

REPORT
ON THE PROGRESS OF
EDUCATION

IN THE
PUNJAB

FOR THE YEAR
1917-18.



Lahore :
PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, PUNJAB;
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in the Punjab for the year
1917-18.**

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the (Home—General) Department, No. 23934-Home, dated 30th December 1918.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1918.

1. In the last review on education in the Punjab the Lieutenant-Governor had an opportunity of surveying the whole field of progress during the period of five years from 1911-12 to 1916-17. In the year 1917-18, as in recent years, the war hampered the rapid expansion of education which might otherwise have been counted upon. But there has been no real set-back. The number of students in Arts and Professional Colleges shows a steady increase, in secondary schools there has been a slight gain, while the small falling off in pupils in primary schools is probably as much due to an unhealthy season in which plague and malaria were unusually prevalent as to the direct effects of the war. Finally, Government in no way reduced its expenditure on education, the total charges for which rose from 109 to 115 lakhs.

2. The year was marked by a thorough investigation and discussion of the principles of primary and secondary education, and of practical measures for their improvement which are expected to have a very definite bearing on the future of educational policy in the Province. The Lahore Conference of April 1917 examined various subjects, such as the teaching of English, the inauguration and expansion of the provident funds system, the training of oriental teachers and other matters bearing on the general educational welfare of the Province. Other committees have discussed technical, industrial and agricultural education, and in regard to the latter have formulated proposals which have since been accepted as the basis of future policy. But the event which is likely to overshadow all others has been the introduction of a Compulsory Education Bill. The Bill was published for opinion in October 1917. It was, however, introduced into Council only during the current year, and any pronouncement on the subject would be premature in the present review. But it is desirable to take this opportunity of explaining the position in regard to demands made in certain quarters that compulsory primary education should be free.

The draft Bill contains a section permitting local bodies to remit fees for any of the boys required to attend school under the Act, provided that reasonable compensation is paid to institutions under private management for any loss in fee income entailed on them by such remission. The need for such a proviso is often overlooked by those who dilate upon the duty of Government to provide 'free primary education.' So far as municipalities are concerned primary education is for the most part supplied by the primary departments of aided secondary schools. Several important municipalities only maintain one lower primary school each. It would cost such municipalities little to remit fees in the municipal schools; but they would thereby be forcing a similar remission on aided schools, who did not wish to lose their poorer pupils.

The case is somewhat different in rural areas where the majority of boys (girls pay no fees) attend board primary schools. These schools are maintained from District Board funds derived mainly from the proceeds of a cess on the land revenue supplemented by Government grants; consequently the children of agriculturists and village menials, who pay this cess, directly or indirectly, are wholly exempt from the payment of tuition fees. The only contribution made by non-agriculturists to the maintenance of board schools, of which they take greater advantage (in proportion to their numbers) than agriculturists, is in the shape of fees; but in their case too the children of parents unable to pay fees may be exempted from payment up to a limit of 25 per cent. of the enrolment in any school.

There can be little doubt that if any parent of the non-agricultural classes is deterred by poverty from sending his boy to school, he is not deterred by the fees which, when paid at all, are paid at the rate of 1, 2, 3, 4, and 5 annas, respectively, in the 1st, 2nd, 3rd, 4th and 5th vernacular classes. The total income from fees in primary schools for boys during the last year

was Rs. 1,49,086, to which must be added the fees paid by boys attending the vernacular classes of secondary schools, possibly amounting to half a lakh more, bringing the total amount paid in fees for vernacular primary education in the Province to about two lakhs of rupees only as against a total expenditure of over 2 lakhs. There is much to be said for the view that these two lakhs can be better employed in extending primary education to the general public, especially in rural areas, than in remitting the almost nominal fees to those who can well afford to pay them. Anyhow the matter is one to be left to local bodies with the proviso above explained.

3. The proposed legislation paved the way for the appointment of a committee on District Board educational finance, which met in October 1917; its recommendations are noticed in later paragraphs of this review, and the orders passed upon it mark a great step forward in the improvement of rural education and for the creation by local bodies with substantial Government aid of the conditions which are essential before the principle of compulsion can be accepted.

4. The demand for collegiate education has in no way slackened. An additional Arts College, the Guru Nanak Khalsa College at Gujranwala, brings the total number of such institutions in the Punjab up to eleven, while the number of students has advanced from 4,221 to 4,597, most of the colleges contributing to the increase. Of mofussil colleges the Khalsa College at Amritsar is making exceptional progress. In a number of cases the demand for admission could not be met and to meet the wants of those who cannot find accommodation in or meet the expense of the Lahore colleges, Government has now under consideration proposals for establishing two second grade colleges outside Lahore. The standard of instruction has throughout been well maintained, the Agricultural College at Lyallpur and the Government School of Engineering at Rasul calling for particular mention. It is gratifying to hear that the transfer of the Clerical and Commercial Classes at Amritsar to the Government High School there has been an unqualified success, and Mr. Richey's proposals for the institution of a diploma for commerce are under the consideration of the University. The professional and technical institutions generally cannot keep pace with the demand for qualified graduates, but while the legal profession is already overstocked the number of admissions to the Law College is increasing by leaps and bounds, perhaps as a result of the limited number of admissions to the other institutions.

5. In view of the special conditions created by the war the building programme of the department has been to a large extent in abeyance. In Lahore itself, a central site, opposite the gate of the Government College, has been purchased for the erection of a hostel to contain 250 students, and the plans and estimates have now been approved by Government. At the Forman Christian College a new block for classes in industrial chemistry was completed during the year. Outside the capital, projects are now in hand for the building of normal schools at Rohtak, Gakhar and Sargodha. The Khalsa College, Amritsar, has been extended by the construction of a new block of cubicles, thanks to the generosity of His Highness the Maharaja of Faridkot, and by additions to the chemical laboratory. Minor works were also carried through at other stations. In commenting upon building operations in secondary schools Mr. Richey remarks that the Sikh community are quick to erect good buildings for their new High Schools, and at the same time sounds a necessary note of warning against the eagerness to open new schools before providing adequate accommodation.

6. The adoption of the vernacular medium for instruction in the middle departments of Anglo-vernacular schools for all subjects except English, a step strongly recommended by the April conference, is a measure which marks a definite break with the past. The change met with practically unanimous support from all interested in education, but the results should be carefully watched, and the Lieutenant-Governor would invite attention to a recent report of the Department of Education in Egypt which attributes the deterioration in the knowledge of English to the substitution 12 years ago of Arabic (the vernacular) for English as the medium of instruction in secondary schools, and recommends a reversal of that policy. Conditions in the Punjab

and Egypt doubtless differ in many respects, but there must also be many points of similarity.

Mr. Richey comments upon the uneven distribution and frequent insufficiency of vernacular middle schools in the Province. The main difficulty appears to lie in the financial inability of local bodies to provide expensive institutions in which the fees charged are low, and this difficulty may be met to some extent by the introduction of English as an optional subject in such schools. In two districts English has already been introduced as an optional subject in vernacular middle schools, and the demand for this subject is likely to be considerable. Here too special care should be taken that those in whose interests English teaching is introduced should pay for it themselves and not throw the cost on the local rates on which primary and vernacular education should be a first charge. The suggestion that the present distinction between vernacular and Anglo-vernacular middle schools may ultimately be eliminated by the addition of English as a voluntary subject is of great interest, the more so as vernacular middle schools form the only training ground for primary school teachers. The instruction in schools of the middle department is generally good, but it is a matter for regret that Urdu should be reported as one of the weakest subjects in the secondary school curriculum. The system of class libraries, containing books suitable to the standard reached, is one which appears to hold out a remedy for a state of affairs that cannot be regarded with complacence.

7. The fetish of examinations, alluded to in the last review, is again noticed in the report. It is never easy to regulate the examination system in such a way as to ensure that equal industry and intelligence are required for passes in different subjects, but it is to be regretted that the increasing popularity of agriculture as a pass subject should be ascribed to the belief among students that a pass in this subject which is largely taught from the text book is more easily secured than in other subjects. An honourable exception is made of the Zamindari High School, Gujrat, where instruction is given on a district board farm and where two boys won prizes at the ploughing competition at the district horse show, but the arrangements now introduced for putting teachers through a practical course of agriculture at the Lyallpur College should pave the way for making the teachers of and the examination in agriculture in secondary schools more thorough and searching. The Lieutenant-Governor has read the remarks (paragraph 17 of report) of the Rawalpindi and Jullundur Inspectors regarding school discipline and organization with some concern. They reveal an unhealthy competition and unscrupulous methods of recruiting students on the part of certain headmasters and managers of aided schools, which in the interests of education should be sternly checked, if necessary by the withdrawal of Government aid and recognition.

8. The decrease in the number of scholars attending primary schools (from 245,623 to 243,149), although the number of schools increased by 164, is attributed partly to the malaria epidemic in the autumn and partly to the withdrawal of many senior pupils for work on the land in heavily recruited areas. The latter cause might explain the falling off of 4,100 boys in Rawalpindi, but not that of 2,404 in the Multan Division where recruiting for the army has been very poor. The three remaining divisions show an increase. Instruction in the primary schools is still in many cases poor in quality, the fault being usually due in part to the excessively large classes which teachers are expected to control. This evil has not escaped notice, and proposals have been made during the current year to give effect to the recommendations of the Educational Finance Committees on this subject. The scheme for the expansion and improvement of vernacular education has now taken shape. The aim of Government is the establishment of district board schools at every centre where an average attendance of not less than fifty children may be expected, while a provisional two-mile limit between schools is intended to avoid overlapping. A still more important step has been the decision arrived at by the District Board Educational Finance Committee to have 5-year programmes prepared, on the basis of the financial capacity of each board. This scheme while imposing on district boards a burden not unduly severe will at the same time give them each a definite goal; while a

prominent feature is the proviso that the Government grant shall depend upon a satisfactory scale of salaries for teachers, thereby securing the first essential to successful expansion. The ultimate recurring cost of the 5-years' programme is roughly twelve lakhs, of which Government undertakes to provide, in addition to present grants, about two-thirds or eight lakhs, the grants varying from 50 to 100 per cent. according to the claims and circumstances of each district, in estimating which war services have been given a prominent place. For non-recurring expenditure Government has accepted a liability of two lakhs per annum for 5 years on condition that the boards will provide half that amount.

9. The Lieutenant-Governor welcomes the increasing indications that as a result of the measures which have steadily been pursued for improving pay and prospects the quality of the candidates for the teaching profession is steadily improving. With the prospect of a rapid expansion in vernacular education the importance of this side of the problem can hardly be exaggerated. The Central Training College at Lahore has had a successful year, and the large increase of the staff, which has recently been proposed, if sanctioned by higher authority, should enable the College to keep pace with the rapidly growing demand for qualified teachers, as well as for the necessary additions to the inspecting staff. Among normal schools for men no change has been reported during the year, but sanction has been accorded to the opening of an additional normal school at Lahore, and also of four normal schools for women at centres outside the capital so as to provide one for each division. The percentage of trained teachers in both secondary and primary schools is steadily increasing; it is naturally highest in Board schools, but in the Province as a whole the proportion of trained teachers is only 53 per cent. of the whole body, and varies within wide limits from district to district.

10. Schools for girls show a slight increase from 990 to 1,015, while the number of pupils was practically unchanged. Five-sixths of the girls are in the lower primary stage, and the number of school girls in the province who have advanced beyond that stage is less than 10,000, but there is a satisfactory increase in the number who are going on for higher education and intend to qualify themselves for the teaching profession. The cause of the halting rate of progress is, perhaps, due as much to the serious dearth of trained teachers as to the slow growth of public opinion in favour of female education. The addition of four normal schools should remove the former defect by encouraging teachers to undergo a more extended training. The inspecting staff is declared by Mr. Richey to be insufficient, but this criticism would lose some of its force if the proportion of qualified teachers were steadily augmented, and local bodies should be stimulated to promote this object by every possible encouragement.

11. The year has not been marked by any noteworthy changes in the sphere of European education. A slight rise in expenditure on staff grants has been necessary to improve the salaries of qualified teachers, whose numbers have also been increased. The recruiting of assistant masters is an important problem, and the Lieutenant-Governor shares Mr. Richey's apprehension that the difficulties of recruitment after the war will not diminish. Of a total of 3,345 masters and boys no less than 339 have joined the army during the war and many have won distinction for themselves and their schools. The Military Asylum at Sanawar and the Lawrence School at Ghora Gali have continued to do useful work in other directions, and the latter is to be specially congratulated on its success at the High School and Middle School examinations.

The state of education among Muhammadans will appear from the following figures. They represent 55 per cent. of the total population and this proportion to the students in the various stages is as follows:—

	Per cent.
Primary	42
Middle	33
High	28
Arts and Professional Colleges	23

In the primary department there has been a falling off of about 3 per cent., in the middle and high a slight and in the Colleges a marked improvement. Among Sikhs the proportions are much higher, but they are still below those for Hiindus, especially in college education.

12. An effort is now being made by the Text-Book Committee to limit the award of prizes only to works of outstanding merit and to increase *pro tanto* the value of the rewards. Another and more important measure has been the endeavour to standardise the technical terms in use in vernacular text-books. Six small sub-committees have been formed for the purpose, and the results of their labours will be laid before the Text-Book Committee. The work is one of no little difficulty, but its advantages are obvious.

13. The *personnel* of the Education Department has seen several changes. On 1st April 1917 Mr. Richey took over charge from Mr. Godley, and to him the Lieutenant-Governor's thanks are due for the success of his first year's working of the department and for a report which is full of interest. Other changes strike a sadder note; the death of Khan Sahib Khalifa Imad-ud-din has been a serious loss to the department. Further afield, in Mesopotamia, Mr. J. E. Gately, formerly Professor of Economics at the Government College, Lahore, who joined the Indian Army Reserve of Officers at the beginning of the war, died on the 7th of June 1917. The report appropriately closes with an interesting summary of the aid given by the department in men and in money towards the prosecution of the war. The admirable work done by the University Signalling Section in Mesopotamia has received special commendation from the Military authorities, and the only regret is that more College students did not avail themselves of the opportunity offered for patriotic service. Apart from the European schools above alluded to teachers or students of the primary and secondary schools furnished over 7,000 recruits to the army, while the schools and colleges invested 6 lakhs in the war loan, and subscribed $1\frac{1}{2}$ lakhs for objects connected with the war. This is a record of which masters and boys, as well as the officers of the department who worked so zealously and successfully to explain the true objects of the struggle and arouse a sense of patriotic ardour, may well be proud. The recruiting figures of the Jat High School, Rohtak, the Middle School Kalanaur, the Amim Chand High School, Bajwara, the Khalsa High School and the Christian Boys Boarding School, Ludhiana, the Mission High School, Dalwal, and the Middle School, Mahlpur, the Mission School Martinpur and the Middle School, Gurgaon—to mention only a few out of many—are truly remarkable. The Lieutenant-Governor would suggest that in all cases where a considerable number of the teachers and staff have served in the war, their names should be commemorated in a Roll of Honour to be maintained in the School, a special place of distinction being given to those who made the supreme sacrifice.

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 of the Punjab,

H. D. CRAIK,

Offg. Addl. Secretary to Government, Punjab.

Report

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FOR THE YEAR

1917-18.

CHAPTER II.

GENERAL SUMMARY.

THE report this year has under the orders of Government been reduced in size. The task of reduction has been facilitated by the fact that, while the period under review has been one in which new measures for the improvement and development of education have been considered and initiated, it was not marked by the actual introduction of many important changes.

2. A general comparison of the educational statistics for the years 1917-18 and 1918-19 will be found on the next page. It will be seen that for the first time there is a decrease both in the number of schools and in the number of pupils attending them. The largest decrease is under the head of private institutions. Although the figures for this class of institution are not reliable, yet they show a steady decline in recent years (the figures for the last quinquennium showing a decrease of 9,251 scholars). Hitherto, however, the increase under the head of public institutions has more than counterbalanced this decline. It is regrettable to notice that last year though there was an increase of 174 in the number of public institutions for males there was at the same time a decrease of 11,666 in the number of scholars attending them. The decrease is chiefly in the attendance at primary schools and is therefore dealt with more fully in Chapter V.

It is attributed by Inspectors to (a) sickness, (b) the war, and there is no doubt that these are the chief causes. The fact that owing to the pre-occupations arising out of the war, especially recruiting, Deputy Commissioners and members of District Boards were unable to devote as much attention as usual to the needs of rural education was no doubt a contributory cause; for in one western district where the Deputy Commissioner took a keen interest in this subject, the attendance at existing schools and the demand for new schools showed no abatement in spite of a decrease in the adjacent Districts.

3. The year opened with a general Educational Conference held at Lahore in April, 1917, and attended by about fifty persons. At this conference a number of important subjects were discussed, *e.g.*, the teaching of English, the use of the vernacular medium, provident funds, grant-in-aid rules, the training of oriental teachers, etc. The action taken on the various recommendations of the Committee will be dealt with in the appropriate chapters of this report. The most important recommendation of the Conference, namely, the adoption of the vernacular medium in middle departments for all subjects save English, was adopted at once. The Conference also recommended to the University the use of the vernacular as an alternative medium at the matriculation examination, but a decision on this question was postponed by the University pending the decision as to the introduction of a School Final examination.

The Syndicate appointed a committee to draft a scheme for such an examination, which was completed towards the close of the year and is now under consideration by the University. The draft scheme contains several interesting features, notably the division of the examination into two parts, the preliminary to be held in the vernacular at the conclusion of the middle course in those subjects, *e.g.*, arithmetic, history and geography, in which a sufficiently high standard may be reached in the middle stage, and the final two years later in which the number of subjects is proportionately reduced. There appear to be many advantages in such a system from the point of both pupils and teachers.

General.

General Statistics for British Territory in the Punjab for the year 1917-18.

	NUMBER OF INSTITUTIONS.				NUMBER OF SCHOLARS.				EXPENDITURE.				
	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.	
PUBLIC INSTITUTIONS.													
<i>For males.</i>													
Arts Colleges	{ English ...	10	9	1	...	4,484	4,076	408	...	6,35,834	6,12,597	23,237	...
	{ Oriental ...	1	1	...	...	113	145	...	32	29,259	39,272	...	4,013
	{ Law College ...	1	1	...	...	437	295	142	...	27,308	21,090	6,218	...
	{ Medical College ...	1	1	...	...	289	232	57	...	1,51,771	1,28,192	23,579	...
	{ Agricultural College ...	1	1	...	...	112	113	...	1	72,363	68,427	3,936	...
	{ Veterinary College ...	1	1	...	...	218	204	14	...	1,01,681	1,09,921	...	8,240
	{ Teaching College ...	2	2	...	...	281	272	9	...	1,09,831	1,19,202	...	9,371
High Schools	...	143	136	7	...	55,235	54,135	1,100	...	21,19,632	20,28,539	91,093	...
Middle Schools	...	291	286	5	...	56,542	57,159	...	617	10,22,728	9,51,739	70,689	...
Total Secondary Schools	...	434	422	12	...	111,777	111,294	483	...	31,42,360	29,80,278	1,62,082	...
Primary Schools	...	5,084	4,918	166	...	243,345	245,819	...	2,474	17,01,552	15,82,683	1,18,869	...
Total Schools for General Education	...	5,518	5,340	178	...	355,122	357,113	...	1,991	4,43,912	45,62,961	2,80,951	...
Institutions for Special Instruction	...	51	56	...	5	4,206	4,478	...	272	4,18,63	3,84,130	29,632	...
Total institutions for General Education and for Special Instruction.	...	5,566	5,412	174	...	355,262	356,928	...	1,666	63,55,722	60,39,792	3,45,930	...
<i>For Females.</i>													
Arts Colleges	...	1	1	...	...	24	15	9	...	7,144	7,367	...	223
Professional Colleges	...	1	1	...	...	33	38	...	5	20,099	15,464	4,635	...
High Schools	...	18	17	1	...	2,730	2,582	148	...	3,44,147	2,20,275	1,23,872	...
Middle Schools	...	62	58	4	...	8,829	8,635	194	...	3,04,52	1,79,127	25,375	...
Total Secondary Schools	...	80	75	5	...	11,559	11,217	342	...	5,53,649	3,99,402	1,54,247	...
Primary Schools	...	954	935	19	...	42,244	42,032	212	...	4,04,801	3,81,886	22,915	...
Total Schools for General Education	...	1,034	1,010	24	...	53,803	53,249	554	...	9,58,450	7,81,288	1,77,162	...
Institutions for Special Instruction	...	20	18	2	...	922	813	109	...	1,44,795	99,164	45,631	...
Total Institutions for General Education and for Special Instruction	...	1,056	1,030	26	...	54,782	54,115	667	...	11,30,488	9,03,283	2,27,205	...
Total Public Institutions for males and females.	...	6,642	6,442	200	...	420,044	421,043	...	999	75,16,210	69,43,075	5,73,135	...
PRIVATE INSTITUTIONS.													
For males	...	1,838	2,043	...	205	36,632	42,194	...	5,562	...	...	...	...
For females	...	761	872	...	111	12,163	13,501	...	1,338	...	...	...	...
Total males and females	...	2,599	2,915	...	316	48,795	55,695	...	6,900	...	...	...	...
GRAND TOTAL OF INSTITUTIONS, PUBLIC AND PRIVATE.	...	9,241	9,357	...	116	468,839	476,738	...	7,899	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	...	3,98,658	3,43,154	55,504	...
Other charges	...	...	...	...	...	...	...	...	...	35,57,984	35,77,991	...	19,107
GRAND TOTAL OF EXPENDITURE	...	...	...	...	...	...	...	...	...	1,14,72,852	1,08,63,320	6,09,532	...

4. In July the Local Government issued a circular on the subject of vernacular education in District Board areas, in which it pointed out the need for a consistent policy for the improvement and expansion of rural education, outlined such a policy and called for an educational survey of each District in the Punjab. This survey was completed in March and forms the basis of a comprehensive scheme which has been introduced during the current year. The subject is dealt with in Chapter V.

As an outcome of the July letter a committee on District Board Educational Finance was appointed by Government and met in October under the chairmanship of the Hon'ble Mr. J. P. J. Fagan, C.S.I., Financial Commissioner. The recommendations of this committee are of the greatest importance and are briefly summarised below—

- (i) That the improvement and expansion of education in rural areas should proceed in accordance with definite five-year programmes administratively sanctioned by District Boards.
- (ii) That Government should meet a fixed proportion of the cost of each programme, the proportion to vary in accordance with the financial resources of each District Board.
- (iii) That board anglo-vernacular schools should be provincialised: but that English should be introduced as an optional subject in vernacular middle schools.

- (iv) That the status of District Inspectors should be assimilated to that of Assistant Inspectors.

These and a number of minor resolutions passed by the committee are dealt with in various succeeding chapters of this report.

A Bill for the introduction of compulsory primary education was published for opinion in October, 1917, but was only introduced into Council during the current year. Meanwhile it is understood that both the Lahore and Multan Municipal Committees have been conducting enquiries with a view to the adoption of such a measure if the Bill passes into law. It is hoped that their example may be followed by other local bodies.

The standing committee on technical and industrial education submitted to Government proposals for the reform of industrial schools in the Province. These proposals were circulated by Government to local bodies. The replies were received during the current year, and action could not therefore be taken on the proposals during the period under review.

The subject of agricultural education was discussed by the Agricultural and Education Departments during the year, and decisions on this very important question were ultimately reached in conferences which met during the current year.

A scheme for a University diploma in commerce was submitted by the Education Department to the Syndicate of the Punjab University and is at present under consideration by that body.

A recurring grant of Rs. 1,75,000 was made by the Imperial Government for the training of teachers and the improvement of their salaries at the beginning of the year under review. It was decided that the money should be utilised in —

- (i) strengthening the staff of the Training College in order to admit more students and to provide for the training of oriental teachers;
- (ii) the opening of four normal schools for women at centres outside Lahore;
- (iii) the opening of an additional Normal School for men in the Lahore Division;
- (iv) the revision of the Subordinate Educational Service especially with a view to improving the pay of oriental teachers;
- (v) special grants to aided schools for the encouragement of provident funds (a form of expenditure suggested by the Government of India).

Proposals for (i) were submitted to the Local Government in December and now await the sanction of the Government of India and of the Secretary of State. (ii) and (iii) were brought into effect this year. Proposals for (iv) have been submitted to the Local Government, while (v) was discussed in a committee of headmasters and managers and is awaiting a calculation of the financial effects of the proposals of that committee.

Pending the introduction of these measures, which will fully utilise the Imperial grant, it is obvious that the money immediately available can only be employed on capital expenditure. It was accordingly decided to use it for the construction of normal schools at Rohtak, Gakkhar and Sargodha and the extension of the Karnal Normal School, projects connected with the training of teachers which had long been in abeyance for lack of funds. Owing to delay in the preparation of plans the Public Works Department were only able to spend a small portion of the sum available during 1917-18, but the balance of that year's grant has been carried on to this year and these projects are all now in hand.

5. The only other important building project deserving of mention, which was initiated last year is the construction of a hostel for the Government College, Lahore. A central site was purchased at a cost of Rs. 1,17,793 and work is being commenced this year. A settlement of this important question, which has been pending for some twenty years, is therefore at last in sight.

CHAPTER II.

CONTROLLING AGENCIES.

6. I took over the post of Director of Public Instruction on April 1st on the retirement of Mr. J. C. Godley, C S.I., who had held this office for nearly ten years.

There was only one change amongst the Inspectors, L. Hari Das taking over charge of the Ambala Division on the death of Khan Sahib Khalifa Imad-ud-din in August, 1917, and S. Maqbul Shah, Assistant Inspector, being promoted to the post of Second Inspector, Jullundur.

Mr. Sanderson, Inspector of European Schools, was permitted to join the Army Department as Inspector of physical training and bayonet fighting to the sixteenth division. He has been carrying on the office work of his civil appointment at the same time : but this dual arrangement has not proved very satisfactory.

By the death of Khan Sahib Khalifa Imad-uddin the Department lost the services of a very experienced and efficient inspecting officer.

The Department also lost another good officer in L. Ladhu Mal, Assistant Inspector, who died in November.

Two posts of Assistant Inspector during the year were filled by the promotion of L. Karm Chand, a District Inspector, and M. Abdul Hamid, Headmaster of the Government High School, Ludhiana.

There have been a certain number of changes in the staff of District Inspectors. The importance of the work of officers of this class who are virtually in charge of vernacular education in their Districts can hardly be overestimated. The Committee on District Board Educational Finance recommended that the status of District Inspectors should be raised and in advanced Districts assimilated to that of Assistant Inspectors. The proposal is closely linked up with the question of revising the educational services and is being considered in that connection.

The system of placing Assistant District Inspectors in direct charge of tahsils has been more widely extended, and has proved very satisfactory. There is no doubt that a more general adoption of this system, which however means an increase in the number of such officers, an increase which will in any case be necessitated by the expansion of education in rural areas, will lead to a greater efficiency in the work of inspection.

Among other officers who were specially commended for good work are—

- (a) District Inspectors :—Ch. Gyan Singh of Gurdaspur, Pt. Hukam Chand of Amritsar, L. Tohlo Ram of Gujrat, Sh. Allah Rakkha of Ludhiana, L. Shiv Saran Das of Ferozepore, M. Ahmad Khan of Attock, M. Muhammad Mobhsin of Shahpur, L. Ram Chand of Multan, L. Khazan Chand of Lyallpur, L. Jairam Das of Ambala and Pt. Pran Nath of Karnal.
- (b) Assistant District Inspectors :—Mir F'azl Mahmud of Rohtak, Pt. Sukh Chain Nath of Kangra, Sh. Ghulam Hussain of Hoshiarpur, M. Abd-ur-Rahman, Sh. Muhammad Nawaz Khan, Bh. Sohan Singh, L. Vaishno Das, Ch. Ghulam Mohi-ud-din, and M. Muhammad Ayub.

7. The total expenditure by District Boards fell from Rs. 25,40,260 to Rs. 22,79,372. Of this sum Rs. 12,71,781 was contributed by grants from Provincial revenues, including the recurring Imperial grants.

The system by which grants for Education should be made from Provincial revenues to District Boards has been much discussed in recent reports. The system in vogue up till 1915 which based the grants on the amount of the salaries paid to teachers, erred in making that which should merely form one condition of the grant namely, the establishment of a proper rate of salaries, the sole basis for its calculation, leaving out of consideration the equally if not more, important factors of the number of schools required to be opened, the number

of teachers required in each school, and still more important the comparative wealth of different District Boards. The second system introduced in 1915 also omitted the last factor, and made no provision for the improvement of existing schools.

The whole question was discussed in great detail by the Committee on District Board Educational Finance which arrived at a solution, which appears to give due weight to all the necessary factors. The Committee recommended—

- (a) that the improvement and extension of vernacular education under District Boards should proceed in accordance with detailed five-year programmes to be drawn up by District Boards and approved by Government whose assent to any programme would imply its willingness to contribute its share of the cost ;
- (b) that the share of the cost of any approved programme to be met from provincial revenues should be determined by assigning to each District Board a grade (50, 60, 70, etc.) calculated on the basis of its wealth, its present expenditure on education, etc., etc., and signifying the percentage of its future expenditure on education (*i.e.*, on its approved programme) which Government was prepared to meet : *e.g.*, a Board graded at 80 would find one-fifth only while Government would find the remaining four-fifths of the sum required ;
- (c) the grant made in one year would automatically be repeated in the ensuing year and any additional grant to be made would be based on any new sum provided by the Board from its own resources for education.

The establishment of a satisfactory scale of salaries for teachers should be a first condition of the award of any grant.

These recommendations have been accepted by Government and steps have been taken to bring the new system into effect during the current year. The obvious advantages of it are that such sums as Government may have to disburse will be distributed to the best advantage over the whole Province ; that Boards will not be expected to do more than their financial position warrants ; that at the same time a District Board having 'administratively sanctioned' a five-year programme will be expected to carry it out, and that its educational policy will not therefore be effected during that period by any change in its personnel. At the same time a satisfactory scale of salaries for teachers is assured.

The Committee also recommended the adoption of definite building programmes by District Boards, and regular annual contributions from Provincial revenues for this purpose.

It further recommended that English should be introduced as an optional subject in Board Middle Vernacular schools and that apart from this experiment the connection of District Boards with anglo-vernacular education should cease. The first part of this recommendation is already being given effect to, the financial effect of the latter is being calculated.

When the proposals of the Committee have all been brought into force the relations of Government, District Boards and the Education Department should be very much simplified and improved.

Meanwhile Inspectors report satisfactorily on the management of education by District Boards : though there was little expansion during the past year.

8. The responsibilities of Municipal Boards in the matter of education will be very much increased if the provisions of the Compulsory Primary Education Bill are introduced into any municipal area. At present they are largely confined to the payment of grants to aided primary departments according to rigid rules. Municipalities cannot as yet be said to be awake to their responsibilities ; nor have they shown any initiative in the direction of opening new municipal schools, or providing the existing schools with better accommodation. It would be well if some educational representative could always be included on Municipal Boards.

Their expenditure from their own resources rose from Rs. 3,95,670 to Rs. 4,07,651.

CHAPTER III.

COLLEGIATE EDUCATION.

Statistics.

9. One additional Arts College was opened during the past year, the Gurnanak Khalsa College, Gujranwala, bringing the total number of such colleges up to 11. The number of students attending them increased from 4,221 to 4,597, the largest increase (244) being in the attendance at aided institutions.

Expenditure on arts colleges increased by nearly Rs. 20,000 and now amounts to Rs. 6,65,093. The major part of the increased expenditure was met from fees (Rs. 21,138) while there was a falling off some Rs. 9,000 in subscriptions and donations.

Government College.

10. The enrolment of the Government College remained practically stationary at 600, and it seems advisable in the interests of efficiency that this number should not ordinarily be exceeded.

Of the number on the roll, 54 are Brahman Hindus, 339 non-Brahman Hindus (including 8 Jains), 70 are Sikhs, 131 Mubhammadans, 3 Christians and 1 Parsi.

The figures for expenditure also vary very slightly from those of the preceding year, the increase of Rs. 1,778 being merely due to the ordinary increments in the pay of the staff.

There were several changes in the personnel of the staff.

Mr. J. E. Gately, Professor of Economics, who had been on deputation to the Indian Army Reserve of Officers since the beginning of the war, died in Mesopotamia on June 7th, 1917. The resulting permanent vacancy was filled by the appointment of Lala Guru Datt Sondhi, M.A., as Professor of Economics in the Indian Educational Service with effect from September 17th.

The place of Mr. Gordon George, Professor of English, was filled by Mr. L. T. Watkins, Headmaster of the Islamia Collegiate School, Peshawar; while the Professorship of Chemistry, left vacant by the transfer of Mr. B. H. Wilsdon to the Agricultural College, Lyallpur, was filled by the transfer of Mr. H. B. Dunicliff from the Khalsa College, Amritsar.

The staff was strengthened by the appointment of Mr. R. H. Whitehouse to the Professorship of Zoology, a post which had remained vacant since its creation in 1913.

On the other hand Mr. H. L. O. Garrett, Professor of History, was permitted to join the Indian Army Reserve of Officers in October, 1917. Lala Manmohan, Assistant Professor, acted for him for two months, when he was deputed to foreign service in the Patiala State. Since then Chaudhri Abdul Hamid Khan, Assistant Professor, has been officiating in the vacancy.

Of 315 students presented for University examinations 211 passed, or 67 per cent., the highest percentages being in the M. Sc. (82 per cent.), and the Intermediate in Science (81 per cent.). One student obtained a first class in M.A. Mathematics and two in the M.Sc.

There are 308 boarders in the hostel and boarding-houses. The Principal records that their conduct throughout the year has been uniformly satisfactory. A new arrangement for messing under the supervision of a food committee and student managers has proved a great success.

A site for the new college hostel was purchased during the year for Rs. 1,17,793. It is centrally situated just opposite to the College gates. Plans and estimates for a hostel to contain 250 students have been submitted to Government and work is being commenced during the current year.

The various College societies, social and athletic, continued to flourish. Reference to the war news association is made in Chapter XII of this Report.

Aided and Unaided Colleges.

11. The following new developments in colleges under private management are of interest. At the Forman Christian College a new block for classes in Industrial Chemistry was completed during the year at a cost of Rs. 40,000, half of which was met by a grant from provincial revenues. Various minor

improvements, including the removal of the library from the Hall to special rooms prepared for it, have been effected. A Christian Hostel was opened in connection with the Gordon College, Rawalpindi. A provident fund for the staff was established at the Murray College, Siálkot. Four new dormitories were added to the Rivaz Hostel of the Islamia College, but the numbers at this institution have now risen to 470 and the question of extending the accommodation and grounds is now urgent.

At the Khalsa College, Amritsar, a new block of 50 cubicles was built at the cost of Rs. 24,000, generously donated by His Highness the Maharaja of Faridkot; and the Chemistry Laboratory was extended at a cost of Rs. 22,000 of which Government provided Rs. 10,000. The numbers in the College rose to 538, an increase of 124 over the enrolment of the preceding year. Nearly two-thirds of the students are Sikhs, the number of Sikh students having trebled in the last three years.

The place of Mr. Dunnicliff transferred to the Government College was filled by the appointment of Mr. Armstrong from Madras to the Indian Educational Service. A second Professor of Mathematics was added to the staff. The College was affiliated for the first time in M.A. Economics and B.Sc. Chemistry and Botany.

The numbers at the D. A.-V. College again exceeded 1,000 of whom no less than 694 were housed in the main hostel and branch boarding-house. Life in the hostel, which is very carefully organised evidently proves very popular, and additional blocks are under construction. The Lal Chand Memorial Library, an attractive building, was completed during the year.

The numbers at the Dyal Singh College have increased by 75 to 660 of whom 417 are boarders, most of these, however, being housed in rented kothis. A large extension of the central boarding-house is needed. But the capital funds of the College have been needed during the past year for the construction of the Science Laboratory, which should be completed during the present year.

Some Rs. 80,000 were collected during the year for the building fund of the Sanatan Dharm College, and Rs. 10,000 were spent in purchasing adjacent land. The staff of the College was strengthened considerably during the year and affiliation up to the B.A. granted to it in seven subjects and to the M.A. in Sanskrit. The number of students consequently rose from 73 to 142.

CHAPTER IV.

SECONDARY EDUCATION (BOYS).

12. THE number of recognised secondary schools for boys rose from 413 ^{Numbers.} to 426 during the past year, and the number of scholars attending them from 110,348 to 110,839.

The new institutions consist of eight new high schools and five new Anglo-vernacular middle schools, the number of vernacular middle schools remaining stationary at 151.

The reasons for the small increase in the number of pupils are given in paragraph 2 of Chapter I.

13. The total direct expenditure on secondary schools rose from ^{Expenditure.} Rs. 28,23,739 to Rs. 29,91,845 of which Rs. 14,71,230 was met from fees.

14. The percentage of trained teachers employed in secondary schools of ^{Teachers.} all kinds rose from 65 to 66. It is very satisfactory to find that the supply of trained teachers more than keeps pace with the demand for new teachers and we are thus gradually replacing unqualified by qualified teachers in existing institutions.

15. It is unfortunate that district boards were unable to open more ver- ^{Middle schools.} nacular middle schools during the past year. These institutions owing to the low rate of the fees charged are more expensive to maintain than Anglo-vernacular schools; and at the same time the initiative for their foundation must come from the district board itself, since the rural classes for which these schools cater are little able to formulate their own requirements.

Schools of this type are very unevenly distributed ; in the Jullundur Division for example they vary in proportion to primary schools from 1 to 68 in the Ferozepore District, to 1 to 14 in the Ludhiana District. In the Rawalpindi District they are not only deficient in numbers but badly situated. Consequently of 29 boys who passed the last vernacular middle school examination in that district only 3 were willing to go to the Normal school, the rest proceeding to Anglo-vernacular schools.

Two important changes in the curriculum of vernacular middle schools are under consideration (*i*) the introduction of practical agriculture, (*ii*) the introduction of optional English. The former will more properly be dealt with in next year's report. The latter, to which a reference was made in the Quinquennial Review last year, was definitely recommended by the Committee on District Board Educational Finance, an account of which is given in Chapter I.

It is being tentatively adopted in the Lyallpur and Jullundur Districts and there is little doubt that it will gradually be adopted in the majority of vernacular middle schools. It is essential for the success of this step that there should be a real demand by a sufficient number of parents for English teaching, and that the genuineness of the demand should be substantiated by a monetary contribution. Anglo-vernacular education is, apart from Government High schools and provincial grants to aided schools, financed by fees and private subscriptions, and there is no reason why a community which is too small to found an Anglo-vernacular school of its own should not bear the same proportion of the cost in fees and subscriptions of the English education provided in a Board school that it would have to bear in a school of its own.

District Boards are not in a position to spend more money on Anglo-vernacular education ; indeed the Committee on District Board Finance definitely recommended that Government should take over all Anglo-vernacular schools at present managed by District Boards. The financial effects of this recommendation have not yet been calculated.

One effect of the introduction of English in vernacular middle schools should be the gradual assimilation of the courses of instruction in the two types of middle school. It is not too much to hope that the distinction between vernacular middle and Anglo-vernacular middle schools may gradually be eliminated and that one type of middle school, offering English as an optional subject, may in time be evolved.

Already the Inspector of the Jullundur Division suggests that Anglo-vernacular middle schools may be permitted to present boys for the vernacular middle examination ; and small changes in their curriculum would enable them to do so.

Instruction in secondary schools.

16. Such an assimilation has been rendered possible by the introduction of the vernacular as the medium of instruction in all subjects save English in the middle departments of Anglo-vernacular schools. This change which was recommended with remarkable unanimity by the Educational Conference of April, 1917 (see Chapter I), was at once introduced. It is as yet too early to say what its effect has been, but Inspectors prophecy nothing but good of this innovation.

In the instructional condition of the schools they report a general improvement especially in the teaching of drawing, science, drill, mathematics and English. The improvement in the first three subjects is chiefly due to the efforts of the special Inspectors, Mr. J. Y. Buchanan, L. Ratan Lal and Mr. J. S. Robson. A special class for drawing masters was held by Mr. Buchanan during the summer vacation in the Murree school building kindly lent by the Murree Municipality. The results achieved in a six weeks' course were remarkable, and a two months' course for drill instructors by Mr. Robson at Lahore was also very successful ; similar courses will be held annually in future. A demonstration in the direct method of teaching English held in the Central Training College by teachers from two schools in the Lahore District showed what could be achieved under the guidance of an Inspector who is an expert in the subject. The weakest subjects in the curriculum are reported to be history and geography and Urdu. In the last named subject as in English the weakness seems to be due to a lack of general reading. Students are too poor to purchase books which are not actually essential for school use (though they are unfortunately inclined to include in this category keys and crambooks). For

general reading they must rely on school libraries, which contain much useless matter, and from which a boy finds it hard to make a suitable selection. A solution of the problem is the system introduced by Mr. Wright of class libraries containing only books suitable to the standard reached by each class. His example has been followed in the Rawalpindi and Lahore Divisions. The proper use of class libraries under the guidance of a class master should be of great educational value.

A circular was issued during the year by the Department forbidding the use of 'rough' exercise books, urging a reduction in the number of note-books used, especially in view of the dearness of paper, and a restriction in the amount of written work to that amount which the teachers can properly correct. If teachers are required to look over all written work carefully there is little likelihood of excessive homework being demanded of their pupils. To restrict further the amount of home tasks, Inspectors were asked to see that time tables for home work, allotting subjects to separate days, should be drawn up by Headmasters for each class.

On the other hand if the quality of the teaching has improved, yet the choice of subjects in the High department is made, as Mr. Wright points out, with little reference "to their suitability to the circumstances of the boys, to their neighbourhood or to their walk in life.

"The fact that an elective subject, such as drawing, has been marked stiffly for two years is sufficient for that subject to be dropped entirely (although it may have been taught for five years previously), in favour of one (no matter what) in which marks can be earned more easily. Boys have been known to cram up agriculture or physiology for a few months and to obtain quite good marks".

Agriculture, an increasingly popular subject, chiefly, I fear, from a belief that a pass in it is easily secured, is taught largely from the text-book. An honourable exception must be made in favour of the Zamindari High School, Gujrat, where work is done on a farm lent by the District Board under the supervision of an expert: two boys of this school won first prizes at the last Gujrat horse show in the use of the Meston and Raja ploughs.

The Lahore manual training centre has proved very successful and the subject has now been introduced into the Dyal Singh School. Further developments will have to be made by the establishment of centres attended by pupils of several high schools; but an account of the steps taken to establish such centres belongs more properly to next year's report.

A committee was appointed by the syndicate to draw up a scheme for the institution of a joint Matriculation and School Final examination. The scheme evolved by the committee, though it does not contain all the best features of a School Final examination, is a great improvement on the existing form of the Matriculation examination. It is at present under consideration by the University.

17. Inspectors have much to say that is interesting on the subject of discipline and organisation, and I regret that only a brief mention of these subjects is possible. "Ninety-nine per cent.," says S. Maqbul Shah, the Rawalpindi Inspector, "of all the sins of omission and commission of which our schools are capable during the course of the whole year are perpetrated in the months of March and April.

Discipline and organisation.

"March is the month in which the annual promotion examinations are held and notwithstanding earnest efforts on the part of Inspectors to ensure efficient and fair and impartial results, these examinations are still too often conducted in a more or less perfunctory way, chiefly in mufassil schools, few headmasters taking the trouble to moderate carefully the question papers or to check the answer books. In some newly started community schools in the mufassil promotions are given liberally to attract boys from other schools. Thus much of the value of these examinations is lost and discipline suffers.

"April, on the other hand, is the only month in which under the rules boys can migrate from one local school to another and the attempts made by some schools to entice away boys from other schools or to retain those who wish to leave and the dodges played to delay the issue of transfer certificates till the month is over, cause no little trouble and worry to many a poor school boy and his parents as well as to the Inspector."

The first evil could of course be mitigated if regular account of a boy's work throughout the year were kept and taken into consideration in determining his fitness for promotion or even if house examinations were made more use of for this purpose.

A third evil, the opening of unrecognised schools and the methods which they adopt to attract pupils, is given special prominence by Mr. Wright of the Jullundur Division. Many of these schools are started, as he says, merely to provide employment for disappointed matriculates and undergraduates.

"The tactics employed in securing boys and subscriptions for these schools are both ingenious and effective from the point of view of the promoters. In April, the beginning of the school year, in which month alone boys are allowed to change local schools, anniversaries of societies are held and much money is obtained: parties are sent out broadcast to bring boys in; boys are induced to leave one school and join another: boys from 'affiliated' unrecognised schools are promoted wholesale to the high department of the central school, and so on.

"The existence of such schools is undoubtedly a menace to public welfare and the rules of recognition in vogue have not proved a sufficient check. The 18 boys of the Patti unrecognised school, in the Hoshiarpur District, were passed wholesale in the 3rd middle class examination, and were taken in the High Department of the D. A.-V. school, Hoshiarpur. Obviously this alone is an incentive for boys to join inefficient and unrecognised schools."

The above criticisms refer to irregularities on the part of headmasters and managers, and several specific instances of such conduct are quoted by Mr. Crosse. It is at least encouraging that acts of indiscipline on the part of school boys are reported to be infrequent, and on the contrary instances of social service are more largely reported. The criticism generally levelled at the products of our secondary schools is one of "lack of respect for their elders." But, as Mr. Wright points out, "this must be expected as long as the parent regards his schoolgoing son as a privileged boy allowed to indulge in all sorts of irregularities provided he obtains class promotion every year; and so long as the gulf between the teacher and the guardian remains as wide as it is to-day."

Buildings.

18. There is naturally little to record in the matter of building operations in view of the high price of building materials. Still buildings were constructed in connection with the Khalsa High School, Lyallpur; the Sain Das High School, Jullundur; the Khanna Public School, Ludhiana; also for the Khalsa Schools at Sirhali and Kairon, Kallar and Sukkho.

It is noticeable that the Sikh community are quick to erect good buildings for their new High schools. The Arya Samaj, on the other hand, though they have erected some excellent hostels, e.g., at Ludhiana, Rawalpindi and Jullundur, have been too content "to house their schools (e.g., at these same three places in most unsuitable premises." They would be well advised before opening more new institutions to devote any funds at their disposal to establishing existing institutions on a satisfactory basis.

Miscellaneous.

19. Medical inspection has also been suspended owing to the war, the Medical Inspectors having all been recalled for military duty. This is unfortunate as their work had shown promise of much good result.

Other matters in connection with secondary education of which only brief mention can be made are:—

(a) *Provident Funds*.—A committee over which I presided, including managers and headmasters of Lahore schools, drafted model rules for Provident Funds for aided schools, which were circulated for opinion and for an estimate of their cost to Government. All answers have not yet been received.

(b) *Grant-in-aid Rules*.—The April, 1917, conference recommended a revision of these rules in order to make a more equitable distribution of grants between departments. The question was further discussed at a conference of Inspectors in January, and proposals outlined for consideration by headmasters' associations, etc.

(c) *Buildings*.—Revised standard plans for hostels and for double sectioned Government High schools were drawn up by the Consulting Architect to Government.

CHAPTER V.

PRIMARY EDUCATION (BOYS).

20. There was an increase of 1164 in the number of primary schools last ^{Numbers.} year but a decrease of 2,479 in the number of pupils attending them, the figures on March 31st being 5,077 schools and 243,149 scholars. Of the new schools 114 were Board primary schools, no less than 48 being opened in the Jullundur Division (excluding the Ludhiana District, which opened no new schools).

Private enterprise in the matter of primary education is almost entirely confined to denominational schools maintained by religious bodies: but the activities of the Ruper Primary School Association, which opened 10 schools, deserve special mention. The association consists of a small body of public spirited gentlemen who have prepared a regular scheme for the multiplication of village schools in the Ruper Tahsil of the Ambala District, being prepared to hand the schools over to District Board management when properly established. This very useful pioneer movement, the success of which has been in a large measure due to the financial support of Rai Sahib Lala Banarsi Das of Ambala, is one that deserves to find imitators in other backward parts of the Province.

21. The fall in the attendance at primary schools, in spite of the increase ^{Attendance.} in the number of such institutions, is serious. The statistics by Divisions are as follows:—

				<i>Schools.</i>	<i>Scholars.</i>
Ambala	...	...	...	+ 77	+ 1,613
Jullundur	...	...	...	+ 48	+ 1,769
Lahore	...	...	...	+ 28	+ 643
Rawalpindi	...	...	...	— 32	— 4,100
Multan	...	...	...	+ 43	— 2,404

Two chief reasons are assigned by Inspectors for this decrease—(a) sickness, (b) the war.

(a) The heavy rains of last year were followed by an epidemic of malaria of unusual severity, succeeded by an outbreak of plague, most severe in the Multan, Montgomery and Rawalpindi Districts. These epidemics affected the school attendance very seriously especially in the Multan Division.

(b) Not only has a certain number of the older pupils in the Rawalpindi Division enlisted, but a very much larger number of the senior pupils has been withdrawn for work on the land owing to the absence of their fathers or elder brothers on war service. For example, a school boy of about thirteen, whom the Inspector found attempting to plough, explained that he was the sole male representative of his family left at home.

The decrease in the number of schools in the Rawalpindi Division is due to the withdrawal of grant from a number of inefficient aided elementary institutions.

At the same time the restrictions introduced in this Division on the admission of new pupils throughout the year (see the Quinquennial Review, paragraph 55(c)), have very largely affected the enrolment. It is particularly unfortunate that 82 per cent. of the decline (or 3,366-4,100) is in boys of the agricultural class, which has provided the largest number of recruits and which can least adapt itself to any change in the regulations.

The restriction with regard to admissions has been relaxed.

In the Attock District alone in this Division owing to the interest taken in education by the Deputy Commissioner and the good work of the District Inspector, himself an agriculturist, has there been an increase in the attendance and a keen demand for new schools.

It is clear that much greater importance must be attached in future to obtaining members of the agricultural classes as inspecting officers and teachers of primary schools.

22. The expenditure on primary schools increased from Rs. 15,67,402 to ^{Expenditure.} Rs. 16,77,222 a very large proportion of which, namely, 14 lakhs was met from

Provincial revenues in the form of grants to local bodies for vernacular education. In spite of the decline in attendance the income from fees rose from Rs. 1,41,166 to Rs. 1,43,562.

Teachers.

23. The number of trained teachers increased from 5,150 to 5,380 out of a total number of 10,036 teachers employed. The proportion of trained to untrained teachers varies very much between districts, the highest percentage (85 per cent.) being in the Kangra and Jullundur Districts and the lowest (54 per cent.) in the Rawalpindi District. The number of qualified teachers is of course highest in Board schools.

In the Lahore Division, for example, two out of three Board school teachers are certificated, while the proportion in aided and unaided schools is only one to three.

Inspectors generally represent that the scales of salaries introduced by District Boards during recent years have proved much less beneficial than was expected owing to defects in the system of grading. The scales have now been in force a sufficient length of time for their working to be tested. It would be well for District Boards to reconsider them in view of the criticisms made and where necessary to revise them with the help of the Government grants which are now being offered (see paragraph 6).

Instruction.

24. There is little to add to what was said in the Quinquennial Review as to the quality of the instruction in primary schools. No great improvement can be looked for till the number of classes taught by a single master is reduced; and until the work of the normal schools is brought into more close relationship with the work of the teachers in rural primary schools. The committee on District Board Educational Finance (see Chapter I) definitely recommended that a second teacher should be employed when the average attendance in any school exceeds 40, and that no teacher should be permitted to have sole charge of more than four classes. Proposals to give effect to these recommendations have been made since the period under review.

It is significant that all five Inspectors comment in their reports on the dirtiness and untidiness of schoolrooms and scholars on the occasion of surprise visits. This is a matter that should easily be remedied if District and Assistant District Inspectors will realise its importance.

The Inspector of the Jullundur Division reports a number of steps which have been taken to improve the efficiency of the teaching. The "look and say" method of teaching reading has been introduced into several schools, and has already proved successful under proper supervision; but it cannot of course be widely introduced until it is practised in the normal schools. Drawing and handwork have been started in a number of primary schools, and an itinerant drawing master is employed to supervise it in the Ludhiana schools. A scheme based on the correlation of school subjects has been introduced in the Hoshiarpur District and will gradually be introduced into the whole Division. Experiments in agricultural teaching have been made in the same district, especially at Chutala, where the zaildar has generously given 8 kanals of land for the purpose. The question of agricultural teaching in rural schools was discussed between the Agricultural and Education Departments during the year, but a decision as to their policy to be recommended to Government was finally reached at conferences held during the present year and does not therefore form part of the subject matter of this report.

Building.

25. There was naturally but little building activity during the period under review. On the contrary there was a serious loss in accommodation owing to the action of the weather. In the Hissar District, for example, the majority of the school houses which are kacha collapsed or were seriously damaged by the unusually heavy rains, a practical corroboration of the adverse criticisms passed in the Quinquennial Review on this class of school building. Other Inspectors report similar damage.

On the other hand the Ambala, Jullundur and Multan Inspectors' report increased help from villagers in the matter of rent-free sites and buildings or contributions towards the erection of school houses.

Mr. Wright makes a suggestion, which I commend for the consideration of the Co-operative Department, that co-operative societies might invest their money in the erection of rural school buildings, receiving as interest the rental of the buildings. Thus local interest in the buildings would be secured and district boards aided in the uphill task of providing accommodation for their rural schools.

Hitherto district boards have obtained no regular assistance from Provincial revenues towards the erection of school buildings; but this omission will be remedied under the new scheme for the expansion of vernacular education in district board areas.

26. This scheme was initiated in a circular letter issued to Commissioners in July, 1917, in which the Local Government outlined its policy as follows:—

Scheme for the expansion and improvement of Vernacular education.

“Ultimately Board schools should be established at every centre where an average attendance of not less than fifty children may be expected; provided that a distance of two miles by the nearest route should ordinarily intervene between two Board schools.”

As a first step towards the fulfilment of this policy District Inspectors were required to prepare maps showing the situation of all schools in existence in their Districts, and at the same time indicating the position of proposed primary schools, and marking (distinctive marks for each class of school being prescribed) the elementary schools which should be converted into Board schools, and the primary schools which should be raised to the vernacular middle status. To accompany these maps were statements showing not only the names of the villages in which new schools should be established but even the villages with their approximate population which each school would serve.

The policy outlined above was to serve as a general indication of the number of schools that would ultimately be needed, but various factors, such as the density of the population, the proximity of anglo-vernacular schools (which were shown on the map), the physical features of the District, etc., had to be taken into consideration in the preparation of these maps.

The work was necessarily very complex and District Inspectors in the majority of cases failed at first to realise the magnitude of the scheme. Consequently with few exceptions the maps first submitted had to be returned for revision. However under the more direct guidance of Inspectors a series of maps for the whole Province was finally completed in March last. These maps will serve as a record, so far as fluctuations in the population permit of such a record being made, of the ultimate needs of the Punjab in the matter of vernacular education.

The general position disclosed by these maps is as follows:—

EXISTING VERNACULAR SCHOOLS.		ULTIMATELY NEEDED.	
Middle.	Primary.	Middle.	Primary.
173	4,613	471	8,673

Meanwhile in October, 1917, a Committee on District Board Educational Finance was assembled. This Committee recommended that with a view to making systematic progress towards the fulfilment of the policy outlined by Government in its letter of July five-year programmes for the expansion and improvement of vernacular education should be drawn up and submitted to Government; that Government in approving any programme should indicate to the Board the proportion of the cost of the programme which it was prepared to meet from Provincial revenues; that a district board when accepting an approved programme and the financial liability it entailed should accord it “administrative sanction,” thereby definitely undertaking to complete it in five years.

It was felt that only by these measures could any continuity of policy in every Board area and an even rate of expansion throughout the Province be assured.

The method by which the proportion which Provincial revenues should contribute towards the cost of each programme should be calculated has been described in Chapter II.

The recommendations of the Committee were accepted by Government, and Inspectors were instructed to prepare five-year programmes on the lines indicated, based upon the maps already submitted.

The programmes have subsequently been prepared and approved by Government, but the final steps for the fulfilment of this scheme have been taken during the present year.

It may be noted that the programmes were to include the improvement of existing institutions, *e.g.*, by the appointment of additional assistants, the replacement of untrained by trained teachers, etc., *pari passu* with the opening of new schools; and in fact in the programmes finally approved five-twelfths of the expenditure will be of this nature.

Compulsory Primary Education Bill.

27. A measure of equal if not greater importance and which loomed more largely in the public eye was the introduction by Government in the Legislative Council of a Compulsory Primary Education Bill. The Bill is of a wide character, being applicable both to rural and municipal areas and capable of extension even to girls, being based on the principle of local option. The Bill was referred to a Select Committee and since the form which it may ultimately take is as yet uncertain, it would be premature to make any more detailed reference to its provisions. It is gratifying to find that it has been generally welcomed by the public.

It is impossible to estimate the ultimate effect of the two measures briefly described in the preceding paragraphs. But at least we have before us a definite goal at which to aim, namely, the provision of adequate facilities for education throughout the Province and the gradual introduction of the compulsory principle in areas where such facilities have been provided; and we shall in future be able to measure with some degree of accuracy our progress towards the realisation of this ideal.

CHAPTER VI.

TRAINING OF TEACHERS.

28. There were 1,085 men and 323 women under training in various institutions, a decrease over last year's figures of 89 men and an increase of 61 women. The students under training were distributed as follows:—

		B. T. Class	...	...	51
		S. A.-V. Class	...	...	42
		J. A.-V. Class	...	...	81
		S. V. Class	...	...	92
Central Training College	...				
Normal Schools for Men (10)	...	...	...	...	741
Training Classes for Men, A.-V. (3)	...	...	...	...	63
" " " " Vernacular (8)	...	...	...	...	157
Lahore Normal School for Women	...	...	...	...	121
Training Classes for Women (13)	...	...	...	...	169
Sanawar (Men)	...	...	...	...	15
St. Bede's, Simla (Women)	...	...	...	...	33

Central Training College.

Training

29. The demand for admission to the Central Training College grows every year, and the quality of the candidates selected steadily improves. Ten of these last year had obtained the degree of M.A., three the B.Sc., and twelve the B.A., with honours. The pressure for admissions to the already large S.V. class was also great. The need for this type of teacher will increase rapidly with the expansion of vernacular education; and arrangements have been made during the current year for increased admissions to the class.

Proposals were submitted to the Government of India for a complete revision of the staff of the Central Training College, more especially by the strengthening of the superior (I.E.S. and P.E.S.) staff.

The important part which this institution plays in the educational system of the Punjab, not only by providing teachers for secondary schools, but even more as the source from which the supervising and inspecting staff for all types of educational institutions is drawn, requires that its own staff should have the highest professional and educational qualifications.

Of 208 candidates sent up for the various examinations 195 (or 94 per cent.) were successful.

30. There were no new developments in this class of institution. Except in the Rawalpindi Division there was a large excess in the number of candidates for admission over the number of vacancies. Of 717 candidates sent up for the Junior Vernacular examination 641 passed, a very satisfactory record. Special mention must be made of the Jullundur Normal School, which besides distinguishing itself in the athletic field passed 94 per cent. of its candidates in the examination, securing 15 places out of 61 in the first division

Normal Schools for Men.

31. The number of students in this institution rose to 121, and the need for better accommodation is very great. Hitherto no suitable house has been found. A Christian Hostel was started in connection with the school in January, and had ten inmates. On the transfer of Miss Must to Rawalpindi, Miss Das took charge of the institution, and was succeeded by Miss Uppal in November.

Normal School for Women.

32. The majority of the students of Sanawar Training Class who had gone to the war returned during the year and finished their courses.

Training of European Teachers.

A grant of Rs. 50,000 for two years and of Rs. 25,000 in subsequent years was sanctioned for this institution by the Government of India. It is proposed to utilise the grant for the first few years in constructing a proper building for the school; and a start will be made on the building during the present year.

Of 22 candidates presented for the European Teachers examination by St. Bede's 21 passed.

The management of St. Denys' School, Murree, made arrangements for the training of a limited number of kindergarten teachers.

There is nothing particular to record about the other training institutions.

CHAPTER VII.

PROFESSIONAL, TECHNICAL AND SPECIAL EDUCATION.

Professional Institutions.

33. The staff of the Law College was strengthened by an increase in the number of lecturers from two to five. This enabled the College to introduce a tutorial system by which students are taken in groups of ten to twelve by the various members of the staff.

Law College.

One hundred and seventy students were successful out of 265 who appeared at the first examination in law. Seventy-one out of 164 candidates passed the L.L.B. examination.

34. The number of students at the Medical College rose from 232 to 289. The limit for admissions to both Medical School and College is 175, but Government requirements alone for admissions to the School were 96 leaving only 79 vacancies for the College. In the present year at least 132 must be admitted to the School, and as the limit in total numbers in both institutions has now been reached, not more than 18 students will be admissible to the College. This will cause great hardship to a number of science students who had looked forward to entering the medical profession. The Principal again presses for the separation of the school from the college as the only solution for this difficulty. A Board of Inspection appointed by the Syndicate visited the institution and reported that the provision of hostel accommodation is an immediate necessity. The school hostel will be available on the transfer of that institution, but this will by no means satisfy the need for hostel accommodation.

Medical College.

Veterinary College. 35. There were 85 new admissions to the Veterinary College last year, 55 taking the three-years' course and 30 the four-years' course. Owing to the absence of the post-graduates Professor on military service the post-graduate class was held in abeyance. At the annual examinations held at the conclusion of each year of the course, the students did very well indeed, the percentage of passes varying from 77.8 to 94.

The Principal reports that the standard of instruction in the College is gradually rising, the increased pay and prospects in the Army Remount Department and in the Civil Veterinary Services in some provinces having induced men of higher qualifications to enter the profession.

Womens' Christian Medical College, Ludhiana. 36. The number of students attending the senior classes (L.P.M.S. and M.P.L.) of the Punjab Medical School for Women, Ludhiana, increased from 48 to 62, the numbers in the other classes remaining practically stationary. The chief need of the institution is increased accommodation, e.g., a suitable laboratory for pathological work, but any scheme of building postulates the acquisition of more land the present site being already congested.

Agricultural College, Lyallpur. 37. The Agricultural College, Lyallpur, worked for the first time as an affiliated college and the first year course was that leading to the University Degree.

"The session ending June, 1918," says the Principal, "is a record of satisfactory progress." The demands for admission rose to 180 in 1917 and were 223 for the present year. Many of the candidates were first class matriculates.

There were 101 applications for admission to the vernacular class, of whom only 37 could be admitted, so that all the district board scholarships could not be utilised. The question of opening a second vernacular class at Gurdaspur is under consideration.

Arrangements for additional students were made, e.g., the erection of a special hotel for the admission of sons of large landholders and ex-students of the Aitchison College, Lahore. It was also decided to admit students from Sindh at the request of the Commissioner in Sindh.

The Education Department owes a debt of gratitude to Mr. W. Roberts the Principal, and to his staff for the keen and practical interest they are taking in the scheme for introducing agricultural teaching in the ordinary schools of the Punjab. Without this expert co-operation the efforts of the Education Department would be foredoomed to failure.

Government School of Engineering, Rasul. 38. The Government School of Engineering, Rasul, suffered from several changes of staff throughout the year. The death of Rai Sahib Pandit Chiranji Lall, Assistant Principal, from heart disease was a great loss to the institution.

Of the students at the School 50 were Hindus, 32 Muhammadans and 16 Sikhs, so that all communities are well represented.

Of 40 students who appeared at the 2nd year's examination, 39 passed, the remaining student passing in all subjects but one, a remarkable result.

Mr. C. E. Blaker took over charge of the institution from Mr. Gemmell towards the end of the session. He states that he is very favourably impressed with the general standard of the majority of the subordinate students, a fair percentage of whom should be quite suitable for overseerships later in their careers and ultimately to be placed in charge of sub-divisions. The surveying course he considers second to none in India.

The draftsmen are not of such good quality; and the work in this course might be more practical.

Industrial Education. 39. There was a falling off in the number of students attending the Mayo School of Art, the decrease being from 265 to 238.

The decline was undoubtedly due to the great demand for artisan labour owing to the war, and the very high wages offered for work of this kind, which induced a number of students to leave without completing their course.

A subsidiary cause which affected the admission of new students was the bad health of the Province, particularly of Lahore, last year which affected the poorer classes adversely from which classes the bulk of the students are drawn.

The work of the institution maintained its usual high level.

A good hostel is very urgently needed.

The Standing Committee on Technical and Industrial Education met twice and submitted definite proposals to Government for the revision of the system of industrial schools throughout the province. The scheme proposed by the Committee was circulated by Government to local bodies for opinion, but final orders, accepting the scheme, were not received till the current year. An account of it is therefore held over till next year's report. It will, I believe, affect a radical reform in the condition of our industrial schools, which was described in the Quinquennial Review.

40. The numbers in the Reformatory School, Delhi, fell from 112 to 102, and the Superintendent points out that Magistrates do not even make as much use of the school as they are required to make under the Act. The school has accommodation for fifty more pupils than it at present contains, and it is a pity that its great powers for good are not fully utilised. The Superintendent's interesting report shows that very good work was done throughout the year; and I regret that limitations of space do not permit me to quote more fully from it. Reformatory School, Delhi.

41. The transfer of the Clerical and Commercial Classes, Amritsar, to the Government High School has been a very successful move, and under the supervision of the energetic Headmaster, Mr. E. Smith, the classes have obtained a new lease of life. Clerical and Commercial education.

Proposals for the institution of a Diploma in Commerce were submitted by me to the Syndicate of the Punjab University, which generally welcomed the idea, and appointed a committee to consider the proposals in detail.

There is a distinct demand for an examination of this kind, the London Chamber of Commerce examinations at present taken by senior pupils being clearly ill-suited to meet local requirements.

Both the Amritsar classes and those held by the Young Men's Christian Association, Lahore, are prepared to present candidates for such a diploma; and it is probable that private commercial schools would follow suit.

Pending its introduction by the University an examination on similar lines was conducted for the first time by the Education Department on the results of which certificates were awarded.

The classes conducted by the Young Women's Christian Association had a successful year—the average attendance rising from 32 to 36. The system of registration and of grant-in-aid to this institution was revised and improved.

The Railway Technical School and the School for the Blind, Lahore, continue to do good work.

CHAPTER VIII.

FEMALE EDUCATION.

42. There was an increase of 25 in the number of schools for Indian girls last year, *i.e.*, from 990 to 1,015, including one new high school, three new middle schools, and twenty-one new primary schools, all new schools of the primary status being under the management of District Boards. Statistics.

The numbers in attendance, however, did not increase correspondingly and were 51,987 at the close of the year as compared with 51,496 at the close of the year 1916-17.

The very slight increase in the number of pupils was largely due to the prevalence of sickness last year; the enrolment in all schools having been affected by this cause.

43. The only collegiate institution is the Kinnaird College. This institution had hitherto only prepared students up to the intermediate, and girls desiring to take a degree had been obliged to study privately for the examination or to attend a college for men. The Kinnaird College was granted affiliation up to the B.A. last year on condition that the collegiate classes were held quite separately from the school, a condition which was complied with. Five students joined the third-year class on its opening, while nineteen others are preparing for the Collegiate education.

intermediate examination. The Zenana Mission house was handed over for the use of the college in October 1917. The staff now consists of four full-time lecturers, one half-time lecturer and two occasional lecturers.

There were five girls preparing for the B.A. degree at other arts colleges.

Secondary Schools.

44. There are only 1,551 girls at the secondary stage of education, but this is an increase of 199 over the number in 1916-17.

Secondary schools are as a rule well equipped; their chief lack being playgrounds. It is difficult to obtain sufficient ground contiguous to town schools, and girls cannot like boys be taken to playgrounds at any distance from their schools. The Inspectress, Ambala, writes that "physical training is practically unknown outside Mission schools. There is no preparation for it and no desire for it. In a few cases balls, skipping ropes and a swing have been provided, but these are not renewed or repaired".

The Inspectress, Multan, writes that "drill is taught only in the Lyallpur middle school and in the Mission primary school at Montgomery", *i.e.*, only in two of the 160 schools in the Division.

The staff of secondary schools are as a rule well qualified educationally.

Primary Schools.

45. The same cannot be said of primary schools in which the number of trained teachers increases but slowly. In the Rawalpindi Division for example, of 388 teachers only 17 are trained and certificated. It is at least satisfactory to read in the Ambala Inspectress' report that "in almost every case the trained teacher is a success and effects a vast improvement in the school; but" she adds, "the difficulty of inducing teachers to go for training is very great".

During the current year steps have been taken to overcome this difficulty and to supplement the work of the Lahore Normal School for Women by establishing normal schools at mofussil centres; but an account of these measures will be included in next year's report.

Meantime it is not a matter of surprise that no less than 43,455 or five-sixths of the total number of girls receiving education are in the lower primary stage. The untrained teachers being as a rule only "primary-passed" are not competent to advance their pupils beyond this standard.

Instruction.

46. Within certain well defined limits the work is much better than might be expected. Reading is often fluent, written sums are worked with great accuracy, and handwriting is sometimes surprisingly good. That is to say, a certain amount of mechanical proficiency is attained in the teaching of the 3 Rs. It is when intelligence is needed, *e.g.*, in explaining the matter read, in setting questions in mental arithmetic or explaining the use of the rules learnt, that the deficiencies of the teachers become apparent, "Geography seldom goes beyond the memorising of a list of names and reading a map".

Inspection.

47. Under these circumstances the only hope of improving the work of the primary schools rests in constant supervision and instruction in method by Inspectresses.

Unfortunately the staff of Inspectresses is very small and of the five posts of Divisional Inspectresses, one, that of Multan, remained vacant throughout the year owing to the transfer of Miss Marshall to the North-West Frontier Province. Miss Douglas was transferred to the Ambala Division, rendered vacant by Mrs. Gilbertson's transfer to Delhi, and her place at Rawalpindi was taken by Miss Must from the Normal School, in whose place Miss Uppal has been officiating. A few District Inspectresses and Superintendents have been engaged by District Boards and Municipalities; but the appointment of a staff of District Inspectresses by Government is clearly desirable in order that the work may be properly supervised and co-ordinated.

Buildings.

48. Very little building was possible during the past year owing to the high cost of materials. The cost of the few schemes which have been completed, *e.g.*, the dormitories for the Church of Scotland Mission School, Siákot, far exceeded the original estimates.

A few board schools in the Gurgaoon District were constructed, but insufficient care was taken in the selection of the sites.

At Muktasar and Jaspalon in the Jullundur Division and Jaranwála and Kamália in the Multan Division good buildings were constructed by the local bodies concerned.

A great need is a satisfactory building with a garden and playground for the Normal School, Lahore.

Statement showing the distribution of attendance of Indian girls according to Districts on 31st March 1918.

Serial No.	District.	NUMBER OF GIRLS IN				
		High Schools.	Middle Schools.	Primary Schools.	Zanana classes.	Total.
1	Hissar	...	...	576	...	576
2	Rohtak	...	40	998	...	1,038
3	Gurgaon	...	...	662	...	662
4	Karnal	...	...	719	...	719
5	Ambala	...	206	1,033	...	1,239
6	Simla	...	100	169	...	269
7	Kangra	...	79	987	...	1,066
8	Hoshiarpur	...	...	1,305	...	1,305
9	Jullundur	165	247	2,358	131	2,901
10	Ludhiana	...	643	1,563	...	2,206
11	Ferozepore	381	160	2,029	...	2,570
12	Lahore	891	1,095	2,575	17	4,578
13	Amritsar	84	1,139	3,730	75	5,028
14	Gurdaspur	97	301	1,552	85	2,035
15	Sialkot	...	842	3,111	...	3,953
16	Gujranwala	...	414	2,898	...	3,312
17	Gujrat	...	...	1,896	26	1,922
18	Shahpur	...	...	1,908	...	1,908
19	Jhelum	...	177	1,406	3	1,586
20	Rawalpindi	...	753	1,873	...	2,626
21	Attock	...	...	1,197	...	1,197
22	Mianwali	...	84	640	...	724
23	Montgomery	...	397	725	...	1,122
24	Lyalpur	...	332	1,180	33	1,545
25	Jhang	...	354	1,638	...	1,992
26	Multan	...	560	1,399	73	2,032
27	Muzaffargarh	...	118	688	...	806
28	Dera Ghazi Khan	...	...	1,429	...	1,429
	Total	1,618	8,041	42,244	443	52,346

CHAPTER IX.

EDUCATION OF EUROPEANS.

49. There are few changes to report in the condition of the European Schools in the Province.

Statistics.

The number of public schools remained the same, namely, 34, and the number of pupils in attendance at all schools increased by 61 to 3,011.

The number of high schools decreased by one to thirteen, owing to the reduction of the Cathedral Boys' School, Lahore, to the middle status. This was a wise move, as there was little use in maintaining a high department for three or four pupils.

The total expenditure from all sources increased from Rs. 9,32,170 to Rs. 9,75,345.

Direct expenditure increased by Rs. 6,097, i.e., from Rs. 3,66,655 to Rs. 3,72,752.

50. The increase in direct expenditure is chiefly due to increased staff grants. This is satisfactory as it means an increase both in the rates of salaries and in the number of trained teachers. The actual number of trained teachers employed was 137, as compared with 127 in the preceding year, the number of untrained teachers decreasing from 82 to 66. Serious difficulty is being experienced owing to the war in recruiting masters for boys schools. This difficulty is inevitable under present conditions, but the Inspector of European Schools is of opinion that the difficulty will not cease with the war. He

Teachers.

believes that the young masters who are serving in the Indian Army Reserve of Officers, who have become accustomed to a higher standard of living, will not be prepared to return to the "limited and impoverished life of an assistant master."

Examinations.

51. The results of the departmental examinations were quite satisfactory, 79·7½ per cent. of the candidates passing the High school examination as compared with 67·1 last year, and 72·7 passing the Middle examination as compared with 71·43 last year.

A great deal of trouble was experienced in connection with the conduct of the Cambridge Senior Local examination, the papers having been lost in transit owing to enemy action. The examination at the Simla centre was abandoned. Single copies of the question paper were received by the Superintendent in Lahore and an examination for 36 candidates held there; but it was only after strong representations that the Cambridge authorities finally decided to accept this examination. Twelve of the candidates were successful. There appears to be great need for an all-India examination of sufficient status to be recognised by the home authorities as equivalent to the Cambridge Senior Local examination.

Physical training.

52. The new regulations of the Indian Defence Force for the training of junior cadets have been much criticised by headmasters. They have put a stop to the development of the scouting movement except in the Christ Church School, Simla, and they have also put an end to the rifle shooting competition for the European Schools Challenge Shield.

The attention to games in boys' and girls' schools varies very much from school to school; and is dependent on the provision of playgrounds and the interest taken by the teachers. The former factor will always be a difficulty in hill schools, but the latter might be improved if teachers were trained to organise games.

The Girl Guide movement was introduced with success in the Cathedral High School for Girls, Lahore.

Lawrence Military Asylum, Sanawar.

53. Several long-needed improvements were effected at the Lawrence Military Asylum. Chief amongst these is the provision of a good water supply by pipes from Sanawar. Hitherto the Asylum had been dependent on a local spring which was proved unquestionably to be tainted. The institution is now better off in this respect than it has been since its foundation in 1847. The sanitation was improved, and better servants' quarters were constructed. But much remains to be done in the matter of buildings, before the institution can be pronounced really up to date.

An interesting development is the opening of a babies department which has already an enrolment of twelve. This department was opened at the instance of Mr. Barne in view of the number of applications received to admit babies whose mothers have died while their fathers are on active service. In addition to affording a home for the babies this new department provides a training ground for the elder girls as children's nurses. Plans and estimates for a crèche have now been prepared.

Lawrence School, Ghora Gali.

54. There were 361 children (240 boys and 121 girls) at the Lawrence School, Ghora Gali. There were several changes in the staff of the girls' school during the year; and an increase in the staff of matrons especially for the hospital and boys' school is an urgent need.

The school did exceptionally well in examinations last year, passing 18 out of 20 at the High school examination and 22 out of 26 at the Middle school examination, no less than thirteen children winning scholarships.

No large building operations were undertaken during the year, and the provision of proper hospital accommodation is a particularly urgent requirement.

The Principal points out the desirability of equipping the school with electric light, by installing an electric power station at the dhobi ghat where there is an excellent head of water all the year round, which could also be utilised as the water supply of the school. This scheme appears to be practicable at no great cost; and will undoubtedly deserve consideration when materials for electric supply are available after the war.

CHAPTER X.
EDUCATION OF SPECIAL CLASSES.

(i) *Muhammadans.*

55. The following table shows the number of scholars belonging to the three chief communities in the Province in educational institutions of all kinds:—

	MUHAMMADJANS.				HINDUS.				SIKHS.			
	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.
Arts Colleges { English ...	921	848	73	...	2,832	2,680	152	...	671	502	169	...
Arts Colleges { Oriental ...	35	40	...	5	71	95	...	24	6	10	...	4
Arts Colleges { Law ...	58	40	18	...	366	236	120	...	22	18	4	...
Arts Colleges { Medicine ...	37	22	15	...	203	161	42	...	49	48	1	...
Professional Colleges. { Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges. { Teaching ...	91	84	7	...	123	120	3	...	42	41	1	...
Professional Colleges. { Agriculture ...	49	50	...	1	31	26	5	...	32	37	...	5
Professional Colleges. { Veterinary ...	135	124	11	...	44	35	9	...	38	45	...	7
Total	1,326	1,208	118	...	3,660	3,353	307	...	860	701	159	...
Secondary Schools. { Anglo-vernacular ...	26,399	25,916	483	...	43,751	42,946	805	...	12,230	11,931	299	...
Secondary Schools. { Vernacular ...	10,223	10,966	...	740	13,320	13,614	...	294	3,611	3,690	...	79
Total	36,626	36,882	...	257	57,071	56,560	511	...	15,841	15,621	220	...
Primary Schools ...	1,1,810	105,135	...	3,325	103,471	102,554	917	...	34,264	34,171	93	...
Training Schools ...	301	364	...	63	407	430	...	23	84	81	3	...
Medical Schools ...	139	122	17	...	169	165	4	...	107	86	21	...
Technical and Industrial Schools. { Mayo School of Art ...	147	152	...	5	63	83	...	15	19	21	...	2
Technical and Industrial Schools. { Engineering Schools ...	32	31	1	...	50	48	2	...	16	19	...	3
Technical and Industrial Schools. { Industrial Schools ...	1,362	1,467	...	105	769	789	...	20	212	247	...	35
Technical and Industrial Schools. { Commercial Schools ...	...	...	...	...	...	26	...	26	...	10	...	10
Technical and Industrial Schools. { Reformatory Schools ...	47	46	1	...	36	46	...	10	3	3	...	...
Technical and Industrial Schools. { Other Special Schools ...	31	26	5	...	44	43	1	...	4	8	...	4
Total Public Institutions	141,820	145,433	...	3,613	165,745	164,097	1,648	...	51,410	50,968	442	...
Scholars at Private Schools	21,748	24,416	...	2,668	11,882	13,104	...	1,222	2,652	2,914	...	262
Total at Public and Private Schools	163,568	169,849	...	6,281	177,627	177,201	426	...	54,062	53,882	180	...

These figures show an increase of Muhammadans in colleges and Anglo-vernacular secondary schools, but not in proportion to the increase shown by other communities.

The actual percentages of scholars belonging to the Muhammadan community in the secondary stages of education is as follows:—

Secondary schools.	High stage.	Middle stage.
32.22	28.07	33.34

The decline in the attendance at primary schools was dealt with in Chapter V and the general question of the backwardness of Muhammadans in education was treated at some length in the quinquennial review.

(ii) *Jains.*

56. Out of 154,936 non-Brahman Hindus in public institutions there were 1,950 Jains, namely, 533 in colleges, 914 in secondary schools, 979 in primary schools and 4 in special schools.

(iii) *Education of the Upper Classes.*

57. The average number of boys on the roll of the Aitchison College throughout the year was 1077.

Among other changes made during the year are—

(a) the enhancement of the fees from Rs. 53 to Rs. 60.

(b) the formation of a mounted Cadet Corps. "Much enthusiasm has been shown and a large increase in the number of boys owning and riding ponies has only been limited by the lack of stable accommodation." There are now over 35 members who drill regularly with the Punjab Light Horse.

(c) For junior boys training on the lines of the boy scout movement has been initiated and has met with much success.

Mr. L. A. Leslie-Jones, who had been Principal of the College since 1904, and to whom the College owes much, was transferred to the Mayo College, Ajmere, at the end of the summer term, his place being taken by Mr. J. Kelly, the senior member of the staff.

The staff has suffered a number of changes during the year and the committee has before it proposals for a measure of reorganisation, which it is hoped to introduce with the aid of the increased income from fees and an enhanced grant from Government, for which application has been made.

EDUCATION OF LOW CASTES AND CRIMINAL TRIBES.

58. The Inspector of the Lahore Division reports the opening of six new schools in his division for low caste boys, the Inspector of Jullundur of five such schools, while the Inspector of Ambala, Lala Hari Das, reports the opening of five low caste schools (three in Gurgaon and two in Ambala), and the closing of three such institutions (two in Karnal and one in Rohtak).

The last named Inspector also reports an increase from 290 to 732 of low caste children attending ordinary schools. Of these no less than 429 were Chamars. "The phenomenal rise," he says, "is in a measure due to the leveling tendencies of the times and the consequent decay of prejudices."

Eighty-nine Minas (a criminal tribe) attend schools in the Gurgaon District and are in receipt of special stipends.

CHAPTER XI.

TEXT-BOOK COMMITTEE.

Text-Book Committee.

59. THE total number of books considered by the Text-Book Committee was 384 as compared with 500 in the previous year. The decline in the number of publications clearly indicates that war conditions and the consequent rise in the cost of paper and production are being increasingly felt.

The decline in the quantity and quality of the books submitted for the award of prizes under the scheme for the encouragement of vernacular literature having been brought to the notice of the committee by Government it resolved that in future—

- (i) prizes should be of higher value and fewer in number, the minimum reward to be not less than Rs. 500, while in the case of works of exceptional merit it might reach Rs. 1,000;
- (ii) works of real worth and outstanding merit only should be rewarded, it being clearly understood that in the event of the required standard not being reached even the best book of a year should not receive a prize;
- (iii) any balance remaining in the fund after the awards for a given year had been paid should be utilized in the purchase and distribution to schools of good vernacular literature.

Towards the close of the year the committee represented to Government the need for some standardisation of the technical terms used in vernacular text-books. Government accordingly appointed six sub-committees, consisting of three members each, to deal respectively with the Urdu terms in use in (a) Agriculture, (b) Physics, (c) Chemistry, (d) Education, (e) Geography, (f) Mathematics.

The function of these committees is to consider the terms in use in Urdu text-books up to the Matriculation standard, and where alternative terms are found to select the best, in cases where English or foreign words (*e.g.*, Geographical names) are necessarily or commonly employed to select the best transliteration of them, and in exceptional cases where the English term has not gained currency, is unsuitable for transliteration, and has no Urdu equivalent (*e.g.*, manual training), to suggest such an equivalent.

The committees are working under the auspices of the Text-Book Committee and their results will be scrutinised first by the respective sub-committees of that body, then by the committee as a whole. The lists will then be submitted to a few recognised authorities on the Urdu language for final criticism before being adopted by the Department. When finally accepted all text-books approved by the Text-Book Committee and the Education Department in future will be required to use only these standard terms.

The sub-committees are at present at work and are reported to have made considerable progress with their difficult task. The results of their labours should do much to facilitate the use of the vernacular medium in secondary schools.

CHAPTER XII.

THE SCHOOLS AND THE WAR.

60. The following table is of interest as showing the contributions in men and money made by Educational institutions in the Punjab to the cause of the Allies in the present war :—

1 Serial No.	2 Institutions.	3 Total number of staff and pupils.	4 Total number of staff and pupils who have joined the war.	5 Total number of recruits obtained by the staff and pupils for the army.	6 MONEY SUBSCRIBED BY STAFF AND PUPILS.				7 Subscriptions obtained by staff and pupils to war funds.
					(a) War Loan.	(b) Aeroplane Fund.	(c) Our Day Fund.	(d) Red Cross and other Funds.	
					Rs.	Rs.	Rs.	Rs.	
1	Arts Colleges ...	4,068	78	117	86,087	63	2,135	3,045	7,148
2	Professional Colleges ..	1,447	59	199	1,17,610	583	838	3,034	750
3	Other Special Schools ...	3,235	147	45	12,343	503	1,417	1,221	651
4	Secondary Schools, Ambala Division.	16,570	546	131	23,178	842	4,067	3,855	7,181
5	Secondary Schools, Jullundur Division.	27,184	1,615	399	55,364	1,370	14,503	563	4,117
6	Secondary Schools, Lahore Division.	41,395	1,224	368	1,06,313	3,534	15,153	7,429	17,122
7	Secondary Schools, Rawalpindi Division.	22,492	870	109	45,235	2,890	5,681	3,164	4,123
8	Secondary Schools, Multan Division.	16,890	153	14	32,052	1,019	6,638	2,764	1,306
9	Primary Schools for males in the Province.	228,912	2,563	1,293	59,575	1,414	20,973	5,923	8,143
10	Secondary Schools for females in the Province.	12,403	...	...	11,198	925	3,067	2,195	1,027
11	Female Primary Schools in the Province.	32,899	...	14	5,774	67	3,077	538	284
12	European Schools	3,345	339	46	33,501	350	5,720	9,606	6,675
	Grand Total	410,840	7,594	2,735	5,93,230	13,560	83,269	43,337	58,527

This table shows that over ten thousand recruits, three-quarters of whom were actually masters or students in schools, were provided for the army, while nearly Rs. 8 lakhs were subscribed to war funds. This is a record of which the Punjab Colleges and schools may well be proud.

It is only just to mention a few of the institutions, whose records are particularly fine :—

(a) *Recruiting.*—The Government College, Lahore, provided 116 recruits chiefly through the agency of the War News Association, an account of whose activities will be found in the Quinquennial Review. It also subscribed or obtained subscriptions amounting to over a lakh of rupees.

The Jat High School, Rohtak, with an average enrolment of 408 masters and pupils, has sent 104 of its pupils and staff to the War; the Reformatory School, Delhi, 43 out of an average enrolment of 139; the Vernacular Middle School, Kalanaur, 55 out of 203, obtaining also 11 outside recruits; the Vernacular Middle School, Guryami, 30 out of 177, with 16 recruits; the S. B.

Amin Chand High School, Bajwara, 55 out of 2224; the Malwa Khalsa High School, Ludhiana, has sent 78 out of an average (of enrolment of 449) and obtained no less than 200 outside recruits; the Christian Boys' Boarding School, Ludhiana, 51 out of 124, with 17 outside recruits; the Municipal Board Vernacular School, Patti, 42 out of 300, with 17 recruits; the District Board School, Chabhal, 26 out of 120; the Scotch Mission School, Sialkot, 4 out of 354, with 175 recruits; the Mission School, Martinpur, 30 out of 157; the Mission High School, Dalwal, 105 out of 374; the District Board School, Kallar, 35 out of 137; the Khalsa High School, Lyallpur, 40 out of 266; the National Anglo-vernacular Middle School, Sham Chaurasi, 56 out of 292; the Khalsa Anglo-vernacular Middle School, Mahlpur, 53 out of 194; the Rajput Doaba High School, Nadalon, the Mission High School, Jullundur, the Dayanand Anglo-vernacular Schools at Daulatpur and Muktsar, the District Board Anglo-vernacular Schools at Tanda and Garhshankar, and the Punjab Veterinary College (89 out of 260, with 193 recruits).

(b) *Subscriptions*.—The Government College; the Law College; the Medical College; the Government High School, Simla; the Central Model School, Lahore; the Municipal School, Jagadhri; the Vernacular Middle Schools, Rangpura and Hodal; Rivaz Government High School, Dharmasala; Government High School, Ferozepore; C. B. B. School, Ludhiana; D. A.-V. School, Muktsar; District Board Anglo-vernacular School, Palampur; District Board School, Rahon; M. A.-O. School, Amritsar; Mission High School, Amritsar; Baring High School, Batala; A. L. O. E. School, Batala; Mission High School, Narowal; District Board School, Jamke; King George Hindu High School, Gujranwala; Crosse High School, Akalgarh; Government High School, Gujrat; Sanskrit High School, Dinga; V. B. High School, Jalalpur Jattan; Government High School, Jhelum; Government, C. M. S. and D. A.-V. Schools, Multan.

(N.B.—It is impossible to gauge properly the comparative value of the subscriptions made by different institutions, as this is largely dependent on the financial circumstances of the parents of pupils, small subscriptions from vernacular schools often involving much greater sacrifice than large sums subscribed by higher class institutions. The above list consequently does not do proper justice to the efforts made by pupils and masters of Vernacular Middle and Primary Schools.)

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1917-18.

(For details see General Table III.)

AREA AND POPULATION.			Particulars.	PUBLIC INSTITUTIONS.								PRIVATE INSTITUTIONS.			AVERAGE NUMBER OF TOWNS AND VILLAGES SERVED BY		PERCENTAGE TO POPULATION OF SCHOLARS IN				
Total area in square miles.	Number of towns* and villages.	Population.		University Education.		School Education, General.			School Education, Special.		Advanced.	Elementary.	Total.	Grand Total.	Public Ins'tutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.			
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.									Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
99,251	Towns* ... 127	Males ... 10,769,704	Institutions ...	For Males ...	11	6	434	5,084	5,518	13	88	5,536	167	1,671	1,839	7,424	5.9	4.5	...	...
	Villages ... 33,094	Females ... 8,806,943		For Females ...	1	1	80	954	1,034	14	6	1,056	1	760	761	1,517	31.4	18.2	...	...
	Total ... 33,221	Total ... 19,576,647	Total ...		12	7	514	6,038	6,552	27	44	6,642	168	2,431	2,599	9,211	5.0	3.6	...	...
				Scholars ...	Males ...	4,593	1,332	112,050	242,385	354,385	804	3,402	364,516	2,740	33,743	36,483	400,999	3.39	3.72
					Females ...	28	88	11,286	48,254	54,540	290	632	55,528	65	12,247	12,312	67,840	0.62	0.77
			Total ...		4,621	1,870	123,336	285,589	408,925	1,094	4,034	420,044	2,805	45,990	48,795	468,839	...	...	2.15	2.39

*All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
1	University Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions							
{ for Males ...	6,65,093	4,62,954	31,42,360	17,01,552	1,58,246	2,55,517	63,85,722
{ for Females ...	7,144	20,099	5,53,649	4,04,801	46,382	98,413	11,30,498
Total ...	6,72,237	4,83,053	36,96,009	21,06,353	2,04,628	3,53,930	75,16,210
2. (a)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...	4.66	8.17	23.52	23.9	3.62	4.57	63.38
(b)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ...	.02	.23	10.04	38.01	.47	1.12	55.89
(c)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction ...	.37	.09	48.37	21.94	1.60	3.37	75.74
(d)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	5.16	4.22	32.22	15.36	1.77	3.09	65.52
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.
Government Institutions.							
{ Cost to Provincial Revenues ...	173 6 5	434 5 4	27 8 3	12 12 1	188 3 7	117 4 0	65 15 0
{ Cost to Local and Municipal Funds ...	...	3 11 0	...	...	...	...	0 2 11
{ Total cost ...	277 13 8	481 6 0	54 4 0	19 2 0	188 3 7	128 14 4	92 14 6
Local Fund and Municipal Board Schools.							
{ Cost to Provincial Revenues ...	...	...	4 8 8	4 15 7	53 7 3	16 12 7	4 15 9
{ Cost to Local and Municipal Funds ...	...	...	51 3 0	2 6 10	108 8 6	13 10 9	3 1 9
{ Total cost ...	...	...	17 5 2	7 15 3	161 15 8	32 4 8	10 1 11
Aided Institutions.							
{ Cost to Provincial Revenues ...	60 3 0	430 1 8	11 2 8	2 14 2	128 13 5	60 4 5	7 14 2
{ Cost to Local and Municipal Funds ...	0 13 6	...	2 8 3	1 3 9	...	4 0 3	1 2 4
{ Total cost ...	165 1 4	528 14 9	35 11 4	6 13 2	213 9 6	150 9 3	22 11 2
Unaided Institutions—Total cost ...	90 4 6	73 13 2	270 0 1	5 4 9	101 3 4	31 5 2	24 11 9
All Institutions.							
{ Cost to Provincial Revenues ...	52 11 5	205 7 4	9 4 5	4 4 8	164 10 4	57 5 6	8 4 6
{ Cost to Local and Municipal Funds ...	0 6 6	2 7 9	3 2 3	2 0 11	11 5 4	7 0 5	2 7 6
{ Total cost ...	152 5 4	260 7 9	21 2 6	7 10 2	185 13 8	88 10 7	18 2 8

TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total expenditure on Public Instruction.	REMARKS.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,90,504	73,354	4,11,765	3,98,658	15,18,121	11,64,240	39,56,642	1,14,72,852	
3,90,504	73,354	4,11,765	3,98,658	15,18,121	11,64,240	39,56,642	1,14,72,852	
1.75	1.46	6.91	3.13	11.03	7.34	31.62	100	
...	...	4.69	8.10	25.06	6.26	44.11	100	
—	...	1.78	6.48	9.63	6.37	24.26	100	
3.41	.84	3.59	3.47	13.23	10.14	34.48	100	

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS

				PUBLIC							
				UNDER PUBLIC MANAGEMENT.							
CLASS OF INSTITUTION.				<i>Managed by Government.</i>				<i>Managed by Local Funds and Municipal Boards.</i>			
				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.
1	2	3	4	5	6	7	8	9			
UNIVERSITY EDUCATION.											
<i>Arts Colleges.</i>											
English	1	598	608	506	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>											
Law	...	...	...	...	...	...	...	...
Medicine	1	289	300	291	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	2	281	282	260	...	...	...	...
Agriculture	1	112	99	89	...	...	...	...
Veterinary	1	213	224	206	...	...	...	...
Commercial	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...
Total	6	1,498	1,513	1,352	...	...	...	...
SCHOOL EDUCATION, GENERAL.											
<i>Secondary Schools.</i>											
High Schools for males	31	12,279	12,530	11,184	16	4,905	5,271	4,660			
Middle Schools for males	...	...	...	...	69	16,249	16,680	14,574
					148	26,694	28,640	24,765			
High Schools for females	4	922	894	723	...	...	...	...
Middle Schools for females	...	...	...	...	...	...	...	...
					22	3,413	3,326	2,679			
Total	35	13,201	13,424	11,907	255	51,461	53,917	46,578			
<i>Primary Schools.</i>											
For males	7	1,035	992	871	3,526	176,860	171,521	145,860			
For females	...	...	...	...	623	26,423	25,708	20,355
Total	7	1,035	992	871	4,149	203,283	197,229	166,215			

TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

INSTITUTIONS.															
UNDER PRIVATE MANAGEMENT.								Grand Total of institutions.	Grand Total of Scholars on 31st March.	NUMBER OF SCHOLARS ON 31st MARCH LEARNING			Number of girls in boys' schools.	Number of boys in girls' schools.	REMARKS.
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						English.	A classical language.	A vernacular language.			
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.								
10	11	12	13	14	15	16	17	18	199	20	21	22	23	24	25
5	2,034	1,975	1,733	4	1,852	1,682	1,322	10	4,4484	4,333	2,197	...	4	...	
1	24	22	19	...	...	...	...	1	24	24	...	24	...	...
1	113	132	108	...	...	...	...	1	1113	106	98	6	...	...
...	
...	...	...	...	1	437	397	865	1	4437	437	...	...	...	...
...	
...	...	...	...	...	...	...	...	1	2289	...	...	...	...	...
...	
...	
...	...	...	...	...	...	...	...	2	2281	189	...	98	5	...	
1	33	38	33	...	...	...	...	1	33	33	27	6	...	...
...	...	...	...	...	...	...	...	1	1112	65	...	...	...	...
...	...	...	...	...	...	...	...	1	2218	...	...	...	...	...
...	
...	
...	
...	
...	
8	2,204	2,167	1,893	5	2,289	2,079	1,687	19	15,9991	5,187	2,322	134	9	...	
83	33,426	34,186	29,957	13	4,625	4,515	4,243	143	515,2235	44,085	31,800	45,193	1	...	
51	9,199	9,294	8,173	20	3,545	3,643	3,225	140	28,9993	18,005	13,701	24,017	44	...	
3	655	720	656	...	...	...	...	151	27,5549	233	8,108	27,729	8	...	
12	1,393	1,355	1,235	2	415	417	317	18	2,7730	1,722	670	1,532	...	145	
14	1,213	1,178	1,029	2	179	172	133	10	1,3392	1,049	75	671	...	173	
24	4,024	3,833	2,886	...	...	...	...	43	7,4437	143	972	7,437	...	3	
187	49,910	50,558	43,886	37	8,764	9,050	7,918	514	123,3336	15,237	54,226	106,579	53	326	
1,367	58,435	56,720	49,587	184	6,935	6,438	5,650	5,084	243,3345	2,889	1,587	243,160	1,223	...	
294	14,400	13,256	10,817	37	1,421	1,315	1,110	954	42,2214	113	700	41,781	...	213	
1,661	72,365	69,976	60,404	221	8,406	7,753	6,760	6,339	235,5580	3,002	2,237	284,941	1,223	213	

COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

UNDER PUBLIC MANAGEMENT.

Managed by Government.

Managed by Local Funds and
Municipal Boards.

CLASS OF INSTITUTION.

1	Managed by Government.				Managed by Local Funds and Municipal Boards.			
	2	3	4	5	6	7	8	9
CLASS OF INSTITUTION.	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.
SCHOOL EDUCATION, SPECIAL.								
Training schools	10	728	745	712	6	121	115	112
		{ for males						
	1	121	117	104				
		{ for females						
Schools of Art	1	238	259	216				
		{ for males						
		{ for females						
Law Schools								
		{ for males						
		{ for females						
Medical Schools	1	342	353	344				
		{ for males						
		{ for females						
Engineering and Surveying Schools	1	99	99	97				
		{ for males						
		{ for females						
Technical and Industrial Schools	2	876	859	832	21	1,761	1,779	1,485
		{ for males						
		{ for females						
Commercial Schools								
		{ for males						
		{ for females						
Agricultural Schools								
		{ for males						
		{ for females						
Reformatory Schools	2	129	136	121				
		{ for males						
	1	34	34	25				
		{ for females						
Other Schools	1	17	15	12				
		{ for males						
		{ for females						
Total	20	2,084	2,117	1,963	27	1,832	1,894	1,597
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.....	68	17,818	18,046	16,093	4,431	256,626	253,040	214,490

1. Advanced teaching—

PRIVATE INSTITUTIONS.

(a) Arabic or Persian		{ for males						
		{ for females						
(b) Sanskrit		{ for males						
		{ for females						
(c) Any other Oriental Class		{ for males						
		{ for females						
2. Elementary teaching—		{ for males						
(a) A vernacular only or mainly		{ for females						
		{ for males						
(b) The Quran only		{ for females						
		{ for males						
3. Other Schools not conforming to Departmental Standards.		{ for females						
TOTAL OF PRIVATE INSTITUTIONS		{ for males						
GRAND TOTAL OF ALL INSTITUTIONS		{ for females						
		Total						

TABLE III— CONCLUDED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-1-18.

INSTITUTIONS.								Grand Total of Institutions.	Grand Total of Scholars on 31st March.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING					Number of girls in boys' schools.	Number of boys in girls' schools.	REMARKS.
UNDER PRIVATE MANAGEMENT.										English.	A classical language.	A vernacular language.					
<i>Aided by Government, by Local Funds or Municipal Boards.</i>				<i>Unaided.</i>													
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.										
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
2	53	53	51	1	23	24	24	13.3	804	63	280	741	...	...	
7	48	47	47	...	...	...	...	14.4	290	15	32	290	...	...	
...	...	...	...	...	...	...	...	1.1	238	...	...	...	...	...
...			
...			
...	...	...	...	2	74	66	56	3.3	416	...	24	24	...	...	
1	142	135	134	...	...	...	...	1.1	142	...	...	...	...	...
...	...	...	...	...	...	...	...	1.1	99	...	...	...	...	...
...			
5	273	281	193	1	20	14	12	29.9	2,430	181	...	2,075	...	...	
3	406	398	378	...	...	...	...	3.3	406	...	...	406	...	...	
...			
...			
...			
...	...	...	...	...	...	...	...	2.2	129	...	...	129	...	...	
...	...	...	...	...	...	...	...	1.1	34	...	...	34	...	...	
1	73	80	60	...	...	...	...	2.2	90	23	...	15	...	...	
1	50	34	32	...	...	...	...	1.1	50	...	...	...	...	...
20	1,045	978	895	4	117	104	92	7.171	5,128	232	336	3,714	...	...	
1,876	126,024	123,689	107,083	267	19,576	18,986	16,457	6,642.42	420,044	73,658	59,771	395,368	1,285	539			
...	...	...	...	...	...	...	...	9.898	1,438	...	1,427	12	30	...	
...	...	...	...	...	...	...	...	6.969	1,332	...	1,119	218	...	...	
...	...	...	...	...	...	...	...	1.1	35	...	35	...	...	...
...			
...	...	...	...	...	...	...	...	49.292	13,958	...	269	13,763	151	...	
...	...	...	...	...	...	...	...	7.171	1,555	...	191	1,364	...	44	
...	...	...	...	...	...	...	...	1,133.33	17,589	...	17,563	203	2,151	...	
...	...	...	...	...	...	...	...	6.7171	9,870	...	9,862	138	...	2,120	
...	...	...	...	...	...	...	...	4.46	2,315	658	470	2,219	1	...	
...	...	...	...	...	...	...	...	1.1818	703	91	66	610	...	20	
...	...	...	...	...	...	...	...	2,596.99	48,795	749	30,942	18,522	2,333	2,184	
...	...	...	...	...	...	...	...	7,424.24	401,894	71,217	78,083	359,627	3,618	...	
...	...	...	...	...	...	...	...	1,817.17	66,945	3,190	12,630	54,263	...	2,723	
...	...	...	...	...	...	...	...	9,241.41	468,839	74,407	90,713	413,890	3,618	2,723	

GENERAL TABLE III (A).

NUMBER OF SCHOLARS ON 31st MARCH 1918 IN THE PUNJAB, CLASSIFIED
ACCORDING TO SEX, RACE OR CREED.

1	2	3	HINDUS.		6	7	8	9	10	11	12
			Brahmans.	Non-Brahmans.							
UNIVERSITY EDUCATION.											
<i>Arts Colleges.</i>											
English ...	Male ...	5	50	317	2,515	671	921	...	1	...	4,480
	Female ...	1	16	2	5	1	2	...	1	...	28
Oriental ...	Male ...	...	1	64	7	6	35	...	...	...	113
	Female ...	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>											
Law ...	Male ...	...	1	86	320	22	58	...	...	...	437
	Female ...	...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	19	184	49	37	...	...	...	289
	Female ...	...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	115	5	35	68	42	91	...	...	...	276
	Female ...	33	3	2	...	...	...	...	...	...	38
Agriculture ...	Male ...	...	...	2	29	32	49	...	...	...	112
	Female ...	...	...	...	...	...	...	...	...	...	...
Veterinary ...	Male ...	...	1	...	44	38	135	...	...	...	218
	Female ...	...	...	...	...	...	...	...	...	...	...
Commercial ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Forestry ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Total ...	...	54	77	477	3,192	861	1,328	...	2	...	5,991
SCHOOL EDUCATION, GENERAL.											
<i>Secondary Schools.</i>											
For Males--											
High Schools ...	Male ...	678	578	5,172	22,928	8,164	17,688	...	25	6	55,234
	Female ...	1	...	...	...	...	...	...	...	...	1
Middle Schools--											
English ...	Male ...	1999	338	3,170	12,477	4,057	8,705	...	6	27	28,949
	Female ...	229	13	...	2	...	...	...	...	...	44
Vernacular ...	Male ...	...	382	3,231	10,089	3,611	10,224	...	...	4	27,541
	Female ...	...	...	...	4	...	4	...	...	...	8
For Females--											
High Schools ...	Male ...	124	5	...	2	8	6	...	...	...	145
	Female ...	880	273	104	741	313	251	...	14	9	2,585
Middle Schools--	Male ...	162	2	...	2	1	...	...	11	...	178
	Female ...	585	210	31	280	30	50	...	17	10	1,214
Vernacular ...	Male ...	...	1	...	...	...	2	...	...	...	3
	Female ...	...	227	596	4,333	1,039	1,179	...	...	...	7,434
Total ...	...	2,654	1,999	12,304	50,558	17,283	38,109	...	73	56	123,336
<i>Primary Schools.</i>											
For Males											
... {	Male ...	128	2,425	22,736	80,640	34,264	101,696	1	4	228	242,122
	Female ...	661	77	45	40	48	592	...	...	...	1,223
For Females											
... {	Male ...	...	4	48	47	...	114	...	...	...	213
	Female ...	...	1,088	3,508	18,522	7,179	11,711	...	...	23	42,031
Total ...	...	1839	2,594	26,337	99,609	41,491	114,113	1	4	251	285,569

GENERAL TABLE III (A)—CONCLUDED.

NUMBER OF SCHOLARS ON 31ST MARCH 1918 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

1	2	3	HINDUS.					8	9	10	11	12
			4	5	6	7	10					
	European and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.	REMARKS.	
SCHOOL EDUCATION, SPECIAL.												
Training Schools	Male	...	12	133	269	84	301	...	...	...	804
	Female	...	59	23	94	36	78	...	...	...	290
School of Art	Male	...	3	16	52	119	147	...	1	...	238	
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	1	53	116	107	139	...	...	...	416
	Female	10	108	...	3	...	21	...	...	...	142
Engineering and Surveying Schools.	Male	...	1	12	38	116	32	...	...	...	99
	Female	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male	...	83	127	642	2112	1,362	...	...	4	2,430
	Female	...	408	...	...	...	...	...	...	...	408
Commercial Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	1	8	28	3	47	...	...	42	129
	Female	...	...	...	...	...	...	...	...	84	34
Other Schools	Male	2	9	9	35	4	31	...	...	...	90
	Female	44	4	1	...	...	...	1	...	...	50
Total	56	637	387	1,277	481	2,158	...	2	80	6,123		
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.												
2,953	6,357	39,505	154,936	60,116	155,708	1	81	337	420,044			
PRIVATE INSTITUTIONS.												
ADVANCED TEACHING.												
(a) Arabic or Persian	Male	...	...	...	1	...	1,407	...	...	...	1,408
	Female	...	...	...	...	...	30	...	...	...	30
(b) Sanskrit	Male	...	...	819	493	7	13	...	...	...	1,332
	Female	...	...	20	15	...	...	...	...	...	35
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
ELEMENTARY TEACHING.												
(a) A vernacular only or mainly—												
For males	Male	...	117	1,241	7,827	2,246	2,350	...	...	26	13,807
	Female	...	...	1	48	62	40	...	...	...	151
For females	Male	...	...	...	4	33	7	...	...	...	44
	Female	...	48	185	784	372	122	...	...	...	1,511
(b) The Koran only—	Male	...	...	...	4	...	15,415	...	...	19	15,438
	Female	...	...	...	...	...	2,151	...	...	...	2,151
For females	Male	...	...	...	...	...	2,120	...	...	...	2,120
	Female	...	...	...	...	...	7,750	...	...	...	7,750
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.												
For males	Male	...	3	367	1,126	366	436	16	...	...	2,314
	Female	...	...	...	1	...	...	...	...	...	1
For females	Male	14	8	...	...	...	...	...	...	...	20
	Female	47	37	91	241	66	200	...	...	1	638
TOTAL OF PRIVATE INSTITUTIONS												
61	211	2,724	10,544	3,152	32,041	16	...	46	48,795			
GRAND TOTAL OF ALL INSTITUTIONS												
3,014	6,568	42,229	165,480	63,268	187,749	17	81	433	468,859			

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS IN THE

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					<i>Aided by Government, by Local Funds or Municipal Boards.</i>				<i>Unaided.</i>			
	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 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
UNIVERSITY EDUCATION.												
<i>Arts Colleges.</i>												
English												
<i>Colleges for Professional Training.</i>												
Teaching	1	15	15	15								
					1	33	38	38				
Total	1	15	15	15	1	33	38	38				
SCHOOL EDUCATION, GENERAL.												
<i>Secondary Schools.</i>												
High Schools for males	2	467	461	434	2	227	212	178				
Middle Schools—English—for males					4	244	234	225				
High Schools for females	2	381	373	349	7	647	721	642				
Middle Schools—English—for females					10	788	763	686				
Total	4	848	834	783	23	1,906	1,930	1,731				
<i>Primary Schools.</i>												
For males					7	196	205	182				
For females												
Total					7	196	205	182				
SCHOOL EDUCATION, SPECIAL.												
Training Schools												
Schools of Art												
Engineering and Surveying Schools.												
Technical and Industrial Schools.												
Commercial Schools												
Other Schools												
Total												
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	863	849	798	31	22,135	2,173	1,951				
PRIVATE INSTITUTIONS.												
Other Schools not conforming to Departmental Standards—												
For males												
For females												
TOTAL OF PRIVATE INSTITUTIONS.												
GRAND TOTAL OF ALL INSTITUTIONS	5	863	849	798	31	22,135	2,173	1,951				

GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC				
	UNDER PUBLIC				
	Managed by				
	Re- c- e- i- v- e- n- u- e- s.	Local Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6
UNIVERSITY EDUCATION.					
<i>Arts Coll. ges.</i>					
English	{ for males for females	1,05,4430	...	63,492	...
Oriental	{ for males for females ... ..	...	...	...	...
<i>Colleges for Professional Training.</i>					
Law	{ for males for females ... ..	...	...	...	...
Medicine	{ for males for females	1,29,0012	...	22,759	...
Engineering	{ for males for females ... ..	...	...	...	...
Teaching	{ for males for females	1,03,7703	2,982	354	...
Agriculture	{ for males for females	72,3363	...	...	...
Veterinary	{ for males for females	87,9993	...	13,638	...
Commercial	{ for males for females ... ..	...	...	...	...
Forestry	{ for males for females ... ..	...	...	...	...
Total ... ..	...	4,98,5501	2,982	354	99,939
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males ... ..	...	2,95,2275	...	3,36,553	4,856
Middle Schools for males	{ English Vernacular ... ..	...	...	...	...
High Schools for females ... ..	...	74,1114	...	16,833	1,695
Middle Schools for females	{ English Vernacular ... ..	...	...	...	...
Total ... ..	...	3,69,3389	...	3,53,356	6,051
<i>Primary Schools.</i>					
For males ... ..	...	12,5337	...	6,219	30
For females ... ..	...	...	...	...	...
Total ... ..	...	12,6337	...	6,219	30
SCHOOL EDUCATION, SPECIAL.					
Training Schools	{ for males for females	1,39,0986	...	...	...
Schools of Art	{ for males for females	23,1463	...	927	...
Law Schools	{ for males for females	45,4403	...	...	...
Medical Schools	{ for males for females	18,7775	...	4,700	...
Engineering and Surveying Schools	{ for males for females	36,3320	...	8,050	...
Technical and Industrial Schools	{ for males for females	18,8340	...	431	...
Commercial Schools	{ for males for females ... ..	...	...	...	...
Agricultural Schools	{ for males for females ... ..	...	...	...	...
Reformatory Schools	{ for males for females	26,4457	...	...	...
Other Schools	{ for males for females	1,2205	...	57	...
Total ... ..	...	3,09,4403	...	14,225	...
TOTAL DIRECT EXPENDITURE					
...	...	11,89,9330	2,982	354	4,73,769
<i>Building, furniture and apparatus</i>					
University ... ..	...	4,75,0951	...	15,266	1,508
Direction ... ..	...	...	...	...	...
Inspection ... ..	...	...	...	...	...
<i>Scholarships held in—</i>					
Arts Colleges ... ..	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE					
...	...	4,75,0951	...	15,266	1,508

GENERAL
EXPENDITURE ON PUBLIC INSTRUCTION IN THE

		PUBLIC INSTITUTIONS							
		UNDER PRIVATE							
		Aided by Government or by Local or Municipal Boards.						Um	
OBJECTS OF EXPENDITURE.	Provincial Revenue.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.
1	16	17	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
<i>Arts Colleges.</i>									
English ... { for males ...	96,263	300	1,500	1,55,404	25,9959	35,642	3,15,068	1,13,416	2,120
... { for females ...	3,000	...	...	2,242	2000	1,702	7,144	...	...
Oriental ... { for males ...	28,878	...	...	381	...	...	26,259	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>									
Law ... { for males ...	...	...	...	...	...	...	...	27,308	...
... { for females ...	...	...	...	...	...	...	...	...	...
Medicine ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Engineering ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Teaching ... { for males ...	16,344	...	...	3,755	...	...	20,099	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Agriculture ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Veterinary ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Commercial ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Forestry ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Total ...	1,44,485	300	1,500	1,61,782	26,1559	37,344	3,71,570	1,40,724	2,120
SCHOOL EDUCATION, GENERAL.									
<i>Secondary Schools.</i>									
High Schools for males ...	3,12,999	14,561	67,964	5,56,875	1,37,4889	89,997	11,79,885	91,380	5,345
Middle Schools for (English ...	55,954	14,116	9,733	1,05,121	33,4446	38,818	2,52,088	42,383	4,782
... { Vernacular ...	2,840	963	117	1,383	4,2697	1,215	10,785	...	...
High Schools for females ...	1,36,628	...	6,123	49,933	14,6116	11,899	2,19,204	...	7,484
Middle Schools for (English ...	39,594	896	3,401	17,576	7,0225	13,791	82,283	...	2,130
... { Vernacular ...	16,862	1,033	8,408	103	19,9334	15,045	61,390	...	...
Total ...	5,64,777	31,574	95,746	7,30,996	2,16,7777	1,65,765	18,05,635	1,33,743	19,741
<i>Primary Schools.</i>									
For males ...	1,51,856	45,104	16,037	29,648	21,7906	55,105	3,19,546	7,588	11,380
For female ...	49,985	11,940	13,617	1,746	48,0448	32,391	1,57,727	174	5,194
Total ...	2,01,841	57,044	29,654	31,394	69,8444	87,496	4,77,273	7,767	16,574
SCHOOL EDUCATION, SPECIAL.									
Training Schools { for males ...	6,530	...	...	...	1,5724	1,950	10,054	961	...
... { for females ...	6,354	...	...	316	2,6644	1,934	11,268	...	...
Schools of art ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Law School ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Medical Schools ... { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	34,000	...	...	29,351	7,1400	17,342	87,833	...	...
Engineering and Surveying Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools { for males ...	4,208	236	2,119	1,485	9,2822	4,462	21,742	...	...
... { for females ...	2,341	1,171	...	148	1,3199	92	5,071	...	...
Commercial Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Agriculture Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Reformatory Schools { for males ...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...
Other Schools ... { for males ...	8,037	...	...	1,959	...	2,212	12,208	...	...
... { for females ...	3,335	...	...	1,286	...	734	5,355	...	...
Total ...	64,805	1,407	2,119	34,545	21,9299	28,726	1,53,531	961	...
TOTAL DIRECT EXPENDITURE ...	9,75,908	90,325	1,29,019	9,58,717	3,34,7099	3,19,331	28,08,009	2,33,185	38,435
<i>Buildings, furniture and apparatus</i>									
University ...	51,438	239	472	16,724	93,6677	1,69,345	3,31,885	1,615	1,02,084
Direction ...	...	...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...	...	...
Scholarshipsheld in—	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...
Boarding Houses ...	...	...	...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE ...	51,438	239	472	16,724	93,667	1,69,345	3,31,885	1,615	1,02,084

TABLE IV—CONCLUDED.
 PUNJAB FOR THE OFFICIAL YEAR 1917-18.

—CONCLD.		TOTAL EXPENDITURE FROM							REMARKS.
MANAGEMENT.		Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
aided.									
Subscriptions and other sources.	Total.								
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
36,308	1,51,844	2,01,693	800	1,500	3,32,312	28,079	71,950	6,35,834	
...	...	3,000	...	...	2,242	200	1,702	7,144	
...	...	28,878	...	...	881	...	...	29,259	
...	
...	27,308	...	...	...	27,308	...	...	27,308	
...	
...	...	1,29,012	...	...	22,759	...	...	1,51,771	
...	
...	
...	...	1,03,703	2,932	354	...	...	2,792	1,09,831	
...	...	16,344	...	...	3,755	...	...	20,099	
...	...	72,368	...	...	...	...	...	72,368	
...	
...	...	87,993	...	...	13,688	...	...	1,01,681	
...	
...	
...	
...	
...	
36,308	1,79,152	6,42,986	3,232	1,854	4,02,445	28,279	76,444	11,55,290	
41,215	1,37,920	6,16,566	43,469	83,883	10,91,977	1,47,228	1,31,509	21,19,632	
17,098	64,263	63,094	63,029	69,645	3,60,274	48,897	54,311	6,69,050	
...	...	1,95,953	87,336	6,480	67,882	4,478	1,549	3,63,678	
29,817	37,311	2,10,742	6,123	66,771	23,795	23,795	41,716	3,49,147	
2,822	4,952	39,594	896	3,401	17,576	9,155	16,613	87,235	
...	...	53,097	6,450	22,621	107	19,947	15,045	1,17,267	
90,952	2,44,436	11,79,046	2,01,180	1,97,153	16,04,577	2,58,300	2,80,743	36,96,009	
12,911	31,874	9,84,897	4,17,693	46,133	1,49,086	34,556	69,182	17,01,552	
3,899	9,267	2,10,217	59,049	43,293	1,921	53,531	36,790	4,04,801	
16,810	41,141	11,95,114	4,76,747	89,426	1,51,007	88,087	1,05,972	21,06,353	
1,468	2,429	1,46,622	5,671	...	981	1,574	3,418	1,58,246	
...	...	34,658	301	6,509	316	2,664	1,934	46,882	
...	...	45,443	...	...	927	...	...	46,330	
...	
...	
1,706	1,706	18,775	...	...	4,700	...	1,706	25,181	
...	...	34,000	...	...	29,351	7,140	17,342	87,833	
...	...	36,320	...	...	8,050	...	...	44,370	
...	
800	800	52,910	12,935	13,738	4,544	9,594	5,968	99,689	
...	...	2,341	1,171	...	148	1,319	92	5,071	
...	
...	
...	
...	...	26,457	...	...	...	...	...	26,457	
...	...	154	...	...	...	...	...	154	
...	...	9,242	...	...	2,016	...	2,232	13,490	
...	...	3,335	...	...	1,283	...	731	5,355	
3,974	4,935	4,10,217	20,078	20,247	52,299	22,291	33,426	5,58,558	
1,48,044	4,69,664	34,27,363	7,01,287	3,08,680	22,10,333	3,91,957	4,76,585	75,16,210	
1,95,845	2,99,544	5,52,961	3,14,366	39,255	33,606	1,97,835	3,80,095	15,18,121	
...	...	87,750	...	...	2,63,126	...	39,628	3,90,504	
...	...	73,354	...	...	...	...	...	73,354	
...	...	3,46,452	58,029	7,284	...	...	...	4,11,765	
...	...	20,134	2,623	2,261	18,202	13,205	19,516	75,941	
...	...	5,362	232	363	...	...	856	6,313	
...	...	6,596	2,421	540	...	2,805	17,645	29,807	
...	...	82,194	88,566	119,102	...	2,877	2,485	1,95,224	
...	...	24,044	1,513	452	...	230	28	26,267	
...	...	11,961	240	106	...	...	32,454	44,761	
...	...	6,850	5,370	3,385	...	497	2,312	18,414	
...	...	355	851	225	...	...	...	1,431	
...	...	1,84,571	43,014	116,070	41,297	6,145	33,013	3,24,110	
...	...	1,83,538	35,507	9,928	3,84,534	1,22,080	1,04,563	8,40,130	

The amount shown in columns 2, 9, 16 and 27 includes Imperial Fund Rs. 14,90,889 which were utilised as follows :—

1. Rupees 31,181 for the Veterinary College, Lahore.
2. Rupees 40,000 for the Aitchison College, Lahore.
3. Rupees 1,73,000 for the Lawrence Military Asylum, Snawar. It includes the Imperial grant of Rs. 40,000 paid through the Punjab Education Department.
4. Rupees 12,440 for the appointment of Additional Assistant District Inspectors of Schools.
5. Rupees 5,580 for female inspecting staff.
6. Rupees 11,472 for the revision of the pay of the Superintendents of boarding-houses.
7. Rupees 5,000 for the Queen Mary's College, Lahore.
8. Rupees 15,500 for the Normal School, Karnal.
9. Rupees 38,000 for salary grants to European Schools.
10. Rupees 35,233 for the salaries of the officers of the Indian Education Service attached to the Khalsa College, Amritsar.
11. Rupees 19,233 for the Victoria Girls' School, Lahore.
12. Rupees 60,000 for the maintenance of Aided Secondary Schools.
13. Rupees 10,000 for the Government Training Class, Sanawar.
14. Rupees 30,000 for the improvement of the Islamia College, Lahore.
15. Rupees 15,449 for the Lawrence School, Ghora Gali.
16. Rupees 53,000 for the Punjab University.
17. Rupees 8,93,727 to District Boards for the extension of vernacular education.
18. Rupees 41,427 to Municipal Committees for the extension of vernacular education.

EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS

OBJECTS OF EXPENDITURE, 1	PUBLIC									
	UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE				
	<i>Managed by Government.</i>					<i>Aided by Government or by Local</i>				
	Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District funds.	Municipal Funds.	Fees.	Endowments.
2	3	4	5	6	7	8	9	10	11	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY EDUCATION.										
<i>Arts Colleges.</i>										
English ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Teaching ... { for males ...	10,628	...	...	...	10,628	...	...	...	...	...
... { for females ...	...	...	...	...	...	16,344	...	...	3,755	...
Total	10,528	...	...	...	10,628	16,344	...	...	3,755	...
SCHOOL EDUCATION, GENERAL.										
<i>Secondary Schools.</i>										
High Schools for males ...	39,210	20,812	3,390	...	63,412	32,853	...	...	17,029	...
Middle Schools—English—for males ...	...	...	...	...	...	18,376	...	...	11,062	...
High Schools for females ...	36,734	12,088	1,695	...	50,517	48,732	...	...	28,917	...
Middle Schools—English—for females ...	...	...	...	...	...	37,314	...	...	15,482	...
Total	75,944	32,900	5,085	...	1,13,929	1,37,275	...	...	70,490	...
<i>Primary Schools.</i>										
For males ...	...	...	...	...	...	12,928	...	...	5,524	...
For females ...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	12,928	...	...	5,524	...
SCHOOL EDUCATION, SPECIAL.										
Training Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools, ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools, ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
Other Schools ... { for males ...	...	...	...	...	...	...	...	...	...	...
... { for females ...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...
TOTAL DIRECT EXPENDITURE	86,572	32,900	5,085	...	1,24,557	1,66,547	...	...	79,769	...
<i>Buildings, furniture and apparatus</i>	11,149	...	...	...	11,149	6,333	...	...	14,235	...
<i>Inspection</i>	...	...	...	...	...	...	...	...	...	...
<i>Scholarships held in—</i>	...	...	...	...	...	...	...	...	...	...
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...
Boarding-houses ...	...	...	...	...	...	...	...	...	...	...
TOTAL INDIRECT EXPENDITURE	11,149	...	...	...	11,149	6,333	...	...	14,235	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	97,721	32,900	5,085	...	1,35,706	1,72,880	...	...	94,004	...

TABLE IV-A.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

INSTITUTIONS.						TOTAL EXPENDITURE FROM							REMARKS.
MANAGEMENT.													
or Municipal Boards.		Unaided.											
Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds, municipal & unaided.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...
...
...	20,099	...	...	...	...	10,628 16,344	...	...	3,755	...	...	10,628 20,099	...
...	20,099	...	...	...	...	26,972	...	...	3,755	...	...	30,727	...
137 7,645 7,693 11,252	50,019 37,084 83,342 64,048	...	...	...	...	72,063 18,376 85,468 37,314	...	...	37,841 11,063 39,065 15,482	3,390 ... 1,695 ...	137 7,646 7,693 11,252	1,13,431 37,084 1,33,859 64,048	...
23,723	2,34,493	...	...	...	...	2,13,219	...	...	1,03,399	5,065	23,723	3,48,422	...
5,878	24,330	...	...	...	...	12,928	...	...	5,524	...	5,878	24,330	...
5,878	24,330	...	...	...	...	12,928	...	...	5,524	...	5,878	24,330	...
...
...
...
...
...
...
...
32,666	2,78,922	...	...	...	...	2,53,119	...	...	1,12,669	5,085	32,666	4,03,479	...
23,751	44,319	...	...	...	...	17,482 13,259	...	...	14,235	...	23,751	55,463 13,259	...
...
...
...	...	...	...	...	...	3,123 9,891	...	...	...	...	...	3,123 9,891	...
...
...
...	...	...	...	...	...	1,20,253 86,629	...	...	40,161 1,79,223	...	29,031 75,060	1,89,475 3,40,912	...
23,751	44,319	...	...	...	...	2,50,637	...	...	2,33,619	...	1,27,372	6,12,128	...
56,357	3,23,241	...	...	...	...	5,03,756	...	...	3,46,283	5,085	1,60,478	10,15,907	...

The amount shown in columns 2, 7 and 18 includes Imperial Funds, Rs. 2,36,500 which were utilised as follows :-

1. Rs. 1,73,010 for the Lawrence Military Asylum, Sanawar.
2. Rs. 39,000 for salary grants to European Schools.
3. Rs. 10,000 for the Government Training Class, Sanawar.
4. Rs. 16,490 for the Lawrence School, Ghora Gali.

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

CLASS OF SCHOOL.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.			TOTAL SECONDARY STAGE.			UPPER PRIMARY STAGE.			
			<i>Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.</i>			<i>Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower 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>			
			Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SECONDARY SCHOOLS.															
<i>For Males.</i>															
Government ...	{ English ...	31	12,279	2,742	...	2,742	4,858	...	4,858	7,600	...	7,600	2,940	...	2,940
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund ...	{ English ...	48	11,461	879	...	879	4,153	...	4,153	4,532	...	4,532	8,782	...	3,782
	{ Vernacular	137	25,156	...	...	...	7,899	...	7,899	7,899	...	7,899	4,985	2	4,987
Municipal Fund	{ English ...	37	9,693	359	...	359	3,264	...	3,264	3,623	...	3,623	2,788	1	2,789
	{ Vernacular	11	1,738	...	...	...	438	...	438	438	...	438	361	...	361
Aided	{ English ...	134	42,625	6,116	...	6,116	14,180	5	14,185	20,296	5	20,301	10,401	5	10,406
	{ Vernacular	3	655	...	...	...	150	...	150	150	...	150	165	...	165
Unaided	{ English ...	33	8,170	1,156	...	1,156	2,941	...	2,941	4,097	...	4,097	2,044	...	2,044
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	434	111,777	10,752	...	10,752	37,883	5	37,888	48,635	5	48,640	27,466	8	27,474
<i>For Females.</i>															
Government ...	{ English ...	4	922	...	40	40	...	230	230	...	270	270	...	208	208
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund ...	{ English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Vernacular	6	935	...	...	...	...	98	98	...	98	98	...	190	190
Municipal Fund	{ English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Vernacular	16	2,478	...	...	...	...	460	460	...	460	460	...	760	760
Aided	{ English ...	26	2,606	...	132	132	4	589	593	4	721	725	40	495	535
	{ Vernacular	40	4,024	...	...	...	...	459	459	...	459	459	...	744	744
Unaided	{ English ...	4	594	...	27	27	...	114	114	...	141	141	...	143	143
	{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	96	11,559	...	179	179	4	1,950	1,954	4	2,149	2,153	40	2,540	2,580
TOTAL SECONDARY SCHOOLS	...	530	123,336	10,752	199	10,951	37,887	1,955	39,842	48,639	2,154	50,793	27,506	2,548	30,054
PRIMARY SCHOOLS.															
<i>For Males</i>															
Government ...	...	7	1,035	...	...	...	...	...	...	...	...	...	373	...	373
Local Fund ...	...	3,417	166,591	...	...	...	...	...	...	...	...	...	35,527	5	35,532
Municipal Fund...	...	109	10,269	...	...	...	...	...	...	...	...	...	657	...	657
Aided	...	1,367	58,465	...	...	...	...	...	...	...	...	...	6,139	131	6,270
Unaided	...	184	6,985	...	...	...	...	...	...	...	...	...	808	...	808
Total	...	5,084	243,345	...	...	...	...	...	...	...	...	...	43,504	136	43,640
<i>For Females</i>															
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Local Fund ...	...	457	16,472	...	...	...	...	...	...	...	...	...	...	2,135	2,135
Municipal Fund	...	166	9,951	...	...	...	...	...	...	...	...	...	...	920	920
Aided	...	294	14,400	...	...	...	...	...	...	...	...	...	...	1,670	1,670
Unaided	...	37	1,421	...	...	...	...	...	...	...	...	...	...	91	91
Total	...	954	42,244	...	...	...	...	...	...	...	...	...	...	4,816	4,816
TOTAL PRIMARY SCHOOLS	...	6,038	285,589	...	...	...	...	...	...	...	...	...	43,504	4,952	48,456
GRAND TOTAL	...	6,568	408,925	10,752	199	10,951	37,887	1,955	39,842	48,639	2,154	50,793	71,010	7,500	78,510

TABLE V.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1917-18.

LOWER PRIMARY STAGE.									TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
<i>(Comprising all pupils who have not passed beyond the Lower Primary Stage.)</i>															
Reading Printed Books.			Not Reading Printed Books.			Total.									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
116	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
11,739	...	1,739	...	...	...	1,739	...	1,739	4,679	...	4,679	12,279	...	12,279	
...	
31,147	...	3,147	...	...	...	3,147	...	3,147	6,929	...	6,929	11,461	...	11,461	
12,107	6	12,113	157	...	157	12,264	6	12,270	17,249	8	17,257	25,148	8	25,156	
31,181	1	3,182	99	...	99	3,280	1	3,281	6,068	2	6,070	9,691	2	9,693	
918	...	918	21	...	21	939	...	939	1,300	...	1,300	1,738	...	1,738	
11,885	33	11,918	...	...	...	11,885	33	11,918	22,236	38	22,324	42,582	43	42,625	
340	...	340	...	...	...	340	...	340	505	...	505	655	...	655	
21,029	...	2,029	...	...	...	2,029	...	2,029	4,073	...	4,073	8,170	...	8,170	
...	
351,346	40	35,386	277	...	277	35,623	40	35,663	63,039	48	63,187	111,724	53	111,777	
58	377	435	1	8	9	59	385	444	59	593	652	59	863	922	
...	
...	
...	647	647	...	...	...	...	647	647	...	837	837	...	935	935	
...	
3	1,255	1,258	...	...	...	3	1,255	1,258	3	2,015	2,018	3	2,475	2,478	
220	1,110	1,330	...	16	16	220	1,126	1,346	260	1,621	1,881	264	2,342	2,606	
...	2,773	2,773	...	48	48	...	2,821	2,821	...	3,565	3,565	...	4,024	4,024	
...	310	310	...	...	...	...	310	310	...	453	453	...	594	594	
...	
281	6,472	6,753	1	72	73	282	6,544	6,826	322	9,084	9,406	323	11,233	11,559	
355,627	6,512	42,139	278	72	350	35,905	6,584	42,489	63,411	9,132	72,543	112,050	11,286	123,336	
662	...	662	...	...	...	662	...	662	1,035	...	1,035	1,035	...	1,035	
130,501	98	130,599	460	...	460	130,961	98	131,059	166,488	103	166,591	166,488	103	166,591	
19,079	7	9,086	526	...	526	9,605	7	9,612	10,262	7	10,269	10,262	7	10,269	
511,151	934	52,085	110	...	110	51,261	934	52,195	57,400	1,065	58,465	57,400	1,065	58,465	
6,074	48	6,122	55	...	55	6,129	48	6,177	6,937	48	6,985	6,937	48	6,985	
1977,467	1,087	198,554	1,151	...	1,151	198,618	1,087	199,705	242,122	1,223	243,345	242,122	1,223	243,345	
...	
9	14,313	14,322	...	15	15	9	14,328	14,337	9	16,463	16,472	9	16,463	16,472	
65	8,947	9,012	...	19	19	65	8,966	9,031	65	9,886	9,951	65	9,886	9,951	
112	12,340	12,452	...	278	278	112	12,618	12,730	112	14,288	14,400	112	14,288	14,400	
27	1,291	1,318	...	12	12	27	1,303	1,330	27	1,394	1,421	27	1,394	1,421	
213	36,891	37,104	...	324	324	213	37,215	37,428	213	42,031	42,244	213	42,031	42,244	
1977,680	37,978	235,658	1,151	324	1,475	198,831	88,302	237,133	242,335	43,254	285,589	242,335	43,254	285,589	
2333,307	44,490	277,797	1,429	396	1,825	234,736	44,886	279,622	305,746	52,886	358,132	354,385	54,540	408,925	

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE

			Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Sikhs.
					Brahmans.	Non- Brahmans.	
1			2	3	4	5	6
College stage ...	...	Males ...	20	58	473	3,187	860
		Females ...	34	19	4	5	11
High stage ...	...	Males ...	78	99	1,217	4,956	1,710
		Females ...	96	37	8	36	111
Middle stage ...	...	Males ...	391	343	4,642	15,197	5,713
		Females ...	495	223	90	639	243
Upper Primary stage	...	Males ...	270	521	7,591	25,325	10,975
		Females ...	374	371	589	3,316	1,249
Lower Primary stage	...	Males ...	547	2,742	20,907	77,719	31,703
		Females ...	592	1,257	3,597	20,108	7,166
Special schools ...	...	Males ...	2	110	363	1,057	423
		Females ...	54	577	24	97	36
Private institutions...	...	Males ...	14	126	2,427	9,344	2,652
		Females ...	47	85	297	1,059	500
GRAND TOTAL ...	...	MALES ...	1,322	3,999	37,620	136,785	54,046
		FEMALES...	1,692	2,569	4,609	25,260	9,206
		TOTAL ...	3,014	6,568	42,229	162,045	63,252

TABLE V-A.

OFF INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED (1917-18):

Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1 to 10.	Depressed classes.	Total of columns 11-12.	REMARKS.
7	8	9	10	11	12	13	14
1,326	...	1	...	5,925	...	5,925	
2	...	1	...	66	...	66	
2,682	...	7	1	10,750	2	10,752	
8	...	2	1	199	...	199	
11,540	...	9	9	37,849	38	37,887	
251	...	6	8	1,955	...	1,955	
25,898	...	9	58	70,647	363	71,010	
1,580	...	8	3	7,490	10	7,500	
98,283	1	21	197	232,120	2,616	234,736	
11,950	...	15	30	44,715	171	44,886	
2,076	...	1	19	4,053	150	4,206	
99	...	...	1	883	34	922	
21,748	16	...	45	36,372	111	36,483	
10,293	...	...	1	12,282	30	12,312	
163,553	17	43	329	397,710	3,280	400,999	
24,183	...	32	44	67,595	245	67,840	
187,736	17	80	373	465,314	3,525	468,839	

RESULTS OF THE PRESCRIBED EXAMINATIONS IN

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
COLLEGES FOR PROFESSIONAL TRAINING—concluded.									
<i>Medicine—concl.</i>									
Master of Surgery	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Master of Obstetrics	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery	{ Males ...	1	...	1	26	...	...	...	26
	{ Females...	...	...	...	...	...	...	...	...
Bachelor of Hygiene	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
<i>Engineering.</i>									
Master of Civil Engineering	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
EXAMINATIONS NOT CONDUCTED BY UNIVERSITIES FOR—									
Civil Engineers	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Electrical Engineers	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Upper Subordinates	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Lower Subordinates	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
<i>Teaching.</i>									
Post-graduate degrees or licenses	{ Males ...	1	...	1	51	...	...	3	54
	{ Females...	...	...	...	...	...	...	...	...
Under-graduate licenses or diplomas	{ Males ...	2	...	2	95	...	...	31	126
	{ Females...	1	2	3	3	26	...	4	33
<i>Agriculture.</i>									
Master of Agriculture	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Licentiate of Agriculture	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
Veterinary Examinations	{ Males ...	1	...	1	45	...	...	...	45
	{ Females...	...	...	...	...	...	...	...	...
Commercial Examinations	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation	{ Males ...	29	74	28	131	1,189	2,724	910	5,800
	{ Females...	...	5	1	6	...	26	6	42
School final or leaving certificate	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
" B " Final examination	{ Males ...	...	...	...	...	...	...	...	...
	{ Females...	...	...	...	...	...	...	...	...
High schol examination for Europeans...	{ Males ...	2	8	...	5	24	18	...	40
	{ Females...	2	7	...	9	8	32	...	40

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL BOARDS						
	IN INSTITUTIONS MANAGED BY						
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.					Rs.	Rs.	Rs.
<i>Arts Colleges.</i>							
English
{ for males
{ for females
Oriental
{ for males
{ for females
<i>Colleges or Departments of Colleges for Professional Training.</i>							
Law
{ for males
{ for females
Medicine
{ for males
{ for females
Engineering
{ for males
{ for females
Teaching
{ for males
{ for females
Agriculture
{ for males
{ for females
Total
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males	8	2,282	2,466	2,162	...	26,748	350
Middle Schools for males	40	9,179	9,438	8,386	...	41,936	13,218
{ English
{ Vernacular	137	26,153	26,784	23,131	...	81,807	...
High Schools for females
Middle Schools for females	6	935	908	759	...	5,412	...
{ English
{ Vernacular
Total	191	87,552	89,596	34,483	...	1,55,893	18,568
<i>Primary Schools.</i>							
For males	3,417	166,591	161,698	137,819	...	3,72,450	1,373
For females	457	16,472	15,922	13,055	...	46,725	1,300
Total	3,874	183,063	177,620	150,874	...	4,19,175	2,673
SCHOOL EDUCATION, SPECIAL.							
Training Schools	5,671	...
{ for males
{ for females
Schools of Art
{ for males
{ for females
Law Schools
{ for males
{ for females
Medical Schools
{ for males
{ for females
Engineering and Surveying Schools
{ for males
{ for females
Technical and Industrial Schools	11	891	908	770	...	12,699	4,085
{ for males
{ for females
Commercial Schools
{ for males
{ for females
Agricultural Schools
{ for males
{ for females
Other Schools
{ for males
{ for females
Total	11	891	908	770	...	18,370	4,085
TOTAL DIRECT EXPENDITURE	4,076	221,506	218,124	186,082	...	5,93,438	20,276
<i>Buildings, furniture and apparatus</i>	3,14,127	...
University
Inspection
Scholarships held in—
Arts Colleges
Medical Colleges
Other Professional Colleges
Secondary Schools
Primary Schools
Medical Schools
Technical and Industrial Schools
Other Special Schools
Miscellaneous
Boarding Houses (Recurring Expenditure)
TOTAL INDIRECT EXPENDITURE	3,14,127	...
GRAND TOTAL	4,076	221,506	218,124	186,082	...	9,07,565	20,276

* Excludes Rs. 12,87,997 on account of provincial expenditure on the District

TABLE VII.

DITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

ON PUBLIC INSTRUCTION.

LOCAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Local Boards' Expenditure on Public Instruction.	REMARKS.
Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or associations.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	300	300	
...	
...	
...	
...	
...	...	...	...	2,982	...	...	2,982	
...	...	...	...	2,982	...	300	3,282	
50,778	8	...	77,884	...	2,160	14,561	43,469	
1,24,066	765	2,509	1,81,184	...	6,987	14,116	83,029	
62,015	164	334	1,44,320	...	4,566	963	87,336	
...	
...	...	...	...	...	...	896	896	
...	8	...	5,420	...	...	1,038	6,450	
2,36,859	19,945	2,843	4,19,108	...	13,713	31,574	2,01,180	
88,523	1,126	979	4,64,451	...	144	45,104	4,17,698	
1	261	500	48,787	...	384	11,940	69,049	
88,524	1,387	1,479	5,13,238	...	528	57,044	4,76,747	
...	...	...	5,671	...	...	...	5,671	
...	...	...	...	...	301	...	301	
...	
...	
...	
...	
...	
1,182	244	59	18,219	...	...	236	12,935	
...	...	...	...	...	...	1,171	1,171	
...	
...	
1,182	244	59	23,890	...	301	1,407	20,078	
3,26,566	11,576	4,381	9,56,236	2,982	14,542	90,325	7,01,287	
1	...	2,980	3,17,056	...	...	239	3,14,366	
...	...	...	...	...	...	...	58,029	
...	...	...	...	...	...	...	2,623	
...	...	...	...	...	...	...	232	
...	...	...	...	...	...	...	2,421	
...	...	...	...	...	...	...	88,566	
...	...	...	...	...	...	...	1,513	
...	...	...	...	...	...	...	240	
...	...	...	...	...	...	...	5,370	
...	...	...	...	...	...	...	851	
...	...	...	...	...	...	...	43,014	
...	...	...	...	...	...	...	35,507	
1	...	2,980	3,17,056	...	...	239	5,52,732	
3,26,566	11,576	7,311	*12,73,294	2,982	14,542	90,564	12,54,019	

* Municipal Board Schools combined which is shown in column 9 of table IV.

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS						
	IN INSTITUTIONS MANAGED						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Boards' grants.
1	2	3	4	5	6	7	8
					Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
<i>Arts Colleges.</i>							
English	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Oriental	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>							
Law	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Medicine	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Engineering	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Teaching	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Agriculture	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males ... ..	...	8	2,623	2,805	2,498	20,569	2,160
Middle Schools for males	{ English ..	29	7,070	7,242	6,188	46,694	6,937
	{ Vernacular ..	11	1,738	1,856	1,684	6,363	4,563
High Schools for females ... ..	...	...	...	...	...	...	...
Middle Schools for females	{ English ..	...	...	...	...	...	...
	{ Vernacular ..	16	2,478	2,418	1,920	14,213	...
Total ... ..	...	64	13,909	14,321	12,240	87,839	13,713
<i>Primary Schools.</i>							
For males ... ..	...	109	10,269	9,823	8,041	28,723	144
For females ... ..	...	166	9,951	9,786	7,300	28,376	384
Total ... ..	...	275	20,220	19,609	15,341	57,099	528
SCHOOL EDUCATION, SPECIAL.							
Training Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	6	121	115	112	6,509	301
Schools of Art	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Law Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Medical Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Engineering and Surveying Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Technical and Industrial Schools	{ for males ..	10	870	971	715	7,584	...
	{ for females ..	...	...	...	...	...	...
Commercial Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Agricultural Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Other Schools	{ for males ..	...	...	...	...	...	...
	{ for females ..	...	...	...	...	...	...
Total ... ..	...	16	991	1,086	827	14,093	301
Total Direct Expenditure ... ..	...	355	35,120	35,016	28,403	1,59,031	14,542
<i>Buildings, furniture and apparatus</i> ... ..	...	...	...	...	...	38,783	...
University ... ..	...	...	...	...	...	...	...
Inspection ... ..	...	...	...	...	...	...	...
Scholarships held in—	...	...	...	...	...	...	...
Arts Colleges ... ..	...	...	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...	...	...
Medical Schools ... ..	...	...	...	...	...	...	...
Technical and Industrial Schools ... ..	...	...	...	...	...	...	...
Other Special Schools ... ..	...	...	...	...	...	...	...
Miscellaneous ... ..	...	...	...	...	...	...	...
Boarding Houses (Recurring Expenditure) ... ..	...	...	...	...	...	...	...
Total Indirect Expenditure ... ..	...	...	...	...	...	38,783	...
GRAND TOTAL ... ..	...	355	35,120	35,016	28,408	1,97,814	14,542

* Excludes Rs. 12,87,997 on account of provincial expenditure on the District

TABLE VII—CONCLUDED.

EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

ON PUBLIC INSTRUCTION.

BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Municipal Boards Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	REMARKS.
Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or associations.			
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rf.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	1,500	1,500	1,800	
...	
...	
...	
...	
...	...	...	...	354	...	...	354	3,386	
...	
...	...	...	...	354	...	1,500	1,854	5,186	
56,411	30	49	79,219	...	350	67,964	88,883	1,32,352	
88,714	704	886	1,43,975	...	13,218	9,733	69,645	1,32,074	
4,484	47	...	15,460	...	...	117	6,480	93,816	
...	...	...	...	...	...	6,123	6,123	6,123	
...	...	...	...	...	...	3,401	3,401	4,297	
...	...	...	...	...	...	8,403	22,621	29,071	
1,49,603	786	935	2,52,876	...	13,568	95,746	1,97,153	3,98,333	
17,113	224	107	46,311	...	1,378	16,037	46,133	4,63,831	
...	28	...	28,738	...	1,300	13,617	43,293	1,02,342	
17,113	252	107	75,099	...	2,674	29,654	89,426	5,66,173	
...	
...	...	...	6,810	...	...	...	6,509	5,671	
...	...	...	...	...	...	...	...	6,810	
...	
...	
...	
1,386	118	283	9,371	...	4,035	2,119	13,788	26,673	
...	...	...	...	...	...	...	...	1,171	
...	
...	
1,386	118	283	16,181	...	4,035	2,119	20,247	40,325	
1,68,102	1,156	1,325	3,44,156	354	20,273	1,29,019	3,08,680	10,09,967	
...	576	4,925	44,284	...	...	472	39,255	3,53,621	
...	...	...	...	...	...	...	7,284	65,313	
...	...	...	...	...	...	...	2,261	4,884	
...	...	...	...	...	...	...	363	595	
...	...	...	...	...	...	...	540	2,661	
...	...	...	...	...	...	...	19,102	1,07,668	
...	...	...	...	...	...	...	452	1,965	
...	...	...	...	...	...	...	106	346	
...	...	...	...	...	...	...	3,385	8,755	
...	...	...	...	...	...	...	225	1,076	
...	...	...	...	...	...	...	16,070	59,084	
...	...	...	...	...	...	...	9,928	45,435	
...	576	4,925	44,284	...	...	472	98,971	6,51,703	
1,68,102	1,732	6,250	*8,88,440	354	20,276	1,29,431	4,07,651	16,61,870	

GENERAL TABLE VIII.

ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR
THE OFFICIAL YEAR 1917-18.

1	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					CAPITAL EXPENDITURE FROM					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial revenues.	Local or Municipal funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
2	3	4	5	6	7	8	9	10	11	12	13	14	
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MANAGED BY GOVERNMENT.													
Males	53	4,280	308	535	2,304	78	1,055	...	...	...	...	...	...
Females	4	407	...	..	353	10	44	...	...	...	...	...	...
MANAGED BY LOCAL OR MUNICIPAL BOARDS.													
Males	241	6,648	...	..	6,094	514	40	...	14,148	...	...	...	14,148
Females	4	36	...	..	...	...	35	...	...	...	...	...	...
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.													
Males	101	5,861	300	12	5,333	216	...	...	...	4,801	8,117	...	12,918
Females	39	2,051	...	33	1,396	415	207	...	...	1,543	...	...	1,543
UNAIDED.													
Males	80	5,897	2,011	196	3,198	294	198	...	...	2,435	61,315	123	63,873
Females	14	939	16	2	629	292	...	...	...	2,430	8,677	2,140	13,247
TOTAL													
Males	475	22,686	2,619	43	16,929	1,102	1,293	...	14,148	7,236	69,432	123	90,939
Females	61	3,432	16	35	2,378	717	286	...	...	3,973	8,677	2,140	14,790
GRAND TOTAL ...	536	26,118	2,635	78	19,307	1,819	1,579	...	14,148	11,209	78,109	2,263	1,05,729

GENERAL TABLE IX.

NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-1918.

1		(a) IN PRIMARY SCHOOLS.						(b) IN MIDDLE SCHOOLS.						(c) IN HIGH SCHOOLS.						(d) IN COLLEGES.						GRAND TOTAL.	REMARKS.
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.		
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
Teachers for Vernacular.	Trained ...	29	4,676	285	395	44	5,329	4	1,225	274	267	66	1,886	187	36	48	462	45	778	...	...	...	...	...	...	7,943	
	Untrained ...	4	1,523	454	2,123	204	4,608	7	222	145	279	39	692	81	17	14	276	53	441	..	...	...	...	...	...	5,741	
	Total ...	33	6,499	739	2,418	248	9,937	11	1,447	419	546	105	2,528	268	53	62	739	98	1,219	...	...	...	...	...	...	13,684	
Anglo-vernacular Teachers and Teachers of classical languages.	Trained ...	10	2	7	21	11	51	3	141	106	124	45	419	305	59	56	542	79	1,041	1	...	...	10	4	15	1,526	
	Untrained ...	...	...	6	25	17	48	11	85	56	99	56	307	143	23	21	349	107	643	26	...	...	96	52	174	1,172	
	Total ...	10	2	13	46	28	99	14	226	162	223	101	726	448	82	77	891	186	1,684	27	...	...	106	56	189	2,698	
	Possessing degree.	2	...	1	3	3	9	2	30	19	34	19	104	158	29	29	303	50	569	27	...	...	86	53	166	848	
	Possessing degree.	3	2	12	43	35	90	12	196	143	189	82	622	290	53	48	588	136	1,115	...	...	...	20	8	23	1,850	
	Total ...	10	2	13	46	28	99	14	226	162	223	101	726	448	82	77	891	186	1,684	27	...	...	106	56	189	2,698	
In Schools for Europeans.	Trained ...	...	...	...	6	...	6	...	...	...	48	...	48	30	...	...	53	...	83	...	...	...	...	...	...	137	
	Untrained ...	...	...	...	8	...	8	...	...	...	23	...	23	10	...	...	25	...	35	...	...	...	...	...	...	66	
	Total ...	...	...	...	14	...	14	...	...	...	71	...	71	40	...	...	78	...	118	...	...	...	...	...	...	203	
	Possessing degree.	...	...	...	...	...	...	...	...	...	5	...	5	4	...	...	12	...	18	...	...	...	...	...	...	21	
	Possessing degree.	...	...	...	14	...	14	...	...	...	66	...	66	36	...	...	66	...	102	...	...	...	...	...	...	182	
	Total ...	...	...	...	14	...	14	...	...	...	71	...	71	40	...	...	78	...	118	...	...	...	...	...	...	203	
GRAND TOTAL OF ALL TEACHERS		43	6,501	782	2,478	276	10,050	25	1,673	581	840	206	3,325	756	135	139	1,707	284	3,021	27	106	56	189	16,585	

In Schools for Indians.

In Schools for Europeans.

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GENERAL TABLE X.

CLASSIFICATIONS OF PUPILS BY DEPARTMENTS IN THE PUNJAB FOR 1917-18.

	SCHOOL FOR GENERAL EDUCATION.											ARTS COLLEGES.*							REMARKS.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post-Graduate Class.	Total.		GRAND TOTAL.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
TOTAL ...	157,627	68,886	58,109	42,443	36,067	17,560	13,189	9,093	6,182	4,769	408,925	1,480	1,277	714	878	118	91	4,508	418,433	

*In addition there were 118 students in the various departments of the Oriental College, Lahore.

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

Particulars.	Classed in General Table III as "Primary schools."	Classed in General Table III as "Other schools."	Classed in General Table III as "Private Institutions."	TOTAL.
1	2	3	4	5
MAKTABS.				
	No.	No.	No.	No.
1. Institutions ...				
... { For boys ...	1,035	...	632	1,667
... { For girls ...	113	...	296	409
2. Pupils ...				
... { Boys ...	39,226	...	11,529	50,755
... { Girls ...	3,637	...	4,632	8,269
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	2,912	...	...	2,912
4. Expenditure from district or local funds ...	1,27,682	...	...	1,27,682
5. Expenditure from municipal funds ...	14,101	...	...	14,101
6. Fees ...	2,217	...	...	2,217
7. Other sources ...	20,211	...	...	20,211
8. Total expenditure ...	1,67,123	...	...	1,67,123
MULLA SCHOOLS.				
	No.	No.	No.	No.
1. Institutions ...				
... { For boys ...	2	...	780	782
... { For girls ...	...	...	402	402
2. Pupils ...				
... { Boys ...	67	...	11,749	11,816
... { Girls ...	...	...	5,767	5,767
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	...	...	...	...
4. Expenditure from district or local funds ...	...	...	...	...
5. Expenditure from municipal funds ...	227	...	...	227
6. Fees ...	...	...	...	...
7. Other sources ...	120	...	...	120
8. Total expenditure ...	347	...	...	347
PATHSHALAS.				
	No.	No.	No.	No.
1. Institutions ...				
... { For boys ...	207	...	382	589
... { For girls ...	53	...	46	99
2. Pupils ...				
... { Boys ...	7,368	...	11,299	18,667
... { Girls ...	1,519	...	1,162	2,681
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	3,958	...	...	3,958
4. Expenditure from district or local funds ...	18,801	...	...	18,801
5. Expenditure from municipal funds ...	7,755	...	...	7,755
6. Fees ...	1,418	...	400	1,818
7. Other sources ...	36,459	...	800	37,259
8. Total expenditure ...	68,391	...	1,200	69,591

GENERAL TABLE XII.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES IN THE PUNJAB FOR THE YEAR ENDING 31st MARCH 1917-18.

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	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
																Rs.	Rs.		
1	Hissar	...	...	...	...	1	...	187	4,132	682	582	...	53	...	5,449	49,611	4,947	
2	Rohtak	...	...	...	...	...	4	161	6,066	868	995	...	...	110	8,059	55,316	6,107	
3	Gurgaon	...	...	...	...	19	...	189	4,671	516	1,648	...	532	...	7,367	49,449	10,040	
4	Karnal	...	...	...	...	...	5	136	3,471	401	513	401	...	171	4,957	38,799	5,894	
5	Ambala	...	...	...	...	21	...	214	6,277	504	1,394	506	529	...	9,210	63,913	16,064	
6	Simla	...	...	...	...	...	...	19	413	201	72	30	...	...	716	11,820	2,254	
	Total	...	...	...	...	41	9	906	25,030	3,192	5,204	937	1,114	281	35,758	2,68,908	45,306	
7	Kangra	...	...	...	...	...	11	213	5,694	605	1,776	1,898	...	304	10,277	46,964	19,585	
8	Hoshiarpur	...	...	...	...	12	...	268	11,537	134	3,563	...	380	...	15,614	97,338	10,936	
9	Jullundur	...	...	...	...	...	6	193	8,024	157	691	1,389	...	206	10,417	69,073	8,866	
10	Ludhiana	...	...	...	...	...	4	123	5,313	273	908	98	...	122	6,714	46,945	3,928	
11	Ferozepore	...	...	...	...	...	2	204	6,014	992	1,096	511	...	235	8,348	64,506	8,331	
	Total	...	...	...	...	12	28	1,006	36,582	2,161	8,034	3,846	380	867	51,870	3,24,826	51,646	

2	Lahore	...	...	...	...	111	10	38	10	...	9	176	4,841	1,082	1,270	1,333	...	360	8,386	47,724	21,878
8	Amritsar	...	...	...	...	101	13	91	...	5	...	29	6,355	-1,560	3,483	...	138	...	11,536	57,662	13,003
14	Gurdaspur	...	...	...	...	145	45	66	2	...	11	269	8,185	2,027	2,177	160	...	387	12,936	79,338	12,491
15	Sialkot	...	...	...	...	169	13	95	3	...	2	232	13,890	1,327	4,306	352	...	113	19,038	90,326	16,334
6	Gujranwala	...	...	...	...	133	17	51	3	6	...	210	6,084	854	2,002	325	130	...	9,401	57,129	15,250
	Total	...	...	...	...	659	97	339	18	11	22	1,146	33,355	6,860	13,278	2,770	274	860	61,797	3,32,179	78,756
7	Gujrat	...	...	...	...	101	2	79	...	14	...	196	7,860	162	4,131	...	482	...	12,635	49,800	12,874
8	Shahpur	...	...	...	...	148	5	37	...	9	1	200	5,494	313	1,245	...	299	51	7,402	44,195	5,285
9	Jhelum	...	...	...	...	67	2	65	...	4	...	138	4,599	140	3,076	...	132	...	7,947	35,085	11,447
0	Rawalpindi	...	...	...	...	93	2	31	3	6	2	137	5,816	84	1,547	315	231	117	8,140	33,545	6,304
1	Attock	...	...	...	...	65	4	28	1	2	...	103	3,515	306	1,117	46	64	...	5,188	33,997	3,304
2	Mianwali	...	...	...	...	68	18	36	...	...	1	123	3,189	530	1,313	...	...	22	5,054	32,212	5,229
	Total	...	...	...	...	545	33	275	41	35	4	837	30,583	1,535	12,489	301	1,203	190	40,306	2,28,834	44,443
3	Montgomery	...	...	...	...	90	24	2	2	...	1	119	2,528	746	112	66	...	44	3,496	36,089	887
4	Lyallpur	...	...	...	...	268	25	22	9	...	...	322	9,897	988	874	448	...	...	12,207	90,835	7,846
5	Jhang	...	...	...	...	94	4	51	...	...	...	149	3,685	178	2,063	...	...	...	5,926	36,263	7,602
3	Multan	...	...	...	...	104	38	35	6	...	...	183	4,572	1,539	1,395	395	...	...	7,901	52,938	7,677
7	Muzaffargarh	...	...	...	...	72	32	37	2	6	...	149	2,389	593	1,162	244	150	...	4,558	30,190	6,087
3	Dera Ghazi Khan	...	...	...	...	88	2	45	...	...	1	136	3,470	109	1,769	...	...	20	5,368	32,427	7,336
	Total	...	...	...	...	714	125	192	19	6	2	1,058	26,541	4,153	7,395	1,153	150	64	39,456	2,78,932	37,335
	GRAND TOTAL	...	...	...	...	3,148	369	1,154	177	105	60	5,013	157,091	17,901	48,400	8,467	3,126	2,202	2,35,247	14,33,679	2,57,486

GENERAL TABLE XII—CONCLUDED.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR FEMALES IN THE PUNJAB FOR THE YEAR ENDING 31st MARCH 1917-18.

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.				Under Public Management.		Aided.	
					Upper.	Lower.	Aided.		Unaided.		Upper.	Lower.	Aided.		Unaided.					
							Upper.	Lower.	Upper.				Lower.	Upper.	Lower.	Upper.				Lower.
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
1	Hissar	20	...	2	...	...	...	22	533	...	43	...	...	...	576	Rs. 6,353	Rs. 529
2	Rohtak	29	...	1	...	2	...	32	896	...	32	...	70	...	998	11,677	1,244			
3	Gurgaon	17	...	5	...	3	...	25	406	...	166	...	90	...	662	5,577	12,840			
4	Karnal	18	...	4	...	...	...	22	616	...	163	...	...	...	719	6,378	724
5	Ambala	12	...	14	...	2	...	28	372	...	585	...	76	...	1,033	4,462	10,531			
6	Simla	1	...	4	...	1	...	6	31	...	121	...	17	...	169	675	4,315			
	Total	97	...	30	...	8	...	135	2,854	...	1,050	...	253	...	4,157	35,022	30,183			
7	Kangra	13	1	5	11	...	1	31	590	28	120	218	...	31	987	6,539	2,763			
8	Hoshiarpur	19	...	13	...	...	1	33	866	...	421	...	...	18	1,305	9,297	7,468
9	Jullundur	37	...	8	6	...	...	51	1,685	...	482	191	...	...	2,358	17,142	6,342
10	Ludhiana	19	7	11	...	2	...	39	660	351	511	...	41	...	1,563	10,051	23,174			
11	Ferozepore	26	4	12	4	2	...	48	1,192	105	522	131	79	...	2,029	14,255	10,532			
	Total	114	12	49	21	4	2	202	4,993	484	2,056	540	120	49	8,242	57,284	50,279			

11111111

12	Lahore	...	...	...	...	17	...	29	...	2	...	48	917	...	1,395	...	58	...	2,370	15,254	23,978
12	Lahore	...	...	...	...	17	...	29	...	2	...	48	917	...	1,395	...	58	...	2,370	15,254	23,978
13	Amritsar	...	...	...	...	11	26	16	...	...	2	55	542	1,596	1,335	...	...	62	8,585	15,914	16,755
14	Gurdaspur	...	...	...	...	23	...	9	...	2	4	38	907	...	401	...	83	161	1,552	9,439	2,084
15	Sialkot	...	...	...	...	78	...	5	...	...	...	78	2,746	...	365	...	...	...	8,111	26,308	7,944
16	Gujranwala	...	...	...	...	23	8	14	...	...	...	45	1,297	566	1,035	...	...	...	2,898	17,338	15,662
	Total	...	...	...	...	147	34	73	...	4	6	264	6,409	2,162	4,531	...	141	223	13,466	84,253	66,423
17	Gujrat	...	...	...	...	21	...	16	...	...	1	38	791	...	1,078	...	...	27	1,896	11,636	7,208
18	Shahpur	...	...	...	...	19	2	8	...	5	...	34	1,650	54	511	...	293	...	1,908	9,330	3,529
19	Jhelum	...	...	...	...	17	...	16	...	1	2	36	553	...	701	...	88	64	1,406	4,849	4,639
20	Rawalpindi	...	...	...	...	28	...	13	...	1	...	42	1,309	...	500	...	64	...	1,873	10,077	2,775
21	Attock	...	...	...	...	15	...	12	...	2	...	29	587	...	549	...	61	...	1,197	5,060	3,436
22	Mianwali	...	...	...	...	7	...	10	1	...	1	19	247	...	310	45	...	38	640	2,452	1,582
	Total	...	...	...	...	107	2	75	1	9	4	198	4,537	54	8,649	45	508	129	8,920	43,404	23,169
23	Montgomery	...	...	...	...	11	...	4	3	...	...	18	414	...	217	94	...	...	725	4,834	3,745
24	Lyalpur	...	...	...	...	12	...	6	5	...	...	23	552	...	492	100	...	...	1,130	6,478	4,949
25	Jhang	...	...	...	...	19	...	4	...	...	...	24	1,202	...	211	220	...	...	1,638	9,442	2,778
26	Multan	...	...	...	...	19	7	5	...	...	...	31	643	423	333	...	...	...	1,399	14,053	3,078
27	Muzaffargarh	...	...	...	...	18	...	5	...	...	...	23	568	...	120	...	...	...	688	5,912	650
28	Dera Ghazi Khan	...	...	...	...	23	5	4	...	...	...	32	1,035	93	301	...	...	...	1,429	10,281	1,783
	Total	...	...	...	...	98	12	26	15	...	...	151	4,414	516	1,674	455	...	...	7,059	51,050	16,933
	GRAND TOTAL	...	...	...	...	563	60	253	87	25	12	950	23,207	3,216	12,960	1,040	1,020	401	41,844	2,70,963	1,86,987