

REPORT
ON THE PROGRESS OF
EDUCATION

IN THE
PUNJAB

FOR THE YEAR

1912-13.



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READ—

The report of the Director of Public Instruction, Punjab, for the year 1912-13.

REMARKS.—In accordance with the orders of the Government of India, a full quinquennial report was submitted by the Director of Public Instruction last year, and reviewed at length. The report for the year 1912-13, which was received in the Government office more than a month after the due date, is in the abbreviated form. His Honour's remarks upon it will therefore be brief.

2. Continued and rapid development in almost every direction is the noticeable feature in the working of the Education Department during the year 1912-13. Owing to liberal grants from Government the increase in expenditure was larger than in any previous year. The increase in the number of scholastic institutions and in the number of pupils, both male and female, receiving instruction was also remarkable. By the separation of the Delhi Province the Punjab lost 93 institutions and 7,585 pupils. But in spite of this the number of schools in the Province rose by 356 and the number of pupils by 21,685, of whom 18,815 were boys and 2,870 were girls. The percentages of the male and female population of school-going age actually attending school has now risen to 21·37 and 4·31, respectively. By far the greater proportion of the increase has been in primary schools and their scholars. Owing to the omission of the Delhi figures the attendance at secondary schools shows a slight decrease, but there is a steady improvement in the staff and the accommodation, and this increase in facilities is bound to lead to a corresponding increase in the numbers.

3. During the previous quinquennium the total expenditure on education had risen from nearly 52 lakhs in 1906-07 to more than 68½ lakhs in 1911-12, the average yearly increase being 3½ lakhs. In the year under report the total expenditure was 84½ lakhs, or 15½ lakhs more than the amount spent in 1911-12. This very large increase in one year was rendered possible by the liberal grants made by the Government of India for education, and by the improvement in the provincial finances. Another satisfactory source of additional expenditure was provided by the income from fees which yielded nearly 3 lakhs more than in the previous year. Of the increased expenditure a sum of over 9 lakhs was devoted to new buildings and extensions, towards which Government provided an additional sum of 6¼ lakhs, district funds nearly 2 lakhs, and private sources somewhat more than 1 lakh. Of the total expenditure 36 per cent. was provided by Government, 24 per cent. by local bodies and by fees, respectively, and the remaining 16 per cent. by private sources. The remarks in paragraphs 11 and 12 of the report emphasise the necessity of making sure that local bodies do not take advantage of the liberality of Government to reduce their own expenditure on education. When certain municipalities are actually making a profit out of their schools, it is clear that they have not appreciated their responsibility in the matter of education.

The greatest progress in the provision of primary and middle school buildings was made in the Multan Division and in high schools in the Jullundur Division. His Honour is glad to observe that the provision of hostels is being pushed on in the backward Multan and Rawalpindi Divisions. One very cheering feature is the activity shown by religious bodies or associations in founding new institutions. Provided that these institutions are worked on sound lines and the requirements of the Education Department as regards accommodation, equipment and staff are complied with, Government will be found ready to assist them with substantial grants for building (including hostels) and maintenance.

This rapid expansion of the energies of his department has, as the Director remarks, materially increased the work and responsibilities of the officers. The Lieutenant-Governor has already considered favourably a proposal for appointing an Assistant to the Director in order to enable the latter to devote more time to touring and general inspection, and for a considerable increase of the inspecting agency, while the strengthening of the department throughout is engaging the attention of Government.

4. In collegiate education continued signs of activity are manifest in all directions. Several additions to the professorial staffs are reported. Improvements are being made in the equipment for science teaching. Buildings and playgrounds are being rapidly extended. The more favourable results noticed in the University examinations are but one indication of the fruits of these various improvements. With reference to the additions reported as having been made to libraries, and the extension of the University library buildings, which will shortly be commenced, His Honour would commend to the notice of both professors and students the weighty and eloquent remarks made on the subject in his recent Convocation address by the Vice-Chancellor of the University regarding the proper use to which a library should be put.

The acquisition of land for the Oriental College, and the appointment of University professors of Arabic and Sanskrit, will, it is hoped, do much to resuscitate the cause of oriental learning in the Province.

The Lieutenant-Governor desires to place on record his appreciation of the services of Mr. Robson, who retired during the year after 14 years' tenure of the responsible post of Principal of the Government College at Lahore.

5. His Honour notices with pleasure the substantial advance in the qualifications of teachers in primary schools, whose pay and prospects have been much improved of late, and the increasing popularity of the teaching profession. One new normal school has been opened at Lyallpur in the course of the year, and several others are to be instituted in the near future. The greater competition for entrance to normal schools and to the Training College now makes it possible to restrict selection to those who possess the qualifications likely to make them successful teachers. The adoption of a more practical scheme of studies, both inside and outside the doors of those institutions should also have a beneficial effect. It is first to the improvement of our teaching staff that we must look in our efforts to attract more pupils to our primary and middle schools.

6. The annual reports of several of the Professional and Technical Colleges mentioned in paragraph 24 of the Director's Report have already been dealt with by His Honour with the reports of the departments with which they are directly connected, *e.g.*, the Veterinary, the Agricultural and the Engineering Colleges. Sir Michael O'Dwyer has also already expressed his views on the Medical College report in his recent remarks at the annual prize giving of that institution. He will await with interest the results to be expected from the construction of the large new workshops and the entertainment of additional staff at the Mayo School of Industrial Art.

7. It is satisfactory to observe that there has been a further increase of 10 per cent. in the attendance of pupils in girls' schools. In respect of female education the Sikh community retains its pre-eminence while progress among Muhammadans continues to be slow. During the year 76 new schools were established, and considerable improvements were made in the accommodation of existing buildings. His Honour agrees with the views expressed by the Inspectress regarding the importance of providing suitable and practical kindergarten teaching for the children who compose the greater part of the girls' school population. The success of the first Indian lady diplomate in the Shastri Examination of the Punjab University announced after the close of the year under report, a pupil of the Kanya Maha Vidyalaya at Jullundur, should be an encouragement to those female students who carry their studies beyond the stage at which the social customs of the country at present practically prevent girls from extending their education.

The Director will doubtless notice with some fulness in his next report the results arrived at by the Conference held early this year on the education of girls.

8. The Lieutenant-Governor is glad to see from paragraphs 42 to 47 of the report that a great advance has been made and is being made in the important matter of the education of Europeans. The improved financial condition of nearly all the schools and many much-needed improve-

ments in the school buildings are very satisfactory evidences of progress in this respect. His Honour has taken the opportunity during his tours of examining the proposals for providing better accommodation at the Lawrence Asylum at Sanawar, and the Lawrence School at Murree, and of seeing the handsome buildings in process of erection at the Convent School at Murree. He hopes that before long new and suitable buildings will be provided for the training class at Sanawar where the teachers for our European schools have at present considerable difficulties to overcome in attaining the excellent results noticed in paragraph 33 of the report.

9. The steps to be taken to give effect to the policy recently enunciated by the Government of India for encouraging education among Muhammadans are now under consideration and the views of the community are being ascertained. The Lieutenant-Governor has within the last few weeks, in reply to addresses from the Muslim League and the Anjuman Islamiya, taken the opportunity of indicating to the leaders of the community the directions in which they had most ground to make up to come abreast of the sister communities. While the proportion of Muhammadans in primary schools is not unsatisfactory, it shows a marked falling-off in secondary schools, and in collegiate education it is particularly low. The increasing interest of the community in education, as shown by the movement for starting Islamiya High Schools in several districts, is, however, an encouraging feature.

10. An interesting account of the results so far obtained from an attempt to introduce regular medical inspection of school pupils is given in an appendix to the report. The Lieutenant-Governor is not surprised to find that the subject is one that has awakened general interest among local bodies and school authorities. How necessary the introduction of some systematic effort in this direction is may be gathered from the statistics quoted for two High Schools in Amritsar. Out of 900 boys 40 per cent. were found to have bad teeth, a similar proportion were suffering from defective vision, and in 24 per cent. the effects of malnutrition were observable. On the other hand, the results of the examination as regards cleanliness of body and head were on the whole remarkably good. His Honour has no doubt that, now that public attention has been directed to this phase of improving the upbringing of the young, neglect on the part of school managers will soon be regarded as a matter for reproach.

11. The thanks of the Lieutenant-Governor are due to Mr. Godley for an interesting and comprehensive report. His Honour desires to congratulate him and the officers of the department working under him on the solid progress attained during the year, which was one of unusual activity in educational matters.

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

By order of His Honour the Lieutenant-Governor, Punjab,

C. A. BARRON,

Chief Secretary to Government, Punjab.

REPORT

ON THE PROGRESS OF

EDUCATION IN THE PUNJAB

FOR THE

YEAR 1912-13.

In accordance with the orders of the Government of India, the report for the year ending on the 31st March 1913, is submitted in an abbreviated form.

The year has been one of considerable development in many directions. The liberal grants sanctioned by the Government of India for education have rendered it possible to open a large number of new primary schools, to provide grants for aided schools on a more liberal scale than formerly, and to give effect to building schemes all over the province. Institutions and pupils show a numerical increase which would have been larger if the separation of the new Delhi province had not lowered the statistics; and educational expenditure has risen by 22 per cent.

General Statistics.

2. *Public institutions.*—The following statement shows the number of educational institutions in existence during the year, with the increase or decrease under each head :—

<i>For males.</i>					
Arts Colleges	...	...	...	9	(-2)
Professional Colleges	...	...	...	6	
High Schools	...	...	...	102	(+1)
Middle Schools	...	...	...	215	(+4)
Primary Schools	...	...	...	3,689	(+272)
Institutions for special instruction	...	...	...	45	(+14)
<i>For females.</i>					
Professional (Training) Colleges	...	...	...	1	(-1)
High Schools	...	...	...	15	(-1)
Middle Schools	...	...	...	41	(+5)
Primary Schools	...	...	...	<u>709</u>	(+72)
Institutions for special instruction	...	...	...	13	(-12)

The decrease under the last head is nominal, being due to a reclassification of certain girls' schools previously classed as industrial. The Church of England training class for women teachers at Auckland House, Simla, was closed. The other decreases are due to the creation of the new province.

The total increase of institutions amounts to 352. Deducting from the figures for 1911-12 93 schools and colleges now situated in the Delhi province which have been excluded from the statistics for 1912-13, the real increase is 445.

3. *Attendance in public institutions :—**For males.*

Arts Colleges	2,773	(+114)
Professional Colleges	843	(-17)
High Schools	46,934	(-728)
Middle Schools	46,840	(+1,319)
Primary Schools	197,663	(+18,075)
Institutions for special instruction	3,289	(+52)

For females.

Professional (Training) Colleges	32	(+2)
High Schools	1,591	(-92)
Middle Schools	5,710	(+1,158)
Primary Schools	31,685	(+2,594)
Institutions for special instruction	492	(-792)

(Vide remark above.)

The total increase is 21,685. Adding pupils in the Delhi province, it amounts to 29,270.

4. *Private schools.*—The statistics collected with regard to private institutions show an increase of 561 schools and 7,693 pupils.

5. *Percentage of attendance.*—Including schools of all kinds, the percentage of scholars to the estimated population of school-going age has risen in the case of boys from 19·84 to 21·37 and in that of girls from 4 to 4·31.

6. *Expenditure.*—The total educational expenditure has risen from Rs. 68,64,909 to Rs. 84,20,780. The following is a comparative statement of expenditure from each source :—

	1911-12.	1912-13.	Difference.
	Rs.	Rs.	Rs.
1. Provincial revenues	22,78,639	29,79,381	+7,00,742
2. District funds	12,44,249	16,16,961	+3,72,712
3. Municipal funds	3,52,662	3,96,275	+43,613
4. Fees	17,75,409	20,67,254	+2,91,845
5. Private sources	10,75,235	11,67,996	+92,761
6. Imperial revenues	1,38,715	1,92,913	+54,198
Total increase ... ..	...	...	15,55,871

On buildings alone the increased expenditure from provincial funds was Rs. 6,22,564 and from district funds Rs. 1,95,286. The expenditure from private sources on buildings and equipment rose from Rs. 2,63,122 to Rs. 3,77,797.

7. *Buildings.*—The number of new buildings erected or in course of erection during 1912-13 in the several divisions was :—

	Primary Schools.	Middle Schools.	High Schools.	Hostels.
Ambala	20	7	5	8
Jullundur	35	6	10	4
Lahore	34	10	8	4
Rawalpindi	20	12	5	13
Multan	37	14	3	14
Total	146	49	31	43

These include in some cases extensions.

8. *Grants from imperial revenues.*—Of the grant of Rs. 9,00,000 sanctioned in 1911 for educational buildings Rs. 7,19,378 had been spent by the close of the year. Delay in the preparation of plans for the Government College laboratories, the Lawrence School, Murree, and projected Normal schools, caused a postponement of the expenditure of the remainder. About Rs. 3,81,500 were spent on the buildings of secondary schools, including hostels; nearly Rs. 96,000 on primary school buildings; nearly Rs. 50,000 on industrial institutions; Rs. 76,221 on girls' schools; Rs. 80,391 on European schools; and the remainder on training institutions and collegiate education. Other building grants to secondary schools were paid from the imperial grant of Rs. 60,000 (recurring) for aided Anglo-vernacular secondary schools, pending the utilisation of this grant in bringing new schools into the grant-in-aid system, increasing the rate of aid, and relieving local bodies of the liabilities for payment of grants to secondary schools—all of which measures have since been carried out.

The recurring "Durbar" grant of Rs. 3,65,000 was mostly spent in salary grants to local bodies for the extension of primary education and on grants to district boards for the buildings of vernacular schools. Rs. 35,000 were spent on grants for teachers in European schools. The system introduced in the Punjab of basing grants to district boards on the salaries paid to teachers has been extended to municipal committees, thereby enabling these bodies to open new primary schools with the additional funds placed at their disposal.

9. *Building and equipment grants from provincial revenues.*—A sum of Rs. 75,000 was spent from provincial revenues on building grants to schools. Among the institutions which received grants from this provision were the Dayanand Anglo-Vedic School, Rawalpindi (Rs. 14,251), the Arya Putri Pathshala, Rawalpindi (Rs. 11,553), the Municipal Board High School, Batala (Rs. 7,845), the Dane High School, Dera Baba Nanak, (Rs 16,329).

In addition a large number of schools received furniture grants.

It may be added here that the bestowal of these large grants for educational objects has materially increased the work and responsibilities of the officers of the department, both in the initiation of schemes and the endeavour to ensure that the money is being usefully expended. For this and other reasons a strengthening of the departmental machinery throughout is, in my opinion, urgently needed.

Controlling Agencies.

10. *Direction and inspection.*—I was on privilege leave for six weeks in June and July, Mr. Crosse, Inspector of Schools, Lahore division, officiating. There was no change among the divisional inspectors. Mr. Sanderson, Master of the Sanawar training class for European teachers, was placed on special duty for a short period during the winter to assist in the inspection of schools in the Lahore division, the schools in this division being now too numerous for one inspector to supervise.

The inspectors' assistants and the district inspecting staff have worked well. Among the district inspecting officers the following have earned special mention :—Chaudhri Gyan Singh, Rohtak; Lala Tohlu Ram, Kangra; Q. Muhammad Muhsin, Hoshiarpur; Lala Shiv Saran Das, Ferozepore; Lala Kanhya Lal, Sialkot; M. Ahmad Khan, Jhelum; M. Abdul Latif, Gujrat; M. Ahmad Said, Mianwali; Lala Khazan Chand, Lyallpur.

11. *Management of district boards.*—In the Ambala division the gross expenditure of all the district boards increased, but the net expenditure, less the Government grants, fell by Rs. 10,359. From the Jullundur division some decreases of net expenditure are also reported, but the figures are probably capable of explanation. The Lahore Inspector gives figures to show that the boards in this division are reducing expenditure from their own resources; the differences, however, are not very striking, except in the case of Sialkot, where the net expenditure in 1912-13 was less by Rs. 8,000 than in 1904-05. It is possible that in the latter year the board overspent its resources. In the Rawalpindi division the gross expenditure of the boards rose by Rs. 41,384 and about two-thirds went to primary education; the net expenditure rose by about Rs. 3,000. In the Multan division there was a fall of Rs. 6,346 in net expenditure; the Inspector observes that this may be due to the boards being unprepared to spend the Government grants before the close of the year. He writes :—“The district boards in this division fall under two groups. One group of three (Lyallpur, Jhang and Multan)—the richer—spent much less than 25 per cent. of its revenues derived from non-educational sources. It is this group which failed to utilise the full amount of grant. Multan, however, spent a large sum (Rs. 20,132) on school buildings. The other group (Montgomery, Muzaffargarh and Dera Ghazi Khan)—the poorer—was more liberal; the special grant made to two of these districts was properly disbursed.” Speaking generally, much activity has been shown by the boards in extending and improving elementary education. Lyallpur stands first in the number of schools opened; in Gurdaspur school buildings have received particular attention; and education is advancing rapidly in Shahpur under the influence of Major O'Brien.

12. *Municipal committees.*—The inspectors' reports allude, as usual, to remissness on the part of the smaller municipalities. Thus in the Lahore division “Akalgargh continued to make a profit out of its school, but would not increase salaries to attract qualified men, would not establish a provident fund, and would not increase boarding house and school accommodation. Pasrur, Sharakpur, Chunian and Kasur are the other chief offenders. In fact, all the minor committees spent less.” In Jullundur the Rahon and Phillaur committees “netted a profit off their Anglo-vernacular middle schools—Rahon, in fact, regularly does so; and in every instance in which the municipal school is Anglo-vernacular the percentage spent from the local body's own resources is insufficient.” But the Lahore Inspector notes as a healthy sign that provident funds for teachers are being extended, and considers municipal management to be on the whole satisfactory. It may be noted here that municipal committees have been relieved during the year of the liability to pay grants for secondary departments of Anglo-vernacular schools, and are allowed salary grants for teachers employed in their vernacular schools, so that they have now additional funds at their disposal for promoting elementary education.

13. *Private agencies.*—A number of schools, chiefly secondary, have been opened during the year by denominational agencies, among which the Arya Samaj and the Chief Khalsa Diwan are conspicuous. These include a Sikh and a Muhammadan high school at Ambala and several schools in the Jullundur division and elsewhere which have not as yet been recognised. In Lahore “the year is remarkable for the activity of the Megh Udhar Sabha in opening schools for the depressed in several places in Sialkot district, of the Sikhs in opening high and middle schools in Lahore, Amritsar, Gujranwala and Narowal, of the Hindus in opening high schools at Gujranwala and Sangla, of the Arya Samaj in opening schools at Amritsar, Patti and Hafizabad, of the Salvation Army in opening an industrial school in a village in Sialkot district, of the Roman Catholics in opening an Anglo-vernacular primary school in Lahore, and of the Musalmans of Gujranwala in raising their primary to a high school.” In the Rawalpindi division eight secondary schools are under Sikh management, and great enterprise has been evinced by this community. Five Anglo-vernacular middle schools in Multan under Muhammadan management were accorded recognition.

Collegiate Education.

14. *Statistics.*—The number of colleges has decreased by two which are included in the new Delhi province, and the rise in attendance is for this reason comparatively small. The expenditure shows an increase of Rs. 2,785. An increase of Rs. 26,230 in fee income, partly due to higher rates of fee, has lessened expenditure from other sources.

15. *Examinations.*—The examination results compare favourably with the averages of the quinquennium just ended. The following was the percentage of successful candidates from colleges in the province :—

		1912-13.	<i>Previous quinquennium.</i>
<i>Arts</i>	{ F. A. ...	51·6	47·8
	{ B. A. ...	35	36·3
	{ M. A. ...	50	44·6
<i>Science</i>	{ F. Sc. ...	62	48·8
	{ B. Sc. ...	48	41·4
	{ M. Sc. ...	100	78·1

16. *Buildings.*—The building activity of the year has been chiefly directed to improving equipment for science teaching and extending hostel accommodation. Science rooms have been built or added to at the Dyal Singh College, Lahore, and the Hindu College, Delhi, in the latter case at a cost of Rs. 14,000; and the Dyal Singh and Islamia Colleges have added dormitories. In other cases fresh building accommodation has been secured by renting buildings, the Government College being enabled in this way to find space for a common-room. Additions to libraries are also reported. In the Murray College, Sialkot, recently raised to the first grade, a block of class rooms and a staff room are in course of erection.

17. *General.*—The staff for science teaching has been strengthened in the Government, Khalsa and Dyal Singh Colleges, and in the Government College. a second professor of English and professors of Arabic and botany have been appointed. The Murray College, Sialkot, has added professors of mathematics and philosophy to meet its new needs. St. Stephen's College, Delhi, has now a staff of six Oxford or Cambridge University men, two having been added in the year.

The reports of the different colleges evince the attention that is now paid to the physical education of students, and mention a variety of forms of physical exercise. The need of playing fields is to some extent relieved by the encouragement of gatka clubs, cross-country running and gymnastics, at the Government College, Lahore; and swimming is practised in more than one college.

The Government College lost the services of its Principal, Mr. Robson, who retired in September from the service to take up the appointment of Principal of the Prince of Wales' College, Jammu. Mr. Robson, whose term of the principalship had extended over fourteen years, was an officer of ripe experience whose departure caused general regret. He was succeeded by Major J. Stephenson, I.M.S. Mr. B. M. Jones, who had done much for the scientific and general life of the College, resigned the service through ill-health, and was succeeded by Mr. B. H. Wilsdon. The College examination results showed an advance; and science proved a most popular subject of instruction. Physics students numbered 215, chemistry 217, botany 172, zoology 166. New biology and physics laboratories are about to be erected. The College has a variety of clubs for physical and intellectual recreation.

Among other colleges the Dayanand Anglo-Vedic College, Lahore, had a large accession of students: the total number reached 798, 627 of whom were boarders. Playing fields are greatly wanted. At the new Dyal Singh College the numbers rose from 344 to 372. Of the Murray College, Sialkot, the Principal says:—"The year is perhaps the most remarkable in its history, because it marks the raising of the College to the first grade and the opening of the third year class."

18. *Punjab University*—Certain changes in the regulations with a view to provide concessions in special cases were made during the year. Affiliation was granted to the Prince of Wales' College, Jammu, in physics and chemistry up to the B. A. and B. Sc. degree standard, to the Kinnaird High School for Girls, Lahore, up to the Intermediate standard, to the Sri Pratap College, Srinagar, in philosophy up to the M. A. degree, and to the Government and Forman Christian Colleges, Lahore, in Latin up to the Intermediate standard.

Arrangements have been made, with the aid of the imperial grant, to appoint University professors of Arabic and Sanskrit.

Funds have been allotted for building an Observatory, and the property of the Convent in Anarkali has been bought for the requirements of the Law and Oriental Colleges. Money has also been allotted for improving the athletic grounds, and removing offices situated in the University premises; and a house has been built for the Assistant Registrar. The extension of the University library buildings will shortly be begun.

Special courses of lectures were given in the year on phonetics, Arabic literature and philology, Indian art, Moghul architecture and subjects of scientific interest by specialists of note, and were well attended.

Secondary Education.

19. *Statistics*.—The comparative smallness of the numerical increase (5 schools and 542 pupils) is due to the exclusion of seven schools situated in the Delhi province from the statistics. Among new high schools are the Khalsa schools at Sialkot, Rawalpindi and Faruka, Hindu schools at Ambala and Gujranwala, and district board schools at Gurgaon and Sargodha. A number of unrecognised secondary schools have also been opened, especially in the Jullundur and Lahore divisions. "These private schools," says the Jullundur report, "which numbered 7 with 360 pupils six years ago, and 23 with 2,000 pupils last year, have during this year increased to 35 with 3,200 pupils." The recent rise in fee rates facilitates expansion, little being needed from private sources to maintain a school in some sort of working order. Expenditure has risen by Rs. 1,50,297, fees contributing Rs. 1,66,404 and district funds Rs. 19,918 more. The more liberal terms of maintenance grants and the additional income from fees have combined to reduce expenditure from private sources, which, though it has risen in the aggregate, has declined in individual aided schools. Such schools, the Multan Inspector points out, "are now less dependent for their existence on collections of small monthly subscriptions—this makes for permanency of educational institutions, relieves school managers of the necessity of keeping a number of persons, mostly

parents of school children, in good humour, and in consequence enables them to enforce strict discipline." Part of the additional funds thus made available has been spent on raising teachers' salaries.

20. *Buildings.*—In nearly every Government high school accommodation is being or has already been improved. Projects, however, have been delayed by the difficulty of securing suitable sites at a reasonable cost. Several type plans for school buildings have been issued for guidance by the Department, and aided schools in all divisions are reported to be taking advantage of the grants now offered to improve existing accommodation or rebuild on suitable sites outside the towns. It is not infrequent (as in the Gujranwala and Hoshiarpur districts) to find board school buildings worse than those of aided schools, but the rehabilitation of existing vernacular and Anglo-vernacular schools is being undertaken by local bodies; some time, however, may be expected to elapse before all their schools are properly housed. The standard of accommodation, ventilation, lighting, etc., is rising generally.

21. *Teachers.*—The reorganisation of the Subordinate Educational Service has ensured annual promotion for teachers in Government service, and revised scales of salary have been introduced generally in schools under local bodies. Provident funds, already established by the district boards, have begun to be instituted in aided schools, which find it increasingly difficult to secure good teachers. The percentage of qualified teachers is stated to be over 66 in the Lahore division, 65 in Rawalpindi, and over 59 in Ambala.

22. *Private enterprise.*—In addition to the starting of new schools, a number of instances of gifts for school purposes are reported. Thus in the Lahore division Rs. 4,000 were offered at Kalanaur for the conversion of the school into an Anglo-vernacular one; Rs. 8,000 were collected at Bhopalwala (Sialkot district) for an Anglo-vernacular middle school; and the Hindus of Amritsar maintain Pathshalas there at an annual cost of Rs. 24,000. In Rawalpindi Rs. 10,000 were collected at Sargodha for the conversion of the middle school into a high school, and the residents subscribed Rs. 3,000 in order to introduce the teaching of English into the Naushahra (Shahpur) vernacular middle school.

23. *Moral training.*—The tutorial system and social service groups have been experimentally introduced in a few schools. Two inspectors observe a correspondence which is becoming marked between the school morale and the existence of party spirit outside the school, which, as the Multan Inspector says, "is likely to add to the difficulties of internal administration in schools." But the gradual transfer of city schools to extra-urban sites should have a beneficial effect upon discipline.

Primary Education (Boys).

24. *Statistics.*—Excluding European schools, there was an increase of 273 primary schools, and of 18,060 scholars. Adding the 69 schools now included in the Delhi province, the real increase of schools was 342. This is the first year's result of the "Durbar" grant for education, which has also, of course, been utilised in the provision of buildings and raising of teachers' salaries. In future years, as the output of trained teachers increases, an average annual addition of some 15 to 20 schools per district may be found possible: it would be unsafe to reckon on a higher figure at present. The rate of progress was fastest in the Lyallpur district, where the district board opened 57 new schools. Among other districts which increased their schools were Gurgaon (12), Hissar (12), Rohtak (6), Gurdaspur (28), Sialkot (15), Amritsar (10), Gujranwala (9), Lahore (8), Gujrat (12), Shahpur (29), Rawalpindi (18), Mianwali (21), Attock (12). Details have not been given in the case of the Jullundur and Multan divisions. Of the Jullundur division the Inspector writes: "The districts vary a good deal in the extent to which education may be said to be accessible; for the division extends from barren tracts in the south and east, through a fertile and densely-populated middle area, to the hilly regions of Hoshiarpur and Kangra. Literal accessibility in the sandy Ferozepore

district on the one side and in the Kulu hills on the other is out of the question for a long time to come. In Ferozepore with its small scattered villages it would require about four hundred additional small schools to bring education within two miles of every pupil. In parts of the more fertile district of Ludhiana, on the other hand, and in nearly the whole of the rich Jullundur district (in which primary schools of over 100 pupils are common) schools are within a mile or two of nearly every village already, and the problem is to make education not accessible, but available, that is, to provide enough schools for the pupils crowding for admission. But along with the river bank in Ludhiana runs a broad swampy tract known as the Bet, inhabited by a rude pastoral population who are too primitive to appreciate education, and schools have been tried and have failed there in the past. In Kangra again it is premature to attempt to reach the semi-pastoral nomadic Gujjars and Gaddis of the upper hills ; amongst the lower hills it is, of course, impossible to apply any mileage standard of accessibility ; where there are cliffs and torrents a school may be inaccessible within a mile of one's door. A system of primary school boarding houses has been found to work in these circumstances, and may be extended." In the Rawalpindi division, which contains educationally backward districts, there is now on an average one public school for eight villages, and the percentage of attendance has risen from 19.7 to 22.4. An increase of 15,083 is recorded in the total number of agriculturists' children attending primary schools, but this may be partly due to a more lenient interpretation of the term. Gurmukhi-teaching schools for boys have increased in number from 102 to 116, but the number of pupils attending them has diminished, and is in striking contrast to the number of girls (13,516) attending such schools.

The direct expenditure on primary education (*i.e.*, expenditure on tuition) increased by Rs. 1,29,040, most of which came from district funds, or in other words, from the new grants. There was a rise of Rs. 14,722 in the receipts from fees.

25. *Teachers* —It is satisfactory to report that the increase of schools has been accompanied by a general improvement in the qualifications of teachers. In the districts of the Rawalpindi division the percentage of certificated teachers in board schools varies from 57 to 64, while in the Ambala division 609 out of 979 teachers employed in primary schools are said to be trained men. Local training classes continue to supplement the output of teachers from Normal schools. Of the five classes in the Jullundur division the Inspector writes : 'The number of applicants has far exceeded that of stipends offered ; in one case there were over 120 applicants for 20 stipends. Consequently from new 'upper primary passes' and 'middle fails', some of them already teachers, it has been possible to select a fairly handy lot of students, and being placed under a vernacular middle school headmaster and an assistant teacher directly familiar with village needs, and visited twice or thrice in a session by an assistant inspector of schools, Normal school headmaster, or inspector, there has been life in the work of these classes, and the students who have returned to the schools are mostly doing well. They start work on Rs. 12, as does the junior vernacular teacher, in order to draw a two-thirds salary grant, and it is possible that they may not compare so unfavourably with the junior vernacular teacher as the difference in previous education, in duration of training, or in the calibre of their teachers, would suggest." In the Lahore division an annual supply of 150 to 200 teachers from the training classes is anticipated. Graded scales of salaries from Rs. 12 to Rs. 30 per month are being generally introduced, and teachers have the benefits of a provident fund and the chance of postal allowances. As a result the teacher's calling has become popular and there is no longer a dearth of recruits.

26. *Instruction*.—A new and simplified scheme of studies has been issued. Of this the Multan Inspector says :—"The distinction between the two types of schools intended to supply the needs of the village population has been obliterated since the close of the year under report. I need not therefore make any comments on the last stage in the evolution of a primary school—a stage

which has had a fair trial and has now passed away. The experience gained has been utilised in recasting the curriculum; the final product harmonises conflicting interests, and appears to be well suited to the requirements of different communities. The distinctive features of the rural school have been preserved, but in a simplified and more workable form." The teaching of the newer and more "practical" subjects of instruction is, as usual, unfavourably noticed in the reports.

Mr. Wyatt's account of his "surprise visits" to village schools deserves quotation here. "In one case the head teacher was away—collecting pupils in a neighbouring village, as his assistant explained; in another the teacher, who was also the village postman, was surrounded with postal material—he explained that he was giving a lesson on the post office to the class. He had, however, in the interest evoked by this lesson, forgotten to mark their attendances. In a third case a group of pupils were sitting idly in the village, and the teacher, an inexperienced youth fresh from the Normal school, could only explain that yesterday had been a public holiday. He had lost the key of the register almirah, so that it was not possible to discover at the moment how long the holidays had lasted. In some schools, however, it was pleasant to find everything in order, and visits of this kind show clearly how the success of a village school, and also its numbers, depend upon the zeal of the individual teacher: and how unsafe it is to conclude that because the last school in some village failed, another one, if put there, will not succeed."

27. *Buildings*.—Grants amounting to Rs. 2,29,500 were made to the district boards during the year for the erection of buildings for vernacular schools, and many such buildings were completed or under construction by the end of the year. Thus in the Lahore division the Amritsar district board built one new school-house and improved 32, Sialkot built three and extended three, and Gurdaspur and Lahore each erected or extended nine. In the Multan division 32 buildings and in Jullundur 33 were under construction. The Multan Inspector reports that about Rs. 11,500 were contributed by residents, in addition to gifts of land, for this object. The practice of entrusting repairs to school committees is becoming more common.

28. *Aided elementary schools*.—The new rates of grants have given a stimulus to the starting of schools by private agency. The Arya Samaj has started several schools for Meghs in the Sialkot district. In the Rawalpindi division there has been an increase of 41 in aided elementary schools, and in Multan of 21. But board schools are more in favour with the people than private "venture" schools. In noting the increase of such schools, especially in Kangra, the Jullundur Inspector says:—"It may be taken for granted that the indigenous type of school will now decline, and the policy adopted in Kangra—which is being recommended generally—of admitting indigenous school teachers to local training classes will entail the conversion of indigenous into board schools under certificated teachers."

Training of Teachers.

29. *Central Training College*.—The Principal, Mr. Knowlton, was absent for four months on special duty in Jodhpur. Mr. Parkinson, the new Vice-Principal, and Mr. Buchanan, Instructor in manual training, joined in March. It is satisfactory to report that there was keen competition to enter the Training College, and the number on the rolls increased from 229 to 276: 17 of these were sent by Native States, and six stipends were provided by the Khalsa Diwan. The B. T. class consisted almost entirely of men who had taken honours in the B. A. examination or had passed that examination with credit: about 30 graduates had to be rejected. Owing to the increase of numbers 46 students had to live outside the hostel. The cost to provincial revenues per student fell from Rs. 344 to Rs. 302. A further expansion of the College being impossible, a scheme is on foot for locating a separate junior training college at Jullundur. The want of playgrounds is a serious

hindrance to the efficiency of the training : it can hardly be expected that the average teacher will interest himself and take part in school games if no stress is laid on activity in this respect during his course of study in the College. The Principal writes in this connection :—“ The new Vice-Principal is most anxious to improve the physical training given in the institution and to infuse a greater interest in manly games. It would be a great pity if owing to the want of suitable playing-fields the College should still be unable to profit by his desire and ability to help forward this branch of the work. From a discussion with him on the results of the recent examination, I infer that the attainments of the students in gymnastics compare favourably with those of English students under training, but that the drill lacks that smartness and precision which characterises similar work at home ” Mr. Knowlton has submitted a full and interesting report, in the course of which he remarks :—“ For the last twenty years the staff of the Training College has striven to demonstrate and impress three important truths on the students : first that in oral teaching the eye as well as the ear should be appealed to by the employment of objective and graphic illustrations ; secondly, that home-made illustrations which the pupils can easily reproduce are more effective for teaching purposes than those purchased from educational publishers ; and thirdly, that the reproduction of such illustrations by the pupil should be insisted on whenever possible. It is only during the past ten years, however, that educational handicraft in the form of what is erroneously but commonly known as “ kindergarten occupations ” has been prescribed by the Department as an essential part of the course of study for students in training. One cannot but feel disappointed with the progress made during that period in the teaching of the subject in our schools. Teachers show or tell pupils what to do ; pupils imitate the acts or blindly follow the instructions of their teachers, and even inspectors are liable to estimate the quality of the instruction by the neatness of the specimens submitted to them at the annual examination. Thus the teaching is too often unintelligent, the work of the pupils mechanical, and the estimate of the worth of the exercise based on the wrong data. The introduction of educational handicraft into our schools has undoubtedly made school work more attractive to the pupils, but much better results would have been obtained if our instructors had been men of higher intellectual attainments.” The appointment of a specialist, Mr. Buchanan, to direct and supervise manual training and the provision of a workshop for the purpose will, it is hoped, be of great value. Of 234 students sent up for examination 205, or 88 per cent., passed, a result on which the staff are to be congratulated ; 42 out of 49 students sent up obtained the B. T. degree.

30. *Normal schools for men.*—A new Normal school was opened at Lyallpur at the close of the year, and schemes for several other Normal schools are being worked out. The improvement in the pay and prospects of primary school teachers has had a most beneficial effect. Men are now eager to undergo a course of training, and instead of district inspectors having to use pressure to induce men to attend the Normal school the number of applicants for admission is greatly in excess of the number for whom accommodation has been provided. The result is that it is now possible to make a selection and to reject men who do not possess the natural gifts necessary for successful teaching. At the beginning of the session every stipend was allotted, and a number of students asked to be allowed to undergo a course of training at their own expense. As in former years, a few students whose progress and capacity for work did not satisfy their teachers were weeded out in July ; but even after this had been done no less than 422 remained under training till the end of the session, and with one exception all of these were sent up for the junior vernacular certificate examination. It is too early to estimate the effects of the simplification of the course of study ; and the result of the revised curriculum will have to be carefully watched. But all the headmasters of the Normal schools welcome the changes which have been made, and agree that the scheme of studies is now more practical and likely to result in the Normal schools turning out more efficient teachers.

Instruction in the principles and practice of teaching receives much attention ; and most of the students did well in this subject. Even in Multan, where the pupils did not do as well as those of other Normal schools, there was not a single failure in school management. Probably the best training in the practice of teaching is given in the Delhi Normal School. There the head master has arranged that the students sent to work in the Model School shall take entire charge of the class and be responsible for the teaching of every subject taught through the medium of the vernacular. Thus, as the Inspector of Schools, Ambala division, points out, "the Model School is practically run by the Normal School students for six months of the year". In the other Normal schools the practical training is less thorough; but in every school specimen lessons were delivered by members of the staff, the students delivered several criticism lessons, and batches of students were sent for a week at a time to work in the Model School.

The results of the junior vernacular certificate examination were satisfactory. Of the 421 sent up, 359, or 85 per cent, passed : 17, or five per cent., passed in the first division. Every Normal school sent in one or more teams to the annual athletic tournament. The Lahore and Multan teams won most of the prizes. During the year the Delhi Municipality made over to the Normal School about an acre of *Bela* ground to be used as a playing field. For the first time gymnastics and drill were made compulsory in the junior vernacular examination.

The moral training of the students is constantly kept in view. At Delhi and Rawalpindi the tutorial system prevails, and every member of the staff is made personally responsible for the intellectual progress and conduct of a selected number of students. In some schools the day's work opens with a prayer or a hymn to the Deity. Personal intercourse out of school hours and lectures and meetings of the literary and debating societies are the chief means employed to impress on the students their duty towards their fellow-men.

31. *Training classes*.—These are classes where boys who have passed the upper primary examination are trained for six months and then sent out to work as assistant teachers in lower primary schools and departments. During the year such classes were held at 15 centres, and 216 out of the 253 students sent up for examination were successful. Before the close of the year nine new classes had been formed and there were about 170 pupils under training.

32. *Training institutions for women*.—In the Lahore Normal School there were 35 on the rolls. Of the 21 new admissions in 1913, all but three came from outside districts and had to be accommodated in the hostel. The school is rapidly increasing in numbers, and is already overcrowded. The Chief Inspectress writes :—"The training given has improved considerably during the last three years. The girls who pass out from the senior vernacular class are well trained and work well as headmistresses of middle schools. It is quite the exception for any of them to be unwilling to take up posts at once, and the aided schools offer very large salaries as inducements to them. In the junior class the women are mostly teachers sent in from district schools, who return to their posts after training. Some of these women find it very difficult to work up general subjects, especially arithmetic, but do well in practice of teaching, school management, and needlework." There are training classes at Amritsar, Sialkot and Gujranwala which supply a number of teachers. A new class, for Christian teachers, was started at Clarkabad. Anglo-vernacular teachers are trained at the Kinnaird High School, Lahore : six such teachers were trained during the year.

33. *Training institutions for Europeans*.—The training class at Sanawar numbered 16 students, of whom 7 were from the Punjab, 4 from the United Provinces, 2 from Madras, 1 from Bengal and 1 from Bombay. Madras and Bengal sent students for the first time. All the six students who passed out in 1912 obtained employment in the United Provinces. The Principal of the

Lawrence Military Asylum strongly urges the need for a proper building to accommodate the students under training, as the class has passed the stage of an experiment and is now a valuable asset of European education. St. Bede's College, Simla, contained 32 women students. At the certificate examination all the candidates presented were successful, 8 out of 12 gaining distinction. The state of the institution is in every respect satisfactory.

Professional and Technical Education

34. *Professional institutions.*—The Law College is about to be moved into the new premises purchased by the University. The number of students was 164: owing to the decision to abolish the vernacular section there will be a smaller number in future, and a restriction of the admissions to pleaderships may also cause a decrease. In the Medical College there was a decrease of 15 students. The Principal says :—“ Now that the Medical College no longer carries out the teaching in preliminary sciences it is entirely dependent for new students upon the results of the Intermediate examination of the Science Faculty. Few science colleges in the Punjab teach up to the standard formerly taught by the Medical College itself, and still exacted by the Medical Faculty for admission into the medical classes, and until the teaching of biology, chemistry and physics in the science colleges generally reaches the old Medical College standard, the percentage of passes in the Intermediate Science examination is likely to continue low and the number of candidates who apply for admissions to the Medical College to remain limited.” The Inspector-General of Civil Hospitals thinks that one reason why fewer men are entering the Medical College is that the Indian public of the Punjab are satisfied with Sub-Assistant Surgeons and compounders and often prefer hakims and vaid: latterly more Assistant Surgeons have qualified than can be taken into Government service. The need of separating the Medical School from the College is again represented in the report.

The North India School of Medicine for Christian Women, Ludhiana, is enlarging its scope with the help of a grant from Government, and will henceforward be known as the Women's Christian Medical College. The Yunani Class in the Islamia College, Lahore, had 60 students, and the Vedic Class in the Dayanand Anglo-Vedic College 38.

In the Veterinary College the demand for admission is very great, and the College is unable to provide sufficient graduates for the needs of the country. There were 181 students on the rolls, and the number in each class is about 60. The Agricultural College had 61 students reading for the diploma, and special courses were also arranged—a vernacular course of practical agriculture, for zamindars' sons, one dealing chiefly with improved farm implements, for military overseers, and a five weeks' course of farm tuition for Assistant Commissioners. Eight out of 17 candidates were awarded diplomas. The educational attainments of the students who join are considered to be below the standard required, and it is suggested that the course should be lengthened. The Principal writes :—“ Our Licenciates of Agriculture have shown no marked inclination up to the present to take to farming after leaving college—nor can the diploma course be considered a popular one. Its main justification at present is for the creation of a staff who are in future to assist in the expansion of the work of the Agricultural Department as the results of our researches become available. But this alone would not seem to justify the heavy expenditure which a college of this kind entails unless there is in addition a real demand on the part of the province for higher education in scientific agriculture, for the staff required for working farms and laboratories can be trained without the elaborate machinery of an educational institute.”

The new Engineering School at Rasul was opened in April 1912; the number on the rolls was 98. The facilities in the neighbourhood of Rasul for practical training are found to be of great value, and the school has made a promising start. Engineering classes continue to be held in the Dayanand Anglo-Vedic College, Lahore, but the number of students shows an annual decline. Mechanical engineering is taught in the Hindu Technical Institute, Lahore, which had 57 students. The President, Rai Bahadur Ganga Ram, C.I.E., has introduced a more practical form of training.

35. *Industrial training.*—The Mayo School of Industrial Art had 231 students, of whom 124 were Muhammadans and 95 Hindus and Sikhs. The large new workshops were nearly completed by the close of the year, and an additional staff is about to be engaged. Fourteen industrial schools were inspected by the staff. A hostel and a residence for the Principal are urgent needs. As to industrial training elsewhere, a feature of the year has been the opening of carpentry and other industrial classes in connection with schools for general education. Thus in the Ambala division four such classes were started, and several in the Jullundur division. In the Lahore division industrial schools for low-castes have been opened by the Arya Samaj and the Salvation Army. New board industrial schools have been started at Rewari and Dera Ghazi Khan, and other schemes are in contemplation. The Multan Inspector says :—“The movement for the provision of industrial training is in its infancy. The need is felt by the people, but it has failed to arouse enthusiasm, although liberal grants from provincial revenues are available. The industrial schools in existence have not yet passed the experimental stage. Measures have yet to be devised to put life into these schools.” Mr. Wyatt, the Jullundur Inspector, advocates the introduction of manual training into ordinary schools. Prejudice against industrial occupations, he remarks, can best be removed by familiarising ordinary school boys with simple manual work.

36. *Reformatory School, Delhi.*—Schemes for the extension and improvement of the buildings have been held in abeyance owing to the uncertainty of the future location of the school. There were 142 boys on the rolls, of whom 6 were out on license with private employers. As proof of the fact that the surveillance of the boys does not cease entirely on their discharge from the Reformatory, the Superintendent can account for 60 out of 66 boys recently sent to their homes, and of these 60 only 8 appear to have relapsed. The profits on manufactured articles amounted to Rs. 1,901, as compared with Rs. 1,472 in the preceding year.

37. *Commercial training.*—The Government Clerical and Commercial School Amritsar, continues to attract students, the numbers on the rolls having risen from 61 to 88. The Inspector reports :—“The school has grown largely and there is more life and go in the teaching, but owing to the fact that the majority of the boys come from the weakest sections of other schools, the progress is not first-rate.” Commercial training is also given in the continuation classes for men and women conducted by the Young Men’s Christian Association and Young Women’s Christian Association, respectively, for which grants-in-aid are made to both institutions. In the former classes there were 57 students, and in the latter 36.

Education of Indian Women.

38 *Statistics.*—It was remarked in the report on the quinquennium ending 1911-12 that the number of pupils in girls’ schools had risen by 55 per cent. Since then there has been a further increase of over ten per cent. in attendance, the number in 1912-13 being 37,485 against 33,820 in 1911-12. The number of schools is now 745 against 669, and comprises six high, 32 middle and 707 primary. The distribution among divisions is as follows :—

Lahore, with 231 schools and an attendance of 13,793 girls, stands far above the other divisions.

Rawalpindi has 182 schools and 9,213 scholars.

Multan stands next with 105 schools and 5,914 scholars.

Jullundur has 126 schools and 5,282 scholars.

Ambala has 101 schools and 3,283 scholars.

39. *Instruction.*—A few schools—the Kinnaird School, Lahore, Alexandra School, Amritsar, and Dev Samaj School, Ferozepore,—prepare girls for the Matriculation examination, and the Kinnaird School is about to open college classes, chiefly for training purposes. Middle schools are of two distinct types, *viz.* those which follow the Code scheme of studies, and those which adopt a scheme similar to that of the Kanya Maha Vidyalā, in which attention is mainly paid to languages, music, needlework and religious instruction. Primary schools, especially those in outlying towns and villages, are indifferently staffed, but the salaries of the teachers were raised during the year. The difficulty of obtaining books and apparatus is sometimes felt, especially in schools managed by small municipalities which make no provision for the purpose. “Many parents,” the Inspectress remarks, “would rather keep the children at home than pay anything for books; and in order to keep up the school the mistress has to buy all necessary apparatus herself.”

Most of the girls in attendance are in the lower primary classes, and the Inspectress remarks that it is unfortunate that as yet no regular kindergarten teaching is given. “In the Amritsar municipal board schools alone there are 600 babies who were much brightened up by the simple games and physical exercises which the inspectresses spent several days in teaching to the mistresses and children. The teachers in charge of the infant class are, however, so old that they can hardly move about, much less play. If there were a capable kindergarten lady in charge of these sections of the branch schools in towns, she could train infant class mistresses as well as manage the classes, and none of the very short school life of the little girls need be wasted. The example set by these institutions would very soon be followed by the larger aided schools. The practical kindergarten work at this stage would also be most valuable; for at present teachers fail to realise that children learn by doing. They therefore devote all their efforts to teaching the alphabet by constant repetition instead of trying to form character, to arouse the children’s curiosity and interest and to get them to learn through their own observation from things and not from words.”

Needlework is said to be good in all Christian schools, and the elder girls in large schools, especially Muhammadans, show great skill and neatness in embroidery. Practice in cookery is given in most of the boarding schools, the time-table being arranged to allow of a certain number of the girls cooking one of the meals for the others every day. St. John Ambulance classes have been started at the Kanya Maha Vidyalā, Jullundur, and the Maharani of Burdwan’s unaided school at Lahore.

40. *Buildings.*—The question of providing better accommodation for girls’ schools has received special attention this year, and municipal and district boards have received grants from provincial revenues to enable them to improve existing buildings or to erect new ones. It is hoped, the Inspectress says, that during the quinquennium all the large primary schools will be suitably housed in well-ventilated and sanitary buildings, and that as many as possible will be provided with parda playgrounds. The Queen Mary College has now a very fine building with every modern convenience and extensive grounds. The Kanya Maha Vidyalā, Jullundur, and the Sikh Kanya Maha Vidyalā, Ferozepore, are erecting large hostels on the quadrangle plan at a short distance from the city. These are the largest boarding schools in the province. The Christian secondary boarding schools are for the most part well accommodated, and the primary boarding schools, such as that at Narowal, are erecting new buildings. The American Methodist Mission is putting up a fine schoolhouse with dormitories in Lahore, and the American Presbyterian Mission is starting at Sangla Hill the first large school building on the cottage plan.

41. *Examinations.*—From the Kanya Maha Vidyalā girls were sent up both for the Shastri and Pragya examinations of the Punjab University, and three teachers from the Multan Municipal Middle School passed the Pragya examination. The headmistress of the Municipal Board Middle

School, Rawalpindi, passed the Budhiman (Panjabi) examination. The Urdu and Gurmukhi mistresses of the Normal School passed the Proficiency examination of the University. Including extra-provincial candidates, 21 girls appeared for the Matriculation examination, of whom 13 passed; six out of seven passed the Junior Anglo-vernacular Certificate examination; eleven out of eighteen the Senior Vernacular Certificate and fifteen out of twenty-three the Junior Vernacular examination. In the Middle School examination 211 appeared, of whom 146 were successful.

Education of Europeans.

42. *Statistics*—There has been no change in the number of schools. The number of pupils rose by 59 to 2,598. The Inspector points out that the actual numbers are greater than those shown in the returns, as many pupils do not return to schools in the hills until after the 31st March. In the Simla schools alone the increase in June over the numbers of last year was 159, and the Murree schools also show a considerable rise in the total.

The total expenditure from all sources was Rs. 8,48,742, against Rs. 7,69,733 in the previous year. Provincial funds contributed 32 per cent. of this and fees 36 per cent. The increased provincial contribution was largely due to an additional sum of Rs. 30,000 being spent in the form of staff grants, including subsistence allowances now given for the first time to members of religious bodies. The financial condition of the schools is improving yearly.

43. *Teachers*.—Of the total of 211 teachers, 19 hold British and Indian University qualifications, 103 are trained and certificated, and 34 are untrained but certificated. The other 55 are uncertificated, including 30 who are members of religious orders. The pay of several teachers was raised, and twelve schools took advantage of the newly organised teachers' provident fund.

44. *Instruction*.—The Inspector notes an improvement in English and Latin (taught in only two schools): Urdu and French should, he thinks, be taught more as living languages, and by the direct method. He adds, "a stimulus has been given to the practical work in connection with domestic economy in girls' schools by small grants awarded for this purpose during the last two years. There is now in several schools some attempt put forth in regard to actual cooking and laundry work, the drafting and cutting out of garments, etc."

45. *Examinations*.—The pass percentage in the High School examination rose from 61 to 66, and in the Middle School examination from 38 to 50. Arrangements have been made to hold the Cambridge Local examinations in the province.

46. *Buildings*.—The Inspector says:—"During the year provincial revenues contributed Rs. 28,444 to the building or enlargement and improvement of nine schools, the largest sums (Rs. 10,000 and Rs. 9,172) going to the Convent schools at Murree and Simla, respectively. The total expenditure from all sources on buildings amounted to Rs. 71,685. The scheme for the rebuilding of the greater part of the Auckland House School, Simla, is apparently at a standstill. The Lawrence School, Murree, has not yet had its permanent building begun. The school has been provided with temporary structures to meet pressing needs. Bishop Cotton School, Simla, has recently had money sanctioned for a gymnasium, and the work will be taken in hand shortly. The new building for the Convent School, Murree, begun in September, 1911, is not likely to be finished till September this year. The additional building for the Cathedral Girls' High School, Lahore, and the new school house for the Station School, Rawalpindi, have been completed and occupied during the year. The Convent School, Lahore, has sold its property at a very remunerative price, and will shortly

build a new school on the Durand Road. St. Anthony's School, Lahore, also contemplates rebuilding on an extensive scale, and the new building for the Cathedral Orphanage for Boys is nearly finished. The Mayo School, Simla, has effected several necessary improvements, towards which Government aid was liberally given."

47. *Miscellaneous.*—The principalship of the Lawrence Military Asylum, Sanawar, was vacated by the Revd. A. H. Hildesley in July, after 28 years' energetic and devoted service, during which he raised the school to its present level of efficiency. He has been succeeded by the Revd. G. D. Barne. More accommodation for an increasing staff is badly needed, and building improvements have been sanctioned. The Cathedral orphanages at Lahore for boys and girls were amalgamated in the autumn with the Cathedral Boys' and Girls' High Schools, respectively, with consequent improvement in teaching efficiency. Mr. Wright's report concludes with the following general remarks:—"The increase in the number of pupils in the schools and in receipts from fees as well as in the number of teachers employed; the increase in expenditure, especially in the matter of a more liberal provision for staff grants and of subsistence allowances to members of religious orders; the raising of salaries of the great majority of teachers and the institution of a teachers' provident fund, which is already fast becoming popular; the provision of additional places on the free list for pupils in the primary departments of certain schools; the improved financial condition of nearly all the schools; the improvements effected in the buildings of certain schools; and a very fairly satisfactory rise in the character of the teaching and work generally, form a record of the year's work and attainments which is, I think, creditable alike to the schools and to the generosity of Government."

Education of Muhammadans.

48. *Statistics.*—Statistically the salient feature of Muhammadan educational progress during the year was an increase of 10,383 Muhammadan pupils in primary schools for boys. Hindu pupils increased by 4,634 and Sikhs by 2,927. In the Ambala division there was a decrease of about a thousand Muhammadan pupils at the primary stage, due to the formation of the new province, but in Rawalpindi and Multan, especially the former, there was a large rise in attendance. In girls' schools (excluding private institutions) the Muhammadan increase was 733, against 2,138 in the case of Hindus and 781 in that of Sikhs; but the number of Muhammadan pupils in girls' schools of all kinds is shown as nearly equal to that of Hindu pupils: Sikhs, in proportion to their numbers, lead the way. Otherwise there is no marked change to record.

49. *Progress by divisions.*—In the Ambala division a Muhammadan high school, which has not as yet been recognised, was started at Ambala: the Inspector states that there are more than a dozen aided elementary schools for Muhammadans in the division. In Jullundur Muhammadan enterprise has not been conspicuous: the management of the Islamia High School at Ludhiana has been unsatisfactory, and of 39 unrecognised private schools which have recently sprung up, only two are Muhammadan. The Muhammadan hostel at Jullundur for school pupils is said by the Inspector to be in an unsatisfactory state. In Lahore the percentage of attendance for Muhammadan boys has risen from 17 to 18.5, and for girls from 3.4 to 3.7: the best Muhammadan schools are those at Qadian and Amritsar. The Islamia primary school at Gujranwala has been raised to a high school since the close of the year. In Rawalpindi the percentage of attendance for boys has risen from 14.2 to 16.9; the Islamia high school at Rawalpindi is not well managed, but is about to be improved. A society for the development of Muhammadan education has recently been started. The Sikhs are educationally the most progressive community in this division. In Multan Muhammadan pupils in public schools continue to increase more rapidly than Hindus, but the education of Muhammadan girls makes slow progress. 66 per cent. of the elementary schools supported from public funds are in charge of Muhammadans. Five English-teaching middle

schools are under Muhammadan management, and are gradually being improved, but as usual the staffs are weak. There are Muhammadan hostels at Lyallpur and Gojra. The Inspector says "In the earlier stages of schools of all types for boys the Muhammadans preponderate, but they fall much behind the other communities in strength relatively to the population. The awakening is general, though the lower strata of society have not yet begun to show active interest in education. The upper classes feel strongly their having been left behind in the race, and are now striving to recover lost ground. The chief causes now at work which retard progress are comparative poverty, the large proportion of agriculturists and labouring classes, thriftlessness, and the habit of discounting the future."

The Punjab Text-book Committee.

50. During the year the general Committee met six times, and there were thirty-five meetings of sub-committees. 641 publications were considered by the Committee, and 320 were recommended either as text-books or for inclusion in school libraries.

The Committee's own publications include an Urdu translation of Major Perry's "Life, Light and Cleanliness," a new Urdu primer, and two Hindi readers for girls' schools. New editions of 49 books were published.

Brief notes are now drawn up showing the contents, scope, and special features of books recommended, for the guidance of school managers and headmasters when making annual additions to the libraries of their schools.

The Committee presented 6,375 volumes to school libraries, of which 1,988 were given to vernacular schools. Various magazines were also supplied to selected institutions. Thus, "Visvakarama" (examples of Indian architecture, sculpture, painting and handicraft)—a work issued in quarterly parts—was presented to twenty-five high schools. A copy of "Raushani," a scientific vernacular monthly, is sent to every vernacular middle school. 500 copies of "Kisan" are distributed among middle and selected primary schools. Over a thousand selected village schools receive every week a copy of "Phool." Thirty Urdu globes were also presented by the Committee to vernacular middle schools.

Rewards of the aggregate value of Rs. 3,500 were made on the recommendation of the Committee to authors who submitted works for consideration in connection with the Patronage of Literature fund.

The finances of the Committee are in a prosperous condition, the year closing with a balance of Rs. 60,521.

Miscellaneous—Conference on the Education of Girls.

51. A conference was held shortly after the close of the year under report, the proceedings of which may be briefly referred to. Between 40 and 50 persons, of whom the majority were ladies, attended the conference, which lasted for three days. Recommendations were made regarding (a) the proposed new curriculum for Anglo-vernacular Schools, (b) the award of scholarships to girls, (c) the establishment of local training classes, (d) the inspection of girls' schools, (e) modifications of the grant-in-aid system, and other special points. The discussions were most interesting and suggestive.

J. C. GODLEY,

Director of Public Instruction, Punjab.

APPENDIX.

MEDICAL EXAMINATION OF SCHOOL PUPILS.

A general account of the existing state of school equipment and internal economy in relation to the physique of pupils was given in Appendix E of the last report. The following is a summary of what has recently been attempted in the direction of special individual inspection of schools and pupils. In the last two years the attention of local bodies and school managers has been drawn by departmental officers to the necessity of devoting more attention to the physical condition of school pupils, and a beginning has been made in each division.

Lahore.—A circular was issued by the Inspector recommending—

- (a) the general maintenance of records of weight, height, chest measurement and eye-sight tests;
- (b) a more careful observation of pupils on the part of teachers, and the issue of advice to guardians when necessary.

This awakened general interest amongst secondary school authorities and led to action being taken in several schools. Five high (including three Government) schools have arranged for examination of pupils; five other high schools under private management have secured the services of medical men for the purpose. Amongst these the Dayanand Anglo-Vedic School, Lahore, has a doctor as hostel superintendent, and the Rang Mahal Mission School, Lahore, and the Khalsa High School, Gujranwala, have arranged for lectures by medical men in hygiene or physiology. In one board school a small fee is paid by the pupils for medical inspection.

Amongst local bodies the Gurdaspur district board has appointed a sub-assistant surgeon to visit the primary and secondary board schools in the district, combining the duties of sanitary and medical inspector. At Amritsar the health officer, Dr. Rozdan, assisted by other medical men, voluntarily inspected the city schools and examined pupils.

The Lahore municipality has arranged for inspection of its city schools. The results of a medical inspection undertaken by three doctors in Lahore schools are tabulated in the appendix to last year's report above referred to.

Multan.—Action has been taken in seven schools (including two Normal, and two Government high schools) comprising in all cases a record of weights, in one of chest measurements, and in two of eyesight tests.

Ambala.—Records were taken in one Government high school and in the Anglo-Sanskrit High School, Ambala city. In the latter the examination is more comprehensive, and the results are periodically communicated to pupils' guardians.

Rawalpindi.—Circulars advising (a) the taking of physical measurements, (b) an improvement in food arrangements, (c) an improvement in the provision of lamps and oil in boarding houses, have been circulated to secondary schools by the Inspector, who reports that action is being taken on them.

Jullundur.—Circulars were issued to secondary schools and local bodies in 1912 with a view to safeguarding pupils' eyesight by supplying spectacles after proper tests and prescriptions, and improvements in lighting arrangements generally; and a scheme was formulated which obtained almost universal approval from secondary school managers and local bodies for appointing a divisional itinerant medical inspector of secondary schools as an experimental measure at the charge of the schools and local bodies concerned.

From thirteen schools not under local bodies some kind of medical test or examination is reported, usually including records of weight, height and chest measurement, and attention to sight and general physique. The Dev Samaj High School, Moga, has a special dispensary and doctor for the purpose.

In the Kangra district the attention of the civil surgeon has been invited to the necessity of attending to the sight of pupils in secondary schools. An assistant surgeon examines pupils in the Kulu middle school.

In Ludhiana sight has been tested in two board schools, and the Ferozepore district board has made an allotment for supplying spectacles.

Conclusion.—A few local bodies and several secondary schools (especially Government schools and high schools under private management) have so far undertaken to arrange for the medical inspection of pupils, though often through lay or insufficiently qualified agency; in primary schools practically nothing has been done except in the Gurdaspur district; arrangements for treatment are usually lacking; and there is no uniformity of action or record.

Two sample tables of statistics are appended.

of medical inspection in Secondary and Upper Primary Departments of the Government High School, Amritsar.

NAME OF DEPARTMENT.	Number examined.	Married.	Not married.	NUTRITION.		CLEANLINESS.				HEART.		LUNGS.		TEETH.		EYES.		Tuberculosis.	Rickets.	Other.
				Good.	Bad.	Head.		Normal.	Defective.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.					
						Good.	Bad.									Good.	Bad.			
High Department ...	104	32	72	84	20	102	2	103	1	102	2	101	3	54	50	48	56	1	1	7
Percentage ...	...	31	69	...	19	...	2	...	1	...	2	...	3	...	49	...	54	1	1	6
Middle Department ...	207	26	181	138	69	172	35	176	36	203	4	199	8	109	98	188	69	1	...	5
Percentage ...	...	13	...	...	33	...	17	...	17	...	2	...	4	...	47	...	33	50	...	2
Upper Primary ...	180	4	176	150	30	163	17	165	15	180	...	180	...	114	66	139	41	...	1	2
Percentage ...	...	2	...	...	17	...	9	...	8	...	...	...	...	...	36	...	23	...	5	...
GRAND TOTAL ...	491	62	429	373	118	437	54	439	52	485	6	480	11	277	214	325	166	1	1	...
Percentage ...	...	13	...	...	24	...	11	...	11	...	1	...	2	...	44	...	33	2	2	...

NAME OF DEPARTMENTS.	Number examined.	Married.	Not married.	NUTRITION.		CLEANLINESS.				HEART.		LUNGS.		TEETH.		EYES.		Tuberculosis.	Rickets.	Other.
				Good.	Bad.	Head.		Normal.	Defective.	Normal.	Defective.	Normal.	Defective.	Normal.	Defective.					
						Good.	Bad.									Good.	Bad.			
High Department ...	66	20	46	50	16	64	2	65	1	60	6	62	4	42	24	30	36	2	4	1
Percentage ...	...	30	70	75	25	97	3	98	2	91	9	94	6	64	36	45	55	3	6	2
Middle Department ...	176	25	151	129	47	161	15	161	15	171	5	161	25	110	66	88	88	5	3	2
Percentage ...	...	14	86	73	27	91	9	91	9	97	3	86	14	62	38	50	50	3	2	1
Upper Primary Department ...	168	5	163	133	35	154	14	151	17	163	5	152	16	108	60	105	63	3	2	3
Percentage ...	...	3	97	79	21	92	8	90	10	97	3	90	10	64	36	62	38	2	1	2
GRAND TOTAL ...	410	50	360	312	98	379	31	377	34	394	16	365	45	260	150	223	187	10	9	6
Percentage ...	...	12	88	76	24	92	8	92	8	96	4	89	11	63	37	54	46	2	2	2

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1912-13.

For Details, see General Table III.

AREA AND POPULATION.			Institutions and scholars.	PUBLIC INSTITUTIONS.								PRIVATE INSTI- TUTIONS.		GRAND TOTAL.	PERCENTAGE OF	
Total area in square miles.	Number of towns and villages.	Population.		COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCA- TION, SPECIAL.		Total of Public Institutions.	Advanced.	Elementary.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.						
							Upper Primary Schools.	Lower Primary Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
97,213	Towns ... 140	Males ... 10,992,067	Institutions	For Males ...	9	6	317	3,340	349	20	25	4,066	186	2,384	6,636	Institutions to number of— towns ... 19·77 villages ... 5·03
	Villages ... 33,421	Females ... 8,982,889		For Females ...	...	1	56	609	100	8	5	779	1	908	1,688	
	Total ... 33,561	Total ... 19,974,956	Total ...		9	7	373	3,949	449	28	30	4,845	187	3,292	8,324	Total ... 24·80
				Scholars ...	Males ...	2,770	840	93,885	178,704	18,526	672	2,617	298,014	3,377	50,498	352,389	Male scholars to 21·37 male population of school-going age.
				Females ...	3	35	7,190	27,838	4,280	84	408	39,838	90	18,174	58,102	Female scholars to 4·31 female population of school-going age.
			Total ...		2,773	875	101,075	206,542	22,806	756	3,025	337,852	3,967	68,672	410,491	Total ... 13·70

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For Details, see

		TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
		COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		Total.
		Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	
		2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions	For males ...	4,12,347	4,03,336	19,26,980	9,13,782	1,00,487	94,114	1,72,158	40,23,204
	For females ...	...	16,374	2,88,229	2,00,219	28,260	14,496	46,866	5,94,444
	Total ...	4,12,347	4,19,710	22,15,209	11,14,001	1,28,747	1,08,610	2,19,024	46,17,648
2. (a).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.		4.7	10.6	15.1	0.9	0.3	2.8	4.5	38.9
(b).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.		0.02	0.32	10.35	52.0	1.93	1.30	0.64	66.56
(c).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.		0.4	0.7	35.4	14.5	12.7	...	3.8	67.5
(d).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.		4.9	4.9	26.3	13.3	1.5	1.3	2.6	54.8
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues.	200 0 3	441 10 4	14 8 11	5 7 9	10 9 11	177 5 1	77 0 5	44 13 3
	Cost to Local and Municipal Funds.	...	11 7 3	0 12 6	...	...	...	...	1 1 1
	Total cost ...	310 4 5	554 0 1	41 0 0	12 7 9	12 10 10	177 5 1	132 12 11	74 0 4
Local Fund Schools.	Cost to Provincial Revenues.	...	...	...	0 0 10	0 0 3	...	...	0 0 8
	Cost to Local Funds...	...	...	4 5 6	5 9 6	4 14 9	87 10 10	20 8 5	5 8 2
	Total cost ...	...	...	10 5 8	6 3 4	5 4 8	88 5 11	22 10 4	7 1 0
Municipal Schools.	Cost to Provincial Revenues.	...	...	0 1 6	0 7 6	0 2 11	56 6 10	...	0 3 4
	Cost to Municipal Funds.	...	...	3 9 4	6 9 0	6 9 2	...	33 3 6	5 4 4
	Total cost ...	...	...	14 0 5	8 15 3	8 3 10	56 6 10	34 7 1	11 1.2 8
Aided Institutions.	Cost to Provincial Revenues.	58 12 0	346 12 8	7 12 1	0 5 0	0 14 9	40 3 4	40 15 5	4 7 11
	Cost to Local and Municipal Funds.	2 1 7	...	2 6 0	2 1 9	1 0 1	...	7 3 4	2 2 11
	Total cost ...	197 11 4	564 4 7	29 3 7	4 6 0	5 8 9	135 10 0	98 13 6	17 9 1
Unaided Institutions—Total cost ...		80 2 1	128 11 9	19 11 6	4 2 11	2 15 11	30 11 5	35 14 0	18 7 7
All Institutions.	Cost to Provincial Revenues.	54 11 1	354 12 9	4 7 6	0 2 2	0 8 3	110 11 8	44 7 3	3 10 4
	Cost to Local and Municipal Funds.	0 12 3	8 14 6	3 0 9	4 11 9	4 0 8	28 0 2	8 7 11	4 3 7
	Total cost ...	161 4 2	473 11 5	21 15 5	5 13 11	6 6 1	143 7 7	72 8 0	14 8 4

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public In- struction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furni- ture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,72,835	75,617	3,04,378	2,08,185	19,12,878	1,93,429	8,35,810	38,03,132	84,20,780	
2,72,835	75,617	3,04,378	2,08,185	19,12,878	1,93,429	8,35,810	38,03,132	84,20,780	
1-1	2-5	8-8	2-9	40-1	1-9	3-8	61-1	100	
..	...	2-36	4-14	21-37	2-78	2-79	33-44	100	
..	...	1-1	3-6	18-2	2-3	7-3	32-5	100	
3-3	0-9	3-6	2-5	22-7	2-3	9-9	45-2	100	

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC														
CLASS OF INSTITUTIONS.	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE					
	Managed by Govern- ment.				Managed by District or Municipal Boards.				Aided by Government or by District or Municipal Boards.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3	4	5	6	7	8	9	10	11	12	13		
COLLEGIATE EDUCATION.														
ARTS COLLEGES.														
English	1	491	424	401	...	...	...	...	4	848	820	696
Oriental ... ..	...	...	...	...	...	...	...	...	1	116	117	90
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	141	151	144	...	...	...	...	...	...	...	...
Engineering ... ..	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { Males	2	292	299	276	...	...	...	...	...	...	...	...
{ Females ... ..	...	...	...	...	...	...	...	...	1	32	29	28
Agriculture	1	65	57	51	...	...	...	...	...	...	...	...
Veterinary	1	181	182	177	...	...	...	...	...	...	...	...
Total	6	1,160	1,113	1,049	...	...	...	...	6	996	966	814
SECONDARY SCHOOLS.														
School Education, General.	For Boys {	High Schools	30	13,331	13,493	12,113	12	4,824	4,885	4,396	47	21,706	21,556	19,347
		Middle Schools { English	58	16,470	16,002	14,144	27	5,509	5,388	10,761
	{ Vernacular	119	22,973	23,638	20,615	1	223	205	176	
	For Girls {	High Schools { English	2	278	286	275	12	1,015	1,084	986
		{ Vernacular
	{ English	13	1,096	1,074	925	
{ Vernacular ... ..	...	...	...	...	10	1,506	1,530	1,198	16	2,966	2,756	2,112
Total	32	13,609	13,779	12,388	199	45,773	46,055	40,353	116	32,515	32,063	34,307		
PRIMARY SCHOOLS.														
School Education, General.	For Boys {	Upper Primary Schools	3	504	470	403	2,485	137,862	126,008	110,312	730	35,121	32,958	29,255
		Lower " "	4	293	271	224	208	10,916	9,330	7,982	98	5,742	5,247	4,556
	For Girls {	Upper Primary Schools	437	18,378	17,311	14,172	137	7,736	7,279	5,826
		Lower " "	56	2,423	2,394	1,828	34	1,456	1,290	939
Total	7	797	741	627	3,186	169,579	155,043	134,294	999	50,055	46,774	40,576		
SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special.	Training Schools for Masters	5	422	427	414	14	236	240	235	
	" " for Mistresses	1	35	36	32	1	7	7	6	6	42	38	35	
	Schools of Art	1	231	238	200	
	Law Schools	
	Medical Schools	1	349	351	344	1	104	104	92	
	Engineering and Surveying Schools	1	98	82	81	
	Technical and Industrial Schools	1	465	459	396	10	801	774	652	6	459	465	365	
	Commercial Schools	1	88	90	83	
	Agricultural Schools	
	Reformatory Schools	1	142	144	141	
	Other Schools	1	12	12	9	2	93	122	71	
Total	13	1,842	1,839	1,700	25	1,044	1,021	893	15	691	724	563		
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.														
	58	17,408	17,472	15,764	3,410	216,395	202,119	175,540	1,136	84,264	80,527	76,260		

PRIVATE INSTITUTIONS.

1. Advanced teaching—

(a) Arabic or Persian

(b) Sanskrit

(c) Any other Oriental Classic

2. Elementary teaching—a Vernacular only or mainly... ..

3. Elementary teaching—the Quran, Shastras or other religious books by rote

4. Other Schools not conforming to Departmental Standard

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

INSTITUTIONS.				CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.																
MANAGEMENT.				NUMBER OF SCHOLARS ON THE 31ST OF MARCH.		NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.											
Unaided.				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language.	A vernacular Language.	Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadians.	Buddhists.	Parsees.	Others.			
Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.								Brahmans.	Non-Brahmans.								
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
9	1,328	1,196	1,089	8	2,657	2,655	1,455	2	2	35	170	1,556	319	558	3	...	14			
...	...	...	...	1	116	34	101	6	...	...	68	8	6	34	...	...	...
1	164	168	141	1	164	...	...	...	...	1	16	91	12	41	...	...	3
...	...	...	...	1	141	...	...	...	...	2	19	87	16	16	...	...	1
...			
...	...	...	...	2	292	215	5	88	16	7	47	118	24	75	...	...	5
...	...	...	...	1	32	82	25	7	32	...	...	...	...	...	...	...	...
...	...	...	...	1	65	...	...	...	...	...	5	26	14	20	...	...	...
...	...	...	...	1	181	...	...	...	...	1	2	18	37	123	...	...	...
4	1,492	1,364	1,230	16	3,648	2,936	1,586	103	50	46	327	1,904	428	867	3	...	23			
13	7,073	6,884	6,242	102	46,934	33,644	24,435	44,982	742	449	4,257	19,266	5,904	16,207	4	18	87			
10	1,665	1,607	1,374	95	23,644	12,157	9,832	24,196	184	373	2,374	9,922	2,718	8,016	...	1	56			
...	...	...	...	120	23,196	...	7,896	23,728	...	211	2,809	8,787	2,797	8,560	...	...	32
1	298	320	252	15	1,591	1,338	135	1,311	832	256	17	114	300	50	...	20	2			
...			
1	68	57	56	14	1,164	818	5	673	578	139	24	128	203	68	...	29	...			
1	74	79	75	27	4,546	207	579	4,738	...	252	313	2,913	632	434	...	...	2	
26	9,178	8,947	7,999	373	101,075	48,164	42,882	99,628	2,336	1,680	9,794	41,130	12,554	33,330	4	68	179			
122	5,650	4,448	3,911	3,340	170,137	1,765	9,336	190,829	137	1,414	16,400	54,628	25,664	79,879	...	4	1,011			
39	1,575	1,321	1,072	849	18,526	...	123	19,390	...	192	1,627	7,063	1,941	7,624	...	...	74	
35	1,291	1,232	1,021	609	27,405	49	337	27,677	47	592	2,242	12,388	4,516	7,607	...	...	13	
10	401	327	251	100	4,280	...	...	4,284	...	1	305	1,956	791	1,227	...	...	...
206	8,917	7,328	6,255	4,398	229,348	1,814	9,796	242,180	184	2,199	20,574	76,035	32,912	96,337	5	4	1,098			
1	14	14	14	20	672	...	138	1,219	...	21	155	193	34	269	...	...	...
...	...	...	...	8	84	13	35	107	...	29	9	14	10	21	...	1	...
...	...	...	...	1	231	...	...	...	...	12	5	50	40	124	...	...	...
2	98	83	71	4	551	...	...	...	...	...	...	...	...	...	...	...	...
1	43	47	43	2	141	...	...	...	13	67	80	198	46	147	...	...	...
1	42	50	43	18	1,767	117	...	1,643	2	116	75	495	220	857	1	...	1			
...	...	...	...	1	83	80	...	15	...	1	19	39	13	16	...	...	...
...	...	...	...	1	142	...	...	142	...	2	6	...	...	...	...	...	22
...	...	...	...	3	105	11	...	12	28	18	5	36	6	10	...	2	...
5	197	194	171	58	3,781	221	173	3,132	43	266	360	1,159	387	1,539	1	3	23			
241	19,784	17,833	15,655	4,845	387,85	53,135	54,437	345,043	2,613	4,191	31,055	120,228	46,281	132,073	13	75	1,323			
...	...	...	...	134	2,668	...	2,343	445	...	...	2	36	...	2,630	...	...	...
...	...	{ For Boys ..	52	1,274	...	1,239	40	...	...	949	308	8	9	...	...	...	...
...	...	{ For Girls...	1	25	...	25	...	...	...	...	25	...	...	...	...	...	...
...	...	{ For Boys...	689	19,336	...	456	19,176	...	103	1,772	10,088	3,254	3,904	42	...	...	83*	
...	...	{ For Girls...	96	2,946	...	186	2,946	...	97	276	1,631	786	152	4	...	...	...
...	...	{ For Boys...	1,632	26,010	...	23,782	2,626	...	...	561	225	24	25,199	...	...	...	1
...	...	{ For Girls...	784	12,369	...	11,425	982	...	...	54	76	1	12,238	...	...	...	...
...	...	{ For Boys...	63	6,104	3,081	1,661	5,244	68	31	937	2,993	817	1,241	...	...	...	17
...	...	{ For Girls...	28	1,907	152	62	1,774	7	6	125	1,108	204	447	...	...	...	10
Total	...	...	...	3,479	72,639	3,233	41,179	33,236	75	237	4,676	16,490	5,094	45,910	46	...	111
GRAND TOTAL	...	...	...	8,324	410,491	56,365	95,616	378,279	2,688	4,428	35,731	136,718	51,375	177,983	59	75	1,434

EDUCATION—GENERAL—TABLE III—concluded.

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE
OFFICIAL YEAR 1912-13—CONCLUDED.

CLASS OF INSTITUTIONS.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
1					32	33	34
Collegiate Education.	ARTS COLLEGES.						
	English	...	...	...	3	...	
	Oriental	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law	...	...	...	...	...
	Medicine	...	...	...	2	...	
	Engineering	...	...	...	...	...
	Teaching	{ Males	...	...	1	...	
		{ Females	...	...	...	...
	Agriculture	...	...	...	...	...
Veterinary	...	...	...	...	...
	Total			6	...		
School Education, General.	SECONDARY SCHOOLS.						
	For Boys	{ High Schools	...	...	1	...	
		{ Middle Schools	{ English	...	36	...	
			{ Vernacular	...	1	...	
	For Girls	{ High Schools	{ English	...	...	68	
			{ Vernacular	...	...	...
	Middle Schools	{ English	...	...	...	88	
		{ Vernacular	...	...	...	...
		Total			38	149	
	School Education, Special.	PRIMARY SCHOOLS.					
For Boys		{ Upper Primary Schools	...	...	743	...	
		{ Lower " "	...	...	17	...	
For Girls		{ Upper Primary Schools	...	...	...	310	
		{ Lower " "	...	...	...	17	
	Total			760	327		
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.						
	{ Training Schools for Masters	...	...	...	...	...
	{ " " " Mistresses	...	...	...	...	...
	{ Schools of Art	...	...	...	...	...
	{ Law Schools	...	...	...	...	...
	{ Medical Schools	...	...	...	...	...
	{ Engineering and Surveying Schools	...	...	...	...	...
	{ Technical and Industrial Schools	...	...	...	...	...
	{ Commercial Schools	...	...	...	...	...
	{ Agricultural Schools	...	...	...	...	...
	{ Reformatory Schools	...	...	...	...	...
	{ Other Schools	...	...	...	...	...
	Total			...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.					804	476	
PRIVATE INSTITUTIONS.							
1. Advanced teaching—							
	(a) Arabic or Persian	...	...	...	65	...	
	(b) Sanskrit	...	{ For Boys	...	...	...
			{ For Girls	...	...	...
	(c) Any other Oriental Classic	...	...	...	...	...
2. Elementary teaching—a Vernacular only or mainly.							
	{ For Boys	...	...	...	324	...	
	{ For Girls	...	...	...	...	71	
3. Elementary teaching—the Quran, Shastras or other religious books by rote.							
	{ For Boys	...	...	...	3,360	...	
	{ For Girls	...	...	...	...	2,706	
4. Other Schools not conforming to Departmental Standard.							
	{ For Boys	...	...	...	45	...	
	{ For Girls	...	...	...	...	...
	Total			...	3,794	2,777	
GRAND TOTAL					4,598	3,253	

EDUCATION—GENERAL—TABLE III (A)—concluded.

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31st MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1912-13.

1	2	3	HINDUS.		6	7	8	9	10	11
			Brahmans.	Non-Brahmans.						
SCHOOL EDUCATION—SPECIAL—concluded—										
<i>Schools for Special Instruction—concluded—</i>										
Law Schools ...	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Medical Schools	{ Male ...	...	8	80	46	117	...	...	...	...
	{ Female ...	13	59	...	2	30	...	...	...	...
Engineering and Surveying Schools.	{ Male ...	...	...	6	86	16	33	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools	{ Male ...	2	21	49	857	211	857	1	...	1
	{ Female ...	...	95	26	138	9	...	...	...	...
Commercial Schools	Male ...	...	1	19	89	13	16	...	...	...
Reformatory Schools	{ Male ...	...	2	6	48	2	62	...	...	22
	{ Female ...	...	...	...	...	...	...	...	...	...
Other Schools...	{ Male ...	4	8	5	86	6	10	...	...	...
	{ Female ...	24	10	...	...	...	...	2	...	...
Total	...	43	266	860	1,159	337	1,539	1	3	23
<i>Total of Colleges and Schools of Public Instruction.</i>	...	2,613	4,191	31,055	120,228	46,281	132,073	13	75	1,323
PRIVATE INSTITUTIONS—										
1. <i>Advanced Teaching—</i>										
(a) Arabic or Persian	{ Male ...	...	...	2	36	...	2,565	...	...	...
	{ Female ...	...	...	...	...	...	65	...	...	...
(b) Sanskrit	{ Male ...	...	...	949	908	8	9	...	...	...
	{ Female ...	...	...	...	25	...	...	...	...	...
(c) Any other Oriental Classic.	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
2. <i>Elementary Teaching—A Vernacular only or mainly—</i>										
For Boys	{ Male ...	...	96	1,768	9,981	3,118	3,924	42	...	83
	{ Female ...	...	7	4	107	136	70	...	...	...
For Girls	{ Male ...	...	...	...	14	57	...	...	...	...
	{ Female ...	...	97	276	1,617	729	152	4	...	...
3. <i>Elementary Teaching—The Qoran only—</i>										
For Boys	{ Male ...	...	...	561	225	24	21,839	...	...	1
	{ Female ...	...	...	...	...	...	3,360	...	...	...
For Girls	{ Male ...	...	...	...	45	...	2,661	...	...	...
	{ Female ...	...	...	54	31	1	9,577	...	...	...
4. <i>Other Schools not conforming to Departmental Standards—</i>										
For Boys...	{ Male ...	36	25	936	2,993	817	1,235	...	...	17
	{ Female ...	32	6	1	...	...	6	...	...	...
For Girls	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	7	6	125	1,108	204	447	...	...	10
<i>Total of Private Institutions</i>	...	75	237	4,676	16,490	5,094	45,910	46	...	111
GRAND TOTAL	...	2,688	4,428	35,731	136,718	51,375	177,983	59	75	1,434

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.										Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.	
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.									English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Hindus.												
	Managed by Government.				Aided by Government or by District or Municipal Boards.				Unaided.									Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.					
	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.																		
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	28	29	30	
Collegiate Education.	Teaching ...	Male ...	Female ...	...	1	16	14	14	...	1	32	29	28	...	1	16	16	5	11	16	...	...	...	...	...	...	...	...	...
	
School Education, General.	SECONDARY SCHOOLS.				...	...	...	...	...	...	...	...	...	5	771	771	86	582	741	2	7	1	...	4	...	16	...	1	...
	For Boys ...	High Schools	...	230	4	509	463	417	...	...	...	...	...	4	188	153	27	67	184	4	...	...	...	...	...	...	...	36	...
	For Boys ...	Middle Schools, English	...	...	4	188	189	163	...	...	...	...	...	9	847	847	12	390	824	14	...	2	...	...	...	5	2	...	65
	For Girls ...	High Schools	...	237	8	609	699	644	...	...	...	...	...	9	607	607	2	95	578	...	...	...	...	...	29	...	...	...	83
	For Girls ...	Middle Schools, English	...	...	9	607	605	577	...	...	...	...	...	9	607	607	2	95	578	...	...	...	...	...	29	...	...	...	83
	Total ...	...	...	481	26	1,945	1,985	1,829	...	...	...	...	29	2,461	2,426	157	1,152	2,375	20	7	3	...	4	...	50	2	37	148	
School Education, General.	PRIMARY SCHOOLS.				...	...	...	...	...	...	...	...	...	3	138	138	...	44	137	...	...	...	...	...	...	1	...	49	...
	For Boys ...	Upper Primary Schools	...	...	3	138	100	90	...	...	...	...	...	2	47	47	...	...	47	...	...	...	...	...	...	...	...	...	18
	For Boys ...	Lower Primary Schools	...	...	...	...	...	...	...	...	...	...	...	2	47	47	...	...	47	...	...	...	...	...	...	...	...	...	18
	For Girls ...	Upper Primary Schools	...	...	2	47	47	44	...	...	...	...	...	2	47	47	...	...	47	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	5	185	147	134	...	...	...	...	5	185	185	...	45	184	...	...	...	...	...	...	1	...	49	18	
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION ...				3	516	507	481	31	2,130	2,132	1,963	...	...	34	2,646	2,611	167	1,197	2,559	20	7	3	...	4	...	51	2	86	166
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standards				...	...	...	...	...	...	...	...	...	...	2	68	68	...	...	68	...	...	...	...	...	...	...	...	32	...
				...	...	...	...	...	...	...	...	...	1	7	7	...	...	7	...	...	...	...	...	...	...	...	...	...
				...	...	...	...	...	...	...	...	...	3	75	75	...	...	75	...	...	...	...	...	...	...	...	32	...	
GRAND TOTAL				37	2,721	2,686	162	1,197	2,634	20	7	3	...	4	...	51	2	118	166											

EDUCATION—GENERAL
RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.		PUBLIC							
		UNDER PUBLIC							
		Managed by Government.							
1		2	3	4	5	6	7	8	
		Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.	ARTS COLLEGES.								
	English ...	...	84,807	...	...	46,751	...	1,31,558
	Oriental ...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
	Law ...	...	...	...	...	...	...	...
	Medicine ...	...	1,14,622	8,959	2,471	11,415	...	1,32,467
	Engineering ...	...	...	...	...	...	...	...
	Teaching ...	{ Male ...	96,590	1,211	253	2,704	1,00,748
		{ Female
	Agriculture	43,518	9,799	58,317
Veterinary ...	...	44,573	...	...	7,957	...	(a) 37,646	90,176
Total		3,89,100	5,170	2,724	75,922	...	40,350	5,13,266	
School Education, General.	SECONDARY SCHOOLS.								
	For Boys	High Schools ...	1,80,391	3,384	7,452	3,04,945	398	(b) 26,665	5,23,215
		Middle Schools { English
		{ Vernacular
	For Girls	High Schools ...	20,204	5,272	...	(c) 17,258	42,784
		Middle Schools { English
		{ Vernacular
	Total		2,00,597	3,364	7,452	3,10,217	393	43,923	5,65,949
	School Education, Special.	PRIMARY SCHOOLS.							
		For Boys	Upper Primary Schools ...	2,578	3,291	...	...	5,869
Lower Primary Schools ...			2,878	558	3,436
For Girls		Upper Primary Schools
		Lower Primary Schools
Total		5,456	...	...	3,849	...	...	9,305
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.								
	Training Schools for Masters ...	...	72,475	...	...	...	...	72,475
	Training Schools for Mistresses ...	...	9,624	...	...	...	...	9,624
	Schools of Art ...	...	31,794	...	...	567	...	32,361
	Law Schools ...	...	...	...	...	...	...	...
	Medical Schools ...	...	11,508	...	...	7,050	...	18,558
	Engineering and Surveying Schools ...	...	20,789	...	...	3,901	...	24,690
	Technical and Industrial Schools ...	...	11,030	...	...	552	374	11,956
	Commercial Schools ...	...	1,082	...	...	4,291	...	5,373
	Agricultural Schools ...	...	...	...	...	...	...	...
Reformatory Schools ...	...	28,746	...	...	...	...	28,746	
Other Schools ...	...	1,036	...	...	...	25	1,061	
Total		1,88,084	...	...	16,361	...	399	2,04,844
Buildings ...	...	5,21,603	...	...	...	...	54,071	5,75,674
Furniture and Apparatus (Special Grants only) ...	...	38,750	...	...	3,008	...	(d) 17,182	58,940
Total		5,60,353	...	...	3,008	...	71,253	6,34,614
University ...	...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...	...
	Other Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Boarding-Houses ...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		13,43,538	8,534	10,176	4,09,357	398	1,55,925	19,27,978	

(a) From Imperial
(b) Includes Rs. 16,974
(c) Includes Rs. 12,990

TABLE IV.
IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							Aided by Government or by District or Municipal Boards.						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	32,788	300	1,637	64,181	20,089	43,427	1,62,462
...	...	...	...	...	...	...	22,262	...	...	240	...	...	22,502
...
...	...	...	...	...	...	...	10,057	...	...	3,103	...	3,214	16,374
...
...	...	...	...	...	...	...	65,107	300	1,667	67,524	20,089	46,641	2,01,328
...	8,799	10,584	80,119	3,019	78	1,02,599	1,23,275	5,698	51,929	3,51,030	23,960	51,232	6,09,124
...	13,721	27,2-3	1,65,662	4,678	2,842	2,14,186	23,485	6,432	4,381	53,589	3,923	18,083	1,10,498
...	1,25,539	15,744	53,513	4,214	241	1,99,256	...	338	...	326	...	1,415	2,079
...	...	...	...	...	...	...	61,929	...	...	45,359	413	12,091	1,19,792
...	...	...	...	...	...	...	30,275	...	1,026	17,591	3,796	4,415	57,103
1,733	2,053	15,617	185	25	1	19,617	9,744	1,464	6,132	1,542	11,651	8,037	38,570
1,733	1,50,115	60,228	2,99,484	11,936	3,162	5,35,658	2,48,708	13,932	63,468	4,60,437	45,748	95,873	9,37,138
433	6,75,610	9,924	81,015	1,001	634	7,68,662	8,776	60,073	7,887	17,481	14,735	12,995	1,21,947
...	13,837	39,313	7,606	4	14	65,824	1,445	4,606	1,118	4,278	6,599	8,943	26,989
9,635	95,586	31,285	10	174	79	1,37,369	3,909	9,260	7,670	2,234	12,220	21,091	56,384
1,440	6,989	9,816	...	1	...	18,246	4,635	762	110	350	1,046	2,410	9,313
11,513	7,97,112	90,938	88,631	1,180	727	9,90,101	18,765	74,701	16,785	24,343	34,600	45,439	2,14,633
...	21,043	162	3	...	1	21,209	...	...	...	220	...	2,930	4,477
305	...	...	...	...	...	395	1,327	...	...	...	...	...	...
...	...	...	...	...	...	...	12,000	...	1,575	2,000	19,393	...	34,968
...	8,949	11,728	772	...	68	21,517	5,905	1,473	1,933	1,508	3,308	6,751	20,973
...
...	...	...	...	...	...	...	10,403	...	...	1,758	297	...	12,458
395	20,992	11,890	775	...	60	43,121	29,635	1,473	3,508	5,486	22,993	9,651	72,781
4,45,796	3,45,556	71,981	...	8,864	3,750	8,75,947	3,28,139	...	...	...	72,603	69,684	3,70,426
3,24	44,910	9,205	...	2,062	...	59,423	13,839	...	...	...	11,862	22,415	48,116
4,49,042	3,90,466	81,186	...	10,926	3,750	9,35,370	2,41,978	...	...	...	84,465	92,099	4,18,542
...
...
...
...
...
...
...
...
...
...
4,62,683	13,67,685	2,53,242	3,88,890	24,042	7,708	25,04,250	6,04,193	90,408	85,428	5,66,790	2,07,900	2,89,733	18,44,450

revenues.
from Imperial revenues.
from Imperial revenues.

EDUCATION - GENERAL
RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.					PUBLIC INSTITUTIONS—CONCLD.				TOTAL EXPENDI	
					UNDER PRIVATE MANAGEMENT— concluded.				Provincial revenues.	District funds.
1					Unaided.					
					Fees.	Subscriptions.	Endowments and other sources.	Total.		
	23	24	25	26	27	28				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
ARTS COLLEGES.										
Collegiate Education.	English	55,724	18,982	21,129	95,835	1,17,595	800			
	Oriental ... ..	...	...	...	...	22,262	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law	18,826	...	2,802	21,628	...	...	
	Medicine ... ..	...	...	...	...	1,14,622	3,959
	Engineering ... ..	...	...	...	...	...	...
	Teaching { Male ... ..	...	...	...	...	96,580	1,211
	{ Female ... ..	...	...	...	...	10,057	...
	Agriculture ... ..	...	...	...	...	48,518	...
	Veterinary ... ..	...	...	...	...	44,573	...
Total	74,550	18,982	23,931	1,17,463	4,54,207	5,470				
SECONDARY SCHOOLS.										
School Education, General.	For Boys { High Schools	96,228	13,858	27,776	1,97,862	3,08,666	17,861			
	{ Middle Schools { English	17,169	2,649	8,443	28,161	23,485	20,153			
	{ Vernacular ... ..	...	...	...	...	...	1,25,877
	For Girls { High Schools ... ..	...	1,401	6,471	7,872	82,133	...		
	{ Middle Schools { English	120	...	1,410	1,530	30,275	...			
	{ Vernacular ... ..	...	...	1,011	1,011	11,477	3,520	
	Total	1,13,517	17,808	45,111	1,76,436	4,51,036	1,67,411			
	PRIMARY SCHOOLS.									
	School Education, General.	For Boys { Upper Primary Schools	2,936	9,789	(e) 4,579	17,304	11,804	7,35,723		
		{ Lower Primary Schools	118	1,586	2,534	4,238	4,323	23,493		
For Girls { Upper Primary Schools		423	2,565	3,478	6,466	13,544	1,04,846			
{ Lower Primary Schools ... ..		...	551	150	701	6,075	7,751	
Total		3,477	14,491	10,741	28,709	35,746	8,71,813			
SCHOOLS FOR SPECIAL INSTRUCTION.										
School Education, Special.	Training Schools for Masters ... ..	...	...	430	430	72,475	21,043	
	Training Schools for Mistresses ... ..	...	...	...	...	11,346	...
	Schools of Art ... ..	...	...	...	...	31,794	...
	Law Schools ... ..	...	...	...	...	...	...
	Medical Schools ... ..	...	360	1,440	1,800	23,508	...		
	Engineering and Surveying Schools	1,378	...	2,394	3,772	20,789	...			
	Technical and Industrial Schools ... ..	...	...	886	886	16,935	10,422	
	Commercial Schools ... ..	...	...	...	...	1,082	...
	Agricultural Schools ... ..	...	...	...	...	...	...
	Reformatory Schools ... ..	...	...	...	...	28,746	...
Other Schools... ..	...	...	...	...	11,439	...	
Total	1,878	360	5,150	6,868	2,18,114	31,465				
Buildings ... ..	...	65,376	25,455	90,831	11,95,538	345,556			
Furniture and Apparatus (Special Grants only)	1,448	6,718	18,784	26,950	55,835	44,910				
Total	1,448	72,094	44,239	1,17,781	12,51,373	3,90,466				
University... ..	...	...	...	...	30,784	...	
Direction ... ..	...	...	...	...	75,617	...	
Inspection... ..	...	...	...	...	2,61,799	38,133	
Scholarships held in	Arts Colleges ... ..	...	...	...	12,161	1,504	
	Medical Colleges ... ..	...	...	...	4,450	516	
	Other Professional Colleges... ..	...	...	...	5,808	3,096	
	Secondary Schools ... ..	...	...	...	26,876	51,649	
	Primary Schools ... ..	...	...	...	14,995	1,150	
	Medical Schools ... ..	...	...	...	19,798	1,936	
	Technical and Industrial Schools ... ..	...	...	...	3,303	7,661	
Other Special Schools ... ..	...	...	...	...	...
Boarding-Houses ... ..	...	...	...	...	66,906	27,064	
Miscellaneous ... ..	...	...	...	...	46,403	18,129	
Total ... ..	...	...	...	...	5,68,905	1,50,336	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,94,370	1,23,735	1,29,172	4,47,277	29,79,381	(g) 16,16,961				

TABLE IV—concluded.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13—CONCLUDED.

TURE FROM				GRAND TOTAL.	REMARKS.
Municipal funds.	Fees.	ALL OTHER SOURCES.			
		Private.	Public.		
29	80	81	82	83	84
Rs.	Rs.	Rs.	Rs.	Rs.	
1,687	1,66,656	1,08,627	..	3,89,845	
..	240	..	..	23,502	
..	18,826	2,802	..	21,628	
2,471	11,415	..	..	1,32,467	
..	
253	..	2,704	..	1,00,748	
..	3,103	3,214	..	16,374	
..	9,799	..	..	58,317	
..	7,957	..	87,646	90,176	
4,391	2,17,996	1,12,347	37,646	8,32,057	
69,965	8,32,322	1,32,012	16,974	13,72,800	
81,664	2,36,420	41,123	..	3,52,845	
15,744	53,844	5,870	..	2,01,335	
..	50,631	24,644	12,990	1,70,398	
1,026	17,711	9,621	..	58,633	
21,749	1,727	20,725	..	59,198	
1,40,148	11,92,655	2,33,995	29,964	22,15,209	
17,811	1,04,723	43,721	..	9,13,782	(e) Includes Rs. 12 from Provincial revenues.
40,431	12,560	19,680	..	1,00,487	
39,555	2,667	39,607	..	2,00,219	
9,926	350	4,158	..	28,260	
1,07,723	1,20,300	1,07,166	..	12,42,748	
162	9	431	..	94,114	
..	220	2,930	..	14,498	
..	567	..	..	32,861	
..	
1,575	9,050	21,193	..	55,326	
..	5,279	2,394	..	28,462	
13,661	2,832	11,387	..	55,237	
..	4,291	..	..	5,373	
..	
..	..	..	..	28,746	
..	1,758	322	..	13,519	
15,398	24,000	38,657	..	3,27,634	
71,981	..	2,99,803	..	(f) 19,12,878	(f) Revised figures received after compilation has been completed show an additional expenditure of Rs. 9,505 against buildings from Provincial revenues.
9,205	4,456	77,994	1,029	1,93,429	
81,186	4,456	3,77,797	1,029	21,06,307	
..	1,29,010	6,605	1,06,438	2,72,335	(g) Includes the following items :—
..	..	..	..	75,617	(1) Rs. 4,34,711 from Imperial revenues for primary education.
4,396	..	..	..	3,04,378	(2) Rs. 2,01,200 from Provincial revenues for primary education.
1,612	..	15,469	..	30,744	(3) Rs. 2,800 from Provincial revenues for the maintenance of secondary schools.
301	..	1,025	..	6,292	
240	..	11,330	..	20,474	
8,284	..	5,560	..	92,369	
100	..	87	..	16,332	(h) Includes Rs. 12,200 from Provincial revenues for the maintenance of secondary schools and girls' schools.
537	..	2,799	..	24,520	
3,121	..	3,364	..	17,454	
..	
13,228	3,39,565	1,39,584	17,838	6,04,185	
15,610	39,272	1,12,211	..	2,81,625	
47,429	5,07,847	2,98,034	1,24,274	16,96,825	
(A) 3,96,275	20,67,254	11,67,993	1,92,913	84,20,780	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC INSTRUCTION									
			UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
			Managed by Government.					Aided by Government				
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education	Teaching ...	Male ...	21,043	...	...	...	21,043	...	...	...	...
		Female ...	...	...	...	...	...	10,057	...	...	8,103
		Total	21,043	21,043	10,057	8,103
SECONDARY SCHOOLS.												
School Education, General.	For Boys	High Schools	3,106	...	16,974 ^(a)	20,080	38,451	31,233
		Middle Schools, English	14,976	6,694
	For Girls	High Schools	3,108	...	12,990 ^(b)	16,096	51,151	40,276
		Middle Schools, English	28,913	16,166
	Total ...	...	...	6,212	...	29,964	86,176	1,33,491	...	...	94,369
PRIMARY SCHOOLS.												
School Education, General.	For Boys	Upper Primary Schools	5,133	1,788
		Lower Primary Schools
	For Girls	Upper Primary Schools	3,007	1,875
		Lower Primary Schools
	Total ...	...	...	...	...	...	...	8,200	...	...	3,663
Building	...	...	...	...	...	...	...	60,115	...	...	...
Furniture and Apparatus (Special Grants only).	560	...	...	...	...	1,029	1,589	6,640	...	...	...
	Total ...	560	...	...	...	1,029	1,589	66,755	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	21,603	...	...	6,212	...	30,993	58,808	2,18,503	...	...	1,01,135

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

TUTIONS.							TOTAL EXPENDITURE FROM							REMARKS.
MANAGEMENT.														
or by District or Boards.			Unaided.				All other sources							
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.	
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.
...	...	...	...	...	...	...	21,043	...	...	...	...	...	21,043	
...	3,214	16,374	...	...	...	...	10,057	..	...	3,103	3,214	...	16,374	
...	3,214	16,374	...	...	...	...	31,100	...	...	3,103	3,214	...	37,417	
687	17,790	88,161	...	...	...	...	38,451	...	..	84,339	18,477	16,974	1,08,241	(a) From Imperial revenues.
651	1,940	24,261	...	...	...	...	14,976	...	...	6,694	2,591	...	24,261	
...	...	91,427	...	...	...	...	51,151	...	...	43,382	...	12,990	1,07,523	(b) From Imperial revenues.
...	...	45,079	...	...	...	...	28,913	...	...	16,166	...	...	45,079	
1,838	19,730	2,48,928	...	...	...	...	1,33,491	...	...	1,00,581	21,063	29,964	2,85,104	
...	1,933	8,854	...	...	...	...	5,133	...	...	1,783	1,933	...	8,854	
...	
680	1,305	6,927	...	...	...	...	3,087	...	...	1,875	1,985	...	6,927	
...	
680	3,238	15,781	...	...	...	...	8,200	...	...	3,663	3,918	...	15,781	
...	43,241	1,03,356	...	...	...	...	60,115	...	...	...	43,241	...	1,03,356	
...	10,069	16,709	...	...	...	...	7,200	...	...	...	10,069	1,029	18,298	(c) From Imperial revenues.
...	53,310	1,20,065	...	...	...	...	67,315	...	...	...	53,310	1,029	1,21,654	
...	...	...	...	...	...	...	16,288	...	...	...	...	...	16,288	
...	...	...	...	...	...	...	3,600	...	...	...	...	...	3,600	
...	...	...	...	...	...	...	10,056	...	...	...	...	...	10,056	
...	...	...	...	...	...	...	34,102	...	...	1,59,861	46,022	17,838	2,57,823	
...	...	...	...	...	...	...	2,223	...	...	39,219	31,632	68,962	1,42,036	
...	...	...	...	...	...	...	66,269	...	...	1,99,080	77,654	86,800	4,29,803	
2,018	79,492	4,01,148	...	...	...	...	3,06,375	...	...	8,06,437	1,59,164	1,17,793	8,89,759	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.					
					Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.						Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2					
			Boys.	Girls.	Total	Boys.	Girls.	Total.					
SECONDARY SCHOOLS.													
For Boys.	Government	English ...	30	13,331	2,204	...	2,204	4,536	...	4,536			
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English ...	31	9,891	242	...	242	2,735	...	2,735			
		Vernacular	100	19,626	...	...	...	5,005	...	5,005
	Municipal	English ...	39	11,403	211	...	211	2,855	...	2,855			
		Vernacular	19	3,347	...	...	...	743	...	743
	Aided	English ...	74	27,215	3,073	...	3,073	8,018	1	8,019			
Vernacular		1	223	...	...	...	29	...	29	
Unaided	English ...	23	8,738	1,364	...	1,364	2,994	...	2,994				
	Vernacular	...	...	...	...	...	...	...	...
Total			317	93,774	7,094	...	7,094	26,915	1	26,916			
For Girls.	Government	English ...	2	278	...	24	24	...	70	70			
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English ...	...	...	...	...	...	...	...	...
		Vernacular	2	166	...	...	...	...	19	19
	Municipal	English ...	...	...	...	...	...	...	...	...
		Vernacular	8	1,340	...	...	...	...	194	194
	Aided	English ...	25	2,111	...	102	102	6	499	505			
Vernacular		16	2,966	...	...	...	...	813	813	
Unaided	English ...	2	366	...	4	4	...	52	52				
	Vernacular	1	74	...	...	...	...	7	7	
Total			56	7,801	...	130	130	6	1,154	1,160			
TOTAL SECONDARY SCHOOLS			373	101,075	7,094	130	7,224	26,921	1,155	28,076			
PRIMARY SCHOOLS.													
<i>Upper Primary Schools.</i>													
For Boys.	Government	...	3	504	...	...	...	...	...	...
	District Board	...	2,474	136,168	...	...	...	...	...	...
	Municipal	...	11	1,694	...	...	...	...	...	...
	Aided	...	730	35,121	...	...	...	...	...	...
	Unaided	...	122	5,650	...	...	...	...	...	...
Total			3,340	179,137	...	...	...	...	...	...
For Girls.	Government	...	...	...	...	...	...	...	...	...
	District Board	...	354	13,707	...	...	...	...	...	...
	Municipal	...	83	4,671	...	...	...	...	...	...
	Aided	...	137	7,736	...	...	...	...	...	...
	Unaided	...	35	1,291	...	...	...	...	...	...
Total			609	27,405	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS			3,949	206,542	...	...	...	...	...	...
<i>Lower Primary Schools.</i>													
For Boys.	Government	...	4	293	...	...	...	...	...	...
	District Board	...	147	4,994	...	...	...	...	...	...
	Municipal	...	61	5,922	...	...	...	...	...	...
	Aided	...	98	5,742	...	...	...	...	...	...
	Unaided	...	39	1,575	...	...	...	...	...	...
Total			349	18,526	...	...	...	...	...	...
For Girls.	Government	...	...	...	...	...	...	...	...	...
	District Board	...	10	290	...	...	...	...	...	...
	Municipal	...	46	2,133	...	...	...	...	...	...
	Aided	...	34	1,456	...	...	...	...	...	...
	Unaided	...	10	401	...	...	...	...	...	...
Total			100	4,280	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS			449	22,806	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,398	229,348	...	...	...	...	...	...
GRAND TOTAL			4,771	300,423	7,094	130	7,224	26,921	1,155	28,076			

TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1912-1913.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>			<i>Comprising all pupils who have not passed beyond the Lower Primary Stage.</i>								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9,199	...	3,199	3,392	...	3,392	...	...	...	13,331	...	13,331
...
2,624	...	2,624	4,290	...	4,290	...	...	...	9,891	...	9,891
3,476	...	3,476	10,666	...	10,666	...	...	...	19,626	...	19,626
2,896	...	2,896	5,189	...	5,189	479	...	479	11,403	...	11,403
593	...	593	1,980	1	1,981	252	...	252	3,346	...	3,347
6,605	8	6,613	9,482	28	9,510	80	...	80	27,178	1	27,215
35	...	35	159	...	159	...	...	...	223	37	223
2,069	...	2,069	2,311	...	2,311	...	...	...	8,758	...	8,758
...
21,497	8	21,505	37,419	29	37,448	811	...	811	93,736	38	93,774
...	76	76	...	107	107	...	...	1	...	278	278
...
...	24	24	...	123	123	...	...	...	...	166	166
...
...	376	376	...	770	770	...	...	...	...	1,340	1,340
27	404	431	118	873	989	...	...	...	...	1,962	2,111
...	671	671	...	1,771	1,771	...	84	84	149	2,966	2,966
...	90	90	...	217	217	...	211	211	...	366	366
...	9	9	...	58	58	...	3	3	...	74	74
27	1,650	1,677	116	3,919	4,035	...	299	299	149	7,152	7,301
21,524	1,658	23,182	37,535	3,948	41,483	811	299	1,110	93,885	7,190	101,075
...
180	...	180	324	...	324	...	...	...	504	...	504
23,673	6	23,679	111,597	39	111,636	853	...	853	136,123	45	136,168
496	...	496	1,198	...	1,198	...	...	...	1,694	...	1,694
3,132	32	3,164	31,263	546	31,809	148	...	148	34,543	578	35,121
348	...	348	5,079	120	5,199	103	...	103	5,530	120	5,650
27,829	38	27,867	149,461	705	150,166	1,104	...	1,104	178,394	743	179,137
...
1	1,556	1,557	5	11,890	11,895	...	255	255	6	13,701	13,707
...	626	626	...	4,031	4,031	...	14	14	...	4,871	4,871
1	607	608	248	6,619	6,867	...	261	261	249	7,487	7,736
...	92	92	55	1,144	1,199	...	...	...	55	1,236	1,291
2	2,881	2,883	308	23,684	23,992	...	530	530	310	27,095	27,405
27,831	2,919	30,750	149,769	24,389	174,158	1,104	530	1,634	178,704	27,338	206,542
...
...	...	...	281	...	281	12	...	12	293	...	293
...	...	...	4,992	2	4,994	...	...	...	4,992	2	4,994
...	...	...	5,557	...	5,557	365	...	365	5,922	...	5,922
...	...	...	5,740	2	5,742	...	...	...	5,740	2	5,742
...	...	...	1,562	13	1,575	...	...	...	1,562	13	1,575
...	...	...	18,132	17	18,149	377	...	377	18,509	17	18,526
...
...	...	...	...	290	290	...	...	...	...	290	290
...	...	...	...	1,951	1,951	...	182	182	...	2,133	2,133
...	...	...	17	1,247	1,264	...	192	192	17	1,439	1,456
...	...	...	...	356	356	...	45	45	...	401	401
...	...	...	17	3,844	3,861	...	419	419	17	4,263	4,280
...	...	...	18,149	3,861	22,010	377	419	796	18,526	4,280	22,806
27,831	2,919	30,750	167,918	28,250	196,168	1,481	949	2,430	197,230	32,118	229,348
49,355	4,577	53,932	205,453	32,198	237,651	2,252	1,248	3,540	291,115	39,308	330,423

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR
OFFICIAL YEAR

CLASS OF SCHOOLS.				Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.		
						Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
				1				
						Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
<i>For Boys</i>	...	{	Government, English ...	1	262	20	...	20
			Aided, ,, ...	8	697	69	...	69
			Unaided, ,, ...	...	...	...	...	...
	Total ...	9	959	89	...	89		
<i>For Girls</i>	...	{	Government, English ...	1	238	...	20	20
			Aided, ,, ...	17	1,216	...	61	61
	Total ...	18	1,454	...	81	81		
TOTAL SECONDARY SCHOOLS				27	2,413	89	81	170
PRIMARY SCHOOLS.								
<i>Upper Primary Schools.</i>								
<i>For Boys</i>	...	{	Aided ...	3	138	...	...	...
			Unaided ...	...	...	...	...	...
	Total ...	3	138	...	...	...
<i>For Girls</i>	...	Aided	2	47	...	...	...
Total ...	2	47	...	...	...
TOTAL UPPER PRIMARY SCHOOLS				5	185	...	...	...
<i>Lower Primary Schools.</i>								
<i>For Boys</i>	...	{	Aided ...	...	...	...	...	...
			Unaided ...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
<i>For Girls</i>	...	Aided	...	...	...	...	...
Total ...	...	...	...	...	...	...
<i>Total Lower Primary Schools</i>				...	...	...	...	...
TOTAL PRIMARY SCHOOLS				5	185	...	...	...
GRAND TOTAL				32	2,598	89	81	170

TABLE V (A).

GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE 1912-13.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.</i>			<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>			<i>Comprising all pupils who have not passed beyond the Lower Primary Stage.</i>					
						Reading Printed Book.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
132	...	132	64	...	64	46	...	46	262	...	262
256	1	257	149	8	157	186	28	214	660	37	697
...
388	1	389	213	8	221	232	28	260	922	37	959
...	63	63	...	60	60	...	95	95	...	238	238
6	368	374	27	257	284	115	382	497	148	1,068	1,216
6	431	437	27	317	344	115	477	592	143	1,306	1,454
394	432	826	240	325	565	347	505	852	1,070	1,343	2,413
...	...	...	18	12	30	71	37	108	89	49	138
...
...	...	...	18	12	30	71	37	108	89	49	138
...	...	...	1	1	2	17	28	45	18	29	47
...	...	...	1	1	2	17	28	45	18	29	47
...	...	...	19	13	32	88	65	153	107	78	185
...
...
...
...
...
...
...
...	...	...	19	13	32	88	65	153	107	78	185
394	432	826	259	333	597	435	570	1,005	1,177	1,421	2,598

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	2		8	17	19		8	44
2. Bachelor of Arts	1	8	3	7	48	118	192	60	418
3. M. Sc.	1			1	5				5
4. B. Sc.	1	2	1	4	15	7	3		25
5. Intermediate Science Faculty	1	8	2	6	62	71	66	1	200
6. Intermediate Arts Faculty	1	5	8	9	44	181	891	74	690
ORIENTAL COLLEGES.									
1. Master of Oriental Learning									
2. Bachelor of Oriental Learning									
3. Honours in Sanskrit		1		1		17		91	48
4. " " Gurmukhi		1		1		3		17	20
5. " " Arabic		1		1		9		8	17
6. " " Persian		1		1		6		43	49
7. High Proficiency in Sanskrit		1		1		15		50	65
8. " " Arabic		1		1		7		6	13
9. " " Persian		1		1		5		6	11
10. " " Urdu				1				1	1
11. " " Punjabi		1						8	9
12. " " Hindi				1				1	1
13. Proficiency in Sanskrit								100	100
14. " " Arabic								1	1
15. " " Persian								4	4
16. " " Urdu								2	2
17. " " Punjabi								2	2
18. " " Hindi								1	1
COLLEGES FOR PROFESSIONAL TRAINING.									
<i>Law.</i>									
1. Doctor of Laws									
2. Bachelor of Laws			1	1			94	49	143
3. First Examination in Law			1	1			110	38	148
<i>Medicine.</i>									
1. Final Professional Examination for M. B. B. S.	1			1	32				32
2. Second " " " " "	1			1	22				22
3. First " " " " "	1			1	43				43
4. Additional Test in Chemistry	1	2	2	5	33	21	15	3	72
5. Special Certificate Class Examination for Females	1			1	3				3
<i>Engineering.</i>									
1. M. C. E.									
2. B. C. E.									
3. L. C. E.									
4. First L. C. E.									
Teaching*		2	3	5	185	14		24	223
Agriculture	1			1	17				17
Veterinary	1			1	65				65
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation	50	52	13	115	1,192	1,378	441	316	3,327
2. High School Examination for Europeans.	1	3		3		11			11
3. Middle School Examination for Europeans.	1	4		5	9	24		4	37
4. Middle Vernacular Examination.	1	7		8	8	24			32
5. Public Service Certificate Examination.	1	6		7	18	49			67
6. Vernacular Examination.	117	11		12	14	49			63
7. Public Service Certificate Examination.	7	1		8	1,993	7		104	2,104
8. Vernacular Examination.		12	1	13	51	64	16	31	162
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training School Examination for Masters.									
2. Training School Examination for Mistresses.	5			5	413			32	445
3. School of Arts Examination	2	2		4	6	6			12
4. Vernacular Medical Examination	1	3		4	3	5			8
5. Examination in Engineering and Surveying	1			1	186				186
6. Industrial School Examination	1	1		2	39	5			44
7. Commercial School Examination	4		1	5	54		64		118
8. Sanskrit Title Examination	4			4	44			4	48
9. Other Schools Examination									

*Includes the following examinations :-

(1) Bachelor of Teaching; (2) Senior Anglo-Vernacular Certificate Examination; (3) Junior Anglo-Vernacular Certificate Examination.

†Including one Jain.

‡Jain.

RAL - TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1912-13.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.									
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	Brahmans.	Non-Brahmans.	20	21	22	23	24	
12	8	...	2	22	...	...	3	10	1	8	...	...	...
20	53	69	6	148	...	2	17	82	14	29	4	...	...
5	...	...	...	5	...	...	...	4	1	...	...	...	...
9	3	...	...	12	...	2	1	6	3	...	...	...	...
45	48	29	1	123	...	2	12	74	22	13	...	...	...
29	97	204	26	356	...	7	42	183	36	81	7	...	...
...	
...	10	...	4	14	...	...	13	1	...	...	...	...	...
...	1	...	6	7	...	...	...	...	7	...	...	...	...
...	6	...	3	9	...	...	...	...	...	9	...	...	...
...	5	...	15	20	...	...	1	1	...	18	...	...	...
...	6	...	16	22	...	...	21	1	...	...	...	...	...
...	4	...	5	9	...	...	...	...	...	9	...	...	...
...	4	...	5	9	...	...	...	1	...	8	...	...	...
...	...	...	7	7	...	...	...	...	7	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	...	...	72	72	...	...	58	14	...	...	...	...	...
...	
...	...	...	1	1	...	1	...	...	...	...	...	...	...
...	...	...	2	2	...	...	...	...	2	...	...	...	...
...	...	...	1	1	...	...	1	...	...	...	...	...	...
...	
...	...	52	25	77	...	1	4	53	4	12	3	...	...
...	...	44	9	53	...	1	5	27	5	15	...	...	...
24	...	...	...	24	...	...	3	14	3	4	...	...	...
18	...	...	...	18	...	...	3	11	2	2	...	...	...
29	...	...	...	29	...	...	4	18	3	4	...	...	...
25	13	10	3	51	...	...	6	37	5	3	...	...	...
3	...	...	...	3	...	2	...	...	...	1	...	...	...
...	
...	
160	14	...	7	181	24	8	28	53	10	56	12	...	...
8	...	...	...	8	...	...	...	2	3	3	...	...	...
56	...	...	...	56	...	...	...	8	7	41	...	...	...
726	777	259	72	1,834	...	11	201	863	234	499	26	...	...
...	8	...	...	8	...	5	...	1	...	1	...	...	...
7	10	...	1	18	18	...	...	...	...	...	...	1	...
5	19	...	...	24	24	...	...	...	...	...	...	...	...
14	20	...	...	34	32	...	...	1	...	...	...	1	...
8	23	...	...	31	31	...	...	...	...	...	...	...	...
1,527	6	...	52	1,585	...	...	268	564	224	524	15	...	...
40	48	12	14	114	...	16	7	52	25	14	...	...	...
...	
...	
345	...	...	21	366	...	2	81	120	37	125	11	...	...
5	5	...	...	10	...	5	1	1	...	3	...	...	...
2	4	...	...	6	...	3	...	2	...	1	...	...	...
167	...	...	...	167	...	12	...	35	36	84	...	...	...
39	4	...	...	43	...	4	5	25	1	8	...	...	...
46	...	50	...	96	...	...	11	55	9	19	2	...	...
25	...	...	...	25	...	...	1	3	5	16	...	...	...
20	...	...	2	22	...	...	2	6	6	8	...	...	...
...	
...	

Examination ; (4) Senior Vernacular Certificate Examination ; (5) European Teachers' Certificate Examination.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.															
OBJECTS OF EXPENDITURE.	In Institutions managed by District Boards.											In Institutions managed by			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.															
ARTS COLLEGES.															
English	300
Oriental
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.															
Law...
Medicine	3,959
Engineering
Teaching	1,211
{ Males
{ Females
Agriculture
Veterinary
Total	5,170	...	300
SCHOOL EDUCATION, GENERAL.															
SECONDARY SCHOOLS.															
For Boys	6	2,425	2,466	2,140	...	7,129	787	39,126	1,731	51	48,834	3,364	1,660	5,698	
{ High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle Schools	25	7,466	7,171	6,488	...	3,693	6,542	75,652	2,036	558	88,481	...	10,028	6,433	
{ Vernacular	100	19,826	20,281	17,594	...	1,17,520	4,448	45,143	4,140	172	1,71,428	...	8,019	381	
For Girls	2	166	163	140	78	2,056	...	...	...	1	2,135	...	...	1,404
{ High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	133	29,682	30,031	26,362	78	1,30,408	11,777	1,59,926	7,907	782	3,10,878	3,364	19,707	13,932	
PRIMARY SCHOOLS.															
For Boys	2,474	136,168	124,350	108,847	7	6,75,192	1,878	73,109	999	521	7,51,706	...	458	60,073	
{ Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Lower Primary	117	4,994	3,962	3,433	...	18,531	...	1,501	4	...	20,044	...	342	4,600	
For Girls	354	13,707	12,309	10,666	7,202	92,524	142	10	96	74	1,00,643	...	3,062	9,260	
{ Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Lower Primary	10	290	293	243	65	2,599	...	...	...	...	2,464	...	4,590	762
Total	2,985	155,159	141,514	123,189	7,274	7,88,654	2,020	74,620	1,099	595	8,74,262	...	8,458	74,701	
SCHOOLS FOR SPECIAL INSTRUCTION															
Training Schools for Masters	14	226	240	235	...	21,041	162	3	...	1	21,200	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	8	441	436	366	...	8,949	500	357	...	68	9,874	...	...	1,474
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	24	677	676	601	...	20,992	662	360	...	69	31,083	...	...	1,474
Buildings...	...	...	...	...	...	4,34,513	3,45,556	...	...	3,800	3,750	7,87,619	...	...
Furniture and Apparatus (special grants only)	...	...	...	...	...	3,246	44,910	...	...	2,062	50,218	...	...	...
Total	...	...	...	...	...	4,37,759	3,90,466	...	...	5,862	3,750	8,37,837	...	...
Scholarships held in															
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	3,140	185,519	172,221	150,152	4,45,113	13,39,520	14,459	2,34,906	14,868	5,196	20,54,060	8,524	28,165	90,490	

RAJ—TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1912-13.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																		REMARKS.
Total District Fund Expenditure on Public Instruction.	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.		
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.				
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	1,667	1,667	1	...	
3,959	...	...	...	...	...	...	...	...	...	...	...	2,471	...	...	2,471	6,430
1,211	...	...	...	...	...	...	...	...	...	...	...	258	...	...	258	1,461
5,470	...	...	...	...	...	...	...	...	...	...	...	2,724	...	1,667	4,391	9,861
17,861	6	2,399	2,419	2,256	...	9,797	1,660	40,993	1,288	27	53,763	7,452	787	51,929	69,965	87,826		
20,153	33	9,004	8,831	7,656	...	20,741	10,028	90,010	2,642	2,284	1,25,705	...	6,542	4,381	31,664	51,817		
1,25,877	19	3,347	3,407	3,021	...	11,296	8,019	8,370	74	69	27,828	...	4,448	...	15,744	1,41,621		
3,520	8	1,340	1,367	1,058	1,655	15,617	...	185	25	...	17,482	...	...	1,026	1,023	1,026
1,67,411	66	16,090	16,024	13,971	1,655	57,451	19,707	1,39,558	4,029	2,380	2,24,780	7,452	11,777	63,468	1,40,148	3,07,559		
7,35,723	11	1,694	1,658	1,465	431	8,046	458	7,906	2	113	16,956	...	1,878	7,887	17,811	7,53,531		
23,493	61	5,922	5,368	4,549	...	39,313	348	6,105	...	14	45,780	...	...	1,118	40,431	63,924
1,04,848	85	4,671	4,402	3,506	2,433	31,743	3,062	...	78	5	37,321	...	142	7,670	39,555	1,44,401		
7,751	46	2,133	2,101	1,585	1,375	9,816	4,590	...	1	...	15,782	...	...	110	9,920	17,677
8,71,813	201	14,420	13,529	11,105	4,239	88,918	8,458	14,011	81	132	1,15,839	...	2,020	16,785	1,07,723	9,79,536		
21,043	1	7	7	6	395	...	...	...	...	...	395	...	162	...	162	21,205
10,422	2	360	338	296	...	11,223	...	415	...	...	17,643	...	500	1,933	13,661	24,083
31,465	3	337	345	292	395	11,223	...	415	...	...	12,038	...	662	3,508	15,398	46,863
3,45,556	...	...	...	...	11,283	71,981	...	...	5,064	...	83,328	...	...	...	71,981	4,17,537
44,910	...	...	...	...	...	9,205	...	...	...	...	9,205	...	...	...	9,205	54,115
3,90,466	...	...	...	...	11,283	81,186	...	...	5,064	...	97,533	...	...	...	81,186	4,71,652
38,183	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,396	42,579
1,502	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,612	3,114
516	...	...	...	...	...	...	...	...	...	...	...	...	...	...	301	817
3,096	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	3,336
51,649	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,284	59,933
1,150	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100	1,250
1,386	...	...	...	...	...	...	...	...	...	...	...	...	...	...	537	1,923
7,661	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,121	10,782
45,193	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,338	74,031
1,50,336	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,429	1,97,765
(a)	270	30,877	29,898	25,368	17,572	2,38,783	28,165	1,53,994	9,174	2,512	4,50,190	10,176	14,459	85,428	(b)	3,96,275	20,13,236	

(a) Includes the following items :—

(1) Rs. 4,34,711 from Imperial revenues for primary education.
 (2) Rs. 2,01,200 from Provincial revenues for primary education.

(b) Includes Rs. 12,200 from Provincial revenues for the maintenance of secondary schools and girls schools.

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING HOUSES FOR THE OFFICIAL YEAR 1912-13.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FOR MALES.														
1. Managed by Government.	46	3,260	271	310	1,911	...	...	768	20,333	...	(a) 13,728	(b) 37,918	71,079	(a) Includes Rs. 8,929 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	199	5,353	...	...	4,857	260	...	236	...	30,718	700	24,036	55,454	(b) Rs. 2,064 on account of fees realized in the Agricultural College, Lyallpur, not included.
3. Aided by Government or by Local or Municipal Boards.	55	3,187	109	...	3,030	...	...	48	21,484	9,574	12,559	70,890	1,14,507	
4. Unaided	63	5,460	1,594	61	3,568	167	...	40	...	...	30,389	74,158	1,04,547	
Total	363	17,260	1,974	371	13,306	427	...	1,092	41,817	40,292	(a) 57,376	2,07,002	(a) 3,46,487	
FOR FEMALES.														
1. Managed by Government.	3	273	...	...	251	...	...	22	1,758	...	(c) 9,473	6,168	17,399	(c) Includes Rs. 8,909 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	18	924	...	32	881	...	...	11	23,331	...	54,105	1,07,828	1,85,264	
4. Unaided	21	1,207	...	...	914	213	...	80	...	...	36,468	18,567	55,035	
Total	42	2,404	...	32	2,046	213	...	113	25,089	...	(c) 1,00,046	1,32,563	(c) 2,57,698	
GRAND TOTAL	405	19,664	1,974	403	15,442	640	...	1,205	66,906	40,292	(d) 1,57,422	3,39,565	(d) 6,04,185	(d) Includes Rs. 17,838 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1912-13.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FOR MALES.														
1. Managed by Government.	2	273	...	13	262	...	...	...	81	...	(a) 8,929	8,108	(b) 12,066	(a) From Imperial Revenues. (b) Includes Rs. 8,929 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	5	435	...	...	435	...	...	...	11,160	...	...	52,208	68,363	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	7	718	...	16	697	...	...	...	11,191	...	(a) 8,929	55,809	(b) 75,429	
FOR FEMALES.														
1. Managed by Government.	1	238	...	...	238	...	...	...	...	...	(a) 8,909	8,106	(d) 12,015	(c) From Imperial Revenues. (d) Includes Rs. 8,909 from Imperial Revenues.
2. Aided by Government.	15	812	...	...	812	...	...	...	22,911	...	46,022	1,01,446	1,70,379	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	16	1,050	...	...	1,050	...	...	...	22,911	...	(a) 54,931	1,04,552	(d) 1,82,394	
GRAND TOTAL	23	1,763	...	16	1,747	...	...	...	34,102	...	63,860	1,59,861	(e) 2,57,823	(e) Includes Rs. 17,838 from Imperial Revenues.

TABLE IX.

NUMBER AND QUALIFICATIONS OF TEACHERS, 1912-13.

				IN PRIMARY SCHOOLS.					IN MIDDLE SCHOOLS.					IN HIGH SCHOOLS.					IN COLLEGES.					Total.
				Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
In Schools for Indians.	Teachers of Vernacular	Trained	...	19	2,795	108	108	12	10	646	225	102	31	147	25	22	219	30	...	...	...	...	...	4,497
		Untrained	...	3	1,965	340	1,331	237	...	245	146	148	48	55	14	13	179	74	...	...	...	...	...	4,793
		Total	...	22	4,760	448	1,437	249	10	891	371	250	79	202	39	35	398	104	...	...	...	...	...	9,295
In School for Europeans.	Anglo-vernacular Teachers and Teachers of Classical Languages.	Trained	...	4	2	3	6	1	3	59	107	50	18	234	30	43	254	69	12	...	...	2	1	948
		Untrained	...	...	1	5	25	8	6	66	83	107	43	173	33	22	266	111	23	...	...	56	45	1,073
		Total	...	4	3	8	31	9	9	125	190	157	61	457	63	65	520	180	35	...	...	58	46	2,021
		Possessing a degree	...	...	...	...	...	2	9	13	8	7	133	11	13	135	53	32	...	...	39	42	497	
		Possessing no degree	...	4	3	8	31	9	7	116	177	149	54	324	52	52	385	127	3	...	...	19	4	1,524
		Total	...	4	3	8	31	9	9	125	190	157	61	457	63	65	520	180	35	...	...	58	46	2,021
In School for Europeans.		Trained	...	...	...	4	...	...	...	...	29	...	13	...	...	57	...	2	...	...	4	...	109	
		Untrained	...	...	...	7	...	...	...	...	43	...	4	...	...	54	...	...	...	...	3	...	111	
		Total	...	...	...	11	...	...	...	...	72	...	17	...	...	111	...	2	...	...	7	...	220	
		Possessing a degree	...	...	...	...	...	...	...	...	3	...	1	...	...	15	...	2	...	...	...	...	...	21
		Possessing no degree	...	...	...	11	...	...	...	...	69	...	16	...	...	96	...	...	...	...	...	7	...	199
		Total	...	...	...	11	...	...	...	...	72	...	17	...	...	111	...	2	...	...	...	7	...	220
GRAND TOTAL OF ALL TEACHERS				26	4,763	456	1,479	258	19	1,016	561	479	140	676	102	100	1,029	284	37	65	46	11,536

**Report on the progress of Education
in the Punjab for the
year 1913-14.**

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REPORT

ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1913-14



Lahore:

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1914.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 34, dated 6th January 1915.

READ—

The Report of the Director of Public Instruction, Panjab, for the year 1913-14.

REMARKS.— In reviewing the Report for 1912-13, the Lieutenant-Governor noticed the continued and rapid development which was the conspicuous feature in the working of the Education Department in that year. The report for 1913-14 bears eloquent testimony to the growing desire for education in all stages and among all classes, to the great expansion of institutions to meet this demand, to the increasing popularity of the teaching profession as the result of the improved prospects it offers and of the better realisation of its intrinsic dignity and importance. The number of educational institutions in the province increased by over six hundred, and the attendance by nearly thirty-four thousand. The total expenditure on all kinds of public instruction advanced by 9 lakhs of rupees to over 93 lakhs of which more than 50 lakhs were contributed directly or indirectly by Government, *viz.*, 30½ lakhs from Provincial and 20 lakhs from Imperial funds; while the proportion of the expenditure raised from fees was 24 per cent. as last year. More than four hundred new school buildings or extensions of existing buildings were either erected or in course of erection. The percentage of school attendance of the estimated total population of school-going age has risen from 21·37 to 22·79 in the case of boys, and from 4·31 to 4·76 in that of girls. As the Director points out, attendance is now nearly double what it was ten years ago, and it might be added that the annual expenditure on education has risen by 138 per cent. within the same period.

2. A very great increase took place, as was to be expected, in primary schools. Four hundred and sixty-nine new primary schools for boys, and 81 new primary schools for girls, were opened in the province and the number of pupils increased by no less than 27,347, of whom 22,892 were boys and 4,755 were girls, as compared with a corresponding increase of 20,669 last year. The total number of children receiving instruction in the public primary schools in the Punjab is now well over a quarter of a million (2,57,000). With this large and steadily growing numerical expansion it is most satisfactory to notice a continued striving towards greater efficiency. The Lieutenant-Governor is glad to see that, notwithstanding an increase of over 1,000 in the number of primary school teachers, the proportion of trained teachers to untrained shows a distinct improvement, and that as the result of the introduction of a more liberal scale of pay and allowances, the calling of teachers in primary schools is now becoming a popular one. His Honour is also much interested in the Director's remarks in paragraph 31 of the Report on the difficulty of adapting the course of primary instruction to suit the needs of the village community and in particular of agriculturists. The recent introduction of a more practical curriculum and better organised teaching, and the experiments made in the direction of shortening school hours—are measures which may go far towards combating this difficulty. A shortened time-table, which enables the children to assist their parents in their hereditary occupations in field or shop should do much to remove the inherent distrust felt by uneducated parents towards mere book-learning. His Honour does not believe that we have yet arrived at finality in this matter, but meanwhile he observes with satisfaction that the proportion of agriculturists' children attending primary schools exhibits a considerable increase.

At the same time the interests of the children of non-agriculturists have not been neglected, for a further step towards free primary education was taken during the year, by authorising the exemption of such children from payment of fees on account of poverty up to a proportion of 25 per cent. of the total number of scholars in the school.

The very large grants from Government have enabled district boards to increase their expenditure on primary education by nearly a lakh and three-quarters to its present figure of approximately twelve lakhs, and to effect a still further reduction in the proportion of the expenditure which is met by fees.

3. The increase in the number of secondary schools and pupils attending them is, as the Director observes, unprecedented, and here a problem that is beginning to assume serious proportions is found in the comparative dearth of teachers with the requisite qualifications. In spite of the adequate salaries which, largely as a consequence of special Government grants, it is possible to offer in Government and aided secondary schools, the supply of capable teachers is said to be still far below the demand. The Province is still clearly suffering from a scarcity of men fully competent to impart instruction and to form character. This has led, especially in the case of aided institutions, to men being appointed to the teaching staff who are quite unfitted for the responsible function of training the young. The Director speaks of unsatisfactory tendencies in the matter of conduct and discipline manifesting themselves in some institutions, more especially in the Lahore Division, and these he attributes directly to the dearth of strong headmasters, and the want of moral calibre among subordinate teachers. His Honour commends to all those who are interested in the furtherance of secondary education the conclusion drawn by the Director in the last lines of paragraph 26 of his report and the warning conveyed in paragraph 19. Continued and rapid increase in the quantity of secondary education available in the Province may now be considered as assured: it is incumbent upon Government, local bodies, and the founders and promoters of private educational institutions alike, to see that the quality does not fall short.

4. Very satisfactory progress has been made in the matter of school buildings as a result of the large funds provided for this purpose by Government. The new High Schools at Jullundur, Dharmasala, Gujrat and Campbellpur, are already in use; new buildings are in course of erection at Hoshiarpur, Lyallpur and Dera Ghazi Khan, and schemes for new schools or hostels are being executed at the headquarters of eight other districts. Much has also been done by private enterprise. In fact the Lieutenant-Governor has found that in the course of his tours he is hardly able to visit a town of any importance without being asked to open or lay the foundation stone of a new high school or some building connected with such institutions. His Honour notices with pleasure the activity shown by the various religious communities (of whom perhaps the Sikhs have lately been the most conspicuous) and the munificence of a citizen of the Ambala Cantonment, who has founded a high school at his own expense and endowed it with a sum of Rs. 1,50,000.

5. His Honour regrets to see that many municipalities show no sign of increasing interest and realization of their responsibility in the matter of education and especially of primary education. There are still several instances of municipal schools being run at a profit, and it appears that in many cases a grant from Government is not followed by increased educational expenditure, but is simply utilized to set free for non-educational purposes the sums hitherto spent on education by the Committee. So long as this apathetic attitude is maintained, as the Director points out, educational grants to municipalities cannot achieve their object, and where such cases are brought to his notice the Director should have no hesitation in recommending the withdrawal of all or part of the Government grant.

6. In collegiate education the development is no less remarkable than in other branches. The total number of students has increased by 40% to 3,176, and at the same time the examination results show a decided improvement in the percentage of successes in all except the M.A. and M.Sc. examinations, in which the total number of candidates is comparatively small. The courses of lectures delivered by University lecturers from England were a most successful innovation, and were highly appreciated not only by the local students and professors, but by all interested in educational progress. The

experiment is being repeated this year, and will, His Honour hopes, develop into a permanent arrangement.

7. In view of what has been said regarding the shortage of qualified teachers, His Honour is glad to see that the competition for entrance into the Central Training College is keener than ever, and the number admitted in the past year exceeds the record of all previous years. The large proportion of graduates now seeking admission to the Training College is another hopeful sign of the times. The Report states that most of the Bachelors of Teaching secured posts on salaries of Rs. 100 *per mensem* and over. The scholastic profession should, therefore, as is the case in England, soon become recognised as one of the main avenues to which the products of our universities should turn in search of a living. The influence--direct and indirect--of an institution which at present supplies teachers to nearly all the secondary schools of the Province is necessarily enormous, and no efforts should be spared to secure that the influence should be thoroughly healthy and beneficial. It is clear that both the Principal and the Director are not quite easy in their minds over the present state of affairs, and some recent incidents point to undesirable elements being at work in the College. The numbers are at present too large for efficient supervision and close personal intercourse between the students and the staff, and the Lieutenant-Governor agrees in the necessity of a separate Training College outside Lahore for junior teachers. He trusts that it will shortly be possible to overcome the drawbacks of the present congested site and grounds by the establishment of the new Training College proposed for Jullundur.

The progress of Normal schools and training classes continues to be very satisfactory. Much remains, however, to be done to improve the conditions under which European teachers are trained at Sanawar. This institution is more an Imperial than a Provincial concern, as the majority of the students come from other Provinces, and the Government of India have been addressed on the subject.

8. Among professional and technical institutions, the most noticeable features are the great demand for admission into the Veterinary College and the difficulty experienced in inducing recruits to join the Agricultural College at Lyallpur. It is hoped that the arrangements recently sanctioned for increasing the scholarships and improving the prospects of the Subordinate Agricultural Service will attract more students to the College which is admirably equipped for the teaching of practical and scientific agriculture. The unfortunate incident of a strike at the Lahore Medical College need only be mentioned here; the measures undertaken to deal with it have already been published. The restriction introduced by the Chief Court on the number of pleaders has had its inevitable effect on the Law College, where the number of students fell by nearly one-third.

Sardar Bahadur Ram Singh, M.V.O., retired from the post of Principal of the Mayo School of Art after a connection of forty years with the school. The Lieutenant-Governor takes this opportunity of congratulating the Sardar upon his long and honourable career in Government service and wishes him health and prosperity in his retirement. The staff has recently been reorganised and strengthened, and the Lieutenant-Governor is glad to learn that the institution under Mr. Heath's direction is entering on a large sphere of usefulness, and that the students it turns out have no difficulty in finding useful and remunerative employment.

9. The increase in attendance at girls' schools continues, the figure being 14 per cent. as opposed to 10 per cent. last year. Here again progress is retarded by the want of qualified teachers. The Lieutenant-Governor has read with much interest Miss Hart's report on Kindergarten teaching in girls' schools which emphasises this fact. From the provincial point of view, it is disappointing to notice that the only centre where Miss Hart can commend the teaching of girls as conducted on efficient and systematic lines is Delhi.

For the higher education of girls an important step was taken during the year in making the Victoria School at Lahore a Government institution, and another in the addition of collegiate classes to the Kinnaird

High School, Lahore. For girls of the upper classes of society the Queen's Mary's College at Lahore provides yet another High School. Last year His Honour was able to congratulate a Hindu lady on being the first woman to obtain the Diploma in Shastri of the Punjab University. This year he has the pleasure of noting that one Muhammadan young lady for the first time passed the Munshi Fazil Examination of the University, while another stood first of the whole Province in English in the Entrance Examination. These examples show that even the restrictions of the 'purda' do not stand in the way of higher female education.

10. His Honour is glad to observe that the efforts recently made by Government and the managing bodies in improving the schools for the education of European boys and girls are bearing fruit. The year has been one of steady progress, and there is no longer any difficulty in obtaining a good education in a hill climate at moderate expense for children of the Anglo-Indian community.

11. The Director devotes a very interesting section of the report to the question of Muhammadan education. The matter has recently occupied the attention of the Government of India and the Local Government, with the result that grants have been made in aid of primary schools in several backward districts, building grants have been allotted to various High Schools and a liberal recurring grant of Rs. 30,000 per annum has been sanctioned for the Islamia College, Lahore. His Honour is glad to see that in primary education in the Province as a whole the Muhammadan community holds its own; while in certain divisions, notably Lahore, progress in primary education is remarkable. Development in secondary and collegiate education is far slower, but it is only natural that the effects of the new stimulus given to Muhammadan education should make themselves apparent first in the primary schools. The Lieutenant-Governor has more than once during the past year given public expression to his views as to the policy of Government in assisting the Muhammadan community—which, though numerically the strongest in the Province, is educationally the most backward—to recover lost ground, and the very comprehensive proposals put forward by the representatives of the community are now under the consideration of Government. The Lieutenant-Governor is confident that the enthusiasm and self-sacrifice which the Muhammadan community is now displaying in the cause of education, supported as they are and will be by substantial help from Government, cannot fail to yield excellent results. Indeed a comparison of the present statistics with those of 5 years ago will show how much ground has already been gained. His Honour notices that while in the Veterinary College, the School of Art and the various Industrial schools Muhammadan students form a majority, they are still poorly represented in the Law, Medical and Agricultural Colleges, and in the Engineering Schools. He would therefore call attention to the following weighty words of warning quoted from the presidential address recently delivered at the All-India Muhammadan Educational Conference at Rawalpindi:—

“Thirty years ago the cry of the Indian Mussalmans used to be the cry of despondency, that in the matter of English education we have allowed ourselves to lag behind. Thirty or forty years hence I am afraid the burden of our cry would be that we have fallen behind all other communities in the peaceful avocations of manufactures, commerce and industry.”

12. His Honour's thanks are due to the Director for a comprehensive and interesting report and for his able administration of the Department during a year in which educational progress was so rapid and on the whole so satisfactory. Mr. Godley's services in the cause of education were appropriately recognised during the course of the year by His Majesty the King Emperor by the grant of the title of C.S.I.

By order of His Honour the Lieutenant-Governor of the Punjab,

C. A. BARRON,

Chief Secretary to Government, Punjab.

REPORT

on the progress of

Education in the Punjab

for the year

1913-14.

In view of the wide-spread and increasing interest in educational development, as evinced, for instance, by resolutions passed at Muhammadan, Sikh, and other conferences, by questions in the Legislative Council of the province, and by articles in the newspaper press, I have thought that it would be excusable in this report to exceed the allotted limit, the report for the preceding year having been a brief one. Even so it has been necessary to condense or omit a great deal of material which might have been included.

The chief features of the educational history of the year 1913-14 have been a large addition to the number of pupils and institutions, especially secondary schools; an equally marked increase in the number of teachers employed, and in the output of trained teachers; and a continuous activity in the erection and improvement of school buildings of all kinds throughout the province; while among instructional developments may be mentioned the appointment of special inspecting officers to report and advise on the teaching of science, drawing, and (in the case of girls' schools) kindergarten methods. The Mayo School of Industrial Art has been provided with large new workshops, and an additional staff of technical instructors has been sanctioned; several new industrial schools have been opened; and among buildings recently erected may be mentioned the biological laboratory of the Government College, which was almost completed by the close of the year. The Victoria School for girls, Lahore, was made a Government institution and the staff and equipment were improved.

Statistical Summary.

2. *Public institutions and pupils.*—The number of educational institutions increased by 600, as shown in detail below:—

Institutions for Males.

Arts Colleges	...	...	...	...	9
Professional Colleges...	...	...	...	...	6
High Schools	...	...	...	...	111 (+9)
Middle Schools	...	...	...	...	241 (+26)
Primary Schools	...	...	...	...	4,158 (+469)
Institutions for special instruction	...	...	...	...	54 (+9)

Institutions for Females.

Arts Colleges	...	...	...	...	1 (+1)
Professional Colleges	...	...	...	...	1
High Schools	...	...	...	...	16 (+1)
Middle Schools	...	...	...	...	43 (+2)
Primary Schools	...	...	...	...	793 (+84)
Institutions for special instruction	...	...	...	...	12 (—1)

The new arts college for women is the college class opened in the Kinnaird High School for girls, Lahore.

The attendance in public institutions increased by 33,961, as shown below :—

<i>Males.</i>				
Arts Colleges	...	...	...	3,170 (+397)
Professional Colleges	...	...	...	797 (—46)
High Schools	...	...	...	47,847 (+913)
Middle Schools	...	...	...	50,632 (+3,792)
Primary Schools	...	...	...	2,20,555 (+22,892)
Institutions for special instruction	...	...	...	3,751 (+462)
<i>Females.</i>				
Arts Colleges	...	...	...	6 (+6)
Professional Colleges	...	...	...	32
High Schools	...	...	...	1,820 (+229)
Middle Schools	...	...	...	6,125 (+415)
Primary Schools	...	...	...	36,440 (+4,755)
Institutions for special instruction	...	...	...	638 (+146)

The decrease in the case of professional colleges for men is explained by the falling-off in the number of students in the Law College.

3. *Private schools.*—The statistics of private schools which are not departmentally recognised are unreliable, and fluctuate from year to year. The figures supplied show an increase of 13 schools and a decrease of 4,496 pupils.

4. *Percentage of the population of school age in attendance.*—Out of the estimated population of school-going age 22·79 per cent. are attending institutions of all kinds in the case of boys, and 4·76 in that of girls. Ten years ago the corresponding figures were 12·08 and 1·72, so that attendance has practically doubled during the period.

5. *Expenditure.*—The total expenditure on public institutions of all kinds increased by Rs. 9,00,795 to Rs. 93,21,575. The following is a comparative statement of expenditure from each source :—

	1912-13.	1913-14.	Difference.
	Rs.	Rs.	Rs.
Provincial Revenues	... 29,79,381	28,24,419	—1,54,962
District Funds	... 16,16,961	21,95,875	+5,78,914
Municipal Funds	... 3,96,275	4,57,001	+60,726
Fees	... 20,67,254	22,21,473	+1,54,219
Private Sources	... 11,67,996	13,40,065	+1,72,069
Imperial Revenues	... 1,92,913	2,82,742	+89,829
Total increase		...	+9,00,795

The decrease shown under expenditure from provincial revenues is nominal, as a sum of Rs. 2,21,995 given from provincial funds to local bodies for primary education and various other purposes has this year been shown as expenditure from district and municipal funds. In addition to Rs. 2,82,742 shown as expenditure from imperial revenues, a sum of Rs. 17,16,000 was given to local bodies for the maintenance of primary schools, the erection of buildings, etc., and has been returned as expenditure incurred by those bodies.

6. *Buildings.*—The number of new school buildings, including extensions of existing schools, erected or in course of erection during the year in the several divisions, was as follows :—

	<i>Primary Schools.</i>	<i>Middle Schools.</i>	<i>High Schools.</i>	<i>Hostels.</i>
Ambala	41	12	7	15
Jullundur	65	9	7	11
Lahore	37	10	10	16
Rawalpindi	53	9	9	15
Multan	48	14	5	9
Total	244	54	38	66

7. *Grants from imperial revenues.*—It may be of interest to enumerate here the main imperial grants which have been sanctioned in recent years for educational objects in the Punjab :—

RECURRING GRANTS.		
<i>Year.</i>	<i>Amount.</i>	<i>Purpose.</i>
	Rs.	
1905	3,00,000	... Primary education.
	30,000	... University and Colleges.
1906	27,000	... European education.
	3,65,000	... Elementary education, education of girls, hostels, technical and industrial education, European schools.
1912		60,000	... Aided Anglo-vernacular secondary schools.
1913	3,38,000	... Primary and secondary education, colleges, &c.
1914	75,000	... General educational purposes.
GRANTS FOR CAPITAL EXPENDITURE.		
<i>Year.</i>	<i>Amount.</i>	<i>Purpose.</i>
1905-1910 Annual grants for University buildings.		
	Rs.	
1911	9,00,000	... Approximately distributed under various educational heads.
	2,50,000	... Hostels.
1912		2,00,000	... University.
1913	25,25,000 (for three years).	... Various heads.

The bulk of the recurring grants, less such portions as are earmarked for particular objects such as the University, aided Anglo-vernacular secondary schools, European education, etc., is spent in allotments to local bodies for the maintenance of vernacular schools, on the basis of two-thirds of the cost of those schools. Rs. 2,00,000 are added from provincial revenues for the same purpose. The total sum distributed in this way to local bodies during 1913-14 was Rs. 10,25,000. After payment of grants for training classes, etc., the balance of the recurring grants, which decreases annually as education develops, is utilised for capital expenditure on buildings and equipment.

The unspent balance of the grant of Rs. 9,00,000 for capital expenditure on buildings, amounting to Rs. 1,80,622, was spent during the year on the construction of the Government College biological laboratory and the completion of Queen Mary's College, as well as on grants to aided institutions. Another grant, Rs. 1,25,000, the second half of the grant for hostels sanctioned in 1912, was fully utilised. The first instalment of the non-recurring grant of Rs. 25,25,000, amounting to Rs. 8,12,000, was expended in payments to the Punjab University, local bodies, and aided schools.

8. *Building and equipment grants from provincial revenues.*—Exclusive of the large expenditure from the imperial grants, a sum of Rs. 1,31,975 was spent from provincial revenues in building grants to local bodies and aided schools, and one of Rs. 9,733 in grants for furniture and equipment. It is satisfactory to be able to report that private enterprise in education has been greatly stimulated by the liberal financial assistance which has been offered during the past three years to school managers.

Controlling Agencies.

9. *Direction and inspection.*—I remained Director throughout the year. Lala Shiv Dayal, Inspector of Schools, relinquished charge of the Ambala division on the 12th October, 1913, and proceeded on two years' combined leave. Since then Lala Jugal Kishore has officiated as Inspector of this division. In the Multan division Lala Hari Das officiated as Inspector during the absence of Rai Bahadur Sundar Das Suri on four weeks' privilege leave. Mr. Wright, Inspector of European Schools, and Mr. Sanderson, Master in charge of the training class for Europeans at Sanawar, assisted Mr. Crosse in inspecting the schools in the Lahore division during January, February and March.

Twelve additional posts of assistant district inspectors of schools were sanctioned during the year, and the reorganisation of the staff of inspectresses, which now consists of a chief inspectress and her assistant and an inspectress for each division, was brought into effect. Miss Stratford is the Chief Inspectress; Mrs. Ingram has been posted to Jullundur; Miss Douglas, B.A., to Rawalpindi, while Mrs. Gilbertson remains at Delhi, pending a separate arrangement being made for the new province, after which an inspectress will be appointed for the Ambala division. The Multan post was held temporarily by Miss Hart, who was engaged as a special inspectress for kindergarten teaching from November to March; Miss Marshall, B.A., was appointed to this post from the 1st April, 1914. 448 girls' schools were visited by the inspectresses during the year.

Lala Rattan Lal, M.A., was appointed a special assistant inspector of schools from the 5th May, 1913, to report on science teaching in schools.

The work of the inspectors' assistants and of the district inspecting staff has been generally satisfactory. Among the members of the district inspecting staff who are singled out for favourable notice are the following district inspectors:—Lala Lachhman Das, Hoshiarpur; Lala Nihal Chand, Lahore; Mian Muhammad Ishaq, Mianwali; Pandit Fukam Chand, Rawalpindi; Lala Khazan Chand, Lyallpur; Lala Ram Chand, Dera Ghazi Khan; Lala Amir Chand, Rohtak; and Lala Shiv Dayal, Hissar; and among the assistant district inspectors who have done well Lala Raghbir Chand, Hissar, Bhai Amar Singh, Gujranwala, and Chaudhri Ghulam Muhy-ud-din, Gujrat, may be mentioned.

10. *Management of district boards.*—The total expenditure of the district boards on education rose from 16 to nearly 22 lakhs, out of which 10½ lakhs were spent on the maintenance of primary schools, and 7 lakhs on school buildings and equipment against less than 4 lakhs in the previous year. This large increase was rendered possible by the liberal imperial grants. In the Ambala, Rawalpindi, and Multan divisions the expenditure was largely in excess of that of the previous year, but a decrease of net expenditure is reported in the case of the educationally advanced districts of the Lahore and Jullundur divisions. This decrease was only to be expected as a result of the new subsidies. The boards in question had been straining their resources to pay for education, and on their being relieved of a large share of the cost by the receipt of proportionate grants, their own net expenditure underwent a temporary set-back in default of a large rise in the total educational expenditure, which could not take place immediately. The decrease may, indeed, be regarded as a healthy symptom in so far as it denotes a reserve which can be drawn upon for future development. It is satisfactory to report that the grades of teachers' salaries have been generally improved and that there has been much building activity. Programmes of extension have in many cases been drawn up. In the Jullundur division, with a view to prevent district boards becoming liable for recurring expenditure which they might afterwards be unable to sustain, and to strengthen the groundwork of education in each district, a

survey was made of the state of the staffs and buildings of existing schools and of the extensions most urgently required; and a working programme giving an order of urgency and approximate cost was drawn out in each case. This programme showed that it would take at least five years to put existing schools to rights in Hoshiarpur, Jullundur, and Ludhiana, allowing at the same time a very moderate rate of expansion; but Kangra and Ferozepore are better off. The advisability was represented to the boards of formulating a continuous financial policy based on the data thus obtained, and the boards of Kangra and Ferozepore responded by fixing a satisfactory rate of expenditure for education for the quinquennium. Among the district boards reported to have been most active are those of Hissar, Ferozepore, Gujranwala, Shahpur, Lyallpur, and Montgomery.

11. *Municipal Committees*.—The total expenditure of these bodies on education has risen from Rs. 3,96,275 to Rs. 4,57,001. Their net expenditure, however, has not risen correspondingly, part of the new expenditure having been defrayed by increased receipts from fees and by salary grants received from provincial revenues for vernacular schools. There is little evidence as yet that municipal authorities are beginning to realise the duty of extending elementary education, the tendency being to assume that the local high schools will provide it. "In more than one instance", the Multan Inspector says, "the committees have reduced expenditure from their non-educational income, instead of utilising the larger funds at their disposal in the expansion of elementary education". In the Lahore division all the larger municipal committees, except the Lahore committee, spent much less than in the previous year, and the Inspector says that the grants made by Government to the Amritsar and Batala committees were diverted to non-educational purposes, meaning that the committees in question did not increase their educational expenditure proportionately. In the Jullundur division the smaller municipalities in all districts except Ferozepore transferred the management of their secondary schools to the district boards, contributing fixed sums annually for the upkeep of these schools. This arrangement doubtless makes for greater efficiency, but there is a loss of local interest and responsibility. It is regrettable to find that several instances are still recorded of schools being run by municipal committees at a profit. So long as this continues to be done, further aid from provincial revenues is not likely to achieve its object.

12. *Private agencies*.—Much activity was shown by the various denominational agencies during the year in opening Anglo-vernacular secondary schools, especially high schools. Thus new Muhammadan high schools were opened at Ambala, Panipat, and (in April, 1914) Shahpur; a Khalsa high school at Jullundur; Hindu high schools at Rawalpindi, Hafizabad and Sonapat. Lala Benarsi Das of Ambala established a new high school in Ambala cantonment at his own expense, and provided it with a good staff and equipment. The Arya Samaj started schools for the depressed classes in the Ambala district and elsewhere. Bhai Nihal Singh, Headmaster of the Kairon Girls' School in the Amritsar district, collected Rs. 50,000 for a school boarding-house. With the aid of the new grants there has been a general improvement in the staff, buildings, and equipment of privately managed schools.

The Rawalpindi Inspector, Khan Bahadur Maulvi Umr-ud-din, gives the following account of the share taken by religious societies and private individuals in extending education in that division:—

"Of the various private agencies that have helped in spreading education, the different missionary societies have played the most conspicuous part. Twelve schools exist under the control of these societies. The American Mission has its schools (six in number) in the Rawalpindi and Jhelum districts, and the Scotch Mission maintains five schools in the Gujrat district. The only school maintained by the Belgian Mission of the Roman Catholic Church is a flourishing high school at Dalwal in the Jhelum district. The Mission high schools at Rawalpindi and Gujrat are the largest in the division, and are well managed.

"The Sikhs with eleven schools come next in importance. Three of the schools maintained by this community are high, and eight Anglo-vernacular middle; of these eight middle schools four are not yet recognised. The primary department of the Khalsa Middle School at Pindigheb, however, is aided.

"The various branches of the Hindu community have got seven schools. Three are maintained by the Arya Samaj, and two by the Sanatan Dharm, and one of them is a high school opened and recognised during the year. The high school at Dinga and the Fitzpatrick public school at Kala (district Jhelum) are aided schools of a non-sectarian type maintained by influential individuals. The Dennys High School at Rawalpindi has got a mixed management composed of Hindu and Mussalman influential men of the locality, and the Cantonment Magistrate is the patron of this institution.

"The Mussalmans alone, notwithstanding their numerical superiority in the division, have the least number of schools. The number of schools maintained by them is two: one a high school at Rawalpindi, and the other a vernacular primary school at Daryala Jalap in the Jhelum district, since raised to the status of a vernacular middle. The Moslem Educational Society, of which mention was made last year, has extended its field of work, and all districts of the division are now comprised within its area of influence. The guiding spirit of the movement is Malik Mubaraz Khan of Shahpur, ably assisted by Qazi Siraj-ud-din Ahmad, Barrister-at-Law, Rawalpindi. The Shahpur O'Brien Islamia High School that was opened in April last is the outcome of the labours of these noble-minded gentlemen. In other districts of the division subscriptions are being raised for opening Islamia Anglo-vernacular schools. Rs. 12,000 have been subscribed in Mianwali and Rs. 19,000 in Gujrat. Chakwal in the Jhelum district and Fatehjang in the Attock district have, I hear, already been selected for opening new Islamia schools".

Collegiate Education.

13. *Statistics.*—Including the Oriental College, the number of Arts Colleges affiliated to the Punjab University increased from nine to ten, a college class having been opened in the Kinnaird High School for girls, Lahore. The number of students increased from 2,773 to 3,176: in the Government College the increase was 62, in the Forman College 66, in the D. A.-V. College 110, in the Dyal Singh College 111, and in the Islamia College 30. The expenditure exceeded that of the previous year by Rs. 43,610: provincial expenditure rose by Rs. 13,544, and fees and subscriptions contributed Rs. 24,692 and Rs. 10,447 more, respectively.

14. *Examinations.*—The examination results show an improvement. The percentages, as compared with those of the previous year, were as follows:—

			1912-13.	1913-14.
Arts—				
F. A.	...	...	51·6	60·2
B. A.	...	...	35	42·5
M. A.	...	...	50	47·2
Science—				
F. Sc.	...	...	62	72·3
B. Sc.	...	...	48	56·5
M. Sc.	...	...	100	71·4

15. *Government College.*—An assistant professor of chemistry was added to the staff, which now numbers 23 professors. A demonstrator in botany was also appointed. The expenditure increased by Rs. 36,229, owing to increase of establishment, special grants for equipment, and the increase of scholarships. Receipts from fees rose by Rs. 6,500. The science side of the

college continues to develop, the number of science students being 279, or more than half of the total : 224 study chemistry, 216 physics, 176 botany, and 163 zoology. A college herbarium of Indian plants was started, and the control of the botanical section of the Lawrence Gardens was transferred to the college. Research work in botany, zoology, and chemistry has been carried on. A large new biological laboratory was under construction, and the erection of a new physics laboratory will shortly be commenced. In examination results, athletics, and otherwise, the college had a most successful year.

16 *Aided Colleges.*—Among aided colleges the Forman Christian College stands first, with 570 students. Plans are being prepared for the erection of a large additional hostel. The personal intercourse of the staff with the students is a strong feature of the college. The Khalsa College received grants of Rs. 9,300 from Government for a tube-well and swimming-bath, and of Rs. 2,000 from the University for the library. There was a slight decrease of students. The Gordon Mission College, Rawalpindi, had an enrolment of 123, of whom 42 were boarders. The Murray College, Sialkot, which had 102 students, records an increase of staff and prospects of expansion in buildings and otherwise. Mr. Waugh, who had been principal for over seven years, relinquished the post. The college class in the Kinnaird High School for girls started in October with six students.

17. *Unaided Colleges.*—The number of students in the D. A. V. College rose to 886 ; 697 were boarders, including the engineering students. The examination results were good. The science equipment was considerably improved, and the hostel accommodation was added to. The Islamia College (210 students) continued to make steady progress. The staff of the Dyal Singh College (483 students, of whom 316 were boarders) was increased, and the laboratories were extended. The classes are accommodated in a new double-storeyed building.

18. *Punjab University.*—The building purchased from the Convent authorities has been utilised to accommodate the Oriental College and Law College classes, the upper storey being occupied as a hostel. Application has been made to Government for the bungalow and land intervening between the newly purchased property and the road. The site previously proposed for the Oriental College, adjoining the University Library, will now be utilised for the extension of the library and for a lecture hall. The number of students in the Oriental College fell by 11 to 105, of whom 38 held scholarships or stipends. Dr. Azim-ud-din, Ph D., was appointed professor of Arabic, and the professorship of Sanskrit was offered to Pandit Todar Mal now studying in Europe. These appointments will enable the college to undertake the higher instruction of Arts Faculty students in the Oriental classical languages. Three University lecturers delivered courses of lectures during the year. Professor Smithells, F.R.S., of Leeds University, was appointed University lecturer in chemistry, Professor Ran say Muir, of Liverpool University, in history, and Kanwar Dalip Singh, Bar-at-Law, in political philosophy as prescribed for the M.A. examination in history. Professor Ramsay Muir's lectures, which drew large attendances, were followed with great interest, and he also presided at a conference of history lecturers employed in the various colleges. Professor Smithells advised on science teaching in schools as well as colleges, besides lecturing on behalf of the University. Particular stress was laid in his lectures on the practical applications of scientific theory, and in providing local illustrations he was able to enlist the aid of the Chief Malaria Medical Officer and other experts. The experiment of inviting professors from Universities in Europe to lecture during the cold weather was considered to have had most useful results, and it is to be repeated.

Among changes in the University system may be mentioned those relating to the tenure, number and value of University scholarships, which have been raised in amount and redistributed in consequence of the new mode of awarding Government scholarships. Extensions of affiliation were granted to various colleges in particular subjects. The degree of Doctor of Oriental Learning was conferred on the present Bishop of Calcutta and Metropolitan of

India, formerly Bishop of Lahore. The inspection of affiliated colleges was carried out as formerly, but it is proposed that inspections shall not in future be held annually in every case. The inspecting committee drew attention in their report to the growth of unwieldy college classes, numbering in some instances over 100 students, and urged the necessity of making individual tuition possible by limiting the numbers in certain classes. Grants for libraries and a development of inter-college lectures were also recommended. Other questions of importance in connection with the growth of colleges are those of improving the supervision of hostels and arranging for systematic medical inspection and physical culture as distinct from the athletic training of the few.

Secondary Education (Boys).

19. *Institutions and pupils.*—The number of secondary schools increased from 308 to 344, and that of the pupils in them from 92,815 to 97,570. Of the 36 newly recognised schools 9 were high, 20 Anglo-vernacular middle, and 7 vernacular middle. The distribution of the new schools by divisions is shown below :—

		<i>High.</i>	<i>A.-V. middle.</i>	<i>Ver. middle.</i>
Ambala	...	3	...	2
Jullundar	...	1	7	2
Lahore	...	3	6	...
Rawalpindi	...	2	...	2
Multan	...	1	6	1

It will be noticed that the largest increase was in Jullundar, where a number of previously unrecognised middle schools were brought on the departmental list. The Inspector reports that there are still 32 unrecognised schools with 3,465 pupils in the division, mostly in the Hoshiarpur, Ferozepore and Jullundar districts, and he has made endeavours to induce the managers of these schools to improve them so as to fulfil the conditions under which schools are recognised. A note on the subject is appended to this report (appendix A). There are obvious objections to a multiplication of struggling middle schools promoted by sectarian rivalry and bidding against each other for pupils, but this development is at present rare except in the districts referred to.

Among the newly recognised high schools were the Islamia schools at Ambala and Gujranwala, the Khalsa schools at Ambala and Sukho (Rawalpindi), the Arya schools at Amritsar and Hafizabad, and the Sanatan Dharm school at Rawalpindi. The activity shown by the Sikh community in starting new secondary schools has been particularly noticeable in recent years, and several such schools, *e.g.* at Amritsar, Kallar, and Kahuta, are qualifying for recognition. A similar Muhammadan movement is now on foot. The unprecedented increase in secondary schools which has taken place during the past year and is still in progress is not without its dangers, unless means can be adopted of ensuring that the education imparted in them is thorough and useful. Otherwise the prolongation of school life is liable to result in producing a number of half-educated and undisciplined youths who cannot find employment, and who have missed opportunities of being trained to avocations for which they are suited.

20. *Expenditure.*—The expenditure on secondary education increased by Rs. 2,35,688, all sources contributing to this. Rs. 61,602 more were spent from provincial revenues, mainly on high schools; Rs. 48,220 more from district funds, mainly on vernacular middle schools; the increase of fees, chiefly from Anglo-vernacular middle schools, was Rs. 56,177; and private sources contributed Rs. 62,252 more. Of the total expenditure in the case of English teaching secondary schools 60·5 per cent. was met from fees. The revised rates of grant now in force are considered by school managers to be sufficiently liberal, and this enhanced assistance, combined with the introduction of the higher scale of fees, has materially benefited school finance, and made it possible to

offer fairly adequate salaries to teachers in aided schools. Hence there has been a general rise in the average annual cost of education per pupil in secondary schools, which now stands at Rs. 44 in Government schools and nearly Rs. 30 in aided institutions, as compared with Rs. 40 and Rs. 26 only two years ago.

21. *Teachers.*—Exact statistics of the teachers employed in secondary schools for boys have not been supplied in all cases, but it is clear that there has been a large increase. Thus in the Ambala division the number rose from 568 to 641, of whom 377 had been trained. In the Lahore division 1,342 teachers were employed, of whom 817 had been trained. In Rawalpindi the number rose from 782 to 806, of whom 533 held certificates. In the Jullundur board schools, the Inspector says, there were only seven Anglo-vernacular teachers who were neither trained nor graduates, against 18 in the previous year. The Ambala Inspector says that the market rate of qualified teachers “is going up by leaps and bounds,” and undoubtedly the rise in salaries is helping to popularise the profession; but the supply is still wholly inadequate to meet the demand. Provident funds for teachers are becoming more common: in the Ambala division they are said to exist almost everywhere.

22. *Instruction*—The Lahore Inspector writes:—“The new curriculum with its shorter hours of work has brought welcome relief, especially to young pupils in the lower forms, and the half-holiday on Saturdays is much appreciated. As regards instruction, studies are still too bookish, and too little is done to encourage independent observation, the cultivation of the memory being more aimed at than observation, and literal reproduction than a practical grasp. Nevertheless work is improving, and the teaching of English is becoming more efficient”. In the Multan division “the introduction of the revised scheme of studies has stimulated the teaching of Indian vernaculars in the secondary classes of Anglo-vernacular schools—a welcome result. The appointment of an expert in drawing in the Central Training College, Lahore, and of an assistant inspector entrusted, in conjunction with the inspector of schools, with the supervision of science teaching in high schools in the province is an important measure of reform, likely to be productive of good results. English teaching in schools receives greater attention; conversational method is given due prominence. The rational teaching of other subjects is more or less kept in view. The training in mathematics and geography is believed to be given on improved lines.” The Jullundur Inspector has been trying to encourage originality and initiative in the framing of syllabuses, especially with a view to local conditions, but so far he has met with little success. Instruction in drawing is being added by degrees to school curricula.

23. *Buildings.*—The liberal grants assigned by the Government of India for this purpose have had material results throughout the province, and all the inspectors have given long lists of buildings newly erected or improved. The new Government school buildings at Jullundur, Dharmsala, Gujrat and Campbellpur are already in use; new buildings for Government schools are in course of erection at Hoshiarpur, Lyallpur, and Dera Ghazi Khan, and blocks of class rooms or hostels have been built at Rawalpindi, Mianwali, Jhelum, Rohtak, and Rewari, while schemes are being prepared for new buildings at Gurdaspur, Gujranwala, Jhang, Multan, Muzaffargarh and elsewhere. The Punjab will shortly be equipped with a set of Government high school buildings which should challenge comparison with those of any other province. Among aided schools the buildings of the Mission high schools at Multan and Gujranwala were completed and occupied during the year, and many large schemes were taken in hand elsewhere. Board schools received an ample share of the grants and were improved throughout the province: thus the Ambala Inspector mentions the erection of six hostels in connection with vernacular middle schools, besides the extension of several others.

24. *Private enterprise.*—The public zeal for education was manifested during the year not merely in the opening of schools by private agency, but in liberal donations and subscriptions. In Ambala Lala Benarsi Das started a high school at his own expense, endowing it with a sum of Rs. 1,50,000,

Rs. 19,000 were subscribed in Gujrat for founding a zamindars' high school, and Rs. 12,000, with more to follow, for an Islamia high school in Mianwali. Gifts of land have been numerous; scholarships and medals have been founded; and donations have been made for the purpose of raising the grade of schools, or adding English to the instruction.

25. *Hostels.*—Forty new hostels were opened, and the number of pupils in secondary schools residing in hostels increased from 12,699 to 13,555. Hostel buildings have been improved and extended, but supervision is often weak owing to ill-paid and incompetent superintendents being employed. The Ambala Inspector taxes the Ambala district board with making a profit out of its school hostels. "Allowances", he adds, "are regulated in the Rohtak district by paying Rs. 5 for boarders up to 25, and Re. 1 for every additional 5, or fraction of 5. In other districts these allowances are only nominal. It has not yet been realised by any of the boards that the post of a superintendent of a boarding-house is one of great responsibility, and that only teachers of suitable age and character should be put in charge of boarding-houses, if character-forming is to be the chief aim of them." A liberal scale of allowances has recently been sanctioned for the superintendents of the hostels attached to Government high schools, in order, if possible, to obtain the services of senior teachers for this duty.

26. *Conduct, discipline, etc.*—Along with the numerical increase of schools and scholars the Lahore Inspector notices a growing restlessness and disregard for authority, manifested by strikes, and a tendency to change from school to school if promotion is refused or punishment inflicted. This is attributable to the dearth of strong headmasters and to weakness, or disloyalty to school interests, on the part of subordinate teachers. The personal example of the teacher, the Ambala Inspector says, "is perhaps the greatest factor in moral training, and this is mostly absent in our schools because on account of the dearth of teachers no selection is possible, and any teachers available have to be employed." Also dirty habits and the use of bad language are said to be far too common. As to the measures adopted to instil a sense of duty and ideals of conduct, apart from the enforcement of ordinary school discipline, the Ambala Inspector, Lala Jugal Kishore, has much to say:—"In India moral training is bound up with religious teaching, and any system divorced from this can hardly be successful. Religious teaching in board and government schools is not permitted within school hours, and no advantage has been taken by the people of the permissive nature of the rules allowing religious instruction out of school hours. The denominational schools teach moral doctrines from religious books in the period set apart for the purpose; and the Khalsa Young Men's Association and the Arya Kumar Sabha, Ambala City, are other prominent factors in this direction. All the schools begin their work with a prayer and encourage moral discourses in teachers' and students' meetings. The text-books are interspersed with moral lessons, and they are taken advantage of and impressed on the boys where the teachers are careful. Mottoes on moral subjects are displayed on the walls of school and boarding-houses. Quarterly reports are sent by some schools for the information of guardians. Moral delinquencies are dealt with suitably. Any corporal punishment given is reported to parents or guardians. Good behaviour is encouraged by words of praise and occasionally by the award of prizes. The co-operation of the parents is sought and they are asked to attend prize-givings. Good conduct registers are maintained. Sunday moral discourses are given in the boarding-house of the Benarsi Das High School, Ambala Cantonment. On the whole, I am glad to report some improvement in the morals of our boys. The subject is always kept to the fore, and no occasion is let slip by the inspecting officers to insist on its importance." Direct moral instruction is sometimes attempted, and the practice of beginning school with prayer is common, but the Lahore Inspector speaks of a want of reverence on such occasions. One obstacle, he says, to harmony within the schools is the influence exerted by party feeling outside—"the ever-present Hindu-Muhammadan question and communal feeling, and the inevitable pressure brought to bear by the influential when

school and personal interests clash." Similarly the Multan Inspector refers to "external disturbing influences" as a hindrance to discipline. Some religious teaching was experimentally introduced in the board middle schools in the Lyallpur district, but the success achieved was by no means encouraging. It is safe to conclude that all devices to inculcate morality in schools are liable to miss their aim unless the teachers are men of high character who realise their responsibilities: given this factor, the rest follows.

27. *Physical training, etc.*—Instruction in drill and gymnastics continued to form part of the curriculum of secondary schools, and district and divisional tournaments were held. Some doubt has been expressed as to the desirability of school athletic tournaments, but the body of opinion favours their retention, and they at least serve a useful purpose as social gatherings, even if occasional friction results. The medical inspection of scholars, although not as yet regularly organised, is becoming more general, and there is an ambulance corps in the Government High School, Amritsar.

Primary Education (Boys).

28. *Institutions and pupils.*—The number of primary schools for boys increased from 3,686 to 4,154, *i.e.* by 468. This represents an average annual rate of progress of 17 schools per district, excluding Simla; although owing to local circumstances the increase was by no means so uniformly distributed as the calculation might imply. The districts in which most schools were opened were Shahpur (76), Sialkot (37), and Gujranwala (33). 270 new board schools were added, of which 123 were upper primary: of the 135 new aided schools nearly all were upper primary. The theory that there should be central upper primary schools surrounded by lower primary branches does not find favour in this province: the demand is everywhere for a complete primary school, and for a board school in preference to an aided one. Consequently lower primary schools are, as a rule, schools in a transition stage.

The increase of pupils was 16,070 in the case of board schools, and 22,877 altogether. The corresponding figure in the previous year was 18,060. The acceleration in the rate of progress may be judged from the fact that the increase during the past two years has already outstripped the increase recorded for either of the quinquennial periods 1902—1907 and 1907—1912.

The following figures show the increase of institutions and pupils in each division:—

<i>Division.</i>			<i>Institutions.</i>	<i>Pupils.</i>
Ambala	...	...	65	4,049
Jullundur	...	...	77	8,174
Lahore	...	...	108	7,432
Rawalpindi	...	...	147	5,358
Multan	...	...	71	2,864

There has been a satisfactory addition to the number of agriculturists' children at school: the proportion of such children varies from 36 per cent. in the Lahore division to 57 per cent. in Jullundur. In the latter division, where the number of pupils has not risen at the same rate as in the previous year, notwithstanding a larger increase of schools, the Inspector says that a policy has been followed of "restricting numbers to reasonable limits and supplementing staff on a fixed ratio of teachers to pupils, and improving buildings of existing schools, before undertaking a marked extension of primary education. In board schools the ratio of pupils to teachers, 36 to 1 in the last quinquennium, is now 32 to 1. Internally, therefore, marked progress has already been made towards greater efficiency, as distinct from quantity, in board school education. Meantime the new rates of grant have combined with popular demand to encourage a large increase in the so-called indigencous type of school, many of which have improved up to grant-

in-aid standard." The Ambala and Multan Inspectors also refer to the effect of the new rates of grants in increasing the number of elementary schools. "It is a hopeful sign," the Lahore Inspector says, "that all communities, Hindu, Sikh and Muhammadan, in this division have begun to open elementary schools, and local bodies are never slow to subsidise them."

29. *Expenditure.*—The direct expenditure from all sources on primary schools increased by Rs. 1,73,949 to Rs. 11,79,364. There was a slight increase in fee-receipts, but virtually the whole of the extra expenditure was borne by district funds, with the aid of the new grants. It is satisfactory to find that the amount paid by the district boards in grants-in-aid to primary or elementary schools for boys rose from Rs. 64,679 to Rs. 89,623, showing that in addition to the opening of board schools private enterprise is receiving proportionate encouragement. Ten years ago the amount paid in this way was only Rs. 28,627.

In this connection it may be mentioned that a further step towards free primary education was taken during the year, by raising the authorised proportion of non-agriculturist pupils who can be exempted from fees on account of poverty to 25 per cent. of the total number. Thus in an average country school where at least half of the pupils are children of agriculturists or village *kamins*, and as such exempted from payment, fees (which range from one anna to five annas per month) would be charged in the case of only a quarter of the children in attendance, so that the local contribution to the cost of the school would be trifling.

30. *Teachers.*—The number of teachers employed in primary schools, for girls as well as boys, is shown in Table IX appended to this report, and the figures will serve to give a general idea of the progress achieved. In 1912-13 there were 6,916 vernacular teachers employed in primary schools, of whom 3,040 were trained, while in 1913-14 there were 8,057 such teachers, of whom 3,597 were trained—that is to say, notwithstanding an increase of over 1,000 teachers, the proportion of trained teachers to the total improved. The minimum rates of Rs. 12 per mensem for an assistant and Rs. 15 for a head teacher are everywhere in force (in the Multan division the maximum pay is Rs. 30); progressive pay and personal allowances have been introduced in some districts; postal allowances of varying amounts are paid in many cases; and teachers are given the benefit of provident funds. As a result the teacher's calling has become popular, and there is no lack of candidates for admission to the Normal schools and training classes.

31. *Instruction.*—The new curriculum for primary schools seems to be generally approved. "Its distinctive features," the Multan Inspector says, "the combination of literary training with practical instruction in a simplified form in certain subjects, seem to suit the needs of the village population." Practical mensuration, *bahi khata*, geography and nature lessons are, as usual, reported to be weak features of the teaching, but there is said to be improvement in reading, writing and arithmetic, the staple of primary education. Persian, which figured in the course of studies for village schools up to the issue of a separate rural school curriculum some ten years ago, is now entirely omitted except where there is a definite local demand for it. Its retention, which was a survival from the time when Persian was the official language of the Punjab, could only be vindicated at the present time by linguistic considerations which do not apply to elementary schools for villagers' children. The school vernacular is almost universally Urdu, but there are 117 Gurmukhi schools, with 3,788 pupils, chiefly in the Amritsar, Lyallpur and Jhang districts. It is interesting to note that while Urdu, the language of the courts, is accepted as the most suitable vernacular for boys' schools, Gurmukhi girls' schools (265, with 14,187 pupils) show an increase in number and enrolment.

An obstacle of long standing to the extension of primary education among agriculturists has been the difficulty of adapting it to the pupil's environment, *i.e.* of arranging that school does not withdraw him from rural occupations and the ordinary life of village children, and thus convert him into an

artificial product—a hot-house plant. A common criticism, for instance, is that setting aside the question whether a boy can be spared from field work, schooling actually unfits him for it. “Ninety-nine zamindars out of a hundred”, the Deputy Commissioner of Hissar remarks, “will tell you that education spoils boys for zamindari work, and that sitting all day in a school poring over books makes them weak and physically disinclined for outdoor work in the fields.” Similarly I have heard it objected that if a boy acquires habits of neatness and cleanliness in school, he will become unwilling to dirty his hands and clothes by working on the land. The notion is still prevalent that education is a forcing process to which only the few need be subjected, with a view to obtaining posts for which literacy is a qualification; and parents and teachers combine to foster this belief by consigning boys to school for practically the whole of the working day. The difficulty is certainly not to be overcome by well-meant attempts to make agriculture a school subject of instruction, or by establishing a separate class of half-time zamindari schools which deprive the agriculturist’s son of an opportunity of carrying his studies further. Better-organised teaching and shorter hours seem to be the only remedy. Mr. Wyatt, the Jullundur Inspector, has devoted much attention to the question, and has endeavoured to frame village school time-tables in which the work is distributed on the most economical lines. He writes:—“The shortened time-table introduced in the Hoshiarpur district in 1912, with the object of giving time for field work to agriculturists’ children, and of improving the intellectual and physical results of a pupil’s school occupations by reducing sedentariness and concentrating attention upon study, instead of dispersing it throughout the day, at school, was found sufficiently successful to justify its adoption in other districts of the division; and recommendations based upon the experience so far gained have been circulated throughout the province. The main difficulty was found to be the conservatism of teachers and people, the former disliking to be tied to times and to have to keep a school clock, the latter having come to regard the school as a kind of advanced nursery where children could be disposed of for most of the day—an attitude that has unfortunately become so traditional that the purposes of a school as a school have largely been lost sight of. It will take time, and need careful explanation on the part of inspecting officers, for the new idea to gain ground that out-of-school and in-school occupations are complementary, and that a boy loses mentally and physically and so educationally where one part of the whole is in disproportion to the other. The shortened time-table is only a belated measure of readjustment; and it remains with inspecting officers and parents to see that the spare hours of children are not wasted in doing nothing, but are spent, as they were spent in times gone by, in assisting their fathers in field or shop”. Similar experiments were made in the Ambala division, and Khan Bahadur Umr-ud-din, the Rawalpindi Inspector, issued instructions to primary school teachers enjoining them not to exceed the teaching hours fixed in the departmental scheme of studies, so that the children might be released from school in time to be able to help in their parents’ occupations. “This will remove”, he says, “the general complaint of the agriculturists that their sons after finishing the primary school course become unfit to do agricultural work”. Rai Bahadur Sundar Das, Suri, the Multan Inspector, is less confident on the point.

The departmental examination formerly held at the conclusion of the primary course was discontinued some years ago, and examinations and promotions are now left to the discretion of teachers, subject to the check of the district inspecting officers. To render this check effective, a further addition to the inspecting staff is greatly needed: thus in the Lyallpur district as many as 109 schools were only visited once during the year.

32. *Buildings.*—A large number of primary school buildings were erected throughout the province with the aid of the imperial grants: 29 in the Ambala division, 50 in Jullundur, 29 in Lahore, 20 in Rawalpindi and 38 in Multan. Numerous schoolhouses were also extended. An indefinite amount of money could be spent on building village schoolhouses, but the tendency of the boards to erect needlessly expensive buildings for the purpose is again to be deprecated. What is required for a small village school is some form of

open airy shelter, which need not cost much, supplemented by a shady tree if possible. Such repairs as are needed should be carried out by local agency, as is already the practice in some districts. The position at present can hardly be described as satisfactory; a few comparatively expensive buildings are erected, while in many places, as the Lahore Inspector says, "classes are held in private houses where boys are huddled together like sheep in a pen and can hardly breathe." The Jullundur Inspector has some interesting remarks on this subject. "The question of the building appropriate to a village primary school," he says, "has been much discussed during the year, and is the subject of much difference of opinion, varying from the view which regards a shady tree as a suitable sitting place for primary classes, to one which would add to well-ventilated class-rooms a verandah, a store-room, a water-room, a house for the teacher, and a compound with a well and a wall. In the Hoshiarpur district three standard plans, according to the number of pupils, were drawn up, for substantial buildings to cost some Rs. 2,000, Rs. 3,000 and Rs. 4,400, respectively; and one or two of these expensive buildings have been erected. In Ferozepore, on the other hand, many buildings have cost hardly Rs. 1,000 and consist of a single room with a small *kothri* attached and a verandah. In Jullundur and Ludhiana buildings have been put up costing Rs. 4,000 and in one case Rs. 8,500. There is of course a difference between a primary school which is likely soon to develop a middle department and one in a thinly-peopled area which will never attract a large attendance, and for the former case a row of separate class-rooms may be justifiable. But there is something to be said for the view that in ordinary cases a shady tree and a light shelter against rain, with a *kothri* for apparatus, would be enough for the present, and save a lot of money for other educational uses, and Hoshiarpur has already begun reducing its ambitions to a class-room and a deep verandah, with a godown, at Rs. 2,000. The Kangra standard school-house, a large room, with a deep verandah, and three *kothris* for teacher, cook-room, and godown, costs about Rs. 2,400, and, being built of stone, has an attractive and substantial appearance. Theoretically it is not quite fair to put up a costly building at the expense of the public at A, and in consequence to delay a building for the equally clamorous and equally taxed population of B."

The inspectors' reports mention numerous gifts of land and loans of houses for school purposes. In the Lyallpur district Rs. 12,000 were subscribed by the people towards the cost of 24 new school buildings. Even gifts of land, however, have occasional drawbacks. In a paper contributed to the *Punjab Educational Journal* by Bhai Hari Singh, an Assistant Inspector of long experience, the choice of unsuitable positions for village schools is strongly animadverted on, and the writer concludes by saying:—"Why, then, do boards and managers build houses on insanitary sites? The question has a definite answer. The site for a schoolhouse is, as a rule, provided by the village people free of cost. They find it convenient to give a useless part of the village common (*shamilat*) lying near their outer cattle enclosures and ponds, and here the matter ends." It is desirable that local bodies should take expert medical opinion before deciding on sites for school buildings, and endeavours might be made to secure sites well outside the villages, even if some local opposition has to be overcome.

33. *Village school committees*—In places where such committees have been appointed they are usually reported to exist only in name. The cause may partly be that definite duties are not assigned to them. The object of forming school committees is that the school should be regarded as an asset of the village, for the success of which the residents are in some measure responsible. It is not intended that they should control the teacher in technical details which are best left to the decision of experts, but there are other matters in which their assistance should be valuable. It is satisfactory, therefore, to hear that in the Amritsar district these committees are beginning to prove of use: they are responsible for keeping the school-houses in repair, help the teachers to secure regular attendance, and bring urgent needs to the notice of the authorities. Over a hundred school committees are said to exist in the district, and the Deputy Commissioner is hopeful of their future.

Training of Teachers.

34. The total number of men students in training institutions for teachers increased from 1,048 to 1,223. Five years ago, in 1908-09, it was only 633.

35. *Central Training College.*—The number of applicants for admission to the college was larger than in any previous year. It included about 100 graduates, 53 men eligible for admission to the Senior Anglo-vernacular class, and over 200 who had passed the F. A. or the Matriculation examination. An admission examination was held, as a result of which 72 students were admitted to the B. T. class, 47 to the Senior Anglo-vernacular, and 66 to one or other of the sections of the Junior Anglo-vernacular. 86 previously selected students were also admitted to the Senior Vernacular class. Thus the number of new admissions was 271, exclusive of 39 students already on the rolls. The number on the rolls at the end of the year was 303, against 276 last year. The B. T. class included three M. A.'s and one lady who had passed the B. A. examination of the Calcutta University in the 1st division.

Of the total number of students 232 were college stipendiaries, 8 inspectors' stipendiaries, 4 were teachers sent from the North-West Frontier Province, 20 were Khalsa Diwan stipendiaries, 18 were sent from Native States, and 21 were non-stipendiaries. The number of Muhammadan students increased to 85: the smallness of the proportion is partly due to the fact that many Hindu and Sikh students were sent by Native States and by the Chief Khalsa Diwan.

The total expenditure during the year was Rs. 98,383 against Rs. 83,423 in the previous year, and the cost per student was Rs. 324 against Rs. 302. The increase was partly due to the appointment of a special instructor in drawing and manual training, whose services, however, are being utilised for the province generally; and partly to miscellaneous improvements.

Owing to the rise in the number of students in the boarding-house to 238, it was found necessary to increase the accommodation, and two houses on the Bradlaugh Hall estate were rented as branch boarding-houses. This arrangement was not found to be satisfactory, owing to the difficulty of supervising detached hostels. The Principal refers to the proximity of the Bradlaugh Hall as "both a danger and a nuisance to the college. Either the men are having political agitation thrown at their heads, or their studies are nightly disturbed by noisy theatrical companies."

The results of the examinations were good. The percentage of passes in the B.T. examination was 87, in the Senior Anglo-vernacular 83, in the Junior Anglo-vernacular 89 and in the Senior Vernacular 95. The college presented 244 candidates for these examinations, out of whom 219 passed. Employment was easily obtained, the demand for trained teachers being in excess of the supply. Most of the Bachelors of Teaching secured posts on salaries of Rs. 100 per mensem and over; holders of Senior Anglo-vernacular certificates obtained Rs. 70 to Rs. 80, and those with Junior Anglo-vernacular certificates Rs. 40 to Rs. 50. These rates, it may be added, are higher than the salaries at present offered in Government service, where the initial rates in the case of the three classes of teachers referred to are Rs. 75, Rs. 55, and Rs. 35 per mensem, respectively.

The theoretical training continued on the same lines as in former years. The practical training was made more thorough by deputing students to the various Lahore schools, where they carried on the work of the schools for a fortnight under the supervision of the college staff. The managers and teachers of the schools co-operated to make the experiment a success, and it was considered to be of benefit to the school pupils as well as to the students of the college.

Another new departure was a course of lectures to teachers delivered by Professor Smithells on science teaching in schools, supplemented by labora-

tory instruction. Major Perry and Captain Gill, I.M.S., lectured on malaria in connection with this course, which was attended by about twenty science masters from the principal schools in the province. Professor Smithells' kindness in consenting to deliver these lectures, which were most interesting and valuable, was much appreciated.

Courses of instruction in drawing were given at Lahore and Amritsar by Mr. Buchanan to teachers employed in the principal schools. Mr. Buchanan was chiefly occupied during the year with instructing teachers in the Mayo School of Art and the Training College. The teaching of drawing has been vivified by the inclusion of colour study, mass drawing, and light and shade drawing from manufactured and natural objects, both in black and white and in colour. Black-board drawing has greatly improved. An exhibition of students' work was held at the close of the year, which was visited by a number of teachers and others. Manual work was compulsory for the Senior Anglo-vernacular class, and some 20 men in the B. T. class were given permission to take it up. "I feel sure," the Principal says, "that we have in manual training a powerful lever by means of which we shall be able to raise the young people of the province to a sense of the honour and dignity of well-applied manual labour."

Of the general tone of the college the Principal speaks with some doubt. The students are divided into groups, for each of which a member of the staff is responsible, and there are frequent opportunities of intercourse between teachers and taught. But the period of training—only nine months in most cases—is so short, and the number of students has so greatly increased, that it is difficult, he says, to get to know and influence the men individually. In this I entirely agree. Owing to stress of circumstances the Training College with its four sections has been obliged to expand to unwieldy proportions, beyond the power of the staff to cope with, and in a degree which renders it difficult or impossible to arrange for sufficient practical training. Even if it were advisable that all forms of training for teachers of secondary schools in the province should be centralised in one institution, the circumstances of the Training College are peculiarly unfavourable to expansion, as it is hemmed in on all sides and possesses no playing-fields or space for new buildings such as hostels and staff residences; while land in the vicinity is only procurable at a cost which is virtually prohibitive. The scope of the college might well be confined in future to the training of graduates and to such special forms of training as can be most advantageously given at Lahore, *e.g.* that of teachers of Oriental languages or of instructors in drawing and manual training. The establishment of a second training college for junior teachers in secondary schools is, in my opinion, one of the greatest educational needs of the province at present, and it is hoped soon to take in hand the scheme to found such a college at Jullundur, which seems as suitable a place for it as could be chosen.

35. *Normal schools for men*.—A sixth Normal school came into existence at Lyallpur from the beginning of the year, and the hostel of the Jullundur school was extended so as to accommodate fifteen additional students. The number of students under training in these institutions at the close of the year was 497, or 75 more than in the preceding year, and the total expenditure amounted to Rs. 90,750, or Rs. 183 per student. The examination results were again very satisfactory, 424 passing out of 497 candidates presented. The highest percentage, 93·8, was obtained by the Multan school. The output of teachers trained in Normal schools has more than doubled in the last few years. The training followed the same lines as formerly, and the schools have been favourably reported on, although there is a tendency to make specimen lessons too mechanical and artificial. Physical training continues to be attended to, and an annual tournament of Normal schools is held at Lahore. The students are periodically weighed and measured, and their sight tested. Special credit is due to Lala Sukh Dyal, headmaster of the Normal school at Lyallpur, for bringing this new institution into efficiency. Since the close of the year a seventh Normal school has been opened at Karnal.

37. *Training classes for men.*—A number of training classes for teachers of elementary or lower primary schools have been conducted as formerly in connection with vernacular middle and other secondary schools at various centres. The training lasts from six to nine months. In the Ambala division such classes have supplied 123 teachers during the last two or three years, and in Jullundur 158. In the Lahore division the yearly outturn is from 150 to 200, and thirteen classes were in existence during the year under report. In Multan 60 teachers qualified. The general opinion is that these local training classes are a most useful adjunct to the Normal schools, and their cost is trifling in comparison. The defect of Normal school training, as the Jullundur Inspector points out, is that it is liable to become artificial: the students have few opportunities of putting theories into practice under the conditions which they will afterwards have to face.

Grants at the rate of Rs. 50 per student and upwards, according to the length of the training, are made from provincial revenues for the maintenance of training classes, and special grants are also sanctioned for the provision of class-rooms and dormitories. Private managers as well as local bodies are eligible for grants on this account. Thus missionary societies have availed themselves of grants to start training classes at Sialkot and Clarkabad.

38. *Training of women teachers.*—The number of students in the Normal School for women, Lahore, rose from 35 to 64, of whom 44 were boarders. The women come from all parts of the province, except a few outlying districts. Three senior and five junior students obtained certificates, out of 13 candidates presented. The building, which has the advantage of the vicinity of the Victoria School for practising purposes, is in other respects unsuitable and inadequate for the present number of students; the rooms are low and ill-ventilated, and there is no space for recreation and exercise. But there seems to be no means of obtaining better accommodation without building a new Normal school outside the city, and if this were done, the want of a practising school of sufficient size would be a difficulty. Under the existing conditions the training necessarily loses much of its value, but Miss Must and her staff have done their best to make it effective. As to other forms of training the Chief Inspectress writes:—"There are training classes at Amritsar, Sialkot and Gujranwala, from which 15 Senior Vernacular and 12 Junior Vernacular candidates took the examination this year. The girls now sent out to schools are well equipped for their profession and with few exceptions do conscientious and regular work. They command very good salaries, especially in the aided schools. The training class for village teachers started last year in Clarkabad has not been successful: there were no candidates for examination this year. For Anglo-vernacular teachers there is a very good class for both Christian and non-Christian girls at the Kinnaird High School, Lahore. This year three candidates were trained. There are still far too few Anglo-vernacular teachers to meet the demand, as the majority of these girls marry young."

39. *Training institutions for Europeans.*—The training class for men at Sanawar had 16 students in residence during the year. Five were from the Punjab, five from the United Provinces, and two from Madras, Bengal, Burma, Bombay and the Central Provinces each contributed one. At the opening of the 1914 session the Punjab was represented by only two students. Both the Superintendent and the Master in charge remark a deterioration in the physique and attainments of the students now being sent. "I suspect," the latter observes, "that students are not interviewed in some provinces, but are sent on the strength of written testimonials. If this is not the case, the European standard must vary remarkably in the different provinces. Further, medical officers seem incompetent to judge of physical fitness for the life of a teacher. Last year a case of tuberculosis was sent to us as fit. This year a man who is stone-deaf has come. Naturally he is not a great success as a disciplinarian. Another has suffered from paralysis."

Latin has been dropped from the syllabus of study, as sufficient progress could not be made in the time devoted to it, and other changes are about to be introduced. Mr. Barne favours a three-year course and a higher standard for

the diploma. The students on passing out of the class had no difficulty in securing posts. 71 students have now been admitted since the establishment of the class : of these 46 are teaching, and 16 are being trained : only five have left the profession. A scheme for a new building outside the school premises is under consideration : the building now in use is unsuitable and in disrepair, and the site is required for the purposes of the Asylum. A recommendation has been made to Government that the cost of the institution should be met from imperial revenues, as it is maintained largely for the benefit of other provinces.

There were 32 women students at St. Bede's College, Simla, of whom 26 were from the Punjab. 17 were presented for the teachers' certificate examination, of whom 16 passed. All except one obtained teaching posts.

Professional, Technical, and Industrial Education.

40. *Professional institutions.*—The institutions for professional education which are controlled by other departments of Government need only a brief notice in this report. Admissions to the Medical College showed an increase, particularly in the case of military pupils. The results of examinations were excellent, and the students from the Women's Christian Medical College at Ludhiana did exceptionally well. A strike of college students, which was subsequently enquired into by a special committee appointed by Government, was an unfortunate feature of the year. Sanction to building improvements under the King Edward Memorial scheme was awaited.

The Yunani classes at the Islamia College, Lahore, and the Vedic classes at the D. A.-V. College each had 43 students on the rolls, but the average attendance in the former case was only 18. The Women's Christian Medical College at Ludhiana continues to develop.

The demand for admission to the Veterinary College was very great, and good candidates had to be refused admission. The supply of trained men is wholly inadequate to meet the demand for them from various quarters, and the Principal advocates the establishment of another college. The new buildings were in course of erection.

At the opening of the Agricultural College session in July, 1913, there were 25 students in the diploma classes, but no students joined the first year class, although seven scholarships had been awarded in May to applicants. The question of altering the course in agricultural colleges was discussed in a general conference at Coimbatore, and a new syllabus for the Lyallpur College was subsequently drawn up, which it is hoped will prove more attractive. Fifteen other students took a vernacular course in practical agriculture. The Principal considered them superior to the students of the previous year, and of a type likely to benefit from the instruction. A short course of special instruction was attended by four Assistant Commissioners and the new Deputy Director of Agriculture, Sardar Darshan Singh. Nine out of ten diploma candidates were successful ; no first class diploma was awarded, although the general standard was fair. Quarters were built for seven members of the staff, and improvements were made to the buildings.

The School of Engineering at Rasul, which admits 50 students annually for a course of two years, is growing in popularity, and there is keen competition for admission. It had been arranged to start mechanical and motor engineering classes, but subsequently this intention was abandoned. The training is thoroughly practical. Apparatus and fittings were manufactured in the school workshops, some outside orders being also executed. In the final examination only three out of 46 second year students failed to get certificates. The 51 students who qualified last year are mostly employed in the Punjab : others are in the United Provinces and Central Provinces, and their work has been favourably reported on. In the Engineering Department of the D. A.-V. College there were 44 students, about the same number as in the previous year.

The Hindu Technical Institute at Lahore continued to provide a useful practical training for Hindu and Sikh students, chiefly in mechanical engineering. Most of the students who completed the course obtained well-paid employment.

In the Law College, which is controlled by the University, the number of students fell from 164 to 112, owing to the discontinuance of the vernacular class and the restriction of the number of pleaders. The college was moved into the building purchased by the University from the Convent. The staff consists of the Principal and two law lecturers, and there are two classes.

41. *Industrial training.*—In the Mayo School of Art the number of students rose from 231 to 243, of whom 136 were Muhammadans, 65 Hindus, 26 Sikhs, and 16 Christians. The Principal, Sardar Bahadur Ram Singh, M.V.O., retired from service in October, 1913. He was one of the first students to join the School of Art in 1873, and was appointed to the staff ten years later, becoming Principal in 1910. Sardar Bahadur Ram Singh's talents are widely known, and his long and honourable career is one for the students of the school to emulate. Mr. Heath succeeded to the principalship, and Munshi Sher Muhammad became Vice-Principal, Mr. S. N. Gupta, who received his training at the Calcutta School of Art, being appointed Assistant Principal, and M. Feroz-ud-din head of the photo-lithographic department. Many changes were carried out during the year. The Principal writes :—" I am pleased to be able to say that the development scheme which I proposed two years ago with a view to bringing the work of the school into closer touch with the requirements and present conditions of the crafts of the Punjab has received a full measure of support from Government. To ensure greater ability in the teaching staff, coupled with keenness, the first requirement under the scheme was improvement in the pay of some of the teaching staff. To those members of the staff who were underpaid and were of approved ability increased and incremental pay was sanctioned. The second requirement was the appointment of a number of non-pensionable teaching mistris on comparatively high incremental pay, so as to ensure the maintenance of keen efficient teachers. This principle received sanction, but incremental pay was not agreed to. If, as I confidently hope, the scheme proves successful in producing better trained and more highly qualified craftsmen, Government may see its way to converting the initial pay of these teachers into incremental pay. The new workshop buildings have been completed, and a good deal of the fitting of machinery, shafting, etc., has been done, but owing to the delay in obtaining the required types of machines and to the breakage of others in transit it will not be possible for them to be in full work till next cold weather. The new photo-lithography and colour-printing studio was opened for the admission of students on January the 2nd, 1914; the first year's course of plain photography has been started, all the presses etc. having been obtained for the different processes, and the fittings of the whole department have been made by school mistris and students. The number of students admitted is satisfactory."

The course in drawing has been remodelled, the students being given actual objects to draw from instead of charts. A series of lectures on modern methods of teaching drawing was delivered by Mr. Buchanan. With the object of obtaining more intelligent craft teachers, boys are now trained from the start to do work to accurate measurements and from sketches; they are also taught the application of their early exercises, whether in carpentry or carving, to the making or decorating of actual objects to be made in more advanced classes, and each craft student is given a course of scale drawing and practical design as applied to his craft, using Indian designs for inspiration where applicable. 44 students left the school during the year, of whom 29 are known to have obtained employment on salaries ranging from Rs. 25 to Rs. 60 per mensem. 19 industrial institutions were inspected by the Principal and the Vice-Principal, in addition to their ordinary duties. A show-room has been opened for the exhibition of samples of craft-work done in the school. The institution is now entering on a larger career of usefulness, and it is hoped that it will exert an increasing influence on the crafts and industries of the province.

42. The number of industrial schools in the province increased from 18, with 1,767 pupils, to 24, with 2,249 pupils. In the Ambala division there are board industrial schools at Hissar, Rohtak, and Rewari, in which carpentry, smithy, weaving, and tailoring are taught. There are also aided schools at Gurgaon, Salamatpur, and Bhiwani; and five ordinary schools have industrial classes attached. In the Jullundur division there is a board industrial school at Ludhiana, and industrial classes, with an attendance of 40, have been started at the Government High School, Ferozepore. Steps have been taken, the Inspector says, to place the classes in carpentry attached to the middle and primary schools in the Ferozepore district upon a systematic footing, and arrangements are being made to open classes on similar lines in other districts. In the Lahore division a board industrial school was opened at Kasur, and a Mission industrial school for girls at Clarkabad. New machinery has been supplied to the Railway Technical School, Lahore, and more specialised courses of training are being introduced. In the Rawalpindi division three board industrial schools were opened, at Kala Bagh (Mianwali), Kot Fateh Khan (Attock) and Gujar Khan (Rawalpindi). In the Multan division board industrial schools were added at Multan and Lyallpur: schools already exist at Muzaffargarh, Dera Ghazi Khan, Jhang, and Chiniot. It will thus be seen that there has been a considerable expansion of industrial training, but the movement is hampered by the lack of competent teachers, whom it will be the function of the Mayo School of Art, when fully reorganised, to supply. Revised courses of training in industrial work are being prepared, and the schools are regularly inspected on their industrial side. These institutions, it should be understood, are not places where experiments are made in introducing new methods of industry, as is sometimes supposed: they are merely schools where manual training goes hand in hand with general education, and as such they have a general value apart from their practical utility in augmenting the supply of trained craftsmen.

The Reformatory School, Delhi, is mainly an industrial school. There were 139 pupils on the rolls, a decrease of three. The number of Mallahs now in the school is 15, all belonging to a group of villages in the Palwal tahsil of the Gurgaon district. Only 18 punishments were inflicted, and the conduct of the boys was generally good. The allowance system works well, but in one or two cases the discharged pupils preferred to forego their allowances and sever all connection with the Reformatory. 64 out of 78 boys who have left the school are known to be earning honest livelihoods; few, however, follow the industries they learnt at school, except agriculture. The pupils receive moral instruction, and the teachers associate with them freely out of school hours. Games, including cricket, are popular.

In the school for the blind attached to the Railway Technical School, where cane-work is taught in addition to reading by the Braille system, there were 14 pupils. In this connection it may be mentioned that with the aid of a grant from Government an experimental school for the deaf and dumb has been opened in Lahore. The school is under the management of a committee, and the teacher, Mr. Chatterjee, has received special training at Madras for the purpose.

43. *Clerical and commercial training.*—The Government Clerical and Commercial School, Amritsar, had 59 students on its rolls against 88 in the previous year. The Lahore Inspector notes that the general attainments of the boys do not seem sufficient to serve as a basis for a proper commercial education. Similar training is given in special classes attached to the Government schools at Lahore and Delhi, and in the evening continuation classes conducted at Lahore by the Young Men's Christian Association and Young Women's Christian Association. There were 45 and 46 students respectively on the rolls of the latter institutions. Two private commercial schools have been opened in Lahore, in which book-keeping and typewriting are taught. Arrangements were made as previously to hold the London Chamber of Commerce examinations in Lahore, and a fair number of candidates from the various classes presented themselves.

A special grant was given in February and March to the Young Men's Christian Association to enable them to engage the services of an expert, Mr. Hume, to survey the field of work and report on the possibilities of developing clerical and commercial training. Mr. Hume, who had had previous experience of educational work of this kind in Europe and America, interviewed employers and submitted a valuable report, the general purport of which was that while the time has not come for establishing an ambitious commercial college, as has been suggested in the past, experiments might be made in certain special directions, all such specialised instruction being based on improvement in the teaching of English.

Education of Indian Women.

44. *Statistics, &c.*—The number of schools rose from 744 to 830 (6 high, 33 middle, 791 primary) and that of pupils from 37,445 to 42,740, or by over 14 per cent. In these figures the Normal School for Women and Queen Mary's College, Lahore, have not been included. The distribution of schools and scholars by divisions is as follows:—Lahore, 238 schools, 15,670 scholars; Rawalpindi 209 and 10,241; Multan 118 and 6,578; Jullundur 154 and 6,489; Ambala 111 and 3,762. Numerically and otherwise the districts of the Lahore division are far in advance, Gurdaspur in particular having made much progress in recent years. In Rawalpindi, the Chief Inspectress says, "the municipal board primary schools have not done well in the past year. The former headmasters were replaced by mistresses, not particularly well-qualified or experienced, and a lady superintendent was appointed who was not well-qualified for the work, and who lacked the necessary tact in dealing with the teachers. The result has been a great deal of friction and consequent deterioration of work and discipline in the schools." Twelve new schools have been opened in the Attock district. In the Multan division Jhang is foremost in point of attendance: in Lyallpur and Montgomery the education of Hindu girls is advancing, but that of Muhammadans shows little improvement. In the Jullundur district "the aided schools in the city and cantonment do good work, but the district board schools cannot progress satisfactorily until the local body spends more money and interest on them." In the Ambala division Rohtak heads the list: the Bohr school supplies almost all the Hindu teachers of three districts, Rohtak, Hissar and Gurgaon. Progress is retarded everywhere by the want of qualified teachers.

45. *Instruction.*—An increasing desire to continue study to a higher stage is shown by the addition of collegiate classes to the Kinnaird High School, Lahore: six students have joined. At the Victoria School, Lahore, girls are prepared for the Oriental title examinations of the University, and teachers in secondary schools frequently study for these examinations. Twenty-one girls appeared in the Matriculation examination; in the Middle School examination there were 214 candidates against 162 in the previous year: and there is a strong demand in many places for new middle schools. The framing of suitable curricula for girls' schools has occupied much attention in recent years, and curricula which are considered suitable for vernacular and Anglo-vernacular girls' schools have been issued by the Department. It is recognised that as the education of girls in this country is at an early stage of development, the courses of study should be elastic and adaptable, and should not necessarily be modelled on those for boys' schools. Many middle schools, for instance, as was pointed out last year, prefer a scheme of studies confined to languages, music, needlework, and religious instruction. In modern methods of instruction Queen Mary's College, Lahore, takes the lead, while at the other extreme are the rural elementary schools in charge of men teachers of the old-fashioned type or women of the slenderest educational qualifications. The Inspectress attributes the comparative stagnation of Urdu schools to the dearth of Muhammadan women teachers, and adds "there is often great difficulty in the poor Muhammadan schools about books, *takhtis*, sewing materials, etc. The parents either

cannot or will not provide them and the municipal and district boards have ceased to do so." "The teaching," she adds, "of the lower primary department is nearly always less satisfactory than in the other classes, it being an idea that any one is capable of teaching young children. As there is always a great number in these lower classes and as few teachers have any knowledge of class teaching, the great majority of babies sit many weary hours every day without any attempt on the part of the teacher to interest or even amuse them, and very seldom is a school equipped with any apparatus for teaching by the aid of the concrete." The introduction of better methods of teaching the children in the primary classes being recognised to be greatly needed, Miss Hart, a lady of much experience in this branch of education, was deputed to visit some of the principal schools and to advise and report on the question. Miss Hart's report is printed as appendix B.

Handwork, the Chief Inspectress says, is rare in the schools, apart from needlework and a little clay-modelling. "Occasionally brush-work, paper-folding and free-arm drawing on the blackboard is done, but few teachers are qualified to give this kind of instruction; if they are so qualified, they prefer to teach elder children who produce better results, instead of the infants whose interest and powers of observation need encouragement." Needlework is too often spoilt by inaccuracy and want of finish. Domestic economy is still treated too much as a book subject. Cooking is taught in all boarding schools. In the Pasrur primary school, and in the American Mission and Scotch Mission boarding schools, Sialkot, thorough domestic training in cooking, cleaning, sewing and washing is given. Some of the aided schools give up Saturdays to this subject, but in the smaller district schools it is not attempted. Physical exercises are part of the course in Mission schools, but elsewhere little is done, owing to a prejudice against physical drill and to want of space for it. "It is very difficult for any kind of drill to be carried out when the arms and head are enveloped in a *chadar*. Deep-breathing exercises would be of great value if teachers understood how to teach them, but the majority of them do not." Still, there are signs that public opinion on these points is undergoing a change for the better.

46. *Zenana classes*.—Zenana teaching, except where carried on by missionary societies, shows little evidence of development, and the Chief Inspectress doubts whether there is much demand for education in this form. The experiment of sending out visiting teachers has been tried by the Punjab Association for a long period with very meagre results, although the teaching has been offered gratuitously. There is dissipation of effort, time is wasted by interruptions, and the work cannot be supervised or tested. Such classes also act as an inducement to girls to shirk the discipline of a school. The Chief Inspectress thinks that zenana classes cannot be a success unless regular centres are constituted, the conditions thus being assimilated to those of *parda* schools.

47. *Buildings*.—Much has been done during the year to improve the accommodation for girls' schools. The Chief Inspectress writes:—"The Mission schools are, generally speaking, far better housed than any others, and some of the larger municipal board and district board schools have been greatly improved lately, but there are still very many buildings in the districts which are most unsuitable for schools. The question of ventilation and sanitation is often disregarded. Many houses are surrounded on all sides but one by other houses, so that apertures are possible only in one wall. In such rooms the air very soon becomes vitiated and the children are dull and apathetic. In many cases classes have to be held on an open roof or in one exposed courtyard, and when it rains or the sun is too hot, they have to be dismissed. A few schools have now added playgrounds, and swings, etc., have been put up."

48. *Victoria School, Lahore*.—It was arranged during the year to take over this school from the Punjab Association, and from the 1st April, 1914, it became a Government institution in close connection with the Normal School

for women, under Miss Bose as superintendent and Miss Hart as headmistress. New furniture and equipment have been provided, including kindergarten material, and there is already a great change, the Inspectress says, in the attitude of the children towards their work. The Victoria School will in future be a high school for girls. Another Government high school for girls is Queen Mary's College, Lahore, a boarding school intended for pupils of the upper classes of society. It has been suggested that secondary schools for girls in other centres might advantageously be transferred to Government management, but this would weaken local initiative, and the question requires careful consideration in all its aspects.

Education of Europeans.

49. *Statistics.*—The number of schools remains 35, but there has been an increase of one in the number of public schools, owing to the opening of a primary school at Bhatinda. The number of pupils rose by 57 to 2,655. The number is really higher, as explained in last year's report, owing to the fact that many pupils rejoin hill schools after the returns have been compiled. The principal change was that the Lawrence School, Ghoragali (classed as two institutions, for boys and girls, in the returns), became a Government institution from the 1st January 1914. The number of private (*i.e.* unrecognised) schools was two, with 69 pupils.

The total expenditure from all sources amounted to Rs. 10,26,694 against Rs. 8,48,742 in the previous year. Imperial revenues contributed 13·7 per cent., provincial revenues 36·2 per cent., fees 31·5 per cent., and 18·6 per cent. was derived from other sources. There has been an increase under all these heads: the increased expenditure from imperial and provincial revenues was incurred on the improvement of the Lawrence schools at Sanawar and Murree, as well as on the enhancement of maintenance grants. The financial condition of the schools continued to improve, and fee-receipts show an annual rise, partly owing to greater strictness in enforcing payments.

50. *Teachers.*—The total number of teachers employed was 210, of whom 21 had University qualifications and 107 were trained and certificated. Of the remaining 82, 31 possessed certificates. The salaries of teachers were raised in a few schools, and the rates for women teachers are considered fairly satisfactory. Difficulty is still experienced in obtaining trained masters for the boys' schools in Lahore, but Bishop Cotton School, Simla, continues to be adequately staffed, and a new scale of salaries which is being introduced at the Lawrence schools at Sanawar and Murree should succeed in attracting and retaining competent teachers. Fourteen schools with 54 teachers have joined the teachers' provident fund, and others have expressed an intention of doing so.

51. *Instruction.*—The Inspector remarks that English is still a weak subject, but that English composition has improved, and the development of school libraries has stimulated a taste for reading. Arithmetic has been better taught than before, but algebra and geometry teaching is not yet satisfactory. Science lessons were given in the Boys' High School, Lahore, by a demonstrator employed in the Government College: this experiment, however, was not considered to be a success. Domestic science continues to make progress in girls' schools: two of the Simla schools have combined to employ a qualified teacher for this subject, and general interest in it is being awakened. There is a want of good kindergarten teachers.

52. *Examinations.*—The pass percentage in the High School examination was 61, which is about the usual average. In the Middle Standard examination it was 81 per cent. against 50 per cent. in the previous year. A regularly constituted centre for the Cambridge Local examinations was established at Simla during the year and a local committee was formed. 25 candidates were presented for these examinations, 5 for the Senior, 13 for the Junior and 7 for the Preliminary, of whom 4, 9 and 4 passed, respectively.

53 *Scholarships*.—At the close of the year there were 73 scholarships current, of which 31 were held in boys' and 42 in girls' schools, in addition to 17 college scholarships. The cost of these scholarships was Rs. 10,561 against Rs. 10,056 in the previous year. Fewer boys than girls, as a rule, avail themselves of scholarships at the higher stages. On the nomination of the Punjab Government, W. Sorby, a student of the North-Western Railway night school, was awarded a State technical scholarship of £150 a year tenable in England for training in mechanical and electrical engineering.

54. *Physical training*.—The Inspector says :—" Child and school hygiene continues to receive increasing attention. A medical history sheet has been sent round to the authorities of schools for opinion and criticism. It is hoped shortly to secure further progress in the regular medical inspection of children. In boys' schools there are about 355 cadets, divided almost equally between the 1st Punjab Volunteer Rifles and the Simla Volunteer Rifles. These cadets are trained in free gymnastics and physical drill, besides other duties, and also in rifle shooting; and General Officers Commanding continue to report in very favourable terms on the training given. The boy scout movement has been greatly extended since His Honour became patron in this province. Since December last there has been an addition of 240 scouts and the total for the province is now over 300. These boys are drawn from the lower and middle sections of schools, and as it was noted last year that the junior classes of schools are apt to be overlooked in the matter of physical drill, etc., this movement will make an efficient provision in this and other respects. Nine schools now have boy scouts, against two last year. Games are generally very fairly well organised. The gymnastic instruction at Sanawar is maintained at a high level. Bishop Cotton School is being provided with an excellent gymnasium, and the Lawrence School at Murree hopes to get one shortly.

"The annual Punjab boys' holiday camp was again held near Sanawar. This has been in existence, except for one year in 1911, since 1909, and is greatly looked forward to by boys who have had to spend the summer in the plains. The camp is established on boy scout lines more or less, and will this year be almost wholly on these lines. It is a pleasure to be able to report that the conduct of the boys has been invariably excellent. This year it is hoped to take them to Simla for a day for a combined rally of over 200 scouts."

55. *Buildings*.—Rs. 54,314 were contributed from provincial revenues for the building or enlargement of eleven schools. The chief recipients were :—

			Rs.
Cathedral Orphanage, Lahore	...	...	14,000
Convent School, Murree	...	...	15,000
Loreto Convent School, Simla	...	...	10,000
Mayo Orphanage, Simla	...	...	5,000
Station School, Ferozepore...	...	...	5,000

The total expenditure from all sources on buildings in aided schools was Rs. 94,674 against Rs. 71,685 in the previous year. The new building for the Convent School, Murree, has recently been completed and occupied. The Principal's house at the Lawrence School, Ghoragali, is finished and a beginning has been made with the new boys' schoolhouse. The Mayo Orphanage, Simla, has been provided with cooking and laundry class-rooms and a playing-shed. The buildings of the Lawrence Military Asylum, Sanawar, are being greatly improved in many ways. The new gymnasium at Bishop Cotton School, Simla, and the new schoolhouse at Ferozepore are approaching completion. In Lahore a fine new building is in course of construction for the Cathedral Girls' Orphanage, and the authorities of the Convent School are erecting a large school building on Durand Road. Three schools in the hills have been provided with electric light installations and three in Lahore with electric lights and fans.

56. *General.*—The year was one of steady progress. The numbers at the Lawrence School, Ghoragali, have now risen to nearly 300, mostly boys, and the school has won the confidence of parents. Thanks to the efforts of the religious and other bodies managing schools, and to the increased grants from Government, there is no longer any difficulty about obtaining a good education in a hill climate at moderate expense for children of the community concerned. The continued improvement of the teaching staffs must be kept in view as the principal object of future endeavour, together with developments on certain special lines, as in the teaching of science, domestic economy and drawing.

Education of Muhammadans.

57. Much interest has been aroused recently in the question of the measures which might be taken to further Muhammadan education. In April, 1913, the Government of India addressed the Local Governments on the subject, suggesting lines of enquiry. In reply the Punjab Government supplied statistics and general information as to the state of Muhammadan education in the province and the special measures already adopted to accelerate progress. It was pointed out that the backwardness of the community was especially noticeable at the higher educational stages, and in this connection the opportunity was taken of urging the claim of the Islamia College, Lahore, to substantial assistance in case funds should be available, so that the college might be provided with an adequate teaching staff and removed to a locality where there would be room for expansion. At the same time the Anjuman-i-Himayat-i-Islam were addressed on the general question of Muhammadan education, while the managing body of the Islamia College were advised to formulate schemes of improvement for that institution. The outcome, so far as the college is concerned, has been most satisfactory, the Government of India having sanctioned a liberal recurring grant of Rs. 30,000 for improved staff and equipment. The educational questions referred to the Anjuman were discussed during the year by the leaders of Muhammadan opinion with a view to putting forward definite suggestions.

58. *Statistics.*—(a) *Primary education.*—The number of Muhammadan boys in primary schools (public) increased during the year by 11,455, compared with an increase of 8,369 Hindus and 2,472 Sikhs. Muhammadan pupils now constitute 46 per cent. of the total of the three communities, and Sikhs 14 per cent. Thus there is no great disproportion here. The number of girls increased by 1,462, compared with 2,237 Hindus and 977 Sikhs. If the statistics of private schools can be taken as approximately correct, the Muhammadan proportion of the total number in attendance at elementary schools of all kinds is not far short of half.

(b) *Secondary.*—The increase of Muhammadan boys attending public secondary schools—2,589—exceeded that of Hindus and Sikhs combined, but the Muhammadan percentage—37—is still low, and in the case of girls it is less than 10.

(c) *Collegiate.*—The increase of students—80—is far in advance of that of the previous year, but it compares unfavourably with that of Hindu students—287. Muhammadan students in colleges in the Punjab constitute only 21 per cent. of the total at this stage, but it should be noted that many Punjab Muhammadans go to the M. A. O. College, Aligarh.

(d) *Professional and technical.*—In the Law College and Agricultural College there has been a decrease of students of all three communities, due to special causes. In the Veterinary College, the Mayo School of Art, and the various industrial schools the majority of students are Muhammadans; Muhammadan students of engineering, on the other hand, form less than one-third of the total. In training schools for teachers they number about 43 per cent., and in the Central Training College about 30 per cent. of the total of the three communities.



The total increase of Muhammadan scholars in all public institutions for males has been 14,281, compared with 9,968 in the case of Hindus and 3,515 in that of Sikhs. This indicates satisfactory progress.

59. *Inspectors' reports. Ambala.*—New Muhammadan high schools have been started at Ambala and Panipat. At the Anglo-vernacular secondary stage the increase of Muhammadan pupils exceeds that of the other two communities combined.

Jullundur.—The increase of Muhammadan pupils has been comparatively small, but “the history of Muhammadan education has more incident this year than previously. Movements to establish Anglo-vernacular secondary schools have been at work in Ferozepore and Jullundur. In Hoshiarpur and Ludhiana improvements have been made in the high school buildings, and in both cases further needed additions are anticipated. Muhammadan secondary schools in rural areas are few, and only one, started in 1907 at Kot Abdul Khaliq near Hoshiarpur and intended mainly for the poorer classes, has received recognition.”

Lahore.—There has been a substantial improvement. “In public schools for boys the Muhammadans show the remarkable increase of 4,437, which is almost double the increase of the Hindus and Sikhs put together, and the total strength of Muhammadan boys in public schools now exceeds that of Hindus by 5,202. The impetus which this community has now received and the rapid strides with which it is now marching are signs that lost time is being made up. Vernacular primary education is now practically free for them, and the plea of poverty does not seem to hold good here.” Muhammadan pupils won 64 out of 158 scholarships open to all communities, in addition to 40 “Victoria” scholarships reserved for Muhammadans. There are Islamia high schools at Lahore, Gujranwala, Amritsar and Qadian, and Islamia schools of lower grade at Batala, Fatchgarh and Sialkot.

Rawalpindi.—Muhammadans are still backward in secondary education, but Muhammadan pupils in Anglo-vernacular schools increased by 3·6 per cent. as compared with 1·2 and 1·9 in the case of Hindus and Sikhs, respectively. At the primary stage the increase was 13·5 per cent. Private enterprise, the Inspector says, has not accomplished much as yet, and there is only one Islamia high school; but a movement has been started to open others, as has already been mentioned (paragraph 12), and subscriptions are being collected for this purpose. Conservatism, dislike of secular instruction, and poverty are assigned as reasons for the slowness of the rate of progress.

Multan.—The Inspector writes:—“The Muhammadans in public schools and in the secondary classes of Anglo-vernacular schools have increased in a higher ratio than either Hindus or Sikhs. The percentage of Muhammadan pupils to the total of pupils of all classes in public institutions has advanced from 44·9 to 48·6. The corresponding percentage in the secondary stage of Anglo-vernacular schools has risen from 30·1 to 31·1. Of the elementary schools supported from public funds more than two-thirds are in the hands of Muhammadan managers. Six English-teaching schools owe their existence to Muhammadan enterprise. Of these five have developed so as to deserve aid from public funds. High classes, at present unrecognised, are reported to have been added to three Islamia Anglo-vernacular middle schools. The Muhammadans maintain two hostels, one at Lyallpur and the other at Gojra. The Islamia schools taken as a whole are advancing on the right lines at a slow rate. The staff is everywhere weak.”

60. *Special measures of encouragement.*—It may be of interest to mention here what has been done during the last two years to stimulate educational progress among Muhammadans, as the point was not dealt with in last year's report.

(a) *Primary education.*—In addition to the ordinary grants made to local bodies on the basis of the salaries paid to teachers, covering approximately two-thirds of the cost of vernacular education, special annual grants have been allotted to backward Muhammadan districts. These grants are utilised for the aiding of maktabs and other indigenous institutions, as well as for the opening and maintenance of board schools. The following payments were made in 1913-14 :—

	Rs.
Mianwali	7,500
Rawalpindi	7,500
Attock	7,500
Jhelum	7,500
Multan	2,000
Muzaffargarh	8,000
Dera Ghazi Khan	9,000
Jhang	4,000

The percentage of free places in primary schools, at least half of which are reserved for Muhammadan pupils, has been raised from 10 to 25.

(b) *Secondary education.*—The value of each of the 29 high school, "Victoria" scholarships for Muhammadan pupils has been raised from Rs. 4 to Rs. 6 per mensem, and that of middle school scholarships for Muhammadans, of which there are about 330, from Rs. 2 to Rs. 4 per mensem.

A reduced rate of half the ordinary fee has been sanctioned for agriculturists' children attending Government and board Anglo-vernacular schools in the Rawalpindi division, Rawalpindi city being excepted. The agriculturists benefiting by this concession are mainly Muhammadans. Similar concessions are authorised in parts of the Multan division.

The percentage of exemptions from fees in Anglo-vernacular schools to at least half of which Muhammadan pupils are entitled, has been doubled.

Building grants on specially favourable terms were sanctioned during the year under report for Muhammadan secondary schools as follows :—

	Rs.
Islamia High School, Lahore	53,376
Islamia High School, Rawalpindi	28,000
O'Brien High School, Shahpur	40,000
Talim-ul-Islam High School, Qadian (final grant)	5,000

(c) *Collegiate education.*—The number of college scholarships payable from provincial revenues which are reserved for Muhammadans has been raised from 14 to 30, and the value of all such scholarships has been increased by 50 per cent. or more.

A special annual grant of Rs. 30,000 has been sanctioned for the Islamia College from imperial revenues, as already mentioned, and a large building grant from provincial revenues has been promised, in the event of the Shahdara scheme maturing.

61. *Muhammadan representation in the Education Department.*—The numerical weakness of Muhammadans at the higher stages of education has made it difficult to obtain a sufficiency of qualified candidates for educational posts from this community, and the Muhammadan proportion of officers in the higher ranks of the service, from the divisional inspectors downwards, does not usually exceed one-third. It should be explained here that most of the senior men were recruited at a time when higher education had made little progress among Muhammadans and qualified candidates were seldom forthcoming.

The dearth even now of such candidates is evidenced by the frequent applications made to the Department for the loan of the services of Muhammadan officers for the headships of Muhammadan institutions. Endeavour has been made in recent years to strengthen the Muhammadan element in the Subordinate Educational Service by offering posts to untrained Muhammadan graduates in the hope that they will remain in the teaching profession, but experiments of the kind have not had much success, as men of ability find a better market elsewhere for their services. The demand for good Muhammadan teachers is not confined to the Punjab: requisitions have been received from Haidarabad (Deccan), Bengal, and even from such distant places as Baghdad and Aden. Two Muhammadan headmasters of Government high schools have been appointed Extra Assistant Commissioners. It is usually found possible, however, to appoint Muhammadan officers to schools and districts where education can best be advanced by Muhammadan agency. The suggestion made in some quarters that a fixed number of places in Government institutions should be reserved for Muhammadan students meets with no support from the heads of the institutions in question: it would cause difficulties and embarrassments, besides lowering educational standards. The importance, however, of raising the number of Muhammadan pupils is frequently brought to the notice of those concerned.

62. *Education in Bahawalpur*—The backwardness of Muhammadan education is well illustrated in the case of Bahawalpur, the leading Muhammadan State among those politically connected with the Punjab. The population of the State is 780,641, of whom five-sixths are Muhammadans. The number of primary schools is only 62, with 2,391 scholars, of whom about four-fifths are Muhammadans. In the adjacent British districts the corresponding numbers are as follows:—

	Population.	Number of primary schools.	Number of pupils.
Multan	814,871	142	7,068
Muzaffargarh	569,461	119	4,604
Dera Ghazi Khan	499,860	123	5,395

In addition there are 294 maktabas in the State, receiving no assistance. The condition of the primary school buildings, the Director says, is indescribably bad: only about half-a-dozen schools are respectably housed. In the secondary schools there are 1,183 Muhammadan pupils and 860 Hindus, and in the State college 38 Muhammadan and 17 Hindu students: the Muhammadan disparity, therefore, becomes marked at the higher stages, in spite of the favourable environment.

The Punjab Text-book Committee.

63. The general committee met seven times during the year, and there were thirty-two meetings of ordinary or special sub-committees.

The total number of books considered was 673, against 641 in the previous year. Of these more than half were found to be unsuited to the needs of schools, 323 being finally approved and recommended to the Department, either for adoption as text-books, or for inclusion in the list of books suitable for school libraries or prizes.

The contract with Messrs. Rai Sahib Munshi Gulab Singh and Sons for the publication of books, of which the copyright is owned by the Committee, expired on the 31st March, and towards the end of the year, therefore, the Committee considered the course to be adopted with reference to the new contract. It was resolved that the contract be renewed with the same publishers, but that clauses be inserted in the agreement

by which the books published by the Committee would be considerably improved. The new clauses relate chiefly to the illustration and the binding of the books, and run as follows :—

- (1) The contractors agree to place on public sale an illustrated edition of any work within six months of the date of the receipt of the original illustrations for the same from the Committee, the illustrations whether in black and white or in colour to appear in close proximity to the text illustrated.
- (2) The contractors agree to issue all publications in two bindings—(a) in stiff paper covers, and (b) in cloth.

A careful investigation of the number of books published and editions printed during the past five years was made by the Committee's auditors, and on the basis of their calculation the amount of royalty to be paid by the contractors was maintained at practically the same rate as that paid during the past five years, namely, Rs 20,000 annually. The new contract is for a further term of five years from April 1st, 1914.

In last year's report a number of works were referred to as being under revision. Most of these have now been completed and several have been printed and are on sale. Of books and maps connected with the teaching of geography the Hindi editions of *Jughrafia-i-Punjab* and *Jughrafia-i-Hind* have been revised and printed, corrected maps of the Lahore, Multan and Karnal districts have been published, and a beginning has been made in standardising the spelling and pronunciation of foreign names by preparing and printing 10,000 copies of a transliteration into Urdu of important place-names in Europe. Names in other continents will be taken up in order. Several readers have been published during the year, *viz.* the Fourth and Fifth Readers for rural schools; *Urdu ki Panchwin Kitab*; and the Fifth Hindi Reader for girls' schools. In the classical languages the Third and Fourth Sanskrit Readers have been completed and printed, as also the Persian Courses for the first and second classes of the Middle Department. The Urdu translation of the Revd. D. J. Fleming's "Suggestions for Social Helpfulness" has also been completed and will shortly be in school libraries.

In addition to the above works which were actually completed several others were at the end of the year either in the press or ready for publication. In hygiene and sanitation, Punjabi and Hindi versions of Major Perry's new book "Life, Light and Cleanliness" were produced, and a series of twenty-three drawings for the illustration of this book were also completed under the direction of Mr. Lionel Heath of the Mayo School of Art. A revised edition of Mrs. Hendley's "Hygiene, Domestic and Personal" was also received before the end of the year, and a volume of "Lessons on Health and Disease" is now being seen through the press. Several readers were also completed, *viz.* the Fourth Punjabi Reader for girls' schools, the Sixth Reader for town schools and revised drafts of the First, Second and Third Agricultural Readers. In Geography the Committee's publication "*Jughrafia-i-Asia*" was revised and a Hindi translation made. The map of the Sialkot district was revised. Pamphlets in Punjabi on the teaching of reading and writing were completed, and several books in Braille type for use by blind students were also prepared under the auspices of the Committee.

The Punjabi Dictionary which was reported last year as having been finished has been carefully reviewed by Punjabi scholars and revision made in the light of the reviews submitted. It is now ready for the press.

The Committee continued its former practice of devoting a large part of its income to the purchase of volumes for presentation to schools.

The number of volumes distributed to the schools in the province during the year was 6,428, of which 3,116 were for vernacular middle schools. In addition to the above volumes, which were purchased, the Committee also presented copies of its own publications. Thus a copy of "Bahr-o-Bar" ("Seas and Lands") was presented to every secondary school in the province, and 457 copies of the Revd. D. J. Fleming's "Educational Opportunities in Laboratory Work" were also presented to Anglo-vernacular secondary schools. The patronage of vernacular journals was continued on a somewhat increased scale. Every middle school receives at the Committee's expense a copy of the Urdu scientific monthly *Raushani*, and of the agricultural monthly *Kisan*, the latter periodical being also presented to about 300 selected primary schools. The Committee also continued its subscription to the children's Urdu paper *Phool*, edited by Syed Mumtaz Ali, the number of primary schools provided with this paper being raised during the year from 1,000 to 1,500. The total amount expended on this free distribution of useful literature to schools during the year under report was Rs. 12,713, or more than half of the total income of the Committee.

During the year plans were drawn up for additional accommodation for the library and museum, with special reference to the provision of space for the exhibition of maps and charts, which are at present hung so high as to lose much of their value. This work will, it is hoped, be carried out shortly.

The year opened with a balance of Rs. 60,521, and the receipts during the year totalled Rs. 3,268. The disbursements amounted to Rs. 23,959. The year thus closed with a balance of Rs. 39,830.

The post of Secretary during the year under report was again held by Mr. Knowlton, who has since vacated it after several years' tenure. The success which has attended the Committee's operations during this period is largely due to the expert knowledge and large experience which Mr. Knowlton brought to bear upon the work entrusted to him in the capacity of Secretary, together with his unflinching attention to his duties.

Conferences.

64. A conference on the education of girls, of which a brief mention was made in last year's report, met in April, 1913. The proposed curriculum for Anglo-vernacular schools was first considered, and it was agreed that there was a demand for a type of school in which a vernacular should be taught thoroughly and used as a medium of instruction, English being at the same time included among the subjects of the curriculum. Such schools, it was thought, should be ranked as Anglo-vernacular schools for grant purposes.

As to scholarships, the opinion of the conference was that scholarships at the primary stage should be awarded more particularly to widows and to pupils of the poorer classes; and that the number and value of scholarships tenable in secondary classes should be increased. The latter measure has since been carried out. In respect of the training of teachers, the conference recommended that local training classes should be started in the principal centres, and that secondary schools under private management should be assisted to open training classes. The difficulty of ensuring that girls' schools situated in remote places should be visited by inspectresses was discussed, and it was agreed that as hardly any of such schools were genuine *parda* schools, they could usually be inspected by members of the district inspecting staff. The attitude of local bodies to the education of girls was considered, and it was thought that the larger municipalities should be urged to formulate definite schemes of improvement. Certain relaxations of the grant-in-aid rules were recommended, and among other topics discussed were the opening of more Government schools, zenana classes, physical training, the teaching of domestic economy and needlework, and moral and religious instruction.

65. A conference on European education was held in January, 1914, and was attended by managers, teachers, and other persons interested in

European schools. The particular object of this conference was to discuss the resolutions adopted at the Simla conference of 1912 on the education of the domiciled community. The resolutions were generally agreed to, but the members of the Lahore conference were opposed to the suggested grading of schools, and, while advocating certain increases in the rate of grants, expressed satisfaction with the existing system generally, and saw no necessity for the appointment of a special auditor for school accounts. The proposal that the Cambridge certificate examinations should take the place of the existing scholarship examinations was not accepted, although it was thought that schools should be encouraged to send up candidates for these certificates.

66. Professor Ramsay Muir, one of the special University lecturers, presided at a conference on history teaching in colleges, and among similar gatherings may be mentioned one of science teachers in schools which met for a course of instruction conducted by Professor Smithells, and another of drawing masters, held by Mr. Buchanan.

Headmasters' associations held several meetings during the year in the principal educational centres, and teachers' associations were also active.

J. C. GODLEY,

Director of Public Instruction, Punjab.

APPENDIX A.

MEMORANDUM ON THE SPREAD AND CONTROL OF ANGLO-VERNACULAR EDUCATION UNDER PRIVATE MANAGEMENT IN THE JULLUNDUR DIVISION.

By Mr. H. G. Wyatt, Inspector of Schools, Jullundur Division.

1. The recent development of Anglo-vernacular education in the division may be shown statistically as follows:—

Statistics.

			<i>Number of Anglo-vernacular recognised schools under private management.</i>	<i>Number of Anglo-vernacular unrecognised schools under private management.</i>	<i>Number recognised in the year.</i>
April 1, 1911	...	18	25	...	
" 1912	...	19	30	1	
" 1913	...	21	36	2	
" 1914	...	29	27	9	

Since April, 1914, four have been granted recognition.

Distribution amongst communities is as follows:—

			<i>Recognised.</i>	<i>Unrecognised.</i>
Arya	... } Hindu ...	...	13	10
Sanatan Dharm...	... }	...	3	5
Muhammadan	...	...	4	1
Sikh	...	...	4	6
Others	...	...	9	1
Total			33	23

The most promising schools are usually those of the Arya Samaj, opened by local effort, but assisted by guidance from the central school at the district head-quarters. There are good high schools under Arya Samaj management at Hoshiarpur, Jullundur, and Ludhiana.

2. This growth is part of a movement general to the province—and indeed to India—

on the causes for which it is superfluous to touch here. But in the Punjab the more recent increase to the number of schools under private management has been facilitated by the raising of fee rates for English teaching in Government and board schools. The resulting income from the fees, though not sufficient to maintain a school in efficiency, is yet enough, with small and fluctuating subscriptions, to maintain some sort of a school with an English knowing teacher or two, that will in the absence of a better attract local pupils eager for English education. The educational motive for opening schools has been often reinforced by that of religious rivalry, schools arising in towns in rural areas in pairs or trios, representing different sects or communities. Of the 21 rural towns in which, in the Jullundur and Hoshiarpur districts, 29 Anglo-vernacular schools under private management exist, 8 have two, and 13 one apiece. At both Nakodar and Nurmahal, for instance, towns seven miles apart in the Jullundur district, the Arya Samaj and Sanatan Dharm sects each maintain a school, at Dasuva in Hoshiarpur there is an Arya and a Muhammadan school, at Mahilpuran Arya and a Khalsa school, and a school of the Hindu sect of Rajputs at Nadalon six miles away. In each case the school is Anglo-vernacular middle, but the local middle board school, also Anglo-vernacular, at Nakodar, has not suffered injuriously in attendance. The general poverty and backwardness of the Ferozepore district, and the relatively small area of the Ludhiana district, which also has schools of every community at head-quarters, explain the slowness of the movement there. In Jullundur there are several Sikh families who have wealthy relatives abroad, or recently returned, and this no doubt accounts for good buildings already erected at Kalra and Bundala without aid from public funds for schools only lately started.

3. With certain exceptions, however, the tendency has been to start Anglo-vernacular

schools before funds can be collected to maintain them in efficiency, and to place them in makeshift buildings or to run up unsuitable class-rooms without obtaining expert advice, and

to be satisfied with a scratch staff—a Matriculate or "F. A. passed" headmaster, and vernacular teachers superannuated or of doubtful qualifications—that is constantly shifting and changing and makes good teaching, not to mention education, out of the question. Inter-school rules observed in recognised schools, which regulate classification and promotion and require the production of leaving certificates from the previous school as a condition of admission, are not infrequently ignored, and it is sometimes reported that pupils are taught in a class above that for which they are entered on the registers, and that duplicate sets of registers, one for use, and another to satisfy an inspecting officer, have occasionally been kept. The prospect of premature promotion and of being placed in a class higher than they would be in a recognised school naturally attracts pupils, and may help to account for the rapid filling of some of these schools at the start.

On the other hand, there is no doubt a good deal of exaggeration in reports which reach an inspector often through the complaints of a rival institution, and surprise visits which show frequent cases of lax promotion, unauthorised admission or bad classification, reveal not so much any indiscriminate intention to evade customary rules, as carelessness sometimes purposed, but more often due to the local committee of management's unfamiliarity with departmental rules.

The managing committee is, as a rule, a group of richer local co-religionists, a local pleader or rais with shop-keepers, pensioners, or other rural notables, eager to start a school on behalf of their particular sect or community, and in the first instance at any rate concerned more for its numerical than its qualitative success.

4. From the above analysis of the motives which underlie the institution and maintenance of these schools it may be gathered that a situation is created which needs careful handling. In the Punjab, as in Bengal, unless the right action is taken, it is possible for these schools to become a public danger, should they exist for long insufficiently controlled, should the motive of religious rivalry prove too strong for that of genuine education, and should the pupils that issue from them prove ill-taught, ill-mannered, prejudiced, and possibly disloyal to the Government. On the other hand, it is equally possible, by judicious handling, to forestall this eventuality, and by careful co-operation, management, and advice to make clear to the local managements that official sympathy is on their side so long as the educational motive in the conduct of their schools predominates.

5. The 'recognition' of a school carries with it a claim for financial assistance, and involves regular inspection and the observance by the school of all departmental regulations. But it must be noted that non-recognition, beyond the absence of a right to Government grants, involves no serious drawback: pupils may pass from unrecognised to recognised schools, and may even enter for the Matriculation examination as 'private' candidates, so that it is perfectly open for any community to maintain an unrecognised high school, and maintain it in efficiency, if it prefer not to ask for Government aid. In point of fact, however, recognition is generally solicited as conferring a Government hall-mark of respectability which tells with the public, and because junior trained and certificated teachers, who cannot have their provisional certificates confirmed in non-inspected schools, are reluctant to serve or stay in schools that are not recognised. But it must be added that a good many schools have existed in this division for several years, in no particular hurry to be recognised, so long as there is no local recognised school to compete against and they continue to attract a sufficient attendance. In the Hoshiarpur district four Anglo-vernacular middle schools have existed unrecognised for five years. It will probably be agreed that precedents for the existence of schools—however well taught—away from public control should not be encouraged, and that, if existing regulations do not suffice to bring schools generally under departmental guidance, new regulations should be framed which do; but that if these schools can be induced to ask for and obtain recognition by existing means of departmental pressure, additional regulations will be unnecessary. A brief account of what has so far been done to improve and assist these schools in this division will make the position clear.

6. A reference to the first paragraph of this memorandum will show the numbers of Anglo-vernacular schools under private management—recognised and unrecognised—existing in the Jullundur division in April 1913. As many of these schools which had been in existence for some years, and others more recently opened, had made no effort to obtain departmental recognition, and reports about them led to the conclusion that through acts of inter-school rivalry, through poor teaching and discipline and through irregularities in admission or internal economy, they might be doing a good deal of harm, it was thought to be time to establish a distinction between those schools which seriously sought to improve and those which did not, and to induce the former to improve up to recognition standard and to claim recognition.

Accordingly a circular was issued in August 1913, inviting managers of unrecognised schools to state how they proposed to fulfil the conditions of recognition within three years and promising provisional recognition to such schools as made a serious attempt to fulfil them.

Replies have been received from 27 out of 36 schools established before 1913, visits have been paid them, in most cases by me personally, and 13 have since been recognised. Of these schools, 6 have put up reasonably satisfactory buildings, those at the Sikh Schools at Bundala and Kalra, and the Arya School, Alawalpur (all in the Jullundur district), and—though it needs extensions—the ‘Rajput’ school at Nadalon (Hoshiarpur district) being far superior to many, if not most, of the board middle school buildings in the same districts; and the others have schemes contemplated or in hand.

But whether promises will be fulfilled in each case remains to be seen, and while from one school at Nurmahal (Jullundur) I was obliged after a year to withdraw recognition owing to continued laxity of promotion and non-observance of inter-school rules, I have lately had to threaten the same treatment to two others for similar irregularities and in one case also for publicly adopting a hostile tone towards its fellow school of another sect. The unrecognised schools which existed before issue of my circular, numbering 14, have now failed within a year since its issue to give satisfactory assurances of improvement, and 9 of them have not even replied to the circular, thus showing that the absence of recognition has not proved a decisive drawback to their numerical success.

7. Although, however, standing regulations may not offer a sufficient inducement to seek recognition, it does not seem advisable to make fresh regulations or to legislate afresh, if the same end can be compassed by indirect means. At a meeting of inspecting officers of the division held in the spring it was the general opinion that district inspecting officers might be brought into closer touch with unrecognised Anglo-vernacular schools, and come into friendly and advisory relations with them, while keeping the inspector periodically informed of their progress. Regular visits by superior inspecting officers are less advisable, as conveying a misleading impression to the public that the school is recognised, and so securing some benefits of recognition without its responsibilities. But visits have been paid by me at one time or another to most of the unrecognised schools in the division, and advice as to staff and buildings &c, has been freely placed at their disposal.

8. To sum up — within the last few years a considerable number of Anglo-vernacular middle schools have been opened in the Jullundur division, chiefly in the Jullundur and Hoshiarpur districts, by local committees representing different communities or sects; many of them have for two or more years existed outside Government control, some are inefficient and of doubtful or more than doubtful public utility, while it is questionable if the existence of these schools, however efficient outside departmental control is publicly prudent; some have recently qualified for and received recognition, others have failed to respond to invitations to seek it. Special efforts have been and are being taken to bring all within departmental control; but it remains to be seen whether the powers so far placed in the hands of the Education Department are sufficient for this purpose, and if they do not prove so, whether they ought not to be increased.

APPENDIX B.

KINDERGARTEN IN GIRLS' SCHOOLS.

(Report by Miss Hart, Temporary Special Inspectress of Kindergarten methods.)

In December, 1918, I was appointed temporary Inspectress for kindergarten in the Punjab. During the time at my disposal I visited the principal districts with a view to ascertaining what had already been introduced into primary classes and what improvements could with advantage be suggested. The districts visited were Sialkot, Delhi, Jullundur, Amritsar and Lahore. Each had its special characteristic due to environment, but there was an almost universal lack of knowledge of simple fundamental principles underlying education. The one existing idea on education is that memory is to bear the whole brunt of school work and that repetition is the only way to memorise. Interest has no place in the teachers' methods and without it little real knowledge is gained by the children. Innate laziness is chiefly responsible for this, and when a new method is brought to the teacher's notice she very quickly helps the children to put it into a memorising rut where it stays for evermore. Examples of this can be seen in Amritsar, where a large class of children learn their letters with the help of sand-trays. All sit with their fingers in the sand, and as they move their fingers and form the letters they sing a description of them and it becomes a soothing lullaby. In a school in Lahore where "tillick bricks" have been introduced for teaching number the whole object of the bricks is lost, as the teacher lets one child say the lesson and all the others repeat it without thought. From this it will be seen that the teachers must give more thought themselves to the children if they are ever going to become successful teachers. There is a general tendency, too, to neglect the foundation, *i.e.* junior classes, in order to raise the school to an upper primary or middle school. This is detrimental to the good of the community, and as the aim of primary schools is to fit the populace for future citizenship, and higher education is only for the few, it would seem perhaps a better plan to separate the two primary schools to remain primary, middle and high schools to be centralised.

Districts.—In Sialkot the schools were orderly and well-attended, though some were badly equipped; the teachers of the junior classes were on the whole very nice women, but they had taught the children nothing beyond the letters. Handwork was so foreign to all their ideas of school that it was impossible to do much beyond insisting on concrete work in the teaching of the Code requirements. The classes were too mixed; the very tiny children should have their own room and the older pupils should be allowed to work in higher classes.

The superintendent in a city like Sialkot could do more than any one else in engaging the interest of the municipality or governing body in the importance of early training in school. The Indian house is small, but there is a place for everything. The superintendent should insist on having a house for the schools where everything can have just such order as is necessary for the children's comfort. In order to do this with any authority she could keep herself in touch with educational authorities by coming to headquarters periodically, and by discussing ways and means with other teachers, and not depend so much upon the annual visit of an inspectress. The Mission schools in Sialkot have not the same difficulty with regard to numbers, but here the children come from villages and are of a much lower stamp. The education in these schools struck me as being unfitted for the class of child. Intelligence must of necessity be of a very low order and interests very limited. Such schools as these would be of the greatest value if they could turn out girls fitted for village life. Handwork of a useful character thoroughly well taught would be of economic value, and a practical knowledge of nursing, hygiene and sanitation would help in the house and village. It is impossible to understand how these schools can go on year after year sending girls away with so little common sense and so little power to fight their own battles.

Delhi is fortunate in having a very large orthodox Hindu school under Miss Gmeiner. In this school the idea of child development is well thought out, the children are well looked after and handwork is on very sound lines, clay-modelling and free-arm drawing being the special work taken up. Miss Gmeiner is a Frœbelian teacher but does not confine her efforts to infants: the whole school is worked on Frœbel lines.

The Baptist School, Delhi, too, is excellent. Miss FitzHenry has a very successful kindergarten, and it is surprising to see how she develops low-caste village orphans into capable girls. Special interest is attached to her work, as she has shown the province how an Indian teacher can be made responsible and effectual in her teaching. Miss FitzHenry has worked out a phonetic system of teaching Urdu and the student helped her for one year; now the girl is entirely responsible and the results are excellent. In another school a teacher has had the system explained to her, but she cannot manage it.

The small schools in Delhi district all benefit by the presence of these schools in the place, as they help the inspectress to give suggestions and also enable her to send backward teachers there for help; there is in consequence a feeling of good-will everywhere and good progress is made.

In Jullundur special interest is attached to the very good though small Muhammadan schools ; the number attending the schools is small, but the teachers are of a good class and many parents are interested in the schools and take a keen interest in their children's progress. The education given is nothing beyond reading, writing and arithmetic, but the methods used are in keeping with the children's power and the results are good. The vast majority of children in Jullundur, however, attend aided schools for the Hindu community, and though some action songs have been introduced by the managers and sewing is taught by darzis, the whole tone of these schools is not the tone of a good educational establishment and the school work not very satisfactory. The school buildings of all the schools compare favourably with those in Sialkot, Amritsar and Lahore, and though the Pathan village schools are held in the courtyard of the teachers' houses, the cattle are some distance from the children. In Amritsar the education of girls seems to be popular, though the municipality do not appear to have given the housing problem much consideration. The central municipal board school and branches are all overcrowded and the central school is most unsuited in every way for the work done there. The 26 branch schools presented over 1,000 children in the infant and first class alone for inspection, and the work was not satisfactory. The superintendent of these schools is also in charge of the central school ; she can therefore only give slight help to the branches. She is an exceptional person and her suggestions meet with a certain amount of success, but concentration of effort is badly needed.

Besides the municipal board schools there is a large number of aided schools for the Sikh population. The education for the very small ones here is very poor, handwork being quite ignored by managers and teachers, who have a strong feeling that it is impossible to introduce anything of the kind for such young children. At present about 81 per cent. of the children attending the municipal board classes are Sikh ; if they could be collected into a good municipal board primary school, with a capable staff, the school would very shortly become an example to the town and the education for girls benefit greatly thereby.

In Lahore there is a large number of schools on the staff of which are to be found trained teachers ; it is therefore distinctly disappointing not to find more good work done in the junior classes. The attention of the teachers is concentrated on classes preparing for examination, and special attention is given to girls who show a special aptitude for memory work, and the rest do very little real work. The trained teachers have had special help given for junior classes, but apparently the work done in training does not appeal sufficiently to them as an important factor in education, for they fail to bring it into their work as teachers.

Suggestions.—1. In large towns like Lahore, where a large number of trained teachers are teaching in the schools, it should be possible to collect them from these institutions for the study of suitable handwork and physical culture. Co operation would then take the place of competitive or even antagonistic feelings existing now between schools.

2. The great need of Indian women is that they should be taught to observe and to help with knowledge those who depend on them. Handwork in girls' schools should be carefully chosen so as to train these two faculties. Observation could be well trained by means of handwork such as clay-modelling, paper-modelling and sewing. Sewing could include garments for hospitals or orphans, paper-modelling could include boxes or other useful articles. Children would thus see all their work put to practical use in homes, hospitals or schools. All schools aim at preparing the young generation for future life, and therefore the needs of the community could quite well be pointed out, and remedies taught, so that when reform takes place the population will be intellectually sympathetic.

3. Teachers must take a real interest in children beyond cramming them for examination. Very small children want very careful attention, they attend everywhere in large numbers and are as a rule very young and delicate. The time in school should be at first principally spent in disciplined play and sense training which involves certain hard work. The children are far below the average in the use of their fingers ; in fact some very tiny people are happy doing nothing with the most fascinating bricks in front of them. The kindergarten work taught in the training classes is of too complex a nature to be of much use with large numbers ; this is one reason why the mistresses give it up at once. What is wanted is simple handling of bricks, balls and such like concrete material, which will exercise hands and fingers and eventually control them for greater things. If it would be arranged it would be better for the mistresses of junior classes to have a distinct training. This training should be mainly (1) the management of young children, (2) the preparation of handwork, (3) the cultivating of certain habits of order, neatness and accuracy by means of handwork.

4. The buildings on the whole are very cramped and unsuitable for free movement. If a central building could be hired occasionally for demonstration lessons, the needs of a school could be shown. Physical exercises or games could perhaps be demonstrated by a school like the Kinnaird School or the Cathedral High School for girls. Parents or school managers would then understand what is really necessary and so remedy the existing evils.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR, 1913-14.

(For details see General Table III.)

AREA AND POPULATION.			PUBLIC INSTITUTIONS.										PRIVATE INSTITUTIONS.		PERCENTAGE OF			
Total area in square miles.	Number of towns and villages.	Population.	Institutions and Scholars.	COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		Total of Public Institutions.	Advanced.	Elementary.	GRAND TOTAL.				
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
97,213	Towns ... 140	Males ... 10,992,067 Females ... 8,982,889 Total ... 19,974,956	Institutions ...	For Males ...	9	6	352	3,607	551	23	31	4,579	226	2,263	Institutions to number of towns and villages ... 21.06 ... 5.57			
	Villages ... 33,421			For Females ...	1	1	59	684	109	7	5	866	...	1,003		1,869		
	Total ... 33,561			Total ...	10	7	411	4,291	660	30	36	5,445	226	3,266		8,937	26.63	
				Scholars ...	Males ...	3,163	792	98,680	193,074	26,722	795	2,956	326,182	3,961	45,626	375,769	22.79	
					Females ...	13	37	7,744	32,577	4,622	111	527	45,631	38	18,518	64,187	4.76	
			Total ...	3,176	829	106,424	225,651	31,344	906	3,483	371,813	3,999	64,144	439,956	14.63			

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For Details, see

		TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
		COLLEGIATE EDUCATION.		SCHOOL EDUCATION, GENERAL.			SCHOOL EDUCATION, SPECIAL.		
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total.
					Upper Primary Schools.	Lower Primary Schools.			
1		2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions.	For Males ...	4,54,528	4,37,923	21,68,258	10,46,786	1,43,781	1,11,648	1,95,679	45,58,608
	For Females ...	1,429	17,910	3,00,639	2,51,674	26,207	16,821	51,782	6,66,462
	Total ...	4,55,957	4,55,833	24,68,897	12,98,460	1,69,988	1,28,469	2,47,461	52,25,065
2. (a).—Percentages of Provincial Expenditure included in columns 2—17 to total Provincial Expenditure on Public Instruction...		5.43	12.20	19.02	60	27	3.46	5.33	46.31
(b).—Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction. ...		.01	.27	9.92	45.10	2.65	1.26	.76	59.97
(c).—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction...		.21	.58	34.35	17.86	14.01	...	3.01	70.02
(d).—Percentages of Total expenditure in columns 2—17 to total expenditure on Public Instruction ...		4.89	4.89	26.49	13.93	1.82	1.38	2.65	56.05
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.	Rs. A P.
Government Institutions.	Cost to Provincial Revenues ...	185 13 10	470 6 0	17 3 4	5 2 4	15 3 5	167 7 7	85 4 2	50 2 8
	Cost to Local and Municipal Funds ...	...	12 2 4	0 12 11	...	...	...	...	1 1 8
	Total Cost ...	286 1 11	588 2 0	43 15 7	11 11 6	17 4 7	167 7 7	98 7 5	79 13 2
Local Fund Schools.	Cost to Provincial Revenues.	...	...	...	0 0 2	...	...	...	0 0 2
	Cost to Local Funds.	...	...	5 10 1	5 13 7	5 7 5	105 14 4	25 11 8	5 15 9
	Total Cost ...	...	...	12 3 10	6 6 4	5 13 11	105 15 4	27 8 11	7 8 7
Municipal Schools.	Cost to Provincial Revenues ...	...	...	0 0 3	0 1 10	0 0 9	48 11 5	...	0 0 11
	Cost to Municipal Funds ...	...	...	5 7 8	7 2 11	6 5 0	...	17 7 3	6 5 9
	Total Cost ...	...	...	17 4 9	8 9 5	7 1 2	48 11 5	18 4 11	12 0 10
Aided Institutions.	Cost to Provincial Revenues	55 9 2	396 6 10	8 1 8	0 3 6	0 11 6	39 2 11	44 2 1	4 8 1
	Cost to Local and Municipal Funds	1 4 7	...	1 13 0	2 11 6	2 3 10	...	8 15 8	2 5 8
	Total Cost ...	204 15 7	639 10 3	29 6 11	5 0 4	6 5 0	78 3 10	109 10 1	18 1 10
Unaided Institutions Total Cost		71 0 8	207 5 2	16 15 2	2 13 10	2 9 7	81 6 1	39 6 4	15 4 11
All Institutions.	Cost to Provincial Revenues ...	51 13 9	411 3 5	5 1 7	0 1 3	0 4 4	108 4 0	45 2 2	3 10 11
	Cost to Local and Municipal Funds	0 6 10	10 4 5	3 8 11	5 0 3	4 6 0	30 7 10	9 2 5	4 9 9
	Total Cost ...	154 2 3	543 15 3	23 7 4	6 1 2	6 1 4	142 4 3	74 3 2	14 11 7

GENERAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

(General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,91,697	82,575	3,29,321	2,24,907	18,20,602	3,21,189	10,26,219	40,96,510	93,21,575	
2,91,697	82,575	3,29,321	2,24,907	18,20,602	3,21,189	10,26,219	40,96,510	93,21,575	
1.06	2.92	9.98	3.05	23.37	4.33	3.98	53.69	100	
...	...	1.95	3.26	28.12	3.77	2.93	40.03	100	
...	...	.98	3.39	15.46	4.09	6.06	29.98	100	
3.13	.89	3.53	2.41	19.53	3.45	11.01	43.95	100	

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

STITUTIONS.																	
UNDER PRIVATE MANAGEMENT.								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.				
Aided by Government or by District or Municipal Boards.				Unaided.						English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Indian Christians.	Hindus.		
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.								Brahmans.	Non-Brahmans.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
4	943	859	771	3	1,579	1,445	1,328	8	3,065	3,048	1,608	5	2	42	192	1,821	
1	6	6	5	...	...	...	...	1	6	6	...	6	...	6	...	...
1	105	116	82	...	...	...	...	1	105	97	95	10	...	1	57	2
...	...	...	...	1	112	101	100	1	112	...	...	...	...	1	9	71
...	...	...	...	...	...	...	...	1	158	...	...	...	...	3	20	98
...	
1	32	28	28	...	...	...	...	2	317	235	...	93	15	7	46	126
...	...	...	...	...	...	...	...	1	32	32	32	6	32	...	...	...
...	...	...	...	...	...	...	...	1	38	...	...	...	...	...	2	18
...	...	...	...	...	...	...	...	1	172	...	...	...	...	...	2	18
7	1,086	1,009	886	4	1,691	1,546	1,428	17	4,005	3,418	1,735	120	49	60	328	2,154	
60	25,915	26,184	23,220	9	4,677	4,572	3,912	111	47,847	35,605	21,332	45,815	719	464	4,398	19,024	
29	6,085	5,590	5,356	21	4,144	4,097	3,699	114	26,180	14,498	7,892	27,409	167	348	2,450	10,708	
1	254	249	217	...	...	...	...	127	24,452	...	5,952	25,565	...	239	2,868	9,100
12	1,108	1,183	1,020	1	327	326	27	16	1,820	1,461	142	1,439	825	219	87	190	
12	854	820	742	2	162	153	19	14	1,016	812	1	441	647	152	2	64	
18	3,457	3,339	2,492	1	77	79	75	29	5,109	87	585	5,121	...	243	376	3,254	
1 & 2	37,674	37,365	33,047	34	9,387	9,227	8,072	411	106,424	52,463	35,904	105,790	2,358	1,665	10,181	42,340	
857	39,995	37,743	23,842	138	5,968	5,040	4,376	3,607	193,816	1,867	1,366	208,605	147	1,525	16,847	59,085	
107	5,726	5,428	4,552	86	3,057	2,718	2,408	551	26,739	...	158	27,073	...	249	2,539	9,616	
184	10,149	9,545	7,806	39	1,561	1,407	1,122	684	31,835	143	1,330	31,097	57	653	2,485	14,007	
32	1,045	1,017	788	15	383	341	302	109	4,605	...	20	4,595	...	6	410	2,226	
1,180	56,915	53,733	36,988	278	10,969	9,506	8,208	4,951	256,995	2,010	2,874	271,370	204	2,433	22,281	84,934	
1	17	16	16	1	12	13	13	23	795	...	240	1,393	...	33	174	214	
5	39	38	36	...	...	...	...	7	111	6	74	115	...	24	9	29
...	...	...	...	...	...	...	...	1	243	...	...	...	...	16	2	63
...	
1	111	109	108	2	86	87	55	4	563	...	...	...	11	92	82	209
...	...	...	...	1	44	43	38	2	125	...	...	...	...	...	5	71
7	632	556	479	...	...	...	...	24	2,249	293	...	1,876	...	328	98	606
...	...	...	...	...	...	...	...	1	59	59	...	14	...	...	11	23
...	
...	...	...	...	...	...	...	...	1	139	...	...	139	...	3	6	47
2	91	80	68	...	...	...	...	3	105	13	...	14	28	15	3	26
16	890	799	707	4	142	143	106	66	4,389	371	314	3,551	49	511	390	1,288	
1,335	96,565	92,906	71,628	320	22,189	20,422	17,814	5,445	371,813	58,262	40,827	380,831	2,660	4,669	33,180	130,716	
...	...	...	...	...	...	...	...	152	2,471	...	2,239	261	...	...	2	30
...	...	...	...	...	...	...	...	74	1,528	...	1,456	87	...	...	1,067	445
...	
...	...	...	...	...	...	...	...	701	18,067	2	1,180	17,063	...	278	1,669	9,773
...	...	...	...	...	...	...	...	97	2,386	...	201	2,185	...	77	189	1,036
...	...	...	...	...	...	...	...	1,506	23,197	...	21,094	2,103	...	...	545	255
...	...	...	...	...	...	...	...	884	13,422	...	13,351	119	...	...	40	424
...	...	...	...	...	...	...	...	56	5,661	2,091	901	4,817	...	86	862	2,646
...	...	...	...	...	...	...	...	22	1,411	223	47	1,187	69	12	139	849
Total	...	...	...	...	...	...	...	3,492	68,143	2,306	40,469	27,822	69	453	4,513	15,458
GRAND TOTAL	...	...	...	...	...	...	...	8,937	439,956	60,568	81,296	408,653	2,729	5,122	37,693	146,174

EDUCATION—GENERAL TABLE III—concluded.

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

CLASS OF INSTRUCTIONS.				CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED—concluded.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
				Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.			
1				27	28	29	30	31	32	33	34
Collegiate Education.	ARTS COLLEGES.										
	English	Males	...	365	638	5	...	...	7	...	
		Females	...	...	...	...	...	...	...	...	...
	Oriental	...	...	11	34	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	...	...	8	23	...	...	...	...	...
	Medicine	...	...	16	20	...	...	1	3	...	
	Engineering	...	...	...	...	...	...	...	...	...
	Teaching	Males	...	35	85	2	...	...	1	2	...
		Females	...	...	...	...	...	...	...	...	...
Agriculture	...	...	7	11	...	...	...	...	...
Veterinary	...	...	40	112	...	...	...	...	...
Total			482	923	7	...	2	12	...		
School Education, General.	SECONDARY SCHOOLS.										
	For Boys	High Schools	...	6,150	16,970	4	21	97	15	...	
		Middle Schools	English	...	3,243	9,201	...	4	59	17	...
	Vernacular		...	2,993	9,201	...	...	51	9	...	
	For Girls	High Schools	...	73	99	2	24	1	...	114	
		Middle Schools	English	...	118	1	...	32	...	...	128
	Vernacular		...	758	468	...	...	10	...	...
	Total			13,635	35,940	6	81	218	41	242	
	PRIMARY SCHOOLS.										
	For Boys	Upper Primary Schools	...	26,491	88,394	14	4	1,309	959	...	
Lower " "		...	3,586	10,564	1	...	184	28	...		
For Girls	Upper Primary Schools	...	5,592	9,025	2	1	13	...	217		
	Lower " "	...	692	1,271	...	...	...	...	11		
Total			36,361	109,254	17	5	1,506	987	228		
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.										
	Training Schools for Masters			48	326	...	...	...	...	...
	" " for Mistresses			9	40	...	...	...	...	...
	Schools of Art			26	136	...	...	...	...	...
	Law Schools			...	...	...	...	...	...	...
	Medical Schools			50	119	...	...	...	...	...
	Engineering and Surveying Schools			20	29	...	...	...	...	...
	Technical and Industrial Schools			224	985	1	...	7	...	...
	Commercial Schools			11	14	...	...	...	...	...
	Agricultural Schools			...	...	...	...	...	...	...
Reformatory Schools			5	57	...	...	21	...	...
Other Schools			7	11	...	5	...	...	...
Total			400	1,717	1	5	28	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION				50,878	147,834	31	91	1,754	1,040	470	
PRIVATE INSTITUTIONS.											
1. Advanced Teaching—											
(a) Arabic or Persian				...	2,439	...	...	...	28	...	
(b) Sanskrit				16	...	...	...	...	10	...	
(c) Any other Oriental Classic				...	...	...	...	...	...	...
2. Elementary teaching a Vernacular only or mainly.				2,943	3,229	72	...	103	214	...	
3. Elementary teaching the Quran, Shastras or other religious books by rote.				852	225	6	...	1	...	58	
4. Other Schools not conforming to Departmental Standard				28	22,369	...	...	...	3,359	...	
For Boys				13	12,945	...	...	...	...	2,216	
For Girls				934	1,125	...	...	8	33	...	
For Boys				47	291	4	...	...	...	33	
For Girls				...	...	...	...	...	...	...
Total			4,833	42,623	82	...	112	3,644	2,307		
GRAND TOTAL				55,711	190,457	113*	91	1,866	4,684	2,777	

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31st MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1913-14.

1	2	3	HINDUS.		6	7	8	9	10	11
			4	5						
	Europeans and Eurasians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Mahamadans.	Buddhists.	Parsis.	Others.	REMARKS.
COLLEGIATE EDUCATION—										
<i>Arts Colleges—</i>										
English ...	...	1	40	191	1,818	365	638	5	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	1	8	1	3	...	...	...	...	...
Oriental ...	...	...	1	57	2	11	34	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training—</i>										
Law ...	...	...	1	9	71	8	23	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	20	98	16	20	...	...	1
	Male	...	...	...	...	...	...	...	...	...
	Female	...	3	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching ...	...	15	5	46	126	35	85	2	...	1
	Male	...	...	...	...	...	...	...	...	...
	Female	32	2	...	...	...	...	...	...	...
Agriculture ...	...	...	...	2	18	7	11	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	2	18	40	112	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total	...	49	60	328	2,154	482	923	7	...	2
SCHOOL EDUCATION—GENERAL—										
<i>Secondary Schools—</i>										
<i>For boys—</i>										
High Schools	...	704	464	4,398	19,024	6,150	16,970	4	21	97
	Male	...	...	...	...	...	...	...	...	...
	Female	15	...	...	...	...	...	...	...	...
Middle Schools—	...	150	348	2,450	10,708	3,243	9,201	...	4	59
English ...	...	...	...	...	...	...	...	...	...	...
	Male	17	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Vernacular	...	...	239	2,868	9,099	2,986	9,200	...	...	51
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	1	7	1	...	...	...
<i>For Girls—</i>										
High Schools	...	99	7	1	1	3	1	...	2	...
	Male	...	...	...	...	...	...	...	...	...
	Female	726	212	86	189	370	98	2	22	1
Middle Schools—	...	115	...	1	...	...	...	...	12	...
English ...	...	...	...	...	...	...	...	...	...	...
	Male	532	152	1	64	118	1	...	20	...
	Female	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	243	376	3,254	758	468	...	...	10
Total	...	2,358	1,665	10,181	42,340	13,635	35,940	6	81	218
<i>Primary Schools—</i>										
<i>For Boys—</i>										
Upper Primary	...	83	1,485	16,325	58,904	26,418	87,817	14	4	1,307
	Male	...	...	...	...	...	...	...	...	...
	Female	64	40	22	181	73	577	...	...	3
Lower Primary	...	...	249	2,531	9,602	3,536	10,558	1	...	184
	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	8	14	...	6	...	...	...
<i>For Girls—</i>										
Upper Primary	...	25	...	9	40	34	109	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	32	653	2,476	13,967	5,558	8,916	2	1	13
Lower Primary	...	...	...	...	11	...	...	...	...	...
	Male	...	...	...	...	...	...	...	...	...
	Female	...	6	410	2,215	692	1,271	...	...	...
Total	...	204	2,433	22,281	84,934	36,361	109,254	17	5	1,506

EDUCATION—GENERAL TABLE III (A)—concluded.

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31st MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED, FOR THE OFFICIAL YEAR 1913-14.

1	Europeans and Eurasians.	Indian Christians.	HINDUS.		Sikhs.	Muhammadians.	Buddhists.	Parsees.	Others.	REMARKS.
			Brahmans.	Non-Brahmans.						
2	3	4	5	6	7	8	9	10	11	
SCHOOL EDUCATION—SPECIAL—concluded,										
<i>Schools for Special Instruction.</i>										
Training Schools	...	33	174	214	48	326	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Schools of Art	...	16	2	63	26	136	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Medical Schools	...	2	82	207	50	111	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	111	90	...	2	8	...	...	...
Engineering and Surveying Schools.	...	...	5	71	20	29	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Industrial Schools	...	51	82	529	224	985	1	...	7	
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	277	16	77	...	...	...	...
Commercial Schools	...	...	11	23	11	14	...	...	...
	{ Male	...	...	...	...	...	...	...	...
Reformatory Schools	...	8	6	47	5	57	...	...	21	
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Other Schools	...	12	10	3	26	6	11	...	1	
	{ Male	...	...	...	...	...	...	...	...
	{ Female	366	5	...	...	1	...	...	4	
Total	...	449	511	390	1,288	400	1,717	1	5	28
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.										
	2,660	4,669	33,180	130,716	50,878	147,834	31	91	1,754	
PRIVATE INSTITUTIONS—										
1. ADVANCED TEACHING—										
(a) Arabic or Persian	...	...	2	30	...	2,411	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	28	...	...	...
(b) Sanskrit	...	...	1,057	445	16	...	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	10	...	...	...	...	...	...
(c) Any other Oriental Classic.	...	...	...	...	...	...	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—										
For Boys	...	278	1,667	9,729	2,858	3,151	72	...	98	
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	2	44	85	78	...	...	5	
For Girls	...	...	...	10	46	2	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	77	189	1,026	806	223	6	1	
3. ELEMENTARY TEACHING—THE QORAN ONLY—										
For Boys	...	...	545	255	28	19,010	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	3,359	...	...	...
For Girls	...	...	...	...	...	2,216	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	40	424	13	10,729	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARD										
For Boys	...	73	857	2,632	934	1,124	...	...	8	
	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	13	5	14	...	...	...	...
For Girls	...	33	...	...	...	...	...	...	...
	{ Male	...	...	...	...	...	...	...	...
	{ Female	36	12	139	849	47	291	4	...	
TOTAL OF PRIVATE INSTITUTIONS!										
	69	453	4,513	15,458	4,833	42,623	82	...	112	
GRAND TOTAL.										
	2,729	5,122	37,693	146,174	55,711	190,457	*113	91	1,866	

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.		PUBLIC						
		UNDER PUBLIC						
		Managed by Government.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	
ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.	English { Male	98,880	...	...	53,338	...	1,52,218
	English { Female ... ..	...	...	...	...	...	...
	Oriental ... ..	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING	
	Law ... ..	...	...	...	...	...	...
	Medicine	1,24,303	4,276	2,507	12,184	...	1,43,270	
	Engineering ... ..	...	...	...	...	...	...
	Teaching { Male	1,08,421	1,691	138	...	5,101	1,15,351	
	Teaching { Female ... ..	...	...	...	...	...	...
	Agriculture	53,286	...	...	5,136	...	58,422
Veterinary	47,489	...	...	8,357	(a) 44,694	99,940	
Total		4,32,379	5,967	2,645	79,015	49,195	5,69,201	
SECONDARY SCHOOLS.								
School Education, General.	For Boys { High Schools	2,06,073	3,452	7,502	2,99,523	47 (b) 27,379	5,43,976	
	For Boys { Middle Schools { English ... ..	...	...	...	...	...	...
	For Boys { Middle Schools { Vernacular ... ..	...	...	...	...	...	...
	For Girls { High Schools	27,440	...	...	9,361	(d) 15,774	52,575
	For Girls { Middle Schools { English ... ..	...	...	...	...	...	...
	For Girls { Middle Schools { Vernacular ... ..	...	...	...	...	...	...
	Total		2,33,513	3,452	7,502	3,08,884	47	5,96,551
	PRIMARY SCHOOLS.							
	School Education, General.	For Boys { Upper Primary Schools	3,707	4,732	...	8,439
		For Boys { Lower Primary Schools	2,526	344	...	2,870
For Girls { Upper Primary Schools ... ..		...	...	...	...	...	...
For Girls { Lower Primary Schools ... ..		...	...	...	...	...	...
Total		6,233	...	...	5,076	...	11,309
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special.	Training Schools for Masters	82,368	...	...	...	...	82,368
	Training Schools for Mistresses	12,927	...	...	...	...	12,927
	Schools of Art	32,652	...	...	543	...	33,195
	Law Schools ... ..	...	...	...	...	...	...
	Medical Schools	11,265	...	...	7,142	...	18,407
	Engineering and Surveying Schools	27,920	...	...	5,904	...	33,824
	Technical and Industrial Schools	11,808	...	...	732	676	13,216
	Commercial Schools	3,024	...	...	3,191	...	6,215
	Agricultural Schools ... ..	...	...	...	...	...	...
	Reformatory Schools	29,932	...	...	...	...	29,932
Other Schools	1,062	...	...	...	31	1,093	
Total		2,12,958	...	...	17,512	707	2,31,177
Buildings	6,08,921	...	...	...	...	20,279	6,29,200
Furniture and Apparatus (Special Grants only)	1,05,781	...	...	3,250	...	23,054	1,32,085
Total		7,14,702	...	...	3,250	43,333	7,61,285
University ... ..	...	...	...	...	...	...	...
Direction ... ..	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges ... ..	...	...	...	...	...	...
	Medical Colleges ... ..	...	...	...	...	...	...
	Other Professional Colleges ... ..	...	...	...	...	...	...
	Secondary Schools ... ..	...	...	...	...	...	...
	Primary Schools ... ..	...	...	...	...	...	...
	Other Special Schools ... ..	...	...	...	...	...	...
Boarding-houses ... ..	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...
Total		...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		15,99,765	9,419	10,147	4,13,737	47	1,36,388	21,69,523

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
<i>Managed by District or Municipal Boards.</i>							<i>Aided by Government or by District or Municipal Boards.</i>						
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10.	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	29,555	300	967	71,186	29,955	43,631	1,75,594
...	...	...	...	...	...	...	1,200	...	...	229	...	...	1,429
...	...	...	...	...	...	...	23,706	...	...	294	...	...	24,060
...
...
...	...	...	...	...	...	...	11,100	...	...	2,334	...	4,476	17,910
...
...	...	...	...	...	...	...	65,621	300	967	74,043	29,955	48,107	2,18,993
...	12,243	10,728	78,268	...	63	1,01,302	1,81,283	4,787	37,342	4,26,732	57,298	72,447	7,59,889
...	22,686	49,054	1,78,452	3,612	2,826	2,55,630	30,766	4,205	3,832	58,305	13,794	10,720	1,21,622
...	1,63,639	17,352	54,444	2,332	351	2,38,118	...	672	...	408	...	1,321	2,401
...	...	...	...	...	...	...	67,029	...	3,172	32,672	6,503	7,678	1,17,054
...	...	...	...	...	...	...	35,072	...	849	17,844	468	2,839	57,072
293	2,203	18,583	2	...	7	21,088	8,736	3,505	9,553	1,202	10,187	8,561	41,744
293	2,00,771	94,717	3,11,166	5,944	3,247	6,16,138	3,02,886	13,169	54,743	5,37,163	88,250	1,03,566	10,99,782
...	7,79,401	10,774	85,571	591	1,160	8,77,497	7,040	81,946	12,928	15,933	16,747	14,997	1,49,591
...	46,883	44,402	9,932	188	156	1,01,561	913	7,677	4,246	3,854	10,336	4,715	31,741
2,861	1,12,554	40,698	8	231	81	1,56,433	3,506	16,502	17,240	2,769	15,859	32,150	88,026
440	2,024	14,431	...	14	1	16,910	3,744	1,600	942	374	1,716	578	8,954
3,301	9,40,862	1,10,305	95,511	1,024	1,398	11,52,401	15,203	1,07,725	35,356	22,930	44,658	52,440	2,78,312
...	27,534	...	16	...	...	27,550	610	...	...	...	...	62	672
341	...	...	...	...	...	341	1,506	...	...	162	...	1,885	3,553
...	...	...	...	...	...	...	19,599	...	1,200	1,428	10,879	4,664	37,770
...	13,921	9,909	840	55	54	24,779	5,389	2,838	2,652	1,363	10,786	10,241	33,269
...
...	...	...	...	...	...	...	7,892	...	...	1,536	1,211	...	10,639
341	41,455	9,909	856	55	54	52,670	34,996	2,838	3,852	4,489	22,876	16,852	85,903
(f) 173	6,17,151	70,649	...	17,967	600	7,06,540	1,92,398	229	...	219	1,00,499	87,583	3,80,928
(h)...	82,857	17,718	...	...	888	1,01,463	16,471	...	951	...	16,442	33,018	66,882
173	7,00,008	88,367	...	17,967	1,488	8,08,003	2,08,869	229	951	219	1,16,941	1,20,601	4,47,810
...
...
...
...
...
...
...
...
...
4,108	18,83,096	3,03,298	4,07,533	24,990	6,187	26,29,212	6,27,575	1,24,261	95,874	6,33,844	3,02,680	3,41,566	21,30,800

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.					PUBLIC INSTITUTIONS—CONCLD.				TOTAL EXPENDI	
					UNDER PRIVATE MANAGEMENT— concluded				Provincial Revenues.	District Funds.
					Unaided.					
					Fees.	Subscriptions.	Endowments and other sources.	Total.		
1	23	24	25	26	27	28				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
ARTS COLLEGES.										
Collegiate Education.	English	{ Male	66,541	19,563	16,552	1,02,656	1,28,435	300		
		{ Female	1,200	...		
	Oriental	23,766	...		
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law	...	13,018	...	7,922	20,940		
	Medicine	1,24,303	4,276		
	Engineering		
	Teaching	{ Male	1,08,421	1,691		
		{ Female	11,100	...		
	Agriculture	53,288	...		
Veterinary	...	...	...	...	...	47,489	...
	Total	...	79,559	19,563	24,474	1,23,596	4,98,000	6,267		
SECONDARY SCHOOLS.										
School Education, General.	For Boys	High Schools	58,168	12,682	12,381	83,231	3,67,356	20,482		
		Middle Schools	{ English	39,474	17,863	(e) 4,752	62,089	30,766	27,318	
		{ Vernacular	1,64,311		
	For Girls	High Schools	6,343	6,343	94,469	...		
		Middle Schools	{ English	63	867	2,822	3,752	35,072	...	
		{ Vernacular	1,011	1,011	9,029	5,708		
		Total	...	97,705	31,412	27,309	1,56,426	5,36,692	2,17,819	
	PRIMARY SCHOOLS.									
	School Education, General.	For Boys	Upper Primary Schools	2,373	6,252	2,634	11,259	10,747	8,61,347	
			Lower Primary Schools	594	4,355	2,660	7,609	3,439	54,560	
For Girls		Upper Primary Schools	7	4,146	(e) 3,062	7,215	6,367	1,29,061		
		Lower Primary Schools	...	343	...	343	4,184	3,624		
		Total	...	2,974	15,096	8,356	26,426	24,737	10,48,592	
SCHOOLS FOR SPECIAL INSTRUCTION.										
School Education, Special.	Training Schools for Masters	...	...	1,058	1,058	82,976	27,534	
	Training Schools for Mistresses	...	...	...	...	14,774	...
	Schools of Art	...	...	...	...	32,652	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	360	1,440	1,800	30,864	...			
	Engineering and Surveying Schools	...	1,704	...	1,618	3,322	27,920	...		
	Technical and Industrial Schools	...	...	...	...	17,197	16,759
	Commercial Schools	...	...	...	...	3,024	...
	Agricultural Schools	...	...	...	...	...	...
	Reformatory Schools	...	...	...	...	29,932	...
Other Schools	...	...	...	...	8,954	...	
	Total	...	1,704	360	4,116	6,180	2,48,295	44,293		
Buildings (Special Grants only)	...	49	42,678	61,207	1,03,934	8,01,492	6,17,380			
Furniture and Apparatus	...	2,138	5,176	13,445	20,759	1,22,252	82,857			
	Total	...	2,187	47,854	74,652	1,24,693	9,23,744	7,00,237		
University	...	...	...	...	...	30,000	...
Direction	...	...	...	...	...	82,575	...
Inspection	...	...	...	...	...	2,81,859	42,949
Scholarships held in	Arts Colleges	...	...	...	...	15,490	1,277
	Medical Colleges	...	...	...	...	4,021	1,053
	Other Professional Colleges	...	...	...	...	4,504	2,492
	Secondary Schools	...	...	...	...	28,765	54,595
	Primary Schools	...	...	...	...	16,267	1,303
	Medical Schools	...	...	...	...	13,226	1,860
	Technical and Industrial Schools	...	...	...	...	3,847	8,934
Other Special Schools	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	71,031	30,709
Miscellaneous	...	...	...	...	...	41,366	33,490
	Total	...	...	...	...	5,92,951	1,78,667
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	...	1,84,129	1,14,285	1,38,907	4,37,321	28,24,419	(e) 21,95,875			

TABLE IV—concluded.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14—concluded.

TURN FROM					REMARKS.
Municipal Funds.	Fees.	ALL OTHER SOURCES.		GRAND TOTAL.	
		Private.	Public		
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
967	1,91,065	1,09,701	...	4,30,468	(a) From Imperial Revenues.
...	229	...	...	1,429	(b) Includes Rs. 17,783 from Imperial Revenues.
...	294	...	...	24,060	(d) Includes Rs. 15,722 from Imperial Revenues.
...	13,018	7,922	...	20,940	
2,507	12,184	...	...	1,43,270	(f) In addition to Rs. 173 grants amounting to Rs. 9,23,995 made to District and Municipal Boards from Imperial and Provincial funds towards the construction of school buildings.
...	...	...	...	...	(h) Grants amounting to Rs. 2,515 made to District and Municipal Boards from Provincial Funds for furniture and apparatus.
138	...	5,101	...	1,15,351	
...	2,334	4,476	...	17,910	
...	5,136	...	...	58,422	
...	8,357	...	44,094	99,940	
3,612	2,32,617	1,27,200	44,094	9,11,799	
55,572	8,62,661	1,64,514	17,783	14,88,398	(c) Includes Rs. 427 from District Funds.
51,896	2,76,231	53,140	...	4,39,341	
17,352	54,852	4,004	...	2,40,519	
3,172	42,033	20,576	15,722	1,75,972	
849	17,907	6,996	...	60,524	
28,136	1,204	19,766	...	63,843	
1,56,967	12,54,918	2,68,996	33,505	24,68,897	
23,702	1,08,609	42,381	...	10,46,786	
43,648	14,724	22,410	...	1,43,781	
57,938	2,784	55,524	...	2,51,674	(e) Includes Rs. 5 from District Funds.
15,273	374	2,652	...	26,207	
1,45,661	1,26,491	1,22,967	...	14,68,448	
...	16	1,120	...	1,11,648	
...	162	1,885	...	16,821	
...	543	...	...	33,195	
...	
1,200	8,570	17,343	...	57,977	
...	7,608	1,618	...	37,146	
12,561	2,935	21,812	...	71,264	
...	3,191	...	...	6,215	
...	
...	...	...	...	29,932	
...	1,536	1,242	...	11,732	
13,761	24,561	45,020	...	3,75,930	
70,649	268	3,30,813	...	(g) 18,20,602	(g) Revised figures received after compilation has been completed show an additional expenditure of Rs. 16,458 from Provincial Revenues.
18,669	5,383	88,996	3,027	3,21,189	(i) Includes the following items :—
89,318	5,656	4,19,809	3,027	21,41,791	(1) Rs. 7,22,914 from Imperial Revenues for Primary Education.
...	1,51,146	12,551	98,000	2,91,697	(2) Rs. 21,996 from Imperial Revenues for training classes.
...	...	...	...	82,575	(3) Rs. 5,684 from Imperial Revenues for Industrial Education.
4,513	...	...	...	3,29,321	(4) Rs. 7,67,643 from Imperial Revenues for School buildings.
1,787	...	21,779	...	40,333	(5) Rs. 2,01,200 from Provincial Revenues for Primary Education.
212	...	904	...	6,195	(6) Rs. 1,300 from Provincial Revenues for training classes.
240	...	10,478	...	17,714	(7) Rs. 1,420 from Provincial Revenues for Industrial Education.
8,096	...	4,053	...	95,509	(8) Rs. 2,000 from Provincial Revenues for School furniture.
1,894	...	166	...	19,630	(9) Rs. 2,800 from Provincial Revenues for the maintenance of Secondary Schools.
488	...	12,755	...	28,329	(j) Includes the following items :—
2,779	...	1,637	...	17,197	(1) Rs. 1,00,895 from Imperial Revenues for Primary Education.
...	...	...	...	...	(2) Rs. 6,641 from Imperial Revenues for the maintenance of certain schools.
6,324	3,85,115	2,15,702	18,768	7,27,649	(3) Rs. 90,227 from Imperial Revenues for School buildings.
21,349	40,969	76,048	85,348	2,98,570	(4) Rs. 1,301 from Provincial Funds for Industrial Education.
47,682	5,77,230	3,56,073	2,02,116	19,54,719	(5) Rs. 10,360 from Provincial Funds for the maintenance of Secondary Schools.
(j)4,57,001	22,21,473	13,40,065	2,82,742	98,21,575	(6) Rs. 1,099 from Provincial Revenues for School buildings.
					(7) Rs. 515 from Provincial Revenues for School furniture.

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC INSTRUCTION									
			UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
			Managed by Government.					Aided by Government Municipal				
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education	Teaching	Male	...	...	...	...	22,864	...	...	...	...
		Female	...	...	...	...	...	11,100	...	...	2,334
		Total	...	...	...	...	22,864	11,100	...	...	2,334
SECONDARY SCHOOLS.												
School Education, General.	For Boys...	High Schools	8,733	...	(a) 17,783	48,054	27,998	41,242
		Middle Schools, English	13,360	6,069
	For Girls..	High Schools	5,932	...	(b) 15,722	32,423	57,062	27,019
		Middle Schools, English	33,988	17,844
	Total	14,665	...	33,505	80,477	1,32,308	92,174
PRIMARY SCHOOLS.												
School Education, General.	For Boys...	Upper Primary Schools	...	...	...	...	...	5,310	...	...	2,518
		Lower Primary Schools	...	...	...	...	...	...	...	...	...
	For Girls...	Upper Primary Schools	...	...	...	...	...	3,015	...	...	1,837
		Lower Primary Schools	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	8,325	...	...	4,355	
Buildings	...	77,892	...	...	...	2,075	79,967	54,314	...	...	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	(c) 14,895	14,895	8,121	...	...	...
Total	...	77,892	...	...	...	16,970	94,862	62,435	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Training Colleges	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
TOTAL	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	...	1,33,063	...	14,665	...	50,475	1,98,203	2,14,163	...	...	93,863

TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1913-14.

TUTIONS.							TOTAL EXPENDITURE FROM						REMARKS.	
MANAGEMENT.														
or by District or Boards.			Unaided.				All other sources.							
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	Grand Total.	
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.	
...	...	...	...	...	...	...	22,864	...	...	...	...	...	22,864	
...	4,476	17,910	...	...	...	...	11,100	...	...	2,334	4,476	...	17,910	
...	4,476	17,910	...	...	...	...	33,964	...	...	2,334	4,476	...	40,774	
...	...	69,140	...	...	...	...	49,436	...	...	49,975	...	17,783	1,17,194	(a) From Imperial Revenues.
1,211	258	20,898	...	...	...	...	13,360	...	...	6,069	1,469	...	2,898	
...	...	84,081	...	...	...	...	67,831	...	...	32,951	...	15,722	1,16,504	(b) From Imperial Revenues.
...	...	51,832	...	...	...	...	33,988	...	...	17,844	...	...	51,832	
1,211	258	2,25,951	...	...	...	...	1,64,615	...	...	1,06,639	1,469	33,505	3,06,428	
100	3,275	11,203	...	...	...	...	5,310	...	...	2,518	3,375	...	11,208	
...	
110	1,321	6,283	...	...	...	...	3,015	...	...	1,837	1,431	...	6,283	
...	
210	4,596	17,486	...	...	...	...	8,325	...	...	4,355	4,806	...	17,486	
500	39,660	94,674	...	...	...	...	1,32,206	...	...	...	42,435	...	1,74,641	
...	1,714	9,835	...	...	...	...	8,121	...	...	...	13,582	3,027	24,730	(c) Includes Rs. 3,027 from Imperial Revenues.
500	41,574	1,04,509	...	...	...	...	1,40,327	...	...	...	56,017	3,027	1,99,371	
...	...	...	...	...	...	...	17,774	...	...	...	...	...	17,774	
...	...	...	...	...	...	...	2,900	...	...	...	...	...	2,900	
...	...	...	...	...	...	...	10,561	...	...	...	...	...	10,561	
...	...	...	...	...	...	...	30,739	...	...	1,78,913	67,044	18,768	2,95,464	
...	...	...	...	...	...	...	412	...	...	40,969	66,588	85,348	1,93,317	
...	...	...	...	...	...	...	62,386	...	...	2,19,882	1,33,632	1,04,116	5,20,016	
1,921	50,904	3,65,856	...	...	...	...	4,69,617	...	...	3,33,410	2,00,400	1,40,648	10,84,075	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.					
					Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.						Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.			
SECONDARY SCHOOLS.													
For Boys.	Government	English	31	12,976	2,304	...	2,304	4,614	...	4,614			
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	39	10,008	290	...	290	3,122	...	3,122			
		Vernacular	113	21,858	...	...	...	5,466	...	5,466
	Municipal	English	36	10,221	190	...	190	2,825	...	2,825			
		Vernacular	13	2,340	...	...	...	480	...	480
	Aided	English	89	32,001	4,214	...	4,214	9,606	1	9,607			
		Vernacular	1	254	...	...	...	35	...	35
	Unaided	English	30	8,821	897	...	897	2,884	...	2,884			
		Vernacular	...	...	...	...	...	...	...	...
	Total		352	98,479	7,895	...	7,895	29,032	1	29,033			
For Girls.	Government	English	3	385	...	25	25	...	108	108			
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	188	...	...	...	18	...	18
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	8	1,387	...	...	...	...	161	161
	Aided	English	24	1,962	...	109	109	8	473	481			
		Vernacular	18	3,457	...	...	...	...	322	322
	Unaided	English	3	489	...	11	11	...	65	65			
		Vernacular	1	77	...	...	...	...	10	10
	Total		59	7,945	...	145	145	8	1,157	1,165			
TOTAL SECONDARY SCHOOLS			411	106,424	7,895	145	8,040	29,040	1,158	30,198			
PRIMARY SCHOOLS.													
<i>Upper Primary Schools.</i>													
For Boys.	Government	...	4	762	...	...	...	...	...	...
	District Board	...	2,596	14,230	...	...	...	...	...	...
	Municipal	...	12	1,861	...	...	...	...	...	...
	Aided	...	857	39,995	...	...	...	...	...	...
	Unaided	...	138	5,968	...	...	...	...	...	...
	Total		3,607	193,816	...	...	...	...	...	...
For Girls.	Government	...	...	...	...	...	...	...	...	...
	District Board	...	374	14,883	...	...	...	...	...	...
	Municipal	...	67	5,242	...	...	...	...	...	...
	Aided	...	184	19,149	...	...	...	...	...	...
	Unaided	...	39	1,561	...	...	...	...	...	...
	Total		684	31,335	...	...	...	...	...	...
TOTAL UPPER PRIMARY SCHOOLS			4,291	225,651	...	...	...	...	...	...
<i>Lower Primary Schools.</i>													
For Boys.	Government	...	3	199	...	...	...	...	...	...
	District Board	...	284	10,610	...	...	...	...	...	...
	Municipal	...	71	7,147	...	...	...	...	...	...
	Aided	...	107	5,726	...	...	...	...	...	...
	Unaided	...	86	3,057	...	...	...	...	...	...
	Total		551	26,739	...	...	...	...	...	...
For Girls.	Government	...	...	...	...	...	...	...	...	...
	District Board	...	16	375	...	...	...	...	...	...
	Municipal	...	46	2,802	...	...	...	...	...	...
	Aided	...	32	1,045	...	...	...	...	...	...
	Unaided	...	15	383	...	...	...	...	...	...
	Total		109	4,605	...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS			660	31,344	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,951	253,995	...	...	...	...	...	...
GRAND TOTAL			5,362	363,419	7,895	145	8,040	29,040	1,158	30,198			

RAJ TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1913-14.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
						Reading Printed Books.			Not reading Printed Books.		
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,017	...	3,017	3,027	14	3,041	...	...	...	12,962	14	12,976
...
3,447	...	3,447	3,149	...	3,149	...	...	...	10,008	...	10,008
3,905	...	3,905	12,249	8	12,257	230	...	230	21,850	8	21,858
2,782	...	2,782	4,264	...	4,264	160	...	160	10,221	...	10,221
443	...	443	1,416	1	1,417	...	...	...	2,339	1	2,340
8,016	4	8,020	10,007	13	10,020	140	...	140	31,983	18	32,001
42	...	42	177	...	177	...	...	...	254	...	254
2,397	...	2,397	2,643	...	2,643	...	...	...	8,821	...	8,821
...
24,049	4	24,053	36,932	36	36,968	530	...	530	98,438	41	98,479
2	103	110	41	101	142	...	...	...	43	342	385
...
...	32	32	...	120	120	...	18	18	...	188	188
...	407	407	...	819	819	...	...	...	...	1,387	1,387
24	379	403	167	802	969	...	...	...	199	1,763	1,962
...	737	737	...	2,041	2,041	...	357	357	...	3,457	3,457
...	106	106	...	292	292	...	15	15	...	489	489
...	9	9	...	58	58	...	...	...	...	77	77
26	1,778	1,804	208	4,233	4,441	...	390	390	242	7,703	7,945
24,075	1,782	25,857	37,140	4,269	41,409	530	390	920	98,680	7,744	106,424
296	...	296	466	...	466	...	...	...	762	...	762
26,318	8	26,326	117,851	60	117,911	993	...	993	145,162	68	145,230
711	...	711	1,085	...	1,085	65	...	65	1,861	...	1,861
3,750	16	3,766	35,417	752	36,169	60	...	60	39,227	768	39,995
334	...	334	5,485	123	5,608	26	...	26	5,845	123	5,968
31,409	24	31,433	160,304	935	161,239	1,144	...	1,144	192,857	959	193,816
...	1,941	1,941	...	12,578	12,578	...	363	363	...	14,882	14,883
...	626	626	...	4,605	4,605	...	11	11	...	5,242	5,242
3	1,200	1,203	184	8,335	8,519	...	427	427	187	9,962	10,149
...	99	99	29	1,418	1,447	...	15	15	29	1,532	1,561
3	3,866	3,869	214	26,936	27,150	...	816	816	217	31,618	31,835
31,412	3,890	35,302	160,518	27,871	188,389	1,144	816	1,960	193,074	32,577	225,651
...	...	...	199	...	199	...	...	...	199	...	199
...	...	...	10,539	19	10,558	52	...	52	10,591	19	10,610
...	...	...	6,806	...	6,806	341	...	341	7,147	...	7,147
...	...	...	5,664	9	5,673	53	...	53	5,717	9	5,726
...	...	...	3,001	...	3,001	55	...	56	3,057	...	3,057
...	...	...	26,209	28	26,237	502	...	502	26,711	28	26,739
...	...	...	...	375	375	...	...	...	...	375	375
...	...	...	...	2,802	2,802	...	...	...	...	2,802	2,802
...	...	...	11	937	948	...	97	97	11	1,034	1,045
...	...	...	...	383	383	...	...	...	...	383	383
...	...	...	11	4,497	4,508	...	97	97	11	4,594	4,605
...	...	...	26,220	4,525	30,745	502	97	599	26,722	4,622	31,344
31,412	3,890	35,302	186,738	32,396	219,134	1,646	913	2,559	219,796	37,199	256,995
55,487	5,872	61,359	292,970	26,607	319,577	2,192	1,826	4,018	321,816	43,806	365,622

EDUCATION—GENERAL

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF SCHOOLS.				Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.		
						1		
						Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
<i>For Boys</i>	...	{	Government, English ...	2	449	49	...	49
			Aided ,, ...	6	460	64	...	64
			Unaided ,, ...	...	...	...	...	...
			Total ...	8	909	113	...	113
<i>For Girls</i>	...	{	Government, English ...	2	333	...	21	21
			Aided ,, ...	17	1,200	...	60	60
			Total ...	19	1,533	...	81	81
TOTAL SECONDARY SCHOOLS				27	2,442	113	81	194
PRIMARY SCHOOLS.								
<i>Upper Primary Schools.</i>								
<i>For Boys</i>	...	{	Aided ...	4	153	...	...	...
			Unaided ...	...	...	...	...	...
			Total ...	4	153	...	...	...
<i>For Girls</i>	...	...	Aided ...	2	60	...	...	...
			Total ...	2	60	...	...	...
TOTAL UPPER PRIMARY SCHOOLS				6	213	...	...	...
<i>Lower Primary Schools.</i>								
<i>For Boys</i>	...	{	Aided ...	...	...	...	...	...
			Unaided ...	...	...	...	...	...
			Total ...	...	...	...	...	...
<i>For Girls</i>	...	...	Aided ...	...	...	...	...	...
			Total ...	...	...	...	...	...
TOTAL LOWER PRIMARY SCHOOLS				...	...	...	...	...
TOTAL PRIMARY SCHOOLS				6	213	...	...	...
GRAND TOTAL				33	2,655	113	81	194

TABLE V (A).

EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END OF THE OFFICIAL YEAR 1913-1914.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.</i>			<i>Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.</i>			<i>Comprising all pupils who have not passed beyond the Lower Primary Stage.</i>					
2			3			4					
						Reading Printed Books.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
192	...	192	103	...	108	86	14	100	435	14	449
183	1	184	88	4	92	107	13	120	442	18	460
...
375	1	376	196	4	200	193	27	220	877	32	909
...	98	98	...	88	88	39	87	126	39	294	333
8	333	341	24	229	253	167	379	546	199	1,001	1,200
8	431	439	24	317	341	206	466	672	238	1,295	1,533
383	432	815	220	321	541	399	493	892	1,115	1,327	2,442
...	...	...	10	13	23	79	51	130	89	64	153
...
...	...	...	10	13	23	79	51	130	89	64	153
...	...	...	5	10	13	22	25	47	25	35	60
...	...	...	3	10	13	22	25	47	25	35	60
...	...	...	13	23	36	101	76	177	114	99	213
...
...
...
...
...
...
...
...	...	...	13	23	36	101	76	177	114	99	213
383	432	815	233	314	577	500	569	1,069	1,229	1,426	2,655

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1913-14.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16	17	Brahmans.	Non-Brahmans.	20	21	22	23	24
12	9	1	3	25	...	1	2	13	3	6	...	...	...
33	72	55	13	173	...	5	21	93	14	38	2	...	...
5	...	...	...	5	...	...	...	1	1	3	...	...	...
19	16	...	...	35	...	...	4	23	3	4	1	...	...
55	35	64	...	154	...	3	13	100	24	13	1	...	...
40	114	264	35	453	...	7	52	233	39	113	9	...	...
...
...	7	...	7	14	...	...	10	4	...	...	...	...	...
...	1	...	16	17	...	...	1	...	16	...	...	...	...
...	7	...	4	11	...	...	...	...	...	11	...	...	...
...	2	...	10	12	...	1	...	...	...	11	...	...	...
...	11	...	27	38	...	...	37	1	...	...	...	...	...
...	1	...	1	2	...	...	...	...	...	2	...	...	...
...	...	...	2	2	...	...	...	1	...	...	...	...	...
...	...	...	3	3	...	...	...	...	...	3	...	...	...
...	2	...	10	12	...	...	...	...	12	...	...	...	...
...	...	...	...	...	...	...	76	11	...	...	...	...	...
...	...	...	87	87	...	...	...	...	...	...	...	...	...
...	...	...	3	3	...	...	...	...	...	9	...	...	...
...	...	...	5	5	...	...	...	1	4	...	...	...	...
...	...	...	2	2	...	...	2	...	...	...	...	...	...
...
...	...	32	24	56	...	1	6	34	7	6	...	...	...
...	...	53	25	78	...	...	5	46	3	24	...	...	...
...	...	...	...	...	...	...	1	13	2	2	...	...	...
18	...	...	...	18	...	...	6	19	4	4	...	...	...
33	...	...	...	33	...	...	3	21	3	6	...	...	...
33	...	...	...	33	...	1	3	38	6	10	...	...	...
23	14	21	...	58	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2	...	...	1	...	...	...
3	...	...	...	3	...	...	...	...	...	...	...	...	...
...
...
...
215	22	...	16	253	29	9	33	96	19	64	2†	1	...
9	...	...	...	9	...	...	1	4	1	3	...	...	...
52	...	...	...	52	...	...	2	3	10	37	...	...	...
...
570	814	340	88	1,812	...	20	225	862	222	460	23	...	...
...	11	...	2	13	...	8	...	5	...	...	...	...	...
11	12	...	...	23	23	...	...	...	...	...	...	...	...
6	17	...	...	23	23	...	...	...	...	...	...	...	...
40	15	...	...	55	55	...	...	...	...	...	...	...	...
7	38	...	...	45	45	...	...	...	...	...	...	...	...
1,366	...	...	36	1,402	...	4	248	501	177	466	6†	...	...
35	82	27	17	161	...	42	10	60	34	15	...	...	...
...
...
...
359	...	...	22	391	...	4	77	121	24	165	...	...	...
7	3	...	1	11	...	3	...	2	2	4	...	...	...
5	9	...	...	14	...	9	2	1	2	...	...	...	...
183	...	...	...	188	...	14	2	50	27	95	...	...	...
54	...	...	...	54	...	4	8	27	3	12	...	...	...
51	...	15	...	66	...	...	5	36	8	17	...	...	...
37	...	...	1	38	...	...	2	6	3	27	...	...	...
16	...	...	3	19	...	1	5	7	...	6	...	...	...
...
...
...
...
...

Examination; (3) Junior Anglo-Vernacular Certificate Examination; (4) Senior Vernacular Certificate Examination; Certificate Examination.
† Jains.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
OBJECTS OF EXPENDITURE.	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY		
	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attend-ance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Ass-ociations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
COLLEGIATE EDUCATION.														
ARTS COLLEGES.														
English ... ..	...	...	...	...	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	300
Oriental ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...	...	...	...	...	...	4,276	...	...
Engineering ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { Male ... ..	...	...	...	...	...	...	...	...	...	...	...	1,691	...	...
{ Female ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	...	...	...	...	...	5,967	...	300
SCHOOL EDUCATION, GENERAL.														
SECONDARY SCHOOLS.														
For Boys { High Schools	6	2,079	2,107	1,851	...	10,583	1,287	41,066	...	32	52,968	3,452	1,660	4,787
{ Middle English	33	7,929	8,031	7,253	...	11,479	15,717	92,758	2,270	946	1,23,168	...	11,207	4,632
{ Schools Vernacular	113	21,858	22,032	19,876	...	1,57,872	7,875	49,043	2,332	325	2,17,447	...	5,767	672
For Girls { High Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Middle English ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
{ Schools Vernacular	2	188	160	146	63	2,203	...	...	...	7	2,273	...	...	3,505
Total	154	32,054	32,330	29,126	63	1,82,137	24,879	1,82,865	4,602	1,310	3,95,856	3,452	18,634	13,596
PRIMARY SCHOOLS.														
For Boys { Upper Primary	2,596	1,45,230	1,38,164	1,21,531	...	7,78,991	1,236	77,969	589	1,055	8,59,830	...	420	81,946
{ Lower Primary	284	10,610	8,589	7,484	...	46,893	...	3,475	9	150	50,517	...	...	7,677
For Girls { Upper Primary	374	14,883	14,104	11,905	2,033	1,11,747	277	8	228	77	1,14,370	...	807	16,507
{ Lower Primary	16	375	357	326	...	2,024	...	...	7	1	2,032	...	...	1,600
Total	3,270	1,71,098	1,61,214	1,41,246	2,033	9,39,635	1,513	81,452	833	1,283	10,26,749	...	1,227	1,07,790
SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for Masters	15	269	260	252	...	27,534	...	16	...	...	27,550	...	...	...
Training Schools for Mistresses ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	12	586	541	488	...	13,921	500	434	...	54	14,909	...	...	2,838
Commercial Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	27	855	801	690	...	41,455	500	450	...	54	42,459	...	...	2,838
Buildings ... ..	...	...	...	...	173	6,17,151	...	...	17,967	600	1,35,891	...	...	229
Furniture and Apparatus (Special Grants only) ... ..	...	...	...	...	...	82,857	924	...	...	...	83,781	...	...	...
Total ... ..	...	...	...	...	173	7,00,008	924	...	17,967	600	7,19,672	...	...	229
SCHOLARSHIPS AND INSPECTION.														
University ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Director on ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	3,451	2,04,007	1,94,345	1,71,062	2,269	18,63,235	27,816	2,64,767	23,402	3,247	21,84,736	9,419	19,861	24,693

AL TABLE VII.

PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1913-14.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																	
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.	
											The Government.	District Boards	Private Persons or Associations				
TOTAL AMOUNT EXPENDED ON PUBLIC INSTRUCTION.	Number of Institutions.	Number of Scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendances.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards	Private Persons or Associations	Rs. 967	Rs. 1,267	
Rs. 300	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
...
4,276	...	...	...	...	...	...	...	...	...	...	...	2,507	...	...	2,507	6,783	...
1,691	...	...	...	...	...	...	...	...	...	...	...	138	...	...	138	1,829	...
3,267	...	...	...	...	...	...	...	...	...	...	...	2,645	...	967	3,612	9,979	...
0,482	5	2,300	2,253	2,087	...	9,441	1,660	37,202	...	31	48,334	7,502	1,287	37,342	55,572	76,054	...
7,318	31	8,021	6,856	7,039	...	32,337	11,207	85,696	1,342	1,880	1,32,462	...	15,717	3,832	51,886	79,204	...
4,311	13	2,340	2,276	2,058	...	9,477	5,767	5,401	...	26	20,671	...	7,875	...	17,352	1,81,668	...
5,708	8	1,397	1,350	1,062	230	18,583	...	2	...	...	18,815	...	...	843	849	849	...
7,819	57	13,948	12,735	12,246	230	69,838	18,634	1,28,301	1,342	1,937	2,20,282	7,502	24,879	54,748	1,56,967	3,74,786	...
1,347	12	1,861	2,116	1,726	...	9,538	420	7,602	2	105	17,667	...	1,236	12,928	23,702	8,85,049	...
4,560	71	7,147	6,887	5,756	...	14,402	...	6,457	179	6	51,044	...	...	4,246	48,648	1,03,208	...
9,061	87	5,242	4,837	3,883	828	40,421	807	...	3	4	42,063	...	277	17,240	57,938	1,86,999	...
8,624	46	2,802	2,629	1,628	440	14,431	...	...	7	...	14,878	...	...	942	15,373	18,997	...
48,592	216	17,652	16,269	12,993	1,268	1,08,792	1,227	14,059	191	115	1,25,652	...	1,513	35,356	1,45,661	11,94,253	...
7,534	1	8	7	7	341	...	...	...	...	...	341	...	...	...	...	27,534	...
16,759	4	575	539	470	...	9,409	...	406	55	...	9,870	...	500	2,652	12,561	29,320	...
4,293	5	583	546	477	341	9,409	...	406	55	...	10,211	...	500	3,852	13,761	58,054	...
17,380	...	...	...	...	...	70,649	...	...	...	...	70,649	...	...	...	70,649	3,88,029	...
82,857	...	...	...	...	...	16,794	...	...	...	888	17,682	...	924	951	18,669	1,01,526	...
60,237	...	...	...	...	...	87,443	...	...	...	888	88,331	...	924	951	89,318	7,89,555	...
42,949	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,513	47,462	...
1,277	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,787	3,064	...
1,058	...	...	...	...	...	...	...	...	...	...	...	...	...	...	212	1,270	...
2,432	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	2,732	...
5,595	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,096	62,691	...
1,303	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,394	3,197	...
1,860	...	...	...	...	...	...	...	...	...	...	...	...	...	...	488	2,348	...
8,934	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,779	11,713	...
4,199	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,673	91,872	...
13,667	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,632	2,26,349	...
95,875	278	31,583	29,550	25,716	1,839	2,75,482	19,861	1,42,766	1,588	2,940	4,44,476	10,147	27,816	95,874	4,57,001	26,52,876	...

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1913-14.

CLASS OF HOSTELS OR BOARDING HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial Revenue.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FOR MALES.														
									Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government.	46	3,419	294	371	1,976	38	...	740	22,761	—	(a) 36,584	70,996	1,30,341	(a) Include 9,554 Imperial annas.
2. Managed by Local or Municipal Boards.	216	5,723	...	...	5,142	414	...	167	...	35,392	67	26,288	61,747	
3. Aided by Government or by Local or Municipal Boards.	65	4,060	63	42	3,880	48	...	27	22,693	1,641	28,314	53,132	1,05,780	
4. Unaided ...	76	5,106	1,593	37	3,221	104	...	151	...	...	41,265	87,507	1,28,772	
Total ...	403	18,308	1950	450	14,219	604	...	1,085	45,454	37,033	1,06,230	2,37,923	4,26,640	
FOR FEMALES.														
1. Managed by Government ...	4	397	...	...	353	...	...	44	1,754	...	(b) 13,654	26,555	41,963	(b) Include 5,214 Imperial annas.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	22	1,196	...	32	1,093	69	...	2	23,823	...	74,320	1,02,923	2,01,066	
4. Unaided ...	19	1,087	3	2	647	250	...	135	...	...	40,266	17,714	57,980	
Total ...	45	2,630	3	34	2,093	319	...	181	25,577	...	1,28,240	1,47,192	3,01,009	
GRAND TOTAL ...	448	20,938	1,953	484	16,312	923	...	1,266	71,031	37,033	(c) 2,34,470	3,85,115	7,27,649	(c) Include 18,765 Imperial annas.

EDUCATION—GENERAL TABLE VIII-A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES
(FOR EUROPEANS) FOR THE OFFICIAL YEAR 1913-14.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						EXPENDITURE FROM					REMARKS.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.		Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total expenditure.	
						Upper Primary Schools.	Lower Primary Schools.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FOR MALES.														
Managed by Government.	3	441	...	14	427	...	...	...	Rs. 757	Rs. ...	Rs. (a) 18,434	Rs. 31,892	Rs. 51,083	(a) Includes Rs. 9,554 from Imperial Revenues.
Aided by Government or by Local or Municipal Boards.	4	237	...	...	237	...	...	...	Rs. 7,659	Rs. ...	Rs. 5,832	Rs. 33,217	Rs. 46,708	
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	7	678	...	14	664	...	...	Rs. 8,416	Rs. ...	Rs. 24,236	Rs. 65,109	Rs. 97,791	
FOR FEMALES.														
1. Managed by Government.	2	329	...	...	329	...	...	...	...	...	Rs. (b) 13,654	Rs. 17,511	Rs. 31,165	(b) Includes Rs. 9,214 from Imperial Revenues.
2. Aided by Government	15	768	...	32	736	...	...	...	Rs. 22,323	Rs. ...	Rs. 47,392	Rs. 96,293	Rs. 1,66,508	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	17	1,097	...	32	1,065	...	...	Rs. 22,323	Rs. ...	Rs. 61,546	Rs. 1,13,804	Rs. 1,97,673	
GRAND TOTAL	...	24	1,775	...	46	1,729	...	...	Rs. 30,739	Rs. ...	Rs. (c) 85,812	Rs. 1,78,913	Rs. 2,95,464	(c) Includes Rs. 18,763 from Imperial Revenues.

EDUCATION—GENERAL TABLE IX.

RETURN OF THE NUMBER AND QUALIFICATIONS OF TEACHERS SERVING IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1913-14.

		IN PRIMARY SCHOOLS.					MIDDLE SCHOOLS.					HIGH SCHOOLS.					COLLEGES.					TOTAL.	
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government	Board.	Municipal.	Aided.	Unaided.		
In Schools for Indians.	Teachers of Vernacular	Trained ...	22	3,261	159	136	19	5	810	204	138	41	174	24	22	311	44	5,370
		Untrained ...	2	2,136	331	1,667	324	10	241	154	195	52	71	19	16	227	57	5,502
	Total ...	24	5,397	490	1,803	343	15	1,051	358	333	93	245	43	38	538	101	...	...	...	...	...	10,872
	Anglo-Vernacular teachers and teachers of Classical languages.	Trained ...	6	3	5	6	1	2	94	87	54	20	263	23	24	308	61	1	4	1	983
		Untrained ...	1	1	7	36	2	2	82	84	85	68	166	25	22	305	62	26	57	49	1,080
		Total ...	7	4	12	42	3	4	176	171	139	88	429	58	56	613	123	27	61	50	2,063
		Possessing a degree.	7	...	2	21	19	17	9	123	20	18	193	25	27	52	49	592
		Possessing no degree.	7	4	12	35	3	2	155	152	122	79	306	38	38	420	88	9	1	1,471
	Total ...	7	4	12	42	3	4	176	171	139	88	429	58	56	613	123	27	...	...	61	50	2,063
	In Schools for Europeans.	Trained	5	20	...	23	50	107
Untrained ...		...	...	...	8	...	...	...	38	...	10	...	...	47	...	...	...	...	...	...	...	103
Total ...		...	...	...	13	...	...	...	67	...	33	...	...	97	...	...	...	...	...	...	...	210
Possessing a degree.		...	...	...	...	...	...	...	2	...	4	...	...	15	...	...	...	...	...	...	...	21
Possessing no degree.		...	...	...	13	...	...	...	65	...	29	...	...	82	...	...	...	...	...	...	...	189
Total ...	...	...	...	13	...	...	...	67	...	33	...	...	97	...	...	...	...	...	...	...	...	210
GRAND TOTAL OF ALL TEACHERS ..		31	5,401	502	1,858	346	19	1,227	529	539	181	707	101	94	1,248	224	27	...	...	61	50	13,145

NOTE.— The two totals will be identical.

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1914.

Serial No.	District.	NUMBER OF SCHOOLS.								NUMBER OF SCHOLARS.								TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	Under Public Management.	Aided.			
		Upper.	Lower.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.							
				Upper.	Lower.	Upper.	Lower.				Upper.	Lower.	Upper.	Lower.						
1	Hissar	126	9	8	2	...	...	145	3,792	385	289	73	...	...	4,539	34,794	2,545
2	Rohtak	120	4	5	1	1	...	131	5,854	400	245	35	77	...	6,611	46,550	1,870			
3	Gurgaon	113	7	30	...	...	8	158	4,782	490	1,067	...	...	200	6,539	38,815	3,309
4	Karnal	87	14	16	...	...	2	119	2,694	614	541	...	...	84	3,933	26,856	3,494
5	Ambala	113	5	21	3	8	1	151	5,601	442	867	150	356	63	7,479	45,191	5,873			
6	Simla	7	7	...	1	...	1	16	514	148	...	28	...	51	741	10,601	169			
	Total	566	46	80	7	9	12	720	23,237	2,479	3,009	286	433	398	29,842	202,607	17,260			
7	Kangra	60	12	27	36	...	26	161	4,206	495	1,278	1,327	...	717	8,023	29,730	8,317			
8	Hoshiarpur	136	3	48	...	...	14	201	7,961	164	2,014	...	...	475	10,614	53,994	5,439
9	Jullundur	108	5	23	12	...	11	159	6,954	211	998	544	...	319	9,626	37,058	3,534			
10	Ludhiana	80	3	11	4	...	4	102	4,448	81	413	217	...	146	5,305	24,959	1,984			
11	Ferozepore	98	20	12	2	...	2	134	5,129	934	493	113	...	259	6,928	44,340	1,886			
	Total	482	43	121	54	...	57	757	28,698	1,885	5,196	2,201	...	1,916	39,896	190,091	21,160			
12	Lahore	75	13	16	11	...	14	129	4,169	1,175	606	1,520	...	569	8,039	32,127	13,616			
13	Amritsar	98	9	68	2	8	...	185	6,543	1,319	2,634	163	261	...	10,920	48,023	8,727			
14	Gurdaspur	127	34	34	1	6	...	202	7,265	1,844	1,340	107	175	...	10,731	52,672	5,769			
15	Sialkot	137	7	66	...	15	3	223	12,324	1,254	2,968	...	440	174	17,160	57,961	8,029			
16	Gujranwala	98	39	34	2	9	...	182	5,543	1,374	1,465	152	274	...	8,748	45,473	7,494			
	Total	535	102	218	16	38	17	926	35,844	6,966	8,953	1,942	1,150	743	55,593	236,261	43,635			

SUPPLEMENTARY RETURN SHOWING PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR BOYS BY DISTRICTS FOR THE YEAR ENDING 31st MARCH 1914—concl'd.

Serial No.	District.	NUMBER OF SCHOOLS.							NUMBER OF SCHOLARS.							TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
		UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total.	Under public management.	Aided.	
		Upper.	Lower.	Aided.		Unaided.			Upper.	Lower.	Aided.		Unaided.					
				Upper.	Lower.	Upper.	Lower.				Upper.	Lower.	Upper.	Lower.				
17	Gujrat	93	1	67	..	15	..	176	8,353	36	4,743	..	807	..	13,939	41,967	10,213	
18	Shahjpur	153	4	36	..	10	..	203	6,784	253	1,286	..	422	..	8,745	40,915	3,761	
19	Jhelum	60	..	50	..	16	..	126	5,327	..	2,921	..	878	..	9,126	28,932	7,867	
20	Rawalpindi	75	3	28	3	12	..	121	6,271	92	1,533	236	499	..	8,631	28,068	7,014	
21	Attock	56	1	48	..	11	..	116	2,983	46	2,215	..	437	..	5,681	23,578	5,768	
22	Mianwali	62	1	35	..	7	..	105	3,666	104	1,465	..	251	..	5,486	25,966	3,822	
	Total	493	10	264	3	71	..	847	33,384	531	14,163	236	3,294	..	51,608	189,426	38,445	
23	Montgomery	56	27	2	1	..	..	86	2,664	1,308	70	9	..	..	4,051	27,452	488	
24	Lyallpur	162	71	15	24	..	..	272	7,842	2,700	581	816	..	..	11,939	67,271	7,582	
25	Jhang	63	10	44	..	8	..	125	2,910	347	1,919	..	284	..	5,460	25,709	5,723	
26	Multan	93	23	24	2	..	..	142	4,655	1,189	986	236	..	..	7,066	37,624	4,420	
27	Muzaffargarh	73	14	26	..	6	..	119	3,004	330	1,067	..	203	..	4,604	28,998	3,578	
28	Dera Ghazi Khan	73	12	38	..	..	..	133	3,616	221	1,558	..	..	..	5,395	36,700	3,813	
	Total	520	157	149	27	14	..	867	24,691	6,095	6,181	1,061	487	..	38,515	223,754	25,604	
	GRAND TOTAL	2,602	358	832	107	132	86	4,117	145,854	17,956	37,502	5,726	5,264	3,057	215,459	1,042,129	146,104	

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