from 49.20 to 48.59, respectively. The cost per scholar in boys' and girls' schools has increased by Re. 0-3-9 and Re. 0-11-2, respectively.

III.—
Expenditure.

It is very encouraging to note an all-round increase of 16,779 in enrolment, in all types of schools, for boys and girls' recognized and unrecognized—from 1,285,682 to 1,302,461—there being a rise of 6,297 in recognized schools for boys, of 8,588 in those for girls and of 1,891 in unrecognized institutions for boys as well as for girls. The year's increase is about 50 per cent. more than last year's which was 11,250. Despite a fall of 9 in the number of recognized boys' institutions the enrolment has risen by 6,297 while the increase in girls schools is 5 per cent. of last year's enrolment and on an average works out at 145 pupils for every school added. The largest increase is noticeable in the case of high schools for boys, *viz.*, a total of 9,027 pupils or 752 per high school added, and among the girls' middle and primary schools—of 8,481 or 154 per school.

IV.—
Scholars.

The position of the various divisions with regard to rise or fall in the enrolment of various types of schools is :—

Division.	Higb.	Anglo-Vernacular Middle.	VERNAACULAR MIDDLE		Primary.
			Upper Middle.	Lower Middle.	
Ambala	+1,073	—334	—28	—550	+717
Jullundur... ..	+1,834	+164	+106	—942	—92
Lahore	+2,681	—545	+283	—1,350	+1,510
Rawalpindi	+2,215	—301	—489	—466	+112
Multan	+1,390	+637	+391	—834	—276

The high schools show an increase in all the divisions. The Lahore Division has the largest fall in the enrolment of anglo-vernacular middle, lower middle and special schools. Rawalpindi contributes the highest decrease in the number of scholars in the vernacular upper middle schools. There is an increase of 263 in the total enrolment of upper middle vernacular schools. Owing to the elevation in status of some anglo-vernacular middle schools to the high standard the number of scholars in such schools has naturally gone down. The marked numerical decline in the enrolment of lower middle and special schools is attributable, as has already been stated elsewhere, to the reduction of uneconomical lower middle schools to the primary standard and to the closure of the unpopular adult schools. The sub-

joined comparative statement gives divisional enrolment in all kinds of recognized schools :—

Division.	1936-37.	1937-38.	Increase or decrease.
Ambala	150,385	152,461	+2,076
Jullundur	210,657	213,123	+2,466
Lahore	298,798	302,807	+4,009
Rawalpindi	234,593	237,315	+2,722
Multan	219,220	222,257	+3,037

It is encouraging to find that efforts at consolidation in the interest of economy have borne fruit. In the present year the total enrolment is less by 83,380 pupils than the peak enrolment of the year 1930-31, and it is earnestly hoped that within the present quinquennium we shall reach this figure if efforts are continued with the present vigour.

The percentage of pupils, boys and girls' under instruction in all types of schools to the total population has gone up slightly from 5.45 to 5.52. During the past three years the percentage for boys and girls has increased by .09 and .21, respectively.

V.—
Percentage
of population
under ins-
truction.

The comparative figures of enrolment in the primary classes of schools for boys for the past four years are :—

VI.—
Progress of
literacy

Year.	I.	II.	III.	IV.
1934-35	343,368	159,780	122,192	98,947
1935-36	332,133	163,845	123,703	99,082
1936-37	317,350	168,197	130,217	101,616
1937-38	305,450	168,719	135,627	107,527

The most striking and noticeable feature of the above figures is that class I which has for the past many years contained about 50 per cent. of the total enrolment in the primary department has declined during the past three years by 37,918 or on an average of 12,639 per annum from 343,368 to 305,450 while the other three classes, viz., classes II, III and IV have progressively maintained an upward tendency. (It would not perhaps be out of place to mention that in 1927-28 out of a total enrolment of 854,975 in the primary department 457,046 or 53 per cent. pupils were in class I.) The increase in the three classes during three years has been 8,939, 13,435 and 8,580 or an average of 2,980, 4,478 and 2,860 per annum, respectively. This is surely an unmistakable proof of the fact that wastage has been lessened and efforts to make class to class promotion steady and regular have been reasonably successful. While the increased enrolment in classes II, III and IV is a matter for great satisfaction the fall in enrolment in class I need not cause the slightest apprehension. In the past, when there was a craze for numbers, the easiest solution for the fulfilment of this *furore* was the inflation of figures through bogus enrolment in class I. It is tolerably clear now that this type of inflation is disappearing. The total enrolment in the primary classes shows an insignificant decrease of 57 from 717,380 to 717,323 during the year under report.

Another noticeable feature of the figures for enrolment in primary classes for the year under report is that corresponding to a fall of 11,900 in class I the increase in the other three classes is almost equivalent to it and aggregates 11,843, viz., that of 522, 5,410 and 5,911 in classes II, III and IV, respectively, the largest increase being in class IV which is indeed highly encouraging.

Yet another conspicuous feature of these figures is obvious from the decreased class to class difference in the enrolment of the four classes during the year as is obvious from the following table :—

	1936-37.	1937-38.
Classes I and II	149,153	136,731
Classes II and III	37,980	33,092
Classes III and IV	28,601	28,100

These figures again bring out in strong relief the self-evident fact that wastage is being gradually reduced to the irreducible minimum. Even at the higher stages where it was believed that leakage was caused by economic distress, compelling parents to withdraw pupils for their own help in the fields or in house work, the wastage is being minimised. This also is a matter for gratification.

The percentage of boys of school-going age at school in the primary classes remains stationary at 46.5 as last year. The average strength of a primary school works out at 65 per school.

The following statement gives the percentage of boys in the four classes to the total enrolment in the primary department for the past five years :—

			I	II	III	IV
1933-34	..	...	48.4	21.7	16.6	13.3
1934-35	..	...	47.4	22.0	16.9	13.7
1935-36	..	...	46.2	22.8	17.2	13.8
1936-37	.	..	44.2	23.4	18.2	14.2
1937-38	...	..	42.6	23.5	18.9	15.0

Here again appreciable success has been achieved in reducing the disproportionate base of the pyramid. The proportion of boys in class I has been reduced in four years by 5.8 per cent from 48.4 to 42.6, whereas that of classes II, III and IV has been increased by 1.8 per cent., 2.3 per cent. and 1.7 per cent, respectively. According to the ideal classification worked out in last year's report we are yet 10.6 per

cent above the mark in class I, and 3·5 per cent, 3·1 per cent and 4 per cent. below it in classes II, III and IV, respectively. If the present endeavours continue with zeal and vigour the ideal should be achieved during the present quinquennium. The proportion of boys in class I in 1934-35 who reached class IV during the year under report works out at 31·3 which gives an increase of 3·2 in one year. The position division wise is :—

Ambala	..	..	28 per cent.
Jullundur	..	..	35 per cent.
Lahore	..	..	31 per cent.
Rawalpindi	..	..	33 per cent.
Multan	..	..	29 per cent.

If out of the total enrolment in class I four years ago 20 per cent of the numbers is deducted as unpromotable pupils the number of boys reaching class IV after four years stands at 39·1 against 35 last year.

The figures supplied above go unmistakably to demonstrate that the prime causes of wastage in the primary classes are being successfully tackled on correct and sound lines. Irregular attendance is being checked ; methods of teaching are being made interesting, effective and attractive ; the matter and content of instruction are being co-ordinated with the pupils' needs and immediate environment ; the teachers are being kept up-to-date and thus made more efficient through refresher courses and improved methods of training, and effective propaganda is being carried out among rural parents. The restriction of admitting boys to class I at the beginning of the year is at the moment under consideration of the Department.

VII.—Average attendance.

Increase in enrolment is not a true index of educational progress if it is not accompanied by a corresponding rise in average attendance. From the figures supplied below it is clear that with an increase of 16,779 in enrolment in all types of schools the percentage of average attendance has kept steady. This is highly encouraging as the opposite tendency would positively indicate the existence of irregular attendance resulting in wastage.

Average attendance.

	1936-37.		1937-38.	
	Boys.	Girls.	Boys.	Girls.
High	94.5	89.8	95.0	90.7
A.-V. Middle	91.9	89.1	93.0	87.0
Vernacular Middle	85.8	87.5	86.0	88.4
Primary	85.5	85.7	85.4	86.5

Out of 33,650 men teachers employed in schools of all types, 29,258 or 87 per cent are trained. Among the untrained teachers are also included 1,194 teachers who in recognition of their consistently meritorious service have from time to time been awarded special departmental certificates. With the inclusion of this number among the qualified teachers the percentage would rise to 90. In the case of the primary, middle and high schools this percentage stands at 81, 93 and 84, respectively. The following table gives the information divisionally :—

VIII.—Train-
ed teachers.

	TOTAL.		TRAINED.		PERCENTAGE OF TRAINED TEACHERS.	
	Secondary.	Primary.	Secondary.	Primary.	Secondary.	Primary.
Ambala	3,230	1,666	2,894	1,361	89.6	81.7
Jullundur	4,045	2,462	3,648	2,093	90.2	85.0
Lahore	5,188	3,205	4,678	2,656	90.0	82.8
Multan	4,724	2,457	4,328	1,957	91.6	79.6
Rawalpindi	4,992	2,082	4,399	1,545	88.1	74.2

The provincial percentage for the past five years has been --

1933-34	..	..	85.3
1934-35	..	..	86.3
1935-36	..	..	87.0
1936-37	..	..	86.8
1937-38	..	..	87.0

Except for a slight fall of .2 last year the percentage has been progressively on the increase for the past five years.

The percentage of trained teachers in schools under the various managements is given in the sub-joined table :—

				High.	Middle.	Primary.
Government	--	--	..	96.6	93.3	100
Local body	--	--	..	89.6	93.3	89.2
Aided	--	--	..	79.9	78.1	42.0
Unaided	--	--	..	67.1	75.4	24.3

Government and local body schools, both anglo-vernacular and vernacular, are suitably staffed with qualified and competent teachers. The aided and unaided primary schools have yet much leeway to make up ; out of 1,888 and 140 teachers employed in the aided and unaided primary schools as many as 1,095 and 106 or 58 per cent and 75.7 per cent are untrained. In the Multan Division the percentage

of trained teachers in such schools is as low as 23 and 6, respectively. Unaided schools in the Lahore Division have employed as many as 58·3 untrained teachers. The Lahore Inspector attributes the employment of a comparatively large number of untrained teachers to the fact that some privately managed schools get grant-in-aid under the "Elementary school" rules and suggests the abolition of such schools altogether.

A refresher course for the vernacular teachers of the Jullundur Division was held with great success at the Mission School, Moga. Sub-Divisional refresher courses of short duration—lasting very often for 10 days—have been held in almost every district of the province. All the Inspectors are fully alive to the importance of "refreshing" vernacular teacher who for lack of a high standard of mental equipment and a sufficiently long period of training are liable to fall into beaten ruts and not unoften begin to vegetate. All the Inspectors suggest an overhaul and reorganisation of the present system of training in normal schools and of the extension of the Junior vernacular course to two years. Both these suggestions were put forward by a committee of officials and non-officials appointed by the Punjab Government in January, 1937, for the reorganisation of vernacular teachers' training in the Punjab and have received approval of the Punjab Government. The new orders raising the Junior Vernacular course to 2 years and reducing the Senior Vernacular course to 1 year will, it is hoped, take effect from the year 1939-40.

For reducing the large percentage of untrained teachers in privately managed primary schools the Ambala Inspector suggests that at the time of admission to normal schools a reasonable quota should be allotted to untrained teachers of private schools—aided or unaided.

As regards unemployment among the trained Junior vernacular and Senior Vernacular teachers the Jullundur Inspector has the following observations to make :—

"To my mind these figures (the figures for unemployment) are very misleading, and should not, therefore, be relied upon. I believe strongly that most of the teachers have perhaps been employed

already by private schools of which the district authorities have little or no knowledge. The true position with respect to unemployment of these trained teachers can only be obtained if district inspectors are required to maintain a list of all such teachers who come out of training institutions and then follow them in their careers. A regular register for the purpose should be maintained by the district inspector. All the denominational and private schools can apply to him for the supply of such teachers whenever required. It is then and then alone that we will be able to know the true position."

The Inspector of Schools, Jullundur, has touched on an important point which deserves closer investigation. If the employment of over 2,000 untrained teachers in aided unaided and board primary schools is due to lack of qualified teachers, the Department will need to consider the advisability of increasing training facilities. But if the privately managed schools continue employment of inefficient, untrained teachers, in spite of the fact that competent hands are available, it will be necessary to adopt stricter measures for the employment of trained teachers. To help the Department to arrive at a correct decision, the Inspectors should hold a careful investigation into the matter.

IX—Girls' education. It is indeed refreshing to observe once again a notable increase in the enrolment in, and number of, girls' schools of all types. The number of schools has risen by 59 : 17 middle schools, 38 primary schools and 4 special schools have been added during the year. The number of unrecognized schools has gone down by 21 to 3,097. This decrease is not unwelcome and should not give any cause for apprehension, as these institutions are generally unreliable in their educational efficiency and public utility. The enrolment has increased by 8,588 or 5 per cent to 176,446 in recognized and by 1,158 to 62,568 in unrecognized schools. The increase of 3,839 in the enrolment of 17 middle schools gives a very striking rise of 225 per additional school. For the total number of additional recognized schools the average works out at 146 per school.

The causes that have led to the backwardness and slow progress of girls' education in the province have often

been reiterated : insufficient supply of trained teachers leading to ineffective instruction, inadequate supervising agency and prejudice and apathy of the rural masses. It can safely be asserted now that the consistent and persistent endeavours of the Department during the present and the past few years in the removal of some of the serious defects and in the provision of urgent requirements have led to fruitful results. A very large number of competent and suitably qualified teachers have been posted in all types of schools. This has led to the instructional efficiency and popularity of schools. Government middle schools with normal classes are also being opened in backward rural areas so that in course of time we may have a larger number of women willing to undergo a course of training in these normal schools and later to work as teachers in rural areas. Again, with the exception of a few districts all other districts have an Assistant Inspectress of Schools now designated as the District Inspectress of Schools. The popularity of girls' education can also be gauged from the fact that people of most districts are clamouring for girls schools and, in the absence of these, are willing to send their daughters to boys' schools. Eighteen thousand, eight hundred and sixty-three girls are reading in boys' schools for general education. Under pressure of public demand district boards are beginning to allot larger funds for girls' education. It is, therefore, erroneous now to assert that girls' education is not making headway or that the possibilities of further progress are not hopeful. What is impeding progress in this direction most of all is the paucity of funds. With more money allotted from provincial revenues and specifically earmarked for girls' education the pace of progress could surely be accelerated. One of the divisional inspectors sounds a note of warning in this direction when he observes "Female education is now the watch-word of the Department and while every possible encouragement should be given to its expansion it is hoped that its future progress will not take place at the expense of boys' education."

Co-education has once again assumed an upward numerical trend and it is anticipated that it will tend to rise further and help in loosening social shackles and popularising female education. There has been an increase of 1,162 in the number of girls reading in boys' schools for general education (to 18,863) and of 322 in that of boys reading in girls' schools (to 2,140). There are thus 21,003 boys and

X—Co-education.

girls attending "mixed" schools. The following table illustrates the divisional position :—

Division.	Girls in boys schools.	Increase or decrease.	Boys in girls schools.	Increase or decrease.
Ambala	1,575	—20	158	+30
Jullundur	4,389	+194	154	—15
Lahore	5,240	+792	1,167	+262
Multan	3,392	+424	102	—34
Rawalpindi	3,971	—223	281	+61

The experiment started by the Amritsar and the Sheikhpura districts in the Lahore Division of having "mixed" schools staffed by women teachers appears to be most helpful. It has met with unqualified success during the year. The Amritsar district has 9 flourishing co-educational schools, against 8 of last year, with an enrolment of 714 or 79 per school (389 boys and 325 girls) against 579 (317 boys and 262 girls) of last year, and a fully qualified staff of 20 mistresses, 10 senior-vernacular and 10 junior vernacular—against 14 of last year. The Lahore and the Sheikhpura districts each have four such schools and they are also reported to be quite popular and efficient. The problem of making provision for the teaching of more than one language—sometimes three in the same school—is beset with great difficulties and the Department is trying to overcome them. Now that the Department is sympathetically removing the obstacles placed upon the admission of girls in boys' secondary schools, co-education in schools ought to flourish and advance more rapidly.

XI—Extramural activities.

As was stated in last year's report our schools continue to be full of life and activity and the teachers and the taught evince a special interest in extramural activities. Hobbies are encouraged in all types of schools—primary, middle and high—and pupils take with avidity to such wholesome occupations as ink making, soap making, rope twisting, basket making, photography, varnishing, sign-board writing, book binding and stamp-collecting during their leisure hours. Gardening and farming are an integral part of the

vernacular middle curriculum but apart from this these activities have given a great impetus to the popularity of floriculture among school boys and through them among the village masses. Chorus singing, instrumental music and life and drum bands have gained a great measure of popularity among the boys as they help to remove the dullness and monotony of school routine and afford, besides, a very healthy type of recreation. The number of co-operative and thrift societies, their membership and the amounts of subscription are given below divisionally :—

CO-OPERATIVE SOCIETIES.

Division.	No.	Increase or decrease.	Members.	Increase or decrease.	Amount of sub- scription.	Increase or decrease.
					Rs.	
Ambala ..	10	—2	680	—80	2,187	—751
Jullundur	67	—14	5,616	—406	12,936	+1,140
Lahore ..	40	+4	3,561	+599	3,322	—641
Multan ..	23	—16	2,013	+141	5,429	+785
Rawalpindi	10	+3	145	+25	504	+272

THRIFT SOCIETIES.

Division.	No.	Increase or decrease.	Members.	Increase or decrease.	Amount of sub- scription.	Increase or decrease.
					Rs.	
Ambala ..	84	+11	1,232	+200	69,301	+10,390
Jullundur	247	—33	4,129	—608	2,39,406	+76
Lahore ..	245	+6	4,242	—166	1,18,819	+12,037
Multan ..	246	+8	4,124	—198	74,253	—1,608
Rawalpindi	220	+38	3,138	+331	1,50,229	—5,047

The number of Red Cross Societies has increased by 110 to 5,507, their membership by 19,733 to 259,304 but their subscription has gone down by Rs. 3,556 to Rs. 1,05,890. This movement continues to do very useful work in schools and inculcates among the boys the spirit of social service. Further, as all the societies are run and managed by the students themselves, very valuable training in self-government is received by the members. The Lahore Division has 67 Paise Banks with a total membership of 2,830. It is regrettable to note that the number of scout troops has gone down by 56 to 1,682 and the membership by 1,228 to 36,995. The number of cub-packs, however, has increased by 170 to 882 and their enrolment by 624 to 14,786. This shows that this movement is steadily gaining ground among the village schools. As an invaluable means of character training scouting stands unsurpassed and it is, therefore, hoped that the strength of these troops will increase in the coming year. Multan Division alone records a fall of 14 in the number of scout troupes and of 1,828 in the number of their members. The record of social service rendered by the scouts of various institutions at fairs, festivals and public functions is indeed most laudable. As a means of developing firm and steady character, resourcefulness, initiative and fraternal feeling among the members the movement stands unrivalled. The Lahore Division reports that almost every high and some of the middle schools also possess a radio set which provides amusement, entertainment and education to the boys and is thus very much appreciated by all concerned.

XII—Physical Training, games and medical inspection.

During the past decade or so of their appointment in districts, high schools, intermediate colleges and normal schools, the assistant district inspectors of schools for physical training have been instrumental in giving a very healthy impetus to the improvement of physical training in the province. The primary schoolboys now play interesting games, which give recreation, fun and exercise. Motion pictures excite a good deal of amusement and afford strenuous exercise. The vernacular teachers who carry on this work in rural schools are made to attend refresher courses from time to time to refresh their knowledge of physical training work. Besides this, the physical training supervisor of the district organises village games clubs and arranges *tahsil* and inter-school tournaments. The

number of games clubs and their membership in the various divisions is given below :—

Division.	Number of clubs, 1937-38.	Increase or decrease.	Membership, 1937-38.	Increase or decrease.
Ambala ..	955	—39	9,528	+1,421
Jullunda	513	+95	6,159	+884
Lahore	917	—15	11,160	—903
Rawalpindi	518	+83	6,298	+628
Multan	813	—24	9,674	+727
Total ..	3,716	+100	42,819	+2,757

The number of village clubs stands at 3,716 with an increase in their number of 100 and in their membership 2,757.

In the secondary schools the old type of military and swedish drill and gymnastics have been replaced by play-for-all and lighter games—both foreign and indigenous—during school hours, and major games in the evening. The major as well as minor games are compulsory for all. In some districts and divisions, tournaments have been revised with suitable modifications in the old gladiatorial tournaments and it is gratifying to note that untoward incidents and rowdy behaviour have become very rare. Games are played for fun and in a sportsmanlike spirit. Personal physical development, the teaching of

interesting games to children and the organisation of games among adults through village clubs are being fully emphasised in the training institutions for teachers.

The need for medical inspection of children and their subsequent treatment is being realised by school authorities. A large number of high schools have their own part time or whole-time doctors and compounders and the inspection and treatment of the children is entrusted to these medical officers. During the year 127,764 students were examined, 55,001 declared sick and 36,105 cured, giving a percentage of 65·6 for those cured. The number of students declared sick is 43 per cent of the total. This clearly shows the need of more intensive attention to this phase of the pupils' life. In the Lahore Division the percentage of cured is as high as 83, whereas the Ambala Division presents the other extreme where it is as low as 24 per cent.

XIII—
Manual
Training
Centres and
Post Matri-
culation
Clerical
and
Commercial
Classes.

There are 39 manual training centres—one less than the previous year—with an enrolment of 11,150 or an increase of 273. The total expenditure on these centres was Rs. 52,890 or Rs. 1,356 per centre. A detailed account of the Post Matriculation Clerical and Commercial Classes will be found in Chapter VII. The number of these classes is 10, their total enrolment 215 and the total expenditure on them Rs. 44,539. There is a decrease of 31 in enrolment. The Multan Division alone records a fall of 28. The main cause perhaps of a fall in enrolment is the paucity of openings for pupils who undergo training in these centres.

XIV—
Rural
Education—

Educational facilities continue to be provided generally for the expansion of education in the backward rural areas. In the matter of opening new schools, primary or secondary, preferential treatment is invariably accorded to the areas backward in education.

(a) Rural
bias in
instruction.

Experiments conducted in the normal schools in making instruction interesting, effective and attractive are gradually filtering to the village schools through periodic refresher courses held in almost every sub-division. The methods and devices of teaching are co-ordinated to the environments of the villages. The matter and content of instruction includes the future needs and requirements of the pupils. For instance, sums in arithmetic are based on the daily transactions carried on in the local markets and are solved by the help of Gurs and other short cuts; Geo-

graphy takes its start from local conditions ; the pupils are taught to write out applications, fill in money orders, write out receipts, promisory notes and Parwana-i-rahdaris. The pupils are made to read Patwari's maps and other land records and the money lender's account books, and the fluent reading of manuscript letters, post cards and official documents is also encouraged.

In most of the schools the three R's are taught through play-way and activity methods. Reading is started on the 'look and say'-cum-syllabic method based on the story plan. Arithmetic is taught in its initial stages through games and Geography through observational excursions which also afford topics for compositions, written as well as oral. Physical training and games have been made more scientific, simpler and more attractive. The pupils get exercise through games which are designed to help the development of all parts of the body. Garden plots and the beautification of class-rooms by pictures and charts help to create an æsthetic sense among the pupils. The school singing parties, dramatic troupes and propaganda groups develop among the pupils a desire for social service. Minor handicrafts and cottage industries are encouraged among secondary rural schools as hobbies.

This phase of rural education has gradually gained importance as a useful and necessary training for the rural boys not only for their future avocation in life but as a means of disabusing the minds of the pupils of the common notion that manual labour and farm work are poles asunder from scholastic education. This form of training has developed among our pupils responsibility, self-reliance and a realisation of the dignity of labour. Wherever farms and garden plots have been started they have gained a great measure of popularity and for this reason their number has continued to increase from year to year. In many districts offers of free land and requests for the starting of agricultural education come in from time to time. Efforts have continued to be made in putting these farms on a self-supporting basis by curtailing the cost of production, designing the cropping schemes carefully and by maintaining a rigorous watch over the accounts.

(b) Agri-
cultural
Ed. cation.

Some of the ancillary activities are the development of flower gardens in schools and the growth of home plots. Old Boys' Associations have been organised in several village centres and appear to be doing very useful work.

Arbor days, flower shows and agricultural fairs have become an annual function in most of the districts throughout the province. As subsidiary agricultural industries, mention must be made of poultry farming, bee keeping, vegetable growing, fruit farming, lac culture and sericulture. Agriculturists are taking to these industries with keenness as these pursuits not only help in keeping them occupied in their leisure hours but also add to their earning capacity.

(c) Village
libraries.

The number of village libraries has gone up by 126 to 1,855. The Rawalpindi Division has contributed the largest increase of 144 from 303 to 447. It is unfortunate that owing to financial stringency expenditure on village libraries as in the past had to be drastically reduced and the allowances of teachers working as librarians abolished altogether. The result of both these retrenchments has been that libraries have not been replenished with suitable literature for the past many years nor have the teachers evinced the same interest. There is no gainsaying the fact that as suitable means of counteracting the evil of relapse into illiteracy the village libraries stand unrivalled. It is no use spending millions on making villagers literate without at the same time making suitable provision for the practice of literacy later on.

(d) Adult
Education.

The sub-joined table gives the number of adult schools their enrolment and the number of literacy certificates issued during the year :—

Division.	No.	Increase or decrease.	Enrolment.	Increase or decrease.	Literacy certifi- cates.	Increase or decrease.
Ambala	46	+1	1,115	—28	198	+33
Jullundur	13	—3	226	—203	45	+28
Lahore ..	40	—18	896	—493	176	+56
Rawalpindi	25	—3	681	—127	78	+78
Multan ..	26	—13	974	—245	83	—125
Total ...	153	—36	3,892	1,096	580	+70

The number of adult schools has gone down by 36 to 153, their enrolment by 1,096 to 3,892, but the literacy certificates issued have increased by 70 to 580. The average enrolment per school works out as 25 and the number of literacy certificates as 4 per school or 15 per cent of the total enrolment. Compared with the previous year, the enrolment has gone up from 12 to 25 and the percentage of literacy certificates issued from 10 per cent to 15 per cent or from 2·7 per school to 4 per school.

The adult literacy movement started as an experiment by the Moga School on the initiative of the Punjab Government has, during the year, forged ahead and made commendable progress. Three primers, 2 in Urdu and one in Punjabi in Persian script, were prepared and used among the illiterates. A basic vocabulary has been prepared by Moga and Gakhar schools. Quite a large number of volunteers, teachers in schools, pupil teachers of normal schools, mission workers, professors of colleges and private individuals took up the work of instructing adult illiterates and have reported excellent progress. In a large number of cases two to three months have sufficed to enable an adult to read fluently. The normal school at Gakhar has taken up the instruction of all the illiterates living in Kot Nura, a village situated half a mile from the school; the Karnal normal school pupils teach the under-trial prisoners in the local sub-jail and the Lalamusa pupil teachers have been helping in conducting two railway adult schools. A very large number of mission stations have met with laudable success with village Christians. It is hoped that during the next year arrangements will be possible for the free distribution of literature which is likely to give the movement a great impetus.

The village schools have continued, with unabated zeal, to play a prominent role in the rural uplift work in the province and the teachers and other educational officers have offered their assistance ungrudgingly to its advancement. Not only has propaganda been carried out by the school children through processions, posters, singing parties and dramatic performances, but intensive work has been done in a large number of places. In the Amritsar district, for instance, 1,052 wells were chlorinated, 1,850 pits were filled up and 4,145 manure heaps were removed. People are induced to keep their houses and premises clean and sanitary, to get themselves inoculated or vaccinated, to

Rural uplift.

use quinine and mosquito nets during malaria. The burden of work of almost all the beneficent departments is thus shouldered by the schools which are not only the leaders of the uplift movement but are the very life and soul of the entire organisation. The District Inspector of Schools, Amritsar, sounds a note of warning when he states :—

“ We have now reached a stage when it is necessary to take stock of our position with a view to consolidation and to stop further expansion of the activities. This is rendered all the more necessary in order to refute the charge that the attention of our teachers, particularly in rural areas, is being diverted from their main occupation to the detriment of instructional efficiency.”

Compulsion. The number of urban and rural areas under compulsion stands at 63 and 2,947, respectively, there being a decrease of 34 in the case of the latter. The position in this respect is as follows :—

Division.	Urban.	Increase or decrease.	Rural.	Increase or decrease.	Percentage of enrolment.
Ambala ..	23	— 1	878	..	56·1
Jullundur ..	6	..	181	—1	83·9
Lahore ..	9	..	479	—36	68·4
Rawalpindi	4	..	703	+9	80·3
Multan ..	21	+ 1	706	—6	80·0
Total ...	63	..	2,947	—34	

Excepting the Ambala and Lahore divisions the percentage of enrolment although apparently satisfactory has not yet touched the higher water mark. If, along with the

percentage of enrolment, is taken into calculation the average attendance of the pupils in these areas the number of boys actually benefitting from day to day attendance would be reduced appreciably.

The divisional reports on the subject are again a cry of despondency and disappointment. There is a general feeling that, for one reason or another, compulsion has failed to achieve its object. It has neither attracted a larger percentage of pupils to schools nor has it helped in retaining them there longer nor has it helped in reducing wastage. The average attendance in them is as low as in the case of the non-compulsory areas. The main reasons for the slow progress or total failure of compulsion have been mentioned in previous reports. It is amazing to read what the Inspector of Schools, Ambala, has to state in this connection :--

"It is regrettable to note that in 14 rural areas of the Ambala District, though the areas were brought under compulsion as far back as 1923, there is not a single school. There are 19 similar cases in the Karnal district. The urban areas are no less culpable in the matter. The Ambala Municipality has even tried to close the two schools that it has maintained though it introduced compulsion in the year 1929."

This is a regrettable state of affairs and needs further investigation in other divisions.

Generous financial assistance to poorer and educationally less progressive districts and special fee concessions and stipends and scholarships to the children of agriculturists, village artisans, kamins and depressed classes have continued to be given during the year. In opening new schools or in abolishing ineffective, extravagant and single-teacher schools due weight is invariably given to their educational necessity in backward areas.

xv--
Education of
Special
Classes.

It is a matter for great satisfaction that the enrolment of Muslims in all types of boys institutions, excepting professional schools where there is a fall of 679 to 4,640, has gone up in the aggregate by 3,969 to 520,664. The enrolment in girls schools is still more encouraging and gives an all round increase of 4,443 or 4 per cent from 108,059 to 112,502.

The following table illustrates the position :—

		Boys, 1937-38.	Increase or decrease.	Girls, 1937-38.	Increase or decrease.
1. Collegiate stage	..	3,868	+351	183	+18
2. School stage	--	445,325	+1,512	58,010	+3,047
3. Professional colleges	..	704	+52	39	+5
4. Professional schools	..	4,640	-679	987	+43
5. Unrecognized schools	--	66,127	+2,733	53,283	+1,330
Total	..	520,664	+3,969	112,502	+4,443

The enrolment of boys and girls of depressed classes in institutions of all kinds records an increase of 285 or 1 per cent from 28,413 to 28,698 and 431 or 28 per cent from 1,513 to 1,944, respectively. In the case of boys except for a small fall of 2 from 23 to 21 in Arts colleges, all the other institutions show a rise. In the case of girls the increase is found in all institutions. The following table supplies detailed information :—

		Boys.		Girls.	
		1937-38.	Increase or decrease.	1937-38.	Increase or decrease.
1. Collegiate stage	..	21	-2	...	--
2. School stage	..	27,359	+79	1,288	+190
3. Professional colleges	..	4	+3	..	..
4. Professional schools	..	904	+130	614	+140
5. Unrecognized schools	..	410	+75	142	+101
Total	...	28,698	+285	1,944	+ 431

CHAPTER II.

Controlling Agencies.

The lien of Mr. J. E. Parkinson, M.A. (Cantab.), I.E.S., ^{Head Office appointments.} who was employed as Educational Commissioner with the Government of India, was suspended on the post of Director of Public Instruction and Under-Secretary to Government, Punjab, and Mr. W. H. F. Armstrong, M.A. (Cantab.), I.E.S., was appointed in a substantive provinsional capacity as Director of Public Instruction and Under-Secretary to Government, Punjab, with effect from the 7th of November, 1936, *vice* Mr. J. E. Parkinson whose services were placed at the disposal of the Government of India for a further period up to and including the 12th April, 1938.

Rai Bahadur Mr. Man Mohan continued to hold charge of the office of Assistant Director of Public Instruction throughout the year under review.

Miss L. E. Thomas, B.Sc. (London), Deputy Directress of Public Instruction was entrusted with the administration and inspection of European Schools in addition to her own duties with effect from the 6th May, 1937, *vice* Mr. J. Leitch Wilson on deputation to Baluchistan. Malik Ghulam Rasul Shauq, Mr. P. D. Bhanot, and M. Zafar Iqbal continued throughout the year to hold the posts of Inspector of Vernacular Education, Inspector of Training Institutions and Registrar, Departmental Examinations, respectively.

Mr. M. G. Singh, M.A. (Oxon.), ^{Inspectors.} Inspector of Schools, Lahore Division, was appointed Vice-Principal, Central Training College, Lahore, with effect from the 5th May, 1937, and Bawa Barkat Singh, B.A., Deputy Inspector of Schools, was appointed to officiate as Inspector of Schools, Lahore Division, *vice* Mr. M. G. Singh, Mr. S. M. Sharif, M.A. (Cantab.), Inspector of Schools, Multan Division, was appointed Inspector of Schools, Lahore Division, with effect from the 27th September, 1937, *vice* Bawa Barkat Singh who reverted to his substantive post as Deputy Inspector of Schools, Lahore Division. Dr. Khan Chard Khanna, M.A., Ph. D., Lecturer, Government College, Lahore, was appointed to officiate as Inspector of Schools, Multan Division, with effect from the 1st October, 1937, *vice* Mr. S. M. Sharif. Rana Abdul Hamid, M.A. Principal, deMontmorcency College, Shahpur, was appointed to officiate as Inspector of Schools, Ambala Division, with effect from the 19th

November, 1937. Sardar Deva Singh, M.A., Inspector of Schools, Ambala Division, was transferred to the Jullundur Division, with effect from the 22nd November, 1937, and Mr. U. Kramet, M.A. (Cantab.), Inspector of Schools, Jullundur Division, was appointed Principal, deMontmorency College, Shahpur, with effect from the 29th November, 1937.

Deputy Ins-
pectors.

Mir Khurshid Hasan, B.A., B.T., District Inspector of Schools, Lahore, was appointed to officiate as Deputy Inspector of Schools, Lahore, from the 21st May, 1937, *vice* Bawa Barkat Singh, appointed to officiate as Inspector of Schools, Lahore Division. M. Sadr-ud-Din, B.A., District Inspector of Schools, Ferozepore, officiated as Deputy Inspector of Schools, Jullundur Division, from the 20th May, 1937, *vice* Khan Sahib Sheikh Ghulam Mohy-ud-Din, who proceeded on leave preparatory to retirement. Sheikh, Ghulam Husain, B.A., B.T., District Inspector of Schools Karnal, officiated as Deputy Inspector of Schools, Ambala Division, from the 23rd August, 1937, *vice* Mian Mahmud Hasan on leave. M. Sadr-ud-Din, B.A., officiating Deputy Inspector of Schools, Jullundur Division, was appointed permanently to the post of Deputy Inspector of Schools, Jullundur, with effect from the 13th September, 1937, *vice* Khan Sahib Sheikh Ghulam Mohy-ud-Din, retired. Sheikh Rahim Bakhsh, Deputy Inspector of Schools, retired on 1st November, 1937, after a long and loyal service and was succeeded by Mian Mahmud Hasan. Pandit Murli Dhar Moudgill, B.A., B.T., Deputy Inspector of Schools, Rawalpindi Division, was transferred to Ambala in the same capacity with effect from the 22nd November, 1937. Sheikh Ghulam Husain, B.A., District Inspector of Schools, Karnal, was appointed Deputy Inspector of Schools, Jullundur, from the 24th November, 1937, and Mian Mahmud Hasan, Deputy Inspector of Schools, Ambala, was transferred to Lahore in the same capacity from the 29th November, 1937. Dr. Tirlochan Singh, M.Sc., Ph.D., Bar.-at-Law, Deputy Inspector of Schools, Jullundur, was appointed Deputy Inspector of Schools, Rawalpindi.

District
Inspectors.

Sardar Iqbal Singh, B.Sc., District Inspector of Schools, Jhang, was appointed Lecturer, deMontmorency College, Shahpur, with effect from the 3rd July, 1937. M. Sher Muhammad Tirmazi, B.A., B.T., District Inspector of Schools, Montgomery, was appointed District Inspector of Schools, Lyallpur, and Chaudhri Sardar Alam, M.A., District Inspector of Schools, Dera Ghazi Khan, was appointed District

Inspector of Schools Montgomery, from the 16th July, 1937. Pandit Dina Nath Agnihotri, B.A., District Inspector of Schools, Kangra, was appointed as Head Master, Government High School, Garhshankar, with effect from the 1st November, 1937. Mir Muhammad Mohsin, Head Master, Government High School, Simla, was appointed District Inspector of Schools, Karnal, from the 29th November, 1937. Pandit Durga Datt, Assistant District Inspector of Schools, Ludhiana, was appointed District Inspector of Schools, Kangra, from the 23rd October, 1937. B. Chanan Singh Gill, M.A., B.T., Assistant District Inspector of Schools, Lahore, was appointed District Inspector of Schools, Jhang, from the 3rd July, 1937. M. Abdul Ghani, officiating District Inspector of Schools, Lyallpur, was transferred as District Inspector of Schools, Dera Ghazi Khan, from the 14th July, 1937.

As usual, several changes were made among the Assistant District Inspectors of Schools in the interests of public service and as a result of promotions, leave arrangements, retirements, etc.

Assistant
District Ins-
pectors of
Schools.

A fourth circle of Inspection, with the necessary staff, was created on the women's side with effect from the 1st July, 1937, and Mrs. R. M. Durrani, was appointed Inspectress from the 1st of October, 1937, with headquarters at Multan. Mrs. O' Gorman, Inspectress of Schools, Rawalpindi Circle, was granted leave *ex-India* from the 27th January, 1937, to the 4th March, 1938, and Miss A. Dass Gupta was appointed to officiate. On return from leave Mrs. O' Gorman was appointed Head Mistress, Government High and Normal School for Girls, Hoshiarpur, and Miss Gupta was confirmed as Inspectress, Rawalpindi. Miss I. M. Gascoyne (Mrs. I. M. Chapman), Inspectress and Supervisor of Domestic Science, was granted leave preparatory to resignation for one year and six months from the 5th May, 1937, and in her place three Assistant Inspectresses for Domestic Science were provided in the grade of Rs. 140—10—190.

Inspectresses

The post of Head Clerk, Office of Inspectress of Schools, Lahore Circle, was raised from the Rs. 40—90 to the Rs. 75—125 grade.

Departmental
Examina-
tions.

The following statement gives the number of candidates who appeared in the various departmental examinations held in 1937-38 :—

Serial No.	Name of departmental examination.	Number of candidates British Punjab.	Total number of candidates.
1	Diploma examination of the Chelmsford Training College, Ghora Gali.	14	14
2	Trained Teachers' certificate examination, for Europeans.—	...	...
	(i) Preliminary	15	15
	(ii) Final	23	23
3	Middle School examination for Europeans ..	234	240
4	Junior Vernacular examination for Men, 1938 ..	267	267
5	Senior Vernacular examination for Men, 1938 ..	107	107
6	One year Post Matric Clerical Examination, 1938 ...	226	226
7	Junior Vernacular Certificate Examination for Women, 1938.	437	477
8	Senior Vernacular Certificate Examination for Women, 1938.	69	102
9	Junior Anglo-Vernacular Certificate Examination for Women, 1938.	42	42
10	Senior Anglo-Vernacular Certificate Examination, 1938.	103	113
11	Vernacular Final and Middle School Examination, 1938.	13,876	14,607
12	Middle Standard Examination for Indian Girls, 1938 ..	4,004	5,209
	Total ..	19,417	21,442

Education in
States.

The position in regard to the Punjab States, the schools of which are open to the inspection of Inspectors of Schools, is indicated below :—

Jullundur Division.—The Divisional Inspector is invited to inspect the state schools at Nabha, Mandi and Suket. The Faridkot Durbar having appointed their own Inspector, no invitation is now sent to the Divisional Inspector, Jullundur.

to inspect the State High School. The Mandi and Suket States usually send out such invitations, but the Inspector states that the schools of these two states were not inspected during the year as the invitation was received too late. The Nabha State High School was duly inspected in January, 1938, and the Inspector comments very favourably on the work which is being done in the school. It is a pity, however, that out of 28 teachers working in the school only 16 are trained.

Ambala Division.—The following comparative statement gives the necessary statistics regarding schools of different types maintained by the states in the Ambala Division :—

Name of the State.	Year.	No. of Schools.				Total	No. of Scholars.				
		High.	Middle.	Primary.	Girls.		High.	Middle.	Primary.	Girls.	Total.
Simla Hill States..	1936-37 ..	4	13	40	3	60	1,000	1,212	1,200	102	3,514
	1937-38 ..	4	13	44	3	69	1,082	1,312	1,333	104	3,831
Dujana State ..	1936-37 ..	...	2	4	1	7	..	273	222	25	520
	1937-38 ...	...	2	4	1	7	...	287	228	31	546
Kalsia State ...	1936-37 ...	2	4	10	2	18	501	229	300	159	1,279
	1937-38 ..	2	4	10	2	18	603	252	313	155	1,326
Pataudi State ..	1936-37 ...	1	2	4	..	7	232	218	169	..	619
	1937-38 ...	2	1	4	..	7	402	40	144	..	586
Sirmoor State ..	1936-37 ...	Information not available. Ditto.									
	1937-38 ..										

It will be noticed that in the Simla Hills States there are only 69 schools of all types. This number can hardly be considered adequate to meet the demands of education in so many states, particularly in the matter of female education for which there are only three primary schools. It is regrettable that some of these Hill States do not maintain even a single school. The Inspector reports that in regard to staff hardly any improvement has been effected during the year. The percentage of trained teachers falls far below 50. This state of affairs calls for immediate and sympathetic action on the part of those responsible for these schools. The position in regard to staffing is further elucidated by the following table :—

Year.	HIGH SCHOOLS			MIDDLE SCHOOLS.			BOY'S PRIMARY SCHOOLS			GIRLS' SCHOOLS.		
	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.	Trained.	Untrained.	Total.
1936-37...	26	30	56	37	21	68	4	40	44	2	4	6
1937-38..	27	32	59	37	47	84	6	42	48	2	4	6

It will be noticed that in regard to high schools the percentage of trained teachers has fallen from 46·4 to 45·8 and in the middle schools from 54·4 to 44 during the year. In primary schools for boys, where the percentage of trained teachers is very low, the percentage has gone up from 9 to 12·5. In the case of primary schools for girls it stands at 33 per cent. as before.

The Inspector reports that decline in the State schools has been on the whole quite satisfactory. A few schools have evinced some interest in scouting and Junga in Keonthal State deserves special mention in this regard.

There are no State schools open to the inspection of the Inspectors of Schools, Mitan and Rawalpindi Divisions.

The only State school which is open to the inspection of the Inspector of Schools, Lahore Division, is the State High School, Chamba. The Chamba State has an area of 3,127 square miles with a population of 1,46,670 : 76,059 males and 70,611 females. In the year under report, there were 31 schools (as against 30 last year) of all types in the

State. Enrolment stood at 1,585 as compared with 1,713 in 1936-37. The State maintains one high school, two lower middle schools for boys, one for girls and 21 boys' primary schools. Besides these schools the State gives grant-in-aid to two Hindi Pathshalas, one lower middle and one primary school for boys and one lower middle and one primary school for girls. The percentage of pupils (boys) on the male population has decreased by .1 from 1.9 to 1.8, but that of girls remains stationary. Education is not free in the State, but poor and deserving students get full fee concessions and even books free of cost.

The State High School, Chamba, has an enrolment of 435 as against 430 last year. This school continues to flourish and the State authorities have always evinced keen interest in this institution. Scouting is a special feature of the school.

It is pleasing to note that the State opened four new primary schools in the interior.

The Inspector reports that Colonel Strong, the President of the Council of Regency, and Diwan Bahadur L. Madho Ram have throughout the year maintained a keen personal interest in the educational progress of the subjects of the State.

Scope and methods of inspection. Inspectors report improvement in the scope and methods of inspection. The Inspector of Schools, Lahore Division, says—

“ The old atmosphere of ‘ hukam ’ on the one side and fear on the other is gradually giving place to an atmosphere of friendliness where the teacher explains his defects and the Inspector guides and helps. But, there is still a tendency particularly on the part of the Assistant District Inspector, to confine his remarks to mere criticism and threats of action. He should, when he finds a particularly bad school, halt at the place in order to find out the real causes of its backwardness and then offer his advice and guidance.”

On the same subject the Inspector of Schools, Multan Division, offers the following remarks :—

“ The methods of inspection have been considerably improved and are marked by constructive criticism

and sympathetic guidance. Lessons are given to demonstrate methods of teaching, and the intensive application of these methods is impressed upon the teachers individually during the inspection and collectively in periodical conferences.....

“ The criticism offered at the inspection time is constructive, and helpful suggestions are made to remove the defects discovered. Proper care is taken to follow up the cases of weak schools by calling in periodical reports from the head teachers of the schools concerned, and efforts made to remove the defects are carefully watched.....

“ Teachers’ refresher courses to enlighten the primary school masters in general and infant class teachers in particular, have been held in several districts to improve the methods of teaching.

“ During these refresher courses many knotty problems regarding retention of boys in schools, leakage, wastage and improving instruction have been the subject of free discussion between the teachers and the inspecting officers to the great benefit of all concerned.”

Almost all the Inspectors complain about the inadequacy of the travelling allowance allotment, and they are strongly of the opinion that as a result supervision is insufficient and ineffective and efficiency suffers. The Inspector of Schools, Lahore Division, commenting on the inadequacy of travelling allowance says—

“ I have cried myself hoarse over the question of travelling allowance allotment, and the matter has been discussed from year to year at the Divisional Inspectors’ Conference. I can only hope that a day would come when the unanimous opinion of the Divisional Inspectors will find a favourable response from Government.”

The question of delegation of powers to the educational officers by the local bodies (under article 48 of the Punjab Education Code) has been discussed threadbare during the last few years, and the Department cannot help coming to the conclusion that the local body administration of schools has not fulfilled expectations. The delegation of powers has also not been quite successful. Adverse comments on the administration of local body schools continue to be received

Local bodies
and delega-
tion of
powers.

every year from the inspecting officers. The Inspector of Schools, Lahore Division, says :—

“ As a rule, the members of the local bodies do not take any interest in matter of policy, but they do take, at times, far too unhealthy an interest in matters of appointments, transfers and promotions. The inspecting staff is finding it increasingly difficult to resist the local pressure, particularly in the matter of transfers. The question of delegation of powers has been discussed threadbare in the various reports and at the Divisional Conferences, but a satisfactory solution of the relationship between the inspectorate and the local bodies is still awaited.”

The Inspector of Schools, Rawalpindi Division, is not quite so pessimistic when he says :—

“ It is reported that the literate members of the district boards have now begun to evince more intelligent interest in the educational problems of their districts. There are, however, still complaints that some district board members pester the district inspecting staff with requests for employment, promotion, transfer as well as admission to training institutions of District Board teachers who are either their relatives or in whom they are otherwise interested. Both the District Board and the Punjab Assembly elections have also played their part in creating difficulties in the administration ”.

On the same subject the Multan Inspector offers the following remarks :—

“ The position of the Department regarding delegation of powers by the District Boards and other local bodies has remained unaltered during this year, and although there has not been any serious cause of conflict between the educational officers and the local bodies, the position continues to remain, on the whole, unsatisfactory, and as explained in the last report, the need for clarifying the relationship between the inspectorate and the local bodies is very great.

“ Most of the urban committees have not delegated powers to the Education Department, and manage their own affairs. In some cases, the appointment of teachers is a matter of favour rather than merit, and this is responsible for their employing a larger percentage of untrained and unqualified hands in service.

“Even in cases where certain powers have been delegated they are hedged in by provisions and conditions in such a manner that effective administration is not possible. Local pressure is so great that disciplinary action becomes difficult in the interest of efficiency of work or discipline and many an inefficient teacher seeks refuge behind one or other influential member of the committee and continues ignoring his work and defying his immediate educational authorities to the detriment of school discipline and efficiency”.

A careful study of the reports of the Inspectors in regard to the thorny problem of delegation of powers shows that time has definitely come when an earnest attempt should be made to clarify the position. In his Quinquennial Report ending 1931-32, Rai Bahadur Mr. Man Mohan (then Inspector of Schools, Jullundur Division), summarised the position admirably. Some of his remarks are worth reproducing :—

“Section 33 of the Punjab Municipal Act and Section 19-A of the Punjab District Boards Act lay down that ‘the Committee may delegate its powers to.....’. The option clearly rests with the Committee to delegate its power or not. Whatever may have been the intentions of the framers of article 48 of the Punjab Education Code, it is quite clear that the local bodies are under no obligation to delegate these powers.

“We should either delete the words ‘subject to the provisions of Section’ from article 48 or substitute a clause ‘provided that the necessary powers are delegated’ leaving the choice of delegation to the local bodies.....

“Again in cases, and there are many such, where disciplinary action is necessary, quickness is the essence of the matter and any delay is fatal as it undermines authority and discipline. And, yet, concurrence is not infrequently delayed for one reason or another.

“There is still another reason why delegation should be full and unequivocal. Personal and party motives often characterise the deliberations of District Boards with the result that administrative efficiency is seriously impaired. The members of the District Boards pester the District Inspectors for favours in the matter of promotions and transfers of their relatives; and the District Inspectors find it increasingly difficult to escape this interference. If a District Inspector resists these influences, he at once

becomes unpopular. He is threatened and bullied in the District Board meetings and complaints are often lodged against him. In these days of increasing association of the people with Government, unpopularity is an unpardonable offence. Unpopularity further drags the District Inspector down in the estimation of even the district executive authorities. No District Inspector can nowadays afford to be very strict without being accused of communalism and favouritism. Indeed, several District Inspectors have asked me to inspect their worst schools and to order punishments to strengthen their hands In my opinion, in the best interests of education in the province, full delegation of powers to the inspecting officers is necessary; but if for certain reasons such delegation is not considered possible or expedient, then, at any rate, the position of the inspectorate should be safeguarded, and it should be clearly decided as to who is to arbitrate, in case a difference of opinion arises between the inspecting officer and the chairman of a local body. Article 48 is silent on this point.

“ Arising out of this item is the important question of the Divisional seniority list. Much can be said on both sides. If there is no Divisional seniority list, then teachers serving under local bodies are shut up in water-tight compartments and they cannot look forward either to promotion—for example if a local body maintains only a middle school—or transfer to a wider and a more congenial atmosphere. They are thus likely to deteriorate and vegetate in a small school at a small place. On the other hand, if the Divisional seniority list is maintained numerous difficulties arise. The Inspector wants to transfer a teacher from one district to another. He is to order the transfer in consultation with the Chairman of the two local bodies. Both may disagree with the Inspector or one may agree and the other may not. As between two teachers, one may be drawing a slightly higher salary than the other, the local body under which it is proposed to transfer the more highly paid teacher—even though he is in the same grade—will consider itself aggrieved, especially in these days of financial stringency when every Committee or District Board is anxious to have low paid men on the staff of its schools. Departmental orders are that as far as possible, local men should be given preference over outsiders. It may happen that a man may be appointed to his district, say Ludhiana. After two or three years, necessity might arise to transfer him to Ferozepore and after another three

years he is transferred to Kangra. The seniority list in this Division shows that if a man has been appointed to his own district, he is shifted to other districts on administrative grounds, so that at the present moment many people are serving far away from their own districts. Supposing as the result of financial stringency drastic retrenchment is necessary and certain posts have to be abolished, what should be the procedure? Should the junior-most men be retrenched or should each particular area or district be tackled independently of other areas or districts? In the latter case it might happen that had a teacher continued to serve in his own district, he might not have been retrenched. Communal adjustments have invariably to be made in the interests of public service”.

It appears that although some years have passed since the report, from which extracts have been given above, was written, the position remains practically what it was then. It is, therefore, imperative that steps should be immediately taken to review the whole position.

The following comparative statement shows the number of recognized schools for males maintained by the various controlling bodies :—

Year.	High school.	Middle Anglo-Vernacular.	Middle Vernacular.	Primary.	Special.	Total.
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MAINTAINED BY GOVERNMENT.

1936-37	83	6	3	9	84	185
1937-38	83	6	3	9	88	189
Increase or decrease	--	--	--	--	+4	+4

MAINTAINED BY DISTRICT BOARD.

1936-37	32	84	2,921	4,546	164	7,747
1937-38	33	82	2,838	4,655	133	7,801
Increase or decrease	+1	-2	-23	+109	-31	+54

Schools and
scholars.

Year.	High School.	Middle Anglo-Vernacular.	Middle Vernacular.	Primary.	Special.	Total.
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MAINTAINED BY MUNICIPAL COMMITTEES.

1936-37	19	19	9	320	2	369
1937-38	21	20	8	311	1	361
Increase or decrease ..	+2	+1	-1	-9	-1	-8

MAINTAINED BY PRIVATE BODIES.

1936-37	209	100	19	136	39	1,303
1937-38	118	90	17	187	32	1,244
Increase or decrease ..	+9	-10	-2	-41	-7	-59

It will be observed that there is an increase of 4 in respect of schools maintained by Government and of 54 in District Board schools. On the other hand the number of schools maintained by Municipal bodies has decreased by 8 and of private bodies by 59.

The following comparative statement shows enrolment in recognized schools for males maintained by the various controlling bodies during 1936-37 and 1937-38 :—

Year.	High School.	Middle Anglo-Vernacular.	Middle Vernacular.	Primary.	Special.	Total.
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GOVERNMENT INSTITUTIONS.

1936-37	24,744	1,798	119	664	5,318	32,643
1937-38	25,667	1,852	118	480	5,560	33,687
Increase or decrease	+923	+54	-1	-174	+242	+1,044

Year.	High School.	Middle Anglo-Vernacular.	Middle Vernacular.	Primary.	Special.	Total.
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DISTRICT BOARD INSTITUTIONS.

1936-37	..	9,980	19,353	374,687	254,393	4,250	662,693
1937-38	..	10,601	19,467	371,224	258,877	3,055	663,224
Increase or decrease	...	+621	+114	-3,463	+4,484	-1,225	+531

MUNICIPAL BOARD INSTITUTIONS.

1936-37	...	9,853	5,386	1,913	54,246	119	71,517
1937-38	...	10,878	6,575	1,768	53,498	48	72,767
Increase or decrease	...	+1,025	+1,189	145	-748	-71	+1,250

PRIVATELY MANAGED INSTITUTIONS.

1936-37	...	100,409	17,814	2,552	67,384	2,643	190,802
1937-38	..	106,867	16,131	2,382	65,809	2,026	193,215
Increase or decrease	...	+6,458	-1,683	-170	-1,575	-617	+2,413

It will be observed that there is an increase of 1,044 in Government schools of all types, of 531 in District Board schools of all types, of 1,250 in Municipal Board schools of all types and of 2,413 in privately managed schools of all types, giving a grand total of 5,238.

A statement showing grants to and expenditure of local bodies from their own funds is given below :—

Division.	GOVERNMENT GRANTS.		EXPENDITURE FROM LOCAL BODIES FUNDS.		PERCENTAGE OF EXPENDITURE FROM LOCAL BODY FUNDS ON ITS OWN SCHOOLS	
	1936-37.	1937-38.	1936-37.	1937-38.	1936-37.	1937-38.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DISTRICT BOARDS.						
Amb	10,75,375	11,77,520	3,68,030	4,13,371	23.6	23.0
Jullundur	14,57,964	13,23,614	4,64,261	4,58,808	23.0	22.8
Lahore	14,86,775	14,18,879	5,16,779	5,07,918	24.4	23.9
Multan	16,22,991	15,78,409	7,94,539	7,36,014	28.3	29.0
Rawalpindi	17,97,622	18,11,673	3,05,696	2,63,661	13.4	11.6
Total	74,40,727	73,10,095	24,59,305	23,79,771	..	..
URBAN COMMITTEES						
Ambala	97,954	1,07,690	1,97,933	1,93,435	56.3	56.6
Jullundur	48,944	54,156	1,03,582	99,334	58.6	55.9
Lahore	1,93,917	1,93,370	5,42,107	5,38,253	65.0	64.4
Multan	97,575	96,952	2,28,023	2,51,041	56.0	57.0
Rawalpindi	36,519	44,366	65,806	70,418	54.3	51.4
Total	4,74,919	4,96,534	11,37,451	11,52,481	..	..
CANTONMENT BOARDS.						
Ambala	2,050	1,900	6,516	6,767	62.6	64.0
Jullundur	2,000	7,256	16,907	9,627	56.9	35.6
Lahore	600	319	26,285	18,475	91.9	92.4
Multan	3,713	5,222	2,187	1,179	20.2	11.0
Rawalpindi	2,692	5,127	13,658	13,233	64.5	58.2
Total	11,055	19,824	65,551	49,282	..	..

It will be observed that the percentage of expenditure from District Board funds on District Board schools has decreased by '6 per cent. in the Ambala Division, by '2 per cent. in the Jullundur Division, by '5 per cent. in the Lahore Division and by 1'8 per cent. in the Rawalpindi Division. The expenditure of the District Boards from their own funds on schools maintained by them has decreased by Rs. 79,534. Government grant has also decreased by Rs. 1,80,632 (*i.e.* from Rs. 74,40,727 to Rs. 73,10,095).

In the case of Urban Committees the Government grant has increased by Rs. 21,615 to Rs. 4,96,534. Similarly expenditure from the Committees' funds has risen by Rs. 15,030 to Rs. 11,52,481. The percentage of expenditure from Municipal Board funds on Municipal Board schools has risen in the case of Ambala Division by '3 per cent.; in the Jullundur Division it has fallen by 2'7 per cent.; in the Lahore Division it has decreased by 6 per cent.; in the Multan Division it has gone up by 1 per cent. and in the Rawalpindi Division it has gone down by 2'9 per cent.

In regard to Cantonment Boards, the Government grant has increased by Rs. 8,769 to Rs. 19,824. The expenditure from Cantonment Boards' own funds has, however, decreased by Rs. 16,269.

This decrease is due to financial stringency, economic depression, and recession in trade from which the province and consequently the local bodies continue to suffer.

The statistical position in regard to schools controlled by private bodies has been stated above. Some Inspectors of Schools comment adversely on the administration of these schools. The Inspector of Schools, Lahore Division, states—

Private enterprise.

“I am afraid the finances of these institutions, with a few exceptions, are not all satisfactory. There are hardly any reserve funds, private charity is negligible and the main source of income is fees. In consequence, labour is sweated and miserably low salaries are paid.....

“Despite clear Departmental orders there is too much of interference on the part of managing committees in the internal administration of schools, and protests from the head master or teachers usually end up in dismissals. Anyhow, there is no security of tenure and teachers are removed at whim without any regard to one's record of service. It is not un-

common to hear that a head master who has raised a struggling middle to a flourishing high school has been turned out on a trivial pretext."

The Inspector of Schools, Jullundur Division, states—

"one thing which is almost uniformly true of all these private institutions is that very seldom, if ever, they possess sound financial resources in the shape of school reserve fund

"The complaints of injustice done to teachers by terminating their services too abruptly from schools on flimsy excuses still continue and prove a source of great embarrassment to the Inspector."

The Inspector of Schools, Rawalpindi Division, talks in a slightly more hopeful strain—"Generally speaking there is some improvement in the observance of inter-school rules, better keeping of accounts and maintaining of provident funds, but a good deal of leeway is yet to be made up in the matter of regularity of payment and security of tenure. In some cases there are complaints of interference in the internal management of the school by the management, particularly at the time of promotion examinations, admission of students and the granting of fee concessions. Happily such cases are now becoming rare".

CHAPTER III.

Collegiate Education.

Statement "A" below gives the number of institutions imparting collegiate education and number of scholars receiving instruction —

Number of
Institutions
and enrol-
ment

STATEMENT "A"

Particulars.	NUMBER OF COLLEGES.		Increase or decrease.	NUMBER OF SCHOLARS.		Increase or decrease.
	On 31st March, 1937.	On 31st March, 1938.		On 31st March, 1937.	On 31st March, 1938.	
Government Colleges	12	12	..	3,707	,899	+192
Aided Colleges ..	10	9	-1*	5,189	5,246	+57
Unaided Colleges ..	8	9	+1*	3,972	4,793	+821
Total ..	30	30		12,868†	13,935‡	+1,070

*One aided college (D. A.-V. College, Rawalpindi) has become unaided owing to the detachment of the aided high classes.

†Includes 149 female scholars.

‡Includes 240 female scholars.

It will be noted that the number of Government colleges is the same as during the last year. The number of aided colleges (now 9) shows a decrease of one, increasing the number of unaided colleges from 8 in 1936-37 to 9 in 1937-38. The total number of collegiate institutions, however, remains the same.

The D. A.-V. College, Rawalpindi, which was an aided institution has become unaided owing to the detachment of aided high classes from the college classes. This change was recommended by the University as one of the conditions for raising it to the Degree standard.

The number of scholars has increased by over a thousand during the year under report. This is due mainly to the fact which was pointed out in the last quinquennial report, that eleven Intermediate colleges have now been raised to the Degree standard. The hope expressed by some that the

opening of so many Degree colleges in the Mofussil will reduce the congestion in the Lahore colleges has not been fulfilled, for their numbers are still on the increase and it appears that the lure of the metropolis is still too strong both for scholars and parents, in spite of higher education being available at their own or neighbouring towns. It is to be hoped that some of the Mofussil Degree colleges will soon build up a reputation which is sufficiently high to attract the best students from their own neighbourhood, and not remain merely the dumping ground for those who are rejected as unfit for University studies by those Lahore colleges in which the standard of admission is reasonably high. Not only are the economic and hygienic conditions for student life in Lahore less favourable than in the smaller towns, but owing to their size and concentration on higher studies, the Lahore colleges are unable to give to their Intermediate and Pass B.A. students the special attention and individual care which the Mofussil colleges should be in a position to render. It is satisfactory to note that the Government colleges at Ludhiana, Lyallpur and Multan are increasingly gaining the kind of reputation to which reference has been made, and have been not only producing excellent examination results, but also building up extra-mural activities and interests, which are so essential a part of higher academic life.

It is evident, however, that the tide of increasing numbers which flock to University institutions has not been stemmed, nor is it possible to stem them till trade and industry of the Province can create the demand for vocational and technical institutions and can arrange for their absorption in such vocation.

It is better that a youth should be under the protective influence of a college, however feeble such influence may be, rather than that he should idle at home, eating his heart out in dejection and despair which is the greatest danger of unemployed youth. It is to be hoped that the Unemployment Committee, appointed by the Punjab Government in 1937 and whose report is now awaited, will have some constructive proposals to make to meet a situation which is tending to become chronic.

Statement "B" shows direct expenditure on collegiate education.

STATEMENT " B ".

Year.	From Govern- ment Funds.	From District Board Funds.	From Municipal Board Funds.	From Fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1936-37	7,07,908	900	2,966	14,28,181	4,21,331	25,61,286
1937-38	7,08,096	900	4,138	14,71,172	4,33,780	26,18,086
Increase or decrease ..	+188	...	+1,172	+42,991	+12,449	+56,800

It will be noted that there is an increase in the total expenditure of over fifty-six thousand of which about Rs. 43,000 were supplied by increase in fees, over Rs. 1,000 by Municipal Board funds and over Rs. 12,000 by other sources.

Statement "C" presents the University results in different examinations for the year 1937-38.

STATEMENT " C ".

Examination Results.

Name of Examination.	MALES.						FEMALES.					
	1936-37.			1937-38.			1936-37.			1937-38.		
	Appeared.	Passed.	Pass per cent- age.	Appeared.	Passed.	Pass per cent- age.	Appeared.	Passed.	Pass per cent- age.	Appeared.	Passed.	Pass per cent- age.
Matriculation	16,560	12,851	77.6	17,257	13,569	78.7	1,394	1,176	84.4	1,739	1,122	64.5
Intermediate (Arts).	3,271	1,944	59.4	3,311	1,917	57.9	337	244	72.4	495	344	69.5
Intermediate (Science).	1,050	661	62.5	1,077	665	62.0	65	51	78.5	68	47	69.1
B.A.	2,510	1,402	55.9	2,907	1,762	60.6	152	130	85.5	330	155	47.0
B.Sc.	343	217	63.3	400	140	35.0	4	3	75.0	13	5	41.7
M.A.	289	174	60.2	376	251	66.8	12	8	66.7	14	9	64.3
M.Sc. (includ- ing M.Sc. in technology).	32	30	93.8	23	23	100.0	..	...	...	1	1	100.0

The study of Matriculation results reveals an increase in the pass percentage of male scholars which has now risen to 78·7 per cent. This is hardly a matter for congratulation, for it indicates not an improved standard of teaching, but a laxer standard of examination. Perhaps a stiffening of the Matriculation standard is the primary requisite for any improvement in post-matric University teaching and, if this cannot be directly achieved, it will be desirable to introduce a separate qualifying examination for admission to University studies. The pass percentage in the Intermediate shows a slight deterioration, while in the B.A. it has risen from 55·9 to 60·6. There is also an increase in the number of scholars of about 400. B.Sc. results show a marked fall in pass percentage from 63·3 to 35·0 per cent. The number of women candidates on the whole shows some increase in the higher stages of education while the pass percentage of results shows a general fall.

The
University.

(The Vice-Chancellorship). Since the death of Dr. A. C. Woolner, C.I.E., in January, 1936, there has been very little continuity in the higher administration of the University. The post of Vice-Chancellor was held by the Right Reverend G. D. Barne, C.I.E., Bishop of Lahore for less than one year. He was succeeded by Mr. M. L. Darling, C.I.E., Financial Commissioner, Punjab, in January, 1937 and in April of last year on Mr. Darling proceeding on leave, Mr. B. H. Dobson, I.C.S., C.I.E., was appointed as Vice-Chancellor. In the meantime His Excellency the Chancellor, after consulting the Syndicate and Senate, decided to make the post of Vice-Chancellor a whole-time paid appointment. A special grant was voted by the Punjab Legislative Assembly for this express purpose.

Memorial to
Dr. Woolner.

During the year under report a memorial has been erected to the memory of the late Dr. Woolner, in the form of a life size statue, which has been placed in the University grounds adjacent to the Mall, opposite to the Union Building, which has been named Woolner Hall. The statue which is the work of Mr. Gilbert Ledward has been presented to the University by Mrs. Woolner, and His Excellency the Chancellor expressed in moving terms the thanks of the University to the generous donor at the unveiling ceremony last winter.

Research.

The Punjab was well represented at the Jubilee Session of the Indian Science Congress in Calcutta last January.

Dr. G. Matthai was invited to preside over the Zoology Section, and Mr. S. S. Bhatnagar over the Chemistry Section. Other delegates who contributed papers included Professor G. C. Chatterji for the Psychology Section, Dr. J. N. Ray for Chemistry and Mr. H. Chowdhry for Botany. Lahore is to be the venue of the next session of the Indian Science Congress Association in January of 1939.

Dr. Bhatnagar's work at the University Chemical laboratories on Petroleum and other allied-subjects continues to receive recognition and financial support from the industrial world. Messrs. Steel Bros. have extended their contract with the University for another five years, and additional grants for research scholarships have been donated by Mr. Shri Ram, mill owner of Delhi, and Mr. G. D. Eirla. Through the generosity of Dr. Bhatnagar, one of these scholarships has been made available for the social sciences, and the scholarship has been awarded to Mr. Amar Chand Bhatia, M.A., who is making a very useful study of the Beggar Problem in the Punjab, under the direction of Dr. E. D. Lucas and Professor G. C. Chatterji.

Another notable event in the scientific field has been the opening of the Kashyap Research Laboratory in Botany which has been erected as a Memorial to the late Dr. S. R. Kashyap, I.E.S., for many years the University Professor of Botany and Head of the Department of Botany at Government College. Funds for this laboratory were contributed by the friends and pupils of the late Professor. This laboratory has been placed under the charge of Dr. Chowdhry, the Head of the University Department of Botany.

The University Departments of Science continue to do excellent work and the Honours School in Physics, the fate of which was uncertain owing to financial stringency, has now been placed on a sound permanent footing. University Teaching.

Other University Arts Departments, especially Political Science, are becoming increasingly popular and teaching on an inter-collegiate basis is proving quite satisfactory.

The Public Services Examination Class under the charge of Professor G. C. Chatterji, M.A., I.E.S., has attracted students from all over the country. This year's excellent results in the I.C.S. and Indian Finance examinations having greatly enhanced its popularity.

**Athletic,
Cultural
and Social
Activities.**

It is gratifying to note that students are taking increasing interest in physical culture, and standards in Athletics show a steady tendency towards improvement. The Punjab holds the Inter-University championship in Cricket and Lawn Tennis. The University Union, though still not an effective organ of student life, has shown signs of revival. The number of debating competitions is proving a rival attraction to the Cinema, but is not altogether an unmixed blessing, as the habit of collecting debating cups and prizes is hardly conducive to the encouragement of true debating technique. More significant is the increasing interest taken by students in Music and Painting, in which connection special mention must be made of the Exhibition of European Art arranged by Mr. Dickinson in Government College, and the lectures on the Development of European Art which aroused considerable interest amongst students. Dr. C. L. Fabri, who was on special duty in the Central Museum, also conducted two batches of advanced History students to Taxila and Mahenjodaro, and gave a course of lectures on Archaeology. Another course of special lectures which received enthusiastic appreciation was Dr. At. Chakravarty's course on Modern English Poetry.

**Government
College,
Lahore.**

The most notable event of the year for Government College was the visit of His Excellency the Viceroy who laid the Foundation Stone of the Fazl-i-Husain Memorial Library on 26th October, 1937. Chowdhry Sir Shanab-ud-Din, President of the Fazl-i-Husain Memorial Committee, and Dr. H. B. Duncliff who has been indefatigable in the dual capacity of Secretary and Treasurer, are to be congratulated on the success of their efforts, for they have collected from public donations a sum exceeding Rs. 74,000 to which the Government has added a special grant of about half a lakh. The library is already under construction and when it is completed it will be a worthy and lasting Memorial to the great Punjab leader.

The College had the unique distinction of securing the first three places in the I. C. S. open competition, as also a very fair share in the Indian Military Academy and Air Force Entrance Examinations.

CHAPTER IV.

Secondary Education (Boys).

(1) *Facts and Figures.*

The total number of secondary schools has decreased ^{Schools.} by 25 to 3,473. The Multan Division has registered an increase of 18 secondary schools over the figures for the last year while in each of the other four divisions there has been a decrease ranging from five to sixteen institutions. The number of high schools has, during the year under report, risen by 12 to 352; the increase in each division ranging from one to five schools. The number of anglo-vernacular middle schools has fallen by 11 to 195, and of vernacular middle schools by 26 to 2,926. The following table shows the division wise number of high, anglo-vernacular and vernacular middle schools :—

Division.	High Schools.	MIDDLE SCHOOLS.			Grand Total.
		Anglo-Vernacular.	Vernacular.	Total.	
Ambala ..	52 (+1)	16 (—3)	537 (—11)	553 (—14)	605 (—13)
Jullundur ..	81 (+2)	7 (—3)	447 (—5)	494 (—18)	575 (—16)
Lahore	104 (+5)	41 (—3)	591 (—11)	632 (—14)	736 (—9)
Multan	50 (+2)	41 (—1)	731 (+17)	772 (+16)	822 (+18)
Rawalpindi ..	65 (+2)	50 (—1)	620 (—6)	670 (—7)	735 (—5)
Total ..	352 (+12)	195 (—11)	2,926 (—26)	3,121 (—37)	3,473 (—25)

**Distribution
of Schools.**

For every 28.75 square miles and for every 3,708 males in the province there is one secondary school. The relevant figures for each division are as follows :—

Division.				Number of secondary schools.	Number of square miles for one school.	Number of males for one school.
Ambala	..	..	..	605	24.37	3,680
Jullundur	..	..	..	575	33.64	4,333
Lahore	..	..	..	736	16.84	4,453
Multan	..	..	..	822	37.99	3,375
Rawalpindi	..	..	..	735	29.16	2,847

Scholars.

It is gratifying to note that the enrolment in these schools has increased by 5,035 to 572,372. The increase is exclusively in the high schools which have registered a rise of 9,093 whereas there is a drop of 179 and 3,779 scholars in the anglo-vernacular and vernacular middle schools, respectively. There has been a rise of 164 and 637 scholars in the anglo-vernacular middle schools in the Jullundur and Rawalpindi divisions, respectively, while the anglo-vernacular schools in each of the remaining three divisions and vernacular middle schools in all divisions have registered a fall in the number of scholars. The following statement gives the number division-wise of scholars attending the various types of schools, the increase and decrease as compared with the corresponding figure

or the last year being, in each case, indicated by bracketed positive and negative numbers, respectively.

Division.	High Schools.	Anglo-Vernacular Middle Schools.	Vernacular Middle Schools.	Total.
Ambala ..	15,866 (+1,073)	2,565 (—234)	63,056 (—578)	81,487 (+281)
Jullundur ..	31,074 (+1,834)	9,161 (+164)	62,147 (—736)	102,382 (+1,282)
Lahore ..	50,523 (+2,581)	8,927 (—545)	76,652 (—1,067)	136,102 (+989)
Rawalpindi ..	32,935 (+2,215)	13,588 (—301)	89,614 (—955)	136,137 (+959)
Multan ..	23,072 (+1,990)	9,169 (+637)	84,023 (—443)	116,264 (+1,584)
Total ..	153,470 (+9,993)	43,410 (—279)	375,492 (—3,779)	572,372 (+5,035)

The average enrolment of a high and an anglo-vernacular middle school rose to 436 and 222 as against 424 and 212, respectively, for the last year, while for a vernacular middle school it stood unaltered at 128. The average attendance of high and anglo-vernacular, middle schools has increased by 9,368 and 211 to 145,813 and 40412 respectively, while in the case of vernacular middle schools it has dropped by 2,344 to 323,154. The number of agriculturists has increased by 2,655 to 92,523.

The total expenditure on secondary education increased by Rs. 54,799 to Rs. 1,33,31,218. The contributions from provincial revenues, municipal board funds, fees, and other sources increased by Rs. 3,258, Rs. 16,356, Rs. 145, 893 and Rs. 14,045 respectively, while the contributions from district board funds declined by Rs. 1,24,753.

Expenditure.

(ii) *The Teachers.*

The number of trained teachers rose by 290 to 19,947, while that of untrained teachers fell by 9 to 2,232. The total number of teachers employed in secondary schools

thus rose by 281 to 22,179. The percentage of trained teachers rose from 89.7 to 89.9 during the year under report.

The introduction of revised grades for the new entrants in Government service had far-reaching effects. In order to keep the recurring expenditure well under control many local boards adopted fixed scales of salaries and applied cuts to the salaries of old teachers. Considerably lower grades have been offered to the new entrants and the scales of salaries vary from district to district. Lack of uniformity in scales of pay precludes the possibility of inter-district transfers in the same division. The plight of teachers in privately managed institutions is often deplorable. Even long and meritorious service cannot ensure security of tenure. In some schools payment of salaries was delayed by five to six months. In others ridiculously low salaries were paid. The Inspector of Schools, Jullundur has mentioned that some head masters of high schools were being paid from Rs. 50 to Rs. 80. Most schools have introduced the standard provident fund rules while others have their own rules approved by the Department.

(iii) Instruction and influences on School Life.

The very good pass percentages in M. & S. L. C., and the Vernacular Final and the Middle School Examinations in all divisions are testimony to the improved instruction imparted throughout the province. Faculty meetings are doing useful work. Teachers are required to draw up detailed syllabuses and prepare notes of lessons while head masters keep supervision diaries. Backward pupils receive special and individual attention. Written work is properly checked and teachers adopt measures to ensure that the amount of time and effort expended on the correction of written work yields a profitable return. Ample opportunities are afforded to pupils to cultivate oral and written expression in the Vernacular and English. In most schools regular progress records of individual pupils are maintained. To widen the pupils' intellectual horizon special talks are given by outside lecturers, as well as teachers, on useful and interesting topics. Excursion Clubs are springing up and boys are encouraged to see places of historical and geographical import. Some schools have started magazines

edited by school boys. Useful books are added to the school libraries and pupils are encouraged to develop a taste for extra reading. With the introduction of Rural Science, Agriculture and Manual Training, effective rural bias has been lent to secondary education in rural areas. Many students have after passing the Vernacular Final and Middle School Examination settled on their lands. They have learnt in practice the dignity of labour. It can be safely asserted that every endeavour is being made to correlate school instruction with pupils' environment and life.

These topics have been dealt with under (iii) Vocational Training in Chapter VII (Professional, Technical and Special Education) of this report.

Post matric
Clerical
Classes and
Agricultural
Education.

The assistant district inspectors for physical training have done very useful work in popularizing play-for-all, mass drill, minor games, efficiency tests and inter-group physical competitions. Village games and sports and tehsil and district tournaments are now the order of the day. New life has been infused into physical instructors of rural areas by holding refresher courses and by the exercise of close and effective supervision. Every school has a regular programme of this very useful activity to be covered by the end of the school year. The health of pupils has improved and it is a pleasure to watch healthy, bright and active boys at work in our secondary schools.

Physical
Training,
Scouting
etc.

Scouting has maintained its well-merited popularity. It has created among boys love for outdoor work, fellow-feeling, social helpfulness and devotion to duty. Scout troops flourish in nearly all schools. District and divisional rallies and training camps are held. The scouts of the province gave a very good display of scoutcraft in the Montmorency Park, Walton, on the occasion of His Excellency the Viceroy's visit to Lahore in October 1937.

Major games are slowly coming into their own. In some divisions special coaches are being engaged to train boys to play major games, and divisional tournaments are being revised.

Red Cross Societies form a regular and permanent feature of our schools. Boys get practical training in social service: fees of poor boys are paid out of the funds of these societies, books and clothes are supplied to needy pupils

Red Cross Co-
operative
and Thrift
Societies.

and medicines are distributed free of cost on the outbreak of epidemics. Most secondary schools have their thrift and Co-operative Societies. Pupils get excellent opportunities of learning the value of co-operation, goodwill and self-help. Thrift societies are flourishing in high schools while Co-operative Societies are doing very useful work in rural schools. Pupils learn practically how to keep accounts and get things at cheaper rates.

**Medical
Inspection.**

Increasing attention is being bestowed on personal hygiene. Weekly or even bi-weekly cleanliness parades of pupils are regularly held. Services of qualified medical practitioners are requisitioned for the medical inspection of boys in larger towns, expenses being met by raising a small subscription from boys. Cases of enlarged spleen, bad teeth, defective vision and anaemia are duly reported to parents whose co-operation is enlisted in the proper treatment of these ailments. In some institutions school dispensaries have been arranged for and maintained out of the Red Cross Fund.

Discipline.

But for a few cases of breach of inter-school rules and delay in the issue of the discharge certificates during April in the Ambala, Lahore and Multan Divisions the tone and the discipline continue to be satisfactory. No cases of serious moral turpitude have been reported.

**School
Buildings.**

What with the suspension of building grants and the restricted resources of local bodies there has been but little building activity in the province. Local and private bodies are most loth to incur the full cost of putting up new buildings, with the result that there still exist schools housed in unsuitable and incommensurate buildings. Two new buildings at Amritsar and one in the Gujrat district were erected. Extensions have, however, been undertaken in several localities to meet the pressing needs of growing institutions.

Hostels.

No fresh hostels have sprung up. A large number of the existing hostels still occupy rented buildings. On account of acute economic depression hostels in rural areas are not full and pupils cycle many miles to and from school because they cannot afford hostel expenses.

CHAPTER V.

Primary Education (Boys).

The following table shows the increase or decrease in the number of boys' primary schools of all types during the year under review :—

Year.	Government.	District Board.	Municipal Board.	Aided.	Unaided	Total.
1936-37	9	4,546	320	819	113	5,807
1937-38	9	4,655	311	795	88	5,858
Increase or decrease.	..	+109	—9	—24	—25	+51

The number of Government primary schools whether existing as independent units as in the tribal area of the Dera Ghazi Khan district or as practising schools for the teachers under training in normal schools remains stationary. The increase in the case of district board schools is due partly to the reduction in the status of some small lower middle schools and partly to the conversion of flourishing branches into primary schools. In the Multan Division the increase is attributable to the opening of new schools in the Nili Bar colony areas of the Multan and Montgomery districts and the undeveloped tracts of Muzaffargarh. The decrease in municipal schools occurred mainly in the Lahore Division and is due to the closure of unsuccessful schools in some towns. The fall in the number of aided and unaided schools is not to be deplored as it is a healthy sign that responsibility for primary education is being transferred from private individuals to local boards. The increase in the number of single-teacher schools from 1,802 to 1,898 is mainly due to the conversion of a number of branches into full primary schools and to the retrenchment in staff effected by some of the boards for the sake of economy.

(ii) Enrolment and attendance.

Enrolment in primary schools rose during the year by 1,971 to 378,456 and average attendance by 930 to 323,265. The percentage of attendance on enrolment, however, declined from 85·6 to 85·4. In the primary departments of secondary schools there has been a fall of 1,590 in enrolment from 355,754 to 354,164. The net gain in numbers at the primary stage during the year has thus been 381. This small increase is by no means surprising as the emphasis now is not so much on the enrolment of more scholars as on an increased and steady flow of promotion from class to class. The following statement shows the relative strength of the primary classes and the increase recorded during 1937-38 in classes II, III and IV : —

Year.	I.	II.	III.	IV.	Total.
1936-37 ..	316,944	168,066	130,056	101,488	716,554
Percentage ..	44·2	23·5	18·1	14·2	100
1937-38 ..	365,064	168,584	135,492	107,389	716,529
Percentage ..	42·6	23·5	18·9	15·0	100

It is gratifying to note that classes II, III and IV gained 518, 5,436 and 5,901 scholars, respectively and the percentage of those enrolled in classes III and IV on the total enrolment in the primary department rose from 18·1 and 14·2 in 1936-37 to 18·9 and 15·0 in 1937-38. In 1931-32 the proportion of boys who reached the IV class was 25 per cent. The percentage during 1936-37 was 28·1. Last year a five-year plan was adopted to raise this percentage to 65. The proportion of boys enrolled in class I in 1934-35 who reached class IV during 1937-38 rose to 31 per cent. This literacy percentage is based on the old form of calculation in which the number of boys reading in the IV class is compared to that reading in the infant class on the 31st March, three years back. Last year an interesting investigation was made whether a comparison with the number of

boys reading in the infant class on the 30th June, three years earlier would not be a better method of working out the literacy percentage and the following table gives the results for each district :—

District.	Enrolment in class I V on 31st March, 1937.	Enrolment in class I on 31st March, 1934.	Percentage of literacy.	Enrolment in class I on 30th June, 1933.	Percentage of literacy.
Hissar ...	2,536	9,711	26.1	13,343	19.0
Rohtak ..	2,785	11,722	23.7	8,712	31.9
Gurgaon ...	2,679	11,262	23.8	8,805	30.4
Karnal ...	2,126	9,510	22.3	6,155	34.5
Ambala ...	2,630	9,682	27.2	7,462	35.2
Simla ..	472	796	59.3	1,016	46.4
Kangra ..	3,062	11,376	26.9	11,939	25.5
Hoshiarpur ..	5,420	13,573	39.9	10,472	51.7
Jullundur ...	4,812	12,669	37.9	7,802	61.7
Ludhiana ...	3,324	11,064	30.0	8,580	38.7
Ferozepore ..	3,071	11,710	26.2	8,826	34.8
Lahore ..	5,765	19,422	29.6	13,884	41.5
Amritsar ..	4,682	18,114	25.8	15,443	30.3
Gurdaspur ..	4,094	14,863	27.5	11,621	35.2
Sialkot ..	4,786	18,041	26.5	13,195	36.2
Gujranwala ..	2,952	10,719	27.5	10,283	28.7
Sheikhpura ..	2,653	10,984	24.1	8,381	31.6
Gujrat ..	4,507	11,882	37.9	9,315	48.4
Shahpur ..	3,501	14,347	24.4	11,134	31.4
Jhelum ...	4,020	11,672	34.4	9,775	41.0
Rawalpindi ..	5,761	14,805	38.9	11,846	48.6
Attock ..	2,501	11,714	21.4	9,983	25.1
Mianwali ..	4,454	10,354	23.7	9,370	26.2
Montgomery ..	3,732	15,582	23.9	12,961	28.8

District.	Enrolment in class IV on 31st March, 1937.	Enrolment in class I on 31st March, 1934.	Percentage of literacy.	Enrolment in class I on 30th June, 1933.	Percentage of literacy.
Lyallpur	6,111	22,171	27.6	24,527	24.9
Jhang	2,865	12,910	22.2	10,442	27.4
Multan	3,982	17,734	22.5	11,651	34.2
Muzaffargarh	2,505	11,756	21.3	10,219	24.5
D. G. Khan	1,686	8,880	19.0	7,955	21.2

(iii) Expenditure.

The total cost of primary schools rose by Rs. 88,956 from Rs. 40,55,657 in 1936-37 to Rs. 41,44,613 in 1937-38. Towards the total expenditure during the year Government contributed 61.2 per cent. district boards 19.3 per cent. Municipal Committees 13.5 per cent. and the balance was met from fees and other sources in the proportion of 1.2 per cent. and 4.3 per cent., respectively. The corresponding percentages for the year 1936-37 were 60.9, 18.7, 14.7, 1.4 and 4.3, respectively. The increase in expenditure incurred by Government and the district boards was due to the restoration of the emergency cuts in teachers' salaries. In times of financial distress district boards imposed heavy cuts on the salaries of teachers and considerably reduced their expenditure. These cuts are now being removed gradually with the help of additional grants from Government. The average cost per scholar rose from Rs. 10-12-4 to Rs. 10-15-3.

(iv) Teachers.

The number of trained teachers has increased by 8 to 9,612 and that of untrained teachers by 85 to 2,260 so that there has been a rise of 93 in the total number of teachers employed in primary schools. The percentage of trained teachers has declined from 82 to 81. Interesting comments have been made by the divisional inspectors on the work and standard of achievement of the present day teachers in village primary schools. The Inspector of Schools, Rawalpindi Division, observes as follows :—

“Some of the district inspectors have reported unfavourably on the work and conduct of the junior vernacular trained teachers while a large

number of untrained middle passes are said to be doing much better work than the common run of trained J. V's. This may partly be due to the fact that trained teachers, however, inefficient they may prove, nevertheless feel a sense of security in view of their possessing a departmental certificate while the sword of retrenchment continues to hang over the heads of the poor untrained teachers."

The Jullundur Inspector writes :—

"During the year under report great efforts were made to remake the trained teachers. With this object in view a selected number of teachers was drafted from each district for special training at Moga."

The Lahore Inspector repeats his remarks made in the last year's report :—

"The average number of boys per teacher should not exceed 25 in the infant class. In order to check stagnation and leakage effectively and to improve the percentage of literacy it is essential that a primary school teacher should have to teach in the infant class a smaller number of boys than he is at present required to do."

The Multan Inspector says :—

"In spite of all the efforts that are being made by the inspecting staff to improve instruction by holding referresher courses, conferences and demonstrations in schools the results are not very encouraging. This is due to the poor attainment of the ordinary vernacular teacher who accepts the best advice but instead of using initiative soon finds a rut for himself into which he keeps running without effort."

Strenuous efforts have been continued to make teaching in primary schools more interesting and attractive particularly in the infant class. The scheme of work outlined by the Inspector of Schools, Lahore Division, in the following extract from his report is typical of what is being attempted in all districts :—

"Almost every primary school is found decorated with pictorial charts of simple words and sentences,

(v) Instruction.

cinemas of letters and words, notation—teaching wheels etc., improvised by the teachers. The infant class room is practically turned into a museum. 'Mogha Method' has been introduced in a number of schools with a very fair amount of success. In other schools different devices and methods like the 'Play-way' or 'Activity' method have been introduced to make teaching in primary classes less monotonous. Even the advocates of the old alphabetical method have awakened to the need of modernising their teaching by introducing new devices. Particular stress is laid on the teaching of calligraphy. Good pronunciation, fluent reading and mental arithmetic co-ordinated with rural environment have received increased attention".

(vi) Build-
ings.

Primary schools continue to suffer for lack of provision of adequate school accommodation. The local boards have no funds to construct new school buildings of their own. They cannot keep even the small number of existing buildings in a condition of good repair. A large majority of the primary schools are therefore housed in private buildings which are either rented or held rent free. These are all either insufficient or unsuitable for the requirements of the school. The Rawalpindi Inspector reports that 'in some of the places in Attock and Mianwali districts some schools are kept going merely because they fetch rents for their house-owners'. The Multan Inspector is of the opinion that in his division where there is very little rainfall a cheap but properly designed kacha school building would be likely to be more economical and useful than the standard pucca buildings. The sanitary condition of primary school buildings in some of the bigger municipalities is deplorable. The Multan Inspector comments thus :—

"The landlords are merely exploiting the local bodies without providing necessary convenience for children. It is time that municipal committees realised their duty to school children and as funds are not likely to be available for erecting their own buildings for a long time to come it seems expedient that suitable plans may be advertised and where landlords undertake to erect buildings according to these plans such buildings may be taken on long lease."

The number of branch schools has decreased from 972 (i) Branch Schools. to 874. Branch schools were intended to provide two years' schooling for young children in their home village before they moved to the parent school. Many of the branch schools have poor attendance and a majority of them send a very small number of boys to class III in the main school. The best of them are usually raised to the full primary status and add to the number of single-teacher institutions.

The statement given below shows the number of compulsory areas in each division in 1936-37 and 1937-38 :— (iii) Compulsion.

Division.	1936-37.		1937-38.		INCREASE OR DECREASE.	
	Urban.	Rural.	Urban.	Rural.	Urban.	Rural.
Ambala ..	24	878	23	878	-1	-
Jullundur ..	6	182	6	181	..	-1
Lahore ..	9	515	9	479	-	-36
Rawalpindi ..	4	694	4	703	..	+9
Multan ..	20	712	21	706	+1	-6
Total ..	63	2,981	63	2,947	..	-34

The decrease in the number of rural areas occurred mainly in the Amritsar district where several unsuccessful schools and branches in compulsory areas were closed down and the application of compulsion was withdrawn. In this district a group of sixteen areas has been selected for intensive enforcement of compulsion through the agency of village Panchayats. The District Inspector makes the following comment on this arrangement :—

“ Elective enforcement of compulsion under Panchayat areas cannot, however, solve the problem for

the whole district as such areas constitute a small proportion of the total rural compulsory areas. Application of the Act on a wide scale in the district cannot be a reality till the Act is considerably simplified and the prosecutions launched are treated as crown cases."

The Lahore Inspector quotes with approval the following interesting observation made by the District Inspector of Schools, Gurdaspur, on the measure of success achieved by compulsion :—

"The main object for which compulsion stands is the reduction of wastage as indicated by a more uniform distribution of scholars in the four classes of the primary department and by a more even flow of promotion. In this district, in common with others, compulsion has failed to achieve this object. Save for a comparatively high percentage of enrolment compulsory areas compare very unfavourably with other areas with reference to every detail that constitutes progress of literacy".

The main reasons assigned by the inspectors for the slow and uncertain progress of compulsion are :—

- (a) Injudicious selection of areas,
- (b) Fear of arousing the hostility of defaulting parents,
- (c) Dilatory and expensive procedure for the prosecution of defaulters.
- (d) Ineffectiveness of the penalty to be imposed under the present Act.

The Rawalpindi Inspector suggests that special magistrates should be appointed in each district to dispose of cases under the Compulsory Education Act. that notices on defaulting parents should be served by village chaukidars instead of by teachers, that the admissions to the infant class should not be restricted to particular months in the year and that free books and other material should be supplied to the children of poor parents in compulsory areas.

(4a) Adult
Schools.

The number of adult schools which stood at 189 in 1936-37 declined to 153 during 1937-38. The following

statement gives the number of schools and scholars and the number of literacy certificates awarded in each division :—

Division.				Schools.	Scholars.	Literacy Certi- ficates.
Ambala	..	..	..	46	1,115	198
Jullundur	..	..	..	13	226	45
Lahore	..	..	..	40	896	176
Rawalpindi	..	..	..	28	681	78
Multan	..	..	..	26	974	83
Total				153	3,892	580

The movement of the education of adults has had three phases. In the beginning the movement started with the opening of night schools where teachers who had done a hard day's work in the local boys' school were required to teach the adults and were paid an extra allowance. This experiment succeeded for some time in places where local interest could be aroused and honest and enterprising teachers could be obtained. Enthusiasm, however, soon waned and the movement in many places degenerated into a fraud. The adult schools are still being run on the old lines in the Ambala and Lahore Divisions, four districts of the Multan Division and one district of the Rawalpindi Division. Another experiment was started some three years back in which an adult school was placed in the charge of a wholtime teacher who depended for his living on the success of the school. This experiment has been in progress in five districts of the Rawalpindi Division and two districts of the Multan Division. The latest experiment of 'each one teach one' on the lines suggested by the Moga experts was started in the Jullundur Division.

The Divisional Inspectors record the following opinions on the prospects of success of the various experiments which are in progress.

The Inspector of Schools, Lahore Division, writes :—

“ Efforts are now being made to run these schools on more systematic lines, but it is felt that unless adequate remuneration is paid to the teachers

working in these schools suitable and competent men would not be available for carrying on this work. It is also felt that the teachers selected to run adult schools should receive a special course in training institutions ”.

The Multan Inspector observes :—

“The general feeling is that there is little demand by the adults for education and one can take water to the horse but not make him drink. Tired, over-worked, underfed and inadequately clothed labourers, artisans, and farmers have little energy to learn in this country of extreme climates ”.

The Rawalpindi Inspector comments thus :—

“It is an admitted fact that the experiment of the education of adults has proved a failure. The unsuitability of the books used, the method of teaching employed and the inability of the common run of J. V. teachers to do full justice to this important work are some of the causes of this failure. The new experiment of whole time adult schools under the charge of a retired and popular teacher who would depend for his living on the success of the school bids fair to be more successful ”.

(2) Games and
Physical
training.

Physical training and recreative games are a bright feature of the work in primary schools. Refresher courses for the training of teachers are regularly held in each district and an effort is made to appoint in each primary school at least one teacher who has received training in one of these courses held by the assistant district inspector for physical training. Small children take considerable interest in new games and sports competitions which are held at different school centres. Motion story method is reported to be particularly popular in infant classes. “Games and sports have been encouraged”, writes the Multan Inspector, “not only among school boys but among village adults also with the result that side by side with the school shows there are village games at melas organised by district boards or dehat sudhar committees. The officials and the public appreciate these shows and in some districts there are regular district sports associations ”.

CHAPTER VI.

The Training of Teachers (Men).

(a) *Anglo-Vernacular Teachers*.—Cwing to continued financial stringency it has not been found possible to accelerate educational expansion or effect radical and expensive reforms in training institutions. Admissions have been restricted to a number which might conceivably make good the annual leakage among school teachers. The introduction of new methods and experiments has certainly yielded a better quality of teaching and a better type of trained teacher but very few experiments can be accommodated under the existing circumstances and a good deal remains to be done in this direction.

The Central Training College continues to attract a large number of candidates with high academic qualifications and the teaching profession is no longer the last refuge of third class graduates whom no other department is prepared to accept. In the current year out of the 119 students admitted to the Central Training College 60 have the Master's degree and 17 are Honours of first class graduates. It is feared, however, that unless conditions of service improve and an educational career is made more attractive this inflow of good intellect may not continue. Education is one of the worst—paid departments of Government and the highly-qualified entrants either do not make a life job of it and drift away to more profitable careers or just plod along with no heart in their work. The tendency is as justified as it is deplorable. Efficient teaching requires continued energy and zest and in view of the prevailing illiteracy, teaching is the one profession which deserves to be made as attractive as possible.

NUMBER OF STUDENTS.

Class.	On 31-3-37.	On 31-3-33.
B. T. ..	57	48
S. A. V. ..	81	67
Total ..	138	115

The number is still below the capacity of the college. It is not considered desirable to turn out large numbers of trained teachers with no prospects of employment.

A statement of candidates who sought admission to the Central Training College is given below :—

Year.	Number of applicants.	Number admitted.
1935-36 ..	405	144
1936-37 ..	498	139
1937-38 ..	469	119

The classification of students by race and creed on the 31st of March is given below :—

Class.	HINDUS.		MUSLIMS.		SIKHS.		OTHERS.	
	1937.	1938.	1937.	1938.	1937.	1938.	1937.	1938.
B. T. ..	23	19	24	18	9	7	1	4
S. V. ..	33	* 29	32	26	15	10	1	2
Total ..	56	48	56	44	24	17	2	6

* Includes two students of depressed classes.

The communal proportion as officially fixed by Government is 40 per cent. Hindus, 40 per cent. Muslims and 20 per cent. Sikhs and others. There is now no lack of suitable Muslim candidates.

Since 1933 no woman graduates have been admitted to the College. But as there is no Government order to the contrary exceptions can be made in cases when

no admission in the Women's College is available. Accordingly one woman graduate (an M. A. in English) was granted admission this year as she was unable to find room elsewhere.

Academic attainments of applicants.

Years.	On Rolls.	Master's Degree.	B. A. (1st Class or Honours.)
1934-35 ..	131	15	7
1935-36 ..	131	15	29
1936-37 ..	138	59	11
1937-38 ..	115	60	17

As will be readily seen from the above analysis the average qualification for admission has risen beyond expectation. To the B. T. class only M. As. in the major school subjects or Honours graduates or teachers of approved and extensive experience are admitted. The number of third class B. As. admitted is negligible. This welcome rise in the academic level of trained teachers is bound to react on teaching in schools provided the teachers are encouraged to make a permanent career of education and are not lured away by better paid departments.

The old complaint that graduates intending to be teachers do not make up their mind early enough in their careers still continues. Accordingly quite a number of candidates are admitted who possess high academic attainments but have not studied any school subject except English during their college career. This deficiency is, however, partially met by an admission test in school subjects. Unsuitable combinations.

During the year 17 students were sent for training by administrations outside the Punjab and admitted to the B. T. and S.A. V. Classes. The income derived from this source was Rs. 8,250. Student from administrative functions outside the Punjab.

In view of the short period of the training all work in connection with admission is got through in June and a preliminary test is applied in English and other school subject in September. The Principal has expressed The College Sessions.

dissatisfaction with this arrangement for even as it is the classes cannot get going till late in September. It is proposed, therefore, that from the academic year 1938-39 classes should be formed in May and work started in June, so that the summer vacations can be employed in covering ground normally done in the first term of the working session.

**Income and
Expenditure.**

During the current year there has been a mild shrinkage both in income and expenditure. The total income from tuition fees and other sources has been Rs. 28,514 and the total expenditure Rs. 99,530. Figures of income and expenditure for some of the previous years are given below :—

Years.	Income.	Expenditure.
	Rs.	Rs.
1934-35 ..	28,448	1,10,552
1935-36 ..	29,739	1,23,507
1936-37 ..	29,984	98,238

**New methods
and devices**

The 'assignment system' and the 'discussion' or 'criticism' lessons are working out with very satisfactory results. During the year an extra lecturer was sanctioned to cope with some of the additional work in the college necessitated by the introduction of the assignment system in all subjects of study. Some other members of the staff were released to try modifications in the method of teaching language in the Central Model School. A beginning was made this year in the 5th and 6th classes and it is hoped to extend the new system of approach to the 7th and 8th during the next academic year.

Staff.

The following are the changes in the staff :—

Mr. M. G. Singh was transferred as Vice-Principal in May, 1937.

Mr. J. N. Dudeja, M. A. (Leeds) Diploma in Educational Administration (Leeds) was appointed as officiating lecturer on the transfer of Mr. J. L. Wilson in April, 1937.

Mr. Abdul Haq, Drawing Master was transferred from Government High School, Multan, in October, 1937, on the retirement of Mr. V. D. Sharma, Lecturer in Drawing.

The College is mainly a residential institution. Every endeavour has been made to make the life of resident students as healthy and cheerful as it should be. The hostel can now boast of a radio, a gramophone, a number of popular journals and tastefully furnished dining and guest rooms. The hostel building still needs extensive improvement as the large dormitories permit no privacy and make undisturbed study almost impossible. It is urgently felt that these dormitories should be converted into cubicles or smaller three or four seater rooms as early as possible.

In addition to the lectures given to the Geographical and Science Associations the New Education Fellowship arranged for useful and attractive lectures by various speakers. Other activities. New Education fellowship.

The Association was active as usual and arranged excursions to the Khyber, Karachi, Bombay and several places near Lahore. Punjab Geographical Association.

Several papers were read and displays given under the auspices of the Association. Its library is being increasingly used by Science teachers and schools. Punjab Association of Science Teachers.

Physical training and sports received adequate attention. Various teams were entered in the University Tournaments and they acquitted themselves creditably. The whole college spent ten days under canvas at Kotlakhpat and most of them obtained a scoutmaster's certificate. The students also attended a course in First Aid and a considerable number obtained First Aid certificates. This year the college won the All-India Ambulance Challenge Shield and gave a demonstration before His Excellency the Viceroy. Physical Training and First Aid.

The percentage of success in the S. A. V., and B. T. continues to be high, as weak and incompetent candidates are generally eliminated during the course of training. Results.

The statement of results for the current and previous years is given below :—

Year.	APPEARED.		PASSED.		PASS PERCENTAGE.	
	B. T.	S. A.-V.	B. T.	S. A.-V.	B. T.	S. A.-V.
1933-34 ..	68	79	63	76	93	96
1934-35 ...	67	66	61	63	91	96
1935-36 ..	51	89	44	81	86	91
1936-37 ..	57	81	52	74	91	91

Refresher
Course for
English
Teachers.

About 25 English teachers from local schools were brought together to take a refresher course under the guidance of Mr. M. G. Singh and Mr. B. A. Hashmi. Various problems connected with actual day to day teaching were discussed and their solutions attempted. It was only an initial effort which it is hoped will be further developed and consolidated as soon as resources permit.

Training
facilities.

(b) *Vernacular Teachers (Men.)*—As before, facilities for the training of vernacular teachers were provided, during the year under report, at 5 training institutions—three Government Normal Schools at Gakhar, Lalamusa and Karnal and two training classes attached to privately managed schools, viz. Mission School Waga (aided), and Khalsa Collegiate School, Amritsar (unaided). The Normal School at Jullundar was transferred to Karnal during the course of the year. The reasons for this course of action were : lack of demand for vernacular teachers in the Jullundur Division, unsuitable building accommodation for school and hostel purposes and inadequate arrangements for the teaching of rural science. Intensive training in agriculture is imparted at the Vernacular Teachers' Training Class attached to the Agricultural College, Lyallpur. Thirty selected senior vernacular teachers are annually admitted to this class. A detailed account of the work and activities of this class will be found in Chapter VII of this report.

Method of
recruitment.

Every effort is made to select the best available candidates for the junior vernacular and the senior vernacular classes. Every year an increasing number of candidates with improved qualifications in languages is admitted. Matriculates are still admitted in small numbers. Agriculturists and

members of the depressed classes are accorded preferential treatment in admission to these classes. For the past many years the inspectors of schools and the head masters of normal schools have been suggesting that the standard of admission should be raised and also that the period of training for the junior vernacular class should be longer. Both these points were considered and recommended by a committee appointed by the Punjab Government for the re-organisation of the junior and senior vernacular classes. These recommendations have finally been approved by Government and the re-organised classes will it is hoped, start from the year 1938. The junior vernacular course will be extended to two years and the senior vernacular course reduced from two years to one. Another formidable but unavoidable impediment in the selection of the best candidates available is the consideration of such extraneous matters as the representation of agriculturists and depressed classes, an adequate proportion of major and minor communities and of pupils from backward areas.

The proportion of Muslims and agriculturists in the three Government normal schools during the year was 71 per cent. and 80 per cent respectively.

The total number of pupil teachers under training in the five institutions, Government and private, was 493, or 37 more than in the previous year. There was a rise of 31 in the rolls of the private institutions from 79 to 110 and of 6 in the junior vernacular class of the Government institutions. The total expenditure also went up by Rs. 10,616 to Rs. 79,99. The sub-joined comparative table gives detailed information regarding enrolment :

Scholars and
expenditures

Year.	NUMBER OF INSTITUTIONS.			NUMBER OF SCHOLARS.			
	Government.	Private.	Total.	In Government institutions.		Private institutions.	Total.
				Junior vernacular.	Senior vernacular.		
1936-37	3	2	5	196	181	79	456
1937-38	3	2	5	202	181	110	493
Increase or decrease		...	...	+6	...	+31	+37

Untrained
teachers.

The percentage of trained teachers in District Board schools in the Lahore Division is as high as 97·8. In the Rawalpindi Division this percentage ranges between 78 (Mianwali) and 96 (Jhelum), and stands at 88 for the whole division. If the figures for primary schools alone are taken into account the percentage varies between 59 (Gujrat) and 86 (Rawalpindi), and aggregates 74 for the Division. A careful study of table VI-A of the supplementary tables discloses the fact that although out of 11,874 teachers employed in all types of recognised primary schools the number of untrained teachers is only 2,262 or 19 per cent. the number of untrained teachers in aided and unaided schools alone is 1,201 out of a total of 2,028 or 59 per cent. of the total strength. In the local body schools the percentage of untrained teachers works out at 11. The following table shows at a glance the position divisionally :—

Statement showing the number of trained and untrained teachers in aided and unaided primary schools (excluding European Schools) for boys division-wise :—

Division.	Aided schools.			Unaided schools.		
	Trained.	Un-trained.	Total.	Trained.	Un-trained.	Total.
Ambala ...	132	147	279	10	34	44
Jullundur ...	186	247	433	2	21	23
Lahore ...	387	292	659	15	21	36
Rawalpindi ...	55	230	285	6	14	20
Multan ...	53	178	231	1	15	16
Total ...	793	1,094	1,887	34	105	139

From the above table it is quite obvious that the number of untrained teachers in both aided and unaided institutions in almost all the divisions, particularly Rawalpindi, Multan and Ambala divisions, is highly unsatisfactory. The paucity of trained teachers in privately managed institutions is partly attributable to the fact that sufficient representation has not, in the past, been given to the nominees of such schools. Even at a rough estimate it

can be seen that if 25 per cent. of the total admissions is reserved annually for these schools for the training of 75 per cent. of the total number of untrained teachers employed, it will take no less than twenty years to train them all.

The staff in normal schools is efficient in qualifications and sufficient numerically, and takes considerable interest in widening the general outlook and improving the instructional and pedagogical efficiency of the pupil teachers. The teachers in these schools are selected not merely on grounds of their proficiency and experience as instructors, but also for their knowledge of, and sympathy with, rural conditions and requirements. In the case of vernacular training institutions it is highly desirable that the teachers should not only take a keen and live interest in village problems but should also be able to visualise to themselves the right type of schools required under existing village conditions. The Rural Reconstruction Department proposes to train, during the next year, one senior teacher from each of the three Government normal schools in rural community work and it is anticipated that this experiment will infuse fresh inspiration among teachers under training.

Staff.

The examination results shown by the institutions have been highly satisfactory. The senior vernacular results range between 93 and 96 per cent. and the junior vernacular between 90 and 96 per cent. The Moga school participated in the departmental junior vernacular examination for the first time this year and sent up 25 candidates, all of whom passed. Discipline was maintained at a high level in all the institutions and no serious case of breach of discipline or of moral turpitude was reported.

Discipline
and
results.

It is gratifying to note that as before ample time and attention are devoted to the practice of teaching under actual class room conditions. The junior vernacular classes are allowed at the beginning many chances to observe model lessons delivered in their presence to different classes of the practising school by the normal school staff. The salient features of these lessons, together with the basic pedagogical principles kept in view, are thereafter thoroughly impressed upon these novices so that they may be saved later on not only from falling into the usual pit-falls but also from the necessity of eradicating undesirable habits and fallacious notions. Apart from the large number of discussion lessons held in the classroom, and the criticism lessons

Practice of
teaching.

delivered in the practising school, the pupils get practice in full-fledged schools when they are made to take up the work of a form master for a fortnight or so under the supervision either of the teacher in charge or of a member of the school staff. During the summer vacation the pupils are required further to put in two weeks' intensive work in a village school under the supervision of the head teacher. Here they have not only to do the teaching work committed to their charge and to study the time tables, syllabuses, courses of study and registration work, but have also to observe the actual conditions of village life, the difficulties in attracting pupils to schools, the obstacles in the introduction of compulsory education, the causes of stagnation and leakage and of the consequent wastage and of irregular flow of class to class promotions. The total amount of practice of teaching undergone by each pupil is approximately $1\frac{1}{2}$ month per year.

New methods
and devices.

Persistent endeavours have been made throughout the year to devise interesting and scientific methods for the teaching of the 3 R's to infants. In the teaching of reading the old-style alphabetic method based on the dull, monotonous and parrot-like repetition of meaningless word-combinations has happily been replaced by the interesting 'story method' coupled with the 'look and say' and 'phonetic methods'. The Project method has also been widely applied with remarkable success. These methods have helped to attract children to school and to keep them there to pursue their studies, through play way methods with life and joy and without the old-time fatigue and boredom. Rural bias has continued to be given to instruction and the methods of teaching are varied to suit rural conditions and circumstances. The pupil-teachers are also trained in handling more than two classes simultaneously. The assignment system is partially relieving undue emphasis on the lecture system in the normal classes, and for this reason the pupil teachers are found to be studying more extensively and independently. It has been applied with very satisfactory results in history, geography, Urdu and science. Calligraphy has been receiving special attention and pupil teachers are made to write daily not only on black boards but also on takhties. Hand-writing is particularly good at Lalamusa. Intelligence tests have been introduced both for the model school pupils as well as for the pupil-teachers at Karnal.

A refresher course for 44 selected teachers from the five districts of the Jullundur Division was held at Moga early in the year under the guidance of Dr. and Mrs. Harper. All the teachers who attended the course are stated to have worked hard and shown commendable results in written work and practice of teaching. The Jullundur Inspector reports that some of them have put new life into their old schools after their return from the course.

The pupil teachers have continued to evince keen interest in extramural activities. The farms attached to the schools have all continued to flourish. The Gakhar school reports an income of Rs. 725 from the farm during the year. Attractive flower gardens are also maintained and these help to impart practical training in floriculture. The poultry farm at Gakhar has yielded an income of Rs. 108. Besides manual training, which is confined only to wood work, a large number of hobbies and minor village crafts are taken up by pupil-teachers during their leisure hours. Durrie making, a flourishing trade of Gakhar, has been taken up by the Gakhar School pupils. Karnal has attempted the making of soap and scented oils, the preparation of pain balms, iodex, amritdhara, and of dry cells for batteries and card-board work. Every pupil-teacher on admission is enlisted as a rover scout and is trained as an Assistant Scout Master and a Cub Master. The social service done and the help rendered by these troops in the organisation of fairs, rural games, safety-first weeks, and distribution of quinine, etc., have been widely appreciated. Red Cross societies exist in all the three schools and through them help is rendered to needy persons. The Gakhar School Co-operative Society has been very energetic and has transacted business during the year to the tune of Rs. 17,255 realizing an estimated profit of Rs. 500. The Thrift Society of the same school has fifteen members. The pupil-teachers are given special training in leadership for rural uplift work. They are made to observe rural conditions, to think over defects and short-comings and to suggest suitable remedial measures. They are made to address village gatherings on rural topics such as village hygiene, co-operation, education, scientific farming and social customs and to act as village guides and leaders of the village community. First Aid lectures are arranged for all pupil-teachers who are expected ultimately to pass the standard test. In order to develop among the pupils a more intimate knowledge and appreciation of village conditions—economic,

Refresher
Courses.

Other activities.

- (a) Farms.
- (b) Floriculture.
- (c) Hobbies.
- (d) Scouting.
- (e) Societies.
- (i) Red Cross.
- (ii) Co-operative.
- (iii) Thrift.
- (f) Rural uplift work.
- (g) Rural Surveys.

social, hygienic—each pupil is required to make an accurate survey of one village, in strict accordance with a detailed questionnaire prepared by the school staff. The reports received during the past three or four years embody excellent material and data concerning the villages surveyed.

Adult Schools. . The adult schools organised and conducted by normal school pupils have during the year adopted the method of teaching devised by Dr. Laubach and have achieved remarkable success with it. The pupils took up this literacy work during the summer vacation. The Gakhar and Lalamusa pupils approached 371 and 800 adults, respectively. The Railway Adult School at Lalamusa has a constant enrolment of 30 adults throughout the year. Gakhar has launched a campaign for the eradication of illiteracy from a village named Kot Nura. During the last four months of the year 33 illiterates received literacy certificates. Karnal is concentrating on the literacy of under-trial prisoners of the local sub-jail where as many as 43 convicts were taught to read and write. In addition to imparting literacy the staff of the Karnal school arranged a series of fortnightly lectures, illustrated by magic lantern, on useful and moral topics and also organised games like Kabaddi, Volley Ball, etc., which are played by the prisoners, strictly in accordance with the rules, under the supervision of the local assistant district inspector of schools for physical training.

Moga School. This school has fully maintained its reputation for efficiency and experimental work in teaching methods and in village economy training under the capable direction and leadership of Dr. and Mrs. Harper. For the first time 25 junior-vernacular two—year pupil-teachers of this school appeared in the departmental examination and all were declared successful. The school is organised in small group families and has a large farm and a beautiful garden attached to it. The industrial arts and crafts taught to the pupils are : sewing and tailoring, simple carpentry, shoe-making, shuttle-cock making, book-binding, paper-flower making, building simple village houses and belt and tape weaving. The pupils use these crafts to earn a portion of their school fees. During the course of the year five houses have been built by the pupils. All these have court-yards with sanitary bathing and latrine arrangements and model kitchens. Garden plots are also being attached to each set. During the year fires experiments have been conducted in the methods of teaching.

Urdu composition, spelling and writing; in more efficient methods of teaching fundamentals in arithmetic; in the development of activity programmes in the primary classes; in the teaching of all subject in the middle classes in consonance with the principle of 'learning by doing' and in the progressive methods of teaching creative and industrial arts in all classes. "Moga-on-wheels" carries the pupil-teachers of this school for their practice of teaching in rural schools to distant villages where besides doing teaching work the pupils arrange dramatic performances, village games, concerts and lectures. To Moga the Department is indeed indebted for the preliminary experimental work in adult literacy on Dr. Laubach's method of teaching. The school has prepared valuable literature for the campaign primers in Urdu as well as in Punjabi in Persian script, directions for the use of these books and classified vocabulary, frequency charts. The spade work so ably completed by Dr. Harper and his committee is proving most useful to all workers and volunteers in this campaign.

The pupil-teachers' life in the hostel is made as bright and cheerful as is possible under the circumstances. Provision is made for a large variety of wholesome cultural recreations through concerts, excursions, singing parties and dramatic performances. Stress is laid on clean and sanitary living and on maintaining the hostel and its precincts in a sanitary condition. All the pupil-teachers are made to use mosquito nets during the summer months, and to be regular in such important matters as morning exercise and the regular daily bath. An hour is devoted daily to supervised games and physical education. For general discipline, cleanliness, library, mess, etc., boards have been constituted and these work independently in the form of panchayats. At Karnal emphasis is laid on "drink more milk" and "eat more vegetables". The wireless sets, in two of the schools, are used daily for a short time when pupil-teachers crowd round the set to listen to the entertaining music and songs and interesting news, talks and lectures.

Hostel life.

CHAPTER VII.

(i) Professional, Technical and Special Education.

The Law
College,
Lahore.

The maximum number of students on the rolls in October was 584 of whom 246 were in the Preliminary Class, 157 in the F. E. L. Class, 167 in the LL.B. class and 14 in the Conveyancing Class. In May, 1937, 213 candidates sat for the Preliminary Examination in Law, of whom 161 or 75.5% were declared successful. Two hundred and thirty-one candidates including private candidates appeared in the First Examination in Law, of whom 127 or 54.9% were successful. Five hundred and six candidates including private candidates appeared in the LL. B. Examination. of whom 328 or 64.8% passed. In the examination for the Diploma in Conveyancing and Pleadings held in May, 1937, 10 candidates appeared, of whom 9 were declared successful. The income from fees excluding examination, special University and registration fees amounted to Rs. 1,04,090 as against Rs. 1,06,346 for the previous year, and the expenditure to Rs. 1,27,459 as against Rs. 1,34,967 last year. New books and current Law Reports and periodicals worth Rs. 3,544 were added to the library during the year. Sixteen thousand six hundred and twenty-five volumes were consulted in the library and 3,541 were issued for home use. The maximum number of boarders was 275 in the month of October as against 252 in the preceding year.

The King
Edward
Medical
College,
Lahore.

The college buildings have been supplemented by a swimming bath, extension of the materia medica block and the Embryology Section in the Department of Anatomy. A post of a chemist of high qualifications has been sanctioned for running the Pharmaceutical Section of the Materia Medica Department. Eighty-nine fresh admissions including 11 women students were made during 1937-38, of whom 75 were from the Punjab, 5 from the North-West Frontier Province, 3 from Delhi, 1 from Baluchistan and 5 from Indian States. The number of regular students on the college rolls was 555 including 47 girl students as against 545 including 40 girls during the previous year. One hundred and eighty-one students were from the rural and 374 from the urban areas of the Punjab and other provinces. Of the total number of candidates 173 were agriculturists. During the year under report there were four European and Anglo-Indian students, 233 Hindus, 198 Muslims, 108 Sikhs, 8 Indian Christians, 2 Parsis and 2 Jains. In the examinations held in April (or May) and October, 1937, 88 out of 162 students passed in the First, 93 out of 160 in the Second, 80 out of 89 in the Third and 65

out of 169 in the Final Professional M.B., B.S. Examination. Seven candidates appeared in the Membership Examination of the State Medical Faculty and two were successful. During the year one graduate of the college was granted a temporary commission in the I.M.S. and four graduates, two of whom had foreign qualifications as well, obtained short service commissions in the I.M.S. Of the three graduates who appeared in the last Primary F.R.C.S. Examination held at Bombay, one was successful. The number of scholarships held in the college during the year 1937-38 was 64 as against 49 in 1936-37, the total expenditure on scholarships being Rs. 18,874 as against Rs. 16,827 the previous year. Eight scholarships were granted by the Punjab Government, 4 by the North-West Frontier Province, 8 by district boards, 5 by municipalities and 39 by Indian States and others including Countess of Dufferin Fund. The total income from all sources during the year was Rs. 95,697 as against Rs. 99,648 for the previous year, the decrease being due to the fact that the students of the B.D.S. class paid their fees to the deMontmorency College of Dentistry during 1937-38 whereas during the previous year these fees were credited to the Government as medical college receipts. The total expenditure on the college for all purposes amounted to Rs. 5,73,385 as against Rs. 5,40,566 during the previous year.

In addition to Major S. M. K. Mallick, M.R.C.P. (London), D.P.H. (London), I.M.S., Principal, and Professor of Medicine, there were eight whole-time and three part-time lecturers and twelve whole-time demonstrators on the staff of this institution. Twelve whole-time and twenty part-time doctors work in the hospital attached to the Medical School. In addition to these there were 23 members of the female nursing staff including the Lady Superintendent, sisters and the house-keeper. During the year Dr. Ganesh Sahaya, P.C.M.S., Lecturer in Surgery, retired and was succeeded by Dr. Amir-ud-Din, F.R.C.S. (Edin.), P.C.M.S. For the 68 seats in the L.S.M.F. Class for men candidates from the Punjab, 297 applications were received and 37 applied for the 15 seats for women candidates. Six candidates from the North-West Frontier Province, 3 from the Jammu and Kashmir State, 6 from other States and two departmental students were also admitted. In addition to these 100 candidates, three candidates were admitted as special cases under orders of Government. There were

The Medical
School,
Amritsar.

478 students on rolls as against 462 last year. Of the 478 students, 432 were non-stipendiaries. The community-wise distribution was 211 Hindus, 175 Muslims, 89 Sikhs and 8 Christians and others. Of the 44 applicants for the Dispenser-Dresser class, 26 were admitted. The number of applicants for this class is steadily declining. So long as the qualified candidates cannot get employment readily, the class is bound to become more and more unpopular. Of the 502 candidates who appeared in the first to the final (fourth) professional L.S.M.F. Examinations held in April and September, 1937, by the State Medical Faculty, 305 were declared successful. Of the 24 candidates for the Dispenser-Dresser Examinations held in April and September, 1937, 19 were declared successful. The income from various fees, such as admission, tuition, practical classes, hospital attendants, hostel, etc., was Rs. 47,648 as against Rs. 47,116 last year. The net expenditure on the maintenance of the school amounted to Rs. 1,01,571 as against Rs. 99,883 last year. The average cost per student per annum to Government during the year was Rs. 213 as against Rs. 165 in 1936-37. The income from hostel fees amounted to Rs. 15,470 and the expenditure to Rs. 14,498 as against Rs. 17,070 and Rs. 14,747, respectively, in 1936-37. Hostel arrangements for girls continued in hired buildings and were quite satisfactory. There were 43 resident girl students on rolls on the 31st of March, 1938. A whole-time European Lady Superintendent lives on the premises and the entire arrangement is under the control of the Principal who is assisted by a lecturer.

The Ludhiana
Medical
School for
Men.

The late Dr. B. D. Soni, M.B., B.S., started this school on the 11th June, 1934, and got it recognised by the Punjab Medical Council on the 23rd February, 1935. After his death in March, 1936, the governing body of this Medical School, faced with financial difficulties, handed it over in February, 1937, to the Managing Committee of the Arya High School, Ludhiana. The school was shifted from its original rented building to the new premises, which were erected a few years ago at a cost of Rs. 40,000. The number of students on rolls on the 1st of April, 1937, was 45. In the month of June, 1937, 29 students were admitted. The present number of students in all the four classes is 67. The hospital is situated in the city in a rented building with provision for fifty beds. During the year ending December, 1937, 60,406 patients were treated.

free as compared with 20,892 patients in 1936. There is a hostel for the students in a hired building. The number of boarders is 28.

No new buildings have been added but the operating theatre has been remodelled, enlarged and improved. The X-ray machine has been rendered shock-proof. The health centre at Raipur has been transferred to Jagraon and another village centre is being started at Samrala. The chief advance this year was the affiliation of this college to the University of the Punjab for the First Professional M.B., B.S. (Anatomy and Physiology) Examination.

The Women's
Christian
Medical
College,
Ludhiana.

There were 130 students in the four years of the Licentiate Class, 78 of whom were Christians, 25 Hindus, 16 Sikhs and 11 Muslims. Of the 18 students in the three years of the Compounders' Class 16 were Christians, one Hindu and one Sikh. There were 56 nurses under training in the first to the 4th year, all of whom were Christians. Six Christians, 6 Sikhs, 3 Muslims and 2 Hindus, 17 in all, were trained as Midwifery pupils. Twenty-eight Christians, 19 Hindus and 10 Muslims were trained as Nurse Dais. One Christian, five Hindus and 55 Muslims were trained as indigenous dais. From various sources 102 scholarships were granted to medical students, 18 to compounders, 6 to midwives and 41 to nurse dais. One nurse was awarded a scholarship and 55 were admitted free. Thirty-three, twenty-five, seventeen and twenty-three students passed the First, Second, Third and the Final Professional Licentiate Examinations, respectively. Seven passed the First and 3 the Second Examination for compounders. Eleven nurses, 24 midwives, 22 nurse dais and 19 indigenous dais passed the various tests prescribed for them. Three thousand, two hundred and seventy-three adults and 1,015 children were admitted as patients to the hospital. Of the adults 17 were Europeans and Anglo-Indians, 1,429 Muslims, 944 Hindus, 443 Sikhs and 440 others. Of the children, 470 were Muslims, 220 Hindus, 98 Sikhs and 227 others. Of the 4,288 indoor patients 874 were fed from the hospital and 3,414 from their homes. The largest number of patients in the hospital on any day was 241 and the smallest 131, the average daily attendance being 202.67. The number of dispensary patients was 54,855. The old and new patients paid 133,083 visits to the dispensary.

The Tibbia
College,
Anjuman-i-
Himayat-i-
Islam,
Lahore.

There were at the close of the year 56 students on rolls in the Hakim-i Haziq (I Year) Class, 78 in the Hakim-i-Haziq (II Year) Class, 1 in the special practical class and 4 in the Zubdat-ul-Hukama Class. Of these 139 students, 107 were Muslims, 28 Hindus and 4 Sikhs. Students from the Punjab, North-West Frontier Province, Delhi, United Provinces, Bombay, Bhopal, the Deccan, Mysore, Afghanistan and Persia attend these classes in Unani medicine. Of the 101 college students and 13 private candidates who appeared in the Hakim-i-Haziq examination, 85 and 10, respectively, were declared successful. All the five college students passed in the Zubdat-ul-Hukama examination. Of the six private candidates for this examination, five were successful. Lecture hours have been increased by two hours from three to five and it has been made obligatory for the students to attend for two hours every morning the Unani dispensary and the clinical laboratory to receive practical training. The Hakim-i-Haziq course has been extended from two to three years. A new post-graduate class has been started for the benefit of such diploma holders as require further practical training. Two buildings have been rented for the charitable Unani dispensary and Head Unani Dawa Khana in the heart of the city. Two new microscopes have been purchased for the clinical laboratory. Medicines worth Rs. 1,257 have been dispensed *gratis* to the poor.

The Daya
Nand
Ayurvedic
College,
Lahore.

The enrolment rose from 200 in the preceding year to 213, but the smooth working of the college was interrupted by the students going on strike. After about six months' unrest the students settled down to work. Of the 45 candidates who appeared in the Vaidya Kaviraj Examination (3 years' course), 37 were declared successful while 32 out of 35 candidates passed the Vaidya Vachaspati examination (4 years' course). The number of indoor patients admitted into the hospital fell from 434 in 1936-37 to 268 during the year under report. The number of outdoor patients who visited the college outdoor dispensary rose from 58,957 to 63,591, while 23,544 patients visited the city outdoor dispensary as against 25,072 during the preceding year. The Dr. Beli Ram Block has been furnished with a cold storage plant at a cost of about Rs. 2,000. A sum of Rs. 15,500 was saved out of the sale-proceeds of medicines in the college pharmacy.

Captain Walker held charge of the office of the Principal, *vice* Mr. Taylor who was deputed to work as Director of the Imperial Veterinary Research Institute, Mukteswar, Kumaon, till the 14th March. Of the 228 candidates who applied for admission, 87 were selected: 69 from the Punjab, 11 from the Indian States, 6 from the North-West Frontier Province, and one from Delhi. Of the 87 students who were admitted, 6 were B. Sc.'s, 4 B. A.'s, 24 F. Sc.'s (Medical), 13 F. Sc.'s (Non-Medical), 30 F. A.'s and 10 Matrics (I Division). Of the 69 Punjab students 38 were statutory agriculturists. Four students (2 from the Punjab, 1 from the North-West Frontier Province, and 1 from an Indian State) left the college. Of the 127 candidates who appeared in the annual examinations from the first to the fourth year classes 108 were declared successful: 79 in the examinations held in June and 29 in those held in September. Fifteen candidates joined the Farriers' Course in September, 1937—11 deputed by the Military Adviser, Indian State Forces, and four private students. Seventy-seven candidates were trained as dressers. Two veterinary assistants from the Civil Veterinary Department, Punjab, joined the refreshers' course. Six veterinary assistants received training in the new method of goat virus inoculation against rinderpest. The attendance in the various wards of the hospital was as below:—

	In-patients.		Out-patients.	
	1936-37.	1937-38.	1936-37.	1937-38.
General Ward -- --	2,096	2,941	7,192	8,313
Dog Ward -- --	329	414	714	757
Contagious Ward 	207	179	876	804

The average daily attendance of patients in the various wards of the hospital was 214.1 as against 173.2 last year. Two hundred and thirty skiagrams were taken

during the year. Twenty-six dogs and small animals were destroyed by the electrocution apparatus. Specimens of different materials from 579 animals were taken for diagnosis of parasitic infestation and positive cases were treated. Two specimens of worms were received for identification. A gold medal was awarded to Chaudhri Mushtaq Ahmad, Hospital Surgeon, by the All India Veterinary Association in appreciation of the very useful veterinary instruments and appliances invented by him. The net income during the year was Rs. 47,794 as against Rs. 33,740 last year, the increase being due to the increase in fees on account of the admission of a larger number of students. The total expenditure during the year was Rs. 2,12,927 as against Rs. 1,98,770 last year.

The Macleagan Engineering College, Moghalpura.

There were 95 students in A Class, 166 in B Class and 48 in C Class during the year. For 30 vacancies for the A Class, 26 candidates competed, of whom 19 reached the qualifying standard and were offered admission. There were 24 external and 20 railway candidates admitted to the B Class. There were 80 candidates for admission into C Class, of whom 25 were selected after an interview for admission. Twenty-one ultimately joined the college. The main object of the course is to provide a vocational rather than an educational training for young men and boys of good education who are desirous of seeking careers as skilled tradesmen or who wish to qualify themselves for employment in workshops or to start work on their own account. The present course is normally of two sessions each of nine months' duration and covers an introduction in several trades followed by more advanced training in a single trade. Thirteen apprentices were permitted to remain for a third session, of whom two specialized as pattern-makers, two as electrician-fitters and nine as fitter-machinists. The progress of these apprentices was most satisfactory. With the addition of the third bay the workshops have been reorganized. Three assistant workshop instructors were appointed in June, 1937, thereby permitting more individual instruction to be given to the students and apprentices. Out of the 14 A and 27 B Class students who passed at the end of September, 1937, the college authorities know of only three men who are not so far suitably fixed up. Employment was

obtained for six C Class apprentices who left in the second year to join some local firms. The college has remained the examination centre for Northern India for the British Institutes of Mechanical, Electrical, Structural and Production Engineers. Four students of A and B Classes passed the Associate Membership Examination of the Institute of Electric Engineers, 14 were successful in the Associate Membership Examination of Mechanical Engineers and 10 passed the City and Guilds Examination. Thirteen students of A Class sat for the final examination of B. Sc. degree in Engineering of the University of the Punjab, of whom 11 were successful. The total expenditure of the college was Rs. 2,43,878 and the total income was Rs. 20,097, the net cost to Government being Rs. 2,23,781 as against Rs. 2,13,356 last year. The average number of students and apprentices on rolls being 309, the net cost per student amounted to Rs. 724 as against Rs. 752 in the previous year.

On the transfer of Mr. Kirkham Jones, M Sc., M.C., I.S.E., to Hafizabad Division, Mr. L. S. Adlard, I.S.E., assumed charge of the duties of Principal from August 30, 1937. There were seven other changes in the teaching and the clerical staff. The post of dispenser was abolished and that of Sub-Assistant Surgeon was created and filled. Students who qualified for overseers' certificates have been allowed to return to take a third year course in advanced Reinforced Concrete Construction and Design. The annual competition admission examination was held in November, 1937. There were 216 candidates as compared with 187 in the preceding year. Forty-three were admitted into the Overseer and 10 to the Draftsman Class. Of these one belonged to Delhi and two to the Indian States. All the students of the first year Overseer and Draftsman classes qualified for admission into the second year class. Of the 52 students in the second year class 32 obtained the A certificates, 7 passing with "Honours" and 25 with "Credit", while 17 obtained B grade certificates. Of the 44 students in the third year Reinforced Concrete Course 34 passed. All the students in the Bricklaying Artisan Class qualified. Ten students taken in the Artificer Class in 1936-37 also qualified. No Artificer Class was started during the year, as the general plan now is to teach masonry in place of trying to produce work mistries. Since the last report many retrenched subordinates have been re-employed,

The Govern-
ment School
of Engineer-
ing, Rasul.

probably due to the fact that large engineering works are opening up. Of the students from the British Punjab 12 obtained appointments on probation in the S. E. S., 12 have obtained temporary appointments and the balance are awaiting appointments. The gross receipts were Rs. 35,017 as against Rs. 23,677 last year. The net expenditure under head "Education" was Rs. 75,414 as against Rs. 96,672 in the previous year. The net cost per student in the Overseer and Draftsman Class was Rs. 788 against Rs. 846 for the last year.

The Victoria
Diamond
Jubilee Hindu
Technical
Institute,
Punjab,
Lahore.

Of late there has been a gradual fall in numbers due to various causes. During the year under report there were 56 students in the institute as against 94 last year and 149 in 1932. Sixty-two out of 68 passed in the annual examination of the senior classes and 25 out of 26 from the junior classes. Four students passed in the City and Guilds Examination, 2 being successful in Part-I Final and two in the second grade. The total recurring expenditure during the year amounted to Rs. 35,045 out of which a sum of Rs. 29,146 was spent on establishment. The main items of income were grants (Rs. 13,000 from the Punjab Government, Rs. 1,800 from the Lahore Municipality and Rs. 50 from the Gujranwala Municipality) and Rs. 9,090 tuition and other fees.

The Punjab
Agricultural
College,
Lyallpur.

There were 290 applications for admission to the first year of the Degree Course as compared with 350 last year and 94 were admitted, as against 82 last year. The standard of qualifications of the students admitted this year was much higher than that during the previous three years, 54.3 per cent. of the students admitted had passed the Matriculation and School Leaving Certificate Examination in the first division and not a single third division student was admitted. Eighty-one (79 regular and 2 private) students appeared in the First Examination in Agriculture, of whom 64 (including 2 private) passed and 10 were placed in compartment. Of the 74 successful and compartment candidates 73 joined the third year class. Taking into account the compartment students of 1937, the percentage of success for the year was 67.6 for the First Examination in Agriculture, 81.1 for Part I of the B. Sc. Examination in Agriculture and 85.6 for Part II of the B. Sc. Examination. On the same basis the results for the 1938 examinations were quite satisfactory: First Year University

Subjects 89.5 per cent., F. Sc. in Agriculture 91.1 per cent., B. Sc., Part I, 94.8 per cent., and B. Sc., Part II, 78.8 per cent. Thirty-seven out of 50 were declared successful in Agricultural Engineering and 49 out of 52 in Veterinary Hygiene. In the Leaving Certificate class examination one appeared this year and was declared successful. The first year class has shown very good results. All the 79 students have been promoted. For the first time University Examinations in Physics, Mathematics and Land Surveying were held at the end of the first year. Out of 76 students sent up for this examination 55 passed in both Mathematics and Land Surveying. The strength of the Vernacular Class has been raised from 50 to 100 and the duration of the course to one year. A college diary containing much useful information about Agriculture and the college and research activities was published.

This School registered another year of useful activity. An improved standard of work was maintained in almost all departments. The total number of students on rolls during the year was 161. Cabinet work, commercial painting and fine arts were the most popular departments of the school. The sale proceeds of goods manufactured in the school amounted to Rs. 4,165 as against Rs. 6,079 last year. The school participated in two important exhibitions during the year under report, *i. e.*, Coronation Mela Exhibition held in Simla, in May, 1937, and the All-India Exhibition of Arts and Industries held at Lahore last winter.

The Mayo
School of
Arts, Lahore.

There is nothing special to report on the working of the college. The number on rolls has decreased by 1 to 132 during the year under report. The total expenditure on the college was Rs. 68,454 of which about 62 per cent. was met out of the Government grant.

The Hailey
College of
Commerce,
Lahore.

(ii) Special Schools.

During 1937 twenty-nine new boys were admitted and twenty-five discharged. The three R's together with a very general study of History and Geography are making steady progress. Two boys were promoted to the 6th standard at the end of the last year and it is hoped that they may be able to take their Vernacular Final and Middle School Examination before they leave this school. Of the two boys who were attending other institutions, one passed through the Najafgarh Normal School for teachers with first class distinction last May and is now employed as a junior vernacular teacher in a Municipal school in Delhi. The other is still attending

The Reformatory
School, Delhi.

the Anglo-Arabic High School, Delhi, and has reached the 9th standard. The number of deaf mutes has now risen to four, but it is noted with regret that little has been achieved in their case. A steady progress has been maintained both in conduct and discipline. The total expenditure during the year 1937 amounted to Rs. 48,051 as compared with Rs. 45,836 in 1936. Cash receipts amounted to Rs. 3,853. Book adjustments for supplies to Public Departments amounted to Rs. 98. So the net expenditure was Rs. 44,100.

The Govern-
ment Techni-
cal School,
Lahore.

The school has achieved a substantial measure of success and gained popularity. The number of applicants seeking admission is far in excess of the sanctioned seats. There were 106 pupils on rolls as compared with 104 last year. The first batch of students took the final examination during the year under report. Nineteen students appeared and 17 were declared successful. Technical quality of work done in both die-making and electro-mechanic sections of the school has improved considerably.

The Emer-
son Institute
for the Blind,
Lahore.

There were 25 students on rolls as against 24 last year. The scheme of reorganization was pushed through as vigorously as possible. Persons with sight are now in charge of the craft classes which teach cane and bamboo work and weaving of charpoys and newar. Training is, as usual, provided in reading, writing and arithmetic in Braille characters. A noteworthy development of the year under review was the setting up of an orchestra of the blind, which gives public and private performances on payment.

The Govern-
ment Hosiery
Institute,
Ludhiana.

The institute has completed another year of all-round progress and usefulness to the industry. There were 55 students on rolls as against 43 in 1936-37. Sixteen students were in class A, 23 in class B, 2 in workmen's class and 14 attended as casual students. Almost all the students who completed their training this year have been absorbed by the trade. Enquiries for the trained students of this institute are being received from far off places like Ahmadabad, Peshawar, Cawnpore, etc. Another interesting feature about the new entrants is that the number of casual students who come from the trade to specialize in the new type of machines installed every year in the institution is on the increase. Some of the factory owners are also attending this course to familiarize themselves with the new type of work finished here. The production of the new fabrics has also continued to attract the attention of manufacturers and visitors. The institute has maintained its reputation of keeping ahead in the designs and styles of garments. The number of enquiries relating to technical advice has greatly increased.

The total number of students on the rolls was 25 as compared with 31 last year. Seven students took the final examination of class A and 10 that of class B or Artisan Class, of whom 6 and 7 students, respectively, were declared successful. One of the students sent up by this institute for the City and Guilds of London Institute Examination secured the first prize and won a bronze medal. The institute has since its inception passed out 24 students from Class A and 36 students from the Artisan Class. It is reported that the students after receiving training at the institute felt little or no difficulty in securing employment or in starting their own business. Successful experiments were conducted in the production of glazed kid leather, semi-chrome goat leather for upholstery work, chamois leather, chrome sole leather and Picker Band leather, silver and golden kid leather, lining for shoes and boots from chrome tanned sheep skins, chrome box and patent sides, etc.

The Government Tanning Institute, Jullundur.

During the year under report there were 114 students on rolls as against 112 last year. Of these 90 were regular and 24 casual students. They included 2 graduates, 3 under-graduates, 68 matriculates, and 41 literates. Two students of the M. Sc. (Technical) Class of the University of the Punjab took up dyeing as a special subject and underwent a course of practical training for a few months. Fifteen students appeared in the City and Guilds of London Institute Examination in dyeing and printing and 13 came out successful, one of them securing the first prize of bronze medal in calico printing. The extension course of the institute worked in full swing during the year and the students handled about 4,806 lbs. of trade orders which afforded them a unique opportunity of putting their training to a practical commercial test. The calico printing section of the extension course showed great initiative in taking up two or three new useful lines, *viz.*, printing of muslin pieces for turbans and printing of bed sheets, teapoy covers, table cloths, etc. As usual the students of the institute were taken round by the dyeing expert on an educational tour to Delhi, Agra, Farrukhabad, Cawnpore, Bombay, Baroda, Petlad and Ahmedabad. The dry cleaning plant handled about 6,000 garments in the year and derived an income of over Rs. 2,000. Successful experiments were conducted in starching and glazing of collars on the collar-finishing machine. The Dye House attached to the Dyeing Institute which works on a commercial basis dealt with 301,216 lbs. of yarn and cloth as against 290,996 lbs. last year. The receipts of the Dye House amounted to Rs. 23,750. Of the 26 students who passed out during the year 12 have started independent business, 6 have secured service,

The Government Institute of Dyeing and Calico Printing, Shahdara.

4 have joined colour laboratories, textile mills and laundries as paid or unpaid apprentices, and 3 are continuing their studies at the institute in other sections.

The Govern-
ment Central
Weaving In-
stitute,
Amritsar.

The total number of students on rolls was 67 including 7 casual students, as against 51 last year. Eighteen students from the higher class appeared in the Final Diploma Examination and 20 from the artisan class. All were declared successful. Twenty students appeared in the City and Guilds of London Institute Examination in Plain Cotton Weaving and 19 came out successful. Eight students continued receiving training in the *kimkhab* class. The institute displayed a "Double Production Loom" at the All-India Exhibition, which attracted large crowds and won a first class silver medal. Useful research in the production of tie cloth of attractive designs was conducted.

The Govern-
ment Indus-
trial Schools
and Institute.

In addition to the institutions mentioned above there were 22 Government industrial schools and 3 Government institutes. There were 11 private industrial schools recognised by the Department of Industries of which 10 were on the grant-in-aid list. The total number of students in the schools and institutes under the Department of Industries was 1,083 as against 1,159 last year. This number represents the lowest limit to which schools and institutes were bound to go as a result of the introduction of revised schemes of studies. Every reorganized institution worked on new lines during the year, but some of them had only one class instead of three since they had just been reorganised. One hundred and seven candidates appeared for the Final Examination of Industrial Schools Type I, of whom 58 passed giving a pass percentage of 54 as against 58 last year. The total expenditure on Government industrial schools and institutes amounted to Rs. 4,05,940 which gives a *per capita* cost of Rs. 375. It is hoped that the *per capita* cost will be much lower when these institutes start working to their maximum capacity.

Training
Schools for
Girls.

The total number of schools increased from 22 last year to 26 in the year under report and the total number of students from 1,200 to 1,400. The number of schools receiving grant-in-aid rose from 8 to 11 and the amount distributed in grant-in-aid increased from Rs. 4,760 to Rs. 5,250. Two of the private schools are on the recognised list. The demand for qualified teachers still remains unsatisfied. Two hundred and nine students appeared in the final examinations from the girls' industrial schools, 106 for the

Certificate Examination and 103 for the Diploma Examination as against 154 last year. The Government Zanana Industrial School, Lahore, Lady Maynard Industrial School for Women, Lahore, and Margaret Irving Industrial School for Women, Amba'a City, did useful work during the year under report.

Messrs. Hans Raj Dhanda and Mehraj Din returned to India after completing their courses of training in wool spinning and wool weaving and in the manufacture of paints and varnishes, respectively.

Technical
Scholarships
in Foreign
Countries.

(iii) Vocational Training.

In the Eastern Circle there were eight high school farms maintained by Government as against seven last year three of which were attached to high school centres at Jullundur, Ludhiana and Ferozepore, and five to the Government high schools at Gurgaon, Tanda Umar, Palwal, Hamirpur and Fazilka. The farm at Fazilka was started in June, 1937, to take the place of the defunct farm at Ajnala (Amritsar). In the Western Circle, ten Government high and five district board high schools and seven high schools under private management, 22 high schools in all, were, as last year, equipped with suitable farms for the teaching of Agriculture.

Agriculture
in High
Schools.

The weather conditions in the Eastern Circle were, generally speaking, unfavourable to agriculture and seriously affected the financial position of the farms with unsatisfactory or inadequate supplies of irrigation water. At places hail-storms were responsible for much damage. The farm at Fazilka was started late in the year and a heavy deficit was inevitable. The financial position of high school farms in the Eastern Circle thus greatly deteriorated and the aggregate net loss mounted up to Rs. 1,141 as against Rs. 623 last year. The financial position of the high school farms in the Western Circle was, however, very sound during the year under report, there being a profit of Rs. 1,339 as against Rs. 948 for the previous year.

The University regulation of 1927 required that the candidates who took up Agriculture for the Matriculation and School Leaving Certificate Examination must also take up Elementary Physical Science. This regulation adversely affected the popularity of Agriculture in high schools so much so that the number of candidates offering Agriculture

fell from 1,800 in 1927 to 149 in 1938. With the withdrawal of this regulation the subject of Agriculture appears to be regaining its lost popularity as in the Eastern Circle 108 students took up Agriculture in the 9th Class in 1937-38 as against 54 in 1936-37. It is further hoped that more private high schools will now be suitably equipped for the practical teaching of Agriculture.

Agriculture
in Vernacular
Middle
Schools.

The total number of middle schools with farms and plots in the Eastern Circle is 83, the same as last year. Practically all these farms and plots have been recognized by the Department. Of the 83 schools teaching Agriculture 36 have farms while 47 have garden plots. In the Western Circle 130 schools recognized by the Department were adequately equipped for teaching Agriculture and Rural Science as last year. The recognition cases of 51 schools are under the consideration of the divisional inspectors. The number of farms and garden plots thus rose from 174 in 1936-37 to 181 in 1937-38.

Farm
Finance.

In the Eastern Circle the aggregate profits on farms amounted to Rs. 1,822 as against Rs. 1,211 and on garden plots to Rs. 782 as against Rs. 879 last year. The middle school farms have thus added a sum of Rs. 2,604 to the net income of the district boards in the Eastern Circle. In the Western Circle the total net profit from farms stood at Rs. 3,306 as against Rs. 3,445 during the previous year, and from plots at Rs. 2,232 as against Rs. 2,418 last year. The middle school farms and plots in this circle thus added Rs. 5,538 to the income of the district boards. The reduction in profits in both circles was due to adverse climatic conditions. It is a matter of credit to both teachers and boys that most of the middle school farms and plots succeeded in maintaining credit balances in a year of unusual climatic severity.

Rural
Science.

With the introduction of Rural Science as a compulsory subject in schools suitably equipped with farms or plots boys get ample opportunities of spending more time each day out in the field for practical work and detailed observation of the various crops grown and of insect and fungus pests. Boys also help in the general management of the farm, in the disposal of its produce, in the feeding of cattle and in the keeping of accounts and thus get an insight into farm economics. Boys' parents have begun to appreciate their sons' agricultural work at school because under its influence most of the boys have begun willingly to help their

parents in their agricultural pursuits. Most of the school farms and some of the more progressive garden plots have popularised among the farmers the use of improved implements and of the improved varieties of seeds recommended by the Department of Agriculture.

Flower-growing, tree-planting and home-gardens have become very popular. The holding of flower shows in schools has become an annual function each spring and district boards are gladly offering prizes for the deserving growers. Planting of trees by school boys for shade and fruit was greatly encouraged and as many as 12,179 trees were planted in some districts of the Eastern Circle, whereas the total number of trees of all kinds growing in schools teaching Agriculture and Rural Science in the Western Circle is 18,108. The district inspectors of Schools are very keen on observing 'Arbor Days' in their districts.

The normal school at Jullundur was shifted to Karnal where arrangements for a farm had to be made. An area of 30 bighas was secured on lease, the rental fixed being Rs. 150 per annum. In spite of late sowings satisfactory progress was made with the raising of vegetables, nurseries and fodder crops. A farming association was started in the school to run the farm on co-operative lines. At the Government Normal School, Gakhar, the total area of agricultural estate is 10 acres, of which 7 acres were reserved for main crops, fodder and vegetables, $1\frac{1}{2}$ acres for old and new fruit gardens and $1\frac{1}{2}$ acres for fruit nursery, manure pits, foot-paths and bullock shed. In addition to the growing of crops and vegetables students under training also studied (i) gur making with the improved furnace, (ii) growing of fruit plants and hedges by cuttings, layerings, buddings and grafting, (iii) lac culture, (iv) poultry farming and (v) flower gardening. The gross income of the farm amounted to Rs. 726 and the expenditure stood at Rs. 375, showing a net profit of Rs. 351. The farm area of the Government High School, Lalamusa, being insufficient, the school specializes in vegetable-growing only. A small portion of the farm is reserved for fruit trees. Special attention was paid to the cuttings of mulberry, rose, sweet lime and lime. Over 6,000 cuttings of various plants, shrubs, ornamental and hedge plants were planted in the nursery of the school. The school farm is running at a profit which amounted to Rs. 82 as against Rs. 120 last year. This fall is due to the fact that

Other activities.

Nature Study and Gardening in Normal Schools.

the school had to do without a teacher of Agriculture for the greater part of the year and the land badly needed manuring and remanuring.

Teachers'
Training
Class, I, all-
pur.

During the year under report 33 candidates were admitted to this class, of whom 3 were from the Jaipur State. The class is growing very popular and applications for admission were received from the Kashmir and Bahawalpur States as well. The number of stipends being 30, some local bodies were prepared to send their nominees as non-stipendiaries. Of the 33 candidates who were admitted one passed away, one left the college before completing the course and 31 appeared in the Final Examination. There are two lecturers for this class, one belonging to the Agricultural and the other to the Education Department. The students are encouraged and required to make simple Science apparatus and carry out simple repairs. With the introduction of Rural Science as a compulsory subject for the students of suitably equipped vernacular middle schools, there is a great demand for the teachers of Rural Science trained in this class.

Commercial
Education.

The Post-Matric Class attached to the Khalsa College, Lyallpur, was closed during the year and hence the number of recognized institutions was reduced by one to ten. The number of students on rolls in the ten Post-Matric Classes attached to the Government high schools and intermediate colleges was 215. In the year under report 226 students, including private candidates, appeared in the departmental examination and 153 were declared successful, showing a pass percentage of 67·7 as against 77·7 last year. The total expenditure on the classes amounted to Rs. 44,539 as against Rs. 48,273 last year.

CHAPTER VIII.

Education of Girls (Indian).

Last year, in the report on the progress of education during the quinquennium ending 1936-37, it was stated that much leeway had to be made up during the next quinquennium, especially in the matter of primary education for girls in rural areas. A very small amount has been done during the year 1937-38 towards making up this leeway. With the increased keenness about girls' education, however, it is essential to guard carefully against the improvement being only quantitative and not qualitative. This especially applies to rural areas.

The following tables show the increase or decrease during the year in—

(a) the number of schools and colleges of all types together with the number of scholars ;

(b) the expenditure on girls' education.

(a) *Statement showing the number of Institutions and scholars.*

Kind of institution.	NUMBER OF INSTITUTIONS.			NUMBER OF SCHOLARS.		
	On 31st March, 1937.	On 31st March, 1938.	Increase or decrease.	On 31st March, 1937.	On 31st March, 1938.	Increase or decrease.
Arts Colleges ..	4	4	...	648	693	+45
Professional Colleges	1	1	...	84	82	—2
High Schools ..	34	35	+1	10,728	10,732	+4
A.-V. Middle Schools.	28	28	..	6,928	7,128	+202
Vernacular Middle Schools.	162	179	+17	36,648	40,307	+3,659
Primary Schools ..	1,827	1,865	+38	1,08,337	112,953	+4,616
Special Schools ..	66	70	+4	2,955	3,071	+116
Total (recognised institutions.)	2,122	2,182	+60	166,326	174,966	+8,640
Unrecognised institutions.	3,118	3,997	—21	61,410	62,568	+1,158
GRAND TOTAL ..	5,240	5,279	+39	227,736	237,534	+9,798

(b) Direct Expenditure on Girls' Education.

Year.	From Govern- ment funds.	From District Board funds.	From Municipal Board funds.	From fees.	From other sources.	TOTAL.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1936-37 ..	15,78,832	1,93,537	5,14,026	3,48,222	5,62,826	31,97,443
1937-38 ..	16,95,373	1,99,806	5,49,461	3,79,411	6,72,671	34,96,722
Increase or decrease	+1,16,541	+6,269	+35,435	+31,189	+1,09,845	+2,99,279

An increase of 17 vernacular middle schools and 38 primary schools with a corresponding increase in enrolment of 3,659 and 4,616 makes a total increase of 8,275 ; but, as has been pointed out in previous reports, there is only slight cause for satisfaction, when the number of girls reading in schools is compared with the number of girls of school-going age in the province. At present the number of girls reading in institutions of all kinds recognised and unrecognised is 237,534 and the total number of girls of school-going age in the province according to the last census was approximately 1,284,041. It follows, therefore, that about 18·5 per cent. of the number of girls of school going age are getting education in institutions. The number being educated privately at home is not likely to increase this percentage very appreciably. Visiting girls schools and seeing them so full is likely to lead to a false impression of attainment and to a lack of realisation of the fact that 81·5 per cent. girls of school-going age are denied the benefits of school life, not the least of which is the opportunity of daily intercourse with other girls of their own age.

An increase of Rs. 2,99,279 in expenditure on girls' education has helped to make up a little of the leeway ; but expenditure is still most inadequate.

The distribution of scholars in recognised schools for general education on March the 31st, 1937, and March the 31st, 1938, division-wise was :—

Name of Division				On 31st March, 1937.	On 31st March, 1938.	Increase or decrease.
Ambala Division	..	..	..	14,298	15,327	+1,029
Jullundur ..	..	..	..	29,901	31,581	+1,680
*Lahore ..	..	..	..	57,959	60,011	+2,052
Rawalpindi ..	..	..	..	33,129	34,868	+1,739
Multan ..	..	..	..	27,352	29,333	+1,981

*Including enrolment of Queen Mary College.

Examination Results.

Name of examination.	1936-37.			1937-38.		
	No. appeared.	No. passed.	Pass per- centage.	No. appeared.	No. passed.	Pass per- centage*
M. A. ..	12	8	66·7	14	9	64·3
M. So. ..	..	..	..	1	1	100·0
B. A. ..	152	130	85·5	230	155	67·4
B. So. ..	4	3	75·0	12	5	41·7
Intermediate (Arts) ..	337	244	72·4	495	344	69·5
Intermediate (Science)	65	51	78·5	68	47	69·1
Matriculation ..	1,394	1,176	84·4	1,739	1,122	64·5
Middle Standard Examination.	3,723	2,525	67·8	4,012*	2,798	69·7

*Includes 8 girls appearing in the Vernacular Final and Middle School Examination

Name of examination.	1936-37.			1937-38.		
	No. appeared.	No. passed.	Pass percentage.	No. appeared.	No. passed.	Pass percentage.
<i>Professional Examinations.</i>						
B. T.	59	51	86.4	72	61	84.7
J. A. V.	56	51	91.1	42	38	90.5
S. V.	166	118	71.1	69	45	65.2
J. V.	438	364	83.1	437	338	77.3

A perusal of the above table indicates an increased interest in the education of women and girls in that, with the exception of professional examinations, there has been an increase in the number of students taking examinations of all types. It must, however, be noted that in almost every case the pass percentage in 1938 is lower than in 1937, and in some cases so much lower as to be a matter for concern. This decrease is doubtless to a large extent accounted for by the increase in the number of private candidates, some of whom study at home and others in unrecognized institutions which, in the majority of cases, are most unsatisfactory and where in fact little is imparted that can be called education, though instruction is given in certain subjects. Doubtless a part of the decrease is accounted for by the fact that the parents of students studying in recognised institutions frequently insist on their sitting for examination for which they are not ready. If the school authorities give in to the pressure brought to bear on them by parents and guardians, the pupils take the examination from the institution and either fail or scrape through. If the school authorities are firm the pupils are frequently removed and sent up as private candidates. Parents and guardians have hardly yet begun to realise that preparing for examinations is not necessarily education. The decrease in the number taking the Senior Vernacular Certificate examination is due to the fact that, whereas students could previously take the training after passing the middle examination, now they must also have taken the Junior Vernacular Teachers' training and have received a permanent certificate

after three years' satisfactory work. In a few years the number of teachers, who fulfil these conditions, will be sufficient to use up all the available vacancies.

The figures for co-education show that there is a slight increase in the number of boys reading in girls' institutions and a considerable increase in the number of girls reading in boys' institutions :—

Kind of institution.	NUMBER OF GIRLS IN BOYS' INSTITUTIONS.			NUMBER OF BOYS IN GIRLS' INSTITUTIONS.		
	On 31st March, 1937.	On 31st March, 1938.	Increase or decrease.	On 31st March, 1937.	On 31st March, 1938.	Increase or decrease.
Colleges ...	187	288	+101	...	...	...
High Schools ...	191	189	—2	*383	*437	+54
Middle Schools ...	5,596	5,719	+123	*321	*273	—48
Primary Schools ...	11,613	12,659	+1,046	910	1,223	+313
Special Schools ..	88	83	—5	...	...	...
Total {	17,675	18,938	+1,263	1,614	1,933	+319
	8,454	9,377	+923	7,823	8,619	+796]
Grand Total ...	26,129	28,315	+2,186	9,437	10,662	+1,115

*The boys are in the primary classes only.

There are various reasons which account for the increase in the number of women students reading in men's colleges. Firstly, no women's college is affiliated up to the M. A. standard. Secondly, for the degree examination, women students sometimes wish to take combinations of subjects not provided in any of the women's colleges. This particularly applies to Science students. Thirdly, accommodation is extremely limited in the existing women's colleges, especially in the hostels. An appreciable number of students who are unable to secure admission, now join men's college in their home towns.

The increase in the number of girls reading in primary schools is partly due to an increase in the cases of a few isolated girls reading in boys' schools. It is, however, to a much greater extent due to an increase in the number of real co-educational schools. As was pointed out last year,

the Department is very keen on encouraging co-education at the primary stage, because in villages which cannot afford two schools, and these are obviously in the majority, if the girls cannot go to schools with boys they will get no education at all. Experiments are proving successful in the main, though naturally there are difficulties. Over emphasis on these is, however, unwarranted pessimism. In Amritsar, at the end of the year under review, there were nine well established co-educational schools and the district board plans to open four more each year. Parents in many villages are quite prepared for their daughters to go to a mixed school and the inspectress reports that, when touring, she is frequently asked to have the boys' school changed into a co-educational school. These schools in this district are staffed entirely by women teachers; the headmistress being in every case a Senior Vernacular. The inspectress reports that girls and boys behave very well. They sit together in class and play together. After passing out of the 4th primary class, the boys can join the nearest middle school, whilst the girls stay on another year till they have completed the course for the 5th primary class. In February the numbers on roll in these schools were :—

(a) boys	..	401
(b) girls	..	309

showing that they are really co-educational schools and not cases of one or two girls reading in a boys' school. The experiment is doubtless proving a success in this district, because of the preponderance of Sikhs, who do not keep their daughters in purdah. It could not have been successful, but for real co-operation between the district inspector and the assistant inspectress. This co-operation has been evident throughout. Co-educational schools staffed by women only are not, however, likely to become widespread, as there are not enough women to staff them. Ambala District has seven schools where there is real co-education, Hoshiarpur has six, Ferozepore has several and Sheikhpura has two. There are such schools in other districts, which have not been mentioned in the inspectresses' reports. These schools are staffed by a man and his wife or near female relative. The latter has in most cases been trained at one of the classes for training masters' wives attached to the Government High School for Girls, Jullundur, and to Government Middle School for Girls, Lyallpur. The Department is so convinced that in co-educational schools of this type lies the solution of the problem of

the education of village girls that, during the year under review, a class for training the wives of ten students undergoing a course of training in the Government Normal School for Men, Gakhar, has been opened, a short distance from that institution. The question of opening a fourth class attached to another Government high school for girls in 1939 is under consideration.

During the year under review a fourth circle inspectress ^{Inspectorate} was sanctioned with her headquarters at Multan. The former Western Circle, including nearly all the districts in both the Rawalpindi and Multan divisions, had for a long time been so unwieldy that no inspectress could adequately help the existing schools, explore the needs, and stir up an interest in girls' education over so wide an area. Some of the outlying and backward districts, especially in the Multan division, did not get the attention so sorely needed. The public in this division have much appreciated the Department's action in making Multan the headquarters of the fourth inspectress. The division of the province into four parts is, however, not convenient administratively and it is essential that, as soon as possible, there should be five inspectresses, each responsible for the schools in one division. They should then be able to keep the Department fully aware of the needs of their districts and encourage enthusiasm for girls' education.

During the year there has been no increase in the number of assistant inspectresses. It has remained 18 for 29 districts. Eleven inspectresses have been responsible for two districts and some have had more than 110 schools. In one case the number was about 120. Surprise visits, which are so valuable for keeping teachers especially those in isolated places up to the mark, cannot be paid as often as is desirable. The position will not be satisfactory till there is one inspectress for each district with the exception for the present of Simla, and an assistant inspectress in those districts, where the number of schools exceeds about 100. When this is the case, a capable inspectress, when she visits a school, will sit down and hear the teachers' difficulties and give constructive help, instead of merely pointing out the faults and shortcomings and passing on, leaving teachers, who would do better if they knew how, thoroughly discouraged. She will also have time to pay more frequent surprise visits to schools where teachers, who could do better, are apathetic and careless.

One very important change has occurred during the year. Instead of one Inspectress of Domestic Science being responsible

for the inspection and supervision of that subject in all the 242 secondary schools for Indian girls, as well as for 12 secondary schools for European girls, there are now three assistant inspectresses. It was obviously impossible for any human being to visit even once in two years 254 schools scattered over the whole province, more especially as four months out of the year were normally occupied in holding a class for teachers of Domestic Science. Now that there are three inspectresses, each secondary school can be visited at least once a year. In addition all three inspectresses have held short refresher courses lasting for a week or ten days. In these they have discussed with the teachers, called in from various schools, the shortcomings in the teaching of the subject and demonstrated how methods may be improved, so as to make it more interesting and more applicable to the home life of the average girl.

**Primary
Education.**

Clear indications are not wanting that each year the idea that primary education should be available for all girls desiring it, whether in urban or rural areas, is more widely accepted. The rate of expansion in rural areas is strictly limited by the lack of resources of district boards. This is a matter for concern, when it is remembered that it is almost axiomatic that social progress, both in urban and rural areas, must to a large extent keep pace with progress in the education of girls. It is, however, a matter of even greater concern that many of the existing primary schools are so poor. Girls may learn to read and write; but unless they acquire orderly habits and learn the importance of personal cleanliness, of clean surroundings and the duty of consideration for others, a valuable opportunity has been lost. A search for reasons why primary education is not better always leads to a realisation of the fact that in many schools surroundings, accommodation and equipment are so appalling and schools are so under staffed that no teacher can reasonably be expected to continue to put in good work. If trained they find it impossible to put into practice what they have learnt in the normal school, and after a short time they cease to try to do so. In this connection one inspectress writes :—

“ I would rather improve the quality, tone and discipline in the existing schools, by providing them with the needed qualified staff, furniture and buildings than open new schools and add to the number of inefficient institutions, which are often of little utility and the reverse of a boon to the locality. ”

In spite of financial limitations in many cases more might be done, if local bodies were convinced that the available money should be used to the best possible advantage from the point of view of the children, and neither in the interests of a landlord nor even of teachers. Teachers, who are not suitable, should neither be appointed, nor retained in service in order to please a member of a local body. All inspectresses frequently complain that many local bodies, more especially municipal committees, pay no attention to the remarks of inspecting officers in log books and appear to think that, if they have had a school, opened, they have done their duty irrespective of whether it is a good or a bad school. The picture is not, however, entirely gloomy. Some local body schools are reasonably housed and quite a number of teachers put in faithful work. Almost all assistant inspectresses report that in many primary schools teaching is improving, and more attention is being paid to such important matters as handwork, personal hygiene and such games as are possible in the limited playing space available.

Assistant inspectresses are coming to consider holding at least one refresher course a year as a normal part of their work. During the year under review such courses have been held in the Government girls' schools at Dharamsala, Gurdaspur, Kasur, Murree, Chakwal and Rohtak.

Refresher
courses.

In addition to talks and practical demonstrations on better methods of teaching and of games suitable for playing in very limited spaces, wherever funds permit, excursions are arranged to places of interest in the locality. Such courses are, therefore, not only instructive, but, for many village teachers, they provide a most enjoyable event in lives which are on the whole very monotonous.

During the year under review the Government Middle School, Miaawali, has been raised to the high standard. A Government high school with a junior vernacular class attached has been opened at Gujrat and another Government high school in Lahore, in a rented house on Ravi Road. By the end of the period there was therefore a Government high school in every district except Gurgaon, Muzaffargarh, Dera Ghazi Khan and Simla. In the last place there are, however, two aided high schools. Middle schools with junior vernacular training classes attached have been opened in Kasur and Fazilka, in both cases in buildings already belonging to the Education Department. A vernacular

Secondary
Education.

middle school has been opened in Faridabad, Gurgaon District. It started life in a rest-house, which has been transferred to the Education Department. Before the end of the year, however, the construction of a new building in the compound of the rest-house was taken in hand. During the year a block of four new class rooms has been added at Government High School, Jhang. Expenditure on extra class rooms for Lady Anderson High School, Sialkot, and hostel blocks for the high school in Jhang and Montgomery and the middle school in Muzaffargarh has been sanctioned.

Except for a very limited number of graduates, who are recruited for two years in order to give them some experience of teaching before they take B. T. training, and for a few old, untrained teachers, who are a legacy from the past, there are now no untrained teachers in Government service. As the number of schools has been steadily increasing for the last ten years almost all the vernacular teachers and the majority of the anglo-vernacular teachers, except in class I of the Subordinate Educational Service and in the Provincial Service, have been appointed during the last ten years. There is, therefore, no reason why their methods of teaching should be antiquated. Each year the best students passing out of the Government training institutions, both anglo-vernacular and senior vernacular, are recruited to Government service, with the result that teaching in all subjects is improving in most schools. One of the most pleasing features is, however, the increased interest in games and extramural activities. Class libraries have been started in most schools, though they are not very large at present.

**Vernacular
Training.**

The only class for senior vernacular training is now the one attached to the Government High and Normal School for Girls, Hoshiarpur. As has already been explained, the number of students taking this training is temporarily fewer since the condition was imposed that only middle passed junior vernacular teachers with permanent junior vernacular certificates can be admitted. After a lapse of one or two years, however, it will be possible to admit as many as the present building can accommodate. The staff at Hoshiarpur now includes a specialist in Domestic Science, a graduate, who has had an eight months' course of physical training, as well as fully qualified teachers of general subjects. Senior vernacular teachers passing out should, therefore, make efficient teachers.

Junior Vernacular training classes are attached to the Government high schools at Hissar, Kasur, Rohtak, Dharamsala, Moga, Gurdaspur, Sialkot, Gujrat, Montgomery, Rawalpindi, Campbellpur, Jhelum, Sargodha, Mianwali, Jhang, Multan and the middle schools at Palwal, Karnal, Fazilka, Chakwal, Dera Ghazi Khan, Muzaffargarh and to the Hindu Widows' Home, Lahore. This list shows that there is a junior vernacular training class in all the backward districts. In ten of these places the course is for one year and is taken by middle passed students. In the remaining places, which include all the backward areas, it is a two years' course taken by primary passed teachers, until such time as middle passed teachers belonging to the districts are available.

The numbers in the Lady MacLagan Training College vary little from year to year, as accommodation is not sufficient for more than about 35 students taking the Bachelor of Teaching course, and 40 students taking the Junior Anglo-Vernacular training. The results in the Junior Anglo-Vernacular examination show marked improvement on those of the previous year. The Principal thinks this is probably due to the fact that the college gives a test in English before admission, and only those who pass the test are selected, because lack of an adequate knowledge of English prevents students from making progress in other subjects. The Principal also says that the results in the B. T. examination were not very good. No student obtained a pass in the first division. The majority of the students have just passed the B. A. examination and have had no teaching experience. Students who have had experience gain much more from the training. The remedy is that, wherever possible, graduates should be recruited to Government schools and their services retained for a period not exceeding two years, so as to give them the necessary background for their training course. The Principal regrets that, as the B. T. students have so wide a course to cover in such a short time, they have very little leisure to devote to outside interests, which she regards as a serious defect in their training.

Since October, 1937, Mrs. Gwyn, Art Mistress, Queen Mary College, Lahore, has been teaching art to the J. A.-V. students on Saturday mornings. The students have much appreciated this instruction, and their interest in Drawing has been stimulated. The first year J. A.-V. students still live in the hostel on Jail Road. It is hoped that before the next report is written, the new hostel block will have been built on the college premises.

Anglo-Vernacular
Training

During the year a special grant of Rs. 2,000 and an annual grant of Rs. 200 for books and apparatus was sanctioned.

During the year the Kinnaird Training Centre has continued to train junior anglo-vernacular students.

**Collegiate
Education.**

No increase has occurred during the year under review in the number of colleges. Lahore College and the Kinnaird College continue to be the only two degree colleges and Stratford College, Amritsar, and the Intermediate College, Lyallpur, the only two intermediate colleges. There has been considerable demand that the Stratford College should be raised to the degree standard. With their existing accommodation none of these colleges are able to take all the students who apply for admission. As a result many students join private colleges. One or two of these are satisfactory. Some are as unsatisfactory as it is possible for them to be. Other students join men's colleges. They have the benefit of good teaching ; but a handful of women students in a large men's college cannot participate in those extramural activities, which constitute such a valuable part of college life, to the same extent as is possible in a reasonably alive and progressive women's college. The Kinnaird College seems to be on the eve of getting new and commodious buildings. It is hoped that the time is not too distant, when it will be possible to say the same about the Lahore College for Women. Even then, however, these two degree colleges will not be able to meet the needs of the province, unless the number of students exceeds what seems to be ideal for a women's college. The need for a degree college in each division, before the next five years have passed, seems to be indicated. If this is a correct augury of the needs of the near future, it will be necessary to take steps to secure sites, while land is available. It is of interest that 1938 marks the close of the first twenty-five years of the history of Kinnaird College, the pioneer college in the province, and that the laying of the foundation stone, on the new site, only just escaped being in the year under review. The college authorities hope that by September, 1939, the buildings on the new site will be ready to receive students. The Principal in her report mentions that the number of graduates passing in 1937 was 40 and that, only ten years ago, the total enrolment of the college was less than this. The Principal of Lahore College remarks on the considerable progress, which has been made in the organization of systematic games coaching and in the running of various societies, such as dramatic, literary, musical and

debating societies, each of which is run by the students with the help of a member of the staff. More authority also has been given to the students in the management of the hostel. The Principal, however, says that there is much room for advance and improvement in every department of college life; but changes of all kinds are dependent upon the removal of the college to new buildings.

During the year the number of scholars rose from 232 to 273. Most of this increase was in the junior school, which is becoming very popular. The swimming bath in the college compound is very much appreciated.

Queen Mary
College.

During the year Miss Morrison, Physical Training Supervisor, has held classes most days in the week with the B. T. and J. A.-V. students at the Lady MacLagan College as well as supervising the games of the Lady MacLagan School. She has also taken games coaching twice a week at Lahore College and once at Stratford College and the Government Middle School for Girls, Amritsar. In addition she has paid three visits, one of three weeks, to the Government High and Normal School, Hoshiarpur, to supervise the work being done by the games mistress with the S.-V. students. Also she has organised short courses for teachers at Jullundur, and Sialkot. Within a few years the standard of games such as net-ball, deck tennis, badminton, as well as of simple team games which can be played where playing space is very limited, will improve considerably, now that the Department has a full-time physical training supervisor. A very pleasing feature with regard to games and sports in colleges is the large share which the students now take in organising them. Inter-collegiate games and sports are arranged by the Punjab University Women's Sports Tournament Committee and the sports are now held on the University grounds. The progress which the colleges outside Lahore have made merits mention. This progress is evidenced by the fact that in 1937 the inter-collegiate net-ball tournament was won by the Intermediate College, Lyallpur, and in 1938 by the Stratford College, Amritsar.

Physical
Training.

In the last annual report of the Punjab Girl Guides Association, the Provincial Commissioner, Mrs. Macpherson, says :—

Girl Guides.

“I am pleased to report an increase in our numbers of 565. This is very satisfactory, as the increase is a steady one and at the same time the standard

of work is higher. We continue to spread into rural areas. Last year I reported the strength of the movement in the Kangra district and this year we have advanced into the rural areas of the Rawalpindi district. The annual training weeks were held again this year, the first in co-operation with Delhi province in Delhi, and the second a blue-bird week in Amritsar. The third and fourth were held in Lahore."

Miss D. Ganda Mall after taking the B. T. training has returned to work in the movement as Assistant Trainer.

Health.

Medical inspection and treatment is now established in the Lady MacLagan and the Victoria Girls' Schools, Lahore, and in the Government girls' schools in Jullundur, Amritsar, Ludhiana, Gujranwala, Sialkot, Lyallpur and Rawalpindi, as well as in Lahore College, Queen Mary College and the Intermediate colleges in Amritsar and Lyallpur. Some municipal committees, such as Jullundur, Sialkot, Simla and Montgomery have established a system of medical inspection for their girls' schools. At present parents in most places do not co-operate too well in seeing that the inspection is followed by treatment. If parents wish, the schools undertake to send the girls to a selected hospital for treatment. In many cases, however, they promise to arrange for the treatment themselves, but frequently they fail to get it done, or at any rate to get it done promptly. Obviously inspection without treatment is of no value, and much remains to be done before it can be considered that medical inspection and treatment is working satisfactorily, even in the relatively small number of schools in which it has been started.

Social Service

The Kinnaird Training Centre has been doing some teaching in the women's jail. The students at the Kinnaird College were reported last year to be taking an interest in the problems of village life. This year, instead of confining their visits to one village, one of the members of the staff has arranged for little groups of students to visit different villages, all within fairly easy reach of Lahore. Such outings took place as regularly as possible on Saturdays during the cold weather and proved to be most interesting, as the majority of the students belong to Lahore or other towns and, apart from such experiences, have little opportunity of getting into touch with the life in villages. While the All-India Exhibition was open in Lahore, during the months of

December and January, help was given by the staffs of several schools and by the students of the colleges on purdah days. Also, on these days, entertainments were given in the purdah park by the pupils of various schools in Lahore. It is a very hopeful sign of progress that students can now help others, instead of having to be shepherded themselves as would have been the case many years ago.

CHAPTER IX.

Education of Europeans.

Provincial Board for Anglo-Indian and European Education. A meeting of the Provincial Board was held in October, 1937. At this meeting a number of topics were discussed, among them :—

- (a) a resolution from the Assam Board regarding the desirability of a common syllabus for classes I to VI in all European schools in India ;
- (b) the question of inter-provincial co-operation in the training of European teachers, referred to the Board by the Inter-Provincial Board for Anglo-Indian and European Education.

Since the term of membership of the Board expired on the 19th November, 1937, the personnel underwent a change from that date; new members being nominated by His Excellency the Governor.

Schools and Scholars.

In December, 1937, Ayrcliff High School for Girls was closed, and, by the end of the year under review, the number of schools was 25. This figure does not include the boys and girls' schools in Sanawar.

The primary school at Summer Hill, Simla, is very small, but still survives and undoubtedly serves a useful purpose, as it caters for children who are too small to make the long journey into Simla daily.

In March, 1938, the Bishop Cotton Preparatory School was opened in the building previously occupied by Ayrcliff High School. The addition of a preparatory school attached to the main school, but at sufficient distance from it, is obvious in the case of an institution admitting boys from the ages of 6 to 20. The Preparatory School is under the same head master, so uniformity of policy is ensured.

During the year the number of pupils has decreased by 97 in boys' schools and 31 in girls' schools. In the latter case this decrease must be chiefly accounted for by the closing of Ayrcliff High School.

Classification of schools and pupils department-wise during the years 1936-37 and 1937-38.

Kind of institution.				1936-37.		1937-38.	
				Boys.	Girls.	Boys.	Girls.
High	--	--	--	3	8	3	7
Middle	--	--	--	3	5	3	5
Primary	--	--	--	4	3	4	3
Total				10	16	10	15

Pupils attending schools for boys and girls.

Year.		No. of pupils in boys' schools.			No. of pupils in girls' schools.			GRAND TOTAL.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1936-37	--	1,172	301	1,473	204	1,259	1,463	2,936
1937-38	--	1,080	296	1,376	207	1,225	1,432	2,808
Increase or decrease		-92	-5	-97	+3	-34	-31	-128

The number of non-Europeans reading in the schools is :—

Year.	Boys' schools.	Girls' schools.	Total.
1936-37	249	202	451
1937-38	238	208	446
Increase or decrease ..	-11	+6	-5

The difference is not sufficient to call for any comment. It is still true that one of the chief difficulties, in connection with the admission of Indian pupils, is that requests for admission are not spread evenly over all European schools, but are confined chiefly to certain well-known schools in Lahore, Simla and Murree. Pressure is consequently brought to bear on these schools to exceed the 15 per cent limit, whilst other schools admit considerably less than the 15 per cent, which is permitted.

Expenditure. The total direct expenditure from all sources has increased by Rs. 7,626 to Rs. 6,46,668. The share borne by Government has increased by Rs. 7,761 to Rs. 2,69,394. Tuition fees have decreased by Rs. 9,923 to Rs. 2,99,196. Expenditure from other sources (private funds, donations, endowments, subscriptions, etc.) has increased by Rs. 9,788 to Rs. 78,078. The total expenditure from provincial revenues (direct and indirect) has increased by Rs. 25,708 to Rs. 3,68,298. The indirect expenditure, excluding expenditure on scholarships has decreased by Rs. 9,615. The amount spent on scholarships has increased by Rs. 247.

Year.	TOTAL DIRECT EXPENDITURE.				TOTAL INDIRECT EXPENDITURE.			GRAND TOTAL DIRECT AND INDIRECT.
	Share borne by Government.	Fees.	Other sources.	Total.	Scholarships.	Other purposes.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1936-37	2,61,633	3,09,119	68,390	6,39,042	10,893	2,21,240	2,33,142	8,71,184
1937-38	2,69,394	2,99,196	78,078	6,46,668	11,140	2,11,634	2,22,774	8,69,443
Increase or decrease ...	+7,761	-9,923	+9,788	+7,626	+247	-9,615	-9,366	-1,742

The following statement shows the cost per pupil in secondary and primary schools for boys and girls :—

Year.	SECONDARY SCHOOLS FOR BOYS.			SECONDARY SCHOOLS FOR GIRLS.			PRIMARY SCHOOLS FOR BOYS.			PRIMARY SCHOOLS FOR GIRLS.		
	No. of pupils.	Total direct expenditure.	Cost per pupil.	No. of pupils.	Total direct expenditure.	Cost per pupil.	No. of pupils.	Total direct expenditure.	Cost per pupil.	No. of pupils.	Total direct expenditure.	Cost per pupil.
		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
1936-37	1,271	3,03,406	243	1,369	2,84,119	208	203	32,936	163	94	13,491	144
1937-38	1,168	3,13,427	271	1,312	2,83,720	216	218	31,534	168	120	14,987	126

The budget allotment for building grants was Rs 50,000, ^{Building grants.} the same as last year. Of this Rs. 47,385 has been expended. The following are some of the schemes for improvement and development which were carried out :—

Institution.	Amount.	Purpose.
	Rs.	
1. Jesus and Mary Convent, School, Murree.	2,589	Construction and electrification of isolation hospital and four piano rooms.
2. Bishop Cotton School, Simla..	6,942	Purchase of the property of the defunct Ayrclyff High School, Simla, for a Preparatory School.
3. Loreto Convent School, Simla	6,547	Rebuilding of retaining walls.
4. Jesus and Mary Convent, School, Simla.	5,000	Part payment for a new set of bath rooms (Rs. 910 yet to be paid).
5. Convent High School, Dalhousie.	20,000	Part payment for the construction of a class-room block (total grant sanctioned for the purpose is Rs. 40,750.)

No amount was sanctioned for equipment during the period.

Scholarships.

The total number of scholarships held has increased by 7 to 94. The expenditure has consequently increased by Rs. 247 to Rs. 11,140.

Examination Results.

Examination results in 1937 were as follows :—

Year.	EUROPEAN MIDDLE.						CAMBRIDGE EXAMINATION.								
	Boys.			Girls.			JUNIOR.						SENIOR.		
							Boys.			Girls.			Boys.		
	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.	Appeared.	Passed.	Pass percentage.
1936-37	101	58	87	116	63	72	29	26	90	38	29	76	62	40	65
1937-38	119	105	88	116	100	87	33	32	97	5	48	84	64	49	77

As in past years the standard in different schools varies considerably. As usual, high schools on the whole have obtained better results than middle schools; and as has been mentioned in previous reports the reason is almost certainly that with one exception all the high schools are boarding schools situated in the hills, so that the pupils spend the hot weather under conditions more conducive to mental and physical activity than the pupils of middle schools, all of which, with one exception, are in the plains.

Courses of Study.

All high schools continue to prepare pupils for the Cambridge School Certificate Examination. During the year, after a reference to the Provincial Board, the Department decided that, from the examination of 1938, it should be optional for high schools to take the Junior Cambridge Examination instead of the Middle School Examination, though for the present high school scholarships will continue to be awarded on the result of the latter examination.

Domestic Science is still not a very popular subject in some girls' schools. The authorities of the Lady Irwin College, Delhi, have expressed their willingness to admit

students from Anglo-Indian and European schools, who wish to take Domestic Science training, either after the Cambridge School Certificate Examination, or preferably after the Intermediate examination. They would be willing to make any necessary, slight adjustments in the syllabus of some subjects such as cooking. Reference to the schools has, however, shown that, with the exception of two girls, no one at present wishes to take this training. The number of girls taking Mathematics in the Cambridge School Certificate Examination is slightly on the increase.

In the quinquennial report for the period ending 31st March, 1937, it was stated that, during the period, the Inspector had not always been satisfied with the teaching methods in some schools, as they were often uninspiring and little effort was made to try new experiments and to keep up to-date. In most schools there are signs that an attempt is being made to get teachers to revise their methods, with a view to keeping them up-to-date. The majority of teachers in European schools are young and have passed out of training institutions fairly recently, so there is no reason why their methods should be antiquated. In this connection the need for teachers' libraries in schools, so that the staffs may have the opportunity of keeping themselves acquainted with new ideas, is reiterated. A high standard continues to be maintained in some girls' schools in cultural subjects, such as singing, music and dancing. Teaching.

In most of the girls' schools very good work is done in the kindergarten and transition classes. In a few, however, there is evidence of a very decided break between these classes and Standard I. In the latter class there is not enough opportunity for free movement about the class room for play, handwork and free expressional work in painting. The children after being very free in the kindergarten class are kept too much in their desks. Such a change is undoubtedly too sudden and, in that it does not give sufficient opportunity for self-expression of a kind suitable for children of this age, is not in the best interests of the pupils.

On the whole physical education receives due attention in almost all schools. Many of the boys' schools have boy-scout and cub troops and the girls' schools guide companies and blue-bird flocks. During the summer months of the year under review, a number of the girls' schools in the hills

Physical
Education.

have had the benefit of constructive help and coaching from Miss Morrison, Physical Training Supervisor. She spent a short period in Murree and then a longer period in Simla. In the latter place, most of her time was devoted to coaching the students under training at St. Bede's College. They will be going out into the various schools of the province as teachers, and this seems the quickest and surest way of raising the standard of physical work in the girls' schools.

Training Institutions.

There are three training institutions for Europeans in the province :—

- (1) The Chelmsford Training College for Men, Ghoragali ;
- (2) The St. Bede's College for Women, Simla ;
- (3) The Kindergarten Training Class at St. Deny's School, Murree.

In the Chelmsford Training College for Men, Goragali, the number on the roll for the period has been 20 from the Punjab, Bangalore, Delhi, Bihar, United Provinces, Central Provinces, Bombay and Madras. In spite of smallness of numbers the college has its own foot-ball, hockey and cricket teams, and its own athletic programme in the sports. Students undergo a course of physical training chiefly with the object of learning how to instruct a class. They are also members of the college detachment of the Punjab Rifles, and undergo the full training which includes a camp. They take an active part in the work of the school boy-scout troops and packs. They act as assistant scout masters and cub masters and gain valuable experience in dealing with boys outside the class-room. They have their own library and debating societies and most of them belong to the Madrigal society. The internal affairs of the college are very much in their hands, and subject to certain well defined principles, they manage their own affairs. With such a variety of extramural activities, students trained in this college, should be very useful members of the staff of any school to which they are appointed. The Principal writes that a number of students, who passed out in 1937, have failed to obtain appointments, and this he thinks a striking commentary upon the recent proposal to increase the number of training colleges for European men teachers. He also says that heads of schools have complained, from time to time, that they

experience difficulties in securing specialist teachers from amongst the domiciled community and are compelled to recruit such specialists from Europe. He finds it difficult to regard this complaint as justified so far as the teachers trained in the Chelmsford College are concerned, except as regards such subjects as physical training, handwork and languages.

The number of students on roll in St. Bede's College, Simla, during the year was 35. Twenty-three students took the Trained Teachers' Certificate Examination, and 21 passed. The Principal reports that the year's work was marked by great enthusiasm and industry, and the general tone of the college was most satisfactory. There have been considerable additions to the library. The number of students, who take the Intermediate examination as private candidates in April, after passing the Trained Teacher's Certificate Examination in December, increases yearly and the Principal anticipates that shortly it will be considered normal for all students to take it. The present system according to which students are examined in Arithmetic, Hygiene, Drawing, Needlework and Nature Study at the end of the first year is found to be most satisfactory. The short course of physical training taken by Miss Morrison was thoroughly appreciated by the students.

The number of students studying in the training class attached to St. Deny's School, Murree, was only 3. One of these was taking one subject, in which she had failed the previous year. It seems very doubtful whether it is worth while having a training class for such a handful of students.

The intermediate classes at the Lawrence College, Ghoragali, have continued to be popular and successful. The number in such classes attached to the Bishop Cotton School is small.

College Education.

The classes at the Young Women's Christian Association, Lahore, have continued their work in the secretarial training of women. During the year the number of students on the roll reached 25, of whom four left without completing their course, and eight completed the course before the end of the year and have obtained posts on salaries varying from Rs. 60 to Rs. 120. The lowest standard accepted as an entrance qualification is a pass in the middle school examination, and in addition the candidates have to pass a written

Technical Education.

test in English and general knowledge given by the Young Women's Christian Association. Only students who agree to take the full course of shorthand, typewriting, commercial English and book-keeping are accepted. Physical training lessons are given twice a week by a qualified teacher. Attendance at these classes is compulsory, unless a doctor's certificate of ill-health is produced. All European schools and Anglo-Indian and European Associations were notified of the scholarships offered by the Education Department; but only one student applied for and obtained a scholarship, although commercial careers offer good prospects, and the association is unable to supply the demands for trained workers. Classes in cookery and dress making have been held during the year.

The classes at the Young Men's Christian Association increased in popularity and during the year the numbers reached as many as 789. All do not take the full course including shorthand, typewriting, book-keeping and correspondence, though nearly all are taking shorthand and typewriting. The average daily attendance during the year was 218. The income from fees was sufficient to make the classes entirely self-supporting. The Young Men's Christian Association Final Examinations which are held at the end of every term, are arranged by the Education Committee of the Lahore Young Men's Christian Association. The standard of the examinations has been maintained and 530 certificates for different subjects and different grades have been issued during the year. Under the supervision of the staff, students have debates and discussion, every Saturday evening. One of the aims of the debating society is to afford the students an opportunity of learning to express themselves clearly before an audience. All students in the evening classes are members of the Young Men's Christian Association and enjoy all the privileges and facilities of the association. They have free use of the reading room, library, games and playing fields.

CHAPTER X.

Education of Special Classes.

The general scales of grants for vernacular education to some of the more backward and needy district boards have been continued. The districts of Rawalpindi, Jhelum and Simla are graded at 100 per cent ; Kangra, Attock and Mianwali at 90 per cent ; Rohtak, Gurgaon, Sialkot, Muzaffargarh and Dera Ghazi Khan at 80 per cent ; Hissar, Ludhiana and Lahore at 70 per cent ; all the remaining districts have a grade of 60 per cent ; except Lyallpur which is graded at 50 per cent. The district boards were faced with serious financial difficulties during the past few years so that their expenditure on education had to be curtailed considerably. Heavy cuts were imposed on the teachers' salaries and increments in pay were stopped. There was very little money available for carrying out repairs to school buildings and for providing the necessary equipment. Special assistance had to be given to some of the districts last year to enable them to restore the cut in the salaries of teachers. The cuts have been removed in most of the districts now with the help of additional grants paid by Government. The facilities provided by Government for backward communities in the form of (a) full fee concessions in primary classes and half fee concessions in anglo-vernacular schools in many districts for the children of agriculturists, (b) Victoria scholarships, and 50 per cent fee concessions in all anglo-vernacular schools for Muslims, and (c) full fee concessions in primary classes, half fee concessions in all secondary schools and special scholarships and stipends for depressed class scholars, have given a great impetus to their education.

The number of Muslim scholars in recognised institutions increased by 1,236 to 454,537, that of Hindus by 2,825 to 349,899 and that of Sikhs by 1,261 to 137,196 during the year. There has been a fall of 368 in the number of Muslims at the primary stage and of 679 in special schools, but this loss is more than compensated by an increase of 351 in Arts Colleges, of 52 in Professional colleges and of 1,880 at the secondary stage. The proportionate rise in numbers is larger in the case of Hindus and Sikhs than in the case of Muslims. The following statement shows the strength of

(i) Encouragement of backward areas and communities,

(ii) Muslims.

each of the three principal communities at the various stages of instruction :—

Community.	Collegiate stage.	Secondary stage.	Primary stage.
Hindus ..	6,339 or 49·8 %	94,642 or 43·2 %	243,697 or 34 %.
Sikhs ..	2,272 or 17·7 %	37,720 or 17·2 %	95,563 or 13·3 %.
Muslims ..	3,789 or 29·8 %	82,322 or 37·6 %	363,003 or 50·6 %.

It will be observed that while the number of Muslims is fairly large in the enrolment of the primary classes they have still much leeway to make up in the secondary and collegiate stage. The Inspector of Schools, Multan Division, whose report contains an exhaustive comment on the problem of the education of Muslims is of the opinion that the backwardness of this community in the field of education is due to the indifference of the parents, their scattered population in agricultural areas, depressed class fatalistic attitude and extreme poverty. He quotes with approval the following suggestions made by a district Inspector of schools for the encouragement of education among Muslims :—

- (a) attracting boys to schools by appealing to the religious sentiments of the people by introducing Quran teaching out of school hours ;
- (b) effective application of coercion by a more rigid enforcement of compulsory education ;
- (c) increasing the utility of school education by including reading and writing of village documents and Indian accounts ;
- (d) simplification of school syllabus ;
- (e) co-operation of civil officers.

The experiment of religious instruction in schools has been started in one of the districts and the result will be watched with interest and sympathy.

In girls' schools there is substantial improvement in enrolment. There is an increase of 4,930 among Hindu girls, of 889 among Sikhs and of 3,113 among Muslims in recognised schools and colleges.

The total number of Jain boys in all types of institutions rose during the year under report by 144 to 3,619. In arts colleges, professional colleges and special schools there is a fall of 9, 11 and 2, respectively, while the schools for general education register an increase of 166. The two recognised high schools maintained by the Jain community in Panipat and Ambala City are popular and growing institutions. (iii) Jains.

The enrolment in the Aitchison College, Lahore, rose further during the year from 115 to 147. Of these 147 boys, 91 came from British India and 56 from Indian States. The communal division is : Hindus 29, Sikhs 60 and Muslims 58. The present position is that the figure of 170, which is the minimum enrolment which would enable the college to achieve financial stability, is likely to be reached in a year's time. (iv) Upper classes.

The financial condition of the college is improving. The year 1936-37 closed with a small surplus of Rs. 5,025. The budget for 1937-38 anticipated a surplus of Rs. 12,750, but the year actually closed with a surplus of Rs. 13,737. This greatly improved financial position will enable a large part of the cost of building new class rooms to be borne out of the income. The grant from the Government of India has been renewed in full for a period of five years from 1st April, 1937. This generous support is warmly appreciated and will place the college on a sure educational and financial footing. The total expenditure on the college amounted to Rs. 2,20,000 of which Rs. 1,50,000 were met from fees and Rs. 30,000 from the income from the dairy, farm, rent and investments so that the difference between direct income and total expenditure is now approximately Rs. 40,000 which will be decreased gradually as new admissions take place.

The Cambridge examinations were held in July, 1937. In the School Certificate Examination three candidates were entered and all three passed. In the junior certificate examination seven candidates were entered and four passed. The tentative 'Army' class which was opened last year has now developed into a Post-certificate class for boys who have obtained their Cambridge School Certificate.

Work in the college shows considerable improvement all round. The syllabus in agriculture for middle forms is being expanded to include elementary forestry. The erection of a new block of class rooms has been sanctioned by the College Council. The Council of State in the college continues its interesting and stimulating work. A music class has been opened for senior boys which is on a purely voluntary basis, but is very popular. Large additions were made to the stock of books in the library during the year. It is proposed to start the teaching of some arts and crafts when more class room accommodation is available. Scouting and cubbing are flourishing in the college.

(v) Depressed
classes.

The number of boys belonging to depressed classes studying in all kinds of institutions rose by 2·5 to 28,698 and that of girls by 431 to 1,944. It is most gratifying that the old social barriers and disabilities against the children of depressed classes have almost been removed as far as the schools are concerned and the 'segregate' school, exclusively meant for the children of these classes, is now a thing of the past. Facilities for the encouragement of education among these classes are provided by Government and most of the local bodies in the form of scholarships and fee concessions. Free books, writing material and in some cases even clothes are provided by the junior red cross societies for the depressed class scholars. Their claims to admission in normal schools also receive special consideration.

(vi) Criminal
tribes.

The number of boys and girls attending primary schools in settlements rose from 1,173 and 901, respectively, in the year 1936-37 to 1,350 and 978 during the year under report. In village schools as a result of 579 new admissions the number of children at the close of the year was 6,436 against 5,857 in 1936-37. This increase is mainly due to the vigorous enforcement of compulsion.

One hundred and sixty-two boys and fifty-nine girls belonging to criminal tribes settlements passed the primary school examination during the year raising the total number of primary passed boys and girls to 1,347 and 367, respectively. Three hundred and nineteen youths attended the night schools. Seven boys passed the middle school examination and one the Matriculation raising the total number of middle passed and Matriculate boys to 112. Two youths received J.-V. training at the Normal School, Gakhar, and two as Muqaddims at the Lyallpur Agricultural College.

Twenty-five boys are attending the co-operative A.-V. Middle School, Kacha Khuh, which is also attended by 74 boys from the Zamindar families of that locality. This school is partly financed by the criminal tribe settlements and partly by Government which gives a grant-in-aid.

Agricultural education has been introduced in all agricultural settlement schools and books and magazines containing useful information about modern methods of agriculture, improved varieties of crops, plant and animal diseases, destruction and control of plant parasites and rural uplift have been supplied.

Games, physical training and scouting are being encouraged, but for want of trained scoutmasters the number of boy scouts declined from 388 to 197. The number of girls/guides rose from 46 to 110. The Reclamation Boy Scout Troop accompanied by the pipe and fife band of the Reformatory School, Amritsar, took part in the Provincial Scouts Rally held at Montgomery Park, Lahore, on the occasion of the visit of His Excellency the Viceroy. The band of the Reformatory School, Amritsar, was selected for the Coronation Parade in May, 1937, and its performance was greatly appreciated. The scouts also rendered help in maintaining law and order at the time of communal disturbances at Amritsar in June, 1937, and took part in observing 'The Safety First Week' in the middle of December, throughout the Punjab.

In 1936-37 there were five vernacular schools (three lower middle and two primary) maintained by Government for the Baluch hill tribes living in the tribal area of the Dera Ghazi Khan district. During the year under report one lower middle school has been raised to the upper middle grade and one primary school has been added. The enrolment in these schools has increased by 35 to 187 which is a hopeful sign of the awakening among the Baloches who have begun to attach importance to education as preference is given to the educated youths for enlistment in the Baluch Levy and Border Military Police. There is a further incentive for secondary education in the award of scholarships by Government for the encouragement of education among these backward tribes. The expenditure on the schools in the tribal area amounted to Rs. 5,198 or Rs. 884 more than the expenditure of the last year.

(iii) Baluch
hill tribes.

Chapter XI.

The Punjab Advisory Board for Books.

Constitution
and personal.

. There were a few mistakes of language and fact in the Memorandum and Articles of Association of the Board as registered, which have been rectified in the light of the revision suggested by the Special Committee appointed by the Board for this purpose and the revised Memorandum of Association and Rules of the Board has been submitted to the Punjab Government for approval.

During the year under report the nine vacancies caused by the retirement of seven members and the deaths of M. Aziz Bakhsh Chishti, B.A., B.T., Head Master, Islamia High School, Ferozepore Cantonment, and Khan Bahadur Sayed Maqbul Shab, B.A., I.E.S. (Retired) were filled by the appointment of the following new members; Khan Bahadur Nawab Ch. Fazal Ali, O.B.E., M.L.A., having been reappointed :—

- (1) M. Mohammad Jamal Ullah, B.A., B.T., Head Master, Islamia High School, Gujranwala.
- (2) Khan Bahadur Nawab Mian Ahmad Yar Khan Daultana, M.L.A., Lahore.
- (3) Sardar Sahib S. Ujjal Singh, M.A., M.L.A., Lahore.
- (4) Mir Maqbool Mahmood, M.L.A., Amritsar.
- (5) Rai Sahib Lala Gopal Das, M.L.A.
- (6) Khan Bahadur Mian Afzal Hussain, M.A., (M.Sc. I.A.S., Principal, Punjab Agricultural College, Lyallpur.
- 7) Sardar Sahib Bawa Udham Singh, B.Sc., B.T., Head Master, Khalsa High School, Lahore.
- (8) Mr. S. M. Sharif, M.A., Inspector of Schools, Lahore Division, Lahore.

Meetings.

During the year under review the General Board met three times and there were 18 Subject-Committee and Special Committee meetings. The total number of meetings held was 21 as compared with 9 during the previous year.

The total number of all kinds of books considered by the Board was 560. Of these 560 publications considered 421 were approved, 52 for use as alternative text books, 5 retained on the list of books approved as alternative text books, 19 for teachers' libraries, 1 as a reference book, 314 for school libraries, 2 for prizes, 2 recommended for award from the Patronage of Literature Fund, 21 recommended for adoption as alternative text books and 5 retained on the list of text books, the recommendation with regard to the last 26 books being subject to the removal of certain defects. Some of the publications recommended for school libraries were subject to the removal of certain defects, use of the standard paper and their being priced at the rates approved by the department. Books considered.

The Arabic Urdu Dictionary which is a translation of Publications. "Arabic English Dictionary", by William Thomas Wortabet has been printed and priced at Rs. 4 per copy, its price at the approved rates working out at Rs. 6-10-0. The Urdu, Hindi and Punjabi translations of "Notes on the Care of Eyes", by Lt.-Col. Dick and a chapter on "Soil Erosion and How to Prevent It", by Mr. Gorrie have been printed and supplied to authors and publishers for incorporation in their readers for the 5th and 8th classes, respectively, as desired by the Government. The Urdu translation of "A book on Nature Study", and "Stories from Indian History", prepared by Miss F. R. Camozzi and Miss T. E. M. Wright, respectively, has been taken in hand. "Qaida-i-Balghan" has been printed and a "Reader for Balghan" is being revised. The Board stopped the printing of the Urdu translation of "A Book on Cabinet Work Designs for Industrial Schools", by Mr. J. G. Cowie as the subject matter and the designs were out of date. The revised drafts of wall maps of the Simla and Attock districts have been printed and the revised draft of the wall map of the Multan district is in the press, the wall map of the Montgomery district being under revision.

The Hindi and the Punjabi translations of "Science: An Introductory Text Book", by E. J. Holmyard have been printed and the Hindi and the Punjabi translations of "The Story of Mankind", are being revised by the Hindi and Punjabi Editor of the Board.

The expenditure incurred during the year for the production of vernacular translations was Rs. 2,112.

Presentation of books.

The Board presented 11,158 copies of Urdu, Hindi and Punjabi translations of English books by the Board to educational institutions. Of these 11,158 copies, 1,568 were supplied to the libraries of high schools to which copies had not been sent during the previous year, 1,870 to vernacular middle schools and village libraries, 1,266 to high schools for girls, and 6,454 to the middle schools for girls, special attention having been paid to the provision of books for the libraries of girls' schools which were badly in need of them.

In addition to the above 3,625 copies of "Qaida-i-Halghan", were also distributed through the Inspectors of Schools, Jullundur and Rawalpindi Divisions, some of the district inspectors of schools having paid a nominal price.

Purchase of cinema films.

A new projector Kodascope L was purchased at a cost of Rs. 911 and 16 new films were added to the library of educational films, while 12 worn out by excessive use were replaced by new ones. In all a sum of Rs. 3,469 was spent on the purchase of a new projector, cinema films and accessories. Two hundred and twenty-seven shows, exhibiting 1,056 films were given to 53,383 persons in the province. Enquiries regarding the scheme of showing films in schools were received from Madras, Bengal, Patiala and Afghanistan. The Board continued to loan cinema films to educational institutions having their own projectors.

Encouragement of Vernacular Literature.

An allotment of Rs. 2,000 for the award of prizes from the Patronage of Literature Fund was provided in the budget, and in response to the Board's advertisements calling for works published during 1937 for consideration, 12 books were received. Of these Urdu was represented by 3, Hindi by 6 and Punjabi by 3. The recommendations made by the Board have been submitted to the Punjab Government for orders.

Library.

Five hundred and one new books, purchased at a cost of Rs. 1,748, were added to the Library. Two thousand two hundred and one books were issued to readers, while the number of gramophone records lent to various institutions was 9.

The Director of Public Instruction, Punjab, accepted the tender of the highest bidder, Messrs. Rai Sahib M. Gulab Singh & Sons, Lahore, the royalty offered for the printing, publication and sale of text books (the copyright of which is owned by the Government) being Rs. 14,000. Contract for the printing publication and sale on text books.

The total balance at the credit of the Board at the commencement of the year stood at Rs. 1,00,796. The receipts during the year being Rs. 23,731 and disbursements amounting to Rs. 41,057, there was a balance of Rs. 83,470 at the close of the year. Finance.

I—CLASSIFICATION OF EDUCATIONAL
INSTITUTIONS, 1937-38.

I.—CLASSIFICATION

				FOR MALES.					
				Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
				1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.									
Universities	...	...	...	..	..	..	1	..	1
Colleges—									
Arts and Science*	..	..	..	..	..	..	7	7	19
Law	..	..	..	..	..	..	..	1	1
Medicine	..	..	..	1	..	..	..	..	1
Education	..	..	..	2	..	..	..	..	2
Engineering	..	..	..	1	..	..	..	..	1
Agriculture	..	..	..	1	..	..	..	..	1
Commerce	..	..	..	..	..	..	1	..	1
Technology	..	..	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	1	..	..	..	..	1
Intermediate and 2nd grade Colleges.	..	..	..	8	..	..	3	2	13
Totals	..	..	..	19	..	..	11	10	40
High Schools	..	..	..	83	33	21	185	33	555
Middle Schools	..	English	..	6	82	20	58	32	198
Primary Schools	..	Vernacular	..	3	2,898	8	16	1	2,926
Totals	..	..	..	9	4,655	311	799	88	5,682
Totals	..	..	..	101	7,668	360	1,058	154	9,341
Special Schools—									
Art	..	..	..	1	..	..	..	..	1
Law	..	..	..	..	..	..	..	..	..
Medical	..	..	..	1	..	..	2	1	4
Normal and Training	..	..	..	3	..	..	1	1	5
Engineering†	..	..	..	1	..	..	..	..	1
Technical and Industrial	..	..	..	31	..	..	9	1	41
Commercial	..	..	..	10	..	..	..	..	10
Agricultural	..	..	..	..	..	..	..	..	..
Reformatory	..	..	..	1	..	..	..	..	1
Schools for Defectives	..	..	..	1	..	..	1	..	2
Schools for Adults	..	..	..	6	133	1	4	9	153
Other Schools	..	..	..	33	..	..	2	1	36
Totals	..	..	..	88*	133	1	19	13	254
Total for Recognized Institutions	..	..	..	208	7,801	361	1,089	177	9,636
UNRECOGNIZED INSTITUTIONS	..	..	..	..	..	..	..	3,494	3,494
GRAND TOTALS ALL INSTITUTIONS..	..	..	..	208	7,801	361	1,089	3,671	13,130

*Includes one

†Includes

OF EDUCATIONAL INSTITUTIONS, 1937-38.

FOR FEMALES.					
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
7	8	9	10	11	12
..	..	..	..	..	..
1	..	..	1	..	2
..	..	..	..	..	..
1	..	..	1	..	2
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	..	..	..
2	..	..	..	..	2
4	..	..	2	..	6
27	..	..	14	1	42
6	..	7	20	..	33
6	35	43	95	..	179
1	1,154	247	402	64	1,869
40	1,189	297	531	65	2,122
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	1	..	1
24	..	..	1	1	26
..	..	..	..	..	..
4	..	1	10	2	17
..	..	..	1	..	1
..	..	..	..	..	..
..	..	..	..	..	..
..	..	..	..	..	..
27	..	..	..	..	27
55	..	1	13	3	72
99	1,189	293	546	63	2,200
..	..	..	..	3,097	3,097
99	1,189	293	546	3,165	5,297

Oriental College.
Survey Schools.

II-A.—DISTRIBUTION OF SCHOLARS ATTENDING EDUCATION

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.
READING—									
IN RECOGNIZED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Universities ...	...	...	...	...	...	...	...	...	...
Art and Science ...	4,001	3,056	1,073	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	555	544	241	...	...	...	...	...	...
Education ...	135	133	123	...	...	...	...	...	...
Engineering ...	309	286	190	...	...	...	...	...	...
Agriculture ...	355	242	210	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Technology ...	...	...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	214	204	140	...	...	...	...	...	...
TOTALS ...	5,409	5,065	1,915	...	...	...	...	...	...
SCHOOLS AND SPECIAL EDUCATION.									
In High Schools ...	25,667	24,657	2,021	10,601	10,004	955	10,978	10,235	422
Middle { English ...	1,852	1,768	361	19,407	17,604	499	6,575	6,250	133
" { Vernacular ...	118	99	...	871,924	319,306	5,459	1,768	1,534	44
Primary Schools ...	410	440	...	258,877	217,732	163	63,499	46,347	...
TOTALS ...	28,127	26,664	3,262	660,109	564,506	7,076	72,710	61,396	598
In Art Schools ...	161	147	30	...	...	...	...	...	...
Law ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	597	514	306	...	...	...	...	...	...
Normal and Training Schools ...	363	366	343	...	...	...	...	...	...
Engineering Schools ...	180	179	160	...	...	...	...	...	...
Technical and Industrial Schools ...	1,406	1,319	539	...	...	...	...	...	...
Commercial Schools ...	215	212	58	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...	...	...	...
Reformatory ...	101	63	...	...	...	...	...	...	...
School for Defectives ...	25	23	20	...	...	...	...	...	...
School for adults ...	227	201	...	3,055	2,100	...	48	37	...
Other Schools ...	2,335	2,153	847	...	...	...	...	...	...
TOTALS ...	5,580	5,227	2,383	3,055	2,409	...	48	37	...
TOTALS for recognized institutions.	39,156	37,256	7,581	663,224	567,215	7,076	72,767	61,403	598
IN UNRECOGNIZED INSTITUTIONS.	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	39,156	37,256	7,581	663,224	567,215	7,076	72,767	61,403	598

(a) Includes 916 students in the high classes of intermediate Colleges and 185 students in the

(b) Excludes figures of the

(c) Includes 39,191 students in the Upper

(d) " 161,168 " " " "

INSTITUTIONS FOR MALES.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 10.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
11	11	...	...	...	...	11	11	...	...
5,204	4,018	1,826	4,793	4,104	1,183	(a) 14,059	12,678	4,062	248
...	...	...	566	493	303	...	493	303	1
...	...	...	...	...	...	...	555	241	47
...	...	...	...	...	...	...	135	123	...
...	...	...	...	...	...	...	300	120	...
...	...	...	...	...	...	...	255	219	...
132	116	74	...	...	...	...	132	74	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	214	204	140	...
5,407	5,045	1,900	5,358	4,697	1,406	16,234	14,707	5,282	269
...	...	...	...	...	...	...	...	...	...
02,776	68,041	7,132	14,091	13,428	932	(b) 164,013	146,426	13,362	104
13,015	12,302	483	3,116	2,648	107	(c) 44,026	40,982	1,533	400
2,318	2,154	245	60	61	...	(d) 375,492	323,154	5,748	5,420
61,634	55,418	37	4,186	3,613	...	376,074	324,569	1,000	12,760
160,738	137,815	7,847	21,461	20,049	1,039	652,204	654,100	19,642	16,608
...	...	...	...	...	...	161	147	80	7
...	...	...	...	...	...	...	...	...	...
365	325	74	68	68	23	950	897	443	67
60	60	60	50	49	50	493	474	493	7
...	...	...	...	...	...	180	179	160	...
529	466	290	30	50	26	1,906	1,604	855	...
...	...	...	...	...	...	216	212	58	...
...	...	...	...	...	...	101	63	...	...
58	48	57	...	...	...	83	71	77	...
125	99	...	437	386	...	3,602	3,132	...	2
85	53	...	239	218	...	2,649	2,464	867	...
...	...	...	...	...	...	...	...	...	...
1,312	1,080	481	814	610	99	10,660	9,503	2,083	63
...	...	...	...	...	...	...	...	...	...
176,347	164,040	10,228	27,033	35,456	3,604	970,127	878,370	28,067	10,235
...	...	...	...	...	...	...	...	...	...
...	...	...	84,320	63,597	...	84,320	63,697	...	9,377
...	...	...	...	...	...	...	...	...	...
176,347	164,040	10,228	111,953	80,063	2,604	1,093,447	921,967	28,067	28,613

Oriental College, Lahore, but excludes figures of the intermediate classes attached to the Lawrence Royal Military School, Sanawar.

Royal Military School, Sanawar.

Middle and 4,634 in the Lower Middle Schools.

214,324 " " " " " "

II-B-DISTRIBUTION OF SCHOLARS ATTENDING.

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily at- tendance.	Number of residents in approved hos- tels.	Scholars on roll on March 31st.	Average daily at- tendance.	Number of residents in approved hos- tels.	Scholars on roll on March 31st.	Average daily at- tendance.	Number of residents in approved hos- tels.
1	2	3	4	5	6	7	8	9	10
READING—									
IN RECOGNIZED INSTITU- TIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science ...	492	455	99	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	62	60	64	...	...	...	...	...	...
TOTALS ...	574	515	163	...	...	...	...	...	...
<i>Schools and Special Education.</i>									
In High Schools ...	8,321	7,812	567	...	...	...	...	...	...
In Middle Schools									
English ...	1,148	1,041	24	...	...	...	2,084	1,627	...
Vernacular ...	581	491	15	4,218	3,647	99	9,459	7,906	...
In Primary Schools ...	37	37	...	51,201	43,864	...	25,142	21,777	...
TOTALS ...	10,123	8,884	708	55,422	47,491	99	36,906	31,509	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools ...	515	523	473	...	...	...	...	...	...
In Technical and Industrial Schools ...	536	487	...	...	...	...	45	35	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	...	...	...	...	...	...	...	...	...
In other Schools ...	551	651	...	...	...	...	...	...	...
Total's ...	2,008	1,831	473	...	...	...	45	35	...
Totals for recognized insti- tutions.	12,768	11,350	1,223	55,422	47,491	99	37,031	31,625	...
IN UNRECOGNIZED INSTITUTIONS	...	...	...	...	...	...	...	...	...
GRAND TOTALS, ALL INSTITU- TIONS FOR FEMALES.	12,733	11,250	1,223	55,422	47,491	99	37,030	31,625	...
GRAND TOTALS, ALL INSTITU- TIONS—MALES AND FEMALES.	51,011	40,500	8,804	716,646	614,708	2,175	100,797	91,075	598

(a) Includes 1-7 students in the

(b) ...

NOTE.—Figures relating to the Lawrence Royal Military School.

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 10.
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
201	101	85	...	...	...	(a) 603	645	184	...
...	...	...	...	...	...	...	...	...	...
35	39	35	...	...	...	117	113	80	...
236	223	130	...	...	...	810	758	273	...
2,849	2,574	1,198	357	279	...	(b) 11,527	10,145	1,755	481
4,378	3,751	916	...	...	...	7,645	6,649	672	148
26,049	23,521	1,593	...	...	...	40,307	36,648	1,707	220
32,578	28,964	83	3,812	3,315	...	119,073	97,597	83	1,237
65,854	59,04	3,520	4,109	3,591	...	172,552	150,159	4,317	5,140
350	351	350	...	...	...	350	350	350	...
35	39	34	1	3	...	581	580	508	...
462	352	...	87	67	...	1,190	911	...	...
12	8	3	...	...	...	12	8	3	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	951	851	...	...
859	744	387	68	70	...	3,084	2,680	859	...
69,949	60,007	4,027	4,257	3,664	...	176,446	154,017	5,340	2,140
...	...	...	69,568	50,242	...	62,568	50,242	...	8,619
60,019	60,007	4,027	66,825	53,906	...	230,014	204,270	5,349	10,759
243,308	221,047	14,255	178,778	142,050	2,604	1,302,461	1,126,246	33,496	...

high classes of Intermediate Colleges.

* Students' classes at the Queen Mary College, Lahore.

Sauwari, and the intermediate classes attached to it are excluded.

III.A.—EXPENDITURE ON EDUCATION FOR MALES.

Expenditure on buildings includes Rs. 3,64,686 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items:—

1. Boarding house.
2. Scholarships.
3. Miscellaneous.

	Government funds.	Board funds.	Municipal Funds.	Fees.	Other sources.	GRAND TOTAL
	23	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction ..	2,21,878	..	..	..	..	2,21,878
Inspection ..	9,96,897	94,826	13,314	..	246	1,04,283
Buildings, etc. ..	4,07,479	83,119	89,788	42,301	4,42,784	10,65,466
Miscellaneous ..	6,72,464	1,83,521	1,44,041	3,00,166	8,46,609	16,47,421
Totals Indirect ..	22,97,738	3,61,466	2,47,738	3,42,467	7,89,639	40,39,048

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTI- TUTIONS.			TOTAL DIRECT EXPENDITURE.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTER- MEDIATE EDUCATION.																												
Universities ..	..	..	..	..	..	..	..	..	..	..	..	..	1,95,300	..	..	8,49,502	1,64,200	12,09,002	..	..	..	1,95,300	..	..	..	8,49,502	1,64,200	12,09,002
Arts Colleges ..	3,00,262	..	..	4,28,909	..	7,29,171	..	..	..	..	..	..	2,66,300	900	2,338	4,92,092	3,61,707	10,64,237	3,67,628	64,594	4,32,222	5,06,562	900	2,338	12,80,529	4,26,301	22,25,680	
Professional Colleges—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	95,625	23,283	1,18,908	..	..	..	..	23,283	1,18,908	
Law ..	..	..	..	68,352	..	4,66,811	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	68,352	4,66,811	
Medicine ..	8,98,459	..	..	17,793	8,452	110,203	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17,793	8,452	
Education ..	83,958	..	..	13,310	..	2,00,892	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13,310	2,00,892	
Engineering ..	1,87,602	..	..	45,047	..	1,73,493	..	..	..	..	..	..	42,000	..	..	16,768	5,635	64,403	..	..	..	..	..	..	..	45,047	1,73,493	
Agriculture ..	1,28,416	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Forestry ..	..	..	..	47,794	..	2,12,928	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Veterinary Science ..	1,55,134	..	..	1,22,947	256	8,54,109	..	..	..	..	..	..	6,804	..	1,800	35,095	1,735	45,434	38,710	5,488	44,198	..	..	1,800	1,96,762	7,479	4,43,741	
Intermediate Colleges...	2,30,906	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
TOTALS	14,94,637	..	..	7,44,232	8,708	22,47,577	..	..	..	..	..	..	4,50,404	900	4,138	13,94,357	5,33,277	23,83,076	5,01,963	93,365	5,95,328	19,45,041	900	4,138	20,40,552	6,36,860	52,26,981	
SCHOOL EDUCATION.																												
General.																												
High Schools ..	10,65,118	..	..	7,29,876	2,549	17,97,543	2,22,508	1,11,908	1,26,897	4,19,582	4,758	8,85,653	6,76,771	39,315	73,278	19,32,617	5,61,976	32,83,957	3,72,790	65,518	4,38,308	19,64,897	1,51,223	2,00,175	34,64,565	6,34,801	64,05,461	
Middle Schools—	..	..	..	56,545	29	1,55,194	1,95,595	1,71,507	76,404	2,20,258	4,533	6,66,287	65,119	4,237	13,980	1,61,671	84,975	3,30,182	71,608	20,500	92,108	3,50,324	1,75,744	90,384	5,10,282	1,10,127	12,45,861	
English ..	98,620	..	..	..	..	4,020	43,33,721	10,61,555	19,814	4,82,174	34,645	59,31,909	12,495	3,756	118	6,384	32,827	55,580	125	1,989	1,814	43,56,236	10,63,311	10,932	4,88,583	69,161	59,53,323	
Vernacular ..	4,020	..	..	..	..	8,164	23,63,614	7,63,963	5,00,372	37,407	10,782	36,66,138	1,86,002	34,179	59,515	26,715	1,79,227	4,80,238	920	17,681	18,007	26,48,370	7,08,142	5,69,887	66,049	2,07,660	41,79,147	
Primary Schools ..	8,163	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
TOTALS	11,75,921	..	..	7,86,422	2,578	19,64,921	71,05,428	21,08,933	7,23,487	11,59,421	54,718	1,11,51,987	9,40,987	81,487	1,46,891	21,27,587	8,59,005	41,55,057	4,45,449	1,05,478	5,50,927	92,22,336	1,60,420	8,70,378	45,18,879	10,21,779	1,78,23,792	
Special.																												
Arts Schools ..	65,842	..	..	..	..	65,842	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	65,842	..	..	..	..	65,842	
Law Schools ..	..	..	..	39,860	..	1,17,841	..	..	..	..	..	..	5,250	..	1,000	9,027	16,683	31,960	16,320	13,000	29,320	83,231	..	1,000	65,207	29,683	1,79,121	
Medical Schools ..	77,981	..	..	..	..	65,477	..	..	..	..	..	..	3,700	..	..	2,940	4,669	11,309	2,963	300	3,223	69,127	..	..	5,903	4,969	79,999	
Normal and Training Schools ..	65,427	..	..	..	..	80,379	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38,791	80,379	
Engineering Schools ..	41,598	..	..	..	..	3,43,391	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30,038	4,40,104	
Technical and Industrial Schools...	10,179	..	..	10,888	..	44,539	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,888	44,539	
Commercial Schools ..	33,673	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Agricultural Schools ..	..	..	..	..	..	45,464	..	..	..	..	..	..	300	..	..	..	9,318	9,613	..	..	..	45,464	..	..	..	..	45,464	
Reformatory Schools ..	45,464	..	..	..	..	5,218	..	..	..	..	..	..	54	..	..	..	216	270	..	223	223	5,618	..	..	..	9,313	14,631	
Schools for Defectives ..	5,218	..	..	..	..	1,262	6,243	1,342	2,005	..	..	9,590	..	..	..	82,617	1,028	114,700	14,190	250	14,440	7,669	1,842	2,005	448	90,807	11,345	
Schools for Adults ..	1,262	..	..	..	..	1,58,331	..	..	..	..	..	..	31,065	..	..	..	..	..	..	..	..	..	..	..	..	..	1,58,331	
Other Schools ..	1,57,935	..	448	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
TOTALS	7,99,935	..	448	99,696	28,065	9,27,744	6,243	1,342	2,005	..	..	9,590	70,059	..	1,000	114,443	71,788	257,288	38,473	21,060	54,523	8,75,837	1,342	3,453	2,47,612	1,20,901	12,49,145	
Totals Direct	34,70,093	..	448	16,30,350	39,351	51,40,242	71,11,671	21,10,275	7,25,492	11,59,421	54,718	1,11,51,577	14,61,450	82,387	1,52,029	36,36,387	14,64,068	67,96,321	9,80,885	2,19,893	12,00,778	1,20,43,214	21,92,662	8,77,960	74,07,043	17,78,030	2,42,95,918	
GRAND TOTAL DIRECT AND INDIRECT.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,43,40,952	5,54,128	11,26,707	77,49,610	25,67,669	2,83,37,968	

III-B.—EXPENDITURE ON EDUCATION FOR FEMALES.

Expenditure on buildings includes Rs. 42,740 spent by the Public Works Department on Educational Buildings.

"Miscellaneous" includes the following main items:—

- (1) Boarding house.
- (2) Scholarship.
- (3) Miscellaneous.

	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection ...	1,14,591	1,28	6,486	..	..	1,22,845
Buildings, etc. ...	89,343	4,449	15,278	..	54,675	1,03,746
Miscellaneous ...	79,770	1,985	17,476	41,992	1,51,446	2,06,689
TOTALS INDIRECT ...	2,83,704	7,702	39,240	41,992	2,06,121	5,81,769

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.			TOTAL DIRECT EXPENDITURE.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTERMEDIATE EDUCATION.																												
Arts Colleges	55,083	..	..	28,983	..	84,066	..	..	..	..	..	10,000	..	..	41,917	3,276	55,193	..	..	..	65,683	..	..	..	70,900	3,276	1,38,859	
Professional Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	60,269	
Medicine	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	58,914	
Education	33,490	..	..	2,500	..	36,020	..	..	..	..	..	18,150	..	..	..	..	2,068	..	..	..	..	..	..	..	..	..	..	
Intermediate Colleges ..	40,701	..	..	18,213	..	58,914	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Totals	1,09,844	..	..	49,736	..	1,70,800	..	..	..	..	..	28,159	..	..	..	45,039	5,344	79,442	..	..	..	1,58,003	..	..	..	95,095	5,344	2,50,042
SCHOOL EDUCATION.																												
General.																												
High Schools	4,50,892	..	..	1,41,547	1,835	5,94,274	..	..	..	..	..	1,08,306	..	6,199	1,25,736	54,483	2,92,784	16,706	11,621	27,727	5,57,258	..	..	6,199	2,83,989	67,339	9,14,785	
Middle Schools—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
English	56,009	..	..	10,168	..	66,177	8,622	..	35,567	240	..	41,429	53,101	715	11,631	46,352	63,290	1,74,994	..	..	..	1,15,367	715	47,068	56,750	63,290	2,83,250	
Vernacular	29,168	..	..	1,183	300	30,651	81,813	12,230	1,21,658	4,108	163	2,20,052	1,29,542	9,552	6,521	37,093	2,33,448	4,78,566	..	..	..	2,40,643	21,782	1,84,589	42,472	2,39,913	7,20,299	
Primary Schools	420	..	..	..	..	420	4,59,072	1,69,977	2,45,084	859	1,743	8,05,135	1,08,476	17,782	58,967	8,511	1,30,319	3,22,154	2,158	22,973	25,131	5,06,707	1,74,659	3,04,551	14,828	1,65,035	12,12,840	
Totals	5,37,130	..	..	1,52,389	2,135	6,92,162	5,47,437	1,80,107	4,02,909	5,295	1,908	11,26,656	3,95,389	28,649	1,39,528	2,17,992	4,87,540	12,68,498	18,864	33,994	52,858	14,79,965	1,97,166	5,42,437	8,95,039	5,25,677	81,40,174	
Special.																												
Medical School	..	..	..	..	..	70,030	..	..	..	..	..	89,150	2,650	4,900	12,887	1,44,870	2,54,457	..	..	..	89,150	2,650	4,900	12,887	1,44,870	2,54,457		
Normal and Training Schools ..	70,080	..	..	..	..	20,924	..	..	..	..	..	4,671	..	..	..	3,253	9,937	..	732	2,758	8,000	84,301	..	2,745	5,611	92,657		
Technical and Industrial Schools ..	20,924	..	..	..	..	..	40	..	1,200	..	..	4,600	..	825	..	714	24,849	30,978	..	3,000	3,000	34,934	..	714	27,849	66,021		
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	2,400	..	..	..	2,054	43	4,497	..	..	..	2,400	..	..	2,064	43	4,497	
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Other School	10,817	..	..	..	..	10,817	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,817	
Totals	1,00,371	..	..	..	..	1,21,171	420	..	1,209	..	..	1,719	1,00,811	2,650	5,725	17,668	1,73,015	2,99,869	732	5,358	6,090	2,21,602	2,650	7,014	18,400	1,78,373	4,28,049	
Totals Direct for Females ..	7,87,354	..	..	2,02,044	2,135	4,92,133	5,47,877	1,80,107	4,91,298	5,295	1,908	11,28,375	5,24,339	30,699	1,45,253	2,81,599	6,65,599	16,47,809	10,598	39,352	59,948	18,59,670	1,90,806	5,49,481	5,09,134	7,09,294	38,27,265	
Totals Direct for Males ..	34,70,003	..	448	10,30,550	39,351	51,40,242	71,11,671	21,10,273	7,25,412	11,69,121	54,718	1,11,01,577	14,61,450	82,387	1,52,629	36,36,387	14,61,668	67,06,321	9,80,855	2,19,593	12,00,778	1,20,43,214	21,92,662	8,77,069	74,07,043	17,78,030	2,42,08,918	
GRAND TOTAL: DIRECT FOR ALL ..	42,57,447	..	448	18,32,594	41,486	61,32,375	76,69,548	22,79,382	11,29,700	11,64,710	66,426	1,22,89,556	19,95,809	1,13,086	2,97,882	36,17,986	21,29,967	84,44,130	10,00,481	2,59,245	12,59,726	1,39,02,784	23,92,408	14,27,430	7,16,177	24,57,234	2,81,26,143	
Grand Total (Direct and Indirect) for females ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Grand Total (Direct and Indirect) for males ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Grand Total (Direct and Indirect) for all ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	

IV-1—RACE OR CREED OF MALE SCHOLARS

IV-A—RACE OR CREED OF MALE SCHOLARS

Race or Creed.		Anglo- Indians and Europeans.	Indian Christians.	HINDUS.		Muham- madans.
				Higher castes.	*Depressed classes.	
		1	2	3	4	5
Total population		16,553	213,465	2,609,256	856,278	7,241,612
SCHOOL EDUCATION.						
	<i>Classes</i>					
Primary	I	340	3,731	86,293	11,057	162,130
	II	111	1,899	51,561	5,607	85,541
	III	116	1,256	44,339	4,122	66,147
	IV	117	987	37,053	2,765	49,85
Middle	V	104	629	26,361	1,419	27,165
	VI	98	533	20,770	1,092	20,067
	VII	84	387	14,905	668	13,415
	VIII	88	319	13,206	447	11,540
High	IX	60	177	8,837	111	5,799
	X	..	130	6,695	71	4,345
Totals		1,118	10,038	310,980	27,359	445,325
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	1st year ...	3	52	2,181	7	1,331
	2nd year ..	31	44	1,76	9	1,077
Degree classes	1st year ..	2	28	950	3	565
	2nd year ..	1	41	1,072	2	618
	3rd year ..	..	..	33	..	9
Post-graduate classes	1st year ..	..	8	160	..	74
	2nd year ..	..	6	139	..	82
Research students	..	..	..	7	..	3
Totals		64	179	6,318	21	3,789
No. of scholars in recognized inst- tutions.		1,182	10,217	317,208	27,380	449,114
No. of scholars in unrecognized in- stitutions.		..	296	10,875	410	66,127
GRAND TOTALS		1,182	10,513	328,173	27,790	515,241

*The following are included under the heading "Depressed classes":—Chamar, Weaver, Mahtam, Addharai, Bawaria, Dagi, Kohli, Marija (Mareecha), Bengali, Berar, Bazigar, Bhangra,

†Excludes 184 male scholars of the Oriental College, Lahore, of whom 84 are
Note.—Figures of the Lawrence Royal Military School, Sanawar, and

RECEIVING GENERAL EDUCATION.

Budhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas	Total number of married pupils.	Number of married boys of and above the age of 18 years.	Number of agriculturists.
6	7	8	9	10	11	12	13	14
2,757	339	1,703,584	236,666	12,880,510	..	..	..	..
41	6	39,169	2,683	305,400	239,443	822	1	158,320
22	..	22,284	1,694	168,719	135,295	1,147	11	83,326
14	2	18,520	1,111	135,627	106,603	1,428	16	65,997
14	4	15,590	912	107,527	81,466	1,908	33	49,555
16	..	11,109	531	67,334	46,881	1,787	67	30,047
11	..	8,914	370	51,855	34,626	1,968	113	23,397
5	4	6,459	193	36,290	21,820	2,045	199	15,751
18	3	5,456	236	31,303	17,656	2,322	498	13,374
7	4	3,346	155	18,487	6,824	1,342	458	5,855
8	1	2,436	119	13,005	4,885	1,600	931	4,189
166	24	133,283	8,104	936,397	605,499	16,309	2,327	450,121
..	4	786	37	4,428	1,389	130	90	1,455
..	2	670	24	3,633	1,161	106	141	1,102
..	..	337	5	1,890	557	105	103	622
..	1	357	7	2,129	574	139	131	639
..	..	15	..	57	15	8	8	15
..	2	52	1	297	66	31	31	84
..	..	54	2	283	61	29	29	77
..	..	1	..	11	1	5	5	2
..	9	2,272	76	12,728†	3,824	613	538	3,996
166	33	135,555	8,180	949,125	699,323	17,012	2,865	454,117
..	..	5,758	96	83,562	64,482	805	519	44,237
166	33	141,313	8,276	1,032,687	763,805	17,817	3,384	498,354

Sweeper, Ramdasi, Dumna, Kohli, Sarara, Dhobi, Megh, Sansi, Ghosi, Bagria, Od, Kahar Chahal, Dhanak, Gagra, Gandhila, Khatik, Kori, Nat, Pasi, Perna, Spela and Sirkiband. Hindus (higher caste) 79 Mohammedans and 21 Sikhs. Intermediate Classes attached to it are excluded.

IV-B. - RACE OR CREED OF FEMALE SCHOLARS

Race or creed.		Anglo- Indians and Europeans.	Indian Christians.	HINDUS.		Muham- madans.
				Higher castes.	*Depressed classes.	
		1	2	3	4	5
Total population	...	6,396	178,374	2,142,357	720,697	6,090,848
SCHOOL EDUCATION.						
	<i>Classes</i>					
	I	366	1,872	39,522	773	30,782
	II	137	783	14,053	253	9,057
Primary	III	136	646	11,546	129	6,492
	IV	152	524	9,217	79	4,706
	V	132	506	7,411	38	3,393
	VI	140	404	2,486	8	1,380
Middle	VII	115	265	1,583	4	827
	VIII	63	227	1,288	3	809
	IX	56	127	335	1	376
High	X	..	50	237	..	188
Totals	..	1,297	5,404	87,678	1,288	58,010
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Intermediate classes	{ 1st year	2	27	149	..	63
	{ 2nd year	3	8	110	..	47
Degree classes	{ 1st year..	..	21	59	..	37
	{ 2nd year...	..	6	44	..	12
	{ 3rd year..	..	..	..	..	..
Post-graduate classes	{ 1st year..	..	1	8	..	4
	{ 2nd year..	..	1	11	..	..
Research students	...	..	..	..	..	..
Totals	..	5	64	381	..	183
No. of scholars in recognized insti- tutions.		1,302	5,468	88,059	1,288	58,193
No. of scholars in unrecognized ins- titutions.		..	188	5,934	142	53,283
GRAND TOTALS	...	1,302	5,656	93,993	1,430	111,476

**The following are included under the heading "Depressed classes" :—Chamar, Weaver, Mahtam, Addharmi, Bawaria, Dagi, Kohli, Muriji (Mareecha), Beng ali, Berar, Razigar, Bhanjra, †Excludes 1 girl in the Oriental College, Lahore.

‡Excludes 26 girls in the special "Student Class" of the Queen Mary College, Lahore.

NOTE.—Figures of the Lawrence Military School, Sanawar and the intermediate classes attached.

RECEIVING GENERAL EDUCATION.

Budhiata.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Total No. of married pupils.	Number of married girls of and above the age of 14 years.	Number of agriculturists.
6	7	8	9	10	11	12	13	14
2,968	207	1,360,560	197,937	10,700,342	...	...	...	...
2	5	15,403	729	89,454	38,513	237	99	21,442
1	7	5,779	309	30,379	12,363	200	91	6,996
...	4	4,377	285	23,615	8,602	235	104	5,168
...	4	3,432	185	18,299	6,119	253	137	3,730
...	1	2,606	150	14,237	4,108	381	232	2,833
1	9	1,000	35	5,463	479	95	60	736
...	9	586	18	3,407	310	92	66	481
...	2	500	20	2,912	275	93	78	477
1	1	159	2	1,058	74	48	46	219
...	...	116	1	592	50	45	44	147
5	42	33,958	1,734	189,416†	70,893	16,79	957	42,229
...	...	55	2	208	27	2	2	38
...	1	36	...	205	24	4	4	23
...	2	20	...	139	11	3	3	19
...	...	16	...	98	6	3	3	15
...	...	1	...	1	...	...	...	...
...	...	...	...	13	...	...	...	6
...	...	...	...	12	...	...	...	2
...	...	...	...	...	...	...	...	...
...	3	128	2	766†	68	12	12	103
5	45	34,086	1,736	190,182	70,961	1,691	969	42,332
...	...	3,626	153	63,326	39,693	395	293	33,105
5	45	37,712	1,880	253,508	110,654	2,086	1,262	75,437

Sweeper, Ramdasi, Lumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od Kahar, Chanal, Dhanak, Gagra, Gandhila, Khatik, Kori, Nat, Pasi, Perna, Spela, and Sirkiband.

of whom 7 are Hindus, 12 Muslims and 7 Sikhs.
to it are excluded.

V-A.—RACE OR CREED OF MALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muslims.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agriculturists.
			Higher castes.	* Depressed classes.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education</i>														
Art Schools	..	2	54	1	73	..	..	24	..	154	30	5	5	38
Law Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	..	1	493	2	287	..	..	96	4	83	319	177	108	23
Normal and Training Schools	..	10	99	6	281	..	..	67	3	486	462	283	283	353
Engineering and Survey Schools	..	..	55	..	88	..	..	37	..	180	93	36	36	86
Technical and Industrial Schools	..	152	918	56	604	..	..	229	6	1,966	1,001	265	226	479
Commercial Schools	..	1	110	3	74	..	..	23	4	215	58	41	41	52
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools	..	3	27	3	60	..	..	8	..	101	..	..	..	46
Schools for Defectives	..	4	68	..	8	..	..	3	..	83	62	1	1	8
Schools for adults	..	19	1,111	193	2,188	..	..	304	75	3,890	3,660	2,171	2,012	2,245
Other Schools	1	24	370	640	977	..	..	422	215	2,649	1,588	17	1	1,083
Total	1	236	3,305	914	4,640	..	..	1,213	307	11,666	7,273	2,999	2,713	5,253
<i>University and Intermediate Education.</i>														
Law	..	3	281	2	153	..	..	120	5	564	172	17	172	225
Medicine	..	8	206	..	190	..	1	99	2	508	176	57	57	161
Education	..	5	46	2	44	..	..	17	..	135	37	62	..	56
Engineering	13	5	114	..	120	..	1	56	..	309	121	5	4	67
Agricultural	..	2	88	..	107	..	..	58	..	255	159	33	30	186
Commerce	..	2	100	..	15	..	1	11	3	132	..	..	..	..
Technology	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	2	2	89	..	75	..	..	46	..	214	10	41	41	82
Total	38	27	924	4	74	..	3	407	10	2,117	694	370	304	777
GRAND TOTAL	39	263	4,229	908	5,344	..	..	1,620	317	12,723	7,967	3,369	3,017	6,030

*The following are included under the heading "Depressed Classes"—Chamar, Weaver, Sweeper, Bandari, Dumra, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Odia, and Kahar, Mahtam, Agharim, Bawaria, Dagi, Kohli, Marija (Maracha), Bangali, Berar, Bazigar, Bhinjra, Chahal, Dhamak, Gagra, Ghandhila, Khatik, Kori, Nat, Pasi, Pern, Sapa and Sirkiand.

†Figures relating to the Government Hostels Institute, Ludhiana, are not included, as they are not available.

V.B.—RACE OR CREED OF FEMALE SCHOLARS RECEIVING VOCATIONAL AND SPECIAL EDUCATION.

	Anglo-Indians and Europeans.	Indian Christians.	HINDU.		Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils from rural areas.	Number of married pupils.	Number of married pupils of and above the age of 14 years.	Number of agriculturist.
	1	2	Higher castes.	*Depressed classes.	5	6	7	8	9	10	11	12	13	14
<i>School Education.</i>														
Medical Schools ..	13	176	86	..	91	..	..	51	..	417	..	129	130	65
Normal and Training Schools ..	1	49	224	..	221	..	..	90	3	588	323	262	262	228
Technical and Industrial Schools ..	3	28	566	163	367	4	..	38	28	1,197	21	248	248	98
Commercial Schools ..	11	1	..	..	..	..	..	..	..	12	..	..	..	..
Avicultural Schools ..	..	..	..	..	..	..	..	..	..	2	2	2	2	2
Schools for Adults ..	..	..	2	..	..	..	..	..	..	..	..	..	..	..
Other Schools ..	..	16	41	351	308	..	..	98	137	951	454	6	2	618
TOTAL ..	28	270	919	514	987	4	..	277	168	3,167	810	147	614	1,011
<i>University and Intermediate Education.</i>														
Law ..	..	..	1	..	..	..	..	..	..	1	..	..	..	12
Medicine ..	2	..	27	..	8	..	1	9	..	47	5	..	..	18
Education ..	35	6	33	..	31	..	..	11	1	117	7	10	10	..
Agriculture ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTALS ..	37	6	61	..	39	..	1	20	1	165	12	10	10	30
GRAND TOTALS ..	65	276	980	514	1,026	4	1	297	169	3,332	812	657	654	1,041

*The following are included under the heading "Depressed classes":—

Chamar, Weaver, Sweeper, Ravidasi, Dumna, Kolli, Saters, Dhobi, Mogh, Sansi, Ghosi, Bagria, Od and Kahar Mahtam, Adharmi, Bawaria, Digi, Kholi, Marija, (Narecha), Bengali, Barar, Beziger, Bhanjra, Chanai, Dlanak, Gagra, Gadhala, Klatk, Kori, Nat, Pahi, Perna, Spela, and Sirkiband

†Includes 7 girls reading in Arts Schools for Men.

VI-A.—MEN TEACHERS.

		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total of Teachers.
		A Degree.	Matric Passed or School Final.	Middle Passed School.	Primary Passed School.	Lower qualifi- cations.	Possessing a degree.		Possessing no degree.				
							Certificated.	Uncertificat- ed.	Certificated.	Uncertificat- ed.			
1		2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.													
Primary Schools													
Government	..	6	8	..	..	..	..	..	..	14	..	14	
Local Board and Municipal ..	..	13	483	7,773	442	60	1	12	305	743	8,771	1,061	9,832
Aided	..	5	116	617	54	1	3	10	175	907	793	1,095	1,898
Unaided	..	3	31	..	..	..	..	12	94	34	106	140	
Total ..	..	18	608	8,429	496	61	4	22	492	1,741	9,512	2,262	11,874
Middle Schools.													
Government	..	27	16	36	..	4	..	..	3	3	83	6	89
Local Board and Municipal ..	..	303	955	11,966	435	81	10	29	195	746	13,740	980	14,720
Aided	..	14	25	57	3	1	..	1	8	19	100	28	128
Unaided	..	35	61	45	1	2	4	6	6	31	144	47	191
Total ..	..	379	1,057	12,104	439	88	14	36	212	799	14,067	1,061	15,128
High Schools.													
Government	..	633	303	437	23	31	14	11	12	13	1,427	50	1,477
Local Board and Municipal ..	..	313	146	390	23	11	21	14	30	38	883	103	986
Aided	..	993	755	1,24	53	51	104	146	220	256	2,882	726	3,608
Unaided	..	169	130	75	11	2	14	31	57	88	387	190	577
Total ..	..	2,108	1,334	1,926	116	95	153	202	319	395	5,579	1,069	6,649
GRAND TOTAL ..	..	2,505	2,990	22,459	1,051	244	171	260	1,023	2,938	29,258	4,392	33,650

VI-B.—WOMEN TEACHERS.

CLASS OF INSTITUTIONS.		TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand Total of Teachers.
		A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
							Certificated.	Uncertificated.	Certificated.	Uncertificated.			
		1	2	3	4	5	6	7	8	9	10	11	12
<i>Primary Schools.</i>													
Government	..	..	..	1	..	..	..	..	..	..	1	..	1
Local Board and Municipal ..	..	..	12	863	668	6	4	3	16	789	1,549	812	2,361
Aided	..	3	28	286	151	3	5	7	32	560	471	604	1,075
Unaided	..	..	3	22	9	1	..	1	..	84	35	86	120
Total	..	3	43	1,172	828	10	9	11	48	1,433	2,056	1,501	3,557
<i>Middle Schools.</i>													
Government	..	9	24	47	..	..	1	1	..	1	80	3	83
Local Board and Municipal ..	..	4	27	349	55	1	..	2	13	71	436	86	522
Aided	..	29	93	544	111	8	..	7	34	298	790	339	1,129
Unaided	..	..	..	..	..	..	..	..	..	15	..	15	15
Total	..	42	149	940	166	9	1	10	47	385	1,306	443	1,749
<i>High Schools.</i>													
Government	..	74	95	186	7	..	6	7	10	11	362	34	396
Local Board and Municipal ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Aided	..	27	91	28	5	..	4	9	16	20	151	49	200
Unaided	..	3	8	..	..	..	..	2	..	3	11	5	16
Total	..	104	194	214	12	..	10	18	26	34	524	89	612
GRAND TOTAL	..	149	386	2,326	1,006	19	20	39	121	1,852	3,886	2,032	5,918

VII.—ANGLO-INDIAN AND EUROPEAN

Total Anglo-Indian and European population	Male	16,553
	Female	6,396
	TOTAL	22,949

	Institutions.	Scholars on Roll on March 31st.	Number of females in institutions for males and vice versa.	*Number of Non-Europeans on Roll.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	2	120	1	18
Training Colleges	1	20	..	..
High Schools	3	543	5	103
Middle Schools	3	615	200	98
Primary Schools	4	218	91	39
Training schools	..	..	..	..
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	..	..	..	..
Total	13	1,516	297	256
<i>Institutions for Females.</i>				
Arts Colleges	..	..	..	..
Training Colleges	1	35	..	..
High schools	7	795	48	101
Middle Schools	5	517	95	77
Primary schools	3	120	64	30
Training Schools	1	1	..	..
Technical and Industrial Schools	..	..	..	..
Commercial Schools	1	12	..	1
Other schools	..	..	..	..
Total	18	1,480	207	209
GRAND TOTAL FOR INSTITUTIONS	31	2,996	504	465

Expenditure on Buildings includes Rs. 19,248 spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

1. Scholarships.
2. Miscellaneous.

†Local funds include both District and Municipal Funds.

‡The teaching staff of the Lawence Intermediate College, Ghose.

*The term "Non-Europeans" does not include Anglo-Indians and domiciled Europeans.

NOTE I.—The teachers and the expenditure figures of the

NOTE II.—The table excludes all figures regarding Lawence Military

EDUCATION.

Percentage to Anglo-Indian and European population of those at school.

Males.

Females.

Total.

8.61

24.55

13.06

TEACHERS.		DIRECT EXPENDITURE FROM				Total expendi- ture.
Trained.	Untrain- ed.	Govern- ment funds.	†Local funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
6	1	36,176	..	15,109	..	51,285
† 33	† 12	13,843	..	..	..	13,843
27	6	53,568	..	1,13,714	29,467	1,96,749
14	5	59,444	..	47,391	9,843	1,16,678
..	..	12,744	..	15,176	6,614	34,534
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
..	..	..	..	..	..	..
80	24	1,75,775	..	1,91,380	45,924	4,13,089
..	..	..	..	..	..	..
3	..	18,159	..	4,022	2,068	24,249
68	16	112,184	..	91,668	19,614	2,23,406
23	15	26,834	..	25,798	7,682	60,314
7	1	4,620	..	5,509	4,858	14,987
1	..	..	..	732	2,354	3,090
..	..	..	..	..	..	..
2	..	2,400	..	2,054	43	4,497
..	..	..	..	..	..	..
104	32	1,64,197	..	1,29,723	36,623	3,30,543
184	56	3,39,972	..	3,21,113	82,547	7,43,632
<i>Indirect expenditure.</i>						
Inspection ..	..	5,908	..	..	..	5,906
Buildings, etc.	..	66,633	..	..	33,198	99,831
Miscellaneous ..	..	44,714	..	17,660	95,349	1,57,723
Total Indirect ..	..	1,17,253	..	17,660	1,28,547	2,63,460
GRAND TOTAL (DIRECT AND INDIRECT).		4,57,225	..	3,38,773	2,11,094	10,07,092

Gali have teaching periods with the Chelmsford Training College, Ghora Gali.

Bishop Cotton College, Simla, are included under "High Schools."
School, Sanawar, and the Intermediate classes attached to it.

VIII—EXAMINATION RESULTS.

Examinations.	MALES.						FEMALES.					
	Number of Examinees.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Sciences.</i>												
D. Litt	...	...	...	...	...	...	...	...	...	...	...	...
Ph. D.	...	2	2	...	2	2	...	...	...	...	...	...
D. Sc.	...	...	...	...	...	...	...	...	...	...	...	...
M. A.	268	110	378	203	43	251	8	6	14	6	3	9
M. Sc.	10	10	20	10	10	20	1	1	2	1	1	2
B. A. (Honours)	269	2	271	116	...	116	1	...	1	2	...	2
B. Sc. (Honours)	156	...	156	83	...	83	0	...	0	3	...	3
B. A. (Pass)	1,818	829	2,647	1,236	410	1,646	91	135	226	77	76	153
B. Sc. (Pass)	232	33	265	61	13	77	3	...	3	3	...	3
<i>Law.</i>												
Master of Law	...	7	7	...	1	1	...	...	...	...	...	...
Bachelor of Law	...	281	...	281	131	...	...	...	...	...	...	...
<i>Medicine.</i>												
M. D.	...	...	...	...	...	...	...	...	...	...	...	...
M.B., B. S.	...	81	...	81	32	...	13	...	13	8	...	8
L. M. S. (Bombay)	...	...	...	...	...	...	...	...	...	...	...	...
M. C. P. and S. (Bombay)	...	...	...	...	...	...	...	...	...	...	...	...
M. S. M. F. (Punjab)	...	7	...	7	2	...	...	...	...	...	...	...
M. S.	...	...	...	...	...	...	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
D. P. H.	...	...	...	...	...	...	...	...	...	...	...	...
D. O.	...	...	...	...	...	...	...	...	...	...	...	...
B. Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...
D. T. V. (Calcutta)	...	...	...	...	...	...	...	...	...	...	...	...
B. D. S. Ph.	...	6	...	6	...	6	...	...	...	...	...	...
<i>Engineering.</i>												
Bachelor of C. E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of M. E.	...	4	...	4	3	...	...	...	...	...	...	...
Bachelor of E. E.	...	5	...	5	3	...	...	...	...	...	...	...
<i>Education.</i>												
B. T.	...	47	53	100	46	45	91	39	33	72	37	61
<i>Commerce.</i>												
Bachelor of Commerce	...	39	6	44	32	...	32	...	...	...	...	...
<i>Technology.</i>												
Master of Technology	...	13	...	13	13	...	...	...	...	...	...	...
Bachelor of Technology	...	...	...	...	...	...	...	...	...	...	...	...
<i>Agriculture.</i>												
Master of Agriculture	...	1	...	1	1	...	...	...	...	...	...	...
Bachelor of Agriculture	...	69	5	74	63	4	67	...	...	...	...	...

*i.e. appearing from a recognised institution.

VIII—EXAMINATION RESULTS—concluded.

Examinations.	MALES.						FEMALES.					
	Number of Examiners.			Number passed.			Number of Examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts ...	2,537	774	3,311	1,538	879	2,417	160	329	489	139	215	354
Intermediate in Science ...	1,009	86	1,095	456	29	485	62	6	68	45	2	47
Licentiate of Civil Engineering.	...	...	...	...	...	...	...	...	...	...	...	...
Licence Diploma or Certificate in Teaching.	60	87	147	77	37	114	61	4	65	56	3	59
Intermediate or Diploma in Commerce.	9	...	9	5	...	5	...	...	...	...	...	...
Licentiate of Agriculture ...	180	7	187	89	5	94	...	...	...	...	...	...
Veterinary Examination ...	11	...	11	10	...	10	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
<i>(a) On Completion of High School Course.</i>												
Matriculation ...	14,566	2,556	17,122	12,374	1,210	13,584	605	1,044	1,649	491	631	1,122
School Final, etc. ...	...	...	...	...	...	...	...	...	...	...	...	...
European High School ...	...	...	...	...	...	...	...	...	...	...	...	...
Cambridge Senior ...	64	...	64	49	...	49	33	...	33	20	...	20
<i>(b) On Completion of Middle School Course.</i>												
Cambridge Junior ...	33	...	33	32	...	32	57	...	57	48	...	48
European Middle ...	119	...	119	105	...	105	116	...	116	100	...	100
Anglo-Vernacular Middle ...	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular Final and Middle School Examination.	12,877	901	13,778	10,573	673	11,246	2,871	1,141	4,012	2,104	684	2,788
<i>(c) On Completion of Primary Course.</i>												
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
<i>(d) On Completion of Vocational Course.</i>												
For Teachers' Certificates—												
Vernacular, Higher ...	180	14	194	127	12	139	77	32	109	25	20	45
Vernacular, Lower ...	246	21	267	214	19	233	376	61	437	311	27	338
At Art Schools ...	48	...	48	47	...	47	...	...	...	...	...	...
At Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Medical Schools ...	805	19	824	236	16	252	133	...	133	66	...	66
At Engineering Schools† ...	69	...	69	65	...	65	...	...	...	...	...	...
At Technical and Industrial Schools.	310	6	316	245	6	251	219	...	219	109	...	109
At Commercial Schools ...	205	21	226	141	12	153	...	...	...	...	...	...
At Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At other Schools ...	51	...	51	48	...	48	...	...	...	...	...	...

*i.e., appearing from a recognized institution.
† Includes Survey Schools.

IX—STATISTICS OF EDUCATIONAL

Types of institutions.	NUMBER OF INSTITUTIONS AND SCHOLARS.							
	Government		District Board		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9
I—RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ..	2	266	..	..	1	747	3	1,013
High Schools ..	12	2,474	13	3,893	47	12,232	72	18,603
Middle Schools ..	4	353	2,024	374,891	58	7,487	2,986	382,731
Primary Schools ..	7	338	4,631	251,622	56	28,786	5,203	280,746
Training Schools ..	3	383	..	..	1	50	4	433
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	3	60	133	3,655	8	418	144	3,583
Other Schools ..	3	339	..	..	..	..	3	339
Total ..	31	4,217	7,701	633,461	680	49,750	5,415	687,428
<i>For Females.</i>								
Arts Colleges ..	..	..	..	..	..	..	..	..
High Schools ..	1	136	..	..	..	..	1	136
Middle Schools ..	1	285	31	3,494	12	1,791	44	5,570
Primary Schools ..	1	37	1,062	46,888	242	11,438	1,305	58,333
Training Schools ..	19	364	..	..	..	..	19	364
Agricultural Schools ..	..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..	..
Other Schools ..	2	135	..	..	..	..	2	135
Total ..	24	957	1,093	50,382	254	17,229	1,371	64,568
GRAND TOTAL FOR ALL RECOGNIZED INSTITUTIONS.	58	5,174	8,794	683,843	934	62,979	9,786	751,996
II—UNRECOGNIZED INSTITUTIONS.								
<i>For Males</i> ..	..	..	..	..	2,986	69,783	2,986	69,783
<i>For Females</i> ..	..	..	..	..	2,915	57,581	2,915	5,581
Total ..	..	..	..	..	5,901	127,364	5,901	127,364
GRAND TOTAL FOR ALL INSTITUTIONS.	58	5,174	8,794	683,843	6,835	190,343	15,687	879,360

Explanatory Notes.

- (1) Figures for urban areas (i. e., municipal, cantonment, notified and small town committee area) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.

INSTITUTIONS IN RURAL AREAS.

EXPENDITURE ON INSTITUTIONS DIRECT AND INDIRECT.				NUMBER OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In Private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
1,30,055	..	2,25,972	3,56,027	24	..	50	74
3,04,905	64,021	5,22,598	8,91,534	170	191	902	1,263
45,15,246	13,00,672	7,01,902	66,07,820	17	13,704	363	14,081
21,88,497	7,88,671	68,693	30,15,861	..	8,009	865	8,931
8,351	..	3,263	81,614	23	..	2	25
6,880	1,323	..	8,203	3	106	1	110
1,16,867	..	..	1,16,857	20	..	..	20
73,40,791	21,54,697	16,12,428	1,11,07,916	267	22,060	2,183	24,510
..	..	..	..	..	..	..	..
56,963	..	23,210	80,173	13	..	..	13
67,409	14,834	45,547	1,27,790	8	138	86	232
3,19,726	1,63,355	35,271	5,98,352	1	1,463	378	1,842
46,622	32	..	46,654	43	..	..	43
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
3,372	..	..	3,372	3	..	..	3
5,74,092	1,78,221	1,04,028	8,56,341	68	1,601	464	2,133
79,14,883	23,32,918	17,16,466	1,19,64,257	335	23,661	2,647	26,643

(3) The total number of pupils from rural areas, who are under instruction is shown in the last column of Tables IV—A and B and V—A and B.

(4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

CLASS.	PRIMARY.				MIDDLE.			
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages—								
Below 5 ..	25	..	..	..	..	..	..	..
5 to 6 ...	46,146	389	13	..	..	..	..	..
6 to 7 ...	96,255	14,674	652	9	..	..	..	..
7 to 8 ..	83,697	40,758	10,009	724	3	..	..	..
8 to 9 ..	44,334	45,552	29,603	7,416	293	32	2	1
9 to 10 ..	19,567	34,142	36,736	21,673	5,177	392	43	4
10 to 11 ..	8,451	18,397	28,523	29,500	14,870	4,676	1,283	33
11 to 12 ..	4,214	8,481	16,496	23,021	16,851	11,218	4,156	290
12 to 13 ..	2,052	3,719	8,067	13,264	13,407	13,244	6,795	3,112
13 to 14 ..	593	1,462	3,503	6,637	9,135	10,038	8,725	6,822
14 to 15 ..	240	457	1,770	3,188	4,563	6,089	6,767	7,824
15 to 16 ...	100	193	533	1,551	1,845	3,155	4,361	5,918
16 to 17 ..	48	64	150	387	781	1,574	2,505	3,854
17 to 18 ..	4	26	64	119	316	594	1,155	2,091
18 to 19 ..	4	3	22	24	73	179	382	900
19 to 20 ..	..	2	5	9	18	55	99	367
Over 20 ..	..	..	1	5	2	9	17	78
Total ..	305,450	168,719	135,627	107,527	67,334	51,855	36,290	31,303

CLASSES AND AGES.

HIGH.				TOTALS	INTERMEDIATE.		DEGREE.			POST-GRADUATE.		TOTAL	GRAND TOTAL
IX.	X.	..	..		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
..	..	..	..	25	..	..	..	..	..	..	..	..	25
..	..	..	..	46,548	..	..	..	..	..	..	..	..	46,548
..	..	..	..	1,11,590	..	..	..	..	..	..	..	..	1,11,590
..	..	..	..	1,35,191	..	..	..	..	..	..	..	..	1,35,191
..	..	..	..	1,26,633	..	..	..	..	..	..	..	..	1,26,633
..	..	..	..	1,17,454	..	..	..	..	..	..	..	..	1,17,454
2	..	..	..	1,05,735	..	..	..	..	..	..	..	..	1,05,735
16	..	..	..	84,752	..	..	..	..	..	..	..	..	84,752
360	11	..	..	64,051	2	1	..	..	..	..	..	2	64,053
2,115	134	..	..	50,224	37	1	..	..	..	..	..	38	50,262
4,579	1,046	..	..	36,523	222	20	..	..	..	..	..	242	36,755
4,193	3,294	..	..	25,143	644	178	12	2	..	..	..	836	25,979
3,308	3,582	..	..	16,253	1,195	533	101	58	..	..	..	1,887	18,140
2,233	2,600	..	..	9,202	1,000	990	245	156	..	2	..	2,393	11,59
1,110	1,776	..	..	4,473	709	835	489	401	1	8	1	2,444	6,917
416	921	..	..	1,892	374	558	471	546	15	24	14	2,002	3,891
155	441	..	..	708	245	518	572	966	41	263	268	2,873	3,581
18,487	13,805	..	..	9,36,397	4,428	3,633	1,890	2,129	57	297	283	12,717	9,49,111

Class.	PRIMARY.					MIDDLE.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Ages—								
Below 5 ..	82	..	..	..	..	..	..	..
5 to 6 ..	16,227	303	1	..	1	..	..	..
6 to 7 ..	24,051	3,035	203	2	1	..	..	..
7 to 8 ..	20,169	5,754	2,433	238	..	1	..	..
8 to 9 ..	13,325	7,213	4,205	1,791	98	2	1	..
9 to 10 ..	7,691	5,946	5,432	3,269	1,074	65	3	..
10 to 11..	4,235	3,974	4,757	4,074	2,263	379	37	
11 to 12..	2,038	2,775	3,163	3,686	3,064	923	175	32
12 to 13..	954	1,118	1,821	2,497	3,217	1,569	545	181
13 to 14..	409	602	892	1,451	2,266	1,132	985	466
14 to 15..	153	208	404	748	1,197	724	836	793
15 to 16..	49	74	186	328	524	319	440	609
16 to 17 ..	29	26	62	113	266	182	208	411
17 to 18..	19	17	20	39	147	81	85	204
18 to 19..	5	13	19	25	38	37	42	99
19 to 20..	6	7	9	18	39	31	27	70
Over 20 ..	12	14	8	20	42	18	23	44
Total ..	89,454	30,879	93,615	18,299	14,237	5,403	3,407	2,912

CLASSES AND AGES.

HIGH.				TOTALS.	INTER-MEDIATE.		DEGREE.			POST-GRADUATE.		TOTALS.	GRAND TOTAL.
IX.	X.	11.	12.		1st Year.	2nd Year.	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.		
1	1	1	1	82	1	1	1	1	1	1	1	1	82
1	1	1	1	16,532	1	1	1	1	1	1	1	1	16,532
1	1	1	1	27,292	1	1	1	1	1	1	1	1	27,292
1	1	1	1	28,595	1	1	1	1	1	1	1	1	28,595
1	1	1	1	26,635	1	1	1	1	1	1	1	1	26,635
1	1	1	1	23,480	1	1	1	1	1	1	1	1	23,480
1	1	1	1	19,720	1	1	1	1	1	1	1	1	19,720
1	1	1	1	15,156	1	1	1	1	1	1	1	1	15,156
9	1	1	1	11,912	1	1	1	1	1	1	1	1	11,912
46	5	1	1	8,254	9	1	1	1	1	1	1	9	8,263
210	45	1	1	5,320	8	3	1	1	1	1	1	11	5,331
309	131	1	1	2,969	33	10	1	1	1	1	1	44	3,013
191	129	1	1	1,617	82	34	6	2	1	1	1	124	1,741
123	125	1	1	860	70	58	20	9	1	1	1	158	1,018
80	74	1	1	432	49	39	36	13	1	1	1	137	569
39	45	1	1	291	20	28	31	17	1	1	1	98	389
51	37	1	1	269	27	33	45	57	1	12	11	185	454
1,058	592	1	1	180,416	298	205	139	98	1	13	12	766	190,182

**SUPPLEMENTARY TABLE I.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON
31st MARCH, 1938.**

Institutions.	MANAGED BY GOVERNMENT.			MANAGED BY DISTRICT BOARD.			MANAGED BY MUNICIPAL BOARD.			AIDED.			UNAIDED.			TOTAL.		
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
High Schools ...	822	25,315	25,667	3,000	7,601	10,601	3,987	6,601	10,878	31,952	60,624	92,776	1,057	12,134	14,001	41,218	112,795	154,013
Middle Schools (English).	450	1,422	1,852	11,765	7,672	19,467	4,273	2,303	6,576	6,686	6,320	13,015	112	3,004	3,119	23,295	26,730	44,025
Middle Schools (Vernacular).	97	21	118	287,411	63,613	371,224	1,172	596	1,768	1,518	705	2,313	51	18	60	200,240	83,243	375,402
Total ...	819	26,758	27,637	302,206	80,686	401,292	9,431	9,700	19,221	40,156	67,919	108,144	2,120	15,160	17,276	354,762	218,768	573,530

**SUPPLEMENTARY TABLE II.—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON
31st MARCH, 1938.**

High Schools ...	4,739	3,502	8,321	...	...	...	...	...	...	1,738	1,111	2,849	189	169	367	6,665	(c) 4,842	(b) 11,627
Middle Schools (English).	752	431	1,183	...	...	...	1,732	362	2,094	3,451	927	4,378	...	...	...	6,935	1,710	7,646
Middle Schools (Vernacular).	415	106	681	3,767	451	4,218	7,878	1,681	9,459	21,462	4,687	26,049	...	...	...	33,523	6,765	40,807
Total ...	6,906	4,139	10,045	3,767	451	4,218	9,940	1,943	11,543	26,651	6,725	33,276	188	169	367	46,142	13,317	59,470

NOTE 1.—Figures of the Lawrence Military School, Sanawar, are excluded from (a) and (b).

NOTE 2.—Twenty-six girls in the "Students' class" at the Queen Mary College, Lahore, are included in (b) and (c).

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